EXPLORING STUDENTS' NOTE-TAKING STRATEGIES IN LISTENING TASKS

THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

(Exploring Students' Note-taking Strategies in Listening Tasks)

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Agustus 2020.
Saya yang membuat surat peryataan,

Afdhalia Sukma

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Banda Aceh, August 13th,2020
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ABSTRACT

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Major	: Department of English Language Education
Thesis working	: Exploring Students' Note-taking Strategies in Listening Tasks
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Co-Supervisor	: Rahmat Yusny, M. TESOL
Keywords	: Listening tasks; Note-taking strategies; Listening sub skills; students' strategy; Note-taking in listening.

This study aims to find out what strategies of note-taking that third-year students from department of English Language Education at Universitas Islam Negeri Ar-Raniry use in their academic listening task and how the strategy works to improve their listening skills. This study was a qualitative method using the techniques of document analysis and interviews. Ten students were selected to participate in this study and their listening notes were analyzed to see how their note taking strategy helps them in comprehending the English listening materials given during the study. To elicit the students' opinions about their note-taking strategy, the interviews with the participants one by one were conducted. The results show that the students employed different note-taking strategies in completing the task taken from the second part of IELTS Listening test items; they are listing, outlining, and sentence strategies. The participants believed that the strategies that they employed helped them comprehend the listening task.

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CHAPTER I

INTRODUCTION

A. Backgrounds of The Study

Every day, humans communicate, understand each other and share roles as speaker and listener. Heylen (2009) asserts that the communication process works with involvement of an active speaker and a listener as a passive role who thinks and understands the speech. The speaker has an active role in conversational setting while the listener has a passive role as he only receives what is being communicated by the speaker. It can also be understood that a speaker is a message provider or respondent (Bakhtin, 1999, as cited in Heylen, 2009) and the listener processes the information in their mind to catch the intended meaning in speaker's statements. This process is involved in the activity of listening.

Listening is regarded as an important skill to be mastered (Rost, 2011 as cited in Ahour & Bargool, 2005). In the process of learning a second language such as English, learners are required to listen to English audio and comprehend the message or received information which is conveyed in the talk. This activity leads them to language acquisition. Nunan (1999) states that listening is a skill which is well-respected like Cinderella. Listening is a skill which leads the second language learner to master the other three skills such as listening, reading and speaking (Oxford, 1993;

Scarella & Oxford, 1992). As listening is considered a crucial skill, it is important that it should be taught to all learners learning a foreign language. Secondary school students and university students are examples of English learners who should master listening skills in learning English as Foreign Language.

In listening activity, there are two ways by which listeners process their listening namely bottom up and top down. According to (Buck, 2001; Linse, 2005; Nunan, 1991), bottom up is when listeners receive input they turn sounds into words, words into clauses, clauses into sentences and so on. Unlike bottom up, top down is a way which listeners view that there is knowledge that can be found out beyond the words or sentences. This shows that listeners use different ways of processing the idea from the listening. The learners might want to use one of which is comfortable for them. However, it is crucial that top down as an efficient way to elicit true information because it suggests the learners to analyze statements beyond literal words.

In addition to listening skill, this skill can be enhanced through a strategy called “note-taking”. As stated by Boch and Piolat (2005), and Gur, Dilci, Cosgun and Delijan (2013) as cited in Ahour and Bargool (2015) that note taking is an essential strategy utilized in listening and reading. Students unluckily are unable to implement this strategy when they are served with new information even though the practice of this strategy might improve their memory and problem solving skill. In this case, to increase students’ capability of using note taking, English teachers suggest students that they use it in reading and listening tasks to hone their performance. As Dunkel and Pialorsi (2005) and Hasswell and Lee

(2013) mention, learners feel more comfortable while answering the post listening questions when they are permitted to take note while listening.

Related to the adversity, there are students who face difficulty in catching the most important ideas from the listening audio. Four factors that make listening difficult are accent and speed, the role of listener, content, visual or practical aids (Brown & Yule, 1983, as cited in Nunan, 1991). Based on the observation of the researcher, there are students at the Department of English Language Education UIN Ar-Raniry who confronted the difficulty in listening and note taking. This becomes the reason that this study is conducted to figure out what strategy is used and how it helps improve their listening skill.

Another important thing to consider is the methods used in note taking. Moshleh and Baba (2013) mentions that there are such several strategies in note taking as two-column, Cornell, REAP (relating, extending, actualizing and profiting), outlining, charting, sentence, and mind map strategies. Specifically, this study only focuses on analyzing the use of Cornell, sentence, mind map, outlining and listing. All of these methods demonstrate the different ways of taking note and have their own advantages and disadvantages. This study investigates what kind of note taking strategy used by the students.

Many studies have been conducted on the topic "note taking strategies in listening" such as by Kirkgoz (2010) with the purpose to develop note taking skill for regular listening tasks and higher education with English as language of instruction. Other researches by Khavazi, et al. (2018), Hayati and Jalilifar (2009), Ahour and Bagool (2015) and Boran and Yi (2012) go into the effect of note

taking toward listening skill performance. This current study is to explore the note taking strategies in accomplishing English listening tasks used by students who have completed their English for Academic purpose course. The current study is conducted among students of the Department of English Language Education at UIN Ar-Raniry in which previous studies never did a study on this topic. Also, this study is extended to see specific strategies used by each student.

B. Research Questions

To address the problem, this study guided by the following research questions:

1. What are the types of note-taking strategies used by the students in answering the listening tasks?
2. How does note-taking strategy help students build their listening skills?

C. Research Aims

This research had two aims. First, to find out the strategies used by the students in answering the listening task. Second, to find out how note-taking strategy helps students on their listening skill.

