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NOTE-TAKING DRILLING TO IMPROVE ACADEMIC LISTENING SKILLS IN THIRD SEMESTER STUDENTS, UNIVERSITAS MUHAMMADIYAH SURAKARTA

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Abstract

This study aims to reveal the role of note-taking in improving listening skills and exposing learning resources besides TED.COM. The skill of note-taking in academic activities is subject to the incompetency of note-taking in standard form. This research was a classroom action research approach for third-semester students at the Universitas Muhammadiyah Surakarta that focused on TED.COM's contribution to students' skills. The results of the initial research found obstacles,

first, students were getting to know note-taking and TED.COM for the first time. Second, the high speed of native speakers impacts lost vocabulary understanding. Third, the tone, accent, and intonation are also separate challenges. The results of the cycles showed first, there was a positive change since the students got an extra note-taking theory and variations of audio listening. Second, students have varied learning resources, so it is recommended for educators to also understand student learning resources. In conclusion, TED.COM contributed to the academic listening improvement and in the future, the Podcast program can be explored for note-taking drilling besides TED.COM.

Keywords:

Note-taking, Classroom Action Research, TED, Contribution, Cycle

1. Introduction

Note-taking is a fundamental learning skill that University students must drill during and outside class hours. Notes-taking during the lecture should be formed academically from the important points or ideas presented during the class. The drilling of note-taking is important for several reasons. *First*, teachers can display extra material not found in the textbook, but it is important to link to prior knowledge and introduce the subjects into the textbook. *Second*, the information given in the lecture can be used for future assessments (quizzes, tests, exams). Finally, a good note-taking system is a fundamental learning strategy. This study aims to strengthen students' academic listening with real and applicative material so that they can enjoy formal monologues from native speakers well. Getting used to note-taking while listening to native speakers is a demand for English education students (Boyle, 2007). As long as the researcher taught the listening skill of note-taking material, the students had difficulty identifying which ones to write. In the TOEIC material, there is a monologue related to life on campus, business, and science, the students feel that note-taking is more difficult than the question and answer model.

The habituation of listening to monologue skills is important. The skills needed are listening and listening and taking notes on important things conveyed by the speaker. For students who like watching movies and western music, this hobby will help. The more they are exposed to the voice of native speakers, the more sensitive they will be to English. Not all students have additional listening interests outside of class even though they are from the English department faculty. Those who like western films and music may be able to understand and enjoy native

speakers' oral communication in the form of formal, lengthy, and scientific activities, especially semi-formal ones such as monologues on the TED.COM program. So, the habit of note-taking exercise is important but what sources are for these needs.

TED was chosen because it can explore students' efforts to be more independent in learning to listen, and that is the purpose of extensive listening, which is to encourage students to learn more beyond the material presented in class (Mukhamad Bayu Permadi, 2017). TED is suitable for 3rd-semester students because they have gained a lot of experience from intensive listening and extensive listening the previous semester. Extensive listening approaches to teaching listening in which frequent practice with meaningful language is given more emphasis in listening instruction Renandya *et al* (2012). The discussion about the benefits of TED is to improve student listening. TED is useful to increase their listening skills. Here the researcher wants to add special skills that can be generated from the TED event. Skills that can be felt by students are note-taking.

TED.COM can be a reference for learning resources because it can be a continuation of what students have learned in the previous semester (extensive listening). The use of TED as a learning medium is also a form of student learning independence. They do not depend on the material delivered by the teacher. In semesters 1 and 2, ideally, students are exposed to a lot of listening sources and references from the media. This should also be directly listed in the lesson plans and teaching syllabus. The use of TED.COM is a continuation of the use of the media as a learning resource other than the workbook that has been provided. The TED.COM program in this study is a reference for learning resources for note-taking training. Given the importance of teaching variety and student independence in improving academic listening, the purpose of this research is to show the benefits of TED.COM events for students, explain what needs to be done when they watch TED and provide other options that can be a source of learning.

