

**THE CORRELATION BETWEEN THE PERCEPTIONS OF NOTE  
TAKING AND GRAMMAR MASTERY OF THE SIXTH SEMESTER  
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM  
OF UIN RADEN FATAH PALEMBANG**

**A Thesis by**

**NURVIRA WARDAYANI**

**Student Number 06011381520045**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG**

**2019**

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A Thesis

By




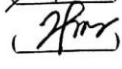
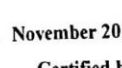
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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "The Correlation between the Perceptions of Note Taking and Grammar Mastery of the Sixth Semester Students of English Education Study Program of UIN Raden Fatah Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The undersigned,



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## **DEDICATIONS AND MOTTOS**

This thesis is dedicated to :

- My beloved parents (D.P & F.H)
- Nurvira Wardayani (Yes, I dedicate this for you & I appreciate you)

## **MOTTOS**

There are two mottos that calms me down when life gets overwhelmed :

- “The mind that is anxious about future events is miserable” – Seneca
- “Whatever happens, happens”

And whenever I feel grateful/ungrateful, this one helps everytime

- “So which of the favors of your Lord would you deny?” (Ar Rahman: 13)

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Palembang, November 2019  
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**ABSTRACT**

The objectives of this study were to find out whether or not there was a significant correlation between the perceptions of note taking and grammar mastery, and also to find out whether or not there was a significant contribution of the perceptions of note taking to grammar mastery. The sample of this study was 125 of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang in academic year of 2018/2019 chosen by using total population sampling technique. In this case, the writer collected the data by using questionnaire and test. The data were analyzed using Pearson Product Moment Correlation Coefficient and Simple Linear Regression in SPSS version 24. The result of Pearson Product Moment Correlation Coefficient showed that: there was a significant correlation between the perceptions of note taking and grammar mastery ( $r = .692$ ) with 47.5% contribution of the perceptions of note taking to grammar mastery. The findings of this study implies that the importance of introducing and teaching note taking from the early stage of study.

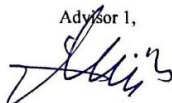
*Keywords:* Correlation, Perception of Note Taking, Grammar Mastery

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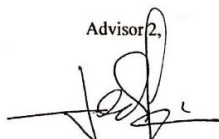
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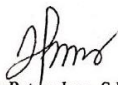
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) the background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study

#### **1.1 Background**

The global spread of English has made the change in modern world. Seidlhofer (2011) states that the growing of English is unprecedented and unparalleled. It has become a preferred language to communicate internationally, thus, being able to use English has become a priority. Many different ways of learning the English language are provided by both formal and informal institutions. Unfortunately, not all students can easily achieve their goals of learning English and have their language learning process effectively. Lightbown and Spada (2001) provide comprehension, competence, personality, motivation and attitudes, learners' preferences, learners' view, and age of acquisition as factors influencing second/foreign language learning. Additionally, if the students are aware of the suitable strategies to work out the answers for themselves, they will be able to manage their own learning (Griffiths, 2004).

Despite having new ways of teaching and learning, note taking continues as a common activity important for both teacher and students. According to Piolat, Olive, and Kellogg (2005), note taking is a group of information taken from single to multiple sources to retain the memory and to help the note takers prepare for events and activities. It is an activity that has been done regularly for various reasons and purposes. Most academic activity require learners to take notes. Most students take notes due to its benefits. First, the notes can be useful for reviewing. Second, the process of note-taking helps students to learn the material. This is described in terms of encoding. The students get some inputs from the teachers and integrate them. The students then re-express the inputs and ease them to think about, apply, and remember (Ward & Tatsukawa, 2003).

Notetaking is a universal activity in college lecture courses. In line with this, Castello and Monereo (2005) state that note taking is the dominant study activity at university and, in many studies, the major ground for educational exchange

between teacher and students. Most of the time, the most important information usually comes from the lectures and not from the text book. College students shared views that the process of doing note taking help attending the class, understanding important material and the future recall (Van Meter, Yokoi, & Pressley, 1994). Taking notes from lectures require higher skill because it is a multi-tasking activity. Students have to listen to the lectures, filter the information then write them down. It is in line with Piolat, Olive and Kellog (2005) defining notes as short summary of material that are generated by writing while listening, studying, or observing. In the era of technology, note taking has developed in many ways. It is common to see students taking pictures of the board rather than writing on a notebook with a pencil in classical method. Notes can also be taken by many softwares set up on phones or computers (Özçakmak and Sarigöz, 2018). Although it is the most frequently used skill, having no learning experience on how to take notes effectively might lead students to take notes in ways understandable to them and they possibly have different perceptions toward note taking in academic activity.