D. Significance of the Study

This study is expected to give contributions to learn how students cope with English listening tasks, especially in academic context, using note-taking strategies and suggest how to enhance the strategies for listening skill mastery. Secondary teachers can also get access to this research so as to improve their skill of taking notes in listening tasks. More importantly, lecturers teaching listening courses are highly recommended to study this note taking strategy more advanced

so that their students can be more successful in daily listening tasks, tests, and standardized tests such as TOEFL and IELTS. It is also important for secondary school teachers to practice this skill in English class when they teach listening. Note taking can be a good start to fluency in listening.

E. Terminologies

1. Note taking strategy

Neville (2006) defines that note-taking is a process that involves writing or recording what you hear or read in a descriptive way. This is often the first stage of the process of producing effective notes. The statement is clear that to take notes means to write from the audio listened to and the reading materials being read. The effective note writing starts from note taking because the listener or reader can rewrite and organize the idea after doing scratch writing. Learners use skills while taking note, these skills provide students with a particular strategy to effectively elicit and write the important points from the listening. It is determined by the experimental studies that strategy usage helps students to overcome the learning problems (AçÕkgöz, 2003).

2. Listening tasks

According to Rost (2002), task is the most essential element in the entire field. She holds that the definition of task in language education differs. There are three factors converged from different studies which differentiate between tasks in language learning and the other fields. First, the task is a fundamental learning structure which increases the quality of learning (Skehan & Foster, 1997). Second, the task benefits special oral or visual input, clear procedures, and tangible

outcome (Candlin & Koebke, 1999). Third, tasks can be supervised and gauged by a teacher who provides feedback and evaluation toward performance. Rost also states that listening tasks are divided into one-way and two way. A one-way listening task is that a student listens to an input such as audio tape and notes down important points or major ideas from the input. Two-way listening task is that the learner listens to a peer to elicit important information. Then, the information is processed to produce output told to the peer as collaborative work.

CHAPTER II

LITERATURE REVIEW

A. Listening Comprehension

Those who have the ability to listen process the intended meaning conveyed through language by speakers. Kim (2016) defines listening comprehension as listeners' ability to understand the spoken language at discourse level such as dialogue, stories and informational oral texts. The process of understanding a speaker involves extracting and constructing meaning. Besides, through listening, the conversation can occur because the purpose of listening is to understand what the other person is saying and respond to it. Another definition of listening by Howat and Dakin (1974) as quoted in Hien (2015) is the ability to understand what is spoken by speakers. Hien explains that listening is a process of accepting what is said by the speaker and understanding the meaning until the process of responding to what have said by the speaker. Moreover, Rost (2002) cited in Gilakjani and Sabouri (2016) elucidates that listening can help us create communication. Based on the statements above, it can be understood that listening is a process of receiving information from speakers. This involves understanding meaning and triggering response which creates communication.

Furthermore, Flowerdew and Miller (2005) explains that listening is a skill that is as important to learn like any other skills. Listening is important as a medium of communication. Teachers need to teach this skill in the classroom and practice it outside the classroom. Listening is also defined as a complex ability which involves an interpretation process. This process involves the ability of listeners to combine what they hear with the information they already have. Rost in Hien (2015) explains that for foreign language learners listening is an fundamental skill to learn because listening can give input through the process. The complexity of listening is explained through the process of listeners comprehending the voice heard, identifying the words, compiling them into sentences, combining two pieces of information, which in turn can respond to the speaker (Darti & Asmawati, 2017; Ardani, 2012).

To increase the skill in listening, Ardhani (2012) believes that it is necessary to understand every utterance in the listening contextually so as to acquire the intended meaning. In addition, listeners need micro-skills to master the listening. Brown (2001) as cited in Ardhani mentions that there are goals in micro-skills of listening namely the ability to understand speech, stress pattern, intonation, pauses, error, grammatical rules, and meaning. In listening, learners should be able to recognize the context of the talk and some important linguistic elements which help listeners understand what the speaker is saying.

B. Note-taking Strategies for Listening Tasks

Students at secondary school and university level might write the essential ideas that need to be remembered and used in any other tasks or tests. While

writing these important ideas, students are necessary to work fast to write the ideas from the lectures. Writing these important ideas is called taking note. According to Kirkgoz (2010), to take note, students also require particular strategies such as the use of symbols and abbreviations. The application of abbreviation and symbols in note taking saves time, allows students to note down faster and keep pace with the lectures.

Also, the ability to take note is very helpful for students as a strategic way to catch the points of what they listen. The note becomes a material which they use to recall what teachers and professors have explained to them. Milligan (2014) explains note-taking as an effective way in the learning process because through note-taking students can incorporate a lot of sense. For example, students need sharp thinking and listening skills to determine important information to note. Additionally, Suritsky and Hughes (1991) as quoted from Yang (2007) proposed that note-taking involves four broad skills: listening, cognitive processing, recording passage content in written form, and reviewing noted information. It is obvious that critical thinking, listening, cognitive, form writing and reviewing skills are prominent in note-taking. In the listening, students are required to analyze what the speakers actually mean by saying the utterances. Students need to determine the context of the talk to make a good interpretation and then write down the ideas quickly and correctly.

More importantly, the major way to perform effective and understandable note taking is organizing the ideas clearly. Organization is required to coordinate the information they find to link the relationship between main ideas and

supporting ideas. Students need to be able to filter anything important to write down and organize the ideas concisely. Makany, et al. (2008) explains that the important thing students do when writing note-taking is to select important information that they find from both the teacher and the textbook. Flowerdew (1994) mentions five steps of note-taking: decoding the message given, understanding, identifying the main points, deciding on when to record these points and speed writing. This strategy is very helpful for students in organizing note-taking. In learning listening courses, students are to be active listeners during the learning process.

