

**AN ANALYSIS OF STUDENTS NOTE TAKING STRATEGY  
IN LISTENING TASK**

**THESIS**

**Submitted by**

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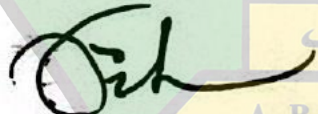
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan



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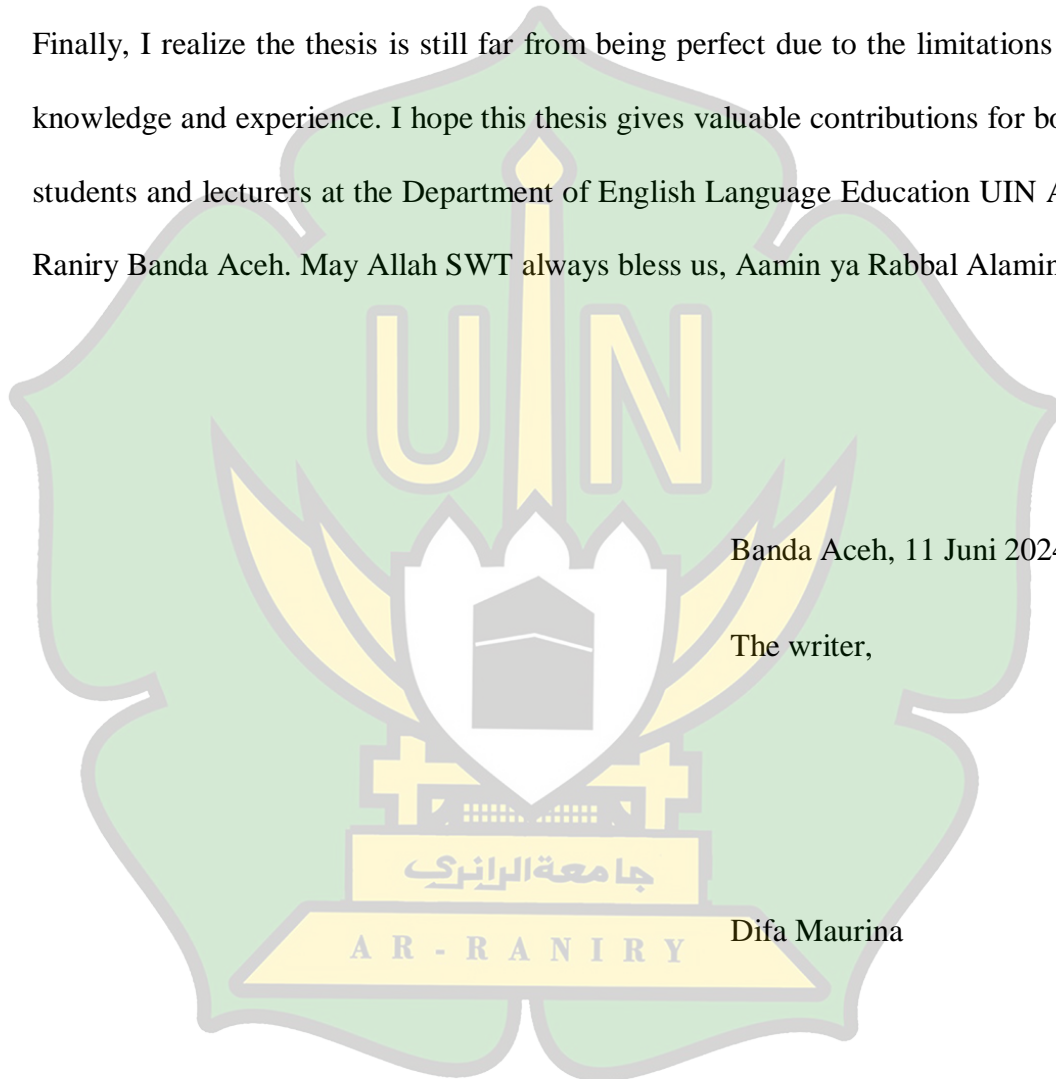
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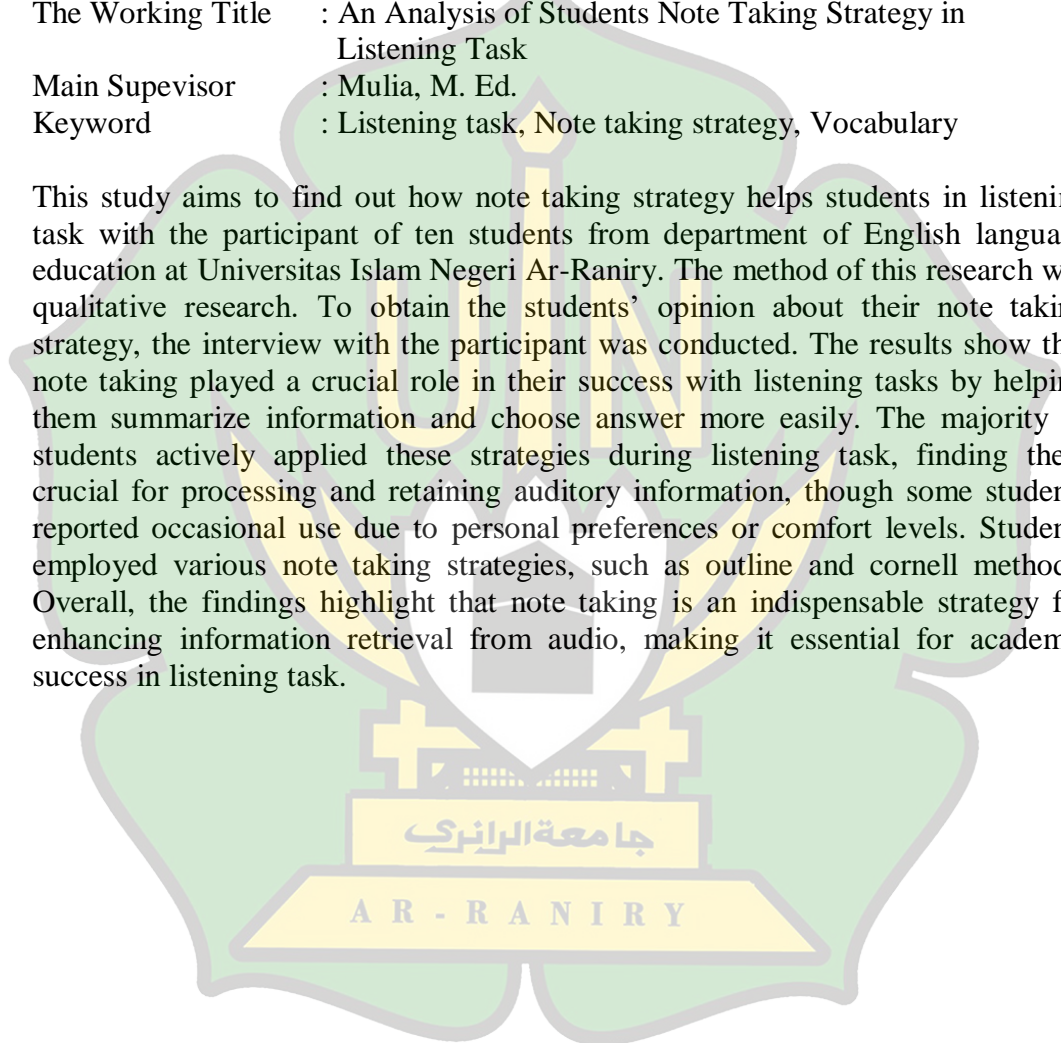
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## ABSTRACT

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The Working Title : An Analysis of Students Note Taking Strategy in  
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This study aims to find out how note taking strategy helps students in listening task with the participant of ten students from department of English language education at Universitas Islam Negeri Ar-Raniry. The method of this research was qualitative research. To obtain the students' opinion about their note taking strategy, the interview with the participant was conducted. The results show that note taking played a crucial role in their success with listening tasks by helping them summarize information and choose answer more easily. The majority of students actively applied these strategies during listening task, finding them crucial for processing and retaining auditory information, though some students reported occasional use due to personal preferences or comfort levels. Students employed various note taking strategies, such as outline and cornell methods. Overall, the findings highlight that note taking is an indispensable strategy for enhancing information retrieval from audio, making it essential for academic success in listening task.



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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

Studying a foreign language entail more than rote memorization of grammar, pronunciation, and vocabulary; a crucial aspect lies in the practical application of the language. Proficiency in utilizing both the spoken and written forms is paramount when acquiring a foreign language such as English. Therefore, language learning is divided into four parts: listening, speaking, reading and writing. These Four key language abilities have a major impact on language learners' competence levels. Productive skills include speaking and writing, whereas receptive skills include listening and reading. Listening allows students to produce spoken language through vocabulary acquired through listening. The most difficult thing for English learners is the ability to listen (Erzad, 2020).

