

**A CLOSER LOOK AT NOTE-TAKING ENCOURAGEMENT: CONTEXTUAL ANALYSIS OF
LANGUAGE TEXTBOOK CONTENT**

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Abstract: *This research delves into a comprehensive investigation regarding the encouragement of note-taking through the contextual analysis of language textbook content. The primary objective is to explore the nuanced ways in which language textbook content shapes and influences the note-taking behaviors of students. By employing a method of contextual analysis, this study aims to dissect and elucidate the various strategies, theories, and instructional practices embedded within the content of language textbooks. Through a thorough examination of these materials, this research seeks to uncover the underlying mechanisms by which language textbook content stimulates and fosters effective and meaningful note-taking practices among students. By providing a nuanced understanding of the interplay between language textbook content and note-taking behaviors, this study aims to offer insights that can inform the development of more targeted and effective learning materials. Ultimately, the findings of this research have the potential to contribute to the enhancement of educational practices by facilitating the design of instructional materials that better support and promote effective note-taking strategies among junior high school student*

Keywords: Textbooks, evaluation, and Note taking.

Abstrak: Penelitian ini menggali penyelidikan komprehensif mengenai dorongan mencatat melalui analisis kontekstual isi buku teks bahasa. Tujuan utamanya adalah untuk mengeksplorasi cara-cara bernuansa di mana isi buku teks bahasa membentuk dan mempengaruhi perilaku mencatat siswa. Dengan menggunakan metode analisis kontekstual, penelitian ini bertujuan untuk membedah dan menjelaskan berbagai strategi, teori, dan praktik pembelajaran yang tertanam dalam isi buku teks bahasa. Melalui pemeriksaan menyeluruh terhadap bahan-bahan ini, penelitian ini berusaha untuk mengungkap mekanisme yang mendasari konten buku teks bahasa merangsang dan mendorong praktik pencatatan yang efektif dan bermakna di kalangan siswa. Dengan memberikan pemahaman yang bernuansa interaksi antara konten buku teks bahasa dan perilaku mencatat, penelitian ini bertujuan untuk menawarkan wawasan yang dapat menginformasikan pengembangan materi pembelajaran yang lebih tepat sasaran dan efektif. Pada akhirnya, temuan penelitian ini memiliki potensi untuk berkontribusi pada peningkatan praktik pendidikan dengan memfasilitasi desain bahan ajar yang lebih mendukung dan mempromosikan strategi pencatatan yang efektif di kalangan siswa sekolah menengah pertama

Kata Kunci: Textbooks, evaluation, and Note taking.

INTRODUCTION

Language acquisition is inevitable for those who desire to become an intellectual person and fit to the ever-evolving globalized modern society. English has the dominance as a lingua franca in all international context such as science, aviation, computing, diplomacy, and tourism. English is also one of the compulsory subjects from elementary to undergraduate level. Tosun (2012) states that English plays a part in the cultural, political, or economic life of many countries. It has a vital role as a medium of instruction in many schools. Students who are able to communicate and use English as a colloquial language have more advantage as the language is internationally recognized.

Textbook is used as teaching and learning resource for teaching English. Indonesia as a third world country is and having Bahasa Indonesia as its national language and English as a foreign language, also require good textbooks for English teaching and learning. Sheldon (1988) stated that ELT coursebook is a multi-million-pound industry, yet the textbooks that are produced are under-researched and unorganized. Textbooks should be appropriate for the intended audience in terms of content, language level, and complexity. They should match the students' cognitive abilities and educational needs. Textbooks should be relevant to students' lives, experiences, and interests. Connecting the content to real-world contexts enhances relevance and helps students see the practical applications of what they are learning. By conducting an evaluation, it will help the teachers or curriculum developer making decisions on selecting or developing the appropriate textbook. Mukundan et. al (2011) also add another statement that Textbooks should include thought-provoking questions, prompts for reflection, and opportunities for students to analyze and evaluate information critically. Evaluation will familiarize the teacher to the textbook merit and demerit. In the Indonesian context, the government has established textbook standards through Regulation of the Minister of Education and Culture No. 8 Year 2016. According to this regulation, textbooks are recognized as the primary learning resource to fulfil educational objectives, including basic competencies (KD) and core competencies (KI). These textbooks are approved for use in educational institutions by the Ministry of Education and Culture. Specifically for English language learning at the K-12 level, government-provided textbooks must not only facilitate students' acquisition of new language skills but also align with the current curriculum requirements (Bulqiyah and Ambarwati, 2023)