C. Effects of note taking strategy on academic achievement

Over the years, it has been tried by the researchers to verify that note taking is a tool which students can use to review their lessons after they have written anything down on their note (Ladas, 1980). This statement clarifies that students do not lose the important information gained from lectures because they write the ideas of the lectures on note and review it later on. In review on note taking from lectures, the note taking activity should be highly generative so that learning takes place (Armbruster, 2000 as cited in Stefannou, Hoffman &Vielee, 2008). This means that students can learn and acquire the ideas from note-taking. They are able form a concrete, solid and coherent ideas from what they write. Armbruster reports that through the process of taking note from lectures or other talks, students are required to have cognitive skills since they need to listen to the lecture, decide the important ideas, maintain and manipulate the ideas in working

memory, interpret the information, decide what to record and write down the ideas.

The cognitive skills are worthy for all students learning a second language. Inferring and translating are part of the cognitive activity. For instance, in a study of high school ESL students carried out by O'Malley, Chamot, and Kupper, (1989), repetition and note-taking were the cognitive strategies used most often by ESL learners. While in the listening tasks, the talk being played in the audio can be repeated few times, this increases the cognitive skill of students because students re-listen and process the information.

Wenden (2001, 1998, 1996, as cited in Cotterall & Murray, 2009) holds that students' success in learning is affected by metacognitive knowledge involved in note-taking. Those students understand themselves, engage in the tasks, and have strategies that effects their decisions in learning. She goes on to argue that metacognition consists of a knowledge element and a strategic element. She defines the latter as "general skills through which learners manage, direct, regulate, sic [and] guide their learning, i.e., planning, monitoring and evaluating". It is apparent that students have capability of determining what methods best suit their learning due to the metacognitive skills they have. Wang et al. (2009) metacognition focuses on making students aware of and managing their thinking, help learners become active in learning.

D. Types of Note-Taking Strategy

There are several note-taking strategies proposed by Moshleh and Baba (2013) that can be used by students in the learning and teaching process. To

emphasize that this study focuses on analyzing five note taking strategies used by the students; mind mapping, outlining, Cornell, sentence, listing strategy. Below the explanaition about the strategies;

1. The Mind Mapping Strategy

In writing note-taking, the mind-mapping strategy is an initial strategy in writing. Mind mapping involves playing ideas into a wider area which then helps the writer to understand and remember important information. This strategy makes it easier for students because by focusing on the key ideas that have been written, the authors describe the key ideas more broadly. Buzan (2012) explains that mind mapping is an organizational one that uses lines, symbols, keywords, and images. He explains that mind mapping is a more colourful and highly structured note-taking using diagrams. Mind mapping can be used in developing concepts and ideas.

a. *Advantages of Mind Mapping Strategy* (Adodo, 2013 as adapted from Tee, et al. 2014, p. 29):

a) Brainstorming
b) Summarizing information, and note-taking
c) Consolidating information from different research
d) Sources
e) Thinking through complex problems
f) Presenting information in a format that shows the overall
g) Structure of your subject
h) Studying, retaining and recall information

i) Promotes meaningful learning instead of memorization

b. Disadvantages of Mind mapping (Spoorthy, et al. 2013)*:*

a) Mind mapping is not essential for recalling what has been listened to, instead it is an additional idea out of the listening.

b) It is hard to change the way people take note usually into a new way of note taking which takes tremendous energy.

c) There is difficulty to work out a good mind map of unfamiliar topic because it needs prior knowledge of the subject or topic.

d) Making a mind map is complicated when it is not planned because it requires space, creativity, etc.

e) Liner note taking may be more efficient than mind map.

2. The Cornell Note-taking Strategy

Cornell note-taking strategy is very organized strategies that has three columns which can help students write note-taking during listening. In this strategy, students find it easier to select information. Ozcakmak (2019) explains that Cornell note-taking has two important components in writing; stated that note-taking is a skill that has two components. The first is focusing on the things seen, read or listened, and about concentrating on that moment, then the second is recording notes for using in the future.

a. Seven steps of note-taking process used to take notes (Pauk, 2001, pp. 238-241);

a) Write the ideas and facts from lectures in six inch column

b) Read the notes again to improve the errors and words.

c) Write down the main idea of the lecture and a question based on the main idea in the cue column

d) Look at the question and read in loud voice in your own words the idea and fact necessary to solve the question

e) Jot down a concise summary at low part of the sheet

f) To get the information as a whole, review the notes instead of isolating facts and thoughts.

g) Reflect based on what is the significance of these facts and ideas, what principles they are based on, how I can apply them to what I already know, how they fit, and what is outside of these facts and ideas.

b. The advantages of using Cornell Note-Taking (Ruschhaupt, June 2010)

a) Organize the notes so that they can be revised reviewed later

b) Important information can be easier to find

c) Concentrating on the important concepts such as words, dates and people, theories, processes, etc.

d) It is an efficient way to take note during the lecture.

e) More convenient way to study that leads to better score

f) Easier to review before the test day

3. Outlining Strategy

In this method, information is arranged from general to specific. The first level is reserved for each new concept or idea, and then, each sub level must be related to the main level in the categorization process. The method involves organizing information such that the inclusive material is followed by more

exclusive but related information. Moshleh and Baba (2013) believe that "outline strategies offer certain advantages such as well-organized information, records relationships and content of information, reduces editing and modifying, as well as facilitates easier review by turning the main points into questions".

a. *How to study from the outlining* (Wong, 2006)
    a) Elaborate what is informed and relates one idea to another
    b) Make sure the information is accurate
    c) Write down key words or details
    d) Utilize the key words to make your remember the information
    e) Make use of your words to relate the ideas
b. *Advantages*
    a) The method of outlining promotes content and connection between materials.
    b) Editing consumes less time and the note is easy to review.
c. *Disadvantages*
    a) It cannot be used in fast lectures because it takes time to organize detailed and comprehensive ideas.

4. Listing Strategy

Listing Strategy is a note-taking strategy that focuses on what the speaker says. The weakness of this strategy is that it does not process the information received but only records what the speakers convey as much as possible. This strategy is not effective if it is used by students for learning needs but it is very

easy to make students remember the material. Note-taking that is used can be very short and more detailed, (Wong, 2006).

