

Students' Perception toward the Use of Note-Taking Strategy in Listening Class

Jeclyn Claudia Soumokil

soumokiljeclyn@gmail.com

Postgraduate English Study Program, Universitas Pattimura

Renata C.G.V Nikijuluw

renataloppies@gmail.com

English Education, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pattimura

Felicia Miranda Lekatompessy*

felicialeka85@gmail.com

English Education, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pattimura

Abstract

As one of the receptive English skills, listening has a significant role as a primary skill for daily communication. Despite its importance, the requirement for doing listening tasks in an academic context has to lead the students to use more practical and effective listening strategies to improve their listening skills and competence, as well. The purposes of this study were to investigate students' perception towards Note-Taking used in doing a listening activity at listening class, also to find out the benefits and difficulties of note-taking for students. This study used a survey research design by integrating a mixed-method, in which the data was analyzed in qualitative and quantitative ways. The participant of the study was students of English Education Study Program of Pattimura University in the academic year 2017. Classroom observation, a questionnaire, and interview were employed as the techniques in collecting the data. The result showed that 90% of the students have a positive attitude that note taking is important for them to gain information easily. Besides, to see the benefit and difficulties, students' response that they get more benefits than difficulties in using note-taking enable the students to do the listening activities as being required.

Keywords: *Perception, Note-Taking, Listening activity.*

Introduction

In the process of communication, listening plays an important role because it is a primary and important skill, which people need to communicate in their life. Mendelson (1994) as cited in

Yildirim (2016) said that from the total time spent on communicating, listening takes up 40-50 %; while speaking 25-30%; reading 11-16% and writing about 9%. This means that listening is the most frequent skill used in people communication. When people listen, they try to keep all the necessary information and understand the meaning of what they heard. Discussing a listening skill, there are many kinds of listening activities as well as a strategy that people used when they are listening. People usually do some listening activities like listening to music, radio, or listening to the information from the people when they interacted with each other. In a classroom context, for example, some techniques were also used to improve the listening skill, such as listening for the main idea, predicting, listening for specific information, recognizing word-order patterns and writing the important information (Brno, 2009).

As listening is important in academic contexts, therefore most listening activities required the students to gain information from what they heard. It is also in line with the idea of Gur et al. (2013) who stated that listening activities carried out by students at school are intended for gaining knowledge such as an activity based on the principle that involves storing information. It is obvious that through listening activity, the student can also gain knowledge from the information they heard. However, it has to be admitted that understanding information from listening activity need students to use appropriate and effective strategy to help them understand the information easily. One of the strategies is note-taking. Note-taking is an external memory strategy that refers to write a brief record of information from what is being heard to be remembered (DeWitt,2007). Almost all students do note-taking in listening activity to gain information about what they heard easily. Hartley and Marshal (1974) as cited in Ahour et al, (2015) stated that there are three reasons for taking notes: (a) to help latter recall, (b) to be able to review the ideas when needed and (c) to have higher concentration while listening. Meanwhile, Ellis (2003) as cited in Ahour et al. 2015 stated that listening and taking notes simultaneously is a 'dual-task' which may be very difficult and challenging for many L2 students. It is because students have to take notes while listening, the information which automatically needs high concentration. This similar circumstance was also captured in the preliminary study that was conducted on students' of the English Education Study Program of Pattimura University academic year 2015 and 2016 by informal interview. The result for the interview showed that were some students admitted that they got difficulties in doing note-taking while listening. Because it was distracted their attention to hear information clearly and make them difficult to understand the information. On the other hand, some of them said that this strategy note-taking, helped them to gain information easily.

