



STUDENTS' PERCEPTION ON THE USE OF NOTE-TAKING STRATEGY IN LISTENING

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ARTICLE INFORMATION

Received: 27 Maret 2025

Revised: 11 April 2025

Available online: 28 Juni 2025

KEYWORDS

Listening, Note-taking strategy, Students' perception

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A B S T R A C T

Note-taking strategies are essential for students to understand the meaning of the conversations or audio files they hear. Therefore, the researchers conducted this study to find out how students perceive the use of note-taking strategies in listening process. This study was based on qualitative research. 24 students from an English Education department were selected to participate in this study. This study used questionnaires as a data collection technique. After data collection, the researchers conducted a descriptive analysis of the data following the process of reading or remembering, describing, and classifying. The results of this study indicate that students have a good awareness of using note-taking strategies in listening classroom. The students used note-taking strategies while listening to understand and remember each point of the information that was hear. It acts as a tool for developing working memory, focusing attention, and identifying important ideas within the information presented. The act of writing down information strengthens memory and helps students recall key details later. Students were focused on main points, paraphrase some ideas in their own words, and use symbols/color-coding to highlight important information in listening subject. Furthermore, using note-taking strategies in listening comprehension has many benefits, such as helping students retain information better, grasp key points, paraphrasing information, organizing notes with headings and lists, review previously learned material, and can improve students' motivation, and increase students' listening comprehension. As it is known that note taking can be a good strategy in learning due to its function and advantages in listening classroom.

INTRODUCTION

Listening comprehension is one of the most important skills for learning a foreign language, as people need to understand exactly what they hear and then be able to give appropriate feedback. Listening is the essential skill that is constantly used in daily life. According to Gilakjani and Ahmadi (2011), listening comprehension is a dynamic process in which people focused on specific parts of the auditory input, grasp the meaning of the text, and relate what they



hear to previous knowledge. According to Richard and Schmid (2002), listening comprehension also states to the process of understanding communication in one's native or foreign language. According to Rost (2002), listening comprehension is a complex communication process in which the listener actively participates in the production of meaning. Conclusion: Listening comprehension means receiving information through the ears and processing it in the brain. The listener is able to understand what he/she hears. According to Nunan (2003), listening is like Cinderella learning a foreign language while her sisters ignored her statements. This means that listening is an essential skill that plays an important role in communication and without listening skills, communication is inadequate. These skills are necessary for effective communication between both the speaker and the listener. Nunan (2003) described that listening has a more important in foreign language teaching. This is based on a variety of factors, including the role of input through listening. This ability enables learners to extract useful information from what they hear directly or indirectly from native and non-native speakers. Learning can only begin after understanding the input. Therefore, listening is essential for the development of oral skills. Listening practice enables students to develop new vocabulary, new grammar and new patterns of language interaction.

Teaching listening comprehension is sometimes a challenge for English foreign language teachers. Some students have difficulty in recording listening performance. Listening comprehension problems are caused by a variety of factors. The first factor is the listeners themselves. Their language skills may interfere with the listening comprehension process. Exposure to the pronunciation of native speakers has a great impact on their understanding. Vocabulary mastery may become a barrier for listeners to grasp the overall meaning or main points of the spoken discourse. Secondly, listening comprehension difficulties may also be caused by insufficient listening materials. The third problem in listening comprehension is the physical conditions or environment in which the listening activity takes place, such as: Noise, audio players, and sound ambiguity (Episiasi et al., 2023; Jaya et al., 2021; Sulistyo et al., 2023).

Teachers should support students in developing listening strategies and finding the right ones for each listening situation. Listening strategies are techniques or actions that students or listeners use to understand and recall auditory impressions. They can be categorized according to how



students or listeners process the impressions of the audience and take into account the background, context or situation of the subject, the type of text and the language background information in order to interpret and predict what will follow. In order to listen effectively, it is important to be clear about the purpose of listening itself. Before starting the lesson, the teacher should explain to students what they want to achieve through the listening activity. This helps them focus on the lesson objectives.

Note-taking is an important skill in many information-sharing situations. Note-taking helps students learn and write (Boch & Piolat, 2005). Note-taking is part of the memorization process and forms an internal memory (Kiewra, 1987). Note-taking reduces the pressure on working memory and improves information retrieval. Note-taking helps you remember what you have learned, i.e., the absolutely important information. In college, note-taking allows students to retain information from all sources, both written and verbal, and use it later for academic purposes. Note-taking helps students save time on exams or otherwise, without having to reread all of the textbook or article. Therefore, it is vital that students are able to take good notes. Previous research has shown that the matrix note-taking method is more beneficial than the outline note-taking method (Piolat, in press; Robinson, Katayama, DuBois, & DeVaney, 1998).