The initial research results found that students, in general, were unfamiliar with the note-taking culture, including unfamiliar with TED.COM events to improve their listening. Another obstacle that students feel is related to the speed of native speakers in delivering their presentations so it has an impact on lost vocabulary understanding. In addition, the factor of the tone of voice, accent, and intonation is also a separate obstacle that must be found a solution. This study focuses on efforts to improve students' listening by drilling note-taking with the main audio source, namely the TED.COM program and other audio sources with narratives scientific monologue. TED was chosen because it can explore students' efforts to be more independent in learning to listen, and

that is the purpose of academic listening, which is to encourage students to learn more beyond the material presented in class (Vo. (Vo, 2013)Y, 2013). TED is suitable for 3rd-semester students because they have completed a workbook of intensive listening and extensive listening material in the previous semester. The discussion about the benefits of TED is to improve student listening. Can the TED.COM event contribute to an academic listening improvement for semester 3 students? What are the note-taking techniques used by students when they listen to and watch the TED.COM program and How to choose other sources that can be used as learning references to improve academic listening for semester 3 students?

Several studies related to the benefits of note-taking activities for students, which were conducted by H.R. Haghverdi., Biria, R., Karimi L (2010), suggest that note-taking has a positive impact on improving students' listening. Another study by Yuniarti and I. K Trisnawati (2018) shows that Cornell's technique is useful in helping students improve their ability to take notes in English texts. Research from Zuhdi U (2020) states that the TED.COM event has good contribution listening skills of students, especially the TOEIC test part C. Some of the studies above can illustrate the significant role of the TED.COM event to improve student listening. In particular, the focus of this research is to discuss the benefits of the TED.COM program in improving the listening and note-taking of third-semester students at Universitas Muhammadiyah Surakarta.

2. Theoretical Background

Exploring open listening resources like TED.COM, ELLO.com bring the students to be independent learners. It means fostering experiential learning strategies that favors the students' understanding of theoretical concepts and leads to the attainment of superior performance (Kwan, 2022). Student's independent learning enhances learners' self-directedness and achieve successful learning results (Kildé, 2022). The theoretical background is rooted in the theory concerning the topic of note-taking drilling to achieve excellent extensive listening. The discussion starts with constructivist studies since it supports the importance of independent learning by accessing the resources from various web and others. Besides, it is completed with the definition of drilling and TED.COM's definition.

2.1. Constructivist Studies

Good note-taking is the skill achieved by drilling, it is not like mere information stored. The students need time to explore various audios, videos of lectures, and presentations for more exercises of note-taking formats. According to constructivism theory, knowledge is the result of human construction. Knowledge cannot be simply given from one person to another, but the person who receives the knowledge must first process and interpret it himself, let them experience it (Hapsari & Ratri, 2014). Even in the learning process at school, students cannot simply receive the knowledge from the teacher directly because learning is not something that is stored in students (Lie, 2002) but students are required to be active to build their knowledge by combining new knowledge and skills, of which already exist in him through experiences so that the knowledge he gains is more meaningful and always remembered. Rarely occurs in the learning process without the activeness of individuals, students who learn (Sudjana, 1988). In this case, the teacher should only act as a facilitator and motivator teaching is not an activity of transferring knowledge from teacher to student. This is in line with Piaget's opinion, that knowledge is found, shaped, and developed by students, teachers only create conditions and situations that allow students to form meaning from learning materials through a learning process and store them in memory which can be processed and developed at any time. further (Lie, 2002). Driver explains the principles of constructivism (Suparno, 1997; Mudair, 2000), which are not much different from Piaget's opinion, including:

- 1) Knowledge is built by the students themselves, both personally and socially.
- 2) Knowledge cannot be transferred from teacher to student except only by the student's activity of reasoning.
- 3) Students are actively constructing continuously so that there are always changes in concepts towards more detailed, complete, and scientific concepts.
- 4) The teacher only helps provide the facilities and situations so that the student construction process runs smoothly. The development of learning is a theory of adaptation of the mind into a reality as organisms adapt to their environment.

2.2. Definition of Drilling

Drilling is a way of memorizing a chunk of language by repeating it. They can be a very effective approach for learning new vocabulary or language structures. They are a way of ensuring new vocabulary is introduced in a curriculum context. Drilling is a technique used for language

teaching through dialogue that emphasizes student habituation using repetition, memorizing language structures and tenses using the culture and target language in which the language is used (Setiyadi, 2006, p.54). In addition, drilling is part of the audio-lingual method. On the other hand, drilling means emphasizing students' use of the target language. There are 6 types of audio-lingual methods (Setiyadi, 2006, 63-66) one of which is related to the importance of replacing exercises. In this study, the focus is more on repeating exercises. Practice repeating the information conveyed by the speaker in the form of notes, especially the important points discussed. Students depend on the speaker in this process, namely a native speaker. Note-taking activity is habituation. Many students (L2) feel compelled to use metamemory strategies when facing listening assignments from lecturers rather than native speakers. Mendelsohn and Klein (1974) designed a curriculum to develop intensive listening and note-taking skills.

