

# The Influence of Taking Note on Listening Comprehension in The Pre-Intermediate EFL Students

Dita Fitri Agasty Sofiana<sup>a,1</sup>, Herri Akhmad Bukhori<sup>a</sup>

<sup>a</sup>Language Teaching, Universitas Negeri Malang, Malang, Jawa Timur, 65145, Indonesia

<sup>1</sup> [diethashofy.fitri@gmail.com](mailto:diethashofy.fitri@gmail.com)

\*Corresponding author

## ARTICLE INFO

### Article history:

Received 12/12/2020

Approved 4/2/2021

### Keywords:

Taking note

Listening comprehension

Pre-Intermediate EFL students

## ABSTRACT

**Abstract:** The study defined about affecting taking note toward Pre-Intermediate EFL student's listening comprehension. The study accomplished quantitative method especially quasi experimental research. Test and questionnaire were parts of instruments in this study. Finding of this study showed that there is disparity from the result of students' listening comprehension between experimental and control group, there is affecting of taking note toward students' listening comprehension and there are difficulties of implementation of taking note toward listening comprehension.

**Abstrak:** Penelitian ini menjelaskan tentang pengaruh strategi taking note terhadap pemahaman menyimak mahasiswa EFL Pre-Intermediate. Penelitian ini menggunakan metode kuantitatif khususnya penelitian quasi eksperimen. Tes dan angket adalah bagian dari instrumen dalam penelitian ini. Penemuan dalam penelitian ini menunjukkan bahwa terdapat perbedaan dari hasil pemahaman menyimak siswa antara kelompok eksperimental dan kelompok kontrol, terdapat pengaruh dari taking note terhadap pemahaman menyimak mahasiswa dan terdapat kesulitan – kesulitan dalam penerapan taking note terhadap pemahaman menyimak mahasiswa.

## INTRODUCTION

Language learning essentially always connects with four skills. Those skills are listening, reading, speaking and writing. These four skills relate to each other but every skill has differences in case of process, method and characteristics. Especially listening, grasping the meaning of sentences or words is the pivotal point on listening of second language learning. It is line with Anjarsit & Adnan (2017:10-11) assert that listening skill is crucial in second language learning. He also spells out that listening does not only focus on sounds but it is also to convey, grasp and identify the information from senders. Listening itself is not able to determine the pronounced sentences or words. Another expert, Tyagi (2013:1) Listening is one of key to accept the message or information from senders. It is about what the senders pronounced and deliver the message to receivers.

Listening comprehension also focusses on the information which is conveyed by senders. As indicated by Gilakjani & Ahmadi (2011:979) declare that listening comprehension is a process which concentrates on aural information from senders and integrate between prior knowledge and fresh knowledge. Another expert, Xing (2005:113) delineates that listening comprehension means a complex process in which the receivers interact with senders to build up the meaning on various contexts such as their experience or knowledge. Hasan (2000:137) agrees with Xing. He enlightens that listening comprehension focus on interpreting the information that come from senders. The information includes visual clues and auditory. Therefore, listening comprehension is divided into two parts. Those are senders and receivers. Senders mean those who speak and grant the information to receivers. Receivers mean those who accept and manage the information. Actually, listening comprehension of second language is more complicated than mother tongue. It is because when listening to the senders' speaking, the receivers have to be ready to grasp the whole information that they obtain from the speakers. Listening also aims at transferring of pictures, thinking, impressions, behaviour, beliefs, emotions and from the senders (Rost, 2011:2-3).

Conversely, listening comprehension has several problems in the class. This statement is supported by Walker (2014:168-169) spells out that several problems that students face in listening comprehension are cultural background, unfamiliar pronunciation, disparate accents, grammatical features and speed of speakers. Another expert named Hasan (2000:137) elucidates that several students' opinion about a spoken discourse is the most difficult skill to understand because native speakers speak fastly. On the contrary, In daily activity, the speed of native speaker's speaking is not one of the troubles but there are other components which cause the difficulty in listening comprehension, such as pronunciation, hesitation, pauses, vocabulary and varied accents. As indicated by Meng (2000:6-9) asserts that students often forget the obtained information quickly, students can not recognize the words, students are able to grasp the words but they can not understand the meaning of words, ignoring the next section when students still think about the meaning

of the words earlier. Students often undergo difficulty in learning the foreign language in daily activity (Triantyas & Bukhori, 2020:282). In learning foreign language, students must face lack of grammatical, confusion in election of the words and lack of the common knowledge (Agustine & Bukhori, 2017:124).

Most of students face several problems when listening comprehension. Those are lack grammatical comprehension, unfamiliar topics or pronunciation, basic of background knowledge, reduction of sentences, less focus on looking for answer or questions, various accents and length of dialogue on the recording Hamouda (2013:125-136). Listening is not a piece of cake to be learnt. When lecturers impart listening lesson, the EFL students are demanded to grasp the meaning, vocabulary and how to write decently. They take the time to listen and make sense what the native speaker pronounced. They also find out unfamiliar vocabularies that they are known before. It is line by Underwood (1989:4) that the EFL students have a trouble about the speed of the speakers; when making conversations, the EFL students are notable to ask to be repeated continuously; listening comprehension makes them flustered because of their limited knowledge of vocabularies; they confusion in engaging the discourse markers. In psycholinguistics paradigm for learning listening, the EFL students must convert the input (what is pronounced) to intake (what is understood) because listening is a vital skill in the language classroom (Rost, 2014:16). In real life, the listening comprehension is as difficult as speaking skill. Its activities are crucial in language learning. The students do not only listen but also need to grasp the meaning.

In presenting the material, the lecturer should make lesson creatively. The lecturer is also supposed to utilize strategy which is able to enhance the students' listening comprehension. Thus, EFL students can be motivated and enjoyable to learn about listening comprehension. According to Djamarah & Zain (2013:5), teaching strategy can be interpreted as general patterns of lecturers' activities in the configuration of teaching. Learning activities is made to achieve the goals that have been outlined. Basically, there are various teaching strategies applied in class such as Listen and Draw, Same and Different, Brainstorming, Mind Mapping, Ranking Activity, Running Dictation, Interactive Crossword Puzzle and so on (Rachmajanti, 2017:20).

