**DRILLING NOTE-TAKING TO ENGAGE ACADEMIC LISTENING STUDENTS OF THIRD SEMESTER, UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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**Abstract**

*This study aims to reveal the role of note-taking drilling in improving students' listening skill and expose learning resources commonly used by students other than TED.COM. The skill of listening and taking notes on what the speaker conveys in academic activities is constrained by the competence and culture of taking notes without a standard form. It is hoped that with this research the factors that hinder interest in drilling note taking can be revealed as well as the emergence of listening sources references for lecturers and students. The main objective is to strengthen academic listening so that they are able to understand formal monologues from native speakers well. This research was conducted with a classroom action research approach for third semester students at the Universitas Muhammadiyah Surakarta. The results of the initial research found obstacles, firstly, students were getting to know note taking culture for the first time including being unfamiliar with TED.COM events to hone their listening. Second, what students feel is the high speed of native speakers in delivering presentations so that it has an impact on lost vocabulary understanding. Third, the factor of tone of voice, accent and intonation is also a separate challenge that must be found a solution. The results of the second cycle of research showed first, there was a positive change in 3rd semester students because in the second cycle they were given strengthening of 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 addition, students become accustomed to and benefit from note taking to engage their academic listening classroom and at the same time strengthen their writing.*

**Keywords:**

Note-taking, Class action research (CAR), TED.COM, Engage, Cycle