

**‘Students Perceptions of Note taking Strategies in
Facilitating English Listening Skill’**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Degree of Bachelor of Education in English Education



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MOTTO

“ Keberhasilan bukanlah akhir, kegagalan bukanlah kematian. Yang penting adalah keberanian untuk melanjutkan”

-Winston Churchill

“ Terlambat bukan berarti gagal, Cepat bukan berarti hebat. Terlambat bukan menjadi alasan untuk menyerah, setiap orang memiliki proses yang berbeda. PERCAYA PROSES itu yang paling penting karena Allah telah mempersiapkan hal baik dibalik kata proses yang kamu anggap rumit”

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It's definitely my own work. I am completely responsible for the content of the thesis. Any opinions or findings from other research that are included in the thesis have been appropriately quoted or cited in accordance with ethical standards.

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ABSTRACT

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Strategies in Facilitating English Listening Skill

This study aims to explore the perceptions of 10th-grade students at SMA N 3 Rembang regarding the use of note-taking strategies in facilitating English listening skills. This study employed a qualitative method with a descriptive research design. The participants were 30 students of 10th grade at SMA N 3 Rembang, selected through purposive sampling. Data were collected through questionnaires containing questions about students' experiences in using note-taking strategies while listening to English, as well as semi-structured interviews to gain more in-depth information about students' perceptions. The results showed that students had diverse perceptions about note-taking strategies in facilitating English listening skills. Students believed that note-taking strategies could help them improve their English listening skills by recording important information, focusing attention, and facilitating comprehension. However, students also faced several difficulties in using note-taking strategies, such as difficulty in selecting important information, difficulty in understanding unfamiliar vocabulary, and difficulty in managing time. Furthermore, this study also found that students had different preferences in using note-taking

strategies, such as using different note-taking methods, using specific symbols or codes, and using technology to aid note-taking. The findings of this study are expected to contribute to the development of more effective English teaching strategies in facilitating students' listening skills, as well as to help teachers understand students' needs and preferences in using note-taking strategies.

Keywords: note-taking strategies, English listening skills, students' perceptions, qualitative method, descriptive research design.



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Assalamu'alaikum, wr. wb.

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DEDICATION

All praise be to Allah SWT, the Most Gracious, Most Merciful, and Most Great God, who has given His grace to the researcher so that he can complete this thesis. I dedicate this thesis to:

1. My beloved parents, who have provided support both mentally and financially, with prayers, guidance, and affection.
2. To all lecturers, friends, and people who have provided support for this thesis.
3. Finally to myself, thank you for never giving up.

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As the researcher, she recognized that the researcher could not have finished this project without the help of others. Many individuals have provided support during the process of writing this thesis, and it is not feasible to mention each person by name. Hence, the researcher would like to express sincere gratitude to:

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The researcher acknowledges that this thesis is not perfect and seeks suggestions from the readers to improve it. The hope is that this thesis will be valuable to the readers and other researchers working on similar research.

Semarang, 23 Juni 2025

The Researcher,

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CHAPTER I

INTRODUCTION

This chapter contains: Background of the research, research questions, research objectives, pedagogical significance and research limitations.

A. Background of the research

English is an universal language because most of the communication in the world takes places in English. In today's globalized world, where English plays a major role in almost every field, theres is a need to discuss its role as a world language. English, with its common characteristics, is accepted as a world language by thousands of different language speakers. (Rao, 2019)

English is regarded as a crucial language to learn because it is an international tongue. Curriculum and pedagogy for English as a Second Language have emphasized the value of imparting conversational skills and the practical use of language. Because effective communication is the main objective of teaching and studying English.

While neighboring nations like the Philippines, Singapore, and Malaysia see English as a second

language, Indonesia chose a different stance and designated English as its foreign language. Only a few industries, such as international businesses, educational institutions, and offices, use English in Indonesia. In Indonesia, it is challenging to hear English spoken in casual conversation. (Gunantar, 2016) English is taught as a topic beginning in elementary school in Indonesia. English was introduced in elementary school even though it begins to be taught properly in junior high.

Students learn how to use simple idioms and phrases in elementary school, while junior high schools teach grammar principles and the four fundamental English language abilities of reading, writing, speaking, and listening.

Dardjowidjojo (2003, p.57) He said that in Indonesia, English was "not considered a co-existing official language". It is the "national language" and English is the "first foreign language". So many variations English is a hot topic now. (Rini, 2014)

One of basic skill in English is listening. (Sari, 2019) Listening is the ability to hear and comprehend what others are saying or saying. This entails figuring out a

speaker's accent or pronunciation, her grammar, her vocabulary, and determining what she's saying. (Nagendra, 2014)

There are several kinds of strategies that can be used to improve students' listening skills, one of which is the note-taking strategy. The note-taking technique is one of several strategy that may be utilized to enhance pupils' listening abilities. The formation and development of students' skills, including their listening skills, is significantly influenced by their education. In order to succeed in the learning process, pupils must have the ability to listen effectively. The note taking technique is one way to enhance listening abilities. With the use of this technique, students can capture key ideas presented by their instructors or during presentations or lectures during class.

According to Ferris and Tagg (1996), quoted in Kim, 2004) Note-taking skills and listening comprehension are the problems most often experienced by international students. The lack of understanding of students resulted in students not being able to answer questions properly and not optimally during oral discussions in class. Therefore, it is important for students to apply note taking strategy. The next reason students need a note-taking strategy is because

students can never listen to a speech or presentation again. Students should take every opportunity to record and store information so students can use it later. The next problem that is often faced by students is the loss of information they listen to quickly. Many students claim that when they listen, they can follow the speaker easily, but in reality they only remember some of it. This is a serious problem that must be addressed and given further consideration in this research. One way to overcome this is to explain to students about note-taking strategies. (Hayati, 2009)

At SMAN 3 Rembang, grade 10 students have challenges in improving their listening skills. They may have difficulty understanding information presented orally and organizing course material effectively. Therefore, it is important to understand students' perceptions of note-taking strategy that can help them improve their listening skills.