One of implemented strategies in classroom is taking note strategy. Other experts namely Boch & Piolat (2005:103) argued that taking note is a pivotal strategy that can be engaged for listening and reading. However, commonly, EFL students do not have enough knowledge about taking note as well as its application in language classroom. Taking note is cushy and effective to be used. Another reason is stated by Hayati & Jalilifar (2009:101). They enlighten that the effective reason for taking note is that the students do not require to ask the repetition in speech, recording or presentation. They also can record and keep the information everytime when they need.

Unfortunately, the students are seldom taught to practice this strategy although it is able to activate their memory. It is same as Zohrabi & Esfandiyari (2014:168). It is about very few students in school or university are taught this strategy. Yet, this strategy can essentially be beneficial toward what is being taught by teachers or lecturers in the class. When obtaining difficulty in catching the points of the lecturer, the EFL students are able to write what the lecturer said on their notes. In addition, taking note facilitates students to recall information which they have heard.

Dunkel (1988:278) revealed that taking note is perceived by examinees as a strategy that facilitates remembering of lecture content. Another expert, Zohrabi & Esfandiyari (2014:166) said that taking note provides information and some ideas to recall on their memory. In various situation, the taking note can be utilized freely. This statement is the same as Allan (2010:31). He clarifies that strategy can be engaged on several situation such as lesson, seminars, workshops, watching TV or video. Taking note is also engaged to keep the information. When the students require the notes to be saved later, this strategy is the solution. The statements is like the experts' Asl & Kheirzadeh (2016:42). They reveal that the best things of taking note is that students do not require the repetition of recording. Taking note grants a chance to keep information where students can engage it later when they need.

According to Arslan (2006:56) taking note is defined as an external version of memory storage. The EFL students are involved actively when they engage the taking note. Weener (1974:51) mentioned that taking note causes assimilation of the new information in cognitive structures and makes the new information more recallable than without using taking note. Tsai (2009:12) believed that enhancing students' listening comprehension can be caused by taking note. The functions of taking notes are such as the coding functions and the external storages. It is supported by Cohn et al (1995:291) that the coding function involves a process in transforming and reorganizing heard material as a way in learning taking note itself. The external storage function involves the usage of notes that has purpose to review as means of learning.

Another expert namely Carrell et al. (2002:2) mentioned that although the major goals of taking note runs well, the EFL students designated a number of primary goals such as attention (it increases attention toward the lesson); grasping (it increases EFL students' comprehension and memory toward presented materials in the lecture); arranging (it provides information or ideas, the

structure of the sentences and it is able to yield the feedback); study aid (it informs about the content of examination); homework aid (it informs about solutions to solve the problems and provides relevant information to written assignment).

Some researchers have discovered significant effect of taking note on EFL students' listening comprehension carried out by previous study. Those are Xie (2002) who identified the relationship of taking note toward listening comprehension in the English placement test. The subject in this research is students in Iowa State University. The method uses quantitative and qualitative research. The instrument that he used is English Placement Test. The finding in this study is notes' students in higher level that are better structured and have much crucial information than those notes' students in lower level.

Ahour & Bargool (2015) identified a thesis that is about a comparative study on the effects of while listening taking note and post listening summary writing on Iranian EFL learners' listening comprehension. The subject in this research is students at English Institute at Tabriz in Azarbaijan Iran. The instruments of this study is listening comprehension test in Longman TOEFL IBT text book. The method uses pretest-posttest design in quasi experimental research. The finding of t-test revealed that both two classes had enhanced in their listening comprehension.

The another researcher is Al-ashkar (2014) who entitles the influence of taking note strategy on improving students academic achievement from English and TEFL majors' perspective in An Najah National University. He takes the subject at English Department in An Najah University. The chosen students are in second, third and fourth grade. He only selects the questionnaire of the instruments. The method of his study is descriptive analysis. Based on his study, it is concluded that there is a positive enhancing toward taking note on students' listening comprehension to recollect or grasp the lesson.

Afterwards, Hayati & Jalilifar (2009) undertakes the study to identify the impact of taking note strategies on listening comprehension of EFL learners. The subject in this research is the students in English Translation at Shahid Chamran University. The method engages posttest only design in quasi experimental research. Their major finding is concluded that the EFL students who engage the taking notes gains the good score of listening comprehension than without using taking notes.

Then, the another researcher is Zohrabi & Esfandyari (2014). They undertake the research which entitles the impact of note taking on the improvement of listening comprehension of Iranian EFL learners. Students at Department of English Language in University of Tabriz is a subject of study. Cambridge Standarized PET Tests (Preliminary English Test) is as instrument. Quasi experimental is a part of the study method in this article. The finding of study is taking note have been an effective strategy toward students' listening comprehension score. This strategy assists students to overcome the problem of their listening comprehension.

The next one is Arianto (2018). His research entitles the implementation of taking note strategy on listening class. The students of second grade at English Departments in IAIN Surakarta is as subject of his study. The method of study that he picks the descriptive analysis of qualitative research. Instruments are listening comprehension test. He also utilizes the mind mapping strategy and symbol to abbreviation strategy in taking note. The findings are taking note has so many benefits. Those are assisting the students to distinguish the main idea, supporting idea and recollecting or reviewing the notes briefly,

The last one that researcher gains is Jamil & Suezdy (2018). His study entitles using note taking strategy to enhance students' listening comprehension ability. The students of third semester at English Education Study Program in University of Islamic As-Syafi'iyah are subject of his study. Here, they utilize pre-experimental research. They select Cambridge Standarized PET Tests (Preliminary English Test) as instruments. The finding gained is that there is a disparity between students employ taking note strategy than without using taking note strategy.

