
STUDENTS' PERCEPTION OF USING NOTE-TAKING IN LISTENING

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ABSTRACT

This study aims to investigate student perceptions of the use of note-taking strategies carried out by students of the English Language Education Department at the Universitas PGRI Sumatera Barat in learning listening outside of class. This research is qualitative research. Six English education study program students for the 2019 academic year session C are selected to participate in this research. The instrument in this research was an interview using Focus Group Discussion, which was carried out online via Zoom and WhatsApp. After collecting the data, the researcher analyzed the data descriptively following the process of reading/memoing, describing, and classifying. The results showed that students as participants gave positive responses about using note-taking as a strategy that really helped them in learning English, especially for learning listening.

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I. INTRODUCTION

Note-taking is a vital academic skill. Van de Meer, (2012) points out that "Note-taking in lectures is often taken to be the distinguishing characteristic of learning at university". Note-taking brings high effectiveness on comprehension. Kiewra, (1991) indicates that taking notes during lessons helps students understand what is taught easier, and then they can reach the objectives of the course more comfortably.

The majority of students have difficulties following listening activities. They felt under pressure to understand every word. It means that the students have difficulty catching the information from the speaker S. Sumihatul,(2012) states many factors that the student feels difficulty when studying and listening in English, for example: material too fast to be heard to forget what they have heard listen, don't know the meaning of the spoken English word or heard because of the limited English vocabulary they have, not concentrating on the material being heard, not understanding orders explain verbally, lazy in learning or no motivation to learn, and many more factors. As a result, the students have hearing problems and most of them have low motivation to learn listening Moreover, note-taking is also very helpful for students as a strategic way to catch the points of what they listen to. The

note becomes material that they use to recall what teachers and professors have explained to them. Milligan (2014) explains note-taking as an effective way of the learning process because through note-taking students can incorporate a lot of sense. For example, students need sharp thinking and listening skills to determine important information to note.

It is known that students need something to help improve their listening skills. Therefore, this study tries to find out the students' perceptions of the use of note-taking on their listening skills. It is hoped that by knowing the results of this study, it can be referred to and the information investigated in depth in the future to find some possible strategies that can be recommended to students to improve their listening.

II. METHODS

Respondents

This part consists of the design of this research, the subject of the research, research instruments as the tools to collect the data, and data analysis. The method used in this research is qualitative methods. Qualitative research has a purpose to explore deeply into research to get an understanding of what happened, why it happened, and how students view it in its context. This means qualitative research is very useful for investigating the problem accrued that will be analyzed. The subjects of this research were 6 students' English Department of Universitas PGRI Sumatera Barat 2019 academic year session C. They were selected as the subjects of this research because they have been confirmed to use note-taking in listening.

Instruments

The instrument that researchers used in this research is interviews. the interview was addressed to obtain data to support in this study using online Focus Group Discussion, namely through Zoom. The Zoom link is distributed to the participant, then participants are directed to join Zoom. In conducting interviews using Zoom the participants were asked one-by-one questions about the perception of using note-taking in listening. Because the results of the answers from the interviews conducted via Zoom were still unsatisfactory, the researchers contacted the participants again via WhatsApp and sent interview questions to be answered again. The interview questions adopted some theories of various experts and scholars. They are Piolat, Gur and Zohrabi, Soumakil. The interview question consisted of 5 questions.

The indicators that have been selected are:

Table 1. Table of Indicators

No	Indikator	Sub Indikator
1	Benefit students get toward note-taking in listening activities. <i>(Piolat(2003), Gur(2003), Zohrabi et al(2014)</i>	1. Note-taking can help students to store and comprehend the message better through concentration boost and increased attention than merely listening.