The benefit of doing note-taking was also supported by the finding of the study conducted by Clark et al (2013) about the impact of note-taking on foreign language Listening comprehension. The result showed that note-taking during listening for the experimental group has been effective in helping language students to perform better in the listening test, and it improved students' listening ability. The other previous research findings showed that note-taking while listening gives benefit to the students in listening activity, as it can increase students score or achievement on the test. (Safapour, 2015; Zohrabhi & Estefayandry, 2014; Yilmazer, 2016)

Based on those findings, it seems that there was contradicting from the students' point of view regarding the use of note-taking strategy in listening ability. Therefore, it was interesting to explore more in students' perception toward the use of this strategy, particularly in the English Education Study Program of Pattiimura University. It was expected that this research could give a portrait of the real perception of the students toward note-taking in listening activity at listening class.

The situation of the Problem

Based on the explanation above, the problem occurred that some students felt easy about doing note-taking and some felt difficult about doing note-taking. Therefore, knowing students' perception could give a portrait of the real students' perception toward note-taking as a strategy used by the students in listening activity at listening class.

Aim of the Study

1. To investigate students' perception toward note-taking in listening activity at listening class.
2. To find out the benefits and difficulties students get toward note-taking in listening activity at listening class

Methodology

This study employed a survey as the research design to investigate students' perception toward note-taking in listening activity at listening class of English Education Study Program of Pattimura University, and to find out the benefits and difficulties toward note-taking in listening activity at listening class. Glasow, (2015) who stated that survey capable of obtaining information from a large sample of the population. It is also supported by Pinsonneault and Kraemer (1993) as cited in Glasow, (2005) that a survey is a means for gathering information about the characteristics, actions or opinions of a large group of people. Specifically, a survey emphasizes

collecting the data about the characteristic, action opinion from the sample of the population regarding an object of study. The method used was mixed-method research which is integrating both quantitative and qualitative data. As stated by McKim (2017) that "mixed-method research is a type of research in which combine elements of qualitative and quantitative research approaches in specific study". Hence, all the data in this study were analyzed in a qualitative and quantitative way.

Material

The population of the study was English Study Program students of Pattimura University in the academic year 2017 in academic listening class. The total number of students from that academic year was 86 students and only 46 students were chosen as the sample of this study. To make it balance in determining the sample, the students were asked to take a lottery to take their numbers. The data were collected using classroom observation, a questionnaire, and interview. Classroom observation was used to get the data about how students use note-taking in listening activities in listening class. The researcher used field notes observation to get the data in the classroom. The observation was conducted three times in the academic year 2017 at academic listening class A and class B. Questionnaire to see students perception toward note-taking in listening activity at listening class and the benefit of note-taking in a listening activity

Data Analysis

a) The researcher used formula by Nana Sudjana (2005) for analyzing data from questionnaire :

$$\frac{F}{n} \times 100\%$$

Where : f = Answer Frequently
 n = Amount of respondent
 100% = Constant Number

The data from classroom observation and the interview were descriptively analyzed by the researcher to clarify the data provided in the questionnaire.

Findings

Result of Classroom Observation

Before the researcher looked at students' perception, benefits and difficulties toward note-taking in listening activity at listening class, the researcher has conducted classroom observation

first to see the process of note-taking by students in listening activity for 2 academic listening class. The result from the two classes has more similarities in the way students do taking notes during the audio played. The result showed that for the first time student got instruction first to take the notes of the information from the audio. It was done to remember the information and understand the information before answering the question. This process was done three times. The audio played for the second time was to check clearly about the information that had been written on their notes. For the third time to recheck their answer right or wrong base on their notes that have been taken. After class, the researchers asked for reflection about students' opinion toward the listening activity they did in class and most of the students responded that they felt helpful when they use note-taking to help them gain the information better from the audio because it helps them to remember, understand and analyze the information they heard.

