CHAPTER I
INTRODUCTION

This chapter provides an introduction to the study. This part discusses the background, research questions, research purposes, research significance, theoretical framework, and previous studies.

A. Background of Study

Listening is one of the most essential language skills since it helps pupils build their other English abilities. Listening ability contributes significantly to the development of English language proficiency. Understanding the meaning of the message conveyed by the speaker is a challenge for students in developing their listening skills. Therefore, this emphasizes the need to conduct research on this topic by locating relevant sources for class research on listening comprehension.

Listening is required for both communication and language acquisition. When we listen to anything, we must grasp the sound in order to comprehend what we hear; this is sometimes referred to as listening comprehension. Gilakjani and Sabouri (2016) state the listening comprehension process offers useful insights for teaching listening. Listening, on the other hand, is harder to achieve. They necessitate careful listening.

According to Permatasari (2022), the main factors contributing to students' difficulty in learning listening comprehension are the speed of the speaker's speech and the lack of students' vocabulary, which makes them lose concentration. In addition, based on the researcher's observations, the most common difficulties associated with listening are students' lack of attention, unfamiliar vocabulary, inability to differentiate between words and sounds, and problems related to the length of the spoken text that cause students to forget what the speaker said.

One of the strategies that can be used effectively to solve their problems, as stated by some experts in teaching listening, is the note-taking strategy. Jamil and Suezdy (2018) state that note-taking is a common and effective method that

improves students' capacity to recall, comprehend, and retain information. Taking notes typically goes hand in hand with listening in classroom settings. During class discussions and listening tasks, students take notes. Note-taking is regarded as an effective technique for facilitating the process of learning and recalling the contents of the audio.

Basically, all students should do note-taking. They do it in all the courses. Based on the observation, the researcher found that most second-semester students in the English Education Department at State Islamic University Bandung took notes while listening. Students needed to do it to recall and summarize the results of listening. They use different strategies to take notes while listening to get the best possible notes for later reading.

However, it is not an easy task to take notes while listening. Students face some obstacles when doing note-taking in listening class, such as the speaker's speed, various accents, and words pronounced in the same way that confuse the notes. Their listening comprehension was still very far from the expectation. The researcher discovered that several students had challenges with listening comprehension in taking notes. Hence, this research is conducted to determine what types of note-taking strategies are used by the students. This research is also conducted to discover the students' challenges when taking notes in listening class.

Some studies have been conducted on note-taking strategies used by students in listening comprehension. A study by Lam (2021) found that note-taking technique positively affects students' listening comprehension. From the results, students who took notes while listening to lectures demonstrated greater understanding. It enhances students' listening comprehension, extends listeners' attention spans, and increases their drive, all of which contribute to enhanced understanding.

According to other previous studies from Lidyanti & Wennyta (2020), Arianto (2018), As'ari & Zulfikar (2018) who completed the related study, they concluded that note-taking during listening is an effective strategy for improving EFL learners' listening comprehension. On the other hand, previous studies only

discussed improving note-taking strategies and how they affected their knowledge. Meanwhile, in this study, the researcher explores what types of note-taking strategies students have used and what challenges students have faced during note taking.

B. Research Questions

This study explores the types of listening strategies employed by students in class through the use of note-taking. Therefore, the researcher formulates three interrelated research questions within the context of note-taking as the practice of listening to audio or video. The three research questions are presented as follows:

1. What kinds of note-taking strategies are used by the students in the listening classroom?

2. How do students use note-taking strategy in the listening classroom?

3. What challenges do students face in doing the note-taking in the listening classroom?

The first and third research questions require interviews and questionnaires to collect data. Interviews and questionnaires will be used to determine the note-taking strategies employed by students in the listening classroom and the challenges they encountered when taking notes. To answer the first and third questions, both methods are used simultaneously. The second question requires observation data collection. Individuals will differ in how they take notes and demonstrate their ability to capture and summarize audio or video content through observation evidence.

