

**STUDENTS' DIFFICULTIES IN NOTE-TAKING DURING
ACADEMIC LISTENING**

THESIS

Submitted By

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2026 M/1447 H**

**STUDENTS' DIFFICULTIES IN NOTE-TAKING DURING
ACADEMIC LISTENING**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor's Degree in the field of english Language
Education

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Tuesday, January, 22nd 2026 M
1 Rajab 1447 H

In Darussalam, Banda Aceh

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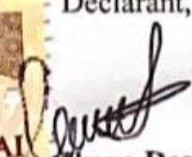
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Banda Aceh, January 14, 2026

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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and thanks are to Allah SWT, the Most Merciful and Kind, for granting me the strength, patience, and guidance to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, whose noble teachings continue to illuminate the path of those who seek knowledge.

I would like to extend my deepest appreciation to my supervisor, Azizah, S.Ag., M.Pd., for her insightful guidance, valuable feedback, and unwavering patience throughout the research process. I am also profoundly grateful to Drs. Lukmanul Hakim, M.A., for his encouragement and academic support during my studies.

My sincere thanks are also dedicated to Syarifah Dahliana, as the Head of the English Education Study Program, and to Azizah, S.Ag., M.Pd., as the Program Secretary, for their commitment to fostering a conducive academic environment. May Allah reward their kind efforts abundantly. Aamiin.

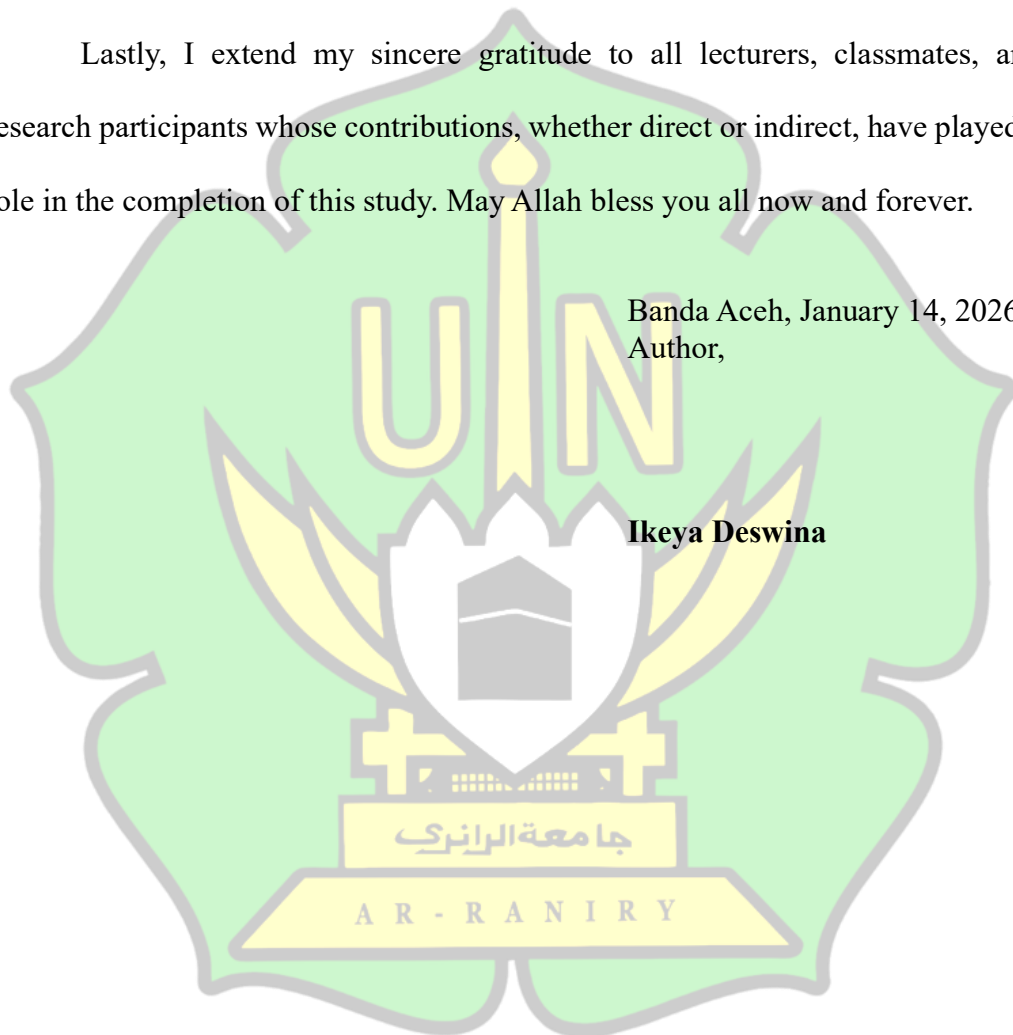
I also wish to express my highest appreciation to my beloved family. My utmost gratitude goes to my father; Azharsyah, my mother; Saudah, and my older brother; Brian Hidayat, for their unconditional love and support. Your unwavering support has been my source of strength whenever I faced difficulties in completing this thesis.

Furthermore, I extend a special thanks to all my closest friends, especially my colleagues at Radio Flamboyant 105.2 Fm, who have always been there for me, offering support and encouragement. Without their presence and kindness, this journey would not have been as meaningful. they played a big part in making this experience better and brighter.

Lastly, I extend my sincere gratitude to all lecturers, classmates, and research participants whose contributions, whether direct or indirect, have played a role in the completion of this study. May Allah bless you all now and forever.

Banda Aceh, January 14, 2026
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ABSTRACT

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Major : Department of English Language Education
Thesis Working Title : Students' Difficulties In Note-Taking During Academic Listening
Supervisor : Azizah, S.Ag., M.Pd
Keywords : Academic Listening, Note-Taking, Learning Difficulties, Note-Taking Strategies

This study investigates EFL students' difficulties and strategies in note-taking during academic listening at UIN Ar-Raniry. It aims to explore the difficulties students face when taking notes and the strategies they use to overcome these difficulties. The participants of this research were students from the English Language Education Department at UIN Ar-Raniry batch 2023. Data were collected through semi-structured interviews and analyzed using qualitative methods to identify common themes. The findings reveal that students experienced several difficulties in note-taking during academic listening. The main difficulties include external factors, internal factors, cognitive difficulties, environment difficulties, and anxiety during listening tasks. To overcome these difficulties, students applied various strategies. These strategies include having previous knowledge or preparing before the class, focusing on key ideas instead of writing everything, using abbreviations and symbols, listening first before writing when necessary, organizing notes visually using arrows or colors, and reviewing notes after class.

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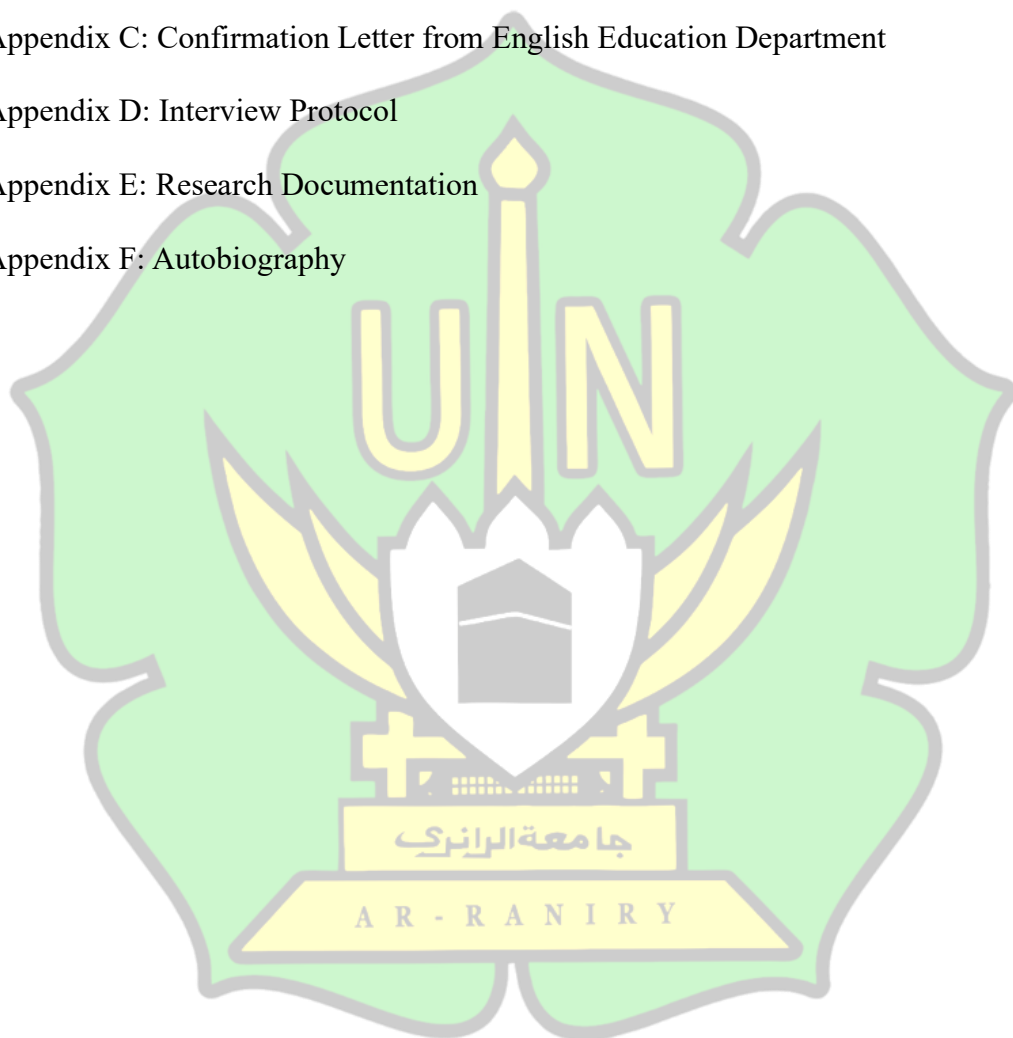
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CHAPTER I

INTRODUCTION

This chapter explains the background of the study by describing the reasons behind choosing this research topic and identifying the research gap. It also presents the research questions, the significance of the study, the scope and limitations, and key terminologies in order to provide clear and comprehensive information about the research.