Previous research has shown that the effective use of note-taking strategy can improve students understanding and retention of information. However, each individual has different preferences and perceptions regarding effective note-taking strategy. Therefore, it is very important to understand the perceptions of grade 10 students towards

note-taking strategy that can help them improve their listening skills.

This study aims to explore the perceptions of grade 10 students at SMAN 3 Rembang regarding the note-taking strategy they use and the impact it has on their listening skills. By understanding students' perceptions, educators and researchers can design teaching strategies that are more effective and in accordance with students' needs in improving their listening skills.

It is hoped that the results of this research will provide valuable insight into Grade 10 students' preferences regarding their note-taking strategies and how these strategy can help them improve their listening skills. This information can be used as a basis for developing better teaching strategies to improve students' listening skills at SMAN 3 Rembang.

English listening skills are a crucial aspect of learning English. However, many students struggle to comprehend information presented in English. This difficulty can be attributed to several factors, such as the speed of the material being presented, limited vocabulary, and lack of concentration.

One strategy that can be used to improve English listening skills is note-taking. Note-taking can help students remember, organize, and understand the information being presented. However, students' perceptions of note-taking strategies in facilitating English listening skills are not well understood.

Research on students' perceptions of note-taking strategies in facilitating English listening skills is important because it can help teachers and researchers understand how students view note-taking and how it can help improve their English listening skills.

The importance of listening skills in English language learning cannot be overstated. However, many students struggle to comprehend information presented in English due to various factors such as:

- Fast-paced material: The material is presented too quickly, making it difficult for students to catch the information.

- Limited vocabulary: Students are not familiar with the vocabulary used in the English language.

- Lack of concentration: Students are not focused on the material being presented.

Note-taking Strategies as a Solution

Note-taking strategies can be an effective solution to help students improve their English listening skills. By taking notes, students can:

- Remember information: Note-taking helps students to remember the information presented.

- Organize information: Note-taking helps students to organize the information presented.

- Improve understanding: Note-taking helps students to understand the information presented.

B. Research Question

This study aims to find out what is meant by the note taking strategies and to know how students perceptions about note taking strategies to improve their listening skill.

Specifically, it seeks to answer the following questions:

1. What are students' perceptions of the note taking method in listening skill?

2. What are the advantages and disadvantages of the note taking method according to students' perceptions?
3. How does the note taking method affect students' listening skills according to students' perceptions?

C. Objective and significance of the study

Objective s of the study :

1. To identify students' perceptions of the note taking method in listening comprehension.
2. To explore the advantages of the note taking method according to students' perceptions.
3. To investigate how the note taking method affects students' listening skills according to students' perceptions.

Significance of the study :

1. Improving Listening Comprehension: This study aims to provide insights into the effectiveness of the note-taking method in improving students' listening comprehension skills.

2. Informing Teaching Practices: The findings of this study can inform teachers about the benefits and challenges of using the note-taking method in listening comprehension, enabling them to make informed decisions about their teaching practices.

3. Enhancing Student Learning: By understanding students' perceptions of the note-taking method, this study can contribute to the development of more effective learning strategies that cater to students' needs and preferences.

4. Contributing to Research: This study can contribute to the existing body of research on the note-taking method in listening comprehension, providing valuable insights for future studies and researchers.

CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical framework and previous researches.

A. Previous Researches

This study aims to investigate the effect of note-taking strategy on English listening comprehension among students at SMA Negeri 3 Rembang. This study employs a mixed-methods approach, combining quantitative and qualitative methods to obtain more comprehensive data. In the context of Piaget's theory, this study is relevant to the formal operational stage, where high school students are able to think abstractly and logically.

According to Piaget (1969), the formal operational stage is a stage where individuals can think logically and abstractly, and understand complex concepts. At this stage, high school students can use note-taking strategies to help them understand and remember complex information. Note-taking strategies can help students develop critical and analytical thinking skills, thereby improving their English listening comprehension. According to Piaget (1970), the

learning process is an active process that involves the construction of knowledge by individuals. By using note-taking strategies, students can build their own knowledge and develop critical thinking skills.

This study is also relevant to the concepts of "assimilation" and "accommodation" proposed by Piaget (1969). Assimilation is the process of adjusting new information to existing schemas, while accommodation is the process of changing existing schemas to fit new information. By using note-taking strategies, students can assimilate and accommodate new information, thereby improving their English listening comprehension.

By using Piaget's theory as a theoretical framework, this study can provide insights into how note-taking strategies can help students develop their cognitive abilities, particularly in the field of English language learning. The results of this study are expected to contribute to the development of more effective English language teaching methods based on cognitive development theory. In this study, we can see how note-taking strategies can help students develop critical and analytical thinking skills, as well as improve their

English listening comprehension. Thus, this study can contribute to the development of Piaget's theory in the context of English language learning.

Jean Piaget, a Swiss psychologist, developed a theory of cognitive development that explains how children and adults develop their thinking and understanding of the world around them. The note-taking method can help individuals develop their thinking and understanding of new information more effectively.

1. Schema

Schema is a cognitive structure used to understand and organize information. Schema can be a concept, category, or relationship between concepts. Schema helps individuals to understand and interpret new information. The note-taking method can help individuals develop more accurate and complex schema by recording and organizing new information.

2. Assimilation

Assimilation is the process of adjusting new information to fit into existing schema. When individuals encounter new information, they try to understand it using their existing schema. The note-taking method can help individuals assimilate new information by recording it and linking it to existing schema.

