CHAPTER 3
RESEARCH METHODOLOGY

This stage presents the methodology employed in this study. It describes six parts of research procedures: research design, research focus, setting and participants, data collection, data analysis, and research schedule.

3.1 Research Design

The research design used in this study is a qualitative descriptive case study. According to Creswell (2018), case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. It relates to the focus of this study, which is to explore what kind of note-taking strategy students use and how they perceive note-taking during English classes in higher education. Moreover, a descriptive case study is a kind of case study since it is designed to describe a particular case or phenomenon as the primary goal of descriptive research is to describe the existing phenomenon under the study systematically (Atmowardoyo, 2018). In addition, a descriptive case study provides a detailed description of a phenomenon within its context. As a result, a descriptive case study approach was used to describe the process and perceptions context of students' note-taking while learning English in higher education.

3.2 Research Focus

This research explores the kind of note-taking strategy that non-majored English students use and their perceptions of note-taking during English classes in higher education. This describes how non-majored English students learn English with a note-taking strategy and how it affects their learning development. The data were taken from the results of document analysis and the interviews with the non-majored English students who were learning English in higher education by using a note-taking strategy.

3.3 Setting and Participants

This study was conducted in one of the universities in Tasikmalaya, West Java, Indonesia. The participants were two non-majored English students from the Accounting Department 2022 (P1) and the Historical Education Department 2020 (P2) who took notes in English classrooms and learned English at the Language Center and MySkill programs. This study focuses on discovering students' perception of note-taking in learning English in formal (English class) and non-formal (English courses) education.

Furthermore, enrolling in the Language Center programs P1 and joined the TELP Preparation, General English, and English Literature courses. First, TELP Preparation is a course for preparing to take the TELP (Test of English Language Proficiency), a graduation requirement for all students in her university. The learning method was held online for three to four months with 14 meetings. In recording the material, the strategy used is adjusted to the material studied. A strategy that is often used in TELP Preparation classes is sentences because P1 always makes small notes during the course. Second, the General English B1 program focuses more on English, such as grammar, tenses, and conversation in general. In this course, learning is carried out in class using game-based learning methods. General English aims to train students to be more aware of the importance of language, practice speaking, analysis, and several other skills in English. Lastly, English literature courses aim to train students in learning literature in English, namely poetry, prose, and drama. The classes in this course were held weekly offline on campus with 14 meetings. In the General English and English literature course, takes notes with sentence strategies along with examples (words or sentences), and outlines that help her make sense of general to detailed material in concise written form.

In addition, P2 joined the course from MySkill.id, a career preparation and skill improvement platform that provides online learning and a collection of job vacancy information for students and fresh graduates. Focusing on the career field, MySkill.id provides certified e-learning services with over 1000 video materials, projects, reading materials, and tests about various professional skills. One of the

materials that P2 learns is English test and scholarship preparation, which consists of five topics of discussion and in each topic, there are several materials, namely (1) Basic English 22 materials, (2) TOEFL ITP 13 materials, (3) TOEFL IBT 16 materials, (4) IELTS 41 materials, and (5) Scholarship preparation 21 materials. P2 took all of the e-learning material mentioned for one year. The learning process is flexible (depending on P2) because the material is in videos. The purpose of enrolling in this course, especially in e-learning English Test and Scholarship Preparation, is to measure English language skills and those commonly used for college requirements, particularly in foreign countries and working in multinational companies. P2 takes notes in all courses using approaches strategies to the content studied. She frequenhtly uses chart, outline, and sentence note-taking strategies to follow the video's presentation of material.

Participants were recruited for several considerations, such as (1) they were doing note-taking during English class, (2) they were often taking notes to learn English outside the classroom. The participants joined the courses such as TELP Preparation, General English, and English Literature programs of Language Center in their university and MySkills program, and (3) they agreed to participate in this study. The researcher chose those participants to get detailed data about their processes and perceptions of note-taking while learning English as non-majored English students in higher education.

3.4 Data Collection

The researcher collected the data through document analysis and semi-structured interviews. The purpose of document analysis was to answer research question number one using the participants' notes. Bowen (2009) mentions five functions of documents in data analysis: (1) documents can provide data about the context in which research participants contribute and provide background information on a phenomenon that can provide insight to researchers to understand problems in the phenomenon being investigated. This data can also be used to contextualise data collected during the interview, (2) the information contained in the document can suggest questions during the interview, (3) the information and insights gained from the document can be a valuable addition to the knowledge

base, (4) the document provides a means to track changes and progress, and (5) the document can be analysed as a way to verify findings or corroborate evidence from other sources. The documents used are private documents, namely personal notes, notebooks, and diaries.

Furthermore, the semi-structured interview was used to gather information from key informants who have personal experiences, attitudes, perceptions, and beliefs of participants in this study. Researchers can use semi-structured interviews to collect new exploratory data related to a research topic, train- and regulate other data sources, or validate (Dejonckheere & Vaughn, 2019). In addition, it usually uses open-ended data about a particular topic and delves deeply into personal or even sensitive issues (Dejonckheere & Vaughn, 2019). Thus, the researcher provided several questions for a semi-structured interview, according to the research's focus on students' perception of note-taking. The interview process was recorded from the beginning of the interview until the end of the interview. To avoid confusion among respondents, the interview used Indonesian language. The interview is associated with perception theories designed by Thompson (2020) and focuses on four points: a general view of note-taking strategy, the process, belief, and thought. The description of each point is explained in the table below.