A. Background of the Study

Education has an important role in developing individuals, communities, and nations. Around the world, many governments and institutions continue to improve the quality of education to prepare students for the global era. As technology grows and information becomes easier to access, students are expected to understand, evaluate, and use knowledge meaningfully. In this global, English has become an international language used in many fields such as education, science, technology, and business. Because of this, English is now part of the national education system in many non-English speaking countries, including Indonesia. English is taught from elementary school to university (Puspitaningsih et al., 2025). At the university level, students are expected to master four language skills: listening, speaking, reading, and writing (Newton et al., 2018). Among these, listening is often seen as one of the most important skills, especially for students learning English as a foreign language (Liu, 2024).

In the classroom, listening is a key skill. Students need it to understand lectures, follow instructions, and join discussions (Rost, 2013). However, many students struggle with listening. They often find it hard to follow the speed of the speaker, understand different accents, or catch important points (Marzona, 2023). These problems can affect how well they learn from lectures, especially when the learning depends mostly on listening. One important part of academic listening is note-taking. During lectures or audio-based activities, students are expected to take notes while listening to help them remember and organize the information (Komilova, 2023).

Note-taking is a common activity in university learning. It helps students stay focused, catch the main ideas, and prepare for exams or assignments. According to Rost (2014), note taking supports understanding because it makes students process and review what they listen. But in reality, many EFL students still struggle with note-taking. Gilakjani and Sabouri (2016) explain that fast speech and difficult vocabulary are among the main reasons students find it hard to take notes. Vandergrift (2017) also found that students who try to write everything down often get confused and lose focus.

Even though note-taking is important, many students have not learned how to do it well. Some write too much and try to copy every word. Others write too little because they do not know what is important. Some students use unclear formats or write full sentences that are hard to understand later (Savitri & Chakim, 2019). Boyle and Weishaar (2021) said that using simple note-taking strategies such as symbols, key words, and short forms can help students understand and remember

information better. Good note-taking also includes reviewing and organizing notes after class.

Previous research supports the idea that good note-taking improves learning outcomes. For example, Chen (2021) found that students who used note-taking strategies performed better in listening tasks. Maurina (2024) also showed that note-taking is essential for helping students retrieve information from audio. Some studies even looked into the types of note-taking methods. Ulfani et al. (2023) found that using structured formats like outlines or the Cornell method helped students remember information better. Reviewing notes regularly also improves test performance (Chen & Lin, 2015), and taking notes can help students stay focused and more engaged in class (Abraham et al., 2010). Alda (2023) emphasized that note-taking helps with organizing and understanding information, especially when students review or rewrite their notes. Similarly, Rahmani and Sadeghi (2011) found that note-taking during listening helped students improve both comprehension and recall.

However, from my personal experience observing classmates and friends during lectures, I have noticed a recurring pattern: many students tend to ignore taking notes altogether, even when lecturers explicitly highlight some points as critical for understanding or exams. Some students seem to rely solely on their memory, while others prefer to listen passively, hoping they will remember important details later. Interestingly, I also noticed that many students preferred to ask peers for their notes after the lecture rather than taking their own during class. This observation led me to wonder about the reasons behind their reluctance or

difficulties in note-taking. Is it due to language proficiency issues, lack of confidence, or perhaps ineffective strategies?

This curiosity was reinforced by my own experiences and the feedback I received from friends who felt they could not keep up with the lecture pace or did not know how to organize their notes efficiently. These personal encounters suggested that there might be underlying factors affecting students' ability and willingness to take notes during academic listening activities. Consequently, I became interested in exploring not only the technical difficulties they face but also their personal perceptions, attitudes, and experiences related to note-taking.

Understanding these aspects is crucial because despite the widespread recognition of note-taking as a vital learning skill, little research has focused on students' subjective experiences and the specific challenges they encounter, especially in the context of Indonesian universities and EFL learners. This gap in the literature motivates me to investigate deeply the factors that hinder effective note-taking and the strategies students use to cope with these challenges. By focusing on this area, I hope to contribute insights that can inform better teaching practices and help students develop more efficient note-taking skills, ultimately improving their listening comprehension and overall academic performance in English-medium instruction settings.

Furthermore, most existing studies on note-taking difficulties tend to adopt quantitative approaches such as surveys or tests. Few have explored students' personal experiences with note-taking itself. In Indonesia, particularly at UIN Ar-Raniry, this topic remains under-studied in academic research. Most existing studies

focus on general listening skills or reading strategies, leaving the subjective experiences of students largely unexplored.

Considering these issues, it is important to understand how students really experience academic listening and note-taking in class. Although listening comprehension and note-taking have been studied separately, there are still few studies that explore how both skills are connected in classroom situations, especially in EFL contexts. In addition, most of the existing research uses quantitative methods, while studies using qualitative approaches to explore students' personal experiences and difficulties are still limited. Research in Indonesian settings, including at UIN Ar-Raniry Banda Aceh, is also still very few.

B. Research Questions

This research will answer the following questions:

1. What difficulties do students face in note-taking during academic listening?
2. What strategies do students use to overcome these difficulties?

C. The Objectives of Study

The main aims of this research are:

1. To explore the difficulties that students face when they take notes during academic listening.
2. To understand what strategies do students use to help them take better notes.

D. Significance of the Research

This research is expected to be helpful for several reasons. First, it can help students understand their own problems and learn how to take notes more effectively. When students become aware of their weaknesses, they can take steps to improve their skills. Second, the results of this study can help teachers understand what students need. Teachers can use this knowledge to support students during listening activities and to teach note-taking strategies in class. Third, this research can also help other researchers who are interested in language learning and academic skills. It adds new information to the field and may inspire future studies on similar topics.

E. Research Terminologies

1. Academic Listening

According to Marx (2017), Academic listening is the skill of understanding spoken English in school or university. It is not the same as the English we usually hear in everyday conversations. In academic listening, students have to understand lectures, presentations, or discussions that often include formal language, new vocabulary, and complex ideas. This type of listening is very important because it helps students follow what the teacher is saying, take good notes, and succeed in their studies. In this study, academic listening focuses on how students listen and try to understand spoken English during learning activities. This kind of listening is usually more difficult than daily conversation

because it uses formal language, academic terms, and often includes a lot of information in a short time. Students need to focus carefully to understand the main ideas, supporting details, and sometimes take notes at the same time.

2. Note-taking

According to Thomas (2021), note-taking is a passive process done by students or listeners during lectures to jot down important points. In this study, note-taking means writing down important information while listening to a teacher or a lecture. The purpose of note-taking is to make students remember what they have listened to, review the content later, and understand it better. Note-taking can be done using different methods, such as writing keywords, short phrases, or using symbols and abbreviations to save time.

3. Difficulties

According to Zheng et al. (2022), Note-taking difficulties refer to challenges faced by interpreters in recalling source information, re-identifying notes, and employing effective note-taking methods. These difficulties stem from cognitive factors like limited working memory and non-cognitive factors such as unfamiliarity with subject matter and genre. In this study, note-taking difficulties are seen as one of the challenges that make academic listening harder for students, especially for those who are still learning English as a foreign language.

CHAPTER II

LITERATURE REVIEW

This chapter reviews relevant theories and previous studies related to note-taking and academic listening. It is organized into five main sections: the concept of note-taking, the roles of note-taking in academic listening, difficulties in note-taking in academic listening, strategies for effective note-taking, and previous studies. These sections provide a theoretical foundation for understanding students' difficulties and strategies in note-taking during academic listening.

F. A. The Concept of Note-Taking

Note-taking is the activity of writing down important information while listening to a speaker. It is commonly used in classrooms, especially during lectures. According to Morehead, Dunlosky and Hollis (2019), note-taking helps students focus on the material and remember it better. When students take notes, they select the main points and record them in their own words. Note-taking is also useful for reviewing material later and preparing for exams (Thomas 2021).

Effective note-taking also involves using techniques to make the notes clear and easy to review. Students can use abbreviations, symbols, underlining, or highlighting to make their notes more useful (Cojean & Grand, 2024). For example, they might use arrows to show cause and effect, stars to show important points, or short forms like “e.g.” for “for example.” Reviewing and organizing notes after

class is also important. This helps students remember the content better and understand anything they missed during the lecture.

Recent studies support the value of note-taking in academic learning. A study involving 200 students found a positive correlation between effective note-taking and higher GPAs, indicating its impact on academic performance (Salame et al., 2024). This shows that note-taking improves learning and memory by the students organize and process information effectively. Similarly, Yuan (2024), found that In English-medium-instruction (EMI) environments, note-taking helps students navigate complex content by using strategies like symbols and diagrams, enhancing comprehension and application of knowledge. In general, all the recent studies show that note-taking is an important academic skill that supports learning.

G. B. The Roles of Note-Taking in Academic Listening

Note-taking plays several important roles in academic listening, especially in lecture-based learning. According to Rost (2011), academic listening involves understanding, analyzing, and retaining spoken information. In this process, note-taking functions as a supportive tool that helps learners manage information effectively.

First, note-taking helps students focus and maintain attention during listening. Writing key points encourages active listening and prevents students from losing concentration (Komilova, 2023). This role is crucial because academic lectures often deliver large amounts of information in a limited time.

Second, note-taking supports comprehension and information processing. By selecting and writing main ideas instead of every word, students reduce cognitive load and can process spoken input more effectively (Chen, 2021). This is particularly important in academic listening, where students must understand explanations, examples, and arguments simultaneously.

Third, note-taking functions as a tool for memory and recall. Rahmani and Sadeghi (2011) found that students who take notes during listening tasks show better comprehension and retention. Notes serve as a personal record that students can review for assignments, exams, or further learning.

Fourth, note-taking helps students organize lecture content. Academic lectures usually follow a structured pattern, including main ideas, supporting details, and examples. Effective note-takers learn to reflect this structure in their notes, which helps them understand relationships between ideas and grasp the overall message (Salame et al., 2024).

For EFL students, note-taking plays an even more critical role. These students listen to lectures in a foreign language and face challenges such as unfamiliar vocabulary, grammar, and pronunciation (Zheng et al., 2022). Note-taking allows them to record key points and review them later, reducing pressure during real-time listening. It also supports vocabulary development, especially when students write down new academic or technical terms (Oyzon & Olmos, 2009).

