

**STRATEGIES OF STUDENT'S NOTE –TAKING
IN LISTENING CLASS**

SKRIPSI

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Degree (S1)

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**STRATEGIES OF STUDENT'S NOTE-TAKING
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Submitted to the the Ministry of Religious Affairs State Institute for Islamic Studies Langsa
as a partial fulfillment of the Requirements for the degree of Sarjana Pendidikan (S.Pd) in
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*Strategies of Student's Note -Taking in Listening Class*" untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Yang membuat pernyataan



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The writer realize that this writing is still far for being perfect. Many mistake that needs to improve. Therefore, all criticisms and suggestions will be appreciated. However, the writer hopes this thesis will give contributions to the field of study, especially to the English teaching and learning.

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ABSTRACT

Khairunnisa, 2023, Strategies of Student's Note-Taking In Listening Class
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This study aimed to find out note-taking strategies used by 4th semester students in English Education at IAIN Langsa in a listening class. This research is qualitative method using interview, observation, and documentation. Five students selected to participate in this study to find out what type of note-taking strategy they used. Furthermore, the researcher observed students' activities while in the listening class, followed by analyzing students notes to find out the note-taking strategies used by them. Note-Taking helps them in understanding the English listening material given by the lecturer during the listening class. The results of the study show that students use different note-taking strategies in taking notes during the listening class. The strategies most used by them were Cornell, outlines, and mind mapping strategies.

Keywords: listening class, Note-Taking, Types of Note-Taking

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CHAPTER I INTRODUCTION

A. Backgrounds of The Study

Each day, human beings communicate, understand and interact like speaker and audience. Heylen states that the speaker plays an active role in communication while the listener plays a passive function that consider and understand speech. The speaker takes a proactive part in the conversation context, with the listener playing the passive role of receiving just what is to be transmitted by rapporteur. A speaker may also be understood to be a message provider or responder, and the listener processes the information in his or her mind to capture the speaker's intended statements of meaning. This process is involved in the listening activity.¹

Listening is considered necessary skills to master. Currently learning a second language like English, students must listen listen to and comprehend English audio it statement or information accepted that is expressed in the conversation. This undertaking lead they to learn languages. Nunan argued that listening is a skill revered as Cinderella.² Listening is the second main skill language students to master the other three skills such as listening, reading and talk. Since listening is such an important ability, significance everyone should learn this. students who learn foreign languages.

¹ Tahir Gur et al., "The Impact of Note-Taking While Listening on Listening Comprehension in a Higher Education Context," *International Journal of Academic Research* 5, no. 1 (2013): 93–97.

² David Nunan, "Listening In Language Learning-The Nature Of Listening," *The Journal Of Tesol* France (2001): 51–66, http://soda.ustadistancia.edu.co/enlinea/SandraMilenaRodriguez_Listening/the_nature_of_listenin_g_nunan_2001.html.

students at secondary schools and college student serves as an example of English language students who Must have acquired proficiency in listening when learning English as a foreign language. There are two ways listeners can engage in listening exercises: use to handle it Top-down and bottom-up Listening.³ When listeners are provided with input, bottom-up activate Words become phrases, phrases become clauses, clauses become sentences, and so on. Top down learning is the belief of the listener that knowledge can be discovered outside of words or phrases, in contrast to bottom up learning. This suggests that listeners are using it differently how to process ideas by listening. Students may need to use it that convenient they for. Although, it is very important that from top to bottom like an effective means of correct information as a result of encourages students to assess statement beyond the literal.

Then again to listening skills, these skills can be improved through strategies called "Note-Taking." It was said by Boch and Piolat, and Gur, Dilci, Cosgun and Delijan as quoted in Ahour and Bargool that taking notes is a important strategies used in listening and reading.⁴ Unfortunately, students cannot implement these strategies even when new information is presented to them although practicing these strategies may strengthen their memory and problems resolution skills. Given this, to improve students' ability to take notes, english teachers suggest students use it in their reading and listening assignments refine they put forth. Such as Dunkel and Pialorsi and Hasswell and Lee stated that

³ Michael Yeldham, "L2 Listening Instruction: More Bottom-up or More Top-Down?," *Journal of Asia TEFL* 15, no. 3 (2018): 805–810.