Textbook evaluation is not a new topic for research. Teachers have been evaluating textbook and learning materials available in the commercial market for so long. Teachers and curriculum designers can utilize evaluative factors to objectively assess and compare commercial textbooks, enabling them to make logical and justified decisions when selecting educational materials. Following the rapid rise of EAP courses and EMI around the world, the skill of notetaking becoming more and more notorious in the TESOL field. To address an increasing demand for learning resources, publishers have developed and circulated various series focused on notetaking, such as Listening & Notetaking and Lecture Ready (Siegel, 2020). This study is an effort of evaluating the quality of textbooks of national curriculum, particularly compulsory English of eight class, in Indonesia by using some of the key questions stated by Joseph Spiegel in Eight criteria for notetaking textbook evaluation, that is regarded as appropriate for assessing the quality of a textbook based on various factors such as overall evaluation or objectives, organization and structure, language level, as well as activities and tasks.

Textbooks should meet several criteria to be considered as appropriate to investigate and help enhance student's notetaking and listening skill as research done by Spiegel (2022) and Kusumoto in a collaboration with Siegel (2022)

RESEARCH METHOD

The study carried out by using descriptive qualitative research design focused on analysing and describing data collected through content analysis. Content analysis is a systematic approach to studying the content of documents or texts to identify patterns, themes, and meanings. It involves the careful examination of written, verbal, or visual communication to uncover underlying messages or trends (Merriam, 2009).

RESULT AND DISCUSSION

In the preliminary stages of navigating through the contents of the book, a notable precursor awaits the eager reader: an introductory segment ingeniously labeled as "Chapter Zero." (page 1-12) This initial chapter serves as a delightful prelude, utilizing the engaging medium of comics to acquaint students with the various characters and themes that will permeate the subsequent material. Delving deeper, Chapter Zero ingeniously concentrates on the twin pillars of vocabulary enhancement and pronunciation refinement, setting a solid foundation for linguistic prowess.

Venturing further into the labyrinthine expanse of the textbook, one finds a meticulously crafted framework that unfolds with each successive chapter, adhering to a consistent yet dynamic template. Each chapter unfurls its narrative with an inviting "Did you know?" segment, ingeniously priming the cognitive canvas by probing the depths of prior knowledge. Subsequent sections seamlessly transition from auditory stimuli to lexical nourishment, offering tantalizing tidbits of vocabulary trivia and immersive speaking exercises.

Firstly, we can familiarize ourselves to the template this book use by looking into chapter 1 (page 13-56). This chapter is an introduction that describes aspects of an individual's personality in a social context. In the first unit (page 15-27), we explore the skills of self-introduction, greetings, and saying goodbye. Next, in the second unit (page 28-39), we explore the world of hobbies. We share about activities we enjoy, maybe playing sports, reading a book, or drawing. Through explanations and descriptions of our hobbies, we can better understand each other's interests and personalities. The third unit (page 29-56) takes us into social relationships, especially relationships with friends or other people in everyday life. Thus, this chapter not only helps us expand our vocabulary and understand grammar, but also leads us to better understand ourselves, our interests, and relationships with others. This is an important first step in self-development and effective communication skills.

the nuanced interplay between cultural immersion and language acquisition. Each chapter serves as a window into the rich tapestry of everyday life in English-speaking contexts, offering glimpses into social customs and traditions. Through engaging narratives and authentic dialogues, students are not merely learning a language but are also afforded the opportunity to immerse themselves in the cultural nuances that accompany it. The textual journey further unfolds with enriching reading passages and a meticulous dissection of language nuances, each segment meticulously designed to nurture linguistic acumen. Furthermore, embedded within the pedagogical framework is a subtle encouragement for students to explore the interconnectedness between language and identity. Through reflective exercises and thought-provoking prompts, learners are invited to contemplate the ways in which language shapes perceptions of self and others, fostering a sense of linguistic empathy and cultural awareness.