H. C. Difficulties in Note-Taking During Academic Listening

Despite its importance, many students experience difficulties in note-taking during academic listening, particularly EFL learners. These difficulties are closely related to the real-time nature of listening and the need to process information while listening and writing simultaneously (Siegel, 2022).

One major difficulty is the speed of speech. When lecturers or audio materials are delivered too quickly, students struggle to listen and take notes at the same time. Gilakjani and Sabouri (2016) explained that fast speech makes it difficult for EFL students to identify key points, which often results in incomplete or unclear notes.

Another common difficulty is deciding which information is important. Many students try to write down everything they hear, which causes them to lose focus and miss the next information. Vandergrift (2007) described this problem as cognitive overload, where students' mental capacity becomes overwhelmed due to excessive information processing during listening.

In addition, lack of familiarity with the topic and limited previous knowledge is a significant difficulty in note-taking during academic listening. According to Rost (2011), listening comprehension is strongly influenced by background knowledge. When students are unfamiliar with the lecture topic, they struggle to understand the content, even if the language used is relatively simple. As a result, they find it difficult to decide what information should be written in their notes. Topic familiarity helps learners predict content, recognize key ideas, and connect new information with what they already know. Without sufficient prior

knowledge, students tend to feel confused and have difficulty organizing their notes effectively.

Furthermore, anxiety and low confidence also affect students' ability to take notes during academic listening. Khasanah and Jaya (2023) found that students who feel anxious often lose concentration, which negatively affects both listening comprehension and note-taking performance. This condition is common in academic lectures where students feel pressured to understand complex information in a foreign language.

I. D. Strategies for Effective Note-Taking

To improve note-taking skills in academic listening, students can apply various strategies before, during, and after a lecture. These strategies are designed to help students manage information more effectively, reduce cognitive overload, and improve comprehension and recall (Komilova, 2023). Effective note-taking is not only about writing during the lecture but also about preparation and review.

Before listening, preparation plays an important role in supporting successful note-taking. Students are encouraged to preview the lecture topic by reading textbooks, handouts, or related materials, and by identifying key terms that may appear in the lecture. This strategy helps students activate their prior knowledge and build familiarity with the topic, which makes it easier to follow the lecture and recognize important information. Teng (2021) found that students who prepare before class demonstrate better listening comprehension and produce more organized notes. This preparation stage is closely related to planning strategies in

academic listening, as it allows learners to set goals and anticipate the lecture content.

During listening, students need to focus on capturing the main ideas rather than writing everything they hear. According to Cojean and Grand (2024), effective note-takers listen for key words and signal expressions such as “first,” “for example,” and “in conclusion” to identify the structure of the lecture. Using keywords, short phrases, and abbreviations helps students write faster and avoid losing information due to limited processing time. This approach reduces cognitive overload and allows students to maintain attention on the ongoing lecture.

In addition, using structured note-taking methods can support better organization during listening. The Cornell method, for example, divides notes into sections for main ideas, key terms or questions, and summaries, which helps students review information systematically (Isahakyan et al., 2024). The outline method allows students to separate main points and supporting details using numbering and indentation, making the lecture structure clearer. Meanwhile, mind mapping is useful for visual learners because it shows relationships between ideas through diagrams, colors, and symbols. These note-taking systems help students organize information logically and improve memory retention (Saran et al., 2022).

Overall, these strategies demonstrate that effective note-taking requires active engagement before and during listening. By combining preparation, selective attention, and structured note-taking methods, students can improve their academic listening performance and develop more meaningful notes for later review.

J. E. Previous Studies on Note-Taking In Listening

Previous studies have specifically discussed note-taking in the context of listening, especially academic listening in EFL classrooms. Several researchers have explored how note-taking supports students' understanding during lectures and listening tasks. For example, Chen (2021) found that note-taking helps students focus on main ideas while listening and supports better comprehension. Similarly, Maurina (2024) reported that students who were trained in note-taking strategies showed improvement in listening comprehension and memory. These studies indicate that note-taking plays an important role in helping learners process spoken information.

Some previous research has also examined how different note-taking methods are used during listening activities. Studies show that structured note-taking, such as using outlines or the Cornell method, helps students organize information more clearly while listening to lectures. Reviewing notes after listening activities was also found to improve understanding and recall of lecture content. These findings suggest that note-taking is not only useful during listening but also important for post-listening review.

Several qualitative studies have focused on students' experiences and perceptions of note-taking in listening. Alda (2023), using interviews, found that students felt note-taking helped them organize ideas and understand lecture content more deeply, especially when they reviewed and rewrote their notes after class. In another qualitative study, Rahmani and Sadeghi (2011) explored students' experiences in listening classes and found that regular note-taking practice helped

learners improve their comprehension and confidence during listening tasks. These studies highlight the value of understanding students' perspectives when examining note-taking in academic listening.

Although many studies on note-taking in listening exist, earlier research mainly relied on quantitative methods such as tests and questionnaires. These studies provide useful general results but often do not explain students' real difficulties and strategies in detail. Based on the examiner's suggestion, it is important to use previous studies that apply qualitative approaches so the findings can be compared and supported more clearly. Qualitative research allows deeper exploration of students' experiences, thoughts, and learning processes.

In the Indonesian university especially at UIN Ar-Raniry Banda Aceh, research on note-taking in academic listening using qualitative methods is still limited. Most studies focus on general listening skills or reading strategies rather than students' real experiences in note-taking during lectures. Therefore, this study aims to fill this gap by exploring students' difficulties and strategies in note-taking during academic listening through a qualitative approach. By doing so, the findings of this study can be meaningfully compared with previous qualitative studies and provide a clearer understanding of note-taking practices in EFL academic settings.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes how the research was conducted. It includes an explanation of the research design, research participants, data collection techniques, and data analysis procedures.

K. A. Research Design

This study used a qualitative research design. Qualitative research emphasizes understanding the meanings and experiences of individuals (Melawati et al., 2024). In this study, a case study approach was used to examine the experiences of students who experienced difficulties in taking notes during academic listening activities. A case study was considered appropriate because it allows a detailed exploration of a phenomenon in its natural context (Creswell, 2012). This approach helped to investigate the challenges faced by English Education students during academic listening and the strategies they applied to overcome these challenges.

L. B. Research Participants

The participants in this research were students from the English Education Department (PBI) at UIN Ar-Raniry Banda Aceh. The population of this research consisted of 202 students from the 2023 batch of the English Education Department. These students were selected as the population because they had taken the Advanced Language Skills course within the last one to two semesters, which includes academic listening activities and is relevant to the focus of this

study. From this population, six students were purposively selected to participate in the study.

The selection of participants was conducted using purposive sampling, a technique in which participants are chosen based on specific criteria relevant to the purpose of the study (Yin, 2018). This method ensured that the selected participants had experiences related to note-taking during academic listening, which was the main focus of this research.

The criteria for selecting the participants were as follows:

1. They were active students in the English Education Department (PBI) at UIN Ar-Raniry Banda Aceh.
2. They had successfully completed the Advanced Language Skills course within the last one to two semesters to ensure that their experiences with academic listening and note-taking were still relevant.
3. They had attended at least 75% of the lectures, particularly listening-based activities.
4. They had practiced note-taking regularly during listening activities, as shown through self-reports or examples of their notes.
5. They had experienced at least one type of difficulty in note-taking, such as fast speech, unfamiliar accents, limited vocabulary, multitasking, or anxiety. This was confirmed through a pre-screening questionnaire.

6. They were willing to participate in a 30–45 minute semi-structured interview and gave consent for audio recording for research purposes.

To identify students who met these criteria, I conducted a screening process using a short questionnaire. The questionnaire was distributed to a group of students who had taken the required courses. It included questions about their attendance, their experience with note-taking in academic listening, and the challenges they encountered. Based on the responses, students who fulfilled all the requirements were shortlisted.

Students who did not meet these requirements were excluded from the study. For example, students who had not actively taken notes in class or who had completed the courses more than two semesters earlier were not included.

From the eligible pool, six students were selected. This number was considered appropriate because in qualitative case study research, the goal is to gain deep insights rather than broad generalizations. Previous methodological studies suggest that 5–10 participants are sufficient for reaching data saturation when using interviews (Creswell, 2012). Six participants also ensured that I could manage the data collection and analysis process effectively within the scope of a mini research project.

M. C. Research Setting

This research was conducted at UIN Ar-Raniry Banda Aceh, specifically in the English Education Department. This setting was considered relevant and appropriate because it provided a natural academic environment where students attended classes and had real experiences with academic listening and note-taking. Conducting the research in this setting allowed the researcher to access

participants easily and ensured that the study focused on a familiar and authentic learning context.

As qualitative research allows flexibility, the interviews were conducted in locations that were convenient and comfortable for the participants. These included classrooms, quiet study areas on campus, and online platforms. The selected interview settings did not disturb the participants' academic activities and allowed them to share their experiences freely.

N. D. Method of Data Collection

Before conducting the interviews, a short screening questionnaire was distributed to students who had taken the Advanced Language Skills course. The purpose of this questionnaire was to identify students who met the participant criteria, such as recent course completion, class attendance, experience with note-taking, and difficulties faced during academic listening. Based on the questionnaire results, six students were selected to participate in the study.

Semi-structured interviews were used as the main method of data collection. This type of interview used a set of open-ended questions prepared in advance, while still allowing flexibility for follow-up questions based on the participants' responses. This approach enabled the researcher to obtain more detailed and in-depth information and to explore issues that emerged during the interviews.

The interviews were conducted either face-to-face or through video calls, depending on the participants' availability and comfort. Each interview lasted

approximately 30–45 minutes. With the participants' consent, all interviews were audio-recorded using a voice recorder or the recording feature of online meeting platforms. The recordings were used to ensure accuracy and to support the transcription process.

The interview questions focused on students' experiences in taking notes during academic listening, the difficulties they encountered, and the strategies they used to deal with those difficulties. Additional questions were also asked to explore students' feelings, beliefs, and suggestions related to note-taking in academic listening contexts.

