

## **Chapter One**

### **Introduction**

This chapter mainly discuss about the background of the research. This consists of several subchapters. Those are the background, statement and delimitation of the research, research question, the objective of the research, and the significance of the research.

### **Background**

In order to achieve good marks on courses, understanding the lesson is essential in a learning process. There are so many ways to improve understanding. One of the ways is note-taking. According to Allen (2008) note-taking is one of the strategies that can be used by the student to gain good achievement for their study. As students face unfamiliar material or passage, they are equipped with the means to process the most important information while staying in touch with the material. Note-taking is an important skill in the learning process especially for students, a skill that all students need to learn and must collect knowledge in the form that very suitable for them. Note-taking can be used to avoid forgetting things with very fewer words than the original information. Besides, note-taking is a timeless skill, and a necessary tool for learners, especially at the university level, which is the level that the writer is focused on in this study. It helps the student to gather information from lectures in the class, books, or any occasion like speech or conference. According to Makany et al. (2009) note-taking is collecting important information on events or occasions, so the brain does not have to memorize everything. In specific, note-taking is a very useful study skill that performs as a form of learning by helping the students to remember and even understand the material they read or are taught by the teacher in the class. Furthermore, by understanding and remembering the

material of the lesson with note-taking, students have a better chance to get high achievement in their grades.

Note-taking is a helpful skill that can help students through their learning processes. The student writes down important information and summarizes the material given by the teacher when they do note-taking because it is hard for the student to write all that the teacher is saying. Moreover, it is not worthy for the student to write all the information from the teacher because not all of the information is important. Research shows that students who take notes remember more material and can perform better on tests (Stutts et al., 2013). After the student takes a note from the lesson in the class, the student can always review materials again and it is much easier because the material has been rendered to very simple writing but still loads all the important thing. It helps them to prepare for tests or examinations because they can learn faster with their note-taking rather than reading from books. Note-taking is known as a critical activity which enhances learning in the teaching and learning process. Note-taking is important for students to remember what they have heard or seen, it also can promote reflection afterwards (Nguyen, 2006). The student has to sort out what to write and not. To do that they have to understand each idea, and then they write it on their form. The student has to connect every idea on their note so they will not get lost when they read it again, so note-taking is clearly cognitive activity. Note-taking has many benefits for student to perform well on the assessment specifically for active note-taker, but from the researcher observation sometimes students who do note take note get better performance and achievement than student who take note. Therefore, this research was conducted to find the correlation between students' attitude towards note-taking and students' achievement.

## **Statement of the Research**

Note-taking is means for students to comprehend the material from the class, and it can help them through their test. There are three different activities when student take note, the first is student read material given by the teacher and the second is the student comprehend the material and the last they process the material into their writing in the most efficient way to be understood for them. The main key of note-taking is the processing material into the writing, student need to clearly understand the material to write a good note-taking and this process is not done by student who do not take note. That is why student who take note most likely have better performance than student who do not take note. Based on the researcher's observation students now are lazy to take notes and rely on the internet when they are going to have an assessment. However, those students who are relying on the internet sometimes got better scores and performance on some courses than the student who took notes. It can be caused by many factors like, students who rely on the internet are having good comprehending to the material or students who take notes on course do not read their notes when they are going to have an assessment. There are still many factors that can cause that situation, but on this research the researcher focuses to find out the correlation between students' aptitude towards note taking and their overall performance (GPA).

## **Delimitation of the Research**

To make the discussion of this research more focused, the researcher sets a limit on this. This research was conducted to find out what is the correlation between students' attitude towards note-taking and their achievement. The participant was students batch 2020 of the English Language Education Department of Universitas Muhammadiyah Yogyakarta.

## **Research Question**

The focus of this research is to find whether there is a correlation between note-taking habits and students' understanding or not. Thus, the researcher formulated three research questions. The following are the research questions:

1. What is the ELED students' attitude towards note-taking activity?
2. What is the achievement of English Language Education Department students?
3. What is the correlation between students' attitude towards note-taking and students' achievement?

## **The Objectives of the Research**

According to the problem of the research questions, the main goal of this research is to find out the correlation between ELED students' attitude towards note-taking activity and their achievement. The attitude here is about the students' perception about note-taking, the researcher used a questionnaire to collect the data. The achievement measured by the students' GPA. Thus, the researcher is going to ask the department about the participants' GPA.

## **Significance of the Research**

There are some important points of this research that may give beneficial information for students and lecturers and can be used for other researcher.

**The students.** The researcher hopes after students know the data of students' attitude towards note taking and their achievement, and the correlation between those data they can decide whether note taking is important or not to help them through their study.

**The lecturers.** The researcher also hopes that lecturers and teachers to be more aware about note taking activity and decide whether is it necessary or not to be applied on every teaching and learning processes after knowing the data and the result of this research.

**Other researchers.** The researcher hopes that this research can be a reference for other researchers who want to research with a similar idea or topic. The researcher hopes other researchers do more research about note taking and use this research to be one of their references.