In the whole cases of previous studies, they undertakes the studies those are almost same as researcher's study. Unfortunately, every study has a disparity in various cases. Here, the researcher engages nonequivalent pre-test and post-test design in quasi experimental research. Employing instruments on researcher's study are test and questionnaires. The election of test bases test is the Open Forum Textbook from Blackwell & Naber (2007) meanwhile the questionnaires is adopted from Carrell et al. (2002). The major point of this study is Cornell Strategy where this strategy is part of taking note strategies. The Cornell Strategy itself is invented by Water Pauk in 1974. It also aims at enhance the students' listening comprehension. Definitely, the subject of researcher's study is differ from previous studies. It takes place at English Departments in University of Nusantara PGRI Kediri. The students as subjects are in second grade in Pre Intermediate Listening Course. Those are the several cases which distinguish the researcher's study and previous studies themself.

Thus, the researcher targets EFL students as the subjects of study in order to be able to enhance their listening comprehension without feeling anxiety. Actually, they are human too which they are not able to keep away from such problems in listening

comprehension. They also require a particular taking note strategy to overcome problems as a treatment. Eventhough in real life, EFL students have taught English from elementary to high school, the most effective solutionto improve their listening comprehension is to engage the taking note strategy.

## METHOD

The study aims to investigate the troubles toward listening comprehension. Here, the researcher grants the solution to influence the students' listening comprehension, namely taking note strategy. This is about Cornell Strategy. The researcher picks out experimental research. Actually, the kinds of experimental research have many designs but it only focuses on quasi experimental research. Utilizing pre-test and post-test design is the only way to undertake the research here. The design is divided into two groups i.e. experimental and control group. Why the researcher divides the students into two groups is caused to know difference both groups. Examining all groups is the same by using pre-test and post-test but experimental group is the only one who augments the treatment and questionnaire in post-test.. Independent variable is a taking note strategy. Dependent variable of this study is listening comprehension and moderate variable is Pre-Intermediate EFL students.

The subject is the English Department students in 2019 who are fulfilling Pre-Intermediate Listening Course. There are 2 offerings including A class and B class. All offerings are elected as sample the research. The students fulfill the Pre Intermediate Listening Course in second semester on February 24th, 2020 to April 13th, 2020. This research is divided into two groups. The first group is A offering. A offering is 24 students as a experimental group. The last group is B offering. B offering is 24 students as control group. The researcher picks several samples out base on the score of Listening Course that is in the first semester on Basic Listening Course.

In this study, the researcher also needs instruments where researcher is able to measure the students' listening comprehension in the class. In this part, researcher describes the instrument for the first testing. This testing contains some queries relating in passage that is granted. The researcher uses a textbook. It is named as Open Forum Textbook. It is a textbook online which focusses on listening skill. It discuss about academic focus such as historical, psychology, business and galaxy. This textbook contains audio, worksheet, audio script and answer key. Every audio takes time about 5 minutes. Then, the worksheet has 10 or 12 queries. The testing forms multiple choice. The founders of textbook are A. Blackwell and T. Naber in Oxford University Press. It is also constructed for learners who want to learn English and need to practice influencing their English decently. The second, questionnaire of taking note. This questionnaire also engages likert scale to measure about social phenomenon. Sugiyono (2008:93) defines that this scale is used for measuring attitude, opinion and someone's perception or group of people about social phenomenon. This questionnaire also is adopted of (Carrell et al., 2002:2). Form of measuring scale is checklist (✓). This questionnaire are divided into 5 options namely strongly agree, agree, enough, disagree and strongly disagree.

## RESULTS

### Descriptive Statistics

This statistic is employed to grant the description about characteristics of the entire sample data. This statistic is a pivotal thing because it is first step in determining appropriate treatment in further analysis. This statistic is divided into two parts. Those are descriptive statistic for testing and questionnaire.

#### *Descriptive Statistic for Testing*

This statistic is about analysing the test in this study. The sample data on experimental group is 23 students and the control group is 24 students. Here the result is.

**Table 1. Descriptive Statistic Score in Pre-test and Post-test of Listening Comprehension**

Score	Pre-test		Post-test	
	Control Group	Experimental Group	Control Group	Experimental Group
Mean	51,21	71,76	77,49	88,49
Variance	145,32	208,145	398,374	231,687
Std. Dev	1.20547	1.44272	1.99593	1.52213
Minimum	27,20	45,40	45,40	45,40
Maximum	73,00	100	100	100

Based on table 1, the mean score of both groups has enhanced. In the control group, the gained score is 51,21 to 77,49. This score is almost same as experimental group which the score has also increased. The post-test score is 71,76 to 88,49. Meanwhile, variance score is almost same as mean score which has improved decently. The control group obtains the score 145,32 up to 398,374

in pre-test and post-test. The researcher makes the conclusion that the higher control group score is, the further the mean score is. Subsequently, experimental group occurs the improvement of variance i.e. 208,145 to 231,678.

Afterwards, on standart deviation which is in experimental and control group has different score. The control group is higher than experimental group. Control group reaches 1.20547 to 1.99593 and experimental group reaches 1.44272 to 1.52213. Furthermore, on range of minimum and maximum, the minimum score of pre-test in control group gains 27,20 and the maximum score is 73. The lowest score in pre-test experimental group is 45,45 and maximum score is 100. Meanwhile, the post-tests in control and experimental group are the same. The lowest score is 45,45 and the higher score is 100. It can be concluded that the score of each group has improved.

### Descriptive Statistic for Questionnaire

It is the same as the test analysis before but it focuses on the questionnaire analysis. The questionnaire itself aims at knowing the effectiveness of students after undertaking the treatments in the classroom. The data are specially granted for experimental group. There is 23 students on the group.

This part, the researcher only focuses on the mode of answering in every point of questionnaire. The statements are divided into two parts such as the advantageous and disadvantageous of taking note. Here the results are.

