



## Note taking on listening in academic context: EFL students' perception

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### ABSTRACT

Learning listening in academic context course aims to hone students' listening skills in recognizing main ideas and important information contained in academic texts. For this reason, students must be observant in listening while digging for the details. It needs the skill to help to recall and gain the knowledge: note-taking, a technique of to record a key information. Therefore, this study aims to describe the English as a Foreign Language (EFL) students' perception of applying two of note taking technique: linear note and mind mapping styles while doing listening tasks. A questionnaire were administered to probe the perceptions about the listening learning situation and attitude to the use of note taking on listening in academic context subject. Based on the data analyzed, note taking is very helpful and useful for the students to record the information.

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## INTRODUCTION

Listening in a different language, especially a foreign language, in this case English, requires more attention than listening in your own language. The type and context of listening also determines the level of difficulty in listening to and understanding spoken language. Listening to friends talk in everyday contexts is definitely easier than listening to academic lectures. There are several factors that make it difficult to listen and understand English that is not your first language, including the speed at which someone speaks, the noise, the vocabulary used, and the topics discussed. Listening is not the same as reading. When reading, we can see the end and beginning of a word, we can guess the meaning of a certain word by looking at the context and based on our understanding. But when listening, this cannot be done. Many students fail to understand the words they hear, especially if the pronunciation is different from the writing.

Listening comprehension and a lack of note-taking abilities are the problematic areas that EFL students most typically report having problems with. Therefore, the reason individuals keep mute throughout the oral class discussion might be related to their incapacity to understand. Success in school, the business, and life in general requires the ability to take notes. There is no way to go back and listen to a speech or a presentation, which is an excellent reason to take notes. Every chance you get, you should record and save information so you can use it later. Another problem they

commonly bring up is how rapidly the information that listeners are exposed to disappears. Many language learners claim that, while they are listening, they can follow the speakers with some ease, but that they struggle to recall it later (Ahour & Bargool, 2015). Studies on retention need to pay greater attention to this important problem. One approach to the problem is to expose EFL students to various post-listening duties, such as taking notes.

Note taking is the process of taking notes involves noting important ideas, concepts, and points during a spoken presentation (Ipek, 2018). By encouraging active engagement, streamlining information, and assisting with retention, it improves listening comprehension. Taking effective notes helps listeners separate the important information from the speaker's speech, pinpoint the primary ideas, and draw connections between various ideas. Additionally, taking notes helps to reinforce learning and knowledge by providing useful references for subsequent study (Orlikowski, 1992). It affects positively the EFL students' listening comprehension (Al-Ghazo, 2023). Students had a better chance to link concepts, arrange their thoughts, and discover new ones by taking notes in English. Together, thoughts that resound in the mind and notes that are written down on paper might improve literacy from a wider angle. When the students later went over their notes, it was even more helpful. As a result, thinking in a target language will encourage skill growth, particularly when there is a significant amount of information coming in as audio signals that has to be processed, as there is in this study.

There are several note-taking techniques that help improve listening comprehension (Gur et al., 2013).

1. Creating a list of acronyms and symbols will make it easier to write down information quickly. For instance, use "w/" instead of "with," "" instead of "therefore," and "->" instead of "leads to'.
2. The Cornell Method, this requires that the note paper be divided into three sections: a small left column for cues, a larger right part for notes, and a bottom portion for summarizing the key ideas after the lecture.
3. Mind mapping: Making visual representations of relationships between ideas by connecting primary concepts with branches might help with comprehension and memory recall.
4. Writing short, thorough summaries of the main ideas in the form of sentences demands active participation and aids in the learning of the subject.
5. Focus on selective noting rather than verbatim transcription to capture the major points, illustrative details, and instances. By doing this, information overload is avoided and the notes' quality is improved.
6. Listening for Signposts: Pay close attention to linguistic cues like "firstly," "in conclusion," or "on the other hand," as they denote changes in thought and aid in organizing your notes.
7. Reviewing and rewriting your notes on a regular basis will help you understand what you've learned. Consolidating memory is aided by rewriting notes in your own words.

Note-taking, in the opinion of EFL educators, is a proven strategy for enhancing students' recall, understanding, and retention of lecture information. Studies have shown that EFL students struggle more to grasp what they hear and have worse short-term English memory (Nushi & Orouji, 2020). The primary advantage of taking notes for EFL students is the simplicity of gathering unfamiliar names, phrases, and concepts in text for later retention and comprehension. In his poll of 38 Taiwanese EFL students, (Chien et al., 2020) found that the majority (80.8%) of respondents thought that taking notes in class was a useful academic skill for learning knowledge and improving understanding. Lincoln & Rademacher (2006) utilized the VARK learning style questionnaire, one of the most well-known and widely-used questionnaires to identify learning style, to investigate the learning styles of EFL students in Northwest Arkansas. In a group of 69 students, one-third of the participants indicated that taking notes was their preferred technique of learning.