Listening is the first skill that everyone acquires from childhood. Individuals are actively hearing auditory cues in their environment and attempting to comprehend them. It is clear that the development of auditory perception skills begins in an individual's formative years. Listening is an important aspect of the information-exchange process, especially in spoken conversations (Erzad, 2020). The ability to effectively receive and comprehend messages delivered during interpersonal interactions is incorporated into the skill of listening. Listening is regarded as the most important linguistic talent, and it is recognized as a powerful tool for gaining insights and knowledge from conversations. Effective communication relies primarily on effective listening skills, which are essential

for professional success. Listening in an educational setting includes attending lectures, participating in presentations, and taking effective notes (Komilova, 2023). Numerous studies have demonstrated the importance of listening in the area of communication, emphasizing the importance of refining listening skills in order to successfully understand the speaker's message inside the feedback loop. The process of hearing comprehension is complex, involving cognitive aspects like as perception, attention, cognition, and memory. For some language learners, listening to a foreign language, such as English, is a significant obstacle. Students face challenges in listening comprehension due to limits such as a limited English vocabulary, new subject matter, inattention to the listening content, and poor audio quality (Lestari et al., 2019).

Listening in English is difficult for EFL learners because it is not their first language. Listening requires a high level of focus in order to comprehend information offered, whether in the form of monologues or discussions. Many children struggled to understand spoken language. This is seen when examining the results of pupils' listening tests. Many EFL students struggle to understand listening comprehension skills. These issues are influenced by a variety of circumstances, including limited vocabulary, quick speech delivery, native speaker accents, foreign pronunciations, and learning environment. Students can effectively address and resolve these issues by understanding their listening challenges (Darti and Asmawati, 2017). Students must have excellent listening skills in order to achieve competency. As a result, the listening learning environment should strive to build familiarity while also increasing knowledge.

Students of English in a foreign language setting face a challenge in developing effective listening skills. Furthermore, in the language school, listening is frequently regarded as the most difficult language competency since it requires a high level of attention and concentration to understand linguistic components and transmitted information, whether in conversations or monologues. Furthermore, the act of listening might cause anxiety and stress (Hardiyanto, 2021).

In listening, students are encouraged to use learning methods to potentially overcome obstacles and facilitate their participation in various learning activities. The use of learning strategies can improve pupils' listening skills, memory recall, and information retention. Essentially, strategies are the particular steps taken by students to streamline the learning process, making it more efficient, pleasurable, self-regulated, effective, and applicable to real-world circumstances. Listening is viewed as a comprehensive cognitive function that includes perception, cognition, attention, and memory in the context of foreign language acquisition in English (Hardiyanto, 2021). Evidently, engaging in listening activities allows students to gain knowledge from auditory sources. However, it is important to recognize that comprehending information through listening exercises require students to use appropriate and effective strategies. Among these strategies, note-taking emerges as a critical component. Note-taking is a skill that helps students organize information in their studies. Note taking is an individual activity, and each note-taker have their own preferences for note-taking techniques, background knowledge of a topic, and perspectives on what they believe as fostering comfortable note taking conditions is valuable research gap to address. Note



taking is an important academic skill. According to van der Meer (2012), “taking notes in lectures is considered a characteristic of university learning”. In the L1 context, there are many studies on aspects of note-taking, including the effectiveness of specific methods and techniques, as well the relationship between note-taking and test performance. Although note-taking is a common skill for L2 learners who intend to use English for academic purposes, little research has so far been conducted in L2 contexts.

The act of taking notes is complex because it requires the use of a variety of cognitive, linguistic, and physical skills that must work almost simultaneously. Individuals taking notes while listening must be able to determine the significance of the information presented to them. As a result, students must make informed selections about the best medium for their note-taking activities such as writing on paper or organizing their notes. After deciding what they want to write and where to write it, they need to choose a specific method verbatim or paraphrase to write each piece of information and Abbreviation or picture Next come to the actual writing, typing or drawing. All of this occurs when listening to the next item of information, a sequence that many L2 learners struggle with Once these initial decisions have been made about what to transcribe and where to transcribe it, note takers must then choose an appropriate approach, whether verbatim or paraphrased, for capturing each individual item of information, which may include the use of abbreviations or pictures. Following these preparatory steps, the actual act of writing, typing, or drawing occurs. This sophisticated process takes

place as the individual is also receiving the next piece of information, a cognitive sequence that many second language learners struggle with (Siegel, 2022).

Note-taking strategies are important for students to understand the meaning of the speech or audio they are listening. Note taking is important for several reasons. First, it helps students understand the whole story. Second, information provided in a conversation can be used to answer a question. Finally, a good note-taking system is a learning strategy. The aim of the study is to validate students' academic listening with real and applicative material so that they can enjoy the formal monologue from native speakers. The skills needed are listening and taking notes on important points conveyed by the speaker. Students who enjoy watching Western movies and music will find this hobby useful. The more they are exposed to the voice of native speakers, the more sensitive they understand English (Mujazin, 2022).

### **B. Research Question**

Based on the explanation in the background of study, it can be stated that the research question in this study is "How do students experience the use of note taking strategies in listening tasks?"

### **C. Research Aim**

Based on research question above, it can be concluded that this study is aimed to investigate how do students experience the use of note taking strategies in listening tasks.

#### **D. Significance of study**

This study is expected to provide useful insights into how students manage English listening tests, particularly in an educational setting, using note-taking. Furthermore, it will suggest ways to improve strategies for mastering listening. Educators are welcome to participate in this study to improve their note-taking skills during listening evaluations. The recommendation for listening course instructors to become proficient in establishing these note-taking skills is critical in facilitating their students' performance in various listening activities, tests, and standardized assessments like as TOEFL and IELTS. Moreover, it is crucial for high school teachers to practice this skill in their English lessons when teaching listening comprehension. Taking notes is an effective first step toward improving listening skills. The findings of this investigation will be a great resource for other researchers interested in note-taking methods in listening tests.

#### **E. Research Terminology**

##### **1. Note Taking Strategy**

According to Neville (2006) as cited in Watthajarukiat (2012) Taking notes is the process of transcribing or documenting auditory or written information in detail. This initial technique is generally regarded as the first step in the creation of academic notes. It is obvious that note-taking comprises the act of recording spoken or written information. Note-taking skill begins with the act of taking notes, which allows the individual to later modify and structure their ideas. Students often use technology to take notes. These strategies teach students precise techniques for quickly producing and documenting meaningful knowledge

gathered from sounds sources. Empirical studies have shown that using such tactics helps pupils overcome hurdles during the learning process.

## **2. Listening Task**

According to Rost (2002), the task is extremely important in the field of language teaching. It is claimed that a distinct definition of task exists in this field of study. Several studies have identified three characteristics that distinguish language acquisition from different fields. Primarily, the task acts as a core learning framework that improves the overall learning process (Skehan & Foster, 1997). Second, the task benefits from particular audible or visual stimuli, specified procedure, and tangible outcomes (Candlin & Koebeke, 1999). Third, teachers have the ability to monitor and quantify assignments that provide feedback and evaluate work. According to Rost, there are two types of listening processes: one-way and two-way. One-way listening exercises require students to listen to given information, such as an audio recording, and write down key points or core concepts. In contrast, two-way listening assignments demand students to listen to their classmates in order to gain meaningful knowledge. The information is then processed to generate responses for their peers as part of a collaborative work.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter attempts to explicate the literature review relative to the discussed issues and to give numerous hypotheses targeted at providing relevant information to support this study. This chapter discusses several theories, including listening, note-taking, task processing, and vocabulary acquisition.

#### **A. Listening**

Regardless of their specific features, many people prefer the act of listening over just hearing. Kline highlights the importance of distinguishing between listening and hearing, arguing that recognizing this difference is critical for improving the learning process and developing listening skills. He claims that hearing largely includes the reception of sound, whereas listening entails assigning significance to auditory stimuli. Thus, it may be concluded that hearing is a passive activity while listening is an active action (cited in Yildirim & Yildirim, 2016 in Ngwoke, F.U 2022). From a similar vantage point, Rost explains that auditory reception is a style of cognition, whereas attentive listening is a purposeful and intentional activity (cited in Yildirim & Yildirim, 2016). Although both involve the perception of sound, listening requires a higher level of focus and volition. Evidently, the notion of listening as a passive talent stem from the core concept of hearing.

Fang (2008) as cited in Hadijah (2018) The argument was made that hearing comprehension is an interactive process that requires individuals who are learning or listening to focus on generating meaning from auditory input and



linking it to their previous knowledge base. Simply said, listening comprehension requires learners to be able to identify importance, which is supported by a variety of factors such as linguistic features, listening strategies, and emotional considerations, (Bang and Hiver, 2016). Rubin (1995) as cited in Aulia (2011) the argument implies that the ability to listen is a cognitive process that involves the active selection and interpretation of information received from auditory and visual stimuli, with the aim of comprehending the message delivered by speakers. (Gruba, 1997).

According to Chastain (1998), Listening as a skill poses substantial problems for anyone learning a second language. Many second language learners receive criticism for their perceived inability to understand native speakers, participate in real-life conversations or presentations, and perform well on reading tasks. A prevalent problem among pupils is a limited vocabulary, which impedes their listening comprehension. According to Goh in Yilmaz and Yavuz (2015), common difficulties encountered by students in listening include rapid forgetting of information, grasping the message but missing the intended meaning, failure to recognize familiar words, a tendency to overlook subsequent content while focusing on interpretation, and difficulties in constructing a mental representation based on auditory information.