3. Accommodation

Accommodation is the process of changing existing schema to fit new information. When individuals encounter new information that doesn't fit into their existing schema, they need to change their schema to understand the new information. The note-taking method can help individuals accommodate new information by recording it and changing their existing schema.

4. Equilibration

Equilibration is the process of balancing assimilation and accommodation. When individuals encounter new information, they need to balance assimilation and accommodation to understand the information. The note-taking method can help individuals equilibrate by recording new information and balancing assimilation and accommodation.

5. Stages of Cognitive Development

Piaget identified four stages of cognitive development:

1. Sensorimotor Stage (0-2 years): Children understand the world around them through sensory-motor experiences.
2. Preoperational Stage (2-7 years): Children begin to use symbols and language to understand the world around them.
3. Concrete Operational Stage (7-11 years): Children can understand logical concepts and perform mental operations on concrete objects.

4. Formal Operational Stage (11 years and above): Individuals can understand abstract concepts and perform mental operations on abstract objects.

The note-taking method can help individuals at each stage of cognitive development to understand and organize new information more effectively.

By understanding Piaget's concepts and using the note-taking method, individuals can develop their thinking and understanding of the world around them more effectively.

The author of this thesis took into account several previous researches that were relevant to it. These are :

First research, An International Publication Journal of Kiewr 1985a; Robin et al. 1977 entitled, Research studies suggest that note taking is related to student learning achievement. It was found that students who record notes during lectures generally achieve better than students who only listen to the lectures. Peper and Mayer (1978) also found that note takers recalled more conceptual ideas than non-note takers. They believed that taking notes might help students to connect the lecture content with their

existing ideas. In addition, note taking can facilitate students to become actively engaged in the learning process. Taking note is however a challenging task for students. (Pattawan Narjaikaew, 2009)

Second research, An International Publication Journal of Joseph R. Boyle (2010) entitled, Note-taking skills should not be underestimated. Whether students are recording notes from scientific observations, during class discussions, or at home from textbooks, note-taking skills are important to acquire, used almost daily, and utilized throughout their lifetime. (Boyle, 2010)

Third research, An International Publication Journal of Pin Hwa Chen (2021) According to research, taking notes serves the dual purpose of encoding and reviewing and can improve learning performance This is not to say that pupils who take notes in class are sure to succeed to perform well. According to studies, many students are ineffective note-takers; so, even if they have taken notes in class, such notes may not help them successfully encode and retain information. As a result, rather than concentrating on 'if' students should take notes in class, more emphasis should be placed on 'how' students take notes in class, or, in other words, the use of lecture note-taking techniques.

Fourth research, An International Publication Journal of Min Young Song (2011) As a result, it may be claimed that a note-taking activity is a stronger measure of their listening proficiency than an open-ended one, as long as test takers attempt to record everything they feel necessary in order to complete following test tasks, as may be the case in a serious testing setting. (Song, 2012)

Fifth research, A publication Journal of David B. Bellinger and Marci S. DeCaro (2019) Many students believe that note taking during lectures will help them learn the material. (DeCaro, 2019)

B. Theoretical Framework

1. The Meaning of Listening

One of the fundamental abilities in learning English is listening. The importance of listening ability stems from its use in communication. According to (Cameron 2001) Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language. (Şefik, 2012) To comprehend the nature of listening processes, we must consider

some aspects of spoken discourse and the unique challenges they present to listeners.

2. Teaching Listening

Successful listening can also be defined by the strategies that the listener employs while listening. Is the learner primarily concerned with the content of a text, or is he or she also concerned with how to listen? A focus on listening strategies raises the issue of listening strategies. Listeners can be taught effective ways of approaching and managing their listening, and strategies can be thought of as the ways in which a learner approaches and manages a task. These activities aim to engage listeners actively in the listening process.

Listening instruction has sparked more interest in recent years than it has in the past. University entrance exams, exit exams, and other exams now frequently include a listening component, recognizing that listening skills are a critical component of second-language proficiency and reflecting the assumption that if listening isn't tested, teachers won't teach it. (Richards, 2008) In audio-

lingual methodology, listening, also known as imitating and memorizing, appears to be the dominant model of listening instruction. Sound recognition/ discrimination, patterning of spoken language as involved in memorization and habit formation, and pronunciation work are all examples of listening. Learners are generally asked to listen in order to hear a model, and to listen in order to reproduce it. (Widiati, 2015)

3.The Implementation of Note Taking Strategies

Implementing effective note-taking strategies involves a combination of techniques tailored to your learning style, the nature of the material, and the context in which you're studying. Here are some popular note-taking strategies:

1. Cornell Method:

Divide your page into three sections: a narrow column on the left (for cues), a larger area on the right (for notes), and a summary section at the bottom.

During the lecture or reading, jot down main points on the right, cues or questions in the left column, and summaries at the bottom afterward.

2. Outline Method:

Organize notes hierarchically, using bullet points or numbers to denote main ideas and subpoints.

Indentation helps to show relationships between different concepts.

3. Mind Mapping:

Visual representation of ideas and their connections using branches, nodes, and keywords.

Use colors, symbols, and images to enhance memory and understanding.

4. The Feynman Technique:

Simplify and explain concepts in your own words as if you're teaching someone else.

Identify gaps or areas of weakness in your understanding.

5. Charting Method:

Create tables or charts to organize information, especially for comparisons, processes, or data.

Helps in visualizing relationships and patterns.

Effective Note-Taking Strategy Implementation

Effective note-taking strategy implementation is a crucial aspect of the learning process. By using the right note-taking strategies, individuals can improve their ability to understand and retain information presented in class or while reading course materials.

Steps for Implementing Note-Taking Strategies

1. **Choose the Right Note-Taking Method:** Select a note-taking method that suits your learning style and needs. Some popular note-taking methods include the Cornell method, outline method, and mind mapping.
2. **Prepare Note-Taking Tools:** Prepare the necessary note-taking tools, such as paper, pens, or digital note-taking apps.