Listening comprehension is different from listening in academic context. Vandergrift (2007) stated listening comprehension is the ability to comprehend and interpret spoken words. It is necessary for effective problem-solving, learning, and communication. Listening comprehension

enables people to take in information, follow directions, and participate meaningfully in both educational and professional contexts. Learning listening comprehension is particularly important in a society when information is shared quickly via podcasts, webinars, and online courses. Meanwhile, listening in academic context is the ability to actively and critically comprehend spoken information delivered in lectures, presentations, conversations, and other educational settings. It entails digesting spoken language, recognizing supporting information, identifying core ideas, and drawing connections between various ideas. Effective academic listening helps students comprehend the course material, participate in discussions, and do well on tests.

Tsai-Fu & Wu (2010) mention both types of texts' listening comprehension were significantly impacted by the usage of Cornell method note-taking strategies. Participants who took notes in English fared better than their peers, and those who benefited from both teaching and note-taking in English scored much better than all other conditions. Cornell method as one of note taking technique organize the note effectively which help student to understand the information taken. (Anjarsit et al., 2017) In hence, Hayati (2009) suggests that teaching university students the Cornell note-taking method can boost their academic performance. If note-taking techniques are mastered over the course of several months or even an entire semester, students will gain the most from mastering them. Bao (2020) found note taking improve student's listening skill and listening comprehension tests on Chinese students..

Based on the previous research, note taking strategy also applied in teaching and learning Listening in Academic Context subject in order to increase the students' ability in comprehend the oral academic text and also organize the students' ways of thinking to catch the facts and getting the detail information. Therefore, this study will describe the EFL students' perception toward the using of note taking to gain the information on listening passage given to prove that it really acceptable to apply in daily listening activity.

## RESEARCH METHODOLOGY

This is a quantitative method research which conducted in Universitas Muhammadiyah Sumatera Utara, Faculty of Teacher Training Program, English Education Department. 33 students of the fourth semester in 2022/2023 academic year who took Listening Academic Context subject were involved in this research. All the students had taught about the note taking strategy and its techiques. They had practiced it in their daily listening activities during 4 meetings and recommended to used onwards. A questionnaire is utilized as a data collection tool to collect thorough and logical data as well as responses to the issue statement's research questions. The questionnaire is formatted using a three-point likert scale: agree, disagree, and neutral. The statistics are gathered and evaluated in order to perform research on the outcomes. Here is the questionnaire which is presented to the students.

**Table 1.**  
The statement of applying note taking while listening

No	Statement	Agree	Disagree	Neutral
1	Taking notes enables me to provide more accurate answers.			
2	Reading the passage without notes is more challenging for me.			
3	I feel more at ease answering the questions if I'm allowed to take notes			
4	Taking notes makes it more difficult for me to provide thoughtful responses.			
5	Making notes allows me to pay closer attention while listening			
6	When I take notes, I often become sidetracked from the passage			
7	Making notes makes it easier for me to comprehend the article			
8	Making notes makes it easier for me to recall the material.			

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- 9 Before responding to the question, I need additional time to examine my notes
- 10 I can consult my notes while responding to the questions
- 11 I have got enough time to take notes.
- 12 I find it challenging to listen to the test questions while I consult my notes for specific details.
- 13 I can't take notes since the material is too brief and simple
- 14 I can find the solution in the notes I made
- 15 The pace moves too quickly for me to take notes
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## RESULTS AND DISCUSSIONS

The questionnaire seeks to elicit students' perceptions of the current situation as well as their attitudes on note-taking. The first eight assertions address the broad features of note-taking's effect, while statements nine through fifteen address the specific aspects.

**Table 2.**

ST	N	The percentage of the students' answer on note taking					
		Agree		Disagree		Neutral	
		F	P%	F	P%	F	P%
1	33	18	55	8	24	7	21
2	33	8	24	12	36	13	39
3	33	23	70	4	12	6	18
4	33	3	9	22	67	8	24
5	33	26	79	3	9	4	12
6	33	4	12	24	73	5	15
7	33	25	76	3	9	5	15
8	33	27	82	3	9	3	9
9	33	5	15	20	61	8	24
10	33	23	70	3	9	7	21
11	33	18	55	7	21	8	24
12	33	8	24	20	61	5	15
13	33	3	9	26	79	4	12
14	33	20	61	6	18	7	21
15	33	21	64	7	21	5	15