Cohen (2011) as cited in Hadijah (2018) Furthermore, it has been suggested that language learning approaches can be divided into three categories: strategies for acquisition and application, strategies organized by skill set, and strategies developed on purpose. This means that people learning a language must

understand the various types of acquisition strategies that are required along their learning journey, the precise tactics that are required for mastering distinct skills, and the benefit of using such tactics. Graham and Vanderplank (2011) then elaborate on the characteristics of these techniques, highlighting the following: (a) Meta-cognitive tactics include directed attention, selective attention, planning, monitoring, and assessment; (b) Cognitive tactics include listening for main ideas and specifics, drawing inferences, making predictions, creating mental images, summarizing, and taking notes; and (c) Social/affective tactics like collaboration.

Metacognitive methods are ways designed to help students understand their learning processes. These methods have the potential to dramatically benefit pupils by helping them develop effective learning strategies. These strategies include planning, monitoring, and assessment. In contrast, training in cognitive strategies promotes the development of cognitive skills that allow students to become strategic and flexible learners. Individuals regularly use this type of strategy, such as taking notes to help with information retention. Some kids may require specific teaching in these strategies before they can engage in conscious thought. Furthermore, adolescents require opportunities or supervision to perfect these methods through practice, so maximizing their effectiveness as tools to supplement their learning gains. Furthermore, affective strategies are learning skills for controlling emotions, which include both negative and positive emotions (Cohen, 2011).

According to Liu (2008) as cited in Hadijah (2018), this method includes efficiently managing one's emotions and engaging in interpersonal contact during

conversations. Liu (2008) further to assert that adept learners have better emotional regulation and strategy application skills than less skilled listeners, who appear to be anxious when faced with communication obstacles.

Auditory comprehension is divided into three interconnected phases: perception, analysis, and application. During the initial phase of perception, the individual decodes auditory stimuli and encodes them into sensory memory, where material is stored for fewer than four seconds before being replaced by fresh information. During this phase, the human brain has a tendency to selectively focus on information that is relevant to the current task or carries significance, such as keywords, pauses, emphases, and intonations, which help to differentiate and clarify meanings. In the second phase of the analysis, relatively simple propositions are excluded, and thus the initial word sequence takes shape as a representation grounded in meaning, persisting in working memory. Subsequently, the listener links the received input with existing knowledge stored in long-term memory in the final phase of implementation. Background knowledge is maintained in long-term memory through propositions rather than the original words, while novel information establishes links with background knowledge by activating these propositions. Viewed through this framework, the process of listening comprehension is closely intertwined with the act of remembering (Carrol, 1999 as cited in Bao, 2020).

### **B. Note Taking**

Neville (2006) as cited in Watthajarukiat (2012) the act of taking notes involves the process of transcribing or documenting information that has been

heard or read in a descriptive manner. This initial step is commonly identified as the foundational stage in the development of comprehensive notes. Evidently, note taking entails the act of jotting down auditory and textual information. The process of effective note-making commences with note taking as it allows the individual to revise and structure their thoughts post the note-taking phase. Utilization of technology is a common practice among students for note taking purposes. These approaches equip students with specific methodologies to proficiently produce and record significant information derived from the listening. Experimental investigations have determined that the implementation of various strategies aids students in surmounting educational obstacles.

Di Vesta and Gray (1972) as cited in Bao (2020) were the first to establish a clear difference between the note encoding and external storage functions. The encoding function refers to the process of taking notes, which helps learners encode information and so aids in memorization. This function was tested by comparing memory performance in two groups: one group took notes while listening, while the other group listened without taking notes. The encoding function hypothesis is based on the idea that taking notes can trigger good learning behaviors, aid memory structure, and lead to positive transformations. Encoding functions can assist learners in cognitive processing, such as encoding, integration, synthesis and transformation so that auditory stimuli are converted into meaningful forms and stored in the brain. What the learner has recorded represents what he is thinking about. When asked to take notes, they tend to record the most familiar or simple content and represent it in the simplest way.

Encoding functions help learners with cognitive processes such as encoding, integration, synthesis, and transformation by converting auditory information into meaningful structures that may be retained in memory. Learners' recorded content reflections their cognitive processes, as they tend to take notes on the most familiar or basic information in a straightforward way when requested.

Many researchers (Aiken, Thomas, & Shennun, 1975; Bretzing & Kulhavy, 1979; Divesta & Gray, 1972; Kiewra, 1984, as cited in Boyle and Weishaar, 2001) have also stated that taking notes while listening provides benefits conducive to enhanced and active comprehension, as well as aiding in future recollection. Majid Hayati and Jalilifar (2009) found that persons who took notes performed better academically than those who did not. According to Dunkel and Pialorsi (2005) and Hasswell and Lee (2013), learners who are allowed to take notes report higher levels of comfort, which leads to better performance when responding to post-listening inquiry (Ahour & Bargool, 2015)

The external storage function is distinguished by its capacity to simplify information retrieval from notes, hence increasing memory retention. According to Di Vesta (1972), external storage can improve note-takers' retention of content from listening sources, allowing them to do related tasks more effectively. According to Hartley (1983) and Kiewra (1985), pupils who are allowed to reread their notes outperform those who do not. According to Richards and Schmidt (2010), teachers take explicit notes during listening comprehension tasks, focusing on questions, key ideas, and responses, giving students useful hints as



needed. Note taking is defined as the process of keeping important information easily available while fostering relaxation and reducing tension.

Note-taking is a methodology that improves understanding. Several researchers advocate for the habit of taking notes, with some even supporting its use in educating both first language (L1) and second language (L2) learners. According to Siegel (2015), the benefit of note-taking stems from its ability to provide an external retain of data for future review and tasks, which is confirmed by Clark et al. (2014), who argue that the practice itself pushes the listener to actively interact with the speaker's content. Note-taking improves learners' comprehension abilities since it allows them to focus more on the audio or written materials being delivered. People use a variety of strategies to record and structure information. Specific elements influence the methods adopted, including as individual preferences, preferred modes of learning, the manner in which information is conveyed, and the topic matter. Individuals that take notes use a variety of approaches, with notes often organized in a linear or structured format, as proposed by Hartley (2002). During listening, taking notes can significantly improve understanding and memory. Several academics have highlighted the several advantages related to this strategy:

1. Improve retention and recall:

- Cognitive Load Theory: According to researchers like Sweller (1988), taking notes helps to efficiently manage cognitive load by breaking knowledge down into smaller, more digestible segments.

The segmentation process improves the ability to retain information.

- Encoding and Retrieval: Research has shown, empirically, that taking notes helps both encoding mechanisms (the process by which information passes into memory) and retrieval mechanisms (the process by which information is retrieved at a later time). This includes studies by Mueller and Oppenheimer (2014).

2. Enhanced understanding:

Active Engagement: According to Prince (2004), the activity of taking notes enhances active listening and meaningful engagement with the content. Summarization and paraphrase force listeners to analyze and comprehend the topic on a deeper level.

3. Organizational skills:

Structural Framework: Investigations by Kiewra (2002) indicate that note-taking contributes to the coherent organization of information. The formation of an outline or structural framework during the auditory learning process assists in logically structuring the content, which proves advantageous for subsequent review.

4. Increased focus:

Attention Maintenance: Taking notes can help someone focus better during a lecture or discussion. According to Ruhl,

Hughes, and Schloss (1987), the writing process actively engages listeners while reducing the probability of distractions.

5. Facilitates review and study:

Study Aids: Notes are a valuable source for future examination.

Scholars such as Wallace (1992) emphasize that carefully organized notes can help with the review process and reinforce learning, hence increasing the effectiveness of study sessions.

6. Promotes critical thinking:

Analytical Skills: Note-taking encourages the development of critical thinking and analytical skills. According to Zhang and Ghorbani (2016), summarizing and annotating while listening allow people to examine and critique the information being delivered.

These benefits are supported by a significant amount of research in educational psychology and cognitive science, which shows that proficient note-taking is an effective method for improving listening comprehension and memory retention. Furthermore, there are many methods of taking notes that help with information organizing. Moshleh and Baba (2013) proposed many note-taking methods. This study emphasizes its attention on the analysis of five various notetaking styles used by the students; Cornell Method, Outline format, (Mind) Mapping, Matrix/Chart format and sentence method.

## 1. Cornell Method

The Cornell technique divides a sheet of paper into three different portions. The first part, known as the recall column, is reserved for the notation of basic terms and concepts. Subsequent notes are transcribed in the area on the right, and a brief summary is contained at the paper's bottom. This organized approach provided by the Cornell methodology simplifies the condensation and organizing of notes, offering various advantages, such as the following:

- This particular approach is characterized by its ease of acquisition and operational efficiency, featuring a straightforward layout for the identification of keywords, concepts, and summaries.
- The method proves to be a time-saving and labor-reducing tool. Its format enables quick perusal and retrieval of specific information.
- Furthermore, it promotes the generation of well-structured and methodical notes.