3. Actively Listen: Actively listen to the material being presented and take notes on key points.
4. Review Notes: Regularly review notes to ensure that the information is accurate and complete.
5. Organize Notes: Organize notes in a way that makes them easy to access and understand.

Benefits of Effective Note-Taking Strategy Implementation

1. Improved Understanding: Effective note-taking strategy implementation can improve understanding of course material.
2. Increased Retention: Effective note-taking strategy implementation can increase retention of information presented.
3. Increased Productivity: Effective note-taking strategy implementation can increase productivity in learning.

Challenges of Effective Note-Taking Strategy Implementation

1. Note-Taking Skills: Developing effective note-taking skills requires practice and experience.
2. Distractions: Distractions can affect an individual's ability to take notes effectively.
3. Information Overload: Information overload can make it difficult for individuals to take notes and understand the material.

Tips for Effective Note-Taking Strategy Implementation

1. Use Abbreviations: Use abbreviations to speed up the note-taking process.
2. Use Colors: Use colors to differentiate between important and non-important information.
3. Regularly Review Notes: Regularly review notes to ensure that the information is accurate and complete.

By implementing effective note-taking strategies, individuals can improve their ability to understand and retain information, leading to better learning outcomes.

C. Tips for Implementation:

Actively Engage: Stay focused during lectures or readings, actively listening or reading to identify key points. Use Keywords and Abbreviations: Develop a system of shorthand or abbreviations to speed up note-taking.

Review and Revise: Regularly revisit and revise your notes, summarizing or condensing them further.

A. Technology-Based Strategies:

- **Digital Note-Taking Tools:** Utilize apps like Evernote, OneNote, or Notion for flexible and searchable note-taking.
- **Audio Recording:** Record lectures or discussions to complement your notes.
- **Online Collaborative Platforms:** Share and collaborate on notes with peers using platforms like Google Docs or Microsoft Teams.

B. Tailor Strategies to Your Needs:

- **Experiment:** Try different methods to find what works best for you.
- **Adapt:** Modify techniques based on the subject matter or the way information is presented.

- Final Tips:

Stay Organized: Keep notes structured and indexed for easy retrieval.

Consistency: Regular practice of note-taking enhances its effectiveness over time.

Remember, the best note-taking strategy is the one that aligns with your learning style and helps you comprehend and retain information effectively. Adjust and refine your approach as needed for optimal results.

Tailoring strategies to your needs involves adapting approaches to suit your individual learning style, preferences, and goals. This can help you:

1. Maximize effectiveness: By using strategies that work best for you, you can achieve better results.
2. Increase efficiency: Tailored strategies can help you learn more efficiently and effectively.
3. Boost motivation: When strategies are tailored to your needs, you may feel more motivated and engaged.

To tailor strategies to your needs:

1. Identify your learning style: Reflect on how you learn best (e.g., visual, auditory, kinesthetic).
2. Set specific goals: Determine what you want to achieve and set specific, measurable goals.
3. Experiment with different approaches: Try out various strategies and techniques to find what works best for you.
4. Monitor progress: Regularly assess your progress and adjust your strategies as needed.

By tailoring strategies to your needs, you can take ownership of your learning and achieve greater success.

4. Perception

a. The meaning of perception

Perception is an individual's point of view, and it is a powerful motivator for action. Processing sensory information and relating it to past experiences allows one to construct a lens

through which to view the world through a sociocultural lens. Perception is a personal manifestation of how one views the world that is colored by many sociocultural elements. Perception is never objective. It is an individual's or group's unique way of viewing a phenomenon that involves the processing of stimuli and incorporates memories and experiences in the process of understanding. (McDonald, 2011)

According to (Tierney & Fox, 2010) In qualitative research, Contextual descriptions are one method of arriving at perception. Descriptive narrative analysis is one such method. This method is used to ask people to describe their perceptions of a phenomenon.

Previous research shows that positive perceptions of this strategy can increase student motivation and engagement in learning.

Perceptions refer to the process of interpreting and understanding sensory information from the environment. In the context of this study, perceptions refer to students'

interpretations and understanding of note-taking strategies in facilitating English listening skills.

Perceptions can be influenced by various factors, such as:

1. Personal experiences: Students' past experiences with note-taking and English listening skills can shape their perceptions.

2. Cultural background: Students' cultural background and values can influence their perceptions of note-taking and English listening skills.

3. Learning style: Students' individual learning styles and preferences can affect their perceptions of note-taking strategies.

4. Context: The learning environment and context in which students use note-taking strategies can influence their perceptions.

In this study, understanding students' perceptions of note-taking strategies can provide insights into how students view and use note-taking to improve their English listening skills. By examining students' perceptions, researchers can identify effective strategies and areas for improvement.

Types of perceptions:

1. Positive perceptions: Students may view note-taking as a helpful strategy for improving their English listening skills.

2. Negative perceptions: Students may view note-taking as a hindrance or an ineffective strategy for improving their English listening skills.

3. Neutral perceptions: Students may be ambivalent or unsure about the effectiveness of note-taking strategies for improving their English listening skills.

By understanding students' perceptions, educators can design more effective learning activities and interventions to support students' learning needs.

b. Perception Works

Perception research approach includes a variety of research methods such as experimental psychology, neuroscientific methods, computer modeling, and robots. Psychologists employ experimental approaches to investigate the impact of individual differences on perception and to find factors that influence perception. Furthermore, the perception model is based on the Theory of Planned Behavior (TPB), which holds that the intention to do a specific behavior may be predicted to some extent.