Table 3.1 *Aspect Influencing Processes and Perception*

Aspect	Description
General view of note-taking strategy	Students' view of note-taking and how it can help them and other students as a whole in English classes.
The Process	How students take notes during English learning using note-taking strategies
Belief	The belief is that students understand why note-taking is important, which benefited them in a way that promoted knowledge and helped them in their English classes.
Thought	The thought is about students' understanding of what a note-taking strategy is. The thought can be whether students were taking organized notes and whether

they were using them to improve learning and comprehension.

3.5 Data Analysis

In analyzing the data, the researcher administered thematic analysis. Braun and Clarke (2006) stated that thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data in qualitative that are interesting and important to discuss. In addition, Braun and Clarke (2006) in their article, stated that themes in thematic analysis capture something important about data concerning the research question, and represent some level of response or patterned meaning in the data set. Therefore, using this technique, the researcher found the answers to the research question based on the theme of the transcriptions of the interview results. According to Braun and Clarke (2006), there are six phases of thematic analysis as follows:

1. Familiarizing the data

In this stage, the researcher familiarised with the data by reading the interview transcripts related to the students' perceptions of note-taking while learning English in higher education. The data was presented as a Zoom meeting recording. Then, the researcher repeatedly read the results of the interview transcript to familiarize themself with the collected data.

2. Making codes

In this stage, the codes were generated, as shown in the table. The codes here are still random and contain various information, and they need to be simplified to find the themes. The researcher related the data based on the aim of the research and then classified it using the initial codes (e.g., student's view of note-taking, the process, student's behaviour, the benefit of note-taking, etc.) that are coloured (e.g., yellow, purple, red, green, etc.) to highlight the students' perceptions towards the doing note-taking while learning English.

Table 3.2 *Making Codes*

Data	Initial codes

Iya, sangat memudahkan. Dengan mencatat membantu saya memahami materi dengan cepat karena selama proses mencatat saya juga sambil membaca materinya dan menjadi pendengar yang aktif saat dosen menjelaskan.	Helping to understand Learning process
Betul iya menjadi semangat. Walau kadang ada aja gangguan tapi diusahakan untuk setidaknya belajar setiap hari.	Learning attitude
Setelah kelas, ketika ada materi yang kurang saya pahami biasanya saya mencari lagi penjelasannya di sumber-sumber yang credible di internet, dan semuanya saya catat.	Learning habit
Manfaat lainnya, untuk menjawab pertanyaan teman yang bertanya mengenai materi dan saya kesulitan untuk menjelaskannya, biasanya saya akan menunjukkan catatan saya sehingga saya lebih mudah menjelaskan dan teman saya mudah mengerti.	As a learning media
Keterampilan penulisan dan pengucapan saya dalam Bahasa Inggris meningkat.	Improving skills
Motivasi saya yaitu ingin bisa Bahasa Inggris. Karena saat ini Bahasa Inggris menjadi basic life skill, jadi walaupun hanya basic nya saja setidaknya kita buta Bahasa Inggris. Melihat kedepannya juga, apa yang saya pelajari ini akan sangat berguna.	Motivation in learning
Yang ditulis dengan bahasa dan pemahaman kita sendiri, dan dicatat secara garis besar tapi mudah dipahami bukan asal menulis singkat. Dan juga dibuat semenarik mungkin seperti tulisan berwarna dan diberi highlight.	Familiarity of note-taking
Ketika dikelas dan dosen menjelaskan materi dengan cepat saya sering kesulitan mengikutinya sambil mencatat, salah satu solusinya yaitu dengan cara direkam.	Struggle in writing notetaking

Nine initial codes represent different aspects shown by participants' interview transcriptions. Here are the initial codes and their frequency.

Table 3.3 *List of Initial Codes and Their Frequency*

No	Initial Codes	Total
1	Helping to understand	8
2	Learning process	17
3	Learning attitude	6
4	Learning habit	9
5	As a learning media	5
6	Improving skills	5
7	Motivation in learning	5
8	Familiarity with note-taking strategy	20
9	Struggle in writing note	4

3. Searching for themes

After generating codes, in this step, the researcher combined the codes into a potential theme that followed the research question while eliminating codes irrelevant to the themes and research questions.

Table 3.4 *Searching for Themes*

No	Initial Codes	Potential Themes
1	Helping to understand	The influence of note-taking in learning English
2	As a learning media	
3	Improving skills	
4	Learning process	Applying note-taking in learning English
5	Struggle in writing note	
6	Familiarity of note-taking	
7	Learning attitude	Students' behaviour in learning English through note-taking
8	Learning habit	
9	Motivation in learning	

4. Reviewing themes

In this stage, the researcher expanded or changed the topics that were discovered in the earlier step. The following themes were examined by the researcher, and they were reviewed again from the code grouping to determine which were the most suited for the study.

Table 3.5 *Reviewing Themes*

Potential Themes	Themes
The influence of note-taking in learning English	The positive impact of learning English through note-taking
Applying note-taking in learning English	
Students' behaviour in learning English through note-taking	Note-taking as a student's learning style

5. Defining and naming the themes

In this stage, the researcher interprets each theme to be identified as the answer to the research question.

Table 3.6 *Defining and Naming Themes*

Themes	Definition

The positive impact of learning English through note-taking	Students' perceptions that taking notes in learning English benefits them.
Note-taking as a student's learning style	Students' perceptions that making notes while learning English has a strategies Students' perceptions of their attitude toward learning English while making note-taking

6. Producing the report

In the last stage, the researcher got the central theme and created a report on the research findings.

3.6 Research Schedule

Table 3.7 *Time of the Research*

Description	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024	Jul 024
Research proposal writing	■	■								
Research proposal examination		■	▨							
Data collection					■	■				
Data analysis						■	■			
Writing report							■	■	■	
Thesis Results Seminar									■	
Thesis examination										■