## 2. Outline Format

This technique organizes facts in a manner that advances from general to specific. The first level is responsible for introducing each new concept or thought, and each successive level must be linked to the main level during the classification process. The strategy comprises organizing data so that the encompassing material is followed by more refined yet related data. Outline strategies offer certain advantages such as organized data display, recording of relationships and information content, reduction

of revisions and modifications, and simplification of review by converting essential points into questions.

### 3. Mind Mapping

Mapping is a visual representation of the information provided in a presentation or lecture, establishing links between different concepts and ideas. This strategy increases participant involvement, facilitates immediate comprehension, and emphasizes the necessity of critical thinking. This method has many advantages as listed below:

- Brainstorming.
- Summarizing information and note taking.
- Sources.
- Thinking through complex problems.
- Studying, retaining and recall information.
- Presenting information in a format that shows the overall.
- Promotes meaningful learning instead of memorization.

### 4. Charting Method

This strategy is most commonly used in situations where the subject being delivered or the format of the lecture is specific, such as in a chronological or historical context. Columns are created, with appropriate labels provided to each. Each subject is divided into various categories and reported in discrete columns. The data, which includes words, phrases, key concepts, and the like, is then grouped into the appropriate category or column. This strategy has numerous benefits:



- This strategy helps the note taker observe conversations and discussions.
- It reduces the time required to write and evaluate notes.
- It provides a simple review method for keeping information, as well as analyzing and exploring the relationships between various aspects.
- It provides the note taker with an extensive overview of the topic matter.

#### 5. Sentence Method

This method is widely accepted and frequently used without conscious thinking for the aim of recording information within a specified framework. This method is distinguished by its simplicity, as each idea, detail, or subject is recorded on separate lines. Although this method provides a somewhat greater level of structure than standard paragraphs, it has two notable drawbacks. Initially, identifying the primary and secondary points from the numerical sequence can be difficult. As a result, the process of reviewing and analyzing content may become complex.

### C. Vocabulary

Given the frequent emphasis on understanding the meanings of unfamiliar terms, whether in educational resources or instructional situations, vocabulary acquisition is a critical component of the process of learning a foreign language. It occupies a fundamental role in language teaching and has great weight for language learners. Recent research suggests that vocabulary acquisition can be

difficult due to learners' uncertainty about the most effective methods, often resulting in a lack of clarity on how to begin a structured approach to language learning.

In any language, vocabulary plays an important part in developing proficient language skills. As a result, lexical proficiency emerges as a critical component in language acquisition. Furthermore, vocabulary is extremely important in language learning because a lack of it might inhibit learners' language growth. Learners can significantly improve their overall English proficiency by developing their skills in the use of vocabulary acquisition techniques.

Vocabulary proficiency is commonly considered as a desirable quality for anyone learning a second language, as a restricted vocabulary may hinder efficient communication in the secondary language. Schmitt (2000) emphasizes the importance of vocabulary enrichment, stating that a strong lexical repertoire is essential for developing communicative competence and acquiring a second language. Nation (2001) also discusses the relationship between vocabulary proficiency and language utilization, defining it as mutually reinforcing: familiarity with vocabulary improves language use, whereas active language engagement leads to vocabulary increase.

The acquisition of vocabulary is an important aspect in the successful use of a second language, as it aids in the creation of coherent oral and written texts. In English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts, vocabulary subjects play a crucial part in all language competences,

including listening, speaking, reading, and writing. Furthermore, gaining a diverse vocabulary is essential for efficiently using a second language, since the absence of a complete vocabulary impedes the application of taught language structures and functions for effective communication (Surmanov & Azimova, 2020).

Research on vocabulary learning strategies in foreign language environments began in the 1960s, with individual studies watching learners' behaviors to determine their impact on language acquisition. Subsequent research found that successful language learners were not always associated with their intelligence levels, but rather with their personal dedication and ability to use learning strategies.

It has been determined that the main source of difficulties for learners of second languages (L2) is vocabulary. This discovery could suggest that students believe the vocabulary system's expansiveness to be the biggest cause of their problems. Another explanation would be because vocabulary does not have specific rules that students must adhere to in order to enhance their comprehension and skill, in contrast to syntax and phonology. In essence, rules and vocabulary item prioritizing are still unclear in the context of second language acquisition. Oxford (1990) states that vocabulary is "the most crucial and challenging aspect of acquiring any language, whether it is a foreign language or one's native tongue, given the multitude of diverse meanings." According to Thornbury (2004), the following are the most common barriers to vocabulary acquisition:

a. Pronunciation

Research has indicated that words pronounced more complicatedly are harder to understand.

b. Spelling

Variations in sound and spelling can lead to mispronunciation or spelling mistakes, which increases a word's complexity. English spelling patterns are generally constant, however there are variations. Particularly difficult are words with silent letters, such foreign, listen, headache, climbing, honest, and cupboard and others.

c. Length and Complexity

The length of words does not necessarily equate to increased difficulty in learning. Generally speaking, though, shorter terms that are used more often in English are easier for learners to understand.

d. Grammar

The grammatical structures attached to a word present another challenge, particularly when they diverge from those of the word's equivalent in the learner's first language. The complexity of verbs like pleasure, love, and hope can be increased by keeping in mind whether they begin with an infinitive (to swim) or gerund (swimming).

e. Meaning

When two terms have similar meanings, students are likely confused to mix them. An example of make and do: you make breakfast and you do the housework.

f. Range, connotation and idiomaticity

Words that can be used in a variety of contexts are usually seen as less difficult than synonyms that are used less frequently. For instance, put is a more flexible verb than impose, place, position, etc. In the same way, thin is easier to understand than skinny, slim, or slender. Uncertainty about the meanings of some terms might also be problematic. For instance, propaganda has a negative connotation when spoken in English, yet in another language it can just mean publicity. On the other hand, eccentric doesn't have a negative connotation in English, but its translation in other languages could imply deviance. Additionally, idiomatic expressions (e.g., make up your mind, keep an eye on...) are typically more demanding to comprehend than transparent words (e.g., decide, watch).

**D. Task**

Listening tasks typically require students to practice their listening skills (Ismailia & Barmaid, 2016). Listening classes can include a variety of tasks, such as opinion gap or reason gap, to provide students with adequate opportunities to listen to others' perspectives that may exceed their existing ability (Richards & Renandya, 2014). As learners improve their listening skills, they become proficient at listening in order to gain knowledge (Wineburg & Schneider, 2010). As a result, the listening classroom becomes more active and interesting. Willis divides activities into six categories that cover a wide range of topics with an emphasis on practical language use (Willis & Willis, 2007).



a. Listing

Listing activities require students to create lists based on specific criteria (Mao, 2012). This type of task effectively activates learners' prior knowledge by requiring them to brainstorm and draw on their own knowledge and experiences through surveys, reference books, and fact-finding exercises (Kasap, 2005). Although this activity appears to be derivative, it encourages students to experiment with their ideas. Furthermore, listing tasks allow teachers to assess students' comprehension of the content because they challenge students to delve into their individual knowledge and experiences.

b. Ordering and Sorting

Ordering and sorting tasks are classified into four types: ranking items or events chronologically or logically, sequencing items, actions, or events based on personal value or specified criteria, categorizing items into groups or classifying them under given headings, and classifying items in various ways without predefined categories (Kasap 2005).

c. Comparing

In comparing task, students concentrate on identifying similarities and differences between sources or versions by comparing material of the same type. This task requires learners to engage in three essential processes: matching information to categorize specific points

and develop links, distinguishing differences, and recognizing common similarities (Kasap, 2005).

d. Problem Solving

Problem-solving tasks challenge students' intellectual and reasoning ability to find a solution to a given problem (Mao, 2012). The duration and method required in resolving such tasks typically take a significant amount of time, depending on the complexity of the task assigned by the teacher. These tasks typically involve real-life problems that require the creation of hypotheses, recounting experiences, comparing various options, and assessing and reaching a conclusion (Branden, 2006). Completion tasks frequently include text samples, forcing students to forecast outcomes or interpret hints to discover solutions. Case studies, which are more complex, require a detailed examination of a variety of criteria and may involve investigative procedures (Kasap, 2005).

e. Sharing Individuals Experiences

The exchange of personal experiences through tasks allows students to openly discuss themselves and share their experiences with others (Mao 2012). For example, after reading a text about a typical daily routine, students may be inspired to tell their own daily activity. Such tasks provide different results than goal-oriented tasks, and they are more similar to casual social

interactions (Jalilifar & F, 2008). However, applying these tasks in a classroom setting may provide some challenges.

f. Creative task

Creative tasks are frequently seen as collaborative projects in which students work in pairs or groups to create a final product. These projects, which are generally produced in groups, might take the form of videos, short stories, magazines, or posters, among other things. They require collaboration and organizational abilities (Samuda & Bygate, 2008). Creative tasks encompass multiple stages and a variety of task types, including listing, categorizing, comparing, problem solving, and even sharing personal experiences. Sometimes students are required to conduct research outside of class (Kasap, 2005).