**Table 2. Categories of Modes**

Categories	Item Numbers	Mode
Advantageous	1	12
Advantageous	2	15
Advantageous	3	10
Disadvantageous	4	8
Advantageous	5	11
Disadvantageous	6	9
Disadvantageous	7	12
Disadvantageous	8	14
Advantageous	9	11
Disadvantageous	10	11
Disadvantageous	11	10
Disadvantageous	12	8
Advantageous	13	17
Advantageous	14	12
Advantageous	15	13

The category of advantageous is about benefits toward taking note. The category comprises of item number i.e. 1,2,3,5,9,13,14 and 15. Based on table 3.2, there are three scales of mode on the category. Those are scale 3 (enough), scale 4 (agree) and scale 5 (strongly agree). The table also indicates that a half of students on experimental group agree with the usage of taking note strategy. Here the statements in the questionnaire are.

**Table 3. The Category of Advantageous in Mode**

Item Numbers	Statements	The Answer in Mode	Percentage of Mode
1	Taking note assists me to answer the queries when I am not able to grasp the lecture well.	Strongly Agree	46,15
2	Taking notemakes it easier to recollect the information from the lecturer.	Strongly Agree	57,69
3	When I utilize the taking note, I am understandable the material decently.	Agree	38,46
5	Taking note assists me to listen to lectures accurately.	Agree	42,31
9	When I find some the difficulties in listening at same time, I seek the specific information in my notes.	Strongly Agree	42,31
13	I have plenty of time to write as many notes as I want.	Enough	65,38
14	When the queries are crucial, I write it down in my notes.	Agree	46,15
15	When the lectures are very short, I find it easier to take notes	Enough	50

The table 3 can be seen that each of item number has statements itself. On item number 1, the answer of mode is strongly agree. The percentage of mode is 46,15 %. The item number 2 is same as number 1 on the answer of mode. Its percentage is 57,69 %. These two statements prove that taking note has benefits in their listening comprehension. Meanwhile, on item number 3 and 5 have the same answer as mode i.e agree. each statement has 38,46 % and 42,31 %. Subsequently, item number 9 is strongly agree when answering the mode. The percentage of mode is same as item number 5 i.e. 42,31 %. Then, item number 13 and 15 is the same in answering the mode i.e enough. The percentages of mode in each number are 65,38 % and 50 %. The last but not the least, item number 14 has the answer of mode that is agree. The percentage of mode is 46,15 %.

Afterwards, the disadvantageous of taking note can be seen on this figurebelow.

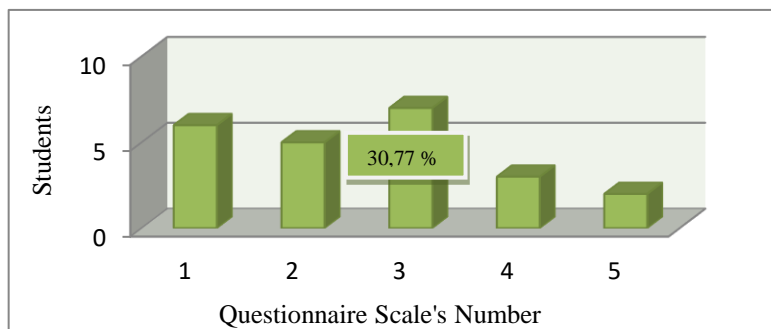


Figure 1. The Item Numbers 4 in Experimental Group

Based on figure1, between 5 scales, there is a scale showing higher than others. It is a scale 3. This shows when the students answer the itemnumber 4, they agree enough about the statement. The statement is about taking note makes confused to answer the queries. Thus, the researcher spells out the indicator based on statement. It is about the confusion in answering the queries on listening comprehension test. For percentage of modes in this question number 4 is 30,77 %.

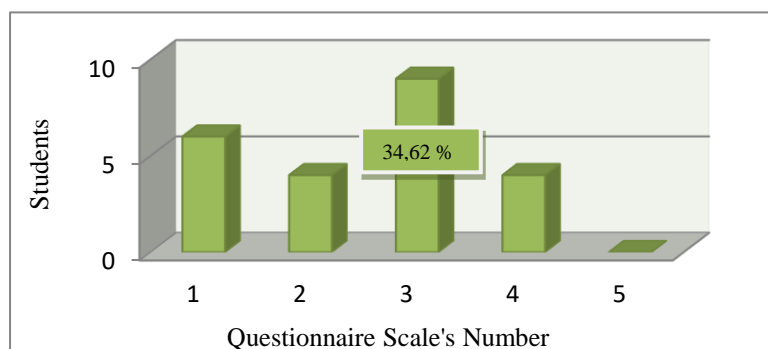


Figure 2. The Item Numbers 6 in Experimental Group

That figure proves that scale 3 is higher than others. Most of the students elect the scale 3. It is able to prove that the students agree enough with this statement. The scale 3 gains the percentage of modes 34,62 %. The statement that refers to this number is about taking note does not assist me to get better score in the examination. Thus, the gained indicator based on the statement is about the reduction of students' score in listening comprehension.

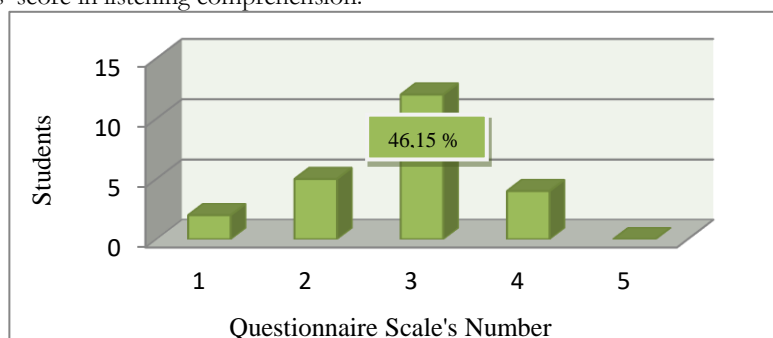
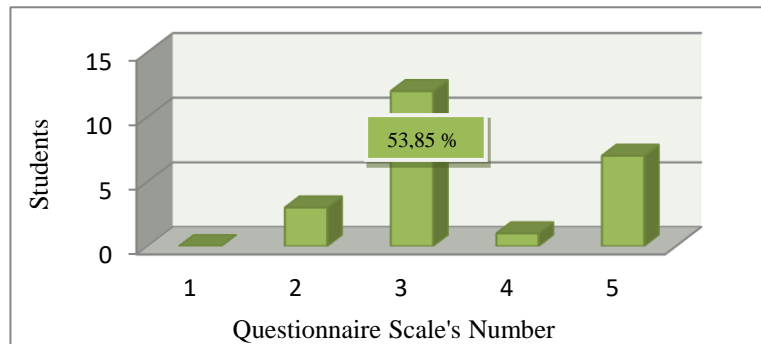