The perception process is divided into three stages: selection, organization, and interpretation. Cognitive and psychological aspects influence the perception process. These methodologies and models are used to explain how people become aware of and process stimuli while keeping the subjective aspect of perception in mind.

c. The factor Affecting Perception

There are various elements that influence perception, which can be classified as internal or external. Based on our individual views, these elements influence how we interpret and comprehend the world around us. Some of the most important aspects influencing perception are:

1. *Temporal factors* : These are time-related aspects, such as the time of day or year, that might affect our perception of events and circumstances.
2. *Mood*: Our emotional condition on any given day can influence how we perceive things.
3. *Past experiences*: Life events that have impacted us can influence our view of the present.
4. *Roles*: The roles we play in various circumstances, such as being a student or a friend, can influence how we perceive situations.
5. *Identity/Self-concept*: Our self-awareness and feelings about ourselves can have an impact on our perspective.
6. *Stimulus factors* : Stimulus variables such as intensity, change, amplitude, and recurrence can all influence how we perceive external stimuli.
7. *Psychological factors* : Motivation, emotion, culture, and expectations are all psychological elements that might influence our perception.

8. *External factors* : External variables such as what others think of us, others' expectations, and cultural standards can all have an impact on our view.

9. *Factors related to the perceiver* : Attitudes, motives, and wants can all have a significant impact on how we view things.

10. *Factors related to the target*. Target-related factors include: Physical characteristics such as a person's appearance, age, gender, and communication style can all have an impact on how we see others.

11. *Factors related to the situation*. Situational factors: The setting of a scenario, such as the work environment or cultural background, can influence how we interpret events and individuals.

To summarize, perception is a cognitive process that is influenced by both internal and external influences. These characteristics influence how we interpret and comprehend the world around us, and they might vary over time or be influenced by various events.

CHAPTER III

RESEARCH METHOD

The major focus of this chapter is on the research methods used in this study. Subchapters include the research design, research setting, research participants, method of data collection, research instrument, and data analysis strategy are all subchapters.

A. Research Design

This thesis research is a field study conducted at SMA Negeri 3 Rembang, using a mixed-methods approach to explore students' perceptions of using note-taking strategies to answer listening questions in English lessons. By combining quantitative and qualitative methods, this research can gather more comprehensive and in-depth data.

The quantitative method is used to collect data on students' perceptions in general, which is defined as a research method that involves the collection and analysis of numerical data to understand a phenomenon (Creswell, 2014). This approach allows researchers to identify patterns and trends in the data.

On the other hand, the qualitative method is used to gain a deeper understanding of students' experiences and perceptions, which is defined as a research method that

involves the collection and analysis of non-numerical data to understand a phenomenon in a more nuanced and detailed way (Denzin & Lincoln, 2011). This approach allows researchers to explore the meaning and context of the data.

By combining both quantitative and qualitative methods, this research can provide a more complete picture of the effectiveness of note-taking strategies in improving English listening skills.

C. Research Setting

This study was carried out at SMA Negeri 3, Rembang. This study was planned on Februari 2025.

D. Research Participants

The participants in this study were 30 students from class X MIPA SMA Negeri 3, Rembang. Researchers who picked this class may find the topic research to be quite relevant.

E. Data Collection Technique

The researcher collected data for this study using two different tools. The instruments used in the study comprised questionnaires, and interviews. The researchers used qualitative research. To obtain data, the researcher used data gathering techniques such as questionnaires, and interviews. To collect data, the

researcher used open-ended questions in a questionnaire. Researchers watched the lesson and interviewed students using a range of questions. The material gathered was also thoroughly documented and explained in Chapter 4. The findings of the questionnaire were presented using tables and charts.

F. Instrument of the Research

This study collected data using three different forms of research equipment: questionnaires, observations, and interviews.

1. Questionnaire

Questionnaires is an important part of conducting surveys and acquiring data. It entails developing valid and reliable questions that address research objectives, organizing them in a meaningful manner, and selecting an acceptable data gathering method. Defining goals and objectives, finding survey themes, pretesting the questionnaire, and ensuring that the questions are ordered and written to encourage accurate and unbiased responses are common processes in the process. A well-designed questionnaire should

make it simple for respondents to submit the required information while also meeting the study objectives. A questionnaire's design is a multistage process that necessitates meticulous attention to detail at each part.

Table 3.1 Student Questionnaire Indicators on the Advantages and Disadvantages of Using the Note-Taking Method in Listening Learning

No	Indicators	Aspects	Clasification Number
1	Advantages of using the note taking method	Understanding Listening Material	1 & 2
		Influence of learning	3,9 & 10
		Development of abilities	6 until 8

2	Disadvantages of using the note taking method	-Time management and concentration	4 & 5
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To evaluate the survey, the researcher utilized a Likert scale. The Likert scale condenses responses by prompting participants to specify their level of agreement—whether they strongly agree, agree, disagree, or strongly disagree—regarding each statement related to the topic. A hash mark was employed in this research as a representation of the feedback. To represent the feedback in this analysis, the researcher used a numerical symbol.

2. Interview

Donald Ary (2010, p. 438) particularly explains that Interviews are conducted to seek people's information on their views and the feelings they have towards various situations in their words.

Interviews are conducted in such a way that they assist in comprehending how people make sense or

understand the events in their lives and not in order to some hypotheses. In this particular study, interviews were carried out in order to select, and assist the researcher on the two reconnaissance questions that wanted to examine largely students' attitudes towards the use of Instagram as a tool of enhancing their vocabulary. In the views of Patton, (2002, p.4) an interview can help to answer questions or give reasons regarding people's experience, view, knowledge, belief and feeling. It is a very open interview designed with the aim of attempting to minimize the influence of the researcher on the response given by the respondent (Foddy, 1993, p.127). Interviews were carried out in the search of students' perceptions and were done to verify the results obtained from the questionnaire. To support the answers based on the questionnaire. To support the answers based on the questionnaire. Interviews afford researchers an opportunity to obtain explanations of views or experiences of the research subjects in order to investigate the questions and elicit other ideas (Harding, 2013).