Perception plays a critical part in the behavior and performance of students, hence, it is important for students to have good perceptions toward note taking activity. Perception is an idea, image, or a belief someone has as a result of how you see or understand something (Hornby, 2010). A study conducted by Najjar (1997) found that students who had good perceptions toward note taking were more successful in using the strategy for different tasks. Another study conducted by Murakami (2014) revealed that students who had positive perceptions of note taking performed better in listening comprehension test. Therefore, it is important to find out the perceptions of note taking from college students' perspective as can be seen in class, some students prefer to only listen to the lecture without taking a single note and some of them prefer to take notes.

Grammar, the system and structure of a language, is one of the most difficult problems when it comes to English learning. Alhaysony and Alhaisoni (2017) investigated grammatical difficulty from EFL teachers and students perspectives. They highlighted some difficulties faced by the samples. First, a particular

grammar feature is difficult for learners because of learners' first language. Students often depend on L1 transfer when they have problems in grammar learning. L2 proficiency and the developmental stage play a vital role in mastering English grammar. Another reason is the EFL learning. Since learners are in a new environment, the process of grammar learning can be rather difficult to comprehend. Indonesian students also find difficulty in learning the English grammar. Many students are still confused about grammar and sometimes they find it difficult to express things they want to say (Akbari, 2016). Syahrial (1993) claims that acquisition of grammar is the main obstacle of students. In addition, Indonesian students faced problems in linguistics related to the grammatical structure (Rahmatunisa, 2014). In learning the English language, students need to be aware of grammar. Once they are aware of the English language's grammar, it will help them perform the four language skills better. Syawal, Patahuddin, AS and Rahman (2018) state that EFL learners have different strategy. Appropriate use of language learning strategies guides to the development of overall Second Language (L2) or Foreign Language (FL) competence and also specific language skills (Liang, 2009).

Several researchers have proved that note taking is beneficial for learning. Haghverdi, Biria and Karimi (2010) found that note-taking strategy instruction had significant effects on the students' achievement. Taking notes and having good perception about it will support students of English Education to create useful notes which might have part in their grammar mastery. Note taking has always been linked to listening. Recently, researchers try to link note taking to other topics such as grammar. One of the researchs that investigated about note taking and grammar was a study conducted by Davoudi, Moattarian, and Zareian (2015) who found that note taking had a positive impact on Iranian EFL learners' achievement on a grammar test. Bretzing, Kulhavy and Caterino (1987) and Peck and Hannafin (1983) did similar study to get deeper information towards this topic. The results were opposite than that done by Davoudi et al. The uninstructed note takers actually had better results on tests.



The writer interviewed non-sample students, 6<sup>th</sup> semester students of Sriwijaya University in Palembang, to get more information about note taking. In summary, students were aware of note taking activity. Some students took notes in every lecture because, according to them, it was necessary and some of them prefer not to take notes because they thought it was unnecessary. They said that they could always borrow their friend's notes but sometimes they could not understand them. It proves that note taking is personal. The one who takes the notes is the one who really understands them. Last, they had positive responses of note taking in English learning particularly in grammar. One student said that grammar is a very difficult subject so having notes helped her a lot to pass the subject and she passed four structure subjects.

Judging from the interview result, it is clear that the perceptions of note taking are different depending on the students. It is essential that teachers recognize students' perceptions so they can adjust for individual differences, preferences, and learning styles that connect to the act of note-taking. Understanding students' perceptions can play an important role to get more in depth information about note-taking and its influence on student achievement, in this study it refers to grammar mastery. It also arises questions such as students from different university have the same perceptions of note taking and whether it has correlation to their grammar mastery. Based on the explanation above, the writer is interested in conducting a study entitled, **“The Correlation between the Perception of Note Taking and Grammar Mastery of The Sixth Semester Students of English Education Study Program of UIN Raden Fatah Palembang.”**

## **1.2 The Problems of the Study**

The problems of this study are formulated in the following question:

- 1) Is there any significant correlation between the perceptions of note taking and grammar mastery of the 6<sup>th</sup> semester students of English Education Study Program of UIN Raden Fatah Palembang?
- 2) Is there any contribution between the perceptions of note taking and grammar mastery of the 6<sup>th</sup> semester students of English Education Study Program of UIN Raden Fatah Palembang?

## **1.3 The Objectives of the Study**

Based on the problems above, the objectives of this study are formulated to find out:

- 1) Whether or not there is a significant correlation between the perceptions of note taking and grammar mastery of the 6<sup>th</sup> semester students of English Education Study Program of UIN Raden Fatah Palembang?
- 2) Whether or not there is any contribution between the perceptions of note taking and grammar mastery of the 6<sup>th</sup> semester students of English Education Study Program of UIN Raden Fatah Palembang?

## **1.4 The significance of the study**

The writer hopes this study will be beneficial for teachers, students and future researchers. By knowing the students' perception of note taking, it is hoped that teachers will encourage their students to take notes during the learning process, especially grammar which one of problems in learning English for most students. It is understandable that some students prefer not to take notes, but the the writer hopes students will gain interest in note taking and find it valuable therefore create their own way of taking notes. The writer hopes the findings of this study will be useful for future researchers who are interested in this topic.

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