Sudjana and Rivai (2010: 4) said that the media chosen by the lecturer was based on the following considerations: (a) conformity to the learning objectives. This means that the selected media are that are in line with the stated instructional objectives; (b) support factors for the content of teaching materials. This means that teaching materials that are facts, principles, concepts, and generalizations need media assistance so that they are easily accepted by students; (c) the media is easily accessible. This means that the media is easily accessible by lecturers or by students; (d) the shrewdness and familiarity of the lecturer in using the media. Whatever type is important, the media is easily controlled by both parties; (e) the time required is not excessive. So that the media can be useful for students during teaching; (f) the media is by the students' thinking ability. Choosing media for education and teaching must be by the level of students' thinking. Besides, when learning how to take notes, note-takers must develop comprehension skills within specific activities, developing the author's self-awareness of how they function to improve their control over their function Boch F & Piolat A (2005).

2.3. What is TED.COM?

TED (Technology, Entertainment, Design) is a non-profit organization that uploads many presentations online for free with the slogan "ideas worth spreading". TED.COM has contributed to increasing student English listening Zuhdi U (2020). It was founded in February 1984 as an annual conference since 1990. TED initially focused on technology and design appropriate to the origin of Silicon Valley or the United States think tank, but now TED has expanded to cover a wide variety of cultural and scientific presentation topics. TED conference is held annually in

Canada North America at the Vancouver convention center. Before 2014, the conference was held on the beach. TED events are hosted throughout North America, Europe, and Asia, it offers many broadcasts and presentations. TED covers a wide variety of scholarly themes, cultural research with action, and often through stories. Speakers are given 18 minutes to present their ideas most innovatively and interestingly. TED is the media where the students are exposed to the learning process while listening watching, Listening, and imitating sounds are drilled so that language learners become automatic in production Setiyadi B. (2020).

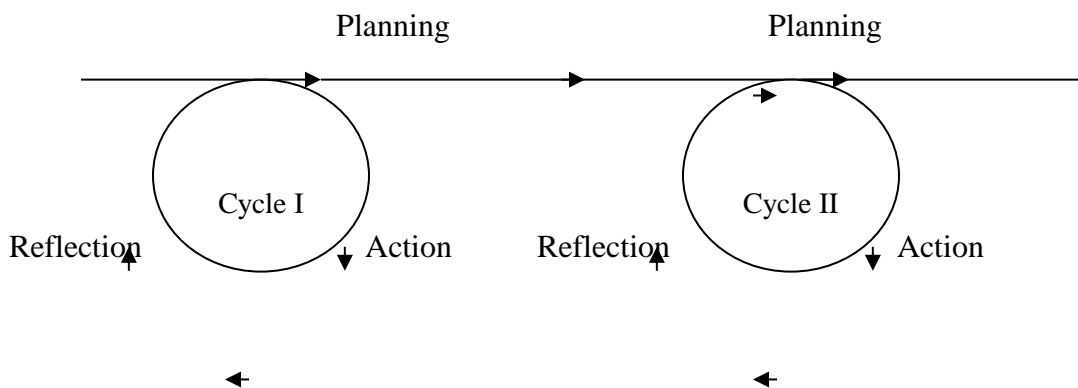
3. Research Method

Research methods are the strategies, processes, or techniques utilized in the collection of data or evidence for analysis to uncover new information or create a better understanding of a topic. This class action research was carried out in the 3rd semester of 25 students of the academic listening course at the University of Muhammadiyah Surakarta. The timeline of this research starts from July to December 2021 from the pre-survey stage until the action is carried out. The Source of data is collected through experiments of students third semester and then taken action with the steps of classroom action research (CAR).

This type of research uses classroom action research (CAR) with a Kemmis & MC Taggart model design where the research is carried out cyclically in one cycle consisting of four components, namely planning (Planning), acting (implementing actions), Observing (Observation) and Reflecting (Reflection).) with a chart as shown below:

This study uses a classroom action research design (CAR) with two cycles, namely the action process in cycle I and cycles II.