⁴ Wan Chen Chang and Yu Min Ku, "The Effects of Note-Taking Skills Instruction on Elementary Students Reading," *Journal of Educational Research* 108, no. 4 (2015): 278–291.

students felt more comfortable responding after listening questions when notes could be taken while listening. In relation to adversity, There are certain students who struggle to catch the most important idea of listening to audio in listening lessons. Accent and tempo, role of listener, information, and visual or practical aids are four things that make listening challenging. There are students in the Department of English Education, according to the observations of researchers. IAIN Langsa who had difficulty listening and taking notes. This is why this research was conducted to find out the note-taking strategies used by students during listening class.

B. Research Questions

What types of note-taking strategies are used by students in listening class?

C. Research Objective

To find out the types of note-taking strategies used by students in listening class.

D. Significance of The Study

a. Theoretical Significance

To enrich the theory of Strategies of Student's Note-Taking In Listening Class.

b. Practical Significances

This research is expected to having some significance especially for students, the teacher, for the other researches. First, for the students IAIN Langsa students can improve their listening skills through the "Note-Taking"

strategy. Second, For the lecturer. The results of this study can help lecturers who teach listening courses I highly recommend learning these more advanced note-taking strategies so their students can be more successful in everyday listening assignments, exams, and standardized tests such as TOEFL and IELTS. And the last for the other researches the benefits of this research for other researchers can be a reference, source of information and reference material for further research so that the "Note-Taking" strategy can be further developed in the future both in listening classes and in other fields.

E. Scope of Study

In conducting research, there must be a limit to the source of the problem under study. Due to limited resources, researchers only conducted research on "Student Note-taking Skills Strategies in Listening Class specifically for English education students in semester 4 unit 1 at IAIN Langsa".

F. Terminologies

1. Note taking strategy

According to Neville, taking notes entails writing down or recording what you hear or read in a descriptive manner. The first step in creating good records is frequently this. It is obvious from the statement that taking notes entails jotting down information from both the reading and the audio that is being consumed. Effective note-taking begins with writing down information so that the listener or readers can later arrange and revise their thoughts. While taking notes, students use skills that give

them particular tactics for drawing out and recording important information from listening.

2. Listening class

Listening class is a place where students, especially those majoring in English, learn one of the important skills in English, to be able to process, capture, understand, and remember as well as what is heard directly from audio or from other sources.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings of the Research

In this study, research obtained data from students' answers to interviews, observations, and documentation as a support for strengthening data from field results. For the interview, the researcher gave 10 open-ended interview questions to the participants. Researchers conducted interviews on July 12 to July 13 with 5 participants. This action was carried out to find out the types of note-taking strategies used by students in listening class.

1. Interview

The following are the results of interviews that researchers have conducted:

- a. What do you think about note-taking strategies ?

Participant 1 : *“Note-Taking merupakan strategi yang dibutuhkan oleh setiap mahasiswa”,* (Note-Taking is a strategy that every student needs)

Participant 2 : *“strategi yang sangat berguna saat pelajaran berlangsung.”,* (a very useful strategy during the lesson.)

Participant 3 : *“Sangat berguna, dapat menggali kembali materi yang sudah di pelajari sebelumnya.”*(Very useful, you can dig back into material you have previously studied.)

Participant 4 : *“Sangat bermanfaat. ”,* (Very helpful)

Participant 5 : *“Strategi yang dapat membantu mahasiswa untuk menuliskan setiap point penting yang sudah dipelajari di dalam kelas.”,*

("A strategy that can help students write down every important point they have learned in class.)

Research can conclude from the interview findings in this first question that every student is greatly helped by the Note-Taking strategy during the learning process.

b. What difficulties do you encounter in listening class ?

Participant 1 : *"Saya sering melupakan informasi yang baru saja di berikan oleh dosen di kelas."*, ("I often forget information that the lecturer just gave me in class.")

Participant 2 : *"Tidak mengerti beberapa kosa kata yang ada di conservation yang di perdengarkan di kelas."*, (Didn't understand some of the vocabulary in conservation that was heard in class.)