O. E. Method of Data Analysis

Data analysis was conducted to understand the research findings and answer the research questions. The first step involved transcribing all interview recordings carefully to ensure that no important information was omitted. The transcriptions were then read several times to gain a deeper understanding of the participants' responses.

After that, the data were analyzed by identifying common themes and main ideas that appeared across the interviews. These themes represented shared experiences, opinions, and difficulties related to note-taking in academic listening. Each theme was given a code to help organize the data and identify patterns.

Then, I examined the relationships between the themes to gain deeper insights into the participants' experiences. Thematic analysis was used as the main analysis method because it allowed systematic interpretation of qualitative data.

Finally, the findings were presented clearly and supported by direct evidence from the interview data to ensure credibility and clarity (Creswell, 2013).



CHAPTER IV

FINDINGS AND RESULTS

This chapter presents the results of the interview analysis. Interviews were conducted from November 25 to December 5, 2025 with a total of 6 students of English Language Education Department batch 2023. As for the initial of the interviewees were P1 (Participant 1), P2, P3, P4, P5, and P6. This study aims to investigate students' difficulties in note-taking during academic listening and how they overcome them.

P. A. Findings

After conducting the data collection and data analyzing process, I present the following major findings:

1. Students' Difficulties in Note-Taking During Academic Listening

The first analysis of the study is to find out students' difficulties that students face when taking notes during academic listening. Based on the data analysis, this study identified five categories of difficulties faced by students in note-taking during academic listening. Each category also contains more specific problems. These categories are external factors, the language used difficulties, cognitive processing difficulties, the learning environment difficulties, and the emotional and affective difficulties.

The difficulties identified in this study are grouped into five main categories:

a. External factors

External factors refer to challenges that come from outside the students themselves, such as the characteristics of the speaker or the listening material. These difficulties are not caused by students' lack of effort, but by the conditions of the listening input that make note-taking harder during academic listening activities.

External factors were the most dominant difficulties reported by the participants in this study. All six participants explained that certain external conditions in the listening audio, especially related to the way the speaker delivered the message, created major obstacles in taking notes. These factors included:

1). Speed of Speech

The most frequently mentioned issue across all six participants is the speed of the speaker during academic listening tasks. All participants expressed that the audio or lecturer's speech was "too fast," making it extremely difficult to listen and write at the same time. Participant 1 clearly described this challenge: *"The speaker is too fast, so when I write something, I lose the next part."* This statement highlights how speech creates time pressure, forcing students to choose between listening and writing. When they attempt to do both, they often miss important information because the speaker continues while they are still processing the previous point.

Participant 2 also shared a similar struggle, but with an additional explanation that shows *why* speed affects her note-taking habits. She said:

“Sometimes the lecture is too fast...sometimes we jump from the discussion to the story. So we are confused about what to write.” This statement provides two insights; the first one is Fast speech directly reduces students’ willingness to take notes. Participant 2 explains that she avoids note-taking because the lecturer speaks too quickly. This suggests that fast speech not only causes difficulty during note-taking, it also discourages students from trying at all. The second one is fast speech creates confusion about what counts as important information. The sudden shift from discussion to story shows that fast paced lectures make it hard for students to recognize transitions or main points.

Participant 3 also noted how fast delivery makes multitasking impossible: *“If the speaker talks fast, I cannot listen well and I cannot write. When I write, I lose the next information.”* This shows the conflict between listening and note-taking. The speed forces students to sacrifice one skill for the other.

Participant 4 explained that she often gets left behind because the speaker does not pause or repeat information: *“Sometimes the speaker is very fast, so I cannot follow. I am still trying to understand the first sentence, but the audio continues.”* This shows that fast speech affects both understanding and note-taking. Students cannot process the information quickly enough to write the key points.

Participant 5 shared a detailed explanation, showing how fast speech becomes even harder when combined with unfamiliar vocabulary: *“The hardest parts... are when I don’t know the vocabulary and when the speaker talks too fast. If I don’t understand a word, it is hard for me to write the correct meaning...”*

When the pace is too fast, I also cannot catch everything at the same time like listening, thinking, and writing.” His explanation shows that fast speech does not affect students only because of speed itself, but because it interacts with other difficulties such as limited vocabulary. When a student stops to think about one unfamiliar word, the speaker continues quickly, causing them to miss the next points. The fast pace turns one difficulty into a chain reaction of confusion and missed information.

Participant 6 also reinforced the same difficulty: *“It is too fast for me. I cannot catch the meaning and write it at the same time.”* Her comment matches the experiences of other participants, that fast speech makes note-taking almost impossible because the brain cannot handle listening, understanding, and writing simultaneously.

2). Different accent

Another major challenge mentioned by most participants is the accent of the speaker. Many students are more familiar with American English because it is widely used in movies, and social media. Therefore, when the audio uses British, Australian, or unfamiliar accents, students have difficulty identifying the words. Participant 5 explained that some accents feel manageable, while others are much more difficult: *“English is my foreign language, so I cannot understand every accent easily. American accent is still okay for me... But other accents can be more complicated, and I need more improvement to understand them well.”* He also added that accent influences pronunciation, which increases confusion: *“Sometimes the pronunciation also confuses me, especially if the speaker uses*

an accent I am not familiar with.” This shows that unfamiliar accents affect both the clarity of the words and the students’ ability to recognize them.

Participant 4 also expressed her struggle, connecting accent with confusion and emotional pressure: *“I often felt confused and a little overwhelmed because the speakers used accents that were difficult for me to understand. I also felt nervous because I was afraid of missing important information.”* Her statement shows that accent difficulty creates both cognitive and emotional stress, making note-taking even harder. Participant 6 shared a similar concern. For him, accent differences make it harder to write notes because he cannot identify the words clearly: *“The accent of someone... a different accent maybe. So maybe I have a challenge for that to face, how to write because I don’t know what does that mean with a different accent.”* He also explained that before taking notes, he must first adjust to the accent: *“Like I said before, the accent of someone, maybe. Also hard to take a note because I have to adapt first to the accent and also maybe the vocabulary.”* His explanation shows the extra cognitive load: students must “adapt” before they can even start noting information.

Participant 1 mentioned this very directly when asked about the hardest part of taking notes: *“When the speaker.... Accent ... different accent.”* This short but clear response shows that accent alone can already create a barrier, even before speed or vocabulary are considered. Participant 3 gave a more detailed explanation. He said that he can sometimes understand unfamiliar vocabulary from context, but accent creates a much bigger problem: *“First, because the teacher speaks too fast. Second, because of the accent... we*

can still catch the meaning of the vocab that we don't know. But if it's the accent, it's difficult.” This means that accent does not only affect comprehension, but it can block understanding completely, even when the student tries to guess the meaning.

Participant 2 also agreed that accent affects their ability to catch key points: *“Understanding the speaker’s accent and catching important points quickly is difficult.”* This supports the idea that accent difficulty slows down processing and reduces the students’ ability to identify which information is important.

Across all participants, unfamiliar accents were described as confusing, overwhelming, and mentally tiring. Accent difficulty also interacts with other challenges such as fast speech and unfamiliar vocabulary. Before students can even start writing, they must first decode the pronunciation, adjust to the accent, and try to identify the words quickly. This makes note-taking during academic listening even more demanding for EFL learners.

b. Internal Factors

Internal factors were identified as another major challenge that influenced students’ note-taking performance during academic listening. Internal factors refer to difficulties that come from within the students themselves, especially related to their language ability and understanding of the listening content. These challenges affect how students process spoken information and decide what to write in their notes. In this study, internal factors included:

- 1). lack of familiarity with the topic

Another difficulty identified in this study is students' lack of familiarity with the topic or limited previous knowledge before academic listening activities. During the interviews, five out of six participants explained that when they were not familiar with the discussion or did not have enough previous knowledge before the listening task, they often struggled to understand what was being explained. As a result, they became unsure about what information should be written down and found it difficult to follow the lecture smoothly.

Participant 1 clearly stated that this problem often appeared after speaker-related issues: *"The difficult part is... And then, vocabulary that we do not know. That's the difficulty. If we do not understand what was being said, then everything is wrong."* This statement shows that when students are not familiar with the key terms or ideas being discussed, they lose the overall meaning of the message. Without background knowledge, students cannot connect the information to what they already know, making note-taking very difficult.

Participant 2 directly pointed out that unfamiliarity is a major obstacle for her: *"I think it's the new words. Because we are not familiar with the new words. So, it's still unfamiliar and difficult."* This confirms that the main issue is not only the words themselves, but the lack of familiarity with the concepts or topic being introduced. Because students do not recognize the terms or ideas, they cannot process the information quickly during listening.

Participant 4 also shared that unfamiliarity with academic content affected her ability to catch important details: *"Mostly the challenges were about the speed of the audio and my limited vocabulary at that time... Sometimes I could*

understand the general topic, but I could not catch the specific details, such as names, numbers, or key terms.” Her explanation suggests that students may still understand the general topic, but when the discussion becomes more specific and unfamiliar, they struggle to identify what is important to note. She also emphasized how unfamiliar terms and speed work together to slow down understanding: *“When there is a lot of new vocabulary, I get confused and it slows down my understanding.”* This indicates that unfamiliar academic content interrupts comprehension, especially when students do not have enough prior knowledge to keep up with the explanation.

Participant 5 described this issue as one of the hardest parts of academic listening: *“For me, the hardest parts of taking notes in English are when I do not know the vocabulary... If I don’t understand a word, it is hard for me to write the correct meaning, and sometimes it makes me miss the next information.”* This shows that when students face unfamiliar terms or topics, they often stop to think about the meaning. This pause causes them to lose the next information, leading to incomplete notes. He also explained how unfamiliar topics contribute to feeling lost: *“It’s normal to fall behind, especially when the topic is new or the vocabulary is difficult. When I get confused, I often lose focus for a moment, and that makes me miss even more information.”* This highlights how lack of familiarity can create a cycle of confusion, loss of focus, and missing more content.

Taken together, the participants’ experiences show that lack of familiarity with the topic and limited previous knowledge are core challenges in academic

listening note-taking. When students do not recognize key terms or do not understand the topic background, they struggle to decide what to write, lose concentration, and miss important information. This difficulty is often connected with other problems such as speed of speech, making academic listening tasks even more demanding for EFL learners.