Depending on their individual abilities, students can take notes in various ways. The use of strategic notes that have been shown to be effective by Gultom, Hutasoit, and Sirait (2022) is used to determine the extent to which students' listening skill performance can be enhanced by taking notes. As also discovered by Orsdemir and Yilmaze (2016), taking notes improves students' listening skills, as evidenced by increased concentration and more organized notes. The findings are

supported by the general decision-making factors that motivate students to employ particular note-taking strategies.

C. Research Purposes

The present research aims to discover the types of note-taking strategies used by students in the listening class. This investigation focuses on the different types of note-taking and identifies the challenges that students face when taking notes. This is explored further using a qualitative method that aims to describe students' note-taking in listening classes.

This research also provides information for lecturers regarding the challenges that students encounter when taking notes. Students who take notes while in class must have different challenges. The purpose of this research is to determine the different strategies that students use to take notes during listening class. Therefore, students are better able to focus their attention on listening, remember what the speaker said, and gain an overall comprehension of the audio or video.

D. Research Significances

In the listening classroom, students attempt to comprehend the content of the audio and videos they hear and view. The notes help students remember and summarize what they hear. Therefore, they utilize their methods to capture speakers' words, also known as strategy. These note-taking strategies play an essential role in listening. The focus of this investigation is to explore each of these strategies. The findings of this study are expected to be significant theoretically and practically.

Theoretically, this study provides benefits and becomes a source of knowledge about the strategies students use to develop an interest in listening. This study is expected to contribute to how students indicate English listening tasks utilizing note-taking strategies and provide information on note-taking as a strategy

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for listening comprehension. This study also intends to discover the challenges students face when taking notes.

Practically, this study's results provide benefits for students and lecturers. This research helps develop students' listening skills through note-taking strategies in listening comprehension. Students increase their motivation to study and gain ideas from taking notes that enhance their results on routine listening tasks and tests. In addition, this study provides lecturers with information regarding the listening challenges students face when taking notes. Hence, they assist students in taking better notes and minimize the future obstacles they will face while doing a listening task.

E. Theoretical Framework

Listening necessitates a strategy in order to be comprehended. This study explores the note-taking strategies employed by students in listening classes. This kind of note-taking must be understood for students to comprehend what they hear successfully. In addition, every student has a unique personal style, which can result in various note formats. The theoretical framework underlying this study is provided in the following diagram.
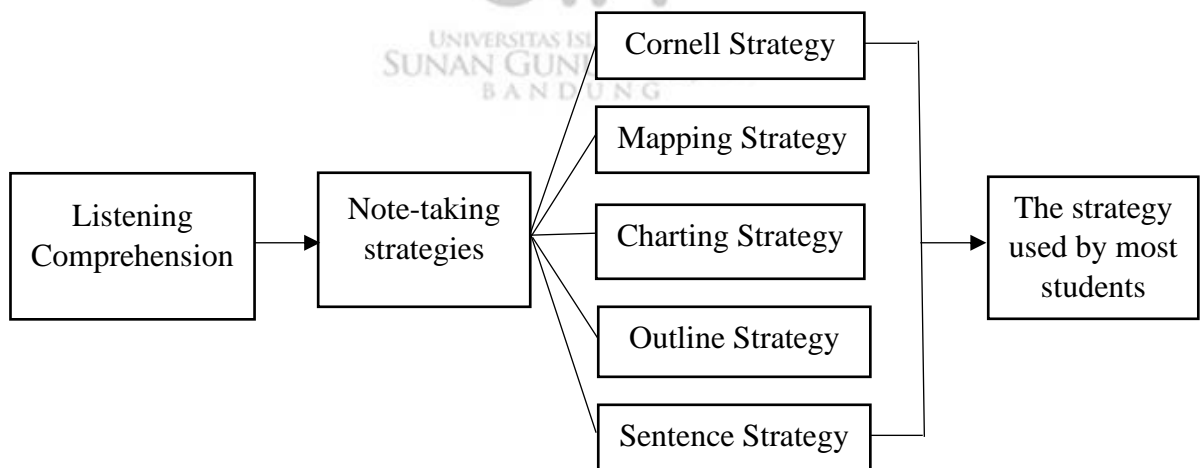