Result of questionnaire

The questionnaires were completed by 46 students as the sample of this research, which was summarized in the following table:

Table 1.1 Students' perception toward note-taking in Listening Activity at Listening Class:

Statement	Degree of Frequency				
	Strongly disagree	disagree	Uncertain	Agree	Strongly Agree
	F (%)	F (%)	F (%)	F (%)	F (%)
Note-taking important for me to get information better from the audio in the listening activity	0	0	5 (10,8%)	27 (58,6%)	14 (30,4%)
Note-taking important for me remember information better from the audio in a listening activity	0	0	3 (6,5%)	26 (56,5%)	16 (34,7%)
Note-taking important for me to understand the	0	0	0	19 (41,3%)	27 (58,6%)

information from the audio					
Note-taking during listening makes me feel difficult	28 (60.8%)	16 (34,7%)	3 (6,5%)	0	0
I relied on my notes in note-taking than my memory to answer the question	0	0	5 (10,7%)	25 (54,3%)	16 (34,7%)

Based on the result of the questionnaire in statement number one that most of the students have a perception that they "strongly agree and agree" that note-taking was important for them to get information better from the audio in the listening activity. It was seen by the result that 58,6% of students "agree", 30,4% of students strongly agree and only 5,8% uncertain with this thing. In line with that perception, in statement number two 56,5% of students "agree", 34,7% of students "strongly agree" and 6,4% Uncertain that note-taking important for them to remember information from the audio.

There is also students' response in statement number three, 41,3% of students "agree", 58,6% "strongly agree" that that note-taking important for them to understand information from the audio in a listening activity. While in statements number four 60,8% of students "strongly disagree" and 34,7% "disagree" that note-taking during listening makes them feel difficult. Only 6,5% Uncertain about this thing. As their perception above toward note-taking, in statements number five 54,3% of students agree and 34,7% of students "strongly agree" that they relied on their notes in note-taking than their memory in answering the question.

Result of the interview

The result of the interview showed that 95% of the students have responded that note-taking was important for them to gain information better, remember and understand information from the audio in a listening activity. The reason they have were that sometimes they forgot the information they heard, there are some long sentences and they cannot only use their memory to memorize the information they heard. Thus, using a note-taking strategy they used in a listening activity makes them concentrate on the audio, and directly wrote the information they heard from the audio. While some students said that it was not necessary to use the note-taking strategy in

listening activity because sometimes it was hard for them about doing note-taking while listening because when they concentrate to hear the information they also have to concentrate on taking notes of the information.

The next interview question was asked for students about their perception that note-taking during listening was difficult for them in the listening activity. 95% of the students have answered that sometimes it was felt difficult because when they use note-taking they also have to pay attention to hear information from the audio, and sometimes note-taking distracted their attention to hear the information clearly.

Other question about the use of abbreviation in note-taking, 80% they have the perception that it didn't use by them, because they just focus to hear the important point of the information and abbreviation wasn't necessary for them to use. In line with this point, students also have a perception that in doing note-taking sometimes they used simple language, the reason was that with a simple language they will more understand about the information they heard by their notes after doing note-taking.

***The Benefits and Difficulties toward Note-Taking in Listening Activity at Listening Class
Result of Questionnaire***

Table 1.2 Benefit students get toward Note-Taking in Listening Activity at Listening Class.

Statement	Degree of Frequency				
	Strongly disagree	disagree	Uncertain	Agree	Strongly Agree
	F (%)	F (%)	F (%)	F (%)	F (%)
Note-taking helps me to gain information from the audio better	0	0	5 (10,8%)	27 (58,6%)	14 (30,4%)
Note-taking helps me to remember the information from the audio	0	0	0	19 (41,3%)	27 (58,6%)
Note-taking helps me to understand the information from the audio	0	0	3 (6,5%)	28 (60,8%)	16 (34,7%)

Note-taking helps me to analyze the information I heard	0	0	5 (10,7%)	25 (54,3%)	16 (34,7%)
Note-taking helps me to answer the question better	0	0	4 (8,6%)	24 (52,1%)	18 (39,1%)

The result above showed that the benefits students got toward note-taking in listening activity at listening class such as in statement number six that most of the students responded that note-taking helps them to gain information from the audio better because 58,6% "agree, 30,4% "strongly agree" only 10,8% Uncertain about that thing. In statements number seven 41,3% of students "agree" and 58,6% of students "strongly agree" that note-taking helps them to remember information from the audio. Dealing with the thing, other benefits also explained that 60,8% of students "agree" and 34,7% "strongly agree" that note-taking helps them to understand the information from the audio. The result of the benefit also showed in statement number nine, 41,3% of students "agree", and 54,3% "strongly agree" that note-taking helps them to analyze information from the audio. Only 4,3% of students uncertain about that thing. Dealing with that thing, in statement number ten it was showed that 52,1% of students "agree", 39,1% "strongly agree" that note-taking helped them to answer the question better in the listening activity. Only 8,6% of students uncertain about this thing.