2). Difficulty Recognizing New Terms and Fast-Changing Topics

In addition to general vocabulary limitations, students also struggled with unfamiliar academic vocabulary and new topics, which frequently appear in academic listening tasks. When the material contained concepts or terms they did not fully understand, they needed more processing time, which caused them to fall behind. Participant 4 described how challenging it becomes when the topic is new: *“Yes, it can be difficult ...when the topic is new, I need more time to think about the meaning, and that makes it harder to take notes”*. This shows that difficulty with academic content is not only about individual words but also about understanding the overall concept before writing it down.

Participant 5 also emphasized this issue: *“Another difficult part is when the speaker changes topics quickly or gives a lot of details in a short time. I need a moment to process the ideas, and during that time I might lose some important points.”* This demonstrates how dense academic information, especially when delivered quickly, makes students struggle to identify and record key points. When students are still processing the meaning, they often miss the next information entirely. Together, these statements reveal that unfamiliar academic

terms, new subject matter, and concept heavy explanations interfere with students' ability to take notes effectively.

c. Cognitive Difficulties

Cognitive difficulties refer to the mental processes that students must manage while listening and taking notes at the same time. Academic listening is already demanding because students must understand the content quickly, and note-taking adds an extra layer of complexity. From the interviews, it was clear that all participants experienced at least one form of cognitive difficulty. These difficulties include problems with multitasking, losing focus, information overload, slow processing speed, difficulty selecting important information, and forgetting what they heard too quickly. Below is a detailed explanation of each difficulty, supported by participant quotes.

1). Difficulty Multitasking: Listening and Writing at the Same Time

The most commonly mentioned cognitive difficulty is the inability to multitask effectively. All six participants said that listening and writing at the same time is extremely difficult. They explained that when they try to write something down, their attention shifts away from listening, and as a result, they miss the next part of the audio. Participant 1 expressed this very clearly: *"I cannot multitask between listening and writing. If I write, I miss the information."* This statement shows that students must choose between writing and listening. They cannot do both equally well, especially when the audio moves quickly.

Participant 2 also described a similar experience: *“When I focus on writing, I lose the next part of the audio.”* This means that note-taking interrupts their listening comprehension. Students often feel torn between writing what they just heard and staying focused on what comes next. Participant 6 added: *“It is hard to listen, understand, and write at the same time. I need more time to process.”* This demonstrates that multitasking is not only physically challenging but also mentally overwhelming. Students need time to think about what they heard before they can write it, but the audio does not pause for them.

2). Losing Focus Easily During Listening

Another major cognitive difficulty is losing focus during the listening activity. Academic listening passages are often long, and students must maintain concentration for several minutes. Many participants said they struggle to keep their attention throughout the audio, especially when they are trying to take notes at the same time. Participant 2 explained: *“I lose focus when I try to write, and then I cannot catch the next idea.”* This shows that note-taking not only divides attention but can also break students’ concentration completely. Participant 5 also described this difficulty: *“Sometimes I get confused, and when that happens, I cannot continue writing.”* Losing focus even for a short moment causes students to miss important details, and by the time they regain focus, the speaker has already moved on to another idea. This creates gaps in their notes and reduces their overall comprehension.

d. Environmental and Instructional Difficulties

Environmental and instructional difficulties refer to the external factors that affect students' ability to listen effectively and take notes during academic listening tasks. Unlike speaker-related or cognitive difficulties, which come from the students themselves or the characteristics of the speaker or audio, environmental and instructional difficulties come from the learning context, classroom setting, audio equipment, and the teacher's instructions. These factors influence how well students can hear, understand, and record information. Based on the interviews, two major difficulties were identified under this theme:

1). Unclear or Confusing Instructions from the Lecturer

Several participants explained that they struggled when the lecturer did not give clear explanations about what they were supposed to do during the listening activity. Students said that they sometimes felt confused because they did not know what information to focus on, what the purpose of the activity was, or what part of the audio they needed to write down. When explanations were not delivered clearly, students felt uncertain about what information was important and whether it was worth writing down. Participant 1 admitted that he often did not take notes when instructions were unclear: *"To be honest, no. Because it's unclear. Mostly not noted down."* Instead of writing, he preferred to ask classmates afterward: *"If it is needed, I will ask my female friends about the instruction that our lecturer gave."* This suggests that unclear instruction reduces students' motivation to take notes and pushes them to rely on peers rather than their own records.

Participant 1 also explained that clarity depended heavily on how the lecturer spoke and where students were seated: *“Sometimes, the speaker speaks too small... when sitting in the back, listening will not be clearer as in front.”* Participant 2 shared a similar concern regarding task instructions: *“Sometimes, when she gives a task, the instruction is not clear.”* She also mentioned that explanations during discussion were difficult to understand: *“When discussing the material, maybe also doesn't understandable.”* This indicates that the problem was not limited to assignments but also occurred during content explanation. Because of this confusion, Participant 2 explained that she sometimes decided not to take notes at all: *“At first, I wanted to take notes. But, I was confused about what to write. So, I decided not to take notes.”* She further explained that this confusion often happened when the lecture moved too quickly or shifted topics unexpectedly: *“Sometimes, the lecture is too fast. So, we jump from the discussion to the story. So, we are confused about what to write.”* These responses show that unclear instructions and inconsistent lecture delivery can discourage students from taking notes. When students do not understand what the lecturer expects or which information is important, they hesitate to write anything at all. This uncertainty increases cognitive load and leads to disengagement. Instead of supporting academic listening, unclear instruction becomes a barrier that affects both comprehension and note-taking behavior.

2). Lack of Teacher Guidance on Note-Taking Techniques

Another major difficulty identified from the interviews was the lack of teacher guidance on note-taking techniques. 3 out of 6 participants stated that

they had never received formal instruction on how to take notes during academic listening classes. As a result, students were forced to develop their own note-taking methods without clear direction.

Participant 3 clearly stated that note-taking was never taught in listening classes *“No, I have never been taught... in listening class, I have never been taught.”* she explained that during listening tasks, she had to rely only on listening and thinking about the answers, without any guidance on how to organize or record information effectively. Participant 4 shared a similar experience: *“I was not formally taught how to take notes, so I mostly developed my own way of writing short notes.”* This shows that students had to create personal strategies without knowing whether their methods were effective or appropriate for academic listening.

Participant 5 described how she learned note-taking from outside the classroom: *“At first, I saw some examples on Google and also watched how my friend took notes.”* She explained that after observing others, she modified those techniques to suit her own style. This indicates that students depended on informal learning sources rather than structured classroom instruction. Participant 6 also emphasized self-developed note-taking habits: *“Normally I haven't taught how to take notes but I just do by my own way.”* He admitted that his notes were not well written and were mainly used as a quick personal record, not as structured academic notes.

Participant 2 openly expressed that teacher guidance could have helped her: *“I wasn't formally taught how to take notes... if I had been taught proper note-*

taking techniques, it would be much easier.” This statement highlights students’ awareness that proper instruction could reduce their difficulties during listening tasks.

These findings show that the lack of explicit instruction on note-taking strategies placed an extra burden on students. Without guidance, students had to multitask between listening, understanding, and inventing their own note-taking system at the same time. This increased cognitive load and made academic listening more challenging. While students showed independence by developing personal strategies, the absence of teacher support limited the effectiveness of their note-taking and may have contributed to confusion, stress, and disorganized notes.

Although this point is directly related to note-taking skills, it is also a form of instructional difficulty because it reflects the lack of teacher support. Because of this, students enter the listening activity without a clear strategy. This makes the experience more stressful, especially when the material is difficult. While not all students explicitly complained about this, several comments suggested that a lack of structure or training contributes to their difficulties.

e. Emotional and Affective Difficulties

Besides linguistic, cognitive, and environmental challenges, students also experienced emotional and affective difficulties during academic listening tasks. Emotional and affective factors refer to feelings, attitudes, and psychological responses that influence how students perform during the activity. While students did not always use the exact psychological terms, their statements

during the interviews clearly reflected emotional struggles that affected their listening comprehension and note-taking ability. Emotional difficulties usually happen together with cognitive difficulties: when students feel anxious or stressed, their focus decreases, their memory becomes weaker, and their ability to multitask is reduced. These difficulties include:

1). Anxiety During Listening Tasks

Anxiety was one of the most commonly implied emotional difficulties. Students reported feeling nervous during listening activities because they feared missing information or failing the task. This anxiety became stronger when the listening passage was fast, complex, or unfamiliar. This problem reflected from statement from Participant 4; *“I often felt confused and a little overwhelmed because the speakers talked fast and sometimes used accents that were difficult for me to understand. I felt nervous because I was afraid of missing important information.”* This shows that anxiety was closely related to the difficulty of processing spoken input while taking notes.

Participant 4 further described the mental pressure caused by multitasking: *“Sometimes I feel a bit pressured because I have to listen and write at the same time.”* She worried that focusing too much on writing would cause her to miss key information, which made her feel nervous and less confident. She also reported feeling mentally exhausted after class: *“Sometimes I felt tired mentally after the class because it required so much focus.”* The anxiety also affected students’ confidence and classroom participation. Participant 4 stated:

“When I miss some information, I feel less confident to answer questions or share my ideas in class.”

She explained that fear of being wrong made her quieter during class discussions, showing that listening anxiety had a negative impact beyond note-taking.

Participant 6 shared a similar experience, especially during high-stakes listening tasks: *“Especially a little bit nervous, especially when I listen to TOEFL... because that is really so fast. I worry to miss another word while I work that word.”* This reflects constant concern about losing information, which increases stress during listening.

These findings indicate that note-taking during academic listening is not only a cognitive challenge but also an emotional one. The fear of missing information, fast speech, and unfamiliar accents creates anxiety that affects students' concentration, confidence, and participation. This anxiety increases cognitive load, making it harder for students to listen, process, and write simultaneously. As a result, students may become mentally exhausted and less active in class, which can negatively affect their overall learning experience.