Participant 3 : *"Saya sulit mengingat materi yang di berikan oleh dosen."*, ("I have difficulty remembering the material given by the lecturer.)

Participant 4 : *"Membutuhkan waktu yang cukup lama untuk dapat memahami materi baru."*, ("It takes quite a long time to understand new material.)

Participant 5 : *"Tempo dari audio yang sering di perdengarkan di kelas listening tergolong cepat sehingga kami sering mengerti apa yang di jelaskan dari audio tersebut."*, ("The tempo of the audio that is often listened to in listening class is relatively fast so we often understand what is being explained from the audio.)

From the answers of each participant above, the researcher concluded that the difficulties experienced by students in listening classes varied. Starting from the lack of vocabulary that they master, which makes it difficult for them to listen to English audio, they often miss important points from the material that the lecturer has explained to them in class. In this case, the researcher found that the difficulties experienced by students in listening class were more dominant about the limited vocabulary they mastered, making it difficult for them to understand the material or content of the audio that was heard in class.

- c. Did you know note taking skill can help students in listening class ?

Participant 1 : *“Iya, menurut saya note-taking ini sangat membantu terlebih lagi saat berada di kelas listening dimana kami di tuntut untuk dapat mengerti setiap penjelasan yang di berikan oleh dosen dengan waktu yang terbatas.”*, (“Yes, I think note-taking is very helpful, especially when we are in listening class where we are required to be able to understand every explanation given by the lecturer with limited time.”)

Participant 2 : *“Iya, dengan menggunakan strategi note-taking ini saya bisa kembali mereview pelajaran yang sudah di pelajari pada pertemuan sebelumnya sehingga dapat membantu saat mengingat materi yang sudah dipelajari di kelas mendengarkan. ”*, (Yes, by using this note-taking strategy I can review the lessons I have learned in previous meetings so that it can help me remember the material I have learned in listening class.)

Participant 3 : *“saya merasa sangat terbantu dengan adanya note-taking ini saya tidak perlu mengingat semua penjelasan yang dipaparkan oleh dosen saya hanya perlu menuliskan beberapa point yang menurut saya penting selama kelas listening berlangsung.”*, (“I feel very helpful with note-taking. I don't need to remember all the explanations given by the lecturer. I just need to write down several points that I think are important during the listening class.”)

Participant 4 : *“iya, ini sangat cocok digunakan oleh mahasiswa dan tidak sulit kita hanya perlu menuliskan apa yang kita dengar dari audio maupun materi yang di berikan di kelas listening.”*, (“I feel very helpful with note-taking. I don't need to remember all the explanations given by the lecturer. I just need to write down several points that I think are important during the listening class.”)

Participant 5 : *“Iya, saya sendiri merasa terbantu dengan adanya strategi note-taking ini saat di kelas mendengarkan pelajaran yang tadinya sulit karena kesusahan sangat mendengarkan informasi atau kosa-kata baru yang di sampaikan, saya bisa menuliskan nya terlebih dahulu setelah itu saya akan mencoba memahami maksud dari kata tersebut.”*, (Yes, I myself find it helpful to have this note-taking strategy when in class listening to lessons that were previously difficult because I had difficulty listening to the information or new vocabulary that was being conveyed, I can write it down first after that I will try to understand the meaning of it." that word.)

The responses from the five participants indicated that students were greatly helped by the note-taking strategy during the listening class.

- d. Which type of note taking skills do you use in listening class ?

Participant 1 : *“Biasanya, saya menuliskan judul dari topic yang akan dipelajari baru di bawahnya saya memberikan point tambahan sebagai keterangan.”*, (Usually, I write the title of the topic to be studied and then below it I add additional points as information.)

Participant 2 : *“Kalau saya pribadi saya akan menuliskan semua penjelasan yang di paparkan dosen di dalam kelas, tanpa melewatkan satu katapun.”*, (Personally, I would write down all the explanations given by the lecturer in class, without missing a single word.)

Participant 3 : *“Saya lebih suka membuat diagram visual,karena lebih menghemat waktu dan lebih efesien digunakan saat listening.”*, (I prefer making visual diagrams, because it saves time and is more efficient to use when listening.)

