

Guided Note-Taking Strategy in Strengthening Students' Listening Skills

Yulia Setia Permana¹, Dadang Cunandar,²

Corresponding Author: Dadang Cunandar [a dadang28@upmk.ac.id](mailto:dadang28@upmk.ac.id)
STKIP Pancakarya Tasikmalaya

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Abstract

This study explores using a guided note-taking strategy to address the issue of low listening skills among students. The primary aim is to evaluate the effectiveness of this strategy in strengthening listening skills. Conducted as qualitative research using a descriptive method, the study involved a school principal, classroom teachers, and three fourth-grade students as informants. Data collection techniques included interviews and document analysis. The study identifies several factors contributing to students' low listening skills, including limited concentration, insufficient understanding, weak memory retention, low motivation, and hearing impairments. Teachers sought to address these challenges by implementing the guided note-taking strategy. The findings suggest that this approach fosters improved listening skills through structured, easily applied steps.

Keywords: Guided note-taking strategy, listening skills, education, teaching methods

INTRODUCTION

Language skills encompass four main aspects: 1) listening, 2) speaking, 3) reading, and 4) writing. These skills are interconnected in various ways. Typically, the acquisition of language skills begins with listening, followed by speaking, reading, and writing (Satria, 2017, p. 114). Listening, as one of the foundational language skills, is a basic communication skill. It plays a vital role not only in classroom learning but also in daily life within the family, school, and community. Effective listening facilitates the development of other language skills, such as speaking, reading, and writing (Oktaviani, 2018, p. 2).

Listening serves as the initial stage in mastering language skills. It is a process of obtaining information conveyed by others, which is then utilized in subsequent stages, including speaking, reading, and writing, to share the information with others (Febriana, 2017, p. 768). As a crucial skill, listening requires more than passive reception; it involves understanding and actively processing what is heard. Listening is not merely "in one ear and out the other"; it demands focused attention and cannot be accomplished solely through habits, reflexes, or instincts (Rosdia, 2014, p. 252).

Learning, in this context, refers to the process of increasing knowledge through thoughtful analysis and understanding. Effective language learning depends on employing the right strategies, which require careful planning and execution.

Interviews conducted on April 20, 2024, with class IV teachers at SDN Kawungsari revealed that students' listening skills were notably low. This was evident in their lack of concentration,

Corresponding Author: Yulia Setia Permana, STKIP Pancakarya Tasikmalaya, West Java, Indonesia. email: ysetiapermana1976@gmail.com

limited understanding, poor memory retention, and in some cases, hearing impairments. These challenges hindered the teachers' efforts to enhance students' listening skills, which are foundational to succeeding in subsequent stages such as reading, speaking, and writing.

Addressing the low listening skills of elementary school students is critical. Effective solutions must be implemented to help students overcome their difficulties, ensure better comprehension of learning material, and improve their overall academic performance. One such solution adopted by teachers is the guided note-taking strategy, which has proven to be effective in enhancing listening skills.

Teaching involves a series of activities undertaken by educators to transfer knowledge to students across cognitive, affective, and psychomotor domains. These activities, collectively known as learning, require structured steps to achieve desired outcomes, including planning, implementation, and continuous evaluation (Syafi'i, 2014, p. 229).

The success of the learning process plays a crucial role in the overall quality of education. Teachers strive to guide students in developing their knowledge and achieving learning objectives. Employing well-planned strategies is essential to the success of this process.

A teaching strategy is closely tied to the techniques used to implement learning effectively. For a strategy to align with its intended goals, it must be based on a thorough understanding of both the subject matter and the learners. This understanding starts with stimulating and motivating students to engage in the learning process.

One such strategy for improving listening skills is the guided note-taking strategy. This active learning approach uses handouts to highlight key points during lectures, helping students focus and retain information more effectively (Jamil, 2013, p. 904).

METHODS

This research used a qualitative approach, which sought to describe and understand a phenomenon in depth, with the researcher serving as the primary instrument. The qualitative approach focused on general principles or patterns underlying the manifestation of symptom units in human life. Researchers did not use instruments such as questionnaires filled out by subjects. Instead, they conducted observations and interviews with subjects. Therefore, in qualitative research, the researcher is the primary instrument (Maksum, 2012, p. 14).

This study employed descriptive methods. Descriptive research is designed to describe specific symptoms, phenomena, or events. Data collection aimed to obtain information related to particular phenomena, conditions, or variables and was not intended for hypothesis testing. A simple form of descriptive research focuses on a single variable. Similarly, the analysis typically involved descriptive statistics such as mean, median, percentage, and ratio (Maksum, 2012, p. 68).