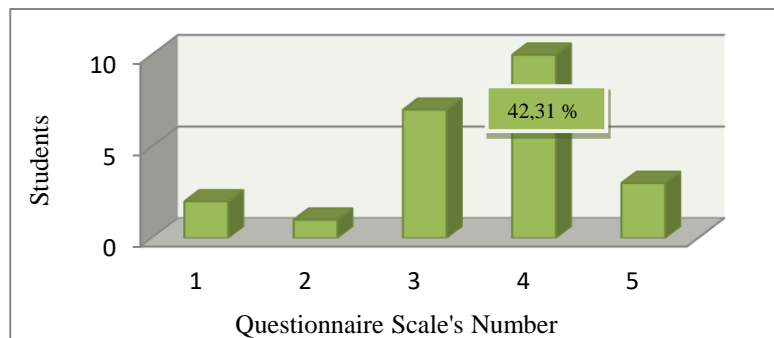
Figure 3. The Item Numbers 7 in Experimental Group

The figure3 delineates that most of the students elect scale 3. The scale is higher than others. The students also agree enough with the statement in the class. Most of them pick scale 3 which means that taking note makes me distracted from paying attention to the lecture. The indicator of this statement is the reduction of students' concentration in listening comprehension. The students who select scale 3 gain about 46,15 %.



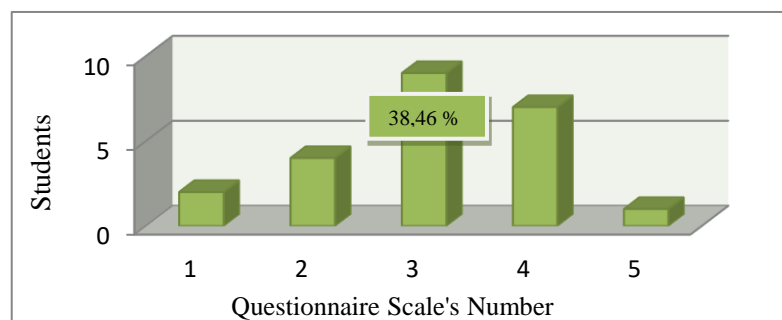
**Figure 4. The Item Numbers 8 in Experimental Group**

This figure shows percentage 53,85 % on scale 3. It is the same as item number 7 that the students agree enough with the statement. The indicator in item number 8 consist of time consuming to review. The statement in the questionnaire is that I take too much time to review my notes before answering the queries.



**Figure 5. The Item Numbers 10 in Experimental Group**

The figure proves that scale 4 is very high. Meanwhile, the other scales are lower than scale 4 itself. The average of students elects scale 4 so percentage of mode reaches 42,31 %. Subsequently, the item number 10 indicates that the students agree with the statement. The statement which relate to this diagram is when answering the queries, I just memorize information in the lecture without taking note. The indicator is about no having benefits in listening comprehension.



**Figure 6. The Item Numbers 11 in Experimental Group**

The figure shows scale number 3 that is higher than others. The percentage of mode is also 38,46 %. The statement relating to the diagram consists of I experience difficulty when differentiating what the vital notes are. The indicator of this statement is the confusion in differentiating the important or unimportant notes. The students also agree enough about the statement.

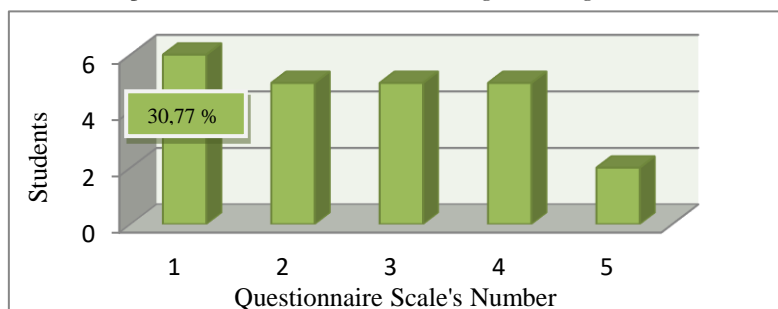


Figure 7. The Item Numbers 12 in Experimental Group

The figure7 mentions that most of the students elect scale 1. It is so higher than other scales. The diagram denotes that the students strongly disagree about the statement. Here, the percentage of modes reach 30,77 %. The statement in this diagram is when facing an essay query, taking note does not assist me at all. Meanwhile, the indicator of this statement is about the confusion in answering the essay questions.

### Inferential Statistic

#### Test of Assumptions

##### Normality Testing

Before undertaking hypothesis test, the researcher has to carry out the normality testing. Objectives of normality testing is to examine the analyzed data whether it is normal or not. The data is stated as normal distribution when significant score is  $> 0,05$ . The data is not normal distribution when the significant score is  $< 0,05$ . The study utilizes Shapiro Wilk Test. Here the data is.

Table 4. The Result of Normality Testing In Experimental Group and Control Group

Data	Groups	Significant Scores	Significant Levels	Conclusion
Pre-test	Experimental	0,312	0,05	Normal
	Control	0,000		Not Normal
Post-test	Experimental	0,067		Normal
	Control	0,006		Not Normal

The table shows about the result of normality testing. Here, the table flattens listening comprehension test's score in experimental and control group. Pre-test in experimental group on the table mentions that the significant score gains 0,312. It proves that the score of that group is normal distribution. It also mentions a normal distribution because the score is bigger than 0,05. Unfortunately, experimental group's score is not the same as the pre-test in control group. The control group's score which is gained is 0,000. It informs that the score is not normal distribution. It happens because when the obtained score is lower than 0,05. On the contrary, significant score of post-test in experimental group obtains 0,067. It means that the score is a normal distribution because the score is bigger than 0,05. The post-test of control group does not impart the satisfactory score. This group gains 0,006. It indicates that the score is not normal distribution. The table that indicates the normal distribution is only pre-test and post-test experimental group. Therefore, the researcher decides to utilize non parametric for the next data analysis.