Table 1.3 The Difficulties students get toward Note-Taking in Listening Activity at Listening Class.

Statement	Degree of Frequency				
	Strongly disagree	disagree	Uncertain	Agree	Strongly Agree
	F (%)	F (%)	F (%)	F (%)	F (%)
Note-taking on a sheet of paper interfered with my concentration during heard the information from the audio	8 (17,3%)	30 (65,2%)	5 (10,8%)	3 (6,5%)	0

Note-taking makes me difficult answering the question	16 (34,7%)	25 (54,3%)	2 (4,3%)	3 (6,5%)	0
Note-taking makes me difficult to analyze the information from the audio	20 (43,4%)	20 (43,4%)	5 (10,8%)	1 (2,1%)	0
Note-taking in listening activity distracted me from paying attention to the information from the audio	26 (56,5%)	16 (34,7%)	2 (4,3%)	2 (4,3%)	0
Note-taking during listening makes me confused to understand the information from the audio	3 (6,5%)	30 (65,2%)	0	5 (10,8%)	8 (17,3%)

The difficulties that students got toward note-taking in listening activity at listening class showed in statement number 11,12,13,14,15. In statement number 11, 3 students or 6,5% “agree”, 10,8% uncertain, 65,2% “disagree” and 17,3% students “strongly disagree” that note-taking on a sheet paper interfered their concentration during listen to the information from the audio. While in statement number 12, 6,5% students “agree” , 54,3% “disagree” and 34,7% “strongly disagree” that the difficulties they got from note-taking was note-taking made them difficult in answer the question. Dealing with the difficulties that explained before, in statement number 14, 2 student or 4,3% “agree”, 4,3% uncertain, 34,7% “disagree” and 56,5% “strongly disagree” that note-taking in listening activity distracted their attention to the information from the audio. While in statement number 15, 10,8% students “agree” and 17,3% “strongly agree” that note-taking during listening was made them difficult to understand information from the audio. only 65,2% students “disagree” and 6,5% students “strongly disagree” with that thing.

Result of interview

Based on the result of the interview, there are some benefits students got toward note-taking in listening activity at listening class. The result of the interview showed that 95% of the students gain some benefits toward note-taking in listening activity at listening class. The benefits they gained helped them in the process of listening activity at listening class. The first benefit they

got was note-taking help them to remember the information, the reason was that sometimes they forgot the point of information, so by note-taking students can remember the information from their notes.

The second benefit was note-taking helped the students to understand and the information from the audio. The reasons are because after they did note-taking they can review their notes again and it can make them more understand the information they heard by their notes.

The third benefit was note-taking that helped the students to analyze the information from the audio. The reason is that they have notes that are already written. It was helped the students to analyze the information from the audio, and the fourth benefit was note-taking helped the students to answer questions better because first they already know the question in their learning material and when they heard the information, the points they have taken for answer the question. Thus, their notes from note-taking really help them to answer the question better.

Based on the result of the interview, some students felt the difficulties they got toward note-taking in listening activity at listening class. The difficulties such as sometimes note-taking while listening distracted their attention, because they got confused whether they have to focus to hear the information or focus on doing note-taking.