In this study, researchers explored hidden data related to students' listening skills and the strategies teachers used to improve them. The primary objective of this research was to determine how to enhance the listening skills of grade IV students at SDN Kawungsari. Key areas explored included students' listening abilities and the application of guided note-taking strategies to improve these skills.

The data sources used in this research were categorized into primary and secondary data:

1. Primary Data

Primary data were collected directly by researchers through interviews and observations of informants. In this research, the primary data comprised input from the school principal, class teacher, and students (Sugiyono, 2022, p. 303).

2. Secondary Data

Secondary data were obtained, compiled, and analyzed from prior studies or publications by other agencies. These included:

- **Documents and journals:** Articles and research papers that supported this study.
- **Visual documents:** Photographs taken by researchers using a cellphone camera to capture interview activities and the geographical conditions of SDN Kawungsari.

Data collection occurred in various settings, using different sources and methods. In qualitative research, data collection was conducted in a natural setting (Sugiyono, 2022, p. 308).

Methods of Data Collection

Interviews

The interview was a key data collection method, involving oral exchanges between the researcher and participants. These interviews sought responses, opinions, beliefs, feelings, thoughts, and knowledge related to the research problem (Silaen & Widiyono, 2013, p. 153). Open and in-depth interviews were conducted to obtain detailed and valid data about the listening skills of grade IV students at SDN Kawungsari.

Documentary Studies

Documentary studies involved collecting and analyzing written, visual, and electronic documents (Sukmadinata, 2010, p. 221). Photographs were taken to document interactions with school principals, teachers, and students. These images served as supplemental data, contributing to the study's reliability.

Data Analysis

Data analysis is a systematic process of organizing and synthesizing data obtained from interviews, field notes, and other sources to derive meaningful findings. The process included organizing the data, breaking it into units, synthesizing patterns, and drawing conclusions that could be communicated effectively (Sugiyono, 2022, p. 334).

The analysis involved three main activities:

1. **Data Reduction:** Simplifying and focusing the collected data.
2. **Data Display:** Presenting the data in an organized format for interpretation.
3. **Conclusion Drawing and Verification:** Synthesizing findings and ensuring their validity (Sugiyono, 2022, p. 337).

Data validity tests in qualitative research include tests, credibility (interval validity), transferability (external validation), dependability (reliability), and confirmability (objectivity) (Sugiyono, 2022, p. 366). To ensure credibility and reliability, several methods were applied:

1. **Source Triangulation:** Cross-checking data from multiple sources, including students, parents, and local government representatives, to ensure consistency. The data were categorized based on similarities, differences, and unique viewpoints, and conclusions were verified through member checks (Sugiyono, 2022, p. 373).
2. **Engineering Triangulation:** Comparing data collected through different techniques (e.g., interviews, observations, documentation) to validate findings. If inconsistencies arose, researchers held follow-up discussions to reconcile the data (Sugiyono, 2022, p. 373).
3. **Time Triangulation:** Collecting data at different times to ensure validity. For example, interviews conducted in the morning, when participants were more alert, yielded more credible results (Sugiyono, 2022, p. 374).

This study incorporated recorded interviews, activity photographs, and authentic documents to enhance reliability and ensure comprehensive data collection.

RESULTS

The results of this research discuss the role of guided note-taking strategies in strengthening the listening skills of class IV students at SDN Kawungsari. In fact, the listening ability of students at SDN Kawungsari is still relatively low, in its small scope, namely students in class IV. Teachers have made efforts to strengthen students' listening skills by implementing one of the guided note-taking learning strategies.

1. Guided Note-Taking Strategy

Based on research conducted at SDN Kawungsari regarding learning strategies, Informant 1, a Grade IV teacher at SDN Kawungsari, explained that learning strategies are methods employed by teachers during the learning process. These strategies involve conditions deliberately created by teachers to adapt to specific situations, conditions, and learning materials, thereby facilitating students in achieving established learning objectives. To enhance students' listening skills, teachers employ guided note-taking strategies. This strategy, based on its procedural steps, emphasizes students listening closely to the teacher's explanations.

The guided note-taking strategy uses schema or handout media to assist students in creating summaries or notes as the teacher delivers the learning material. This method is relatively easy to implement and serves as study material for students. Teachers can utilize HVS or origami paper to prepare the material. The content is written on the paper, but certain portions are left blank, forming the essence of this strategy, as the blanks serve as evaluation sections for students. The remaining content is then aligned with the learning steps.