Table 1: *Classroom Action Research Cycle I and II*



Observation

Observation

(Source: Lewin, 2006)

Viewed from the table above, the planning stage is the initial stage used by researchers to determine the steps the researcher takes to solve the problems at hand. At this planning stage (cycle I & II), the researcher determines the time for conducting the research, the subject matter to be delivered, and the lesson plans to be implemented. Next is action. This action is adjusted to the lesson plan that has been prepared at the planning stage. The implementation of the actions in cycle I include the introduction, core activities, and closing. Then is Observation, the activities are carried out during the learning activities. Through the observation sheet, the teacher observes the behavior of students during the learning process. The aspects observed were the results of student writing and student behavior during the learning activities of writing procedure text. In addition to using observation sheets, researchers also took photos during the learning process. The results of this photoshoot are used as concrete data on the condition of students when learning to write text procedures takes place. Last is reflection, the activities are used to review changes that occur in students, teachers, and the classroom atmosphere. At this stage, the researcher analyzes the test results, the results of observations, and the results of the journals that have been carried out.

The presence of the researcher functions as a teacher and observer. The research was conducted on 3rd-semester students of Universitas Muhammadiyah Surakarta. In this study, the research subjects were 25 students in the third semester, who became the object of research, namely providing drilling note-taking with listening sources from the TED.COM program and other scientific audio. The researcher used a purposive sampling technique. The research instrument used is structured observation related to drilling note-taking, documentation and tests carried out by responding to research questions on the pretest and post-test, Supardi (2008). The use of the analysis technique chosen is critical and comparative analysis. Critical analysis means that it includes the disclosure of weaknesses, and strengths. The advantages of lecturers and students during the learning process. These results are used as the basis for the preparation of action plans for the next stage by the existing cycle, Suhardiono (2008). The process that includes critical analysis is planning, action, observation, and reflection tests when learning academic listening. The step taken was to find out the background knowledge of students, attitudes, and their skills regarding note-taking. Each time the action is completed, the results are observed what are the weaknesses and strengths so that it is known where there is an improvement.

4. Research Result

The research result is the technical results derived from the implementation of the research projects. There are five steps of the research result. The steps of classroom action research consist of the description of the initial research, action planning, process performance result, product performance result, and discussion of the research result (Fauziati E, 2021).

4.1. Description of the Initial Research

Initial Research means the research activities to be performed mainly within the Initial research term on a target-by-target or product-by-product. The students have not used standard note-taking techniques based on the initial reports. What they have used so far is to record important points written in their style, that is what they say to answer questions from researchers. The writings they produce are notes that they consider important from the speakers they listen to, for example, the type, name, or steps written in sequence according to the line of paper, without a standard form. In this form, it is not easy to read the pattern of relationships between points. Specific forms of notes such as trees and diagrams need to be introduced and it turns out to be something new for students.

4.2. Action Planning

Action planning is an approach, rather than a specific method, which helps focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period. The ability to record important points and supporting details for students equips them for preparation for international standard tests or work globally. The motivation and positive impression of 3rd-semester students towards note-taking material with TED.COM sources is a distinct variation in listening learning. The skill of listening and taking notes on what native speakers point out in academic activities supports student learning success. It is hoped that with this research the factors that hinder interest in drilling note-taking will be reduced. Note-taking aims to strengthen academic listening so that they can enjoy formal monologues from native speakers well. The results from the initial research were found, *first*, that students, in general, were getting to know note-taking culture for the first time, including not being familiar with TED.COM events to hone their listening. *Second*, another obstacle that students feel is related to the speed of native speakers in delivering their presentations so it has an impact on lost vocabulary understanding. In response, they have to rewind the audio/video so that the message can be understood. In addition, *third*, the factors of the tone of voice, accent, and

intonation are also separate obstacles that must be found a solution. The results of this initial stage have shown positive things for semester 3 students wherein the second and third exercises they feel they are used to it and get the benefits of note-taking to improve their academic listening.

A comprehensive approach needs to be taken by education providers, namely curriculum review policies to pay attention to the importance of note-taking for students. The curriculum has a positive impact because the required source references will explore more than usual. Internet resources with a wide selection of topics and speakers will add variety to the material. The choice of the TED.COM program as a learning resource will increase students' interest in listening. Students have felt the initial benefits of the TED.COM program, even though they did not know it at the beginning, but at the next meeting, they felt more real learning.

