

Chapter One

Introduction

This chapter contains the introduction to the main problem and the reasons why the researcher conducts this research. The focus of the discussion in this chapter is presented, such as the research background, problem identification, delimitation of the research, research question, research objectives, significance of the research, and organization of the research. Therefore, each part will be described as follows.

Background of the Research

Note-taking is one of the strategies that students can use in gaining and learning new knowledge, especially in formal classroom learning. Note-taking can help students learn new things and strengthen their memory of the material, consequently, it can increase their on-going knowledge (Dewi & Indrawati, 2014). When taking notes, students can write down teacher's explanation while listening to important points that they can understand. Taking notes also emphasis students' attention, interest, and motivation to listen to their teachers' explanation about the material in the class for more than 10-15 minutes (Gur et al., 2013). Students who do note-taking habits can focus on the teachers' explanation, the detail, and additional information can be written down in their notebook.

In its application, note-taking also has many benefits which can felt by students, especially in higher education. At the university level, note-taking is essential because the lecturer does not emphasize the importance of note-taking during class learning (Salame & Thompson, 2020). Moreover, students are given the freedom to choose between taking notes or not. This is different from high

school students, where teachers still give instructions to students to record important materials in learning that may be used during exams or practice. Therefore, to facilitate learning on campus which requires students to be more independent, it would be better if students have good note-taking habits and skills. Furthermore, note-taking has crucial role because nowadays humans have many things to do and usually, they are in a hurry condition, so they must remember things that are more than their capacity (Rudiansyah, 2019).

For university students, one of the things that will determine the success or failure of the learning process is academic achievement or Grade Point Average (GPA). Furthermore, academic achievement is the result of the efforts achieved in learning about knowledge and skills at the end of the semester which are expressed in numbers (Asvio et al., 2017). Students' ability in learning, remembering, understanding, and communicating their knowledge through oral or written means also can be interpreted as academic achievement (Kpolovie et al., 2014). Academic achievement is not the only characteristic of success in learning, but it can be also the focus in assessing students' knowledge and skills in the classroom. In some jobs that exist today, many of them require graduates with certain specifications, such as having a good GPA. Although it is not the main requirement, but if the graduate has a high enough GPA, it will help them to get the job easier.

To achieve good academic grades (academic achievement), students must strive for several things, one of which is do a learning strategy and get used to it. Note-taking is one of the learning strategies that can affect learning outcomes (in the form of GPA). Note-taking is an important strategy in confirming success in classroom learning, valuable for studying and obtaining knowledge (Salame &

Thompson, 2020). A survey conducted by Haghverdi et al. (2010) stated that, when the note-taking strategy is applied, it will have a positive effect on students' learning achievement. The higher the students' scores, the more positive their view about note-taking and its importance (Salame & Thompson, 2020). If students do note-taking, automatically, they hear or get new information. In the other word, they can re-learn about the material after the class. Then it can be said that students have the habit of taking notes. The strategy of note-taking that becomes a study habit also has a positive effect to academic achievement (Muraina et al., 2014). From some research conducted by previous researcher, it also shows that note-taking, which is one of a study habit, has positive relationship to academic achievement.

As researcher's observation in the English Language Education Department (ELED) class at a private university, showing that some students always take notes on important things that are conveyed by the lecturer. Furthermore, those who take notes generally have a good knowledge of what they have learned. For instance, when the lecturer asks questions in class, students who are accustomed to take note will more easily answer the lecturer's questions. In addition, students with good achievements, mostly tend to take notes even though only on certain points that they may never know. In addition, when it comes to daily scores, quizzes, or otherwise, they can achieve better scores than others. Of course, this will also affect their academic scores.

On the other hand, this phenomenon also shows that some students ignore this note-taking as learning strategy. They prefer to focus on listening to the lecturer's explanation, without taking note. In some cases, sometimes they get distracted from their surroundings, which causes their focus to break. As a result,

the material presented by the lecturer cannot be well understood by the students. So, when they are being asked by the lecturer, they could not answer the question. This phenomenon slightly hinders students from getting and storing knowledge from the lecturer, so they have difficulty understanding and remembering the material after class. Therefore, research on note-taking habits and academic achievement is essential. This research is expected to be useful for increasing students' awareness to get used to taking notes.