Imbued with vibrant illustrations in the form of comics and bolstered by audio accompaniments, the textbook exudes an unwavering commitment to honing students' auditory acuity. Yet, beneath the surface lies a subtle revelation: the unmistakable cadence of the audio reveals a distinctly Indonesian accent, underscoring the global embrace of English as a *lingua franca*.

However, amidst the visual splendor and auditory immersion, lies a poignant realization: the absence of a pronounced emphasis on note-taking and critical analysis. Rather, the textbook espouses a pragmatic ethos, steadfastly focused on equipping students with the communicative tools necessary for real-world interactions. Indeed, as the chapters unfold and the narrative arc progresses, it becomes evident that the true essence of language acquisition lies not merely in mastering grammar and vocabulary but in embracing the inherent complexities and nuances of human communication. In this light, the textbook emerges not as a static repository of knowledge but as a dynamic catalyst for personal and intellectual growth, inviting students to embark on a transformative journey of self-discovery and intercultural exploration. Thus, while the chapters are meticulously curated around daily life activities, the omission of extensive note-worthy terms underscores a deliberate pedagogical choice, placing precedence on functional language usage over rote memorization.

As the chapters unfold with thematic breadth, from self-introductions to culinary delights, the textbook's overarching philosophy crystallizes: to foster fluency through authentic communication rather than mere regurgitation of grammatical rules. In this symbiotic dance between pedagogy and pragmatism, the onus shifts to the teacher to supplement the material with ancillary resources, nurturing a holistic approach to language acquisition that transcends the confines of the textbook.

DISCUSSION

In this section, we delve into the outcomes of our study and place them in the broader context of existing literature, aiming to derive significant conclusions and implications for future research and practical applications. A study conducted by Siegel and Kusumoto (2022) explored cross-cultural note-taking practices among Swedish and Japanese students in L2 English classes. Their findings emphasized that note-taking is not a universally applicable skill but rather needs to be adapted according to specific contexts and objectives. Additionally, they highlighted the importance of considering the linguistic proximity between the students' native language (L1) and English, suggesting that this should be taken into account when preparing for and practicing note-taking. By accepting notetaking as a skillset based on various cognitive processes, teachers can develop instructional strategies to support students in exploring the complexities of academic discourse. Exploring the cognitive processes underlying these skills and how they interact during notetaking could benefit from interdisciplinary perspectives, drawing upon fields such as cognitive psychology and education. The imperative for L2 notetaking proficiency in an

increasingly globalized educational landscape necessitates pedagogical adaptations that address the dearth of teacher training, the intricacies of note-taking methodologies, and the divergence in student habits.

Another investigation by Siegel (2022) focused on notetaking habits and practices, particularly in L1 contexts. It underscored the increasing attention that researchers have been paying to this area in recent years. Investigating effective pedagogical approaches for teaching notetaking skills could provide valuable guidance for educators and curriculum developers. When considering individual notetaking skills as influencing factor, it's crucial to examine how individuals assess their own ability to listen and take notes simultaneously. This evaluation prompts respondents to reflect on past notetaking experiences and their level of satisfaction with their performance. Recognizing that notetaking involves a multitude of choices and sub-skills (such as listening, organizing, prioritizing, paraphrasing, etc.), the factor of "my own notetaking skills" encompasses these various elements that many notetakers often overlook. This perspective shifts the focus onto the respondent's personal skills as a potential influential factor, which can be enhanced as needed.