		<ol style="list-style-type: none"> 2. Note-taking during listening is important for the students to concentrate on what is being heard 3. Note-taking can help to answer the question better. 4. Note-taking is helpful as a strategic way to catch the points of the listen. 5. Note-taking was effective for the learners because the students were able to answer the listening passage easily 6. Note-taking was important for students to gain information better, understand, and remember information from the audio
2	Difficulties of using note-taking in listening activity. <i>Zohrabi(2014)</i>	<ol style="list-style-type: none"> 1. Some students feel it is distracting because sometimes they lose focus to hear information from the audio. 2. Note-taking makes students difficult to analyze the information from audio. 3. Note-taking during listening makes a student confused about understanding the information from audio. 4. Note-taking on a sheet of paper interfered with students' concentration while hearing the information from the audio

Analyzing the data is the next step after collecting data. In this research, the researcher analyzed the data using the qualitative method, (Gay, LR and Peter, 2000) stated that analyzing the data of descriptive has to follow these phases reading/memoing, describing, and classifying.

III. RESULT AND DISCUSSION

The research findings explain the research question formulated in Chapter 1. The present study tried to answer the research question “What is students’ perception about using note-taking in listening outside of class?”. To answer the research questions, the researcher conducted interviews using focus group discussions through the Zoom application. The participants who joined Zoom at the time of the study totaled 6 (six) participants. To find out students' perceptions regarding the use of note-taking in learning listening, there are 2 indicators that help researchers to identify them. There are benefits and difficulties of using

note-taking in listening. The results showed that students have positive perceptions when using note-taking. can be seen from the interview below:

1. Is note-taking important to you in getting the information conveyed by the speaker when listening to audio?

From the students' interviews above, the majority of participants agreed that using note-taking was indeed very important in helping them to get the information conveyed by the speakers. S1 stated that it helped him to record key points and make it easier to repeat or refer to the information later. This is the same as the opinion of S2 until S6, that they were also helped in using the note-taking strategy.

2. Does taking notes help you to write important points from the audio?

From the students' interviews above, the majority of participants agreed that using note-taking was indeed very important in helping them write down key information points while listening to audio. S1 stated that it helps organize information and facilitate understanding because it can refer back to notes. Then, S4 stated that note-taking really helped her in understanding the audio especially to find key points, if don't record these important points, it is likely that something will be missed, making it difficult to find the essence of what I am listening to. It indicates that the material is conveyed by noting important points according to their needs which really helps them in learning listening.

3. Does taking notes affect your learning-listening process?

From the students' interviews above, it was found that note-taking had a good influence on their learning process. The students found it very helpful to remember and increase their retention and understanding of the material. Therefore, note-taking must be further developed in the learning listening, so that the students can easily understand the material being studied.

4. Do you have difficulty using note-taking?

The students' interviews above indicate that students feel that note-taking does not make it difficult for them to remember information while listening. Instead, they find it very helpful and feel more focused on understanding and remembering the material conveyed by the speakers thus helping the memory and comprehension processes.

5. Does taking notes make it easy for you to remember the information conveyed by the speaker?

From the students' interviews above, it was found the students feel easy to remember information, and by noting this important point they can combine these words with a few words that they remember outside of notes, so they can find the gist of what is heard in the audio.

Based on the interview result, the perception of the use note note-taking was good, meaning that students perceived that note-taking used in the process of learning to listen independently had a good impact on their listening skills. Students also felt that note-taking during listening was not really difficult for them in listening activity because while the audio played they also directly note-taking to take information from the audio. Note-taking actually

helps them to remember information better. By taking notes, students focus on the material being conveyed, thus helping the memory and comprehension processes.

From these findings, it can be shown that note-taking is important in learning listening because it supports students' listening skills. Note-taking also helps in the learning process of students to develop their memory skills and understanding of listening. It was supported by Gur (2013) stated that note-taking in listening is a strategy used by the listener to develop their working memory about remembering and gaining ideas about the information they heard. It can be concluded that the use of note-taking strategies in listening is an important part of students. Related to this research, note-taking is an example of a strategy that is viewed positively by students. Therefore, trying to implement note-taking as a strategy in the teaching and learning process, especially in English, is a positive and worthwhile idea.

IV. CONCLUSION

The purpose of this research is to find out the students' perception of using note-taking in listening outside of class. Based on the data analysis from Chapter IV, it can be concluded that: The result of this study, shows students have a good impression of using note-taking. This means, students have positive responses toward Note-taking. Based on the result of the interview all of the students agree with using note-taking strategy in the learning process, also all of the students feel very helpful while learning listening, which is related to the purpose of this study.

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