##### Homogeneity Testing

This testing aims to know whether experimental group and control group mean homogen or not. the datais stated homogen distribution is  $> 0,05$  and the data is stated not homogen distribution when the data is  $< 0,05$ . Here the result of homogeneity testing is.

Table 5. The Result of Homogeneity Testing in Experimental and Control Group

Data	Significant Scores	Significant levels	Conclusion
Pre-test	0,513	0,05	Homogenous
Post-test	0,046		Not homogenous



Table 5, on homogeneity testing elucidates that the pre-test in experimental and control group obtains 0,513. It states that the score is bigger than 0,05. It also detects that the result of data in experimental and control group is homogenous distribution. On the other hand, homogeneity testing on post-test both groups is 0,046. It clarifies that the result of data is not homogenous distribution. Therefore, the researcher on this study employs non parametric test. On hypothesis testing, the researcher engages the Mann Whitney U-Test and Wilcoxon Sign Rank Test. Then, to find out the effectiveness of taking note engages Standard Gain.

### ***Hypothesis Testing***

#### **Mann Whitney U – Test**

The first hypothesis test is pre-test score. This testing aims at finding out whether pre-test in experimental and control group has distinction or not before granting the treatment. The criteria of this testing is if significant score  $>$  is 0,05 so  $H_0$  is received and  $H_1$  is repeled. If significant score  $<$  is 0,05 so  $H_0$  is repeled and  $H_1$  is received.  $H_0$  on this study reveals that there is no distinction pre-test score in experimental and control group. Furthermore,  $H_1$  flattens that there is difference pre-test between experimental and control group. Here the result of pre-test score is.

**Table 6. The Result of Pre-test Score of Experimental and Control Group**

Groups	N	Significant scores	Significant levels	Conclusion
Experimental	23	0,000	0,05	$H_1$ Received
Control	24			$H_1$ Received

According to table 6, the researcher is able to spell out that significant score is 0,000. This score is  $<$  0,05 which enlightens that  $H_0$  is repeled and  $H_1$  is received. Conclusion of the score is that there is distinction of pre-test between experimental and control group. It means that pre-tests in experimental and control group are not equal. The second hypothesis test is post-test score. It aims at finding out whether post-test in experimental and control group has distinction or not before imparting the treatment. The criteria of this testing is if significant score  $>$  is 0,05 so  $H_0$  is received and  $H_1$  is repeled and if significant score  $<$  is 0,05 so  $H_0$  is repeled and  $H_1$  is received.  $H_0$  on this study clarifies that there is no distinction post-test score in experimental and control group. Furthermore,  $H_1$  flattens that there is difference post-test between experimental and control group. Here the result of post-test score is.

**Table 7. The Result of Post-Test Score of Experimental and Control Group**

Groups	N	Significant scores	Significant levels	Conclusion
Experimental	23	0,034	0,05	$H_1$ Received
Control	24			$H_1$ Received

Based on table 7, the scores of post-test is 0,034. The score means  $<$  0,05. It enlightens that  $H_0$  is repeled and  $H_1$  is received. The researcher makes conclusion that the post-test score in experimental and control group is not similar after imparting treatments in experimental group.

#### **Wilcoxon Sign Rank Test**

It aims at finding out whether mean score before and after the treatment has different or not. The treatment of this study utilizes taking note strategy especially Cornell Strategy. It only focusses on experimental group. The criteria of this testing is if significant score  $>$  is 0,05 so  $H_0$  is received and  $H_1$  is repeled and if significant score  $<$  is 0,05 so  $H_0$  is repeled and  $H_1$  is received.  $H_0$  on this study spells out that there is no distinction mean score before and after the treatment in experimental group. Furthermore,  $H_1$  flattens that there is difference mean score before and after the treatment in experimental group. Here the result of this testing is.

**Table 8. The Result of Wilcoxon Sign Rank Test in Experimental Group**

Data	N	Significant scores	Significant Levels	Conclusion
Pre-test	23	0,001	0,05	$H_1$ Received
Post-test	23			$H_1$ Received

According to that table, the researcher flattens that the significant score is 0,001. It indicates the score is  $<$  0,05. It makes conclusion that there is difference mean score before and after the treatment in experimental group. Subsequently, in control group, the examining the score on this testing is the same as experimental group. The control group also gains 0,001. It shows the score  $<$  0,05. It means that  $H_0$  is repeled and  $H_1$  is received. The conclusion is that there is difference mean score in the result of pre-test and post-test.

Subsequently, both group is also examined by Rank Test. Here the result is.

**Table 9 The Result of Ranks in Experimental and Control Group**

Ranks	Groups	
	Experimental	Control
Negative	3	5
Positive	18	18
Ties	2	1
Total	23	24

The table 9 elucidates that negative ranks on experimental group obtains 3 ranks. Meanwhile, the control group gains 5 ranks. It mentions that negative ranks on control group are bigger than experimental group. Here, the control group proves that pre-test score have decreased to students' post-test score. Conversely, the experimental group has improved decently. Furthermore, positive ranks in both groups are the same and they have 18 ranks. Meanwhile, ties ranks on experimental group obtains 2 ranks and control group gains 1 ranks.

#### Standard Gain

The students obtain the improvement of the result in pre-test and post-test which they passed. Thus, to find out the effectiveness of students' improvement engages Standard Gain. Here the result of students is.