5. Sentences Strategy

According to Moshleh and Baba (2013) this method is popular and used without any planning to take notes under a certain strategy. Sentences strategy required the detail more than other strategies. Below are shown method, advantages, disadvantages and the use of sentence method:

a) Method

1) Write every idea, evidence or topic on a separate line.

b) Advantages

1) Slightly more organized than the paragraph.

c) Disadvantages

1) It is difficult to decide major and minor points from numbered sequence

2) It is complicated to edit and review

d) When to use (Penn State University, 2005)

1) Sentence method is useful when the lecture is rather organized but complex in content which moves quickly. You get the diverse points but without an idea of how they are coherent. The points are presented without being seemingly related.

E. Previous Study

A number of studies have been conducted in EFL that provided students' abilities in improving students' listening skills. Ipek (2018) in his research on the

perceptions of ELT students on their listening and note-taking skills found that during listening students did note-taking by writing some important words, writing main ideas, and writing symbols and abstracts. This research was conducted on a first-year English Language Teaching (ELT) with 61 Freshman ELT students. However, this study failed to recognize the increasing students' listening skill. Then, Gur, et al. (2013) study the impact of note-taking while listening on listening comprehension in a higher education context found that there is a higher understanding in students who do note-taking during listening. Yet these results suggest students be taught note-taking during listening more frequently. Moreover, Jalilifar (2009) on her study about the impact of note-taking strategies on listening comprehension of EFL Learners states that note-taking and listening comprehension have an interrelated relationship. Students who do note-taking get higher achievement than students who do not. This current study concentrates on exploring the note-taking strategies in listening task. The researcher goes into what types of note taking strategies by the university students when they are given listening tasks. These students are interviewed regarding the strategy used in taking note afterwards.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The purpose of this study was to find out the note-taking strategies used by the students in answering the listening task and to know how note-taking strategy helps students build their listening skills. To answer those research questions, the researcher used a descriptive qualitative method to obtain the data. Mack (2005) explains that qualitative descriptive is a method which used to explore phenomena through interviews and observations. Moreover, to answer the strategy of taking notes used by the students in English listening test, the researcher used document analysis about their note-taking. While answering how note-taking strategy helps students build their listening skills, the researcher used an interview. In this study, researchers used qualitative descriptive in explaining the data interview and document analysis.

B. Research Sites and Participants

This research was conducted at UIN Ar-Raniry Banda Aceh. According to the university's official website, the place is located at JL. Ibnu Sina, No. 2, Darussalam, Syiah Kuala, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh. This research was conducted at the Department of English language Education (PBI) in UIN Ar-Raniry Banda Aceh. PBI has several subjects that are taught and one of them is English for Academic Purpose I (EAP). The reason to

choose this course is because in the EAP course the students learnt about IELTS and TOEFL which required note taking strategy during learning and teaching EAP I courses was taken by the students in the semester 6th. The total of students who have taken this course was 196 and 6 units. Yet in this research, the researcher only chose 10 participants. The researcher chose these participants because they were easy to approach during this pandemic disaster. Therefore the researcher chose the participants using purposive sampling because the researcher wanted to focus on the students who have experience or knowledge of the issues being addressed in the research.

Table 3.1 ***Students' Reference Names***

NAME	NIM	F/M	REFERENCE
Dhea Riskia Ananda	150203135	F	AA
M. Ramadhana	150203191	M	AB
Titin Arifa Maulida	150203144	F	AC
T.M Isra	150203210	M	AD
Ronal Octavianda	150203087	M	AE
Miranda	150203113	F	AF
Elma Naura	150203216	F	AG
Safira Ludjan	150203114	F	AH
Ade yulia Sofiani	150203126	F	AI
Septia Ariska	150203130	F	AJ

C. Methods of Data Collection

1. Document Analysis

Collecting the data must be relevant to the problem of research. The data in this research would be in the form of descriptive qualitative data. The researcher did a selection process to know which students were proper

participants in this research. The participants were only the students who had passed the EAP course.

After gaining the names, the researcher gave a listening simulation test by using IELTS audio. The audio used in this task was Cambridge 12 which consisted of three listening sections and the total questions were 40. However in this research, the researcher only used section two audio two which consisted ten questions. The researcher chose section two because it is more challenging and it needs recall information/detail from the audio. So the students need to take note. The content of section two was an explanation about the rules for new kitchen employees. Five questions about multiple choice and two questions about matching choices.

The audio only played once. This step was used to know how students process in note-taking strategy. The participants were asked to answer the questions because the researcher wanted to know the relation of note-taking strategy they used with their understanding. The grading format of multiple-choice was one (1) for the right answer and zero (0) for the wrong answer. Then, document analysis where the researcher would analyze students' paper tests to gain the data. The last, the students were interviewed to know how note-taking strategy helped them in the listening task.

2. Interview

To answer the research question number 2, the researcher used the interview to gain the data. The participants were the same as the participants in document analysis. There were 10 participants which based on document analysis

used note taking strategy. The researcher asked the participant to answer 3 open ended questions which related to the data that researcher needed. The interview was conducted by phone one by one. The interview was recorded as the data which then analyzed.

D. Methods of Analysis

1. Document Analysis

There were several steps that researcher used in analyzing the data. First, the researcher did identify and select the sample which matched to the criteria. Second, the researcher analyzed the note taking that was written by the participants one by one. Third, the researcher identified the strategy used by the students and analyzed how note taking used by the students can help the students in answering the question. Fourth, then the researcher describes the data descriptively.

2. Interview

Next, the researcher conducted an interview by phone and transcribed the session. After obtaining the data from the interview result, the researcher chose the participants who gave brief explanations related to the question. Then, the researcher analyzed the data to answer the research question number 2. The last, the researcher drew a conclusion.