When those research above turned into practice, Siegel (2022) found the need for L2 notetaking has grown due to the rise of English as a Medium of Instruction worldwide. Some teachers are adapting their methods based on research, but there are challenges. These include the lack of teacher training on notetaking, the complexity of notetaking skills, and different student habits. Many still rely on traditional methods without ensuring effectiveness. Despite these challenges, most L2 students and teachers agree that being able to listen, take notes, and learn from academic English is crucial for success in English as a medium of instruction. Additionally, while much of the existing research has focused on notetaking in academic contexts, there is potential for exploration in other domains, such as professional settings or online learning environments. Understanding how notetaking practices vary across different contexts and modalities could inform the development of tailored instructional interventions.

To interpret these findings impartially, the data collected through content analysis can be strengthened by doing interview with involving both the teacher and the students or through class observation and/or more ethnographic approach. While the research discussed provides valuable insights into notetaking practices and their implications for language learning, several weaknesses warrant consideration. Firstly, the reliance on a single English language textbook for Eighth grade students in Indonesia limits the ability to generalize the findings. This narrow focus may overlook variations in note-taking practices across different educational contexts and proficiency levels. Additionally, the exclusive emphasis on cross-cultural comparisons between Swedish and Japanese students, as well as investigations into L1 notetaking habits, may neglect the experiences of learners from other cultural backgrounds and linguistic contexts. Moreover, the recommendation to explore perspectives using an English for Nusantara language textbook introduces a potential bias towards a specific regional or cultural perspective, overlooking the diversity within Indonesia and other regions where English is taught as a foreign language. Furthermore, while content analysis offers valuable insights, the absence of complementary qualitative methods, such as interviews or class observations, may limit the depth of understanding of participants' perspectives and contextual factors influencing note-taking practices. Lastly, the discussion of challenges in transitioning research findings into pedagogical practice highlights systemic issues such as the lack of teacher training but does not offer concrete solutions or strategies to address these challenges. Addressing these weaknesses could enhance the robustness and applicability of future research in this domain.

CONCLUSION

In conclusion, the discussion of the outcomes of the studies conducted by Siegel and Kusumoto (2022) sheds light on the nuanced nature of notetaking practices, particularly in cross-cultural and L2 English learning contexts. Their findings emphasize the need to adapt notetaking strategies according to specific cultural and linguistic contexts, rather than assuming universal applicability. Moreover, the studies underscore the importance of individual notetaking skills and the need for teachers to incorporate effective note-taking strategies into their instruction, especially considering the growing prominence of English as a Medium of Instruction worldwide.

However, challenges such as the lack of teacher training on notetaking and the complexity of notetaking skills remain prevalent. These include the dearth of comprehensive teacher training programs focusing on note-taking pedagogy and the multifaceted nature of notetaking skills, posing ongoing challenges for both learners and instructors alike. Despite these challenges, both students and teachers recognize the critical role of note-taking in academic success within an English-medium environment. there is a collective

recognition among students and educators alike of the indispensable value of effective notetaking practices within English-medium educational contexts.

Current research offers valuable insights into notetaking practices and their implications, there remains ample opportunity for further exploration and investigation. There is a compelling need for further scholarly inquiry to deepen our understanding of notetaking practices and their implications. By adopting a holistic approach that considers diverse contexts, interdisciplinary perspectives, and practical applications, future research endeavors can contribute to advancing our understanding of notetaking as a crucial skill in language education and beyond. To further deepen our understanding of note-taking practices and their implications, future research could explore the perspectives of both teachers and students using English language textbooks tailored to local contexts, such as the English for Nusantara language textbook in Indonesia. By employing methods such as interviews, class observations, or ethnographic approaches, researchers can gain valuable insights into the effectiveness of notetaking strategies in diverse educational settings.

In essence, the studies discussed highlight the need for context-specific notetaking approaches and the importance of ongoing research and professional development to support effective notetaking practices in English language learning environments. Through concerted efforts, educators can better equip themselves and their students with the essential tools for academic success in an increasingly interconnected world. The discussed studies underscore the exigency for context-sensitive notetaking methodologies and advocate for a continuous cycle of research and professional development to foster proficient notetaking practices within English as a foreign language learning environment. Embracing this holistic perspective will undoubtedly enrich pedagogical practices and empower learners to thrive in English-medium academic landscapes.

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