Discussion

Students' Perception toward Note-Taking in Listening Activity at Listening Class

The first research question was to investigate students' perception toward note-taking in listening activity at listening class. The result of data from classroom observation, questionnaire and interview showed that frequently students gave the opinion that note-taking was important for them to gain information better, understand, and remember information from the audio, because after they take the notes from the audio, most of them gave the correct answer of the question in their lesson material, remember and understand well about the information they heard. It was supported by the expert Boch & Piolat (2005) that the purpose of note-taking during listening during important for the students to concentrate on what is being heard. Meanwhile, note-taking is important for the students to comprehend the information better in the listening activity. It is also the same with the result that students have relied on their notes than their memory to answer the question and have the perception that note-taking is not really difficult for them in listening activity in listening class.

Furthermore, data from the interview clarify the reason for their perception toward note-taking in listening activity at listening class. The reasons were because sometimes they forget the

information, there is also long sentence, speed of the speaker saying in the audio, the weaknesses of their memory to remember the information faster means that the students cannot only use their memory for gain the information. Thus, note-taking is important for them to gain information better, remember the information, and understand the information in the listening activity. Frequently students also felt that note-taking during listening is not really difficult for them in listening activity because while the audio played they also directly doing note-taking to take information from the audio. They also have a perception that it was not necessary to use the abbreviation and simple language when they do note-taking to gain information from the audio, the reasons were because sometimes it makes them hard to understand information from the audio. Only some students who felt that using abbreviation and simple language in taking the notes it makes them more understand information from the audio.

The Benefits and Difficulties toward Note-Taking in Listening Activity at Listening Class

The second research question was to investigate the benefits and difficulties students get toward note-taking in listening activities in listening class. From the results, data showed that the benefits students gain can see from the representation of the result, significant representation of the result showed that the benefits such as note-taking help the students to remember, understand, and analyze, information from the audio, the things were because by their notes students get toward note-taking in listening activity at listening class. In line with this result, Piolat, et al, (2004) also stated that "note-taking helps students to store and comprehend the message better through concentration boost and increase attention than merely listening or reading". This was also supported by Gur, et.al (2013) who stated that Note-taking in listening activity is a strategy used by the listener to develop their working memory about remembering and gaining ideas about the information they heard.

Other benefits also most of the students can answer the question better. This was also supported by the previous study of Zohrabhi & Esfandyari (2014). The finding showed that note-taking was effective for the learners because the students were able to answer the listening passage easily. Dealing with the benefits students get toward note-taking, they also sometimes review their notes after did note-taking because it was important for them to recheck their notes whether they already got clear information or not. For difficulties from note-taking frequently students disagree that note-taking on a sheet of paper inferred their concentration to hear information from the audio, make them difficult to hear the information and distracted their attention to hear the information because while they are listening to the information they also directly doing note-taking.

Only some students feel it is distracted because sometimes they lost focus to hear information from the audio.

Conclusion

Based on the result it would be concluded that the majority of the students have a positive idea about the use of note-taking in listening class. The strategy gives some benefits such as remember, understand, answer the question better, and analyze information easily from the audio. Most of the students also give the perception that note-taking while listening is important, does not give more difficulties for them to hear the information and does not distract their attention to hear the information. As long as this thing the use of note-taking in listening activity also is basically an important strategy to help students recheck or confirm their notes based on the information they heard.

References

- Ahour, et. al. (2015). A Comparative Study on The Effect of Note-Taking in While Listening and Post Listening and Post Listening Summary Writing on Iranian EFL Learners' Listening Comprehension.
- Andrade, M. (2006). Improving: How Listening Skill Are Taught in The EFL Classroom. *Bachrelato In English Language Teaching*.
- Brno. (2009). *Teaching Listening*.
- Bueno, O. (2013). *Perception and Conception: Shape Human Minds*.
- Clark, M., Wayland, S., Osthus, P., Brown, K. G., Castle, S., & Ralph, A. (2012). The Effects of Note Taking on Foreign Language Listening Comprehension.
- DeWit, S. (2011). A Study of Factors Affecting EFL Learners English Listening Comprehension and the Strategies for Improvement.
- Glasow, A. P. (2005). Fundamental of Survey Research Methodology. *Mitre Washington C3 Centre McLean, Virginia*.
- Gur, et. al. (2013, January). The Impact of Note Taking while Listening on Listening Comprehension In A Higher Education Context. *International Journal of Academy Research*, 5.1.
- Harrouz, B. (2005). The Impact of The Strategic Note-Taking in Enhancing EFL Learners' Listening Skill (A Case Study of Third Year LMDEEFL Students at Bikra University).
- Kahveci, P. (2014). The Impact of strategy development on Listening as a Productive skill in ELT: a Constuctivist approach. *European Journal of Research on Education*.