3.2 Table of question

No	Question	Clasification Number
1	Experience with the note taking method	1 -3
2	Perceptions of the note taking method	4 – 6
3	Using the note taking method	7 – 9
4	Suggestions and Comments	10 – 12

This study chose open-ended questions because the researcher wanted to deeply understand students' perceptions about the use of listening methods in improving their listening skills. In the interview session, students were asked to answer 5 questions related to their experiences using the note-taking method, the advantages of using the note-taking method, and the obstacles they faced in using the method.

G. Data Analysis Technique

After gathering information through questionnaires and interviews, the researcher evaluated both forms of data. The questionnaire data was grouped in a table based on frequencies and percentages. Researchers employed descriptive-qualitative methodologies to describe the acquired data and identify study outcomes. As a result, more words than numbers are gathered.

The researcher conducted interviews with pupils. The writer recorded the student interviews and the researcher transcribed them. Respondents took longer than five minutes to respond to interview questions and instructions. Respondents were asked the identical questions, but additional questions were added based on the interviewer's agreement with the issue to gather more insight. The second step involved data analysis. The researcher assessed interview data by listening to the audio tape multiple times to gather accurate and clear information from respondents' statements. The final step in data analysis is to analyze the findings and suggest future study.

This study utilized Miles and Huberman's technique for data analysis (Sugiyono). Data analysis encompasses data reduction, data display, and conclusions. Data is collected through several ways, including questionnaires, observations, and interviews. Data analysis seeks to locate and organize data systems. Thus, the collected data can give a detailed picture of the research topic.

The first steps were to decrease the data. Data reduction involves choosing, concentrating, and summarizing raw data from interviews, observations, records, or other qualitative sources (Miles & Huberman, 1994). The researcher focused on interview data elements that could be included.

The second stage involves showing data. This step involves presenting selected data in various formats such as brief descriptions, tables, categorizations, and graphs. The exhibited data assists researchers in understanding the situation and planning their next measures. This research presents interview data as narration.

The final phase involves the formulation and confirmation of conclusions. The researcher draws conclusions from the study based on the evaluation of the research questions after all the data has been presented.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of research and discussion on the effectiveness of the note taking method in improving students' listening skills. The results of this study were obtained through data collection using questionnaires and interviews with students who had used the note taking method in listening learning.

A. Research Findings

1. Students' Perceptions of the note taking method in listening skill

In this section, the results of the study on students' perceptions of the note taking method are presented. Students gave their opinions about learning English using the note-taking method. Students give the opinion about note taking method in Listening Learning by interview. Students considered that the note-taking method helped them understand listening learning materials better.

They stated that learning English using the note-taking method was very enjoyable because they could be more relaxed in answering questions, because they only needed to focus on the important points they heard in the audio.

“ It was very enjoyable because I could be more relaxed when I answered the questions because of the concept of the note taking method, I only had to write down the important things that I heard”.

Here are several positive points of view about learning english used note taking method such as can help students remember material longer, help reduce stress while studying, and increase self-confidence in studying.

“the note-taking method helps me to increase my confidence in learning because I can understand the material better and develop my analytical skills. I feel more confident in following listening lessons”.

However, there are also some students who find it difficult to use the note-taking method because

it is considered to take a long time and require high concentration.

“Yes, this method of note-taking does take a long time and requires more concentration. And I think the time spent on this method of note-taking is very valuable because I can understand the material better”.

From the information above, it can be concluded that each student has a different opinion regarding the note-taking method in learning English.

2. Advantages and disadvantages of the note taking method

The purpose of this section is to explain the advantages and disadvantages of the note-taking method in listening learning. Several statements are provided in this questionnaire, and students are asked to choose and give their feelings on the following scale. The results of this section are shown in the table below.

Table 4.1 Advantages and disadvantages of the note taking method

No	Statement	SA	A	SD	D	Total
1	The note-taking method helps me understand the listening material better	12	12`	5	1	30
	Total	40%	40%	15%	5%	100%
2	The note taking method improved my listening skills	11	12	6	1	30
	Total	35%	40%	20%	5%	100%
3	The note-taking method helps me remember the	9	12	8	1	30

	material longer.					
	Total	30%	40%	25%	5%	100%
4	The note-taking method takes a long time	6	12	11	1	30
	Total	20%	40%	35%	5%	100%
5	The note-taking method requires high concentration	8	9	12	1	30
	Total	25%	30%	40%	5%	100%
6	The note-taking method helped me develop my information analysis skills.	9	14	6	1	30
	Total	30%	45%	20%	5%	100%
7	The note-taking method helped me	8	12	9	1	30

	develop my information synthesis skills					
	Total	25%	40%	30%	5%	100%
8	The note-taking method helped me develop my organizational information skills.	11	12	6	1	30
	Total	35%	40%	20%	5%	100%
9	The note-taking method helps me reduce stress while studying.	6	9	14	1	30
	Total	20%	30%	45%	5%	100%
10	The note-taking method helped me increase my	9	12	8	1	30

	confidence in learning.					
	Total	30%	40%	25%	5%	100%

Based on the questionnaire, the statements discuss students' feelings about the advantages and disadvantages when they use the note-taking method in listening learning. The first statement discusses how the note-taking method can help students to understand listening materials better. We can see this in the table which shows that 40% of students strongly agree and 40% of students agree with the statement.

The second statement discusses how the note-taking method can improve students' listening skills. 35% of students strongly agree and 40% of students agree with the statement. The third statement discusses whether the note-taking method can help students remember the material longer. 30% of students strongly agree and 40% of students agree with the statement.

