Students' Perception on The Use of Note taking Strategy in Listening Academic Purposes

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Abstract
A note-taking strategy is crucial for students to understand the meaning of the conversations or audio they are listening to. Therefore, the researcher conducted this research to know how the students' perceptions about the use of note-taking strategy in listening for academic purposes. In this research, a questionnaire and an interview are used as the technique of data collection. The participants of this research are the students of the English department in the fourth semester of the academic year 2018-2019. The sample of the research is 21 students who were selected randomly. The result of this research shows that the students have a good perception of the use of note-taking strategy in listening subjects. They use a note-taking strategy in listening subject in order to understand and remember every important point of the information that is heard. In addition, many advantages can be found in the process of using a note-taking strategy in listening subjects, such as they can remember the information, get the main point and review the material they have learned before.
Key words: *Students perception, Note taking strategy, Listening, Academic purposes.*

Abstrak
Strategi mencatat sangat penting bagi mahasiswa untuk memahami makna dari percakapan atau audio yang mereka dengarkan. Oleh karena itu, peneliti melakukan penelitian ini untuk mengetahui bagaimana persepsi siswa tentang penggunaan strategi mencatat dalam mata kuliah Listening for Academic Purposes. Dalam penelitian ini, kuesioner dan wawancara digunakan sebagai teknik pengumpulan data. Partisipan penelitian ini adalah

mahasiswa jurusan Bahasa Inggris di semester empat tahun akademik 2018-2019. Sampel penelitian ini adalah 21 mahasiswa yang dipilih secara acak. Hasil penelitian ini menunjukkan bahwa para siswa memiliki persepsi yang baik tentang penggunaan strategi mencatat dalam mata pelajaran mendengarkan. Mereka menggunakan strategi mencatat dalam mata pelajaran mendengarkan untuk memahami dan mengingat setiap poin penting dari informasi yang didengar. Selain itu, banyak keuntungan yang dapat ditemukan dalam proses penggunaan strategi mencatat dalam mata pelajaran mendengarkan, seperti mereka dapat mengingat informasi, mendapatkan poin utama, dan meninjau kembali materi yang telah mereka pelajari sebelumnya.

Kata kunci: persepsi siswa, strategi mencatat, listening academic

INTRODUCTION

Listening is one of the English language skills that students need to master, along with other skills such as reading, writing and speaking. In the listening skill, listeners should not only listen to the audio, but also focus on catching the meaning, understanding the vocabulary and finding the main point of what the speaker said in the audio. As Vandergrift (1999) stated, listening is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and interpreting the utterance within the socio-cultural context. From this statement it can be concluded that students need more practice and they need to use different strategies to master listening skills.

According to Folse (2016), Listening for Academic Purposes is an introductory textbook containing English for Academic Purposes content. Each unit of Listening for Academic Purposes includes three points, namely authentic listening passages, listening for information in conversation, and listening in groups or pairs. In addition, the focus of Listening for Academic Purposes is to improve the ability to comprehend some points, such as main ideas, understanding details, understanding classroom discourse, and recognizing signal words and phrases. The aim is to provide students with a variety of strategies or tools to cope with academic situations in which they need to participate. The topics that the students learn in Listening for Academic Purposes are several tips or strategies to help them understand short and longer conversations and make a summary of video speech education that they have watched.

In order to understand listening, students can use some strategies, one of which is note taking. According to Allen (2009), there are six strategies of note taking, which are students should not write down everything they hear from the audio, be concentrated, alert and pay attention to the main point, notes should consist of key words or very short sentences, take accurate notes and paraphrase the information using students' own words, and keep the note short and to the point.

Based on the background provided, the researcher attempts to find out what are the students' perceptions of the note-taking strategy in listening for academic purposes.

Research Method *Method of Research*

The aim of this research is to explore how students perceive the use of note taking in listening. In this research, the researcher uses qualitative method, specifically case study, to answer the research question. As Creswell (2003) states that qualitative research is conducted in the natural setting, which means that the researcher comes to the place of the participant and the data collection will grow and increase according to the response of the participant in the study. This research is conducted at the English Education Department, Faculty of Letters and Cultures, State University of Gorontalo. The researcher took this site as the place of research because it is exactly related to the students of English Education Department. The participants of this research are the students of the fourth semester of the academic year 2018-2019. The students in the fourth semester is appropriate as the participants of this research, because they have passed the listening for general communication course and listening for professional context course. Then, in the fourth semester, they are studying listening for academic purposes course. Therefore, they are chosen as participants because they can fulfil the requirements. Moreover, in this study, the researcher used observation and interview as the technique of data collection and analysis based on Cresswell's (2009) procedure such as organising and preparing the data for analysis, identifying the data and interpretation.

FINDING AND DISCUSSION
Finding

This chapter aims to present the findings and discussions of the study. The finding explores the students' perception on the use of note taking strategy in listening for the purpose of academy. On the finding, there are several sub-themes that are explained in relation to the objective of the study, which are (1) students' perception on the use of note taking in listening, (2) students' perception on the benefits on the use of note taking in listening, and (3) students' perception on the problem barriers on the use of note taking in listening.

Students' Perception on the Use of Note Taking in Listening

Based on the analysis result of the questionnaire and interview, the researcher found that most of the participants used note taking strategy in class, especially in listening subject. In line with this statement, there were several questions included in the questionnaire related to their perception of note taking in listening. The results of the participants' responses to the questionnaire are shown in the table below:

4.1 Perception Questionnaire Score on the Use of Note Taking in Listening

Number of Question	Question	Answer	
		Yes	No
1	Do you take note in class?	19	2
6	Have you been taught a note taking method?	2	19

Based on the table above, out of 21 participants who were asked, 19 participants answered yes to question number 1. Therefore, it can be said that most of the participants took notes in class. Most of them said that they took notes because it can be a strategy to help them understand the important points and some terms that they did not know about the material. Furthermore, based on the interview results of the participants' perception about note taking, the researcher concluded that note taking strategy is used in listening to write down several important points or information from the audio that they hear so that they can remember it by writing a note while listening.

