

THE IMPLEMENTATION OF NOTE-TAKING STRATEGY IN LISTENING CLASS

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ABSTRACT

Note Taking is a skill that helps students to manage the information content of a study. This research aimed at describing the implementation and the roles of note taking in listening class. The method of this research was descriptive qualitative research. The participants consisted of 35 undergraduate students of second semester in English Department of IAIN Surakarta in the academic year of 2017/2018. The result of the research revealed four major findings, they were: 1) In implementing note taking strategy, lecturer played four steps. 2) Note taking had many positive roles such as: a) helps student to get clear main idea, b) differentiate various ideas, c) earn complete ideas, d) make effective recall and review, and e) the structure allows for the easy addition of new information without scratching out or squeezing in. 3) It also had problems among students. This appeared problem caused by students' lack of vocabulary and lack of advance listening experience. 4) Lecturer was succeed to manage and solve this problem by doing some activities, such as; a) provided background knowledge for student, b) re-played the audio, c) contexting the new term, and d) used diagram, symbol and abbreviation.

Keywords: *Note-Taking, Strategy, Listening*

1. INTRODUCTION

Listening is one of four important English skills in high level education in which student are obligated to learn. This skill is divided into three grading subject in IAIN Surakarta, they are Listening I (Literal and Inferential Listening), Listening II (Inferential Listening) and Listening III (Academic Listening). Listening I is the beginning level in which student learn literal as well as inferential listening. Listening 2 drove students to learn specific material focusing on inferring the idea or content of given audio. Meanwhile, Listening III is the last and the most advance level that they have to learn. In this subject, students studied some skills on TOEFL.

Listening is often considered as difficult subject. Buck (2001) said listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how the process work (p. 1). In listening activity, people have to decode the meaning of language before they produce the language. The speech they listened will help them build understanding the language that they will produce in the future. During teaching and learning process, students must face some activities and exercises in which need their deep attention. They first must listen on a played track, furthermore they must understand the content of recording. Students often do some ways in gaining this required information, some of them just try to catch and memorize the information. While the rest try to make small note as much as they can. This gained information furthermore will be used as new knowledge for the students to answer some questions as well as to retell in front of class.

In fact, both answering and retelling reveal unique result. One thing for sure, in the case of "lecturing recording" and "long talks" some information are missed from their memorization and note. Facing this condition Note-Taking is sounded to be helpful undertaking in listening comprehension, specifically in gaining complete information from the audio. As research reported, note-taking supported a clear link between note-taking strategy and listening comprehension ability (Majid & Alireza 2009, p. 3). Another research found out that note-taking strategies that

most consistently related to performance on all three tasks were the number of content words in the notes and the number of test answers recorded in the notes (Patricia, 2009, p. 6). participants who took notes in English outperformed their peers, and those who received the combined effects of both instruction and taking note in English scored substantially higher than any other conditions (Tsai-Fu, 2010, p. 1) said.

By taking notes, students are expected to get a better opportunity to make connections, organize their thoughts, and develop ideas. Working hand-in-hand, sounds echoing in the mind and notes written down on paper find their way to enhance literacy in a broader perspective. It helped students even more when they came to review their notes later. In this sense, they did not need to translate the first notes back to English to connect the whole ideas. Consequently, thinking in a target language will stimulate the growth of proficiency, especially in the situation where there is a huge volume of information flooded in as audio signals waiting to be handled.

This research focus on seeking how is the implementation as well as the roles of note taking in listening class. Furthermore it will also tries to find out how is the implementation of note taking in listening class. At the end, it will reveal the benefits, problems and how to solve it during implementing note taking in listening class.

2. LITERATURE REVIEW

2.1. Nature of Listening

Listening is a skill in a sense that is related, it has a distinct process from hearing. Listening occupies an active and immediate analysis of the streams of sounds while hearing involves merely perceiving sound in a passive way. According to Rubin in Helgesen and Brown (2007), listening is an active process in which listeners select and interpret information which come from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of

the incoming information while interpreting the information, listeners use their background knowledge (p. 3)

Listening is not one way street. Brown (2000) suggested that it is not merely the process of unidirectional receiving audible symbol. One facet- the first step- of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting to the brain. Regarding the process of listening, there are two different kinds of processes are involved in understanding spoken discourse (Richard, 2008, p. 5). These are often referred to as bottom-up and top-down processing.