### **E. Previous Study**

Puput Arianto (2018) conducted a study on the implementation of note-taking strategy in listening class, with the primary goal of describing the implementation and roles of note-taking in listening class. The study methodology was descriptive qualitative research. The study included 35 undergraduate students participating in the second semester of the English Department at IAIN Surakarta during the academic year 2017/2018. The results of the research revealed four major findings that were: 1) when implementing the note-taking strategy, the professor conducted four-step process. 2) Note-taking showed numerous advantages, including assisting students in clearly getting the main idea,

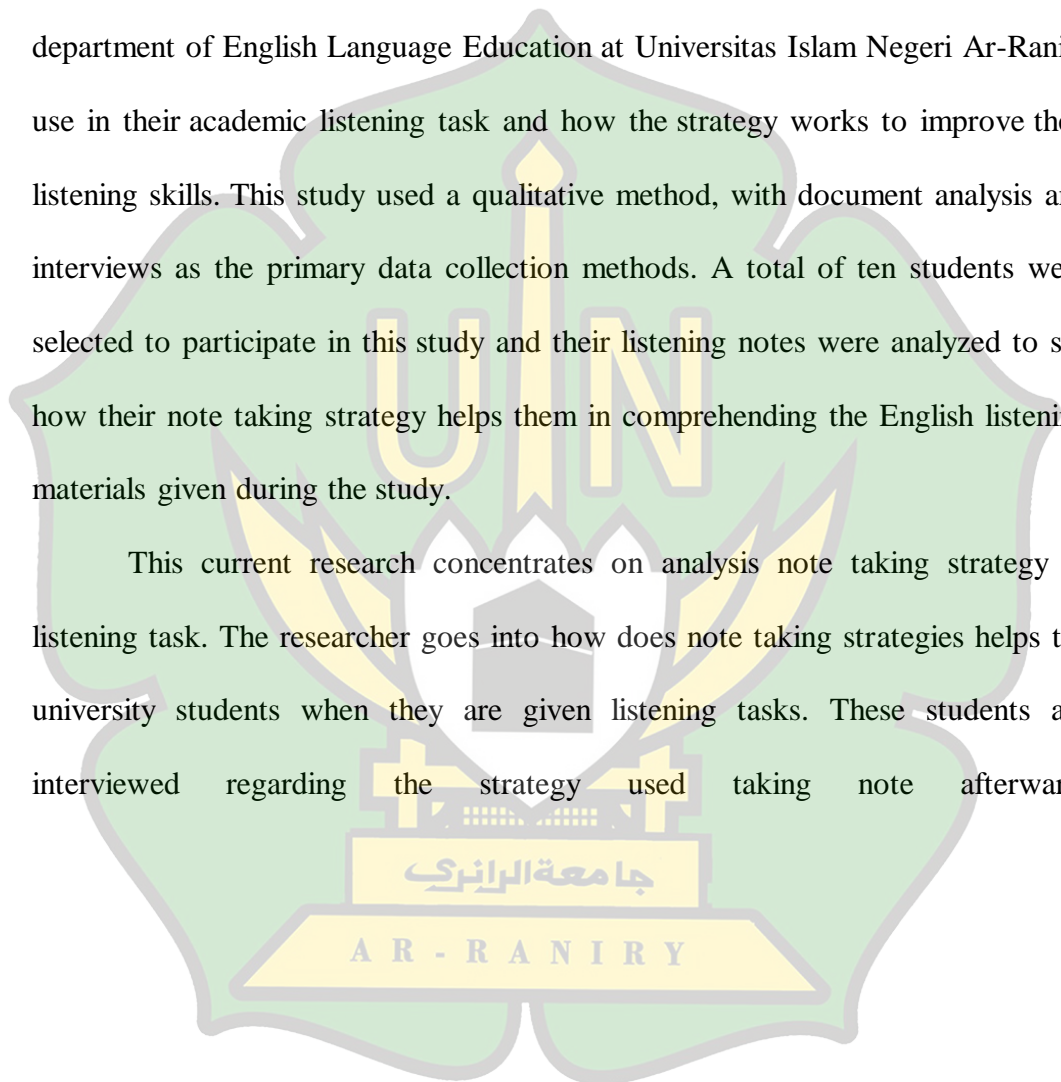
differentiating between various ideas, obtaining complete ideas, enabling effective recall and review, and providing a structure that allows for the easy addition of new information without the need for deletion or pressing. 3) However, students faced challenges, primarily because of vocabulary limitations and a lack of exposure to advanced listening experience. 4) The lecturer effectively addressed and solved these problems by a variety of activities, including: a) providing students with fundamental knowledge, b) repeating audio sections, c) offering contextual explanations for new terms, and d) used diagram, symbol, and abbreviation.

Then Jeclyn Claudia Soumokil, et al. (2021) conducted study on students' perceptions towards the use of note-taking strategy in listening class. According to the findings, 90% of the students agreed that taking notes was important for facilitating their information acquiring process. Furthermore, students stated that they see more benefits than problems when taking notes, which improves their ability to complete the required listening activities. The study used a survey research design with a mixed-method approach that allowed for qualitative and quantitative analysis of the data. The study included students participating in Pattimura University's English Education Study Program during the academic year 2017. The data collection process involved of classroom observations, questionnaires, and interviews.

The other previous research Sukma (2020) on exploring students note taking strategies in listening tasks. It was found that students used several kinds of strategies when completing problems from the second segment of IELTS

Listening test items, including listing, outlining, and sentence strategies. The participants indicated confidence in the effectiveness of the strategies they used, claiming that they helped their comprehension of the listening tasks. This study aims to find out what strategies of note taking that third-year students from department of English Language Education at Universitas Islam Negeri Ar-Raniry use in their academic listening task and how the strategy works to improve their listening skills. This study used a qualitative method, with document analysis and interviews as the primary data collection methods. A total of ten students were selected to participate in this study and their listening notes were analyzed to see how their note taking strategy helps them in comprehending the English listening materials given during the study.

This current research concentrates on analysis note taking strategy in listening task. The researcher goes into how does note taking strategies helps the university students when they are given listening tasks. These students are interviewed regarding the strategy used taking note afterward.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

To achieve the purpose of this study, the researchers used qualitative research as a research design. The aim of this study is to find out the note-taking strategies used by the students in answering listening. To answer this research question, the researcher will use qualitative methods to obtain data. Mack (2005) explains that qualitative descriptive is a technique used to explore situations through interviews and observations. In addition, to answer the note-taking strategies used by the students in the English listening task, the researcher used interview about their note taking. In this study, the researchers used qualitative descriptive in explaining the data interview.

#### **B. Research Participants**

Participant is a person involved in the research who can provide information about the conditions that are the object of the research and provide the researcher with accurate information (Moleong, 2016). The participant in this research is students at the Department of English Language Studies (PBI) at UIN Ar-Raniry Banda Aceh. PBI has several subjects that are taught, one of them is Listening Class. The reason the researcher chose this topic is because in the Listening Class, the students learnt about listening, and they need to have note taking strategies during learning and teaching. Listening Class courses was taken by the students in the semester first. The researcher only chooses 10 participants.

Based on Martha & Kresno (2016), Qualitative research does not recognize small sample sizes, in general qualitative research typically uses small sample sizes. In fact, only one informant was used. To determine the number of informants, two conditions must be met: accuracy and precision.

In choosing participants, the researcher used purposive sampling. According to sugiyono (2019), purposive sampling is used when the target of sample has certain characteristics, so it may not take other sample which does not have the characteristics that has been determined. According to Sugiyono (2012), purposive sampling is a technique to choose sample based on specific considerations. For that purpose, the researcher decided some of the following characteristics. Firstly, they were students at English Language Studies (PBI) at UIN Ar-Raniry Banda Aceh. Secondly, students who had passed the Listening Class subject.

### **C. Method of data collection**

Sugiyono (2019) explains that data collection is the most important step in research because the main purpose of research is to obtain data. The data collection that used in this study is interview. Before interview, the researcher did a selection process to know which students proper to be participants in this research. Through interviews, the researcher will know how note-taking helps students while listening. Interview is a common data collection tool used by social scientists to expand their understanding of how humans perceive their social world and how they act in it. Interview is a qualitative research method that relies

on asking questions in order to collect data. Two or more people participate in interview, one of whom is asked a question by the interviewer.

#### **D. Techniques of Data Analysis**

Data analysis plays a crucial role in providing meaningful insights to address research question. The primary objective of data analysis is to summarize the data in an understandable format, facilitating the exploration and testing of relationships between research inquiries. Initially, data is gathered through interviews, selecting participants who offer concise explanations relevant to the research question. Subsequently, the researcher transcribes the interview recordings into written text, ensuring accuracy and completeness. Following transcription, the main themes emerging from the interviews are identified, encapsulating various ideas, perspectives, and issues expressed by the participants. These themes are then systematically coded, enabling organization and pattern recognition within the data. Careful analysis is conducted to delve into the relationships between identified themes, uncovering underlying meanings and emerging patterns. Qualitative analysis methods such as content analysis or thematic analysis are employed in this process. Ultimately, the findings are interpreted and summarized, grounded in rigorous analysis and contextual relevance. Conclusions drawn from the expert interviews are substantiated by pertinent data and enriched with insights gained, reflecting a comprehensive and systematic approach to understanding the research topic (Creswell, 2013).