- Karadas, D. C., & Ferit Kilickaya. (2009, January). The Effect Of Note Taking On University Students' Listening Comprehension of Lectures. *17*.
- Murakami, A. (2014). The Impact of Instruction: Perception of Note Taking and Awareness of Metacognitive Listening For ESL Student. *Oxford Learning Institute. Effective Note Taking*. (University of Oxford).
- Parry, A. (n.d) Lecture Note Taking . Counselling & Learning Support. North Vancouver Campus
- Piolat, A., & Boch , F. (2005, September). Note-Taking and Learning: A Summary of Research. *The WAC Journal, 16*.
- Renner, E. T., & Powell, T.E. (2003). Analyzing Qualitative Data. (W. University of Wisconsin-Extension Cooperative Extension Madison, Ed.)
- Riduwan. (2008). Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula.
- Sabouri, A. P. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A literature Review. *9*.
- Safapour, S., Safarpour, H., & Safapour , S. (2015). The Impact of Note Taking on Iranian EFL At Intermediate Level of Listening Ability. *Indian Journal of Fundamental and Applied Life Science*.
- Shelley, M. C. (2001). How to do a Survey.
- Weimer, M. (n.d.). Tips for Developing Students' Note-Taking Skills.
- Yilmazer, et. al. (2016). Note Taking In The EFL Listening Classroom: An Action Research. *International Journal of Language Academy*.
- Yildirim, S., Yildirim,O. (2016). The Importance of Listening Language Learning and Listening Comprehension Problems Experienced By Language Learners: A Literature Review. *Aban İzzel Baysal Universitas Egitin Fakulties Dergisi, 16 (4), 2094-2110*
- Zohrabi, M., & Esfandyari, F. (2014). The Impact Of Note Taking On the Improvement Of Listening Comprehension of Iranian EFL Learners. *International Journal of English Language and Literature Studies*.

Appendices

Appendix I

Field Notes Observation

Academic Listening Class

Meeting	Note
First Meeting	
Second Meeting	
Third Meeting	

Appendix II

Questionnaire

*The questionnaire is about “Students’ Perception Toward Note-Taking in Listening Activity at Listening Class. Choose the appropriate Degree of frequency base on your own perception.

Statement	Degree of Frequency				
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree
	1	2	3	4	5
Taking notes helps me to gain information better					
Taking notes helps me listen carefully to the information					
Taking notes helps me understand the speaker saying					
Taking note is not effective to have my attention to listening the information					
Taking notes makes my learning process easier					

I can concentrate carefully to hear the information by taking notes					
Taking notes help me to remember the information					
Taking note make me easy to summarizing the information					
Taking notes makes me difficult to write the information I heard					
Taking notes gives useful impact in my learning process					
Note taking difficult for me to analyze the ideas better after I heard the information					
I'm difficult to memorize the information by note taking during listening					
It is difficult for me to take notes during listening					
Taking notes is not effective for me to have my attention to hear the information					
I Feel difficult to organize the information by take notes during listening					

Adapted Accordingly from Karadas, et al 2009 & Murakami, A. 2014

Appendix 2

Interview Question

Statement	Answer
What is your own definition about taking notes	
Does taking notes help you to write the key point of the information you heard? Why?	

Does taking notes effective to have your attention focus to hear the information? Why?	
Does taking notes easy for you? Why?	
Does taking notes makes you difficult to remember the information? why?	
Does taking notes make you easy to remember the information? why?	