The second obstacle is the speed native in conveying ideas. The delivery is too fast for students' understanding. This is felt by most of the participants. On the other hand, the positive side of listening from TED.COM is the variety of speakers and the variety of topics with each speaker's style. Of course, it is interesting for millennial students who tend to want a variety of learning media. Unluckily, students cannot request directly to the speaker to reduce the speed of delivery. Like it or not, they have to rewind the existing audio/video to get the clarity of the material and the essence of the conversation. In this situation, the solution is to add an audio amplifier device for students, a headset is a choice. This tool can help students reduce lost understanding of the theme delivered by native speakers. Ideally, drilling regularly every day will be able to improve note-taking skills.

The last obstacle is the tone of voice, intonation, and accent of the speaker. These three things are still an obstacle for some participants. Differences in speaker intonation are strongly influenced by the origin of the speaker and where the speaker resides for a long time. When the native speaker is a USA person but has lived in Ireland for a long time, or in the Middle East or elsewhere then of course his native language will be slightly influenced by the language in which he is currently working. The number of changes that occur can also be influenced by the age of the speaker, this means that, apart from the variety of themes and speakers, younger speakers can be the main choice so that participants get energetic, dynamic, and millennial speakers.

The next plan is a trial cycle again, it's the second cycle, planning, and action. In this stage, the researcher will reiterate the discussion about note-taking theory, its strategy, and what points need to be noted by participants. The video that will be given to participants is a video that has

been prepared from the beginning by the researcher. TED.COM videos without subtitles. TED video that will be played and then the students noted the important points. Researchers will wait for a duration that is approximately sufficient for students to complete their tasks.

4.3. Process Performance Result

Process performance is a measure of how efficient or effective a process is. The results show that small changes in the pore size do not have a significant impact on the overall process performance. Students feel that they benefit from a variety of learning resources. They get what they need, namely listening skills from native speakers in the form of assignments (outcome-based education). The motivation they already have becomes positive capital to improve their skills better. Regardless of the existing benefits of TED, the barriers that exist must be overcome for them to have a positive increase. The first obstacle students feel is that they are being explored for the first time with learning resources from TED. The second is the speed of the speaker which is too fast so they lost understanding and the third is the problem of intonation, tone of voice, and different speaker accents.

Suggestions in the next cycle are a better explanation of note-taking techniques, rewind the audio if possible, and selection of varied and energetic speakers. The material was reinforced again for students so that they do not only know what note-taking is and so that they know more about what TED.COM is. Classroom research planning requires action for the smooth running of the research.

The actions taken include;

1. Develop a learning implementation plan, it includes an introduction, core, and closing
2. prepare facilities and infrastructure
3. prepare an observation sheet
4. action execution
5. observation

The result (table II) of strengthening note-taking material is an increase in students' skills in making practical note-taking models. The number of students who choose note-taking of diagrams model. They reasoned that the model diagram was simple and easy to read and understand.

Table 11: *Student's Progress*

NO	NAME	Cycle	
		I	II
1	Edo Apriliano J P, A320200119	good	very good
2	RACHMADITA CAHYANI,	good	very good
3	Oki Tri Jatmiko, A320200112	good	excellent
4	Nurul Sofia Setyaningrum, A320190140	poor	good
5	Dama Ivana Mustaqim, A320200111	good	excellent
6	Dimas Yogi Thoriqul Maulana,	good	excellent
7	Della Hera Larasati, A320200107	good	excellent
8	Warih Sonyaratu, A320200105	good	very good
9	Shindy Chintya Pratiwi, A320200217	poor	good
10	Alifatun Lutfi Nur'aini, A320200101	poor	good
11	Zahwa Sukma Ayu, A320200103	good	very good
12	Naufal Abyan E., A320100102	good	very good
13	Fulan	good	very good
14	Okky Uung Wijaya , A320200120	good	excellent
15	Fahmi Setyoko, A320200100	good	excellent
16	Rima Amelia, A320200150	very good	excellent
17	Janji Muhammad Alif Fadli,	good	excellent
18	Aluf Mawsali, A320200117	good	excellent
19	ADIBA NIKMATUL ULYA	poor	good
20	Halwa Laiyinnada Maharani,	poor	good