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

This study investigated the note-taking strategies employed by students in the Department of English Language Studies (PBI) at UIN Ar-Raniry Banda Aceh during listening tasks, with a specific focus on how these strategies aided their comprehension and retention of spoken information. Through a series of carefully selected interviews, this research aimed to uncover the effectiveness of various note-taking techniques used by students in their listening classes. Note-taking was recognized as a crucial skill in academic settings, particularly in language learning, where it significantly enhanced listening comprehension. By analyzing the interview data, this study provided insights into the specific strategies that helped students process and understand spoken language, offering valuable implications for educators to develop more effective teaching methods. The findings from this research highlighted the importance of structured note-taking in improving students' listening abilities and overall academic performance. The following sections thoroughly examined and analyzed these interview findings.

##### **1. How do you know about note taking strategy?**

Since the basic listening course, the note-taking strategy was introduced by the teacher in the learning and teaching process. This is the basic knowledge that students must know to help them in answering listening audio questions. The

teacher taught about note taking strategy to explain to the students about the tips in answering the listening question.

The interviews revealed that most students were introduced to note-taking strategies early in their academic journey, specifically during the basic listening course. This foundational course was pivotal as teachers incorporated note-taking into their teaching methodology to aid students in answering listening audio questions effectively. The strategies taught included various tips and techniques designed to help students capture essential information during listening tasks.

As stated by RJ:

“I have known about note taking strategy since I learned basic listening. In this class the lecture taught about the listening tips how to answers the listening question.”

JS added:

“I know about note taking strategy since the first semester in basic listening class.”

NF, AY, DW, FA, AD, SS added:

“I have known note taking strategy in listening class since the first semester, the lecturer taught us about how to answer listening task.”

This sentiment was echoed by several other students, who stated that they had been introduced to note-taking strategies during their first semester in basic listening classes. They emphasized the lecturer's role in teaching these strategies, which were crucial for tackling listening tasks. In contrast, FR mentioned a different source of learning these strategies.

FR stated:



“I know this strategy from English proficiency test class, in this class we learn about TOEFL and IELTS and also the lecturer taught about the strategy to answer it.”

YE added:

“I know about note taking strategy from listening class and also from google that mention about tips how to answer listening question.”

These insights indicate that while the majority of students learned note-taking strategies from their lecturers in basic listening classes, some students also benefited from additional courses and online resources. The variation in sources highlights the widespread recognition of the importance of note-taking across different aspects of their academic curriculum.

The effectiveness of note-taking strategies in enhancing listening comprehension was a recurring theme in the interviews. Students consistently reported that these strategies significantly improved their ability to retain and understand spoken information. RJ believed that the note-taking strategy was instrumental in answering listening audio questions, a belief that was widely shared among her peers.

The researcher noted that the structured teaching of note-taking in basic listening courses provided students with a toolkit to navigate listening tasks more effectively. This structured approach allowed students to develop a systematic method for capturing key information, which was particularly beneficial in high-stakes testing environments such as TOEFL and IELTS, as mentioned by FR.

YE's experience underscored the supplementary role of self-directed learning. By exploring additional resources like Google, students could enhance their note-taking techniques beyond what was taught in the classroom. This

proactive approach to learning reflects the adaptability and resourcefulness of students in optimizing their academic performance.

In conclusion, the findings from this study underscore the critical role of note-taking strategies in listening tasks. The early introduction and continuous reinforcement of these strategies in various academic settings equip students with essential skills to improve their listening comprehension and overall academic success. The diverse sources of learning and the perceived effectiveness of these strategies highlight their importance and the need for educators to integrate comprehensive note-taking instruction in their curriculum.

## **2. How often do you use note taking for listening task?**

Based on the foundational understanding of note-taking strategies, this section explores the actual application of these strategies by students during listening tasks. Most of the students who were aware of note-taking strategies actively applied them in their listening exercises. This practical application underscores the strategies' perceived benefits in enhancing their ability to answer questions accurately.

As stated by RJ:

“I always apply this strategy in listening task.

She highlighted a consistent use of note-taking during listening exercises.

This approach was similarly echoed by FR, NF, AY, AD, and SS.

FR stated:

“I used note taking strategy while answering listening task and it really helps me.”

NF, AY, AD and SS also stated:

“I used this strategy in listening task to helping me in answering the question.”

Their experiences suggest that note-taking was not only a habitual practice but also a crucial tool in their academic toolkit, significantly aiding them in processing and retaining auditory information. Despite the widespread use of note-taking strategies, some students reported occasional or rare use.

JS, YE, DN and FA stated:

“Sometimes I used this strategy but rarely.”

This variability indicates that while note-taking is recognized for its benefits, its application is not uniformly adopted by all students. The reasons behind this irregular use could be multifaceted. It might stem from personal preferences, varying levels of comfort with the strategy, or different learning styles. The researcher's experiences align with the benefits reported by regular users. She found that when she did not use note-taking strategies, she faced significant difficulties in answering listening questions, reinforcing the strategy's effectiveness.

The disparity in usage highlights the need for further exploration into why some students do not consistently apply note-taking strategies. Understanding these reasons could inform tailored interventions to encourage more uniform adoption of effective note-taking practices. Overall, while note-taking strategies are widely acknowledged for their benefits in listening tasks, there remains room to enhance their consistent application across all students, ensuring that everyone can maximize their academic potential through this valuable skill.

### **3. What kind of note taking strategy do you often use?**

Students employed various note-taking strategies based on their preferences and perceived effectiveness in aiding listening comprehension. RJ reported using both sentence and mind map strategies but preferred the sentence method.

RJ stated:

“I used outline and mind map strategy. I used outline more than mind map, because it’s easier to do while listening.”

This preference suggests that outline note-taking allows for quicker and more straightforward transcription of information heard during listening tasks, making it an efficient choice for real-time processing. In similar, the majority of students, including JS, FR, YE, AY, DN, FA, AD, and SS, favored the outline strategy.

JS, FR, YE, AY, DN, FA, AD and SS added:

“I prefer used outline strategy, because it’s easier for me to get information from audio and doesn’t take long time.”

The outline method’s structured format helps in organizing information hierarchically, making it easier for students to capture and review key points quickly without missing critical details. The choice of note-taking strategy appeared to significantly influence students' focus and efficiency in capturing important information

NF added:

“I used Cornell method to collect information from the audio.”

The Cornell method's systematic approach, involving dividing the paper into sections for notes, cues, and summaries, helps in organizing thoughts and retaining information more effectively.

The varied preferences indicate that while some students value the simplicity and speed of sentence and outline strategies, others benefit from the structured and comprehensive nature of methods like Cornell. This diversity in note-taking preferences underscores the importance of teaching multiple strategies to accommodate different learning styles. Each method has its own merits, with sentence and outline strategies providing quick and easy ways to jot down information, while the Cornell method offers a more detailed and organized approach.

In conclusion, the findings highlight that students select their note-taking strategies based on personal comfort and the specific demands of the listening tasks. By choosing methods that align with their needs, students can enhance their focus and efficiency, ultimately improving their performance in listening tasks. The diversity in strategies also points to the need for educators to introduce various note-taking techniques to help students identify and adopt the ones that work best for them.

#### **4. How note taking helps you in listening task?**

The use of note-taking strategies significantly aids students in achieving their listening task goals by enabling them to capture and organize the necessary information from audio materials. This method not only provides a written record of the information but also facilitates better recall and understanding.



RJ stated:

“Note taking helps me in answering question, it easier to remember the information.”

FR, YE, NF, DN, AD and SS added:

“Note taking really helps me in answering listening task, with note taking we can summarize the information and easier to choose the answer.”

This indicates that the ability to summarize and distill information into key points is a significant advantage provided by note-taking, helping students to more efficiently navigate and respond to listening questions.

JS, AY and FA added:

“Note taking strategy helps me in answering listening task. It lead me to find the answer and also improve my listening task score. So, it may difficult without note taking in listening.”

Their statements suggest that note-taking not only aids in comprehension but also has a direct positive impact on their performance and scores. This implies that students who employ note-taking strategies are better equipped to identify correct answers and perform well in listening assessments.

In conclusion, the participants consistently reported that note-taking plays a crucial role in their success with listening tasks. It helps them by providing a systematic way to capture, summarize, and recall information, making it easier to answer questions accurately. The primary purpose of note-taking is to enhance students' ability to extract specific details from audio content, thus improving their overall listening skills and academic performance. The feedback from the students underscores the importance of teaching effective note-taking strategies to help them maximize their potential in listening tasks.

### 5. Do you have problems or challenges during note taking?

Some obstacles might influence their note-taking during listening to the audio. Some students also complained about maintaining concentration during listening. They stated that on encountering the first few unfamiliar words, they lose their track of mind and cannot catch up with the rest of the audio. In fact, they could not direct their attention during the process of listening.

RJ and AY stated:

“Yes, I have challenges during note taking, the focus is divided between listening and note taking and it makes me miss the audio.”

This indicates that the dual task of listening and writing can lead to missed information, as the students' attention is split between two demanding activities. Another significant issue reported by JS and AD is encountering unfamiliar words during note-taking.