Identification of the Problems

Note-taking is one of the learning strategies to help students in mastering the four skills in language learning. Starting from the significance of independent learning for students, they should always remember many important things which are conveyed by their lecturer as much as possible. Students can record the ongoing knowledge in their notebooks so that they can remember, re-read, or review, and add new knowledge they have learnt. Consequently, they can learn more optimally and can improve their achievement. However, not all students can easily have this habit. There are some students who still ignore the importance of taking notes and never do it, and there are some who still poor at note-taking skill.

First, students ignore the importance of taking notes during the learning process. At the university level, students are given freedom in learning, including in implementing learning strategies. However, some students are too lazy to try getting new knowledge during class. At first, they listened to the lecturer and then tried to understand, and after class, not a few of them had forgotten the material they had learned. If they take notes while learning, then they can re-learn the material after the class. But if they do not, they can only remember a few things that

might be very memorable during the explanation of the material. Things like this can result in exams being held, where students with poor memory and do not take notes will rely on their friends who still remember and understand the material. Even though the notes produced during learning, but it can be used as learning materials individually or in groups, which can be reviewed, rewritten, reread, highlighted, rearranged to be more organized, and complete with new knowledge that may be obtained (Marin & Sturm, 2021).

Second, students still poor at note-taking skill. This causes students to not be able to take notes in the right way, so the notes are less organized and still a bit difficult to understand next time. This is one of the difficulties experienced by students. Boyle (2011, as cited in Salame & Thompson, 2020) stated that many students still have difficulty in note-taking; even they can only record 25% of the whole material. This fact reveals that students cannot record the entire material presented by the lecturer. Therefore, as much as possible students should be able to divide their focus into two things, taking notes and listening to the lecturer's explanations, so that they can record important information, understand the knowledge, and remember the materials.

Delimitation of the Problems

In this study, researcher limits the research to increase the focus of the topic being discussed. In relation with the background of the study and identification of the problem above, this study will focus on three things. First, this research will focus on the note-taking level of ELED students. In note-taking itself, there are many types, such as digital notes and manual notes (Mueller & Oppenheimer, 2014) as well as the five most frequently used note-taking methods including Cornell

method, outline method, mapping method, charting method, and sentence method (Tamm, 2021). In this case, the researcher will only limit the context of note-taking in general and note-taking which is done during students' learning. Second, this research focuses to find out the level of academic achievement of ELED students. The last focus, which is the most important is to find out whether there is a correlation between note-taking habits and the academic achievement of ELED students or not.

Research Questions

Based on the delimitation of the problem above, the researcher formulates three research questions in this study, as follows:

- (1) How is the level of ELED students in note-taking?
- (2) How is the level of ELED students in academic achievement?
- (3) Is there any correlation between students' note-taking habits and students' academic achievement?

The Objective of the Research

This research is not carried out without a purpose. The purpose of this research is to answer the research question that has been mentioned above.

Therefore, the objectives can be seen as follows:

1. This research finds out the note-taking level of ELED students in learning.
2. This research identifies the academic achievement level of ELED students.
3. This research finds out the correlation between note-taking habits and learning achievement of ELED students in learning.

Significance of the Research

The significance of the study can be valuable for:

Students

The results of this research are expected to provide a broader view of the correlation between note-taking habits and students' academic achievement. Besides that, it is hoped that students can be more conscious about note-taking habits, and they can implement them in their learning if they are feeling it is valuable.

Lecturer

The results of this study are expected to become a valuable experience that can increase the knowledge and insight of the lecturer more broadly in the world of English education, especially in exploring English teaching strategies. Furthermore, it is intended that this research will assist lecturers in directing or considering students in the implementation of appropriate teaching strategies based on each student. By understanding this research, lecturer can better understand and encourage their students to practice excellent study habits, specifically note-taking practices.

Future researcher

The results of this research are expected to provide more insight and to serve as a reference for future researcher who will perform in-depth research about this topic. In this aspect, this study may be useful to other researchers who are working in a similar field with more participants, as it can be used as literature to compare note-taking habits and their relationship to academic accomplishment.

Organization of the Chapter

In this research, the researcher presents the study in five chapters. Chapter one is the introduction, which elaborates the background of the research, identification of the problem, delimitation of the problem, research question, objectives of the research, the significance of the research, and the organization of the chapter. Chapter two is the part that discusses the literature or research references that become the researcher's reference in conducting this research. Chapter three contains the methods used by researcher in conducting research. Chapter four describes the results of data collection, analysis of the data, and discussion of the research. Finally, the last chapter, chapter five, contains the conclusion of the results of the research.