Participant 4 : *“Saya biasanya membagi kertas menjadi 3 bagian yang terdiri dari 3 bagian, yaitu topik utama,isi inti, dan rangkuman dari materi yang dipelajari.”*, (I usually divide the paper into 3 parts consisting of 3 parts, namely the main topic, core content, and a summary of the material studied.)

Participant 5 : *” Saya juga lebih suka membagi kertas menjadi 3 bagian tersebut terdiri dari topik utama,isi,dan rangkuman dari pelajaran yang saya dapatkan di kelas Karena menurut saya lebih jelas dan lebih*

terstruktur.”, (“I also prefer to divide the paper into 3 parts consisting of the main topic, content, and a summary of the lessons I learned in class because I think it is clearer and more structured.”)

From the results of the interviews above, the researcher can conclude that there are many types of note-taking strategies used by students in listening classes. Based on the participants' answers, the type of strategy used was to summarize all the information they listened to, make a visual diagram of the material being studied, write down the title and add an explanation point below it and divide the paper into 3 parts consisting of the main topic, content, and a summary of the lessons learned.

e. why did you choose that strategy?

Participant 1 : “ *Menurut strategi tersebut lebih simple dan tidak memerlukan waktu yang banyak untuk membuatnya.*”, (“According to this strategy, it is simpler and does not require a lot of time to make it.”)

Participant 2 : “*Saya merasa semua penjelasan ataupun audio yang di dengarkan di kelas listening itu penting makanya saya harus menuliskan semuaunya*”, (I feel that all the explanations or audio that are listened to in listening class are important, so I have to write down whatever I want.)

Participant 3 : “*Tidak memerlukan waktu yang banyak dan mudah untuk saya pahami ,alasan saya memilih untuk membuat diagram visual saat di kelas.*”, (It doesn't take a lot of time and is easy for me to understand, the reason I choose to make visual diagrams in class.)

Participant 4 : *“Saya merasa strategi ini lebih akurat, jelas dan mudah untuk saya pahami.”*, (I feel this strategy is more accurate, clear and easy for me to understand.)

Participant 5 : *“Dengan strategi materi akan lebih terstruktur dan tidak ada materi yang akan terlewatkan dari awal hingga akhir pelajaran berlangsung.”*, (With this strategy the material will be more structured and no material will be missed from the beginning to the end of the lesson.)

It can be seen from the results of these interviews, all participants felt comfortable with the strategies they used in class, they had their own reasons for choosing these note-taking strategies to help them in listening class.

- f. What are the advantages of using the note taking method in listening class?

Participant 1 : *“Banyak, salah satunya dapat meningkatkan daya ingat saya tentang materi yang sudah dipelajari dari pertemuan sebelumnya.”*, (There are many, one of which can improve my memory of the material I have learned from previous meetings.)

Participant 2 : *“Saya lebih mudah dalam menjawab tugas yang di berikan oleh dosen dengan bantuan dari catatan yang saya buat selama kelas listening.”*, (It was easier for me to answer the assignments given by the lecturer with the help of the notes I made during listening class.)

Participant 3 : *“Saya dapat mereview kembali materi yang sudah di jelaskan oleh dosen di depan.”*, (I can review the material that has been explained by the lecturer in front.)

Participant 4 : *“Lebih mudah untuk memahami materi karena kita menuliskan materi tadi dengan bahasa kita sendiri.”*, (It's easier to understand the material because we write the material in our own language.)

Participant 5 : *“Dengan adanya note-taking nilai dari tugas listening mengalami peningkatan.”*, (“With note-taking the value of listening assignments has increased.”)

According to the participants' responses, there are several advantages of using this note-taking strategy in the listening class. Note-taking is needed by students in strategy class. This strategy can help students improve their memory of lessons learned before, and can even help students increase their scores in listening assignments.

g. After using this strategy you feel helped during the listening class ?

Participant 1 : *“Iya, strategi sangat membantu saya di kelas listening.”*, (Yes, strategies really help me in listening class.)

Participant 2 : *“Ya, Saya lebih mudah memahami penjelasan yang disampaikan oleh dosen ”*, (Yes, it is easier for me to understand the explanation given by the lecturer.)