CHAPTER IV

FINDING AND DISCUSSION

A. Result of Document Analysis

During audio playing, the students took note to get the information which was needed to answer the question. From the analysis of the documents, it found that there was a different Note-taking strategy used by the participants during listening to the audio. Most of the students used listing strategy to answer the question with 6 participants. Then, they also applied outlining and sentence strategies to gain specific information with 6 participants each strategy. All of the strategies can be explained in the following way:

1. AA

After answering all of the listening IELTS questions based on the Note-taking that he had, AA got 5 correct answers from 10 total questions. AA answered four correct answers on question number 11 to 16. While on questions number 17 to 20, AA only had one correct answer from 4 questions. On the first audio, AA did outlining Note-taking strategy by which made the main headline as below;

The figure above explained how Note-taking strategy helped participants in answering the questions. On the questions, number 11 to 13 and also 16, AA's answer was correct because she/he got the specific information which also stated in the audio such; "different things to do", "rings and bracelets", "don't have a figure free", "straightway". While on question number 14 and 15, AA did not get

the keywords to help him in answering the question. So that AA could not answer the questions. Otherwise, on the second audio, AA used listing strategy to gain specific information as below;

On the question number 17 to 20, AA only got one correct answer. It was number 18 which was on his Note-taking. AA wrote: "accidents, treatment" which also mentioned in the audio. Thus, during listening task using IELTS audio, it can be concluded that AA used outlining and listing strategies to help him in answering the questions.

2. AB

On the first part, Ab got a higher score than others which was seven correct answers and three wrong answers. AB answered four correct answers on question number 11 to 16. While on questions number 17 to 20, AB only had one incorrect answer from four questions, which was number 17. On the first audio, AB did outlining Note-taking strategy which made the main headline as below;

The figure above explained how Note-taking strategy helped AB in answering the questions. On the questions, number 11 to 13 and also 16, AB's answer was correct because she/he got the specific information which also stated in the audio such; "different things to do", "rings and bracelets", "don't have a figure free", "straightway". While on question number 14 and 15, AB did not get the keywords to help she/he in answering the question. So that AB could not answer the questions. Otherwise, on the second audio, AB used listing strategy to gain specific information as below;

On the question number 17 to 20, AB only got one incorrect answer, that was number 17 which was on his Note-taking, AB wrote: "accidents, treatment, smash plate, sugar" which also stated in the audio. In this part, AB could gain the specific information that he needed. Thus, during listening task using IELTS audio, it can be concluded that AB used outlining and listing strategies to help him in answering the questions.

3. AC

After answering all the listening IELTS questions based on the Note-taking that she had, AC answered five correct answers from 10 total questions. AC answered two correct answers on question number 11 to 16. While on questions number 17 to 20, AC only had there correct answers from four questions. On the first audio, AC did sentence Note-taking strategy as below;

The figure above explained how Note-taking strategy helped AC in answering the questions. Because AC used sentence Note-taking strategy to answer the question, it made many lose during collected specific information for the next question. While on second audio, AC used listing strategy to gain essential information as below;

On the question number 17 to 20, AC only got one incorrect answer, that was number 17. AC wrote "accidents, treatment, break, sugar" which also mentioned in the audio. Thus, during listening task using IELTS audio, it can

be concluded that AC used sentence and listing strategies to help her in answering the questions.

4. AD

AD got three correct answers from 10 questions. AD answered two correct answers on question number 11 to 16. While on questions number 17 to 20, AA only had one correct answer from four questions. On the first audio, AA did sentence Note-taking strategy by which wrote the main headline as below;

The figure above explained how Note-taking strategy could not help AD in answering the questions. AD used sentence Note-taking strategy and made many lose in gaining specific information to the next question. So, it was the cause of Ad got a lower score. While on the second audio, AD used the same strategy as before.

5. AE

After answering all the listening IELTS questions based on the Note-taking that she/he had, AE got six correct answers from 10 total questions. AE answered three correct answers on question number 11 to 16. While on questions number 17 to 20, AE only had three right answers from 4 questions. On the first audio, AE used outlining Note-taking strategy by which wrote the main headline as below;

Figure 4.9 scanned note taken by AE.

The figure above explained how Note-taking strategy helped AE in answering the questions. On the questions number 11, 12, and 16, AE's answer was correct because she got the specific information which also stated in the audio. While on question number 14 and 15, AE did not get the keywords to help her in answering the question. So that AE could not answer the questions. Otherwise, on the second audio, AE used the same strategy to gain specific information as below;

On question number 17 to 20, AE only got three correct answers, which was her Note-taking. AE wrote "accidents, treatment, break, sugar" which also mentioned in the audio. Thus, during listening task using IELTS audio, it can be concluded that AE used sentence and listing strategies to help her in answering the questions.

6. AF

AF got three correct answers from 10 total questions. AF answered two correct answers on question number 11 to 16. While on questions number 17 to 20, AF only had one correct answer from 4 questions. On the first audio, AF did sentence Note-taking strategy by which made the main headline as below;

The figure above explained how Note-taking strategy could not help AF in answering the questions. AF used sentence Note-taking strategy and made many lose in gaining specific information to the next question. So, it was the cause of AF getting a lower score. While on the second audio, AF did not applied note taking because she missed alot the information.

7. AG

After answering all the listening IELTS questions based on the Note-taking that he had, AG got six correct answers from 10 total questions. AG answered four correct answers on question number 11 to 16. While on questions number 17 to 20, AG only had three correct answers from four questions. On the first audio, AG did outlining Note-taking strategy by which made the main headline as below;

The figure above explained how Note-taking strategy helped AG in answering the questions. On the questions, number 11 to 13 and also 16, AG's answer was correct because he got the specific information . Her note taking also stated in the audio such; "different things to do", "rings and bracelets", "don't have a figure free", "straightway". Otherwise, on the second audio, AA used listing strategy to gain specific information as below;

On the question number 17 to 20, AG only got three correct answers, that was number 18 which was on his Note-taking. AG wrote "accidents, treatment, break, sugar" which also mentioned in the audio. Thus, during listening task using IELTS audio, it can be concluded that AG used sentence and listing strategies to help her in answering the questions.