Note. ST: Statement Number, N: Number, F: Frequency, P: Percentage

More over half of the students profited from using the note-taking approach, according to Table 2. Taking notes, according to 55% of respondents, improves their ability to respond to questions (ST 1). Seventy percent of students reported feeling more at ease when they could take notes as opposed to when they couldn't (ST 3); 79% said taking notes encouraged them to pay close attention to the material (ST 5). According to 82% of pupils (ST 8), taking notes helps them recall information better. The efficacy of the note-taking strategy in comprehending the full chapter is not evident, as shown by the students' responses, which show that 76% of them believe that taking notes helps them grasp the passage, 9% disagree, and 15% have no strong opinions in any direction (ST 7). 36% of respondents disagreed that taking notes made it more difficult to comprehend. 24% of students concurred 36% of respondents disagreed that taking notes made it more difficult to comprehend. The provision was endorsed by 24% of students (ST 2). In response to the statements on ST 4 and ST 6, respectively, 67% and 73% of students disagreed that taking notes made it harder to respond to questions.

The majority of students disputed the claim that taking notes doesn't really aid in listening or determining the right answers. The majority of students may utilize their notes anytime they want without wasting time, as seen by the fact that 64% of them did not think they required additional

time to review their notes before responding to the questions and just 6% did (ST 9). Only 16% of the students (or more than half of the class) felt that it was challenging to listen to the exam questions while seeking for particular material in their notes (ST 12). Only 6% of students agreed with the statement that sections were too short and simple for taking notes to be very helpful, whereas 74% of students disagreed (ST 13). 48% of students felt that the pace was too fast for taking notes, 36% disagreed, and 16% were undecided (ST 15). The majority of students concur that they could apply the approach much better, based on the findings of statements 10, 11, and 14. 70% of students (ST 10) and 64% of students (ST 14) said they could use their notes to help them answer the questions. According to 40% of pupils (ST 11), they have enough time to take notes.

As shown by statements 1, 3, 4, 5, 6, 8, and 13, the majority of the students who participated in the note-taking approach training concur that the strategy is highly beneficial for short passages in listening for academic context. Additionally, as stated in statements 1, 3, 4, 5, 6, 8, 12, and 14, their application of the plan has improved. It is evident from claims 2 and 7 that the note-taking strategy did not materially increase the reader's comprehension of the whole text. This shows that when taking notes, the note-takers concentrated more on the passage's details than on its main ideas. We may conclude that 21% of students don't think they have enough time to take notes as they listen. From statements 11 and 15. They believe the speech is moving too quickly. This in line with Suyadi et al. (2023) research results, that it is effective to teach listening ability through note taking.

Understanding what we hear requires active and intentional listening. The more we hear, the more we are able to comprehend. According to the phrase, hearing is delicate, but it is also quite active since listeners may notice and comprehend things at a greater level than they might have heard (Carrier, 2003). Listeners process more than just what they hear while they listen (Chen, 2010). Additionally, it makes connections with knowledge previously held by the listeners. This connection is facilitated by the listener note taking skills. Katayama & Robinson (2000) assert that taking notes serves both an encoding purpose and an external storing purpose. The former indicates that taking notes makes it easier to comprehend information, while the latter contends that reviewing written notes makes it easier to perform (Nagep, 2022). Note taking helps students to remind the new terminology, to concentrate in finding the key point, the important details, recognize the digressions items. When listeners mix what they have learnt with their own knowledge and experiences, they very much conceive or create some form of meaning in their own thoughts. Despite the fact that taking notes might have certain distracting consequences, this distraction can be avoided via practice, which involves taking notes while simultaneously listening and talking. Thus, it may be concluded that taking notes improves students' listening skills and performance on complementing the listening academic text tasks. This also be described in terms of the way that memories work and how people listen

## CONCLUSION

Results from this study indicate that students have a favorable opinion about the note-taking technique. It also shown that using a note-taking method can improve listening comprehension for brief passages. The study's findings have favorable effects on both the teaching and learning of English listening as well as the overall process of learning other languages. Educators should focus more on the listening process and select activities that are appropriate for note-taking strategies and students' current levels of ability so that students become accustomed to taking notes rather than just providing comprehensive input on them. Even still, note-taking training is particularly beneficial for understanding what is being heard in an academic setting as well as for learning academic material in classes and interpreting assignments. As a result, it is critical that note-taking be seen as a key component in listening lessons. The findings of this analysis may specifically affect EFL assesment, teaching-learning process, and research programs. Educators should include note-taking tools into their lesson plans to assist students comprehend the content they are learning. The

inclusion of the clearly specified variable of skill level into the design would result in more precise outcomes for further investigation. This study does not examine the note-taking analysis of the students. Therefore, future research on students' notes may provide new measures of note-taking quality that better represent the performers of the note-takers.

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