

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It contains the background, formulation of the problem, operational definitions, aims of the study, and significance of the study.

1.1 Background of the Study

Writing skills are essential in various fields of academic life. Savitri et al., (2020) claimed note-taking is an essential writing ability for students at the university. In addition, Morehead and Rawson (2019) define note-taking as recording the material delivered by the lecturer and stressing the most important points learned. During note-taking in the learning process, students can focus and understand the material by summarising, identifying essential concepts, focusing on relevant points and comprehending the learning context effectively (Rusdiansyah, 2019). Students can use several note-taking procedures based on the course and their own needs (Morehead et al., 2019). In a nutshell, note-taking is the collection of important information from the subject that will or has been learned through creating the note. Students in university should develop this habit because note-taking strategies have numerous advantages when learning, particularly in foreign languages, such as English, for non-majored students.

In one of the universities in Tasikmalaya, West Java, English is a general compulsory course that all students are required to take. Non-majored English students frequently struggle to understand during English class due to language differences with the L1 they normally use in society. A pre-survey was conducted in October 2023 of non-majored English students who took English classes in the preceding semester. These students were from the Accounting Department and the Historical Education Department in one of the universities in Tasikmalaya, West Java. Based on the survey, the same result was found: 10% of students took notes in English courses, especially for exam preparation for both classes. Also, it was found that 1% of students from every class do note-taking to learn English outside the classroom which highlight they enthusiast in learning English. The students join

courses such as TELP Preparation, General English, and English Literature programs of the Language Center in their university. Students take notes during and after the lectures. In the TELP Preparation program, students do note-taking with sentence strategy because the material is about how to answer the question on the test. In other courses, they used note-taking strategies adjusted through the material being noted, namely sentence, outline, chart and mind map, to comprehend the material.

Some previous studies have tested students' note-taking skills, perception, and strategies used. However, two studies will be focused on as a representative of those many previous studies. The first study was written by Savitri et al., (2020) and it focuses on revealing students' perception of their note-taking abilities as well as portraying how the students see themselves in their note-taking abilities. The study's findings revealed that 91% of students believe that note-taking is necessary for them to support their learning from the important information they have read. Additionally, 90% of students are confident in their ability to take good notes, and 52% of participants indicated that they typically use the outline method. Besides, Thompson (2020) discovered that note-taking improves students' recall of material, increases their understanding of the content, assists in preparing for exams, and improves their overall grades. He discovered that note-taking is important for learning, knowledge acquisition, and academic performance.

The previous studies used questionnaire to collect the data and primarily focused on students' perceptions and learning outcomes through note-taking generally. There were also not discuss about what kind of note-taking used, such as cornell, outline, chart, sentence, and mind map. However, this study focus on discovering students' perception on note-taking in learning English in formal (English class) and non-formal (English courses) education and how they proceed, by using the qualitative method, which are a document analysis and semi-structure interview, to fill the gap. This research also involved students from Accounting Department and Historical Education Department at one of the universities in Tasikmalaya, West Java, Indonesia.

1.2 Formulation of the Problem

In this present study, the researcher addressed a research questions;

1. What kind of note-taking strategies do the non-majored students use in learning English and how do they proceed?
2. What are the students' perceptions toward the strategies?

1.3 Operational Definitions

To avoid misunderstanding about the terms set in this study, the researcher provides three definitions about the terms set out in this study as follows:

1. Perception

An aspect of education where students can express their opinions or ideas is through feedback, evaluations, and criticisms. These can provide valuable insight into the effectiveness of teaching practices and the learning environment, particularly when it comes to taking notes in English classes. As a result, students can analyse and provide meaning to their experiences.

2. Note-taking Strategy

This is an essential ability because it allows students to comprehend and review materials. Focus on recording the important points of the English class, paying attention to keywords and phrases, and avoiding rapidly writing down what the students heard from the lecturer.

3. Non-majored English Students

Students who took English classes and learned English from Accounting Department and Historical Education Department and joined the Language Center in their university and MySkills course programs.

1.4 Aims of the Research

According to the research questions, this study aims to explore what kind of note-taking strategy and how non-majored English students process and perceptions of note-taking during English classes in higher education.

1.5 Significance of Study

This research is expected to give some contribution as follows:

1. **Theoretical Significance**

This research aims to prove the results of investigating non-majored English students' note-taking during English classes of students' perceptions, views, and beliefs of note-taking strategy.

2. Practical Significance

Practically, this study can be used as a reference and consideration to make note-taking strategies for non-majored English students during English classes to understand the learning content.

3. Empirical Significance

This study give insight into how students perceive the impact of note-taking, which can help their understanding and effectiveness in the learning process and obtain satisfactory learning outcomes.