2. Note-Taking Strategies In Listening

Despite the many challenges they faced during academic listening, the participants used several strategies to help them understand the material and take more effective notes. These strategies include:

- 1). Using Abbreviations and Symbols

One of the most common strategies students used to overcome difficulties was writing abbreviations, short forms, and symbols. This strategy helps them write faster and manage the pressure of listening and writing at the same time, especially when the speaker talks quickly.

Participant 4 clearly explained that using short forms and symbols helps her keep up with the lecture pace:

Yes, I often use short forms, arrows, and symbols because they help me write faster. I also write in small letters and try not to worry too much about neat handwriting. This helps me save time and not fall behind.

This statement shows that speed becomes the main priority during listening tasks, and students are willing to sacrifice neatness in order to capture information.

Participant 5 shared a similar approach and described her note-taking style as visual and simplified. She stated:

When I take notes, I usually write in a simple and fast way. I don't use full sentences because it takes too long, so I use my own style with short forms, symbols, and colors. For example, I often use arrows to show cause and effect, or to connect one idea to the next. I also use short forms like info for information, ex for example, or imp for important.

These statements indicate that symbols are not only used to write faster, but also to organize ideas and show relationships between points. Participant 5 also reported using abbreviations and symbols as part of her note-taking strategy:

Yes, I use abbreviations like w for with, bc for because, or exs for example. I also use arrows to show cause and effect, and stars to highlight something important. If the speaker says pollution causes health problems, I will write pollution, an arrow symbol, and then health probs.

This shows how abbreviations help reduce the cognitive load during listening by allowing students to record meaning without writing complete sentences.

Participant 6 initially felt unsure about using symbols, but later realized that he often relied on arrows to connect ideas: *“Oh, I have a symbol actually. Like the arrow. That means to continue the point before.”* She explained that the arrow helps her understand that one idea is related to the next, especially when the speaker continues the same topic.

These findings show that using abbreviations and symbols is a common and practical strategy among students. Even without formal instruction, participants developed their own systems to cope with fast speech and heavy information load during academic listening.

2). Writing Only Keywords and Key Points

Several participants explained that instead of trying to write full sentences, they focus on keywords, numbers, names, and short phrases. Participant 4 explained that writing full sentences is not practical during listening activities, so she focuses on essential information only:

I usually write keywords, numbers, names, and short phrases. I do not write full sentences because it takes too much time. I try to arrange my notes in a simple structure by using bullet points or small headings. Sometimes I leave some space between points so that I can add more information later.

This shows that keywords are used not only to write faster, but also to keep the notes flexible for later review.

Participant 5 shared a similar strategy and emphasized focusing on main ideas rather than complete information:

In my notes, I usually write the main ideas, important keywords, and any examples that help me understand the topic. I don't write full sentences because it takes too much time. If I miss something, I focus on the next point

instead of trying to catch everything at once. I also write simple keywords so I don't waste too much time.

This suggests that choosing keywords helps reduce stress and prevents students from falling further behind.

Participant 6 also stated that he prefers writing only important points in list form:

Especially I just write the important points like 1, 2 or the list like that. If someone explains what the atmosphere is, I just make a note: atmosphere is this one, first list, and the second list is the importance of atmosphere.

This indicates that note-taking is selective and focused on core ideas rather than detailed explanations.

Participant 2 described adjusting his note-taking style depending on the difficulty level of the lecture: *“If it's difficult, I write it word by word. If it's not difficult, I write it point by point. First, I write down the points. Then, we look for the meaning of the points.”* This shows that key points act as a foundation that students can develop later after the listening task ends.

Participant 1 also mentioned writing down unfamiliar words as keywords to be checked later: *“The new vocabulary, we write it down. Then, after listening, we find out the meaning of the vocabulary.”* This strategy helps students to stay focused on listening without stopping to process meaning immediately.

Participant 3 explained that his note-taking depends on the task format, but still focuses on points and keywords: *“I make points. Points. And sometimes, there's a point that's just a keyword. There's a point that's just a keyword, but there's an explanation from that point.”* These findings show that focusing on keywords and key points is a common strategy among students to manage limited time and

cognitive load during academic listening. Instead of trying to write everything, participants selectively record essential information that can be expanded and understood later.

3). Prioritizing Listening Before Writing

Another strategy used by the participants to deal with difficulties in note-taking during academic listening is prioritizing listening before writing. This strategy is usually applied when the speaker talks too fast or when the information is considered very important. Instead of forcing themselves to write everything, students choose to focus on understanding the message first and write only after they feel they understand the main idea.

Participant 4 stated that she often stops writing when the speaker talks too fast or when the information is important. She focuses on listening to avoid missing the main message:

Yes, when the speaker is explaining something very important or when the speaker talks too fast, I stop writing and focus only on listening to get the main message. After I understand the main idea, I continue writing again if possible.

This response indicates that prioritizing listening helps the participant manage fast speech and prevents her from falling behind during the listening task. Participant 5 also shared a similar strategy. She explained that continuing to write during fast or important explanations can make her miss the main idea, so she chooses to listen first:

Yes, I do prioritize listening over writing at certain times. I usually stop writing and focus only on listening when the speaker starts giving very important explanations or when the pace becomes too fast. In those moments, I know that trying to write everything will make me miss the main message, so I choose to listen carefully first.

These findings show that prioritizing listening before writing is an important strategy used by students to cope with fast speech and information overload during academic listening. By focusing on understanding first, students reduce confusion and are better able to capture key points later, even if they miss some details during the listening process.

4). Having Previous Knowledge About the Topic Before the Class

Another strategy used by participants to overcome difficulties in note-taking during academic listening is having previous knowledge about the topic before attending the class. When students are already familiar with the topic, they can understand the lecture more easily and decide what information is important to write down. This preparation reduces confusion during listening because students do not start from zero when the lecturer begins explaining.

Participant 3 explained that his ability to take notes depends on the preparation given before the class. When the lecturer provides a topic in advance, he reads and highlights difficult points beforehand. This previous knowledge helps

him follow the explanation better and write notes more effectively during the lesson:

“For example, Mr. Mus gave us a topic. Like, next week we're going to discuss this. So, sometimes he asked us to read. We read it... When we're in class, he explains it to us... and I write it down... If you don't want to write it down, just let them understand it.”

This statement shows that the participant benefits from knowing the topic before class. By preparing in advance, he can focus on understanding the explanation and write down key points only when the information becomes clearer.

Overall, these findings highlight that having prior knowledge about the topic before the listening class plays an important role in supporting students' note-taking. Preparation before class allows students to understand lectures more easily, reduces overload, and helps them capture key information during academic listening.

5). Reviewing and Completing Notes After Class

Reviewing and completing notes after class is another important strategy used by students to support their understanding of academic listening. The findings show that students do not rely only on the notes they write during the listening activity. Instead, they use the notes as a starting point to review, clarify, and complete their understanding after class. Participant 4 explained that note-taking helps her organize information and supports her memory. She sees notes as a tool that helps her remember and study the material again after class:

Personally, I see note-taking as a kind of support system for my memory, because I know that I cannot rely only on my memory. When I take notes, I feel like the information becomes more organized in my mind, and it becomes easier for me to study again after class.

She also emphasized that taking notes helps her stay focused during the listening activity and makes reviewing easier later, especially for exams or assignments:

It also makes it easier for me to review the material later, especially before exams or when I need to complete assignments. When I do not take notes, I feel like I lose concentration more easily and sometimes I forget what the lecturer said.

This shows that reviewing notes after class is closely connected to how students stay focused during listening and how they prepare for future learning tasks.

Participant 5 also described how reviewing notes after class helps her understand the lesson better. She explained that she often cannot fully understand everything during the listening activity, but reviewing the notes later helps clarify the material:

When I have to take notes while listening in English, I feel it is a bit difficult and challenging. But it doesn't mean I don't like it. Actually, it motivates me. I learn something new every day, whether it's new vocabulary, correct spelling, or the material itself. Sometimes, I only manage to write the notes without fully understanding everything in the moment. But because I have the notes, I can review them after class and understand the topic more clearly. So even though it's hard, it really helps my learning process.

In addition, Participant 5 described specific actions she takes after the listening activity to complete her notes and fill in missing information:

When I face those difficulties, I usually try to stay calm and not panic. If I miss something, I focus on the next point instead of trying to catch everything at once. I also write simple keywords so I don't waste too much time. After the listening activity, I check my notes again and compare them

with my friends to make sure I didn't miss important information. Sometimes, I also review the topic at home by searching simple explanations or watching short videos related to the lesson. This helps me understand the parts that were confusing during the listening task. If I miss something important, I put a small mark, like a question mark, so I can check it later with my friends or during the review.

This finding shows that reviewing and completing notes after class is not only about rereading notes, but also about actively improving them. Students check missing points, add explanations, compare notes with friends, and use additional resources to understand the material better. This strategy helps students overcome difficulties they experience during listening and makes their notes more useful for future study.

5). Using Highlighting (Colors, Arrows, Structure)

Some participants used visual organization techniques to make their notes clearer and easier to review. These include using color coding, arrows, or structured formats. The findings show that some students use visual organization as a strategy to make note-taking easier and more effective during academic listening. Visual organization includes the use of colors, arrows, symbols, and simple structures to connect ideas and highlight important information. This strategy helps students write faster, stay organized, and understand their notes more clearly when reviewing them later.

Participant 4 explained that she uses symbols, arrows, and short forms to make her notes shorter and easier to understand. These visual elements help her show relationships between ideas and reduce the time needed to write full words:

Yes, I often use short forms, arrows, and symbols because they help me write faster. For example, I use arrow to show cause and effect, and sign that

looks like number eight for and, and I shorten words like info for information or exp for example. I also sometimes use symbols like plus symbol for advantages and like minus symbol for disadvantages. These symbols make my notes shorter and easier to understand when I read them again.

This shows that visual symbols are not only used to save time, but also to organize information logically, such as showing cause and effect or comparing advantages and disadvantages.

Participant 5 also strongly relied on visual organization, especially through the use of colors. She explained that using different colored pens helps her separate ideas and remember the material better:

Yes, I have been taught how to take notes, but I also have my own way. I usually use two or three pens with different colors, like red, blue, and black. I use red to underline or highlight important points, and sometimes I switch it with blue. Maybe it looks a bit like a girly style, but it really helps me understand the material easily and remember things better.