The steps in the guided note-taking strategy are as follows:

1. Prepare teaching materials in the form of schematic paper (HVS or origami) containing the learning material.
2. Distribute the schematic paper to students.
3. Explain the function of the distributed schematics.
4. Deliver the learning material.
5. Have students read and engage with the schematics.

However, implementing the guided note-taking strategy in the classroom can pose challenges. For instance, teachers may face difficulties aligning the content of the schematics with the material being taught. Additionally, the process can be time-consuming.

To address these challenges, teachers should carefully select material for the schematics or handouts, ensuring they include meaningful elements, characteristics, or key ideas. This makes it easier to convey the material effectively. The selected material must also align with the teacher's explanation during class. Summarizing the material without losing its essence allows students to comprehend it within the allocated time.

Despite these challenges, the guided note-taking strategy offers advantages. These include:

1. Suitability for both large and small classes.
2. Flexibility to be used at the beginning, middle, or end of a lesson.
3. Effectiveness for content requiring understanding, characteristics, or factual information.
4. Enhancement of students' cognitive skills and improvement of listening abilities.

Students generally respond positively to the guided note-taking strategy. It has been observed that students' listening skills improve significantly when this method is applied. This is evident from the learning steps, which require students to focus closely on the teacher's explanations. According to Informant 2, the principal of SDN Kawungsari, all teachers have implemented learning strategies following the 2013 curriculum guidelines. Teachers are also encouraged to adapt strategies to students' needs, learning materials, and classroom conditions to enhance students' knowledge, attitudes, and skills.

Teacher performance in classroom teaching is efficient and effective, although improvements are needed in the use of learning media, school facilities, tools, and strategies. Effective use of these resources ensures that learning material is well-delivered and easily understood by students.

Efforts to improve teacher performance include two types of coaching:

1. **Clinical Supervision:** The principal observes teachers' teaching behaviors to identify areas for improvement.
2. **Face-to-Face Coaching:** Following observation, direct discussions focus on areas requiring improvement, ensuring teachers remain motivated and perform optimally.

Motivating teachers involves tailoring coaching methods to their characteristics, using constructive feedback, and providing the necessary infrastructure to facilitate teaching.

According to Informant 3, a Grade IV student, the guided note-taking strategy involved teachers providing schematics or handouts on origami paper, which students used as evaluation sheets by filling in blank sections during the teacher's explanations. Informant 4 confirmed this, noting that the instructions were clear, and the teacher's voice and explanations were easily understood, particularly by those sitting at the front of the class.

However, obstacles arise when classroom conditions are not conducive to learning. Students seated at the back may cause disruptions, such as making noise or fighting. Teachers address this by rearranging seating to place disruptive students at the front or swapping seatmates.

Despite these challenges, teachers actively interact with students during lessons, guiding them through tasks and monitoring their progress by moving around the classroom. Teachers also create engaging and enjoyable learning environments by incorporating activities like hand-reflection games. This was confirmed by Informant 3, who noted that teachers foster a lively and interactive atmosphere that keeps students engaged and motivated.

2. Students Listening Skills

Based on interviews with Informant 2, the principal of Kawungsari Elementary School, students' listening skills are still underdeveloped, necessitating greater teacher involvement in employing learning strategies, media, and tools that align with students' learning needs. According to Informant 2, various methods can enhance students' skills, one of which is implementing learning strategies tailored to their specific needs, particularly strategies that improve listening skills.

Several factors hinder the development of students' listening skills. These include inadequate learning facilities, such as the limited availability of salon-type amplifiers, which must be shared among multiple classes. Additionally, student-related factors, such as a lack of concentration during lessons and environmental influences like noise from other classrooms, further affect their ability to listen effectively.

Despite these challenges, there are facilities available to support students' listening skills. These include projectors, salon-type recorders, poster media, globes, maps, picture boards, and resource books. These tools help students understand the material more concretely, eliminating abstract interpretations and ensuring that the teacher's explanations are better comprehended.

Efforts to improve students' listening skills have included employing various teaching methods such as lectures, storytelling, discussions, question-and-answer sessions, and learning strategies designed to meet students' needs. Additionally, these efforts are adapted to the available facilities and the skills of individual teachers.

Interviews with Informant 1, a class teacher, revealed that students in Grade IV still struggle with listening skills. One significant obstacle is their tendency to lose focus quickly, especially when something more engaging captures their attention. Other inhibiting factors include a general lack of concentration, limited comprehension, poor memory retention, low motivation, fluctuating moods, and occasional hearing issues.

Teachers can address these challenges and enhance students' listening skills by:

- Utilizing models, strategies, and methods specifically designed to develop listening abilities.
- Closing windows or doors to minimize external noise and ensure the teacher's voice is clearly heard.
- Asking questions to clarify students' understanding.
- Providing feedback to reinforce learning.
- Encouraging note-taking to help students retain key information.