The fourth and fifth statements discuss the advantages and disadvantages of the note-taking method, whether the use of the note-taking method requires a long time and requires high concentration. 20% of students strongly agree and 40% of students agree with the fourth statement that the note-taking method requires a long time and 25% of students strongly agree that the note-taking method requires high concentration and 30% agree with the statement.

The sixth statement discusses whether the note-taking method can develop information analysis skills or not. 30% of students strongly agree with the statement and 45% agree. While the seventh statement 25% of students strongly agree that the note-taking method can develop information synthesis skills and 40% of students agree with the statement. Like what was stated by Handayani note taking helps students to organize information and identify core concepts which is

useful for retaining information for the long term (Piolat et al, 2005).

The note-taking method can help develop information organization skills. 35% of students strongly agree and 40% of students agree with the eighth statement. While the ninth and tenth statements discuss whether the note-taking method can help students reduce stress while studying or not. 20% of students strongly agree and 30% of students agree with the statement. The last statement 30% of students strongly agree that the note-taking method can help increase self-confidence in studying and 40% of students agree with the statement.

Based on the research results, it can be concluded that the note-taking method is very effective in helping to understand listening material, with 80% of respondents stating that they strongly agree and agree. The note-taking method is also effective in improving listening skills, developing information analysis skills, and developing information organization skills,

with 75% of respondents stating that they strongly agree and agree.

The note-taking method helps to remember material longer and increases self-confidence in learning, with 70% of respondents stating that they strongly agree and agree. However, the note-taking method requires a long time and high concentration, with 60% and 55% of respondents stating that they strongly agree and agree, respectively. The note-taking method is less effective in reducing stress while studying, with only 50% of respondents stating that they strongly agree and agree.

Thus, it can be concluded that the note-taking method is very effective in helping to understand listening material and develop information analysis skills, but it requires a long time and high concentration.

The note-taking method can help students improve their English listening skills, but it also has several disadvantages. One of the disadvantages of the note-taking method is that it

can be time-consuming, which may cause students to miss out on some of the information being presented. Additionally, students may also experience difficulty in taking notes on all the information presented, which may lead to missing important details. Note-taking errors can also occur, resulting in inaccurate information. Students with poor writing skills may also struggle to take effective notes.

In the context of English language learning, these disadvantages can affect the effectiveness of the note-taking method in improving students' listening skills. Therefore, it is essential to consider these disadvantages and find ways to overcome them, such as by using effective note-taking strategies and combining them with other learning techniques.

Thus, the note-taking method can be an effective method for improving English listening skills, but it needs to be balanced with awareness of its disadvantages and efforts to overcome them.

B. Discussion

Synthesis

Research on student perceptions of note-taking strategies in facilitating English listening skills shows that note-taking strategies can be an effective tool for improving students' listening skills. Student perceptions of note-taking strategies also indicate that students have a positive view of this strategy.

Main Findings

- Note-taking strategies can help students improve their English listening skills by remembering, organizing, and understanding the information presented.
- Student perceptions of note-taking strategies show that students have a positive view of this strategy and believe that note-taking can help them improve their English listening skills.

Implications

- Teachers can use note-taking strategies as one of the teaching methods to improve students' listening skills.

- Further research can be conducted to investigate how note-taking strategies can be integrated with other teaching methods to improve English listening skills.

Limitations

- This research only focuses on student perceptions of note-taking strategies and does not investigate the direct impact of note-taking on English listening skills.

- Further research can be conducted to investigate the direct impact of note-taking on English listening skills.

Thus, this synthesis shows that note-taking strategies can be an effective tool for improving English listening skills and that student perceptions of note-taking strategies are positive.

This section discusses the findings of the research conducted at SMA N 3 REMBANG. Questionnaires and in-depth interviews were used as the main techniques of

data collection. Based on the results of the questionnaires and interviews, the researcher has outlined the important points in this section to answer the research questions. According to the results of the study, the researcher will answer the research questions sequentially. The first question is about students' perceptions of the use of the note-taking method to improve listening skills in learning. Based on the results of the questionnaires and interviews, the researcher found various types of perceptions about the use of the note-taking method for their English learning process.

The second research question is about the advantages and disadvantages faced by students in using the note-taking method. Based on students' arguments based on the results of the questionnaire and interviews, the researcher can conclude that students have many benefits from using the note-taking method in listening learning. Most students consider that the note-taking method helps them understand listening materials better and can improve their listening skills. The note-taking method can help them develop their ability to analyze question information, develop their ability to synthesize information and organize information, help reduce stress

while studying and help increase their confidence in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion. The conclusion based on the data analysis was found that were discussed in Chapter IV.

A. Conclusion

Based on the research results obtained through the collection of questionnaire and interview data conducted by researchers on Students Perceptions of Note-Taking Strategies in Facilitating English Listening Skills and the advantages and obstacles faced by students in learning using the note-taking method, can be inferred into:

1. Almost all students assume that the note-taking method is effective in improving students' learning abilities. The note-taking method can be used as one of the effective learning strategies to improve students' learning abilities. Teachers can use the note-taking method in the learning process to help students develop information analysis and problem-solving skills.
2. The note-taking method has advantages and disadvantages. Researchers can conclude that

students gain many benefits from learning using the note-taking method, namely it can help them understand the material better, improve their listening skills, and help reduce stress while studying.

B. Suggestions

Based on the results of this study, suggestions that can be given regarding students' perception toward the English learning account on Instagram to improve English vocabulary are as follows:

1. For Students, students can use the note taking method to improve their learning skills, remember questions, and reduce stress while studying.
2. For Teacher, teachers can use the note taking method in the learning process to improve students' learning skills.
3. For other researchers, further research can be conducted to determine the effectiveness of the note-taking method in improving students' learning abilities in other subjects. In addition, it can also be conducted to determine whether the note-taking method can be used as an effective learning strategy for students with different learning styles. Then

further research can be conducted to develop a learning model based on the note-taking method that can be used in the learning process in the classroom.