Figure 1. 1 Theoretical Framework

Figure 1.1 provides a summary of the conceptual framework of this study. The figure illustrates the relationship between the various concepts in this study, such as listening comprehension, note-taking strategies, and the varieties of note-taking employed by students, including Cornell, mapping, charting, outlining, and sentences. In addition, the results of this study illustrate the challenges that students face when taking notes in listening class. Students can take notes in various ways to enhance their critical thinking ability and summarize their listening comprehension.

Listening is one of the most essential skills for learning English, and it is one of the skills that students must master. Nunan (2003:24) mentioned that "listening is an active, purposeful process of making sense of what we hear." It means to suggest that listening is an active skill, since we must interpret the meaning of what we hear. According to Yusnida, Muslem, and Manan (2017), the process of listening will help students respond to what is being asked or stated. They said that listening is the key to all effective communication. Without the capacity to listen well, messages are easily misunderstood, communication breaks down, and the sender may quickly get dissatisfied.

Ghafar, Sawalmeh, and Mohamedamin (2023) confirmed that when we listen to information, we must analyze it, recall it, implement it in the future, and modify our knowledge based on what we already know. Listening with intent involves following and comprehending sound. Therefore, listening is the capacity to recognize and comprehend what the other person is saying. Additionally, listening is the process of discerning the meaning and message of the sound. Hamouda (2013) describes listening comprehension as understanding what the listener has heard and the capacity to repeat the text, even when the listener may repeat the sounds without comprehending them.

Rost (2002:53) defines comprehension as "the process of linking language to concepts in one's memory and real-world references." Furthermore, it should be mentioned that comprehension is sometimes seen as the first-order goal of the listening talent. Meanwhile, Nadig (2013) confirms that hearing comprehension

entails numerous stages of comprehending and interpreting spoken language. Listeners do not need to understand every word to achieve successful listening; rather, they must have acquired enough meaning to satisfy their goal. Listening is dependent on accurately absorbing the message in a number of appropriate ways. Note-taking is one of these necessary tactics.

Note-taking is an essential academic task that helps students remember what they have learned. Yuniarti and Trisnawati (2018) also argue that note-taking is a form of action that is inseparable in academic contexts, such as taking brief notes on a lecture, creating a list of to-do tasks, or rewriting concepts from a textbook. A note-taking method is one way to enhance listening abilities. Taking notes when listening is a strategy often used by students to increase their focus and memory of what they hear.

Students take notes using a variety of techniques. Bendehane (2016) identifies five methods for taking notes in EFL students. Students may modify their note-taking style and requirements. Five techniques can be used in taking notes. They are the Cornell technique which is recorded by dividing the paper into three parts (Cue column, notes column, and summary column); the mapping technique, which describes with graphic representations; the charting technique, which utilizes columns and categories; the outline technique, which is organized from general to specific, and the sentence technique which can summarize and organize. In short, note-taking should be simple, straightforward, and organized. Therefore, students must employ a variety of strategies. They will discover which technique is most effective for them through practice.

F. Previous Studies

This sub section discusses the previous studies relevant to this research. First, Roesellaningtias (2019) claims that using a Notagy (note-taking strategy) has a significant influence on learning listening, and that it may boost a student's learning motivation while listening. This research was conducted on class XII at SMK PGRI 2 Nganjuk, and the object of research was class XII accounting 1 with 31 students. In addition, learning with note-taking as a method significantly

influences learning listening. An increase sees this in the completeness of the student's value with each cycle; the percentages are around 48.38% in cycle I and 83.87% in cycle II. This previous research is relevant in terms of topic and instrument. The topic is enhancing English students' listening abilities through note-taking and the instrument through a class action. However, there are also some differences between the previous research and the present study. This study uses a case study to explore the type of note-taking strategies of second-semester students of English Education at State Islamic University Bandung. Interviews and questionnaires determine the type of note-taking students use during listening.