JS and AD added:

“During note taking there are words that I do not know its meaning, so I face many musses during note taking.”

Based on RJ and AY statement that she has the difficulties with her focus while listening and note taking in the same time. JS and AD stated that her obstacles in note taking was the unfamiliar words that she knew. The limitation of vocabulary also influenced the participants in note taking while listening. If the participants did not know the words mentioned on the audio, it would affect to their note taking because they did not know what words they should write to take note.

Then, FR, YE, NF, DN, FA and SS added:

“During note taking, sometime the audio was fast and the different accent is also a challenge for me.”

The fast pace of spoken content can overwhelm students, causing them to miss crucial information and resulting in incomplete notes. Moreover, unfamiliar accents, particularly those different from the American accent they are accustomed to, can further complicate comprehension. The students noted that British accents, in particular, posed a significant challenge, making it difficult to catch and accurately note down key words.

These challenges suggest that while note-taking is a valuable skill, it requires a high level of concentration, a broad vocabulary, and familiarity with different accents to be effective. Addressing these issues through targeted practice and support can help students improve their note-taking abilities and overall performance in listening tasks. By recognizing and overcoming these obstacles, students can better harness the benefits of note-taking strategies in their academic pursuits.

**6. Do you think note taking important for you to get information better from audio?**

The majority of students emphasized the significant role that note-taking plays in enhancing their ability to extract and organize information from audio.

RJ, JS, FR, AY and FA stated:

“Yes, note taking really important because it helps with better conclusion and provides clue to answering the question.”

Their responses highlight that note-taking serves as a vital tool in breaking down and processing auditory information, allowing students to draw meaningful conclusions and identify key points that aid in answering questions accurately.

Note-taking provides a structured way to capture essential information, making it easier for students to follow along with the audio content. RJ, JS, FR, AY, and FA found that by writing down important details, they could create a roadmap of the audio's key points, which significantly improved their comprehension and response accuracy. This structured approach not only helps in retaining information but also in recalling specific details when needed.

Then, YE, NF, DN and AD added:

“Yes, note taking is important, because when I missed some audio, I can connect the keywords that I wrote and summarize that.”

This statement underscores the role of note-taking in compensating for missed information. By writing down keywords and significant points, students can piece together the overall context and content of the audio, even if they miss certain parts during the initial listening. This method enhances their ability to form a complete understanding of the audio content and improves their performance in listening tasks.

SS added:

“Yes, because I cannot remember all of the audio so note taking can helps me in remembering that.”

SS's experience illustrates a common challenge in listening tasks—retaining all the information presented. Note-taking mitigates this issue by providing a physical record of the audio, which students can refer back to for

details they might otherwise forget. This practice not only aids memory retention but also ensures that students have a reliable way to revisit and review the content as needed.

In conclusion, the students' responses collectively highlight that note-taking is an indispensable strategy for improving information retrieval from audio. It helps them structure their listening process, remember key points, and fill in gaps when parts of the audio are missed. These benefits make note-taking an essential skill for academic success in listening tasks.

## **B. Discussion**

This part compares and contrasts the findings from the previous section with this research findings. The discussion focuses on the one research questions listed in chapter one. The research question is “how students experience on note taking strategy in listening task?” Based on the interviews conducted, the study revealed that most students were introduced to note-taking strategies early in their academic journey, specifically during the basic listening course. This foundational course was pivotal as teachers incorporated note-taking into their teaching methodology to aid students in answering listening audio questions effectively. RJ, JS, NF, AY, DN, FA, AD, and SS indicated that they had been introduced to note-taking strategies during their first semester in basic listening classes. This early introduction provided students with essential skills for capturing and retaining information from audio materials, which were reinforced throughout their academic journey. FR and YE, however, highlighted additional sources such



as English proficiency test classes and online resources, demonstrating the diverse ways students can learn and refine their note-taking strategies.

The majority of students who were aware of note-taking strategies actively applied them during listening tasks. RJ, FR, NF, AY, AD, and SS consistently used note-taking, finding it crucial for processing and retaining auditory information. Their experiences suggest that note-taking was not only a habitual practice but also a vital tool in their academic toolkit. In contrast, JS, YE, DN, and FA reported occasional use, indicating variability in application due to personal preferences, comfort levels, or learning styles. This disparity in usage highlights the need for further exploration into the reasons behind inconsistent application and suggests the potential for tailored interventions to encourage more uniform adoption of effective note-taking practices.

Students employed various note-taking strategies based on their preferences and perceived effectiveness in aiding listening comprehension. The majority of students, including RJ, JS, FR, YE, AY, DN, FA, AD, and SS, favored the outline strategy for its structured format. NF highlighted the Cornell method's effectiveness in organizing thoughts and retaining information. The diversity in note-taking preferences underscores the importance of teaching multiple strategies to accommodate different learning styles, ensuring that each student can find the method that works best for them.

Students consistently reported that note-taking played a crucial role in their success with listening tasks. RJ, FR, YE, NF, DN, AD, and SS noted that note-taking helped them summarize information and choose answers more easily.

JS, AY, and FA found that note-taking improved their listening task scores by providing a systematic way to capture and recall information. These findings suggest that note-taking enhances students' ability to extract specific details from audio content, improving their overall listening skills and academic performance.

Several obstacles can affect the effectiveness of note-taking during listening tasks. RJ and AY mentioned the difficulty of maintaining focus while simultaneously listening and writing notes, leading to missed information. JS and AD highlighted the challenge of encountering unfamiliar words, which disrupted their note-taking process. FR, YE, NF, DN, FA, and SS pointed out difficulties related to the speed of the audio and varying accents. These challenges suggest that note-taking requires a high level of concentration, a broad vocabulary, and familiarity with different accents to be effective. Addressing these issues through targeted practice and support can help students improve their note-taking abilities and overall performance in listening tasks.

The majority of students emphasized the significant role that note-taking plays in enhancing their ability to extract and organize information from audio. RJ, JS, FR, AY, and FA found that note-taking helped them draw meaningful conclusions and identify key points, improving their comprehension and response accuracy. YE, NF, DN, and AD noted that note-taking helped them connect keywords and summarize information, even when they missed parts of the audio. AJ highlighted the importance of note-taking for memory retention. These findings collectively highlight that note-taking is an indispensable strategy for

improving information retrieval from audio, making it an essential skill for academic success in listening tasks.

The findings of this study align with and expand upon previous research in the field of English as a Foreign Language (EFL). Ipek (2018) found that students used note-taking to capture important words, main ideas, and symbols during listening, though the study did not conclusively link note-taking to improved listening skills. In contrast, this study highlights the direct benefits of note-taking in enhancing listening comprehension and academic performance.

Gur et al. (2013) as cited in Soumokil (2021) demonstrated that note-taking during listening leads to better comprehension, a finding supported by the current study's results, which show that students who regularly use note-taking strategies perform better in listening tasks. Jalilifar (2009) also noted the interrelated relationship between note-taking and listening comprehension, emphasizing higher achievement among students who take notes. The current study corroborates this by showing that students who employ note-taking strategies are better equipped to retain and process auditory information.

Overall, this study builds on previous research by providing detailed insights into the types of note-taking strategies used by students and their perceived effectiveness. It highlights the critical role of note-taking in listening tasks and underscores the importance of teaching diverse note-taking techniques to cater to different learning styles and improve students' academic outcomes.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

#### **A. Conclusions**

The study revealed that most students were introduced to note-taking strategies early in their academic journey, specifically during the basic listening course, which was pivotal in helping them capture and retain information from audio materials. The majority of students actively applied these strategies during listening tasks, finding them crucial for processing and retaining auditory information, though some students reported occasional use due to personal preferences or comfort levels. Students employed various note-taking strategies, such as outline and Cornell methods, based on their perceived effectiveness and preferences. Consistently, students reported that note-taking played a crucial role in their success with listening tasks by helping them summarize information and choose answers more easily, thereby improving their listening skills and academic performance. However, challenges such as maintaining focus, unfamiliar words, fast audio, and different accents affected the effectiveness of note-taking. Addressing these challenges through targeted practice and support can help students improve their note-taking abilities. Overall, the findings highlight that

note-taking is an indispensable strategy for enhancing information retrieval from audio, making it essential for academic success in listening tasks.

## **B. Suggestion**

Considering the impact of using note-taking strategies on students' listening task, the researcher offers the following suggestions:

### **1. Suggestions for Teachers:**

- a. It is recommended that teachers incorporate note-taking strategies in the teaching and learning process.
- b. Teachers should foster a positive and conducive atmosphere during the teaching-learning process, as a favorable environment is crucial for effectively delivering the material.

### **2. Suggestions for Students:**

- a. Students should make an effort to understand and use note-taking strategies in listening tasks.
- b. Students should pay close attention to lessons.
- c. Students should avoid cheating on their exercises, as note-taking strategies provide time for each student to think about their own answers.

Therefore, students should complete their exercises independently.

Finally, the researcher acknowledges that this study would benefit from further validation by future researchers who explore the same topic.