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APPENDICES

Appendix I

DATA PESERTA DIDIK KELAS XI 10

SMA NEGERI 3 REMBANG

TAHUN AJARAN 2024/2025

NO.	NISN/ NIS	NAMA
1	0066834992 / 2324109120	AMRINA ROSADA
2	0089432411 / 2324109087	ANANDA CLARA OXTAVIANA
3	0087195166 / 2324109123	ANNISA DHEA PRATAMA
4	0089189870 / 2324109051	ARIKA YULFAH AYU LESTARI
5	0061721425 / 2324108980	CANTIKA
6	0074321887 / 2324109059	DEWI NENO SYAHRANI
7	0084084281 / 2324109022	DIAH MURTININGSIH
8	0088447009 / 2324108986	DWI LESTARI
9	0083222386 / 2324109026	ERSYA ANGGITA
10	0084330121 / 2324109128	FIRDAUS ADITYO
11	0071062101 / 2324109027	FITRIATUL ISATIR RONDIAH

12	0085423371 / 2324109095	HENDRA KURNIAWAN
13	0076171320 / 2324108992	INDAH GITA SEPTIANI
14	0087445051 / 2324109195	INDAH IRMAYA
15	0066916146 / 2324109064	JOVAN ANTONIO RAMADAN
16	0082729213 / 2324109066	KHUSNUL QOTIMAH
17	0087125282 / 2324109031	LINA BUNGA LESTARI
18	0083177706 / 2324109032	LUSIANA NUR AGUSTIN
19	0086327602 / 2324109033	MARCHA CLARA NAILA ROSYADA
20	0081090291 / 2324109133	MARCHILA FIRSTA NAILA ROSYIDA
21	0087057358 / 2324109034	MINHATU RAHMANIA
22	0087339169 / 2324109069	MUHAMMAD NIFTACHUL ELRANGGA
23	0083667130 / 2324108997	NABILA RIZQI RAMADHANI
24	0086095451 / 2324109041	NAYLI SIVA SHOMITA
25	0086383060 / 2324109074	NITA WIDYA SYAFA
26	0082194523 / 2324109075	NUR 'AINI
27	0079119581 / 2324109107	NURUL ALIFAH
28	0083755332 / 2324109110	RAFAELL ANNUUM ARIFIN

29	0083256571 / 2324109077	REISYA NIRMA ATHAYA
30	0073853308 / 2324109142	RIPPA NUR ABDILLAH

APPENDICES II Questionnaire Guideline

No	Statement	SA	A	SD	D	Total
1	The note-taking method helps me understand the listening material better					
	Total					
2	The note taking method improved my listening skills					
	Total					
3	The note-taking method helps me remember the material longer.					
	Total					

4	The note-taking method takes a long time					
	Total					
5	The note-taking method requires high concentration					
	Total					
6	The note-taking method helped me develop my information analysis skills.					
	Total					
7	The note-taking method helped me develop my information synthesis skills					

	Total					
8	The note-taking method helped me develop my organizational information skills.					
	Total					
9	The note-taking method helps me reduces stress while studying.					
	Total					
10	The note-taking method helped me increase my confidence in learning.					
	Total					

APPENDICES III The Result of Quistionnaires

No	Statement	SA	A	SD	D	Total
1	The note-taking method helps me understand the listening material better	12	12`	5	1	30
	Total	40%	40%	15%	5%	100%
2	The note taking method improved my listening skills	11	12	6	1	30
	Total	35%	40%	20%	5%	100%
3	The note-taking method helps me remember the material longer.	9	12	8	1	30
	Total	30%	40%	25%	5%	100%

4	The note-taking method takes a long time	6	12	11	1	30
	Total	20%	40%	35%	5%	100%
5	The note-taking method requires high concentration	8	9	12	1	30
	Total	25%	30%	40%	5%	100%
6	The note-taking method helped me develop my information analysis skills.	9	14	6	1	30
	Total	30%	45%	20%	5%	100%
7	The note-taking method helped me develop my information synthesis skills	8	12	9	1	30

	Total	25%	40%	30%	5%	100%
8	The note-taking method helped me develop my organizational information skills.	11	12	6	1	30
	Total	35%	40%	20%	5%	100%
9	The note-taking method helps me reduce stress while studying.	6	9	14	1	30
	Total	20%	30%	45%	5%	100%
10	The note-taking method helped me increase my confidence in learning.	9	12	8	1	30
	Total	30%	40%	25%	5%	100%

APPENDICES IV Interview Guideline

PART I (Experience with the Note Taking Method)

1. Have you ever used the note taking method in listening lessons before? If yes, how was your experience?

Answer :

2. How do you understand the concept of the note taking method in listening learning?

Answer :

3. What do you do when using the note taking method in listening learning?

Answer :

Part II (Perceptions of the Note Taking Method)

4. What do you think about the note taking method in listening learning? Do you feel that this method is effective?

Answer :

5. How does the note taking method affect your listening skills?

Answer :

6. What are the advantages and disadvantages of the note taking method in your opinion?

Answer :

Part III (Using the Note Taking Method)

7. How do you use the note taking method in Learning Listening ?

Answer :

8. What do you write in your notes when using the note taking method in listening learning?

Answer :

9. How do you ensure that you understand the material presented when using the note taking method in listening learning?

Answer :

Part IV (Suggestions and Comments)

10. What advice do you have for teachers who want to use the note taking method in listening lessons?

Answer :

11. What are your comments about this method?

Answer :

12. Do you have other questions or comments about the note taking method in listening learning?

Answer :

APPENDICES VI Documentation while doing Questionnaires and Interview





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