21	Fadhila Usamah AL-Muflikha Kusuma,	good	good
22	RISANG GALIH PRAMUDIKA,	good	excellent
23	Novia Marisca Devi, A320200208	good	good
24	Dinda Tri Mayangsari, A320200108	good	excellent
25	Annesya Putri A., A320200113	good	excellent

(Source: Self)

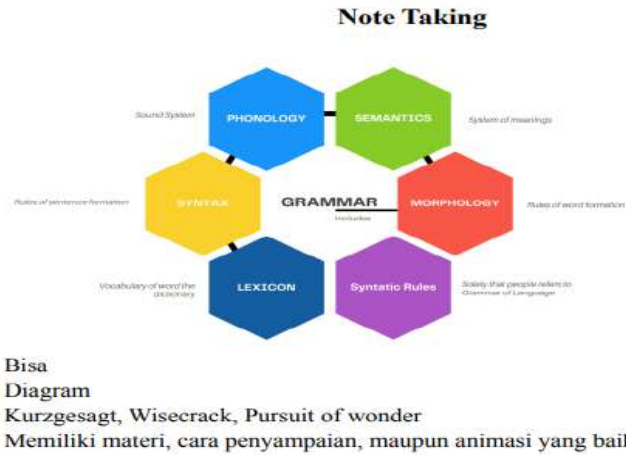
4.4 Product Performance Result

Product performance is described as the response of a product to external actions in its working environment. The performance of a product is realized through the performance of its constituent components. Based on observations, there were half of the participants did not understand what note-taking meant, and at the same time did not do it with academic techniques. Academic means typical note-taking in the form of a tree or diagram. Students who take notes do not follow more flexible techniques. Even so, they were happy with the introduction of note-taking as well as interested in the TED.COM program. In addition to containing motivational and inspiring material, at the same time, the program can also improve listening skills. Students who have not been able to fully record important points from native speakers are due to several things, including the high speed of the speaker so students have difficulty listening to all points.

In general, students can display a variety of diagrams or trees so that they are interesting when they read. Students have understood the form of note-taking techniques with diagrams or trees, those who prefer diagrams reason that the diagram form is easier and it makes it easier for them to reread what they wrote (table III). This does not mean that there are no students who use the tree form for note-taking, only that they are fewer in number than students who use the diagram form. Students who use the tree form argue that the shape is suitable for use when writing on paper instead of on other media such as computers. It's faster and doesn't take up a lot of paper space. The tree form can be directly continued down and down again in a new paragraph.

Table III: Student's Performance

Name : Janji Muhammad Alif Fadli
Number student : A320200118
Class : Academic Listening D



(Source: Self)

4.5. Discussion of the Research Result

The results from the initial research were found, firstly, that students, in general, could enjoy note-taking material even though it was their first time getting to know the note-taking culture, including not being familiar with TED.COM events. Second, the obstacle felt by students was related to the speed of native speakers in delivering their presentations which had an impact on lost vocabulary understanding. In response, they have to rewind the audio so that the message can be understood. In addition, thirdly, the factors of the tone of voice, accent, and intonation are also separate obstacles that must be found a solution. These results have shown positive things for semester 3 students wherein the second and third exercises they feel they are used to it and get improvement. The benefits of note-taking are to improve their academic listening (Özçakmak, 2019).

Seeing the problems experienced by students in the first cycle, the researchers strengthened the intensity of their learning experience by returning the TED.COM video file on their website. The goal is for them to rewind the audio so that they have more understanding than in the first cycle. In addition, the researcher also provided material related to note-taking and its types. It is hoped that with this repetition, students will pay more attention to research actions.

The benefits of the note-taking exercise from the TED.COM program were felt by the students participating in the action. They think that the TED.COM event is quite interesting and can add to their learning experience so that their listening skills become better. Some of the reasons they put forward as an indication of their satisfaction with TED.COM.

The program is not boring, we have all experienced how difficult it is to focus and stay awake when lectured by a lecturer in front of the class. But, on the other hand, we have also experienced some very interesting and exciting lecture sessions. Anyone who's ever attended a TED Talk, or at least watched it on YouTube, knows what it's like to be captivated by someone's 3-18-minute presentation. But can lectures still hold people's attention if they last longer than 18 minutes? The late Professor Randy Pausch was renowned for his quality and inspiring lectures, especially in his last class, "Randy Pausch's Last Lecture", which he delivered after receiving a diagnosis of deadly pancreatic cancer. The lecture was delivered in approximately one hour and 15 minutes, and many considered it a masterpiece of teaching and communication.