She further explained that her note-taking style is visual and focused on key ideas rather than full sentences:

In my notes, I usually write the main ideas, important keywords, and any examples that help me understand the topic. I don't write full sentences because it takes too much time. My way of taking notes is more visual. I use different colors to separate ideas, and I make small symbols or short arrows to connect related points.

Participant 5 also described in detail how she combines colors, symbols, and short forms to organize her notes and make them easier to review:

When I take notes, I usually write in a simple and fast way. I don't use full sentences because it takes too long, so I use my own style with short forms, symbols, and colors. These techniques really useful to save time and understand the ideas more easily when I read my notes again. For example, I often use arrows to show cause and effect, or to connect one idea to the next. I also use short forms like info for information, ex for example, or imp for important. Sometimes I make my own quick symbols, like a star for a key point or a question mark if I am not sure about something

and need to check it later. I also write with different colors. Red is for very important points or underlining, blue is for supporting details, and black is for the main notes. This color system helps me find information quickly and understand the structure of the lesson. These small techniques make note-taking faster and more organized, especially when I am listening in English.

In addition, Participant 5 explained that this visual organization strategy developed over time through observation and practice. She learned from others and then adapted the methods to fit her own learning style:

I learned my note-taking strategies from different sources. At first, I saw some examples on Google and also watched how my friend took notes. From there, I tried to study their techniques and understand how they organized information. After that, I started to modify the style and create my own version that fits me better. So, even though I received some ideas from others, most of my method came from practicing by myself and finding what makes me comfortable. Little by little, I discovered which colors, symbols, and formats help me understand the material more clearly.

She also mentioned that preparing tools, such as colored pens, supports this strategy: *“Another thing that helps is preparing my tools, such as my colored pens, because they make my notes clearer and more organized.”* Overall, these findings indicate that visual organization helps students manage the challenges of academic listening by making their notes clearer, more structured, and easier to review after class.

6). Developing Personal Note-Taking Methods

The findings indicate that students tend to develop their own personal note-taking methods over time, rather than relying on formal instruction. Most participants explained that their note-taking strategies were shaped through experience, observation, and adaptation to their own learning needs. This shows

that note-taking is a personal and flexible skill that students gradually build based on what works best for them.

Participant 2 explained that her note-taking method was influenced by both lecturers and friends. She mentioned that one of the strategies introduced by lecturers was mind-mapping, which she later adapted based on her own preference:

First, from my lecturers and friends. The lecturers that I told you about, they asked me to do mind-mapping. From mind-mapping, I can develop it myself. It depends on how I do it. Whether I write the words or the symbols. So, the first one is from my friends and lecturers. The lecturers are more advanced. The lecturers told you how to do it. Yes, mind-mapping.

This statement shows that although the initial idea came from lecturers, the participant did not follow the method strictly. Instead, she adjusted it by choosing whether to use words or symbols, showing a process of personal adaptation. Participant 3 shared a similar experience but emphasized that she did not fully rely on established methods. She preferred to combine different techniques and create her own approach when existing methods did not feel suitable:

For me, I don't need those methods. I just look at the method. But sometimes, when I try something, it's not right. So, sometimes, I can combine the methods. For example, there's one or two methods. And because you combine them, you can understand the method. So, there are methods that I make myself. There are also methods that I know. Maybe at first, I've used this method. But I didn't know there was this method. I've talked to people about it.

This reflects a trial-and-error process in which the participant experimented with different strategies and combined them to better suit her understanding and learning style. She also clarified that this development did not come from formal

training: *“Special training or preparation. No. It's already developed by yourself.”*

Participant 4 also stated clearly that she did not receive formal instruction on note-taking. Instead, she developed her own method gradually through experience:

I was not formally taught how to take notes, so I mostly developed my own way of writing short notes. I learned through trial and error because in the beginning I did not really know the best way to take notes. I tried different ways, and sometimes I felt my notes were messy or not useful. Over time, I changed my style several times until I found what was comfortable and effective for me. I learned by observing what worked and what did not work for my own learning.

She further emphasized that this development was based on self-reflection and adjustment during the learning process: *“I developed it by myself. I tried different ways of writing notes and slowly found what worked best for me. I observed my own learning process and adjusted my strategy based on my experience in class.”*

Participant 5 also described a similar process of developing personal note-taking methods. She explained that she initially learned from external sources, such as friends and online examples, before modifying the strategies to suit herself:

I learned my note-taking strategies from different sources. At first, I saw some examples on Google and also watched how my friend took notes. From there, I tried to study their techniques and understand how they organized information. After that, I started to modify the style and create my own version that fits me better. So, even though I received some ideas from others, most of my method came from practicing by myself and finding what makes me comfortable.

Overall, these findings show that students actively construct their own note-taking methods through experience rather than formal training. They observe others, experiment with different techniques, combine methods, and adjust their

strategies over time. This process helps them to find note-taking styles that feel comfortable, effective, and suitable for their individual learning needs during academic listening.

7). Requesting Clearer Instructions or Slower Pace from Teachers

Although not a strategy done directly during the task, some students mentioned that getting clearer instructions or a slightly slower pace from the lecturer helps them perform better. Participant 5 said: *“I would appreciate if the teacher could slow down a little or give clear instructions. It would really help me catch up and organize my notes more effectively.”* This reflects students’ awareness of what external support helps them overcome listening difficulties

Q. B. Discussion

This discussion directly addresses the findings of this study in relation to the two research questions: (1) what difficulties students face in note-taking during academic listening, and (2) what strategies they use to overcome those difficulties. The interview data from six students in the English Education Department at UIN Ar-Raniry Banda Aceh reveal that note-taking during academic listening is a complex activity that requires students to listen, process information, and write important points simultaneously. The findings show that students experience several interconnected difficulties, but they also develop personal strategies to manage these challenges in academic listening contexts.

Regarding the first research question, the findings indicate that students’ difficulties in note-taking during academic listening are influenced by multiple factors.

Based on the data analysis, this study identified five categories of difficulties faced by students in note-taking during academic listening. Each category also contains more specific problems. These categories are external factors, internal factors, difficulty processing academic content, instructional-related difficulties, and affective factors during listening tasks.

The first specific problem of internal factors is the speed of speech. It was identified as the most dominant difficulty. Students explained that when the speaker talks too fast, they cannot listen, think, and write at the same time. This finding is consistent with the study by Vandergrift (2007), which explains that fast speech increases cognitive load and makes it difficult for EFL learners to process spoken input. Similarly, Gilakjani and Sabouri (2016) stated that fast speech often causes students to miss important information during listening tasks. In this study, students felt pressured because they had to choose between continuing to write or focusing on listening, which often resulted in incomplete notes.

Another external factor faced by the students is understanding different accents. The participants stated that unfamiliar accents made it difficult for them to recognize words and understand the meaning of the message. This finding is in line with Rost (2011) and Komilova (2023), who explained that accent variation can significantly affect listening comprehension. Even when students were familiar with the vocabulary, differences in pronunciation caused confusion and slowed down their note-taking process.

This study highlights lack of familiarity or insufficient previous knowledge of the topic as a major difficulty in note-taking during academic listening. Students

explained that when they were not familiar with the lecture topic, they needed more time to understand the content, which made it difficult to take notes effectively. This finding supports the top-down processing theory in listening, which suggests that background knowledge plays an important role in comprehension (Rost, 2011). In this study, unfamiliar topics caused students to feel “blank” and unsure about what information was important, leading to delays in writing and missed points.

Therefore, students experienced difficulty multitasking between listening and writing. They explained that focusing on writing made them miss the next part of the audio, while focusing on listening caused them to fall behind in note-taking. This finding is consistent with Tran and Nguyen (2020), who found that students struggle to balance listening and writing without proper note-taking strategies.

Emotional factors, especially anxiety, also affected students' note-taking performance. Participants reported feeling nervous, overwhelmed, and afraid of missing important information. This finding supports Salame et al. (2024), who explained that anxiety can reduce concentration and confidence in academic tasks. In this study, anxiety caused students to lose focus and sometimes become passive during class discussions.

Another important difficulty identified is the lack of teacher guidance on note-taking techniques. Most participants stated that they had never been formally taught how to take notes in listening classes. This finding supports Alda (2023), who emphasized that note-taking is a skill that should be explicitly taught. Without guidance, students relied on trial and error, which made the learning process more difficult.

Second, the strategies. Despite the challenges, students developed several strategies to overcome note-taking difficulties during academic listening. These strategies include focusing on keywords and key points, using abbreviations and symbols, prioritizing listening before writing, reviewing notes after class, using visual organization, and developing personal note-taking methods.

One common strategy used by students is writing only keywords and key points instead of full sentences. This strategy helped students save time and reduce cognitive pressure. This finding is consistent with Rahmani and Sadeghi (2011), who found that selective note-taking improves comprehension and recall.

Students also used abbreviations and symbols such as arrows, stars, and short forms to write faster. This strategy aligns with Cojean and Grand (2024), who stated that symbols and abbreviations help students record information efficiently during listening activities.

Another strategy reported by the participants is having previous knowledge before the class. Students explained that when they were familiar with the topic before the listening activity, they found it easier to follow the lecture and take notes. Previous knowledge helped them predict the content, recognize key ideas, and decide what information was important to write down. This preparation reduced confusion during listening and allowed students to focus more on understanding rather than struggling to catch every detail. This finding supports Rost (2011), who stated that background knowledge plays an important role in listening comprehension, especially in academic contexts. Similarly, Teng (2021) explained that students with adequate preparation and topic familiarity can manage academic

listening tasks more effectively because they are able to use top-down processing. In this study, having previous knowledge helped students cope with fast speech and dense information, making note-taking during academic listening more manageable.

Reviewing and completing notes after class was also an important strategy. Students checked their notes, compared them with friends, and searched for additional explanations online. This finding is in line with Alda (2023), who emphasized that reviewing notes strengthens understanding and memory.

