

CHAPTER I

INTRODUCTION

1.1. Background of the problem

English is a universal language. It means that to be able to communicate with other people around the world, we need to learn English. English consists of four skills and one of the skills is listening. Listening is important because Listening skills allow us to decode the meaning of language before producing the language. According to Ahmadi, Seyedeh (2016) „Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners“ language knowledge“. Workers that have good listening skills will understand the task given to them. Not only in career but listening skills also works in the academic world. Students who have good listening skills will likely to understand what lecturers are saying. Unfortunately, students sometimes are not able to listen very well. This is because students did not memorize what they have listened to.

Note-taking ease the ESL learners to encounter the difficulties and also help them gain a broader understanding (İpek, 2018, p. 207). By applying note-taking students will be able to gain the complete information given by the audio. Students also can make connections between their thought and the material given by the lecturers. Note-taking enables students to develop their ideas. Taking notes while listening will improve student's literacy. It will be better if students review their notes later on. According to Arianto (2018, p. 3) “proficiency could be achieved by thinking in a target language, especially when there is a huge volume of information in form of audio signals waiting to be processed“. Sometimes students cannot gain the complete information in Listening class due to many things, the main things are their limitation of vocabulary and memory, and note-taking can help them.

As students need to take note to improve their listening skills, knowing their perception of it is needed. Studies on the student's perception of note-taking to improve listening skills have been done by many experts. According to

Murakami (2014, p. 38) “note-taking could help ESL learners to be able to listen and control their anxiety toward listening difficulty to some extent”. Teng (2011, p. 483) argues that “the reasons provided by them include remembering key points of lectures, retaining the learning material better, organizing what teachers said, and feeling more secure and confident”. Research conducted by Syafi (2019, p. 143) CNTS was perceived to be a helpful study tool in listening class.

Students who increased perceptions in note-taking and who realized there the metacognitive listening strategy uses outperformed those who did not (Murakami, 2014). It is important to know how students think and feels about note-taking. In other words, students who perceive note-taking positively will perform better than students who perceive it negatively. It is because students will gain their confidence if their perception of the learning environment is positive.

The studies mentioned above were conducted in environments where English is the second language (ESL). The purpose of this study is to find out the perception of third-semester students on note-taking to improve their listening skills. By conducting this study, the researcher will find out things that should be maintained and things that need to be improved in the future.

This study will use a questionnaire and interview to reveal the student’s perception of note-taking. A combination of closed and open questions will be used in the questionnaire.

1.2. Research problem

In line with the discussion above, the research problem would be as follows; what is the English Department students' perception of note-taking in the listening class?

1.3. Objective of the study

The purpose of this study is to find out the perception of students on note-taking to improve their listening skills.

1.4. Theoretical Framework

This study focuses on finding the student's perception of the use of note-taking in Listening class. The researcher uses the theory of perception (Démuth, 2012, p. 77) "Perception enables us to explore and find out the nature and boundaries of our knowledge". The researchers also use the theory of listening from (Silviyanti, 2014, p. 47) listening is "an active process that requires the listener to discriminate sounds, vocabulary, and grammatical structure, interpret stress and intonation, sustain what was gathered, and interpret it". The theory of note-taking (Arianto, 2018, p. 86) "note-taking is a skill that is used to manage the information and save it".

1.5. Limitation and scope

The researcher limits the study in note-taking. The researcher chose students from the academic year 2019/2020 taking the listening class. This study focuses on the English Department students' perception of note-taking in listening B class.

1.6. Significance of the study

The researcher expects that this study is useful for the Listening B lecturer of Widya Mandala Catholic University of Surabaya to improve the Listening skills of the Listening B students in the future. This research also helps students to receive more benefits of Note-taking in the Listening B course. Finally, this research can be used for those who want to make a similar study.

1.7. Definition of key terms

Listening: an active process that requires the listener to discriminate sounds, vocabulary, and grammatical structure, interpret stress and intonation, sustain what was gathered, and interpret it. (Silviyanti, 2014, p. 47)

Note-taking: note-taking is a skill that is used to manage information and save it. (Arianto, 2018, p. 86)

Perception: Perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation, and backward organization of sensory stimulus. (Démuth, 2012, p. 31)

1.8. Organization of the proposal

Chapter 1 is about the introduction. It consists of the background of the problem, research problem, objectives of the study, theoretical framework, limitation and scope, definition of key terms, and organization of the study. Chapter 2 is the review of related literature that is consists of related theory and related studies. Chapter 3 is about the research method. This chapter presents the research design, the respondents, the instruments, the procedure of data collection, and the techniques of data analysis. Chapter 4 is about findings and discussions. Chapter 5 is about conclusion and suggestions.