**Table 10. The Result of Standard Gain in Experimental and Control Group**

Groups	Means (%)	Minimum Score	Maximum Score	Conclusion
Experimental	67,31	-33,33	100	Pretty Effective
Control	45,42	-51,67	100	Less Effective

Table 10 can be seen that the experimental group obtain the mean score 67,31 %. This category is pretty effective. In control group, the group obtains 45,42 % which is less effective. The reseacher makes conclusion that the taking note grants positive effect for students in intensifying their listening comprehension. In contrast, the control group which utilizes the conventional strategy gains negative effects for students toward their listening comprehension.

## DISCUSSION

### Disparity from The Result of Students' Listening Comprehension Between Experimental and Control Group

According to the descriptive statistics, the pre-test mean score of experimental group is 71.76 and control group is 51,21. The researcher concludes that the students' skill of each group is different. Furthermore, after undertaking the hypothesis testing in Mann Whitney U-Test, the significant score is higher than the significant levels 0,05. This arouses the difference between experimental and control group. The alteration of pre-test and post-test score also occurs on descriptive statistic, hypothesis testing and standard Gain. They proves that there is difference of their listening comprehension between pre-test and post-test.

The students' achievement can be viewed on the result of post-test in experimental and control group. The averages of post-test on experimental group gaires 88,49 %. Meanwhile the control group obtains 77,49 %. This disparity proves that the averages score of post-test in experimental group is higher than control group. After undertaking the hypothesis testing utilizes Mann Whitney U-Test, the significant score is lower than significant levels. Thus, the researcher draws the conclusion which post-test between experimental and control group is not similar after imparting the treatments.

### The Influence of Taking Note Strategy on Students' Listening Comprehension

The improvement of taking note strategy is able to be seen on the result of average score in pre-test and post-test in experimental and control group. Beside that, engaging in Wilcoxon Sign Rank Test takes part on this study. This testing yields the average score of pre-test in experimental group that is about 71,76 %. On contrast, post-test in experimental group yields 88,49 %. Due to this testing obtains  $0,001 < 0,05$  so  $H_0$  is repeled and  $H_1$  is received.

The researcher grants the conclusion that there is disparity in the averages of scores between pre-test and post-test after granting the treatment. Meanwhile, the averages score of pre-test in control group is 51,21 and the post-test score is 77,49 %. The criteria of this testing shows that the control group obtains  $0,001 < 0,05$ . Thus,  $H_0$  is repeled and  $H_1$  is received. The obtained score is the same as experimental group. This means that there is difference between the average scores of pre-test and post-test in control group.

Eventhough, both groups have different significance after and before the treatment, it can also be observed through ranks test on Wilcoxon Sign Rank Test. The ranks itself in control group obtains 5 ranks. Conversely, on experimental group gains 3 ranks. This disparity only has deviation 2 ranks in which the experimental group is more eminent than control group. It means that the student in control group also shows the debasement of ranks. The positive ranks in experimental and control group is the same i.e. 18 ranks. Ties ranks on experimental group obtain 2 ranks and the control group is 1 rank.

The progress in pre-test and post-test scores can also be observed through Standard Gain. The experimental group also grants the enhancement in pre-test and post-test. This group's score is higher than control group. Experimental group gains 67,31% and control group attains 45,42%. The score of experimental group shows pretty effective and the control group is less effective.

From the data above, the implementation of taking note grants positive effect toward students' listening comprehension. It is underlined by the experts, Haswell & Lee (2013) who states that this taking note is not only about what the students are writing but also about how the students are control their writing to be effective notes. As the experts delineate, Boran & Yi (2012:513), taking note is a beneficial strategy to intensify students' listening comprehension. Ahour & Bargool (2015:2328) clarify that engaging the taking note makes students to be active and creative. Another expert, Zohrabi & Esfandiyari (2014:173) said that taking note is useful to keep the information and it is very lucrative when reviewing the lesson. The students are able to enhance the prior knowledge and the fresh knowledge through taking note itself. Actually, students are able to employ taking note everytime as much as they want. It is not only for the examination but also for presentation in the class or listening class.

Students also are not supposed to require repetation the information in which they had attained. They are able to lay in the information on their own notes definitely. That statement is equal as Asl & Kheirzadeh (2016:42), the prime reasons for taking notes are that students do not ask to repeat when they listen to the information. Yet, by employing taking note, they are able to lay in the information briefly and decently. Thus, when they require the information, they are able to engage it later.

Several benefits of taking notes are assisting the students to distinguish the various ideas such as the main idea or supporting idea, recall and review the information (Arianto, 2018:90). It is also supported by Orsdemir & Yilmazer (2016:215) who spells out that students' concentration achieves more better in listening comprehension. At this point, Shang & Ko (2007:260) also agrees with previous experts. He enlightens that many students are able to obtain advantageous of taking note such as augmenting the attention in listening passage, augmenting the concentration toward listening passage when they take note and reviewing what they gain on their own notes. Taking note also facilitates them to arrange the notes to be better. Through this strategy, students are able to catch the prime point when hearing the information. Eventhough this study is the first time for the students, they can keep following the lesson little by little.

### **The Difficulties of Implementation on Taking Note toward Listening Comprehension,**

This section refers to mode in descriptive statistics. The mode relates to blueprint of questionnaire which has several indicators. The indicators mention some difficulties. There are 7 statements. Here the difficulties are.

The first statement is on item number 4. It states that taking note makes me confused to answer the queries. This statement relates on indicator in the blueprint. The indicator is about the confusion in answering the queries on listening comprehension test. The students that elect this item number reach 30,77 % in percentage of mode. This also mentions that students agree enough about the statements. That is about the taking note makes them confused relating to listening comprehension. Actually, in fact, Orsdemir & Yilmazer (2016:215) ellucidate that the students can answer the queries the entire listening task easily and briefly. It is not doubted anymore that taking note becomes the superiority strategy in the class. The taking note is effective for university students', school, work exactly as what the expert said. They are Asl & Kheirzadeh (2016:42). They state that the students' university, students' school or workers can utilize this strategy. It is very helpful for memorizing and keeping the information.