Participant 3 : *“Iya, note-taking memudahkan kita sebagai mahasiswa dalam memahami informasi yang baru kita pelajari.”*, (Yes, note-taking makes it easier for us as students to understand the information we have just learned.)

Participant 4 : *“Meningkatkan daya ingat saya.”*, (“Improved my memory.”)

Participant 5 : *“Iya,nilai saya jauh lebih baik setelah menggunakan note-taking.”*, (Yes, my grades are much better after using note-taking.)

The research concluded from the participants' answers above, all participants stated that they felt helped by the note-taking strategy while in listening class.

h. How do you make note taking?

Participant 1: *“ Saya menulis informasi yang saya dengarkan dalam bentuk point-point.”*, (I write the information I listen to in bullet point form.)

Participant 2: *”Saya membuat note-taking dengan cara menggambar diagram dari listening yang saya dengar.”*, (I make note-taking by drawing diagrams from what I hear.)

Participant 3: *“ Dari yang saya dengar saya menuliskan point-point.”*, (From what I heard, I wrote down the points.)

Participant 4: *”Saya menuliskan judul dari informasi yang saya dengarkan baru di bawahnya saya memberikan point tambahan.”*, (I wrote down the title of the information I heard and then below it I added additional points.)

Participant 5: *” Saya membuat note-taking dengan membagi 3 bagian,yang terdiri dari topic utama,isi,dan kesimpulan dari informasi yang saya dengarkan.”*, (I make note-taking by dividing it into 3 parts,

consisting of the main topic, content and conclusions from the information I listened to.)

Writing down the information they heard in the form of point answers, the most dominant was given by the participants in accordance with the results of the interviews, but some participants also stated that they made note-taking by making diagrams or dividing it into 3 parts, namely the main topic, content and conclusion.

- i. Do you think note taking is important to learn and apply?

Participant 1: *"Iya penting, menurut saya note-taking dapat membantu mahasiswa khususnya di kelas listening."*, ("Yes, it's important, I think note-taking can help students, especially in listening classes.)

Participant 2: *"Iya, dengan adanya note-taking kita dapat mereview kembali materi yang sudah kita pelajari sebelumnya."*, (Yes, with note-taking we can review the material we have previously studied.)

Participant 3: *"Tentu, menurut saya note-taking merupakan strategi efektif untuk di terapkan saat pembelajaran."*, (Of course, I think note-taking is an effective strategy to apply during learning.)

Participant 4 : *"Penting,Karena note-taking membuat saya jadi lebih paham materi dan informasi yang saya dengarkan."*, (It's important, because note-taking makes me understand the material and information I'm listening to better.)

Participant 5: " *Dengan note-taking dapat meningkatkan kosa-kata dari listening yang saya dengar.* ", (By taking notes I can improve my listening vocabulary.)

Based on the results of the interviews above, it can be concluded that note-taking is important in the learning process because it can help students improve the vocabulary they listen to.

j. What difficulties did you experience in making this note taking?

Participant 1: " *Kesulitan yang saya alami saat membuat note-taking pronunciation yang tidak terlalu jelas sehingga membuat saya bingung untuk menulisnya.* ", (The difficulty I experienced when making note-taking pronunciation which was not very clear made me confused about writing it.)

Participant 2: " *Tempo yang terlalu cepat dan tidak adanya pengulangan menyulitkan saya membuat note-taking.* ", (The tempo is too fast and the lack of repetition makes it difficult for me to take notes.)

Participant 3: " *Kurang nya konsentrasi dalam mendengarkan membuat saya kesulitan dalam membuat note-taking tersebut.* ", (My lack of concentration in listening makes it difficult for me to take notes.)

Participant 4: " *Harus mengingat kembali informasi yang kita dengarkan membuat saya kesulitan dalam membuat note-taking.* ", (Having to recall the information we listened to made it difficult for me to do note-taking.)

Participant 5 : *"Sulit untuk menentukan point penting dari informasi yang saya dengarkan."*, (It's difficult to determine the important points from the information I hear.)

From the answers given by the participants they experienced various difficulties when making note-taking such as the tempo being too fast, lack of concentration while listening to make note-taking difficult to make.