DISCUSSION

Based on the research findings, the discussion explains and links the results to related theories derived from the interviews. These insights include:

1. Guided Note-Taking Learning Strategy Analysis

Learning strategies are methods teachers use to select appropriate learning activities for the learning process. These strategies are chosen by considering the situation, conditions, learning resources, student needs, and characteristics to achieve specific goals (Aqib, 2013, p. 71).

Such strategies are particularly valuable for teachers, especially those new to the profession. Teachers must be effective educators for both themselves and their students. Learning strategies should be tailored to the needs and characteristics of students. In this study, the minimal listening skills of grade IV students were a key focus, and the right strategies were necessary to address this challenge and achieve the desired outcomes.

One effective approach is the guided note-taking strategy, where a teacher prepares a chart or scheme (handout) to help students take notes during a lecture. The purpose of this strategy is to capture students' attention, especially in larger classes, by presenting information in an engaging and structured way (Hysam & Zaini in Roziqiyah, 2017, p. 284).

According to the findings, the guided note-taking strategy was effective in strengthening students' listening skills in grade IV at Kawungsari State Elementary School. The strategy was easy to implement and could be used at various stages of the learning process, including as an introduction, during the core activities, or as a conclusion. This approach was particularly suitable for material requiring understanding, such as identifying the characteristics of poetry or exploring elements in *pantun* (traditional Indonesian verse). While it can be applied across subjects, the content must be adapted to the learning material.

The guided note-taking strategy also made it easier for students to remember and understand the material because it required them to actively listen and engage with the teacher's explanations. Moreover, it avoided reliance on overly complex or resource-intensive media, ensuring an efficient learning process.

Steps in the Guided Note-Taking Strategy

The guided note-taking strategy involves the following steps:

1. Introduction: The teacher prepares a scheme (handout) containing the learning material. Some parts of the scheme are intentionally left blank.
2. Core Activities:
 - o Stage 1: The teacher distributes the handouts to students.
 - o Stage 2: The teacher explains the purpose of the blank sections, which students must complete during the lecture.
3. Closing: After delivering the material, the teacher asks students to read and review their completed handouts (Oktaviani, 2018, pp. 14–15).

Advantages of the Guided Note-Taking Strategy

This strategy offers several advantages:

1. It is suitable for both large and small classes.
2. It can be used at various stages of the learning process: as an introduction, during the core activities, or at the conclusion of a lesson.
3. It works well for materials that focus on facts, concepts, or characteristics.
4. It enhances cognitive skills and improves listening abilities by requiring students to focus on key points.

Challenges and Disadvantages

Despite its advantages, the guided note-taking strategy has some challenges:

1. Time-Consuming: Preparing schemes or handouts can take a considerable amount of time.
2. Difficulty in Material Preparation: Teachers may struggle to select material and determine which sections should be left blank.
3. Implementation Challenges: Teachers need to ensure that the handouts align with students' readiness and the intended learning outcomes (Dita, 2018, pp. 31–32).

According to informant 1, a grade IV teacher who applied the guided note-taking strategy, the method was relatively easy to implement despite these challenges. Its strengths, including suitability for various class sizes and the ability to reinforce cognitive and listening skills, outweighed its drawbacks.

The guided note-taking strategy aims to make the lecture method more engaging and effective, particularly in large classrooms. It helps students focus on key points, improving their overall comprehension and retention.

The cognitive objectives of the guided note-taking strategy in learning listening skills include:

- a) Improving listening abilities.
- b) Developing concentration skills.
- c) Enhancing reading comprehension.
- d) Cultivating analytical thinking.

This approach ensures that students are not only passive recipients of information but active participants in the learning process, which is essential for strengthening foundational skills like listening.

Analysis of Listening Skills of Grade IV Students at SDN Kawungsari

Listening skills form a critical foundation for speaking skills because spoken communication often reflects what has been heard. Listening also underpins reading and writing

skills, as the information acquired through listening enables individuals to understand and process written content effectively (Suryono in Nurhayani, 2010, p. 55).

Based on an interview with informant 2, the principal of SDN Kawungsari, the listening skills of students at the school, particularly in grade IV, were still underdeveloped. The principal emphasized the need for teachers to actively employ learning strategies, media, and tools suited to the learning needs of the students.

Informant 2 also noted that grade IV students struggled with listening due to several factors. One of the most significant challenges was that students' attention was often easily diverted by distractions. This lack of focus negatively impacted their listening abilities.