There are multiple note-taking techniques that can improve listening comprehension (Gur et al., 2013). First, creating a list of acronyms and symbols makes it easier to quickly write down information. For example, use "w/" instead of "with," " " instead of "therefore," and "->" instead of "leads to." Second, the Cornell method requires dividing the notebook paper into three parts: a small column on the left for taking notes, a large column on the right for taking notes, and a bottom section for summarizing the main ideas after the lecture. Third, mind mapping: By connecting the main concepts with branches and visually representing the relationship between ideas, students can improve the comprehension and retrieval of information. Fourth, writing short, detailed summaries of the main ideas in sentence form requires active participation and supports the learning of the topic. Fifth, focus on selective recording rather than verbatim recording to capture key points, descriptive details, and instances. This avoids information overload and improves the quality of the notes. Also pay attention to clues: focus on to language clues such as "first", "last", or "on the other hand" as these clues indicate changes in thinking and help you



organize your notes. Reviewing and revising your notes regularly will help students understand what students have learned. Rewriting the notes in your own words helps consolidate students' memory. Therefore, this study describes EFL students' views on the usefulness of note-taking for information retrieval in listening subject.

RESEARCH METHOD

The purpose of this study is to explore how students perceive taking notes while listening to lectures. In this study, the researcher used qualitative methods, specifically case study, to answer the research questions. Creswell (2003) stated that qualitative research is conducted in a natural setting, which means that the researcher places himself in the position of the research participants and the data collection grows based on the responses of the research participants. This study was conducted within the framework of the English Education Program at PGRI Silampary University. The researcher chose this location as the research location because it is a good fit for the students of the English Education Department. 24 English Education students were selected to participate in this study. The research sample was selected as the participants of this study because they were completed an intensive, extensive, and critical listening course. They were selected as participants because they could meet the requirements. The main instrument of the study was a questionnaire on the perception of note-taking. The instrument used was a modified version of the (Dunkel & Davy, 1989) questionnaire. The questionnaire was consisted of nineteen statements. On a five-point Likert scale ranging from "strongly disagree" to "strongly agree", the participants circled the answer that best reflected their agreement with the statement.

RESULTS AND DISCUSSION

This chapter aims to present the findings and discussions of the study. The finding explores the students' perception on the use of note taking strategy in listening. On the finding, there are several sub-themes that are explained in relation to the objective of the study, which are (1) students' perception on the use of note taking in listening, (2) students' perception on the benefits on the use of note taking in listening, and (3) students' perception on the problem barriers on the use of note taking in listening.

Table 1 *Students Perception on the use of note taking in listening*

	Questionnaire Statements (QS)	Score
QS_1	I feel notetaking is important.	4.83
QS_2	I used notetaking techniques in listening class	4.08
QS_3	I prefeere to take notes only in English when listening to a lecture in English.	3.38
QS_4	Most other people in class take a lot of notes.	3.79
QS_5	If I did not have to take exams, I would not take notes.	4.46
QS_6	Anyone give me instruction in the taking of notes.	2.38
QS_7	Lecturers who give lectures expect you to take notes in their lectures.	3.17
QS_8	Lecturers gave you enough time to take notes in English	3.42

Table 1 displays students' perception on the use of note taking strategy in listening. There are 8 questionnaire statements, in which the lowest score can be found in item 6. That is related to note taking strategy in listening, anyone give them instruction in the taking of notes. Most of the students wished that their friends give them instruction in the taking of notes. They admitted those would help them in writing note and how to use note taking effectively. The highest score is for item 1. Students explained that notetaking is important when having listening class.

Table 2 *Students' Perceptions of the Advantages of Using Note-taking in Listening*

	Questionnaire Statements	Score
QS9	I find notes taken useful for organizing presented material.	3.96
QS10	I find that I get a better exam mark if I take notes	3.96
QS11	I find it helpful to take notes in both English and my native language during English Presentations.	4.13
QS12	I intend to keep my notes and refer to them after the lectures are over.	3.50
QS13	I take notes to have review material for exams.	3.67
QS14	I find it useful to use other people's notes.	3.17
QS15	I wish I had better notetaking skills	3.83
QS16	I take notes so that I will not have to read the textbook.	3.21

Table 2 serves data on students' perception of the advantages of using note taking in listening. The highest score is in item 11. The score obtained from eight questionnaire statements is 4.13, in which states that students find it helpful to take notes in both English and their native language during English Presentations.