8. AH

AH got three correct answers from 10 total questions. AH answered three correct answers on question number 11 to 16. While on questions number 17 to

20, AH only had no one true answer from 4 questions. On the first audio, AH did sentence Note-taking strategy by which made the main headline as below;

The figure above explained how Note-taking strategy did not help AH to answer the questions. While on the second audio, AH did not do Note-taking so that she could not answer the question. The using of sentence strategy takes much time for note taker to write the key words stated on the audio.

9. AI

After answering all the listening audio questions based on the note-taking that she had, AI got five correct answers from 10 total questions. AI answered two correct answers on question number 11 to 16. While on questions number 17 to 20, AI only got three correct answers from 4 questions. On the first audio, AI used listing note-taking strategy by which wrote the main headline as below;

The figure above explained how note-taking strategy helped AI in answering the questions. On the questions, number 11 to 13 and also 16, AI's answer was correct. She got the specific information which also stated in the audio such; "different things to do", "rings and bracelets", "don't have a figure free", "straightway". While on question number 14 and 15, AI did not get the keywords to help her in answering the question. So that AI could not answer the questions.

10. AJ

On the first part, AJ got a higher score than others which was seven correct answers and three wrong answers. AJ answered four correct answers on question number 11 to 16. While on questions number 17 to 20, AB only had one incorrect answer from four questions, which was number 17. On the first audio, AJ did listing Note-taking strategy which made the main headline as below;

The figure above explained how Note-taking strategy helped AJ in answering the questions. On the questions, number 11 to 13 and also 16, AB's answer was correct. She got the specific information which also stated in the audio such; "enjoy work", "rings", "no table", "only lunch". While on question number 14 and 15, AJ did the same strategy as before.

B. Interview Result

To find out how note-taking strategy helps students, the interview was conducted to gain the data. The interview was conducted by phone and one by one. The various data as stated below;

1. How do you know about note-taking strategy?

Since the basic listening course, the note-taking strategy was introduced by the teacher in the learning and teaching process. This is the basic knowledge that students must know to help them in answering listening audio questions. The teacher taught about note taking strategy to explain to the students about the tips in answering the listening question.

As stated by AA:

"I have known about using note-taking since I learned basic listening, and since then, when I have listening assignments, I have used the note-taking strategy."

Similarly, AD explained;

"I know note-taking strategy in listening class, when the teacher taught me about the listening tips to answer the question."

AA explained that he had known note-taking strategies since basic listening class. He believed that note taking strategy could help him in answering the questions contained in listening audio. Based on the researcher's experience, note-taking has been taught to students when taking basic listening courses where the lecturer teaches students strategies that can help them to get important information. It was also supported by the statement of AD who said that she has known note-taking strategy since the basic listening class.

2. From all of the note-taking strategy, which one do you often use?

Note-taking strategies have several types as explained in chapter two. Yet the use of note-taking depends on students' needs. Some of them liked to write short note-taking.

AB stated:

"Of the several types of note-taking that I know, I prefer to use an outlining note-taking strategy, because for me it's the easiest to implement, then it doesn't take a long time"

Then, AE added:

"Sometimes, I used sentences note taking strategy if I need to make conclusion but I used outlining strategy if the needs for only answer the questions."

From this study, AB said that using the outlining strategy made it easier for him to answer listening questions. Besides, using note-taking made students focus more on the specific information they wanted to get. Moreover, AE explained that he used note-taking strategy based on the needs. Thus, the note-taking strategy helps him in answering the questions on the listening tasks.

3. How note taking helps you?

During listening to audio, the students should answer or take note some important information that they need to fulfill the paper. Moreover by using note taking it helps the students to achieve the goals. They can write the information that they need and also have the note of the audio.

AF stated;

"Note-taking does help me answer questions, but sometimes I miss a lot in writing these notes."

AF used sentence note-taking which takes a long time to write down specific information. Although note-taking can help him in providing specific information needed, he still lags because he has to write the information in a full sentence. The purpose of note-taking was to help students in answering listening questions or make students easier to get specific information.

AC explained;

"Using the note-taking strategy helped me answer the questions on the listening test. Because I can record back the information conveyed by the speaker. But because the audio is fast, so I often miss it."

AC explained that note-taking strategy helped her to answer the question on the listening task. By using note-taking strategy, AC could gain the specific information and she could record back the information which she got on her note-taking. It

Then, AE added:

"Note-taking strategy helps me when there is a listening class. I can get the specific information that I need. By taking notes I can look back at the notes later when I forget the important information in answering questions,"

AE said that by using note-taking she could answer the questions well because he had notes for those answers. It was proved by the correct answers he got more than wrong answers. Thus, the note taking helped him in answering the questions.

Then, AH added;

"Sometimes it helps me in answering about listening, sometimes not too, Sis. In writing note-taking, I like to write down all the information I got, so it is indeed longer than usual, so some are left behind, some are not."

Based on the explanation above, the participants mentioned that the note taking strategy help them in answering listening task. They can write some specific information from the audio. Moreover, the differences of using note taking made each participant have different obstacles in taking note.

4. Do you have problems or challenges during note-taking?

Some obstacles might influence their note-taking during listening to the audio. Some students also complained about maintaining concentration during lectures. They stated that on encountering the first few unfamiliar words in lectures, they lose their track of mind and cannot catch up with the rest of the lecture. In fact, they could not direct their attention during the process of listening.

AF stated:

"during note taking, there are alot of words that I do not know its meaning so I have many musses during note taking."

Accordingly, AF explained that her obstacles in note taking was the unfamiliar words that she knew. The limitation of vocabulary also influenced the participants in note taking while listening. If the participants did not know the words mentioned on the audio, it would affect to their note taking because they did not know what words should they write to take note.