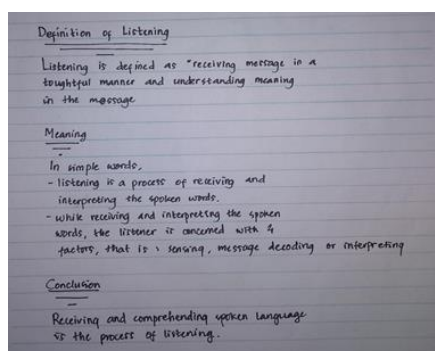
2. Observation Findings

The research use observation guidelines to conduct research. This is done to get more certain data. By making observations, the writer can find out what note-taking strategies are used by students in listening class. The meeting was held on Tuesday 11 July 2023. Students were given an overview of the material to be studied in listening class. Students listened to information from listening given by the lecturer. Students made a summary of the material from certain keywords that had been given by the lecturer, then students write down the important points of the information they listen to, after that students continue to rewrite the information they hear using their own language. Students also write notes by dividing the paper into 3 sections consisting of the main topic, content, and conclusions from the material that has been studied. After that students group the material according to the material they hear.

After writing down the important points of listening, the lecturer giving assignments to students to test the extent of students' listening skills in class. After that the lecturer gives feedback from the assignments that have been done by students.

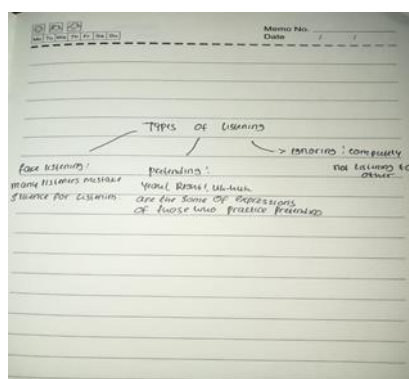
3. Documentation Findings

Research take documentation to strengthen data in research. By doing documentation, researchers can find out what note-taking strategies are used by students in listening class.



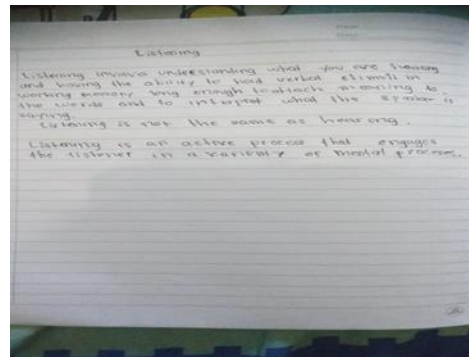
Picture 1. Cornell Note-Taking

According to the findings of the documentation conducted by the research, the research found that the participants used the Cornell note-taking strategy when writing information in the listening class.



Picture 2. Mind Mapping Strategy

According to the findings of the documentation conducted by the research, the research found that the participants used the Mind mapping note-taking strategy when writing information in the listening class.



Picture 3. Outlining Strategy

Based on the findings of the documentation conducted by the research, the research found that the participants used an outlining strategy when recording information in the listening class.

4. Types of Note-Taking use By Students in Listening Class

From the research results obtained from observation and documentation, it can be concluded that when in the listening class there are 3 types of note-taking strategies used by students, these strategies are:

a. The Cornell Note-taking Strategy

Cornell note-taking strategy is very organized strategies that has three columns which can help students write note-taking during listening. This strategy was chosen by participants because it was considered more efficient to use during lectures, important information was easier to find, Organized notes so that they could be revised and reviewed later, with this strategy it was also easier to review before exam day In this strategy, students find it easier to select information.

b. The Mind Mapping Strategy

The mind-mapping technique is a first-step note-taking technique in writing. Mind mapping entails expanding thoughts, which then aids the writer in comprehending and remembering crucial information. This strategy Buzan explains that mind mapping is an organizational one that uses lines, symbols, keywords, and images. He explains that mind mapping is a more colourful and highly structured note-taking using diagrams. Mind mapping can be used in developing concepts and ideas.

participants chose this strategy because they could makes it easier for students to focus on the key ideas that have been written, with this strategy students are required to understand the material being studied instead of memorizing it to be able to make this strategy.

c. Outlining Strategy

Information is arranged in this way, going from general to specific. Each new thought or idea should be placed in the first level, and each subsequent level must be tied to the primary level in the categorizing process. The method involves organizing information such that the inclusive material is followed by more exclusive but related information. Moshleh and Baba believe that “outline strategies offer certain advantages such as well-organized information, records relationships and content of information, reduces editing and modifying, as well as facilitates easier review by turning the main points into questions”.