Relating the provision of information about the advantages of take note, students find note taken useful for organizing presented material and get better exam mark if they take notes in



listening, those items respectively have the same scores of 3.96. Moreover, the score of 3.83 is also explored for the items covering students' statements about they had better notetaking skills. The students are happy to take notes and help them to understand what they are listening to. Meanwhile, the lowest score of 3.17 can be found at the points of students find it useful to use other people's notes. According to the table above, it can be seen that the participants had a positive perception about the use of note taking strategy in listening class. The result shows that the students do agree that taking note strategy is very important, useful for them when having listening class. Taking note strategy helps them to memorize the audio/materials that they are listening to. This is in line with Siswahyuni et al., (2023) who said that using note-taking as a strategy that really helped them in learning English, especially for learning listening.

Table 3 Students' perceptions on the problem barriers on the use of note taking in listening

	Questionnaire Statements	Score
QS17	I find it difficult to take notes in English when I'm listening to a lecture in English.	3.46
QS18	I sometimes find my notetaking interferes with my immediate understanding of the lecture.	2.46
QS19	I often doodle instead of taking notes.	2.58

The participants' problem in applying note taking strategy in listening classroom, as shown in Table 3, is identified from three questionnaire statements. Questionnaire statement 17 is categorized at the highest score i.e, 3.46, consisting of students find it difficult to take notes in English when listening to a lecture in English. Moreover, the score of 2.58 is also gained for the items covering students' difficulties doodle instead of taking notes. Meanwhile, the lowest score of 2.46 was obtained that students sometimes find their notetaking interferes with their immediate understanding of the lecture. From the table above it can be seen that most of the participants had problems taking notes while listening. Based on the results of the questionnaire statement items 17,18, and 19 participants faced some problem related the use of note taking strategy in listening subject. Furthermore, their reasons for the problems they encountered were varied. Some students stated that note taking strategy should be taught because it can help them in the learning process, especially in listening classroom.



In this session, the findings was described in detail instead the results of the students' questionnaire. The students' opinions on the use of notes in listening classes were described. In reality, no one can remember the entire content of a lecture or text without taking notes. Students usually take notes to remember the key points of a lecture or text later (Kılıckaya & Cokal-Karadas, 2009). Taking notes can help students better understand, organize thoughts, and develop ideas. The combination of reciting and written notes helps improve overall reading ability. This also helps students review their notes later. Students expressed that they felt comfortable taking notes in class; they also found that the note-taking strategy helped them remember what they learned and improved their listening performance. (Anggeraini et al., 2024; Permana & Cunandar, 2025). Mastering practical note-taking skills is essential for students to understand and remember in listening practice. For example, while transcribing spoken it may not be practical to transcribe oral content word for word, employing techniques such as keywords, mind mapping, and abbreviations when taking notes is very useful for interpreting and retaining the essence of what is heard. Taking notes after listening can also be beneficial. Notes become tangible resources and data that can be accessed when completing tasks (Siegel, 2022). *Listening and Note-Taking* is an easy-to-learn strategy that helps students identify and quickly capture important information during a lecture, sort main ideas and details as they write, and study their notes to earn the best test grades possible (Berry et al., 2011). According to the questionnaire results, the researchers found that note-taking is one of the strategies used by students in the learning process, especially in listening comprehension. Listening, as one of the basic English skills that students must master, plays an important role in communication. Listeners can grasp the information by not only hearing the sound but also understanding its meaning. The overall results summary showed that most students adopted the strategy of taking notes while listening to understand, remember the key points and improve students' listening performance. It is in line with work done by Soumokil et al. (2021) and Selvi et al. (2024) who believe that used notetaking regularly during listening perform better in listening tasks. The researchers concluded that the listening note-taking strategy is to capture the key points or information from the audio being listened to remember them by taking notes while listening. This is consistent with Siswahyuni et al. (2023) who said that taking notes as a strategy greatly helped them learn English, especially in listening.



CONCLUSION

Students have a good perception about the use of note taking in listening subject. They use of note taking strategy in listening subject to get understanding and remember every important points of information that was listened. Notetaking while listening actively engages students' mind, helps students to remember key information, and can improve comprehension. By actively selecting and writing down key points, students focus their attention and clarify the main ideas, enhancing understanding. It acts as a tool for developing working memory, focusing attention, and identifying important ideas within the information presented. The act of writing down information strengthens memory and helps students recall key details later. The process of note-taking also encourages students to identify and prioritize the most important details from the spoken material. Furthermore, there are many advantages that the students found on the process of using note taking strategy in listening subject. As it is known that note taking can be a good strategy in learning due to its function.

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Available online at : <https://ojs.stkippgri-lubuklinggau.ac.id/index.php/JPP>

Jurnal Perspektif Pendidikan

| ISSN (Print) 0216-9991 | ISSN (Online) 2654-5004 |

DOI: <https://doi.org/10.31540/jpp.v19i1.3478>

Penerbit : LP4MK STKIP PGRI Lubuklinggau



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