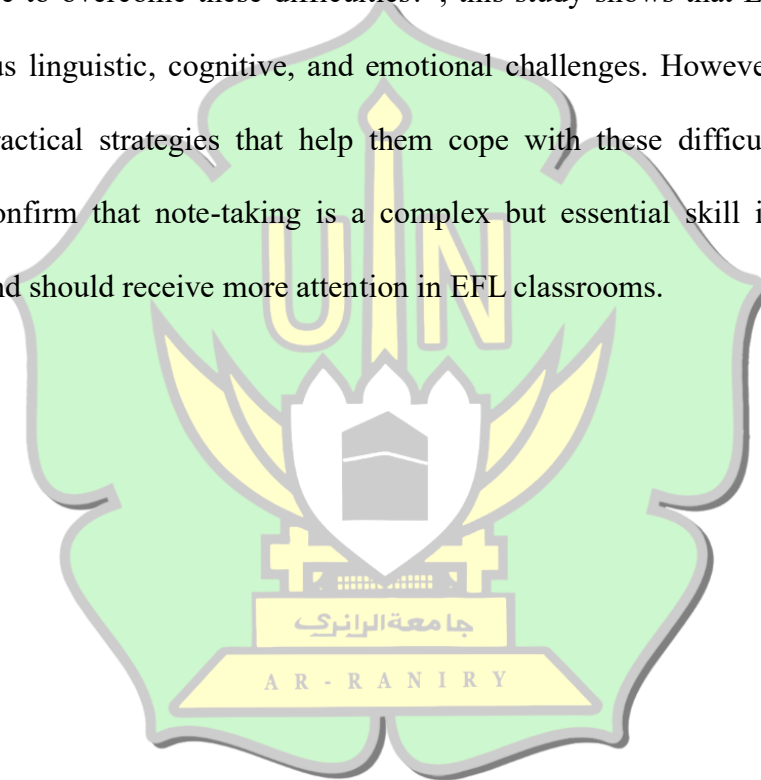
Students also used visual highlighter such as colors, arrows, and simple structures to make their notes clearer. This visual strategy helped students organize information and review it more easily. This supports Oyzon and Olmos (2009), who stated that well-organized notes improve learning outcomes.

Finally, students developed personal note-taking methods based on experience. Since they were not formally taught, they created their own strategies through trial and error. This finding is consistent with Mueller and Oppenheimer (2014), who explained that note-taking methods are influenced by individual learning preferences.

Third, the overall contribution of the findings. Based on the analysis, there is a clear connection between the difficulties students face and the strategies they develop. When students encounter challenges such as fast speech or unfamiliar vocabulary, they adapt by using keywords, symbols, and selective listening. This process reflects students' active role in managing their learning despite limited guidance.

The findings of this study also highlight the importance of teaching note-taking strategies explicitly in academic listening classes. With proper instruction and practice, students may reduce anxiety, improve comprehension, and take more effective notes.

In conclusion, based on the research questions “What difficulties do students face in note-taking during academic listening?” and “What strategies do students use to overcome these difficulties?”, this study shows that EFL students face various linguistic, cognitive, and emotional challenges. However, they also develop practical strategies that help them cope with these difficulties. These findings confirm that note-taking is a complex but essential skill in academic listening and should receive more attention in EFL classrooms.



CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter provided the conclusions and the suggestions upon completing the research. The conclusions explained the summary of the research findings and discussion. Moreover, the suggestions presented the benefits of this research and recommendations on how the results can be utilized by relevant parties.

R. A. Conclusions

Note-taking is an essential academic skill that plays a crucial role in supporting students' comprehension during academic listening, particularly in higher education contexts. In academic listening situations, students are required to listen to spoken input, understand the content, and record important information at the same time. This process involves complex cognitive demands, including attention, information processing, and decision-making.

This study aimed to investigate students' difficulties in note-taking during academic listening and the strategies they use to cope with those difficulties. The focus of the study emerged from the researcher's observation that many students experience challenges when taking notes while listening, especially during lecture-based or audio-based listening activities, yet they receive limited guidance on effective note-taking practices.

Based on the analysis of data collected through semi-structured interviews, this study identified several key factors influencing students' note-taking experiences. These factors include the specific difficulties students face during

academic listening, the strategies they apply to manage those difficulties, and the role of familiarity and preparation in supporting comprehension. These factors are closely related and shape students' overall listening and learning experiences.

The findings reveal that students experience various difficulties in note-taking during academic listening. The most prominent difficulties include speed of speech, unfamiliar accents, lack of familiarity with the topic or insufficient previous knowledge, cognitive overload when listening and writing simultaneously, and emotional factors such as anxiety. Among these, speed of speech and lack of familiarity with the topic were found to significantly affect students' ability to process information and decide what to write.

To cope with these challenges, students developed several strategies based on their own experiences. These strategies include planning before the class by reading or familiarizing themselves with the topic, focusing on key ideas rather than writing everything, using abbreviations and symbols, organizing notes visually, prioritizing listening before writing when necessary, and reviewing notes after the class. The findings also show that strategies are personal and cannot be generalized, as each student chooses methods that match their learning style and level of familiarity with the content.

In conclusion, students' difficulties in note-taking during academic listening are influenced by cognitive demands, listening conditions, and background knowledge. However, students demonstrate adaptive learning behavior by developing practical strategies to manage these challenges. Familiarity with the topic and planning before listening play an important role in reducing difficulty and

supporting effective note-taking. These findings highlight the importance of guiding students to develop awareness of suitable note-taking strategies and to prepare before academic listening activities to enhance comprehension and learning outcomes.

S. B. Suggestions

Based on the findings of this research, it can be concluded that students experience significant difficulties in note-taking during academic listening but are able to develop strategies to overcome them. Therefore, several suggestions are provided to help utilize the results of this research effectively. The suggestions are addressed to English students, English lecturers, educational institutions, and further researchers, as follows:

1. English Students

This research is expected to raise students' awareness of the importance of effective note-taking strategies in academic listening. Students are encouraged to actively practice note-taking techniques such as focusing on keywords, using abbreviations and symbols, organizing notes visually, and reviewing notes after class.

Students should also understand that missing some information during listening is normal and should not lead to anxiety. Instead, they are encouraged to prioritize comprehension and gradually improve their note-taking skills through consistent practice and reflection on their learning experience.

2. English Lecturers

The findings of this research provide valuable insights for English lecturers, particularly those teaching listening courses. Lecturers are encouraged to provide explicit instruction on note-taking strategies and guide students in applying appropriate techniques during listening activities.

Lecturers may also consider adjusting the pace of speech, giving clearer instructions, and allowing short pauses during listening tasks to help students process information more effectively. By doing so, lecturers can reduce students' anxiety and support their academic listening development.

3. Educational Institutions and Stakeholders

The development of students' academic listening and note-taking skills requires support from educational institutions. Therefore, institutions are encouraged to provide training, workshops, or curriculum support related to academic listening and note-taking skills.

Such efforts can be considered a long-term investment in improving students' academic performance and readiness for higher-level academic tasks, particularly in English-medium learning environments.

4. Further Researchers

This research has a limited scope and focuses only on students' difficulties and strategies in note-taking during academic listening using interview data. Future researchers are suggested to expand the scope of the study by involving a larger number of participants or using additional data collection methods, such as classroom observation or analysis of students' written notes.

Further research may also explore the relationship between note-taking strategies and listening comprehension outcomes, or investigate the effectiveness of explicit note-taking instruction in academic listening classes.



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APPENDICES

Appendix A

Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1695 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

- DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**
- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
1. Undang-Undang Nomor 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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** : Menunjuk Saudara :
- Azizah, M.Pd**
- Untuk membimbing Skripsi
- Nama : Ikeya Deswina
NIM : 220203103
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Difficulties in Note-Taking during Academic Listening
- KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT** : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan,


A Saiful Muluk

- Tembusan**
1. Sekjen Kementerian Agama RI di Jakarta;
 2. Dipten Pendidikan Islam Kementerian Agama RI di Jakarta;
 3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
 4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
 5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
 6. Kepala Bagian Keuangan dan Humani UIN Ar-Raniry Banda Aceh di Banda Aceh;
 7. Yang bersangkutan;
 8. Arsip.



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

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Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203103

Nama : IKEYA DESWINA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan krueng meusugop dusun Kuta ara, Desa Meunasah Mamplam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *STUDENT'S DIFFICULTIES IN NOTE-TAKING DURING ACADEMIC LISTENING*

Banda Aceh, 19 November 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 31 Desember 2025

Appendix D: Interview Protocol

INTERVIEW PROTOCOL

Research Title : Students' Difficulties In Note-Taking During
 Academic Listening
 Time of Interview :
 Date :
 Place :
 Interviewer : Ikeya Deswina
 Interviewee :
 Position of Interviewee : Student of English Language Education
 Department (5th Semester)

This research is about EFL students' experiences and challenges in taking notes during academic listening. The purpose of this study is to explore the difficulties students face when taking notes in listening classes and to identify the strategies they use to overcome these difficulties. Data will be collected through a semi-structured interview, and the conversation will be audio-recorded with the participant's consent. All data will be kept confidential and used only for research purposes to protect the participants' privacy. During the interview, the participant will be asked several questions related to their experiences in academic listening and note-taking. The interview will take approximately 30–45 minutes.

List of Question

1. Have you ever taken a listening class like Advanced Language Skills? What was it like?
2. Have you ever heard about note-taking? What do you know about it?

3. Have you ever been taught how to take notes, or do you have your own way?
4. Do you usually take notes during lectures or listening tasks? Why or why not?
5. What do you usually write in your notes? Can you describe your way of taking notes?
6. How do you feel when you have to take notes while listening in English?
7. Is it sometimes hard for you to take notes during listening? Can you tell me why? accent
8. What parts do you think are hard when taking notes in English? accent
9. Do you ever feel lost or behind when the speaker talks too fast? What do you do then?
10. When you face those difficulties, what do you usually do to handle them?
11. When you take notes, how do you usually write them? Do you use any special techniques? like symbols, short forms, or your own style? Can you explain how you use them and give some examples?
12. Do you prioritize listening over writing at certain times? When do you decide to stop writing and just listen?
13. Did you learn note-taking strategies from someone or develop them by yourself? How did you find the method that works for you?
14. What practice or preparation helps you take better notes in listening classes?
15. When note-taking becomes difficult for you, what steps or techniques do you use to handle the problem?

Appendix E: Research Documentation