Listening proficiency hinges on the ability to comprehend what is spoken by another person or speaker. Listening difficulties are often linked to hearing impairments, as the process is closely tied to the auditory system (Triadi et al., 2017, p. 43).

Interviews with informants 1 and 2 revealed that inadequate learning facilities, such as a lack of amplifiers or other auditory equipment, further hindered listening skills. These resources were shared among multiple classes, limiting their availability. Other challenges included environmental distractions, such as noise from other classrooms, and the personal characteristics of students, such as poor concentration and low motivation.

Specific inhibiting factors identified in grade IV students included:

1. Lack of concentration, as students were easily distracted by stimuli.
2. Limited understanding and memory retention.
3. Low levels of motivation and mood.
4. Hearing impairments.

Strategies for Improving Listening Skills

To address these challenges, several strategies were recommended:

1. Using models, strategies, and methods tailored to enhance listening skills.
2. Closing windows or doors to minimize external noise.
3. Asking clarifying questions to ensure understanding.
4. Providing constructive feedback.
5. Encouraging note-taking of key learning points.

New Findings:

1. Reflection During Learning (Ice-Breaking)

According to an interview with a grade IV student, Rara Ramdhani, lessons were often accompanied by games or hand exercises, particularly after breaks. This aligns with a statement from another student, Izudin Fikri, who confirmed that teachers regularly included games or hand reflection activities during lessons.

These activities aimed to create a classroom atmosphere that prevented boredom and kept students motivated to learn. By incorporating such methods, teachers fostered student enthusiasm and engagement.

Ice-breaking activities are designed to transform a stiff, passive learning environment into a dynamic and enjoyable one, thereby increasing students' motivation to learn (Susanah, 2013, p. 43). Ice breaking helps overcome mental or physical fatigue and reenergizes students during lessons. Such activities can be implemented at the beginning or in the middle of lessons to refresh and refocus students (Aziz, 2019, pp. 5–6).

2. Seating Arrangements

Interviews with students, including Rifky Aditya Ramadhan, indicated that teachers managed noisy students by changing their seating arrangements. For instance, disruptive students

were moved to the front or paired with quieter classmates. This strategy ensured a more focused learning environment, as noted by Rara Ramdhani, who mentioned that disruptive behavior was often addressed with seating changes.

By strategically adjusting seating arrangements, teachers not only minimized distractions but also encouraged disruptive students to pay closer attention to the lesson. This approach benefited both the individual student and the class as a whole, ensuring that the material was delivered effectively.

3. Awards and Rewards

Interviews with students highlighted the use of praise and rewards as motivational tools. Rara Ramdhani noted that teachers regularly praised students who performed well in class or achieved good grades. Similarly, Izudin Fikri described how teachers showed appreciation to rule-abiding students while addressing behavioral issues with firmness.

Rewards and praise were effective in fostering a positive learning environment. Students who received recognition for their achievements were motivated to maintain good behavior and academic performance. This approach also encouraged other students to improve their behavior and strive for better outcomes.

Teachers used rewards not only as incentives but also as a form of reinforcement to promote positive behavior. According to Anggraini et al. (2019, p. 223), rewards help students become more active and motivated in their efforts to succeed.

The analysis underscored that while several factors hindered listening skills among grade IV students at SDN Kawungsari, practical strategies such as ice-breaking activities, seating adjustments, and rewards were effective in improving engagement and focus. By addressing environmental and personal challenges, teachers created a more conducive learning environment, enabling students to enhance their listening abilities.

CONCLUSION

Based on the research findings regarding the role of guided note-taking strategies in strengthening the listening skills of grade IV students at SDN Kawungsari, Cibeureum District, Kuningan Regency, the following conclusions can be drawn:

1. Students Listening Skills

The listening skills of students at SDN Kawungsari, particularly in grade IV, remain low. This is influenced by several factors, including a lack of concentration, limited understanding, poor memory retention, low motivation, and hearing impairments. Additionally, inadequate infrastructure further contributes to these challenges.

2. Efforts to Improve Listening Skills

To address these issues, grade IV teachers have implemented the guided note-taking strategy. This approach effectively improves students' listening skills by providing structured guidance through a teacher-created product. The strategy requires students to complete learning outcomes and identify key concepts and keywords within a note-taking framework designed by the teacher. The steps of the guided note-taking strategy include: The teacher prepares a scheme (handout) containing the learning material, with certain sections intentionally left blank; The teacher distributes the handout to students; During the lesson, the teacher explains the blank sections, requiring students to actively listen and fill in the missing information. This strategy encourages students to focus more closely on the teacher's explanations, improving their attention and comprehension during the learning process.

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