Then AI added,

"it must be challenging taking note during listening to the audio. For me, the audio was fast so I missed a lot information and also the accents too"

From the statement above, AI explained that she face difficulties on the speed of audio and the accents. For some participant, the speed audio more influenced than others factor. Most of them argued that the fast audio made them difficult in taking note the specific information.they missed alot of key words that needed to answer the questions. Furthermore, the participants also faced the challenge of unfamiliar accents. Most students are familiar with American accents

because they have listened to the American accent since they were in junior high school level. Meanwhile, if the speaker of the audio is british accent, it is difficult to catch the words.

C. Discussion

Based on the result of document analysis, all participants took at least some notes on the listening audio. The students believed that note-taking would be beneficial before their testing on the listening section. Based on the research result, the students used note-taking strategy in listening tasks. They took note of important information that was stated by the speaker. The note-taking that was used by the students were outlining, listing, and sentences. By using note taking the students able to answer the listening questions. From the document, there were 6 students who used listing strategy (AA, AB, AC, AG, AI, and AJ). Then there were 4 students who used outlining strategy (AA, AB, AE, and AG). Last, there are 4 participants used sentence strategy (AC, AD, AF and AH). Thus, by using note-taking strategy, it helped students a lot to answer the questions that stated on the paper test. This result was similar with Jalilifar (2009) result of the research, it was realized that the participants who received instruction and benefited from the Cornell note-taking strategy scored higher in listening comprehension than those who received no instruction and took notes in their own usual manners. However, Ipek (2018) conducted research on the perceptions of ELT students on their listening and note-taking skills yet this study failed to recognize the increasing students' listening skill.

Then based on the interview result, the students have known note-taking since the first semester learning basic listening. The lecturer has taught about note taking to the student so that it helped the students to answer the question on listening audio. The students agreed that note-taking was very helpful and helped them in building their listening skills. They explained that by using notes the students have the textual record about the audio so that it helped them to answer the questions. The students also faced some challenges such as; the speed of the audio which made some missing important information. Then, the accents of the speaker influenced the obstacle that the students. They argued that the differences of accents made some missing words during note taking. It was difficult to recognize the words which were uttered by the speaker.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result and discussion in the previous chapter, the researcher would like to come up with two major conclusions. The students were found to use various note-taking strategies in implementing English listening tasks. The note-taking strategies that were used by the students include; outlining, listing, and sentences writing. By using note taking the students were able to answer the listening questions more confident.

Based on the interview result, the students believed that note taking strategy was very helpful in implementing listening their tasks. The students experienced that by note-taking they can quickly record some important keywords which needed to answer the question. When using outlining strategy, they can be more accurate on the order at the information that they need. The last one is sentence strategy. Although, it was not being used very often, they believed that it is more accurate (but it is slower). It can be concluded that the students agreed that note-taking was very helpful and helped them in correlating their listening task and improving their listening comprehension accuracy.

B. Recommendation

Even though this research have completed, there is many limitation in this research. First, the researcher only took data information from a level that was EAP I course. From the total data, the researcher only took ten participants to

participate in listening task and interview. It is hoped that the future research will observe the large data to get comparison analysis information about students' note-taking strategy. Second, the instrument in this research was only one section IELTS which was very short to gain the data about note-taking. It is suggested for future researcher to expand the audio to three section or all of part listening IELTS section. The last, because of the limitation data were gained by the researcher, it was difficult for researcher to explain more in discussion section.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-247/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6942/Un.08/FTK.I/TL.00/07/2020 tanggal 20 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Afdhalia Sukma
NIM : 150 203 048
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Exploring Note Taking Strategy that Used By Student on their Listening)"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

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SECTION 2 *Questions 11–20*

Questions 11–14

*Choose the correct letter, **A**, **B** or **C**.*

Talk to new kitchen assistants

11 According to the manager, what do most people like about the job of kitchen assistant?

- **A** the variety of work
- **B** the friendly atmosphere
- **C** the opportunities for promotion

12 The manager is concerned about some of the new staff's

- **A** jewellery.
- **B** hair styles.
- **C** shoes.

13 The manager says that the day is likely to be busy for kitchen staff because

- **A** it is a public holiday.
- **B** the head chef is absent.
- **C** the restaurant is almost fully booked.

14 Only kitchen staff who are 18 or older are allowed to use

- **A** the waste disposal unit.
- **B** the electric mixer.
- **C** the meat slicer.

Questions 15 and 16

*Choose **TWO** letters, **A–E**.*

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- **A** They have to follow orders immediately.
- **B** The kitchen gets very hot.
- **C** They may not be able to take a break.
- **D** They have to do overtime.
- **E** The work is physically demanding.

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Questions 17–20

What is the responsibility of each of the following restaurant staff?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 17–20.*

Responsibilities	
A	training courses
B	food stocks
C	first aid
D	breakages
E	staff discounts
F	timetables

Restaurant staff

17 Joy Parkins .....

18 David Field .....

19 Dexter Wills .....

20 Mike Smith .....

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APPENDICES

Interview Transcipt

R1

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : saya mengetahui note taking strategy ketika saya erada dikelas basic listening, sejak itu ketika saya ada tugas listening saya pakai note taking.

I : note taking mana yang sering kamu gunakan.

R : note taking yang saya sering gunakan adalah outlining.

I : apakah note taking membant kamu saat listening?

R : itu sangat membantu saya karena saya dapat menggunakannya dengan menulis beberapa key words dari listening auio dan itu memudahkan saya.

I : apakah kamu mengalami kesulitan?

R : sebenarnya iya, saya memiliki beberapa kendala dalam menulis note taking dan seperti aksen yang berbeda sehingga sulit bagi saya untuk mengenali kata. Dan audionya sangat cepat.

R2

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : saya mengetahui note taking di kelas ketika guru mengajarkan listening dalam menjawab pertanyaan

I : note taking apa yang sering kamu gunakan?

R : dari semua note taking saya ketahui saya menggunakan ouline note taking, karena itu strategy paling mudah tidak membutuhkan waktu yang lama.

I : apakah kamu mengalami kendala?