The second statement is in item number 6. It spells out that taking note does not assist me to get better score in the examination. The indicator mentions that the reduction of students' score in listening comprehension. It relates to percentage of mode 34,62 %. It indicates that the students agree enough about taking note makes the students' score lessen. This also sees in percentage of mode 34,62 %. It indicates that the taking note makes the students difficulty. The students believe that the taking note makes their score decrease.

Actually, in fact, as the expert said, Allan (2010:31) mentions that taking note can grant the several advantageous. Those are grasping, learning and recalling the key words or information and preparing in examination. When facing the examination, the students had better utilize the taking note. It is in line with the experts, Asl & Kheirzadeh (2016:49) mentions that students do not only grasp the information in listening comprehension, but also they gain the higher scores in examination. It is because taking note is able to collect the information and keep information also. Actually, it can be one of solution for students so they can improve their score on listening comprehension.

The third statement is on item number 7. It flattens about taking note makes me distracted from paying attention to the lectures. The indicator is about the reduction of students' concentration in listening comprehension. On percentage of mode, the students who elect this statement reach 46,15%. Most of students agree enough about the statements. Students do not only take the notes but also they have to concentrate consistently. Yet, in fact, according with Zohrabi & Esfandyari (2014:166) taking note becomes a crucial strategy because it can intensify the students' attention to the lesson and grasp the content itself. They also mention that the taking note can be utilized for reviewing the lesson later when they require. Thus, taking note can be one of the alternative strategies to improve the students' achievement.

The fourth statement is on item number 8. It states that I take too much time to review my notes before answering the queries. The indicator which related to this statement is about time consuming to review. The averages of students elect 53,85 % in percentage of mode. They agree enough about the statement. Every student must require enough times to review. They also can not immediately review the taking note without thinking first. Nevertheless, in fact, taking note is able to grant the steps to review briefly and accurately. The expert, Arianto (2018:90) flattens that the steps in reviewing the notes by taking note comprise of reciting the reviewed notes and attempting to absorb the point of information. On the other hand, it also is agreed by Kiewra (1985:26) She enlightens that students who select to review the notes are able to intensify their achievement more than without reviewing the notes.

The fifth statement is on item number 10. Most of the students agree with this statement. It declares about when answering the queries, I just memorize information in the lecture without taking note. Meanwhile, no having benefits in listening comprehension is about the indicator of this statement. The percentage of mode that they achieve is 42,31 %. Here, the students feel uncomfortable in taking note. They just need to focus on their listening. They are not willing to use taking note because their memory retention is a good condition. Unfortunately, in fact, Asl & Kheirzadeh (2016:42) elucidate that taking note grants the chance to record the information or what the students listen to be engaged later when they need. It is without asking the repetition anymore. The students are able to implement the taking note itself. It is because taking note and listening are engaged at same time. It is like a well-known idiom such as kill two birds with one stone. When the students listen the recording, they also are able to engage the taking note.

The sixth statement is on item number 11. The average of students in this percentage of mode reaches 38,46 %. The statement reveals that I experience difficulty when differentiating what the crucial notes are. The students agree enough about this taking note. The indicator in item number 11 is the confusion in differentiating the important or unimportant notes. The notes are divided into several types. Those are unimportant or important notes. What they hear, they automatically write down on the paper. This is one of difficulty that must faced by lecturer because how to direct the students to write the keywords on the recording is also the lecturer's duty.

Actually, taking note does not only write the keyword in information but also the students are demanded to produce their own words based on what they hear (Zohrabi & Esfandyari, 2014:167). It is because taking note itself intergrate among writing and thoughts to yield the effective and obvious notes. Thus, students are supposed to write complete information. As the expert, Arianto (2018:88-89) spells out that students are able to engage the chart or diagram to make the important notes. He also revealed that several characteristics in important notes. Those comprise of the begining or the conclusion in the last on the recording, mentioning the place, number, day, date, month or time, imparting the word code i.e. it is important in...and using the time signal i.e. first, second, third or first, next, then etc.

The seventh statement is on item number 12. The statement asserts when facing an essay query, taking note does not assist me at all. The average of students select this statements 30,77 % in the percentage of mode. They also strongly disagree with statement. The indicators based on the statements that the confusion in answering the essay queries. When facing the essay question, the students have to focus so hard about what are the prime points on recording. It is as line as the expert namely Asl & Kheirzadeh (2016:49), states that the students can utilize taking note to answer the essay queries, keep the information and revise the queries. If the students engage the notes they can engage it decently because of many advantageous on taking note exactly.

In the statements in students' difficulties, most of the students select enough agree, agree and strongly disagree. It is able to be defined that the students also are able to feel difficulty in taking note itself. Yet, taking notes also grant the students' score better than before. It can be seen in the listening score on the post-test or the result of findings. On the other hand, the taking notes also have several benefits on the classroom. Unfortunately, this world is deficient. Anything must have the weakness and limitation. It also prevails for the students. When applying the taking notes, in fact, the students also have difficulties. Hence, how to minimize the students' difficulty when listening comprehension course is duty for lecturers or teachers.

### CONCLUSION

Based on the findings of study toward the effect of taking note in listening comprehension, the researcher grants the conclusions. Here the conclusions are. First, there is a difference in post-test toward experimental group after granting the treatments and control group. The disparity can be seen in the score significant. It is smaller than significant level i.e.  $0,034 < 0,05$ . This score mentions that post-tests in experimental and control group are not equal after experimental group is imparted treatments. Next, Engaging the taking

note is more effective than without taking note. It is able to be seen in the influence of standard gain that is pretty effective on experimental group. The score is 67,31 %. Meanwhile, the control group is 45,42 %. It means less effective.

Last, students' difficulties in taking notes are in the indicators of blueprints. Those comprises of the confusion in answering the questions on listening comprehension test, the reduction of students' score in listening comprehension, the reduction of students' concentration in listening comprehension, time consuming to review, no having benefits in listening comprehension, the confusion in differentiating the important or unimportant notes and the confusion in answering the essay queries.

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