

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter is written to provide a conclusion and suggestions concerning the research.

#### **5.1. Conclusion**

It is found that Note-taking in Listening B helped most of the students to improve their English listening skills. Many responses showed that the Note-taking technique has a more positive impact on students in the Listening B course. Most students agreed that Note-taking helped them to retain the information given from the audio. Then students also agreed that Note-taking helped them to grasp the context given from the audio.

The respondents felt that using special symbols and abbreviations is helpful and beneficial. Special symbols and abbreviations helped them to save more time.

On the other hand, almost all of the respondents disagreed that paraphrasing in Note-taking is helpful. Students felt that paraphrasing in Note-taking blocked them to learn new vocabularies and took much of their time.

However, respondents agreed that reviewing notes bring benefits to them. Reviewing notes helped them to check whether they have written the correct information from the audio or not.

Several suggestions were raised to improve the implementation of Note-taking so it becomes more efficient and useful for students who are going to take Listening B course.

#### **5.2. Suggestions**

##### **5.2.1. Suggestion for the English Department of Widya Mandala Catholic University Surabaya**

The researcher suggests the English Department of Widya Mandala Catholic University Surabaya continue using Note-taking activity in the Listening B course. As found, the students were helped by this activity.

Moreover, students could improve their English listening skills by applying Note-taking.

### **5.2.2. Suggestions for the Lecturers of Listening B Course**

Based on the results of the questionnaire and interview, the writer concluded that the students had a positive response to what the lecturer had done in teaching Listening using Note-taking activities. The researcher suggests the lecturer keep doing this activity in the Listening B Course.

### **5.2.3. Suggestions for the Students of Listening B Course**

From the responses obtained through questionnaires and interviews, it was concluded that students have positive responses even though not all students apply the procedure of Note-taking. The researcher wants to provide a suggestion for the students to do all the procedure of Note-taking except writing complete sentences and applying neat handwriting to get the full benefit of Note-taking. Students are also expected to be more enthusiastic in Note-taking activity because from Note-taking students can improve their listening skills.

### **5.2.4. Suggestions for future investigation**

This research was conducted to explore undergraduate students' perception of Note-taking to improve their listening skills. However, this current research examined only from the students' perceptions that the information provided is limited. Hence, it is recommended for further research to also examine the lecturers' perception about Note-taking in the Listening B course.

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