By using this strategy participants benefit from Outlining is useful for students to create different climaxes, Outlining is also useful for avoiding working on a topic more than twice, Outlining is useful for making students conceptual, comprehensive, and focused, with Outlining strategies can help to keep students focused throughout the writing process and help ensure proper coherence all the way to the end of writing in listening classes. Finally, the strategy of noting outlining can also help recalibrate writing so that the discussion does not widen and is far from the topic being discussed.

B. Discussion

Taking notes is a process that involves writing or record what you hear or read in a descriptive way. This is often the first stage process of producing effective records. The statement is clear that to take notes mean writing down from the audio being listened to and the reading material being read. Effective note-taking starts with taking notes for the listener or readers can rewrite and organize ideas after doing the initial writing.

The types of note-taking strategies are used by students in listening class. There are several note-taking strategies put forward by Moshleh and Baba which can be used by students in the teaching and learning process. Research indicates that this study focuses on the analysis of the five note-taking strategies used by student; mind mapping, outlining, Cornell, sentence, listing strategy.

According to the interview findings that the research conducted, the research found that each participant used a different note-taking strategy.

Participants use the same 5 strategies as theory. This is supported based on the participants answer to questions 6 in the interview.

How do you make note taking?

Participant 1: “ *Saya menulis informasi yang saya dengarkan dalam bentuk point-point.*”, (I write the information I listen to in bullet point form.)

Participant 2: “*Saya membuat note-taking dengan cara menggambar diagram dari listening yang saya dengar.*”, (I make note-taking by drawing diagrams from what I hear.)

Participant 3: “ *Dari yang saya dengar saya menuliskan point-point.*”, (From what I heard, I wrote down the points.)

Participant 4: “*Saya menuliskan judul dari informasi yang saya dengarkan baru di bawahnya saya memberikan point tambahan.*”, (I wrote down the title of the information I heard and then below it I gave additional points.)

Participant 5: ” *Saya membuat note-taking dengan membagi 3 bagian,yang terdiri dari topic utama,isi,dan kesimpulan dari informasi yang saya dengarkan.*”, (I make note-taking by dividing it into 3 parts, consisting of the main topic, content and conclusions from the information I listened to.)

Writing down the information they heard in the form of point answers, the most dominant was given by the participants in accordance with the results of the interviews, but some participants also stated that

they made note-taking by making diagrams or dividing it into 3 parts, namely the main topic, content and conclusion.

Based on the findings of the observations made by the research, the research found that each participant used a different note-taking strategy. Participants used the same 3 strategies as theory. This is supported based on observations made by research at point 2 of the observation sheet.

Students made a summary of the material from certain keywords that had been given by the lecturer, then students write down the important points of the information they listen to, after that students continue to rewrite the information they hear using their own language. Students understand the information they hear to make note-taking in the listening class.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research from the previous chapter, it can be concluded that the type of note-taking strategy used by English language education students at IAIN Langsa, while in listening class, starting from outlining, Cornell and also the mind mapping method was chosen as a way of taking notes that is effectively used when listening to information received during listening class. By using note-taking students can repeat information that has been learned in listening, besides that by writing important points that they listen to they will not forget important information from every meeting in the listening class. Each strategy used has advantages and disadvantages.

B. Suggestions

Based on the conclusions above, the researcher argues that the types of strategies used by students when in listening class are very helpful in their learning process, the advantages that students get in using note-taking. Listening class is considered difficult by some students because they find it difficult to understand the material or explanations given. With this the lecturer can try to overcome this problem by starting to apply a note-taking strategy during lectures with the student fear method because they do not understand the discussion being explained can be overcome by recording the information they listen to during the listening and can be reviewed again when at need