Students' perceptions of the advantages of using note-taking in listening

Based on the results of the questionnaire, the researcher found that the participants had different perceptions regarding the benefits of note taking strategy in listening. In order to collect the participants' responses about the advantages of note taking strategy, there were several questions included in the questionnaire related to their perception of note taking strategy in listening. The result of the questionnaire can be seen below.

4.2 Questionnaire results on perceptions of the benefits of using note-taking while listening

Number of Question	Question	Answer	
		Yes	No
2	Do you think that taking notes while listening to the audio will not distract you?	16	5
3	Will taking notes help you remember the information from the audio?	17	0
4	Does taking notes help you get the high score in listening?	8	1
7	Does taking notes help you pay more attention to the audio or speaker?	6	2
8	Do you pay attention to the speaker's gestures and tone of voice when deciding what to write in your notes?	11	10
9	Does the ability to take effective notes help improve listening skills?	14	7
10	Does taking notes help improve listening skills?	7	2

According to the table above, it can be seen that the participants had a positive perception about the use of note taking strategy in listening. Based on the participants' responses to the questionnaire about the benefits of note taking strategy in listening, it was shown that they had different perspective regarding the benefits of note taking strategy as they had applied in listening subject.

Furthermore, in the interview section, the researcher asked the participants about their opinion on note taking as a good way to get information in listening. The result showed that the participants had different opinions. Most of them said that they agreed that note taking can be a good strategy in listening because it helps them to remember the information.

Students' perceptions related to the problems barriers on the use of note taking while listening.

Based on the result of the questionnaire, the researcher found that the participants experienced the problems in using the note taking strategy while listening to the audio or the lecturer.

4.3 Questionnaire results on perceptions of problems barriers to the use of note-taking while listening.

Number of Question	Question	Answer Yes	No
5	Have you encountered any problems when taking notes?	16	5

From the table above it can be seen that most of the participants had problems taking notes while listening. Based on the results of the questionnaire, 16 out of 21 participants answered yes to this question. Furthermore, their reasons for the problems they encountered were varied. In addition, based on the interview results, the participants have different perception related to their opinion whether the note taking strategy should be taught or not. Some of the participants stated that note taking strategy should be taught because it can help them in the learning process, especially in listening subject.

Discussion

In this part, the explanation of the research findings will be explored in depth, particularly the results of the questionnaire and interview. This study investigated students' perceptions of the use of note taking in listening for academic purposes. Moreover, according to Piolat et al (2004), there are three point the indicator of note-taking, which are students' perception on the use of note-taking in listening, students' perception on the advantages on the use of note-taking in listening, and students' perception on the problems barriers on the use of note-taking in listening.

Based on the result of the questionnaire and interview, the researcher found that note taking is one of the strategies used by students in the learning process, especially in listening subject. As one of the basic skills in English that students need to master, listening skill plays an important role in communication. In this process, the listener not only hears the sound but also

understands the meaning of the sound in order to get the information. The conclusions from the overall results regarding Rizvi's Teory (2007) which states that the process of listening is receiving and interpreting the message that is delivered by the speaker in order to achieve the effective communication. In order to receive the message, the role of note taking strategy is required. Most of the students' perception that they use note taking strategy in listening in order to understand and remember any important points and the researcher concludes that note taking strategy is used in listening in order to write some important points or information from the audio that they hear so that they can remember it by writing a notes while listening.

According to Armbruster (2000) there are several aspects of note-taking that students should be aware of as note-takers. They are listening to the lecturer or reading the text, selecting important ideas, holding and manipulating the idea in working memory, interpreting the information, deciding what to record and then writing it down. Indeed, it is believed that these points are really important in order to be a good note-taker. However, based on the research findings, it appears that students have different perceptions in relation to these points. In relation to these points that have been mentioned, there are many advantages that can be found on the process of applying note taking strategy in listening subject. As it is known that note taking can be a good strategy in learning due to its function.

Haghverdi, H. R. (2010) argue that note taking can help students to learn and review the material. Most of the students' perception showed that the use of note taking strategy is really helpful in learning because it can be a tool in writing down any important points while learning, especially in listening subject. Furthermore, the use of note taking is not only for writing down important points, but also it can help the students to remember and review the information when they have passed the audio that was listened or the meeting with the lecturer. Therefore, because of the advantages of note-taking strategy, students can get the high score in listening. Besides, since they can get the important points of information written in their notes, the students can get the speaker's intention and improve their listening skills.

CONCLUSIONS AND SUGGESTION

Conclusions

Students have a good perception about the use of note taking in listening subject. They use note taking strategy in listening subject in order to get understanding and remember every important points of information that was listened. Besides, there are many advantages that the students found on the process of using note taking strategy in listening subject. As it is known that note taking can be a good strategy in learning due to its function.

Suggestion

Based on the findings and discussion about the students' perception on the use of note taking, there are several suggestions that the researcher provides to the students, lecturers and further researchers. For the students, they can use note taking as a strategy in listening subject to be more understand and comprehend the information that was heard. Besides, they can improve their listening skills and reduce their difficulties in listening subject. For the lecturer, they can guide the students related to the use of note taking as a strategy in comprehending the information of listening the audio. For the further researcher, they can use this research as a reference for them to explore the use of note taking in other objects.

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