R : ya sedikit, saya mengalami kendala dalam ketertinggalan informasi. Kalau saya enggak tahu dengan kata tersebut saya jadi gugip dan gak fokus karena mikirin terus kalimat tadi.

I : apakah note taking membantu kau dalam listening?

R : ya, sangat membantu sekali dalam menjawab soal listening

R3

R : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : tentunya saya memahami tentang note taking itu berdasarkan apa yang saya ketahui, kemudian saya mengingatnya, ada di catatan saya mengenai poin poin penting.

I : note taking jeis apa yang sering kamu gunakan?

R : biasanya saya pakai free note taking, note taking secara bebas. Biasanya poin poin dari materi saya rangkum kemudian saya pahami.

I : apakah itu membantu mu?

R : ya membantu saya, dengan menggunakan note taking membantu saya menjawab soal listening. Karena saya bisa mencatat kembal informasi yang saya butuhkan.tapi audionya cepat jadi sering tertinggal juga.

I : apakah kamu mengalmi kesullitan dalam menulis note taking?

R : tentu setiap hal yang kita jalani punya persoalan khusus. Ketika kita kurang memahami atau miss informasi kemudian kita sulit membuat note taking karena itu dibutuhkan pemahaman yang komprehensif dan mendetail. Maka setelah itu mudah bagi kita membuat note taking.

R4

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : yang saya tahu di kelas listening, guru memberikan tugas kepada kami dan mengajarkan kami tips menjawab soal.

I : note taking apa yang sering kamu gunakan?

R : yang saya gunakan itu note taking. Dalam kelas sangat membantu metode tersebut. dimasa saat saya menjawab pertanyaan listening itu kita bisa membuat apa apa saja apa yang kita dengar dan mengambil poin nya.

I : apa kendalamu?

R : dari note taking masih banyak arti dan vocab yang saya belum ketahui jadi saya banyak yang ketertinggalan

R7

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : saya mengetahui itu ketika listening class and I forget the lesson tapi saya tau tentang bagaimana menjawab soal toefl dan bagaimana membuat take note

I : note taking apa yang biasa kamu pakai?

R : biasanya saya pakai, tapi saya tidak tahu jenisnya apa. Biasanya saya pakai poin-poin. Apa outline sepertinya.

I : apakah ada kendala?

R : terkadang saya mengalami permasalahan terhadap kata yang saya tidak mengerti. Ada beberapa part aksennya yang susah dan audionya cepat.

R6

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : saya tahu strategy ini ketika saya IELST test. Ketika mempersiapkan tes IELST. Jadi saya mempersiapkan diri untuk menjawab soal dengan strategy-strategy.

I : strategi apa yang sering kamu gunakan?

R : khusus listening saya gunakan strategi listing. Dari strategi listing cocok digunakan, strategi ini dapat membebaskan saya dalam menulis informasi yang saya butuhkan untuk menjawab soal IELTS.

I : apa kendala yang kamu alami?

R : ketika note taking kadang2 ketika listening ada poin yang saya tidak tulis, yg tertinggal, jadi poin nya hilang. Kedua, kosa kata yang tidak paham jadi tidak list kan dan terlalu cepat native berbicara.

R5

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : saya mengetahui note taking strategy sejak belajar basic listening di UIN Ar-Raniry.

I : note taking apa yang sering kamu gunkan?

R : kadang saya pakai sentences note taking kalau saya butuh kesimpulan dan pakai outline kalau saya butuh poin-poin untuk menjawab question.
I : apakah itu membantu kamu dalam listening?
R : iya, sangat membantu saya dalam menjawab soal listening. Saya isa mendapatkan informasi yang penting yang saya butuhkan. Dengan note taking saya bisa melihat kembali catatan ketika saya lupa.
I : apakah ada permasalahan?
R : permasalahannya ya ketika audio sangat cepat atau kosa kata yang saya tidak tahu

R8

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?
R : saya mengetahui note taking strategy waktu itu di awal semester di kuliah jadi waktu itu di kelas listening. Guru suggest untuk note taking waktu listening supaya tidak tertinggal informasi.
I : note taking apa yang sering kamu gunakan?
R : biasanya apa yang saya dengar saya catat saja beberapa, bebas.
I : apakah membantu kamu?
R : terkadang membantu saya terkadang enggak juga. Kalau dalam note taking saya suka nulis semua informasi jadi banyak yang tinggal.
I : apa kendalamu.
R : jadi kadang tertinggal beberapa hal, kayak gak tau apa yang dibilang sama audionya.

R9

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?
R : ya saya menegtahui note taking ketika kelas listening di awal semester
I : note taking apa yang sering kamu pakai?
R : bebas sih note taking yang saya pakai tergantung dengan key wordnya.
I : apa note taking membantu kamu dalam listening?
R : iya tentu note taking membatu saya karena membuat saya mengingat apa yang dikatakan oleh speaker
I : apakah ada kendala?
R : pastinya ada, aplahi di listening si spakernya ngomngnya cepat

R10

I : Perkenalkan saya Afdhalia Sukma, sedang melakukan penelitian tentang note taking strategy used by the students. Baik pertama, bagaimana kamu mengetahui note taking?

R : pada saat listenig class. Pada saat dosen mengajarkan saya tentang bagaimana cara jawab soal toefl dan ielts

I : jenis note taking apa yang sering kamu pakai?

R : biasanya pakai listing soalnya saya bebas bisa nulis apa aja

I : apa membantu kamu?

R : tentunya sangat membantu saya dalam menjawab

I : apakah kamu menglami kendala dalam menulis note taking?

R : tentunya ada permasalahan menegani keyword yang ketinggalan dan audionya cepat.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11225/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA — Sebagai Pembimbing Pertama
2. Rahmat Yusny, M. TESOL — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Afdhalia Sukma**
NIM	:	**150203048**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Exploring Note Taking Strategy Used By Students on Their Listening IELTS Test**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
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5. *Arsip.*