Second, the study conducted by Aljuhani (2022) indicated that the note-taking approach had a substantial effect on the listening comprehension of EFL students. This research investigates the effect of note-taking strategies on listening comprehension in 25 female high school students aged 14–17 from the Third Secondary School in Yanbu Industrial City, Saudi Arabia. In addition, it was discovered that the participants viewed the use of note-taking to enhance listening comprehension favorably. This study's results contribute to a better understanding of the significance of note-taking approaches in EFL listening courses and propose the implications for successful language instruction and learning. This previous research is relevant to the present study regarding students' use of note-taking strategies in listening classes. However, there are also some differences between the previous research and the present study. Previous research employed the quantitative pre-test and post-test methods. In contrast, the present study employed the qualitative case study method to explore the varieties of note-taking and the challenges students face. The present study instruments are interviews, observations, and questionnaires with 20 participants.

Third, Thuy and Diu (2020) in their research suggested that note-taking is a proven technique for enhancing listening comprehension. This research was conducted with the involvement of 90 HaUI first-year non-major students selected randomly from a pool of roughly 400. As a result, the majority of respondents consisting of 65 percent had a favorable view of the note-taking impact on listening

comprehension. This research also examined note-taking's issues, benefits, and drawbacks in listening comprehension. This previous research is relevant to the topic of the present study, which investigates the problems, advantages, and disadvantages of using note-taking in listening comprehension. The questionnaire is one of the relevant instruments used in the present study to investigate the varieties of note-taking employed by students in listening classes. The present study employs the case study methodology to address research questions, which include observation, questionnaires, and interviews. This present study also explores the challenges faced when making note-taking listening classes in the second-semester students of English Education at the State Islamic University in Indonesia using case studies.

Fourth, the research conducted by Ramadhani, Muin, and Hilmiyati (2020) showed that teaching students' listening comprehension utilizing the Cornell note-taking strategy had a good impact on the listening comprehension of first-grade students at SMAN Cahaya Madani Banten Boarding School. The study consisted of an experiment class and a control class, with every 30 students. The result of this study is that students scored higher by utilizing the Cornell note-taking method, indicating that this method is more successful than without in enhancing students' listening comprehension. This previous research is relevant to the present study because the research topics are comparable. This previous research aims to determine and explain the efficacy of Cornell's note-taking strategy for enhancing students' listening comprehension. However, some differences exist between the previous research and the present study. Twenty participants are involved in the present study investigating students' note-taking strategies and obstacles. The present study explores more clearly and in detail other types of note-taking used by students using questionnaires and interviews with the case study method.

Last, in her study, Fitria (2019) taught listening by using note-taking strategies to the eleventh graders of the social science program at SMAN 4 Payakumbuh has had a significant effect. The sample for this study consisted of four social program classes with a total of 153 students. The results suggest that

taking notes while listening makes it easier for students to retrieve and retain the information they hear on recordings. The experimental class had a mean score of 68.84, whereas the control class scored 62.05. This previous research is relevant to the present study on the topic. The topic is the efficacy of note-taking strategies for teaching attentiveness. In contrast, this present study explores the types of note-taking that students use. However, other differences exist between the previous research and the present study. The previous research instrument included tests for the experimental and control classes. In comparison, the present study uses interviews with a qualitative approach. The previous research participants were class XI students, while the present study participants were 20 students in the second semester of English Education.

However, this research differs from previous studies above. This present study focuses on the types of note-taking strategies that students use in listening classes. Thereafter, this research also attempts to discover the students' challenges faced while taking notes. In addition, the participants, sites, research methods, and instruments are different from previous studies. Previous studies focused on improving students' listening skills through note-taking strategies in general, while the focus of this study is to identify the types of note-taking strategies and the challenges students face when taking notes. In addition, previous studies used participants from high school students, but this researcher uses college students.