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## APPENDICES

### Appendix A: Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR: B-1732/Un.09/FTK/Kp.07.8/01/2024

**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 253/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;

11. Surat Keputusan Rektir 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 :  
**Mulia, N.E.d**

Untuk membimbing Skripsi

Nama : Difa Maurina

NIM : 180203087

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **An Analysis of Students' Note Taking Strategy in Listening Task**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembayaran akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.



KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan dipertahankan kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada Tanggal : 31 Januari 2024  
Dekan

Tembusan :

1. Salinan Kementerian Agama RI di Jakarta;
2. Direksi Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktorat Perguruan Tinggi Agama 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 Badan Keuangan dan Aset UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



## Appendix B: Recommendation Letter to Conduct Field Research



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4150/Un.08/FTK.1/TL.00/5/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

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

Assalamu'alaikum Wr.Wb.

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

Nama/NIM : **DIFA MAURINA / 180203087**

Semester/Jurusan : XII / Pendidikan Bahasa Inggris

Alamat sekarang : Desa Lamme Garot Kec. Montasik Aceh Besar

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 *An Analysis of Students Note Taking Strategy in Listening Task*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Mei 2024

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

جامعة الرانيري

A R - R A N I R Y



Berlaku sampai : 18 Juni 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## Appendix C: Confirmation Letter of Conduct Research from the Uin Ar-Raniry Banda Aceh



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**  
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Email : [pbj.fk@ar-raniry.ac.id](mailto:pbj.fk@ar-raniry.ac.id), Website : <https://ar-raniry.ac.id>

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**SURAT KETERANGAN**  
 Nomor: B-265/Un.08/PBI/Kp.01.2/5/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Difa Maurina
NIM	: 180203087
Fak/Prodi	: Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Alamat	: Desa Lamme Garot Kec. Montasik Aceh Besar

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

***"An Analysis of Students Note Taking Strategy in Listening Task"***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 31 Mei 2024  
 Ketua Prodi Pendidikan Bahasa Inggris,

  
 Syarifah Dahlana



**AR - RANIRY**

**Appendix D: Interview Question**

1. How do you know about note taking strategy?
2. How often do you use note taking for listening task?
3. What kind of note taking strategy do you often use?
4. How note taking helps you in listening task?
5. Do you have problems or challenges during note taking?
6. Do you think note taking important for you to get information better from audio in listening activity?



## Appendix E: Interview Transcript

**RJ**

I: Hi, let me introduce myself. I am Difa maurina and now I am doing research about note taking strategy used by students. First of all, how do you know about note taking strategy?

R: Hi Difa, I have known about note taking strategy in basic listening class.

I: How often do you use note taking for listening task?

R: Since I know this strategy, I always apply it in listening task.

I: What kind of note taking strategy do you often use?

R: Outlining and mind map. I used outlining strategy more than mind map.

I: How note taking helps you in listening task?

R: It really helps me and easier to remember the information than mention in the audio.

I: Do you have problems or challenges during note taking strategy?

R: Yes, the difference accent makes me confuse to write what is the information.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Yes, I think note taking strategy important to get information in listening activity. It helps with better conclusion.

**JS**

I: Hello JS, first of all let me introduce myself. I am Difa Maurina and I am doing research about note taking strategy used by students. Question number one is how do you know about note taking strategy?

R: I know about note taking strategy since the first semester in basic listening class.

I: How often do you use note taking for listening task?

R: sometimes I used this strategy but rarely.

I: What kind of note taking strategy do you often use?

R: I used outlining strategy.

I: How note taking helps you in listening task?

R: I think it might difficult without note taking because it really helps in listening.

I: Do you have problems or challenges during note taking?

R: Yes, there is vocabulary that I don't know what it is.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Yes, important. While listening I cannot remember all of the information in the audio, so note taking helps me to remember the information.

**FR**

I: Hi, I am Difa Maurina and I am doing research about note taking strategy in listening task. First of all, how do you know about note taking strategy?

R: I have known this strategy in English proficiency test class.

I: How often do you use note taking for listening task?

R: I often used this strategy in listening task.

I: What kind of note taking strategy do you often use?

R: Outlining.

I: How note taking helps you in listening task?



R: With note taking I can summarize the topic from the audio.

I: Do you have problems or challenges during note taking?

R: sometimes the audio was fast and the different accent is also challenges for me.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Important, because it helps with the clue to answer the question.

**YE**

I: Hi, I am Difa Maurina and now I am doing research about note taking strategy used by students. The first question is how do you know about note taking strategy?

R: I know note taking strategy from basic listening class.

I: How often do you use note taking for listening task?

R: I used this strategy in listening class but rarely.

I: What kind of note taking strategy do you often use?

R: Outlining, because the lecturer taught this strategy.

I: How note taking helps you in listening task?

R: I cannot remember all of the audio, so with note taking I can remember the part of the audio.

I: Do you have problems or challenges during note taking?

R: Yes, the different accent and also unfamiliar vocabulary.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Important, I can connect the keywords that I wrote and summarize it.

**NF**

I: Hi. I am Difa Maurina and I am doing research about note taking strategy in listening task. First of all, how do you know about note taking strategy?

R: I know this strategy from listening class.

I: How often do you use note taking for listening task?

R: I apply this strategy in listening class.

I: What kind of note taking strategy do you often use?

R: I use cornell method.

I: How note taking helps you in listening task?

R: It really helps me; the audio usually plays twice so with note taking I might know the topic.

I: Do you have problems or challenges during note taking?

R: The different accent is a challenge for me.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Important, when I miss the audio, I can connect the information that I wrote and then summarize it.

**AY**

I: I am Difa Maurina and I am doing research about note taking strategy in listening task. How do you know about note taking strategy?

R: I know this strategy from listening class and also toefl book.

I: How often do you use note taking for listening task?

R: While listening task I applied this strategy.

I: What kind of note taking strategy do you often use?

R: Outlining.

I: How note taking helps you in listening task?

R: Note taking helps me to improve my score in listening task.

I: Do you have problems or challenges during note taking?

R: The focus divided between listening and note taking.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Important, it helps me to remember the information that mention in the audio.

**DN**

I: I am Difa Maurina and now doing research about note taking strategy in listening task. How do you know about note taking strategy?

R: From listening class.

I: How often do you use note taking for listening task?

R: Sometimes I used this strategy in listening class.

I: What kind of note taking strategy do you often use?

R: Outlining.

I: How note taking helps you in listening task?

R: Note taking helps me to remember the information in the audio.

I: Do you have problems or challenges during note taking?

R: The audio was fast, so I missed the word.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Yes, important. It helps me to summarize the answer based on what I have heard and wrote.

### **FA**

I: I am Difa Maurina and doing research about note taking strategy in listening task. How do you know about note taking strategy?

R: I know note taking since the first semester in listening class.

I: How often do you use note taking for listening task?

R: I used this strategy but rarely.

I: What kind of note taking strategy do you often use?

R: Outlining, because it is easier.

I: How note taking helps you in listening task?

R: I think it's helpful because lead me to find the answer.

I: Do you have problems or challenges during note taking?

R: The audio was fast, so it is difficult to taking note.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Important, because it helps to summarize the answer.

### **AD**

I: I am Difa Maurina and doing research about note taking strategy in listening task. The first question is how do you know about note taking strategy?

R: Since the first semester in basic listening class.

I: How often do you use note taking strategy for listening task?

R: I often used this strategy in listening class.

I: What kind of note strategy do you often use?

R: Outlining.

I: How note taking helps you in listening task?

R: It helps me to find the answer based on what I have wrote.

I: Do you have problems or challenges during note taking?

R: Yes, it is the unfamiliar vocabulary.

I: Do you think note taking important for you to get information better from audio in listening activity?

R: Important. Because it makes me to focus on important things, so I know the topic.

SS

I: I am Difa Maurina and doing research about note taking strategy in listening task. How do you know about note taking strategy?

R: I have known this strategy from listening class.

I: How often do you use note taking for listening task?

R: I always used this strategy because while listening the focus is divided, so I am doing taking note.

I: What kind of note taking strategy do you often use?

R: Outlining, because it is saving time.

I: How note taking helps you in listening task?

R: With note taking I can remember the information from audio.

I: Do you have problems or challenges during note taking?

R: Sometimes I write more than what I need and it makes me missed the audio.



I: Do you think note taking important for you to get information better from audio in listening activity?

R: Yes, without note taking I will forget the information that mention in the audio.



## AUTOBIOGRAPHY

### Personal Identity

Name : Difa Maurina  
 Place/Date of Birth : Banda Aceh, June 21<sup>st</sup> 2000  
 Nationality : Indonesian  
 Religion : Islam  
 Sex : Female  
 Marital Status : Single  
 Occupation : Student  
 Student's Reg Number : 180203087  
 Address : Desa Lamme Garot, Montasik, Aceh Besar  
 Email : [180203087@student.ar-raniry.ac.id](mailto:180203087@student.ar-raniry.ac.id)

### Educational Background

Elementary School : MIN 10 Aceh Besar  
 Junior High School : MTSSs Ulumul Quran Pagar Air  
 Senior High School : MAs Ulumul Quran Pagar Air  
 University : UIN Ar-Raniry Banda Aceh

### Parents' Bio

Father's Name : Muslim  
 Mother's Name : Zulfida