TED.COM can improve English competency, books, and practice tests have their respective placements. However, original material such as TV shows, digital videos, and TED seminars, will lead students to understand English from the original area. They prepare the audience very well for understanding real-life situations, and their material is usually more relaxed and less rigid. We can look at examples of good writing, watch great speakers, and try to follow the same patterns of language, structure, and use of language. Learning from original guide materials not only helps to practice language skills but also increases your knowledge in a particular area.

The program is easy to understand so they can practice or imitate it. A YouTube channel called Ted, which is famous for its content in the form of seminars that present inspirational and competent world-famous figures who will present their ideas according to their backgrounds. Both are competent in knowledge and delivery to the audience. They become more accustomed to listening by listening to podcasts.

TED.COM presents many native speakers with different pronunciations so that they can be more challenged to understand the content delivered by native speakers at TED.COM events plus material from native speakers and practitioners and motivate many people. Likewise, note-taking activities are useful because they; *First*, Neat, and easy to understand. Making interesting notes does take extra effort, but it will be worth the benefits later. In addition to being more

enthusiastic about learning, it will be easier to absorb the subject matter because the note-taking looks neat and more organized. *Second*, Practical and looks academic. The notes should not be monotonous and boring, they should not be written in long paragraphs, short is more practice that it can be divided into several trees or diagrams. *Third*, they look systematic and easy to understand.

The positive contribution of the TED.COM program for 3rd-semester students, in particular, is to improve their academic listening skills. Its contribution can be felt *first*, the TED.COM event is in the academic category but is interesting for millennials because the themes discussed are varied. *Second*, speakers have a strong background in addition to their strong views and ideas but they are also practitioners of what they convey. *Third*, TED.COM events can inspire many educators, entrepreneurs and politicians, and so on. The results of research related to student learning resources are very encouraging, they have explored the web to improve their listening, students turn out to have varied learning resources that contribute well to the listening experience including;

1. BBC News
2. BBC learn English
3. New York Times
4. JagBahasa.com
5. Suksesdaily
6. Kampunginggris
7. Dive studios podcasts
8. Chef program
9. Movie
10. Kurzgesagt-In a Nutshell
11. Big Think
12. Scishow
13. Vox
14. Wisecrack
15. Pursuit of wonder
16. VOA Listening English
17. ETJ English
18. It's Okay to Be Smart

19. English Speeches
20. Broadcasting or podcasting on Spotify
21. Motivation Ark
22. Found, and Explained
23. English with Lucy
24. World Friends
25. English Speaking Success
26. Crash course
27. The school of life
28. Fight Mediocrity
29. Youtube Channel Miss Darcie
30. Youtube Channel Strict Dumpling
31. Youtube Channel Mikey Chen
32. Netflix
33. Epicurious on YouTube

Of many learning resources used by students, the Podcast program is the program most favored by students. The reason that podcast shows can be a place to channel their hobbies, is simple the speakers are mostly millennials. The learning resources above are a description of our students, so whoever will be the student mentor and facilitator, the lecturer will be required to know about these programs. Why should they know because it will bring a positive impression to students? That the lecturers have the same hobby as them becomes the initial capital for student engagement to be easier and less rigid.

5. Conclusion and Implication

Students have a positive learning experience after listening to and watching the TED.COM program. Their learning experiences are more varied in terms of sources, speakers, and themes that are broadcast. The TED.COM program has academic value because the activity is filled with speakers who have scientific backgrounds as well as successful practitioners. Students prefer the diagram form to the tree since it looks neat, academic, and easy to read (table III). Learning resources owned by students show that current students are not empty barrels, they have learned listening from various sources. This is an inspiration for the stakeholders of the importance of

active learning in the classroom. What happens if the lecturers and students have closeness in the fields that they like together.

For SDP compilers, they must look at their SDP again by strengthening the various learning sources above. Learning resources should not only be from one main book from year to year. Students can explore learning resources from anywhere, the more learning experience they will be ready to become college graduates. The various learning resources from the students above show the importance of having a lab available. more accessible languages, podcast studios, and so on. This article limits the discussion of the positive impact of TED.COM on note-taking skills, for future authors, can collaborate with the practitioner to actualize the concept by making specific applications of extensive listening that cover many skills including note-taking.

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