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding.

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them.

Listening is as active as speaking, and in some ways, it is more difficult. The teaching of listening should consider some aspects. Helgesen and Brown (2007) propose some principles for teaching listening to beginning learners (p. 32-37). They are as follows:

1. Be aware of the goal of the task
2. Use a variety of tasks
3. Be aware of the differences between spoken and written language
4. Build on success

2.2. Note Taking

Note-taking is a very important skill, especially considering the pervasiveness of lecture throughout middle-school, high school and college. Allan (2010) stated that it is a skill that help you to manage the information content of your program of study. Students often taking notes in many different situations: lectures; seminars; tutorials; reading a book or journal; surfing the Internet; watching television or a video (p. 31).

Nowadays, most of the material that presented in classes is given through lecture, and students are responsible for learning in this style. Students need to be able to listen and look while writing the main ideas and details from the lecture, all the while matching the new information to previous knowledge for comprehension.

Allan (2010) furthermore said that having personal notes will help you to: 1) identify and understand key ideas, 2) learn key ideas and information, 3) keep a record of information for future use, and 4) prepare for examinations (p. 31)

There are several kinds of notes with varying purposes (Thomas & Rike, 2007, p. 27-33). They are: 1) Class note, 2) reading notes, and 3) mind maps. Furthermore he stated that Some notes are primarily used to save/remember important information, e.g. the notes you take down during class. Another type of notes are the notes you write when you read, which often act as a combination of thinking tools and guides to the important points of the texts. A third type of notes act as a kind of brainstorming technique which may be used to come up with new arguments, structures for or aspects of a research paper.

3. METHOD

3.1. Research design

The method used in this research was qualitative research. Mack (2005) said that qualitative research is a type of scientific research (p. 1). Furthermore, he then explain, it is effective in obtaining culturally specific

information about values, opinions, behaviors, and social context of particular populations.

3.2. Participant.

The subject of this study consisted of 36 undergraduate of second grade students of English Department in IAIN Surakarta in the academic year of 2017/2018. All of the participants have passed pre-requisite to join Inferential Listening class. They have taken Literal and Inferential Listening in previous semester. The participants were selected from population of 5 classes in listening II.

3.3. Instruments

Lecturer used some instruments and materials in Inferential Listening. The instruments were laptop, mini compo, and hands free. While the materials used were handout, audio recording, general topic audio, listening comprehension test.

In collecting the data, the researcher used observation, interview, and documentation. In this research the writer used the guided-unguided interview to find out some data about learning process by using Note-Taking Strategy. The writer interviewed some students of 2B. In this research, researcher played the role as the observer as well as participant. The researcher observed the teaching and learning process of Inferential Listening by implementing Note-Taking Strategy. The objects of the observation were students' note taking response on listening, and the material, etc. In this research, the writer used the document which consists of syllabus, RPS, materials, handout and other document related teaching listening.

The data were analyzed through Miles's Interactive model which involves data reduction, data display and drawing conclusion /verification. In this study, the process of analyzing the data is aimed to describe the roles of note taking in Inferential Listening class.

4. FINDING AND DISCUSSION

4.1. The Implementation of Note Taking

In implementing note taking strategy, lecturer played some steps. There were at least seven steps, they were:

1. *Preparation*

Listening class sometimes can be called as complex class. It needs some instruments, devices, tools and equipment to make the class run well. The first thing that students and lecturer need to do is preparing on certain device and handout. For the lecturer, it is important to check on the speaker, laptop and certain audio track. While for the students, they need to bring n having background knowledge on what they are going to learn in particular schedule.

Having ready with all devices and handout, then lecturer grab the students' attention to focus on the following material. This is very important regarding to student's prior knowledge. This will help students during listening on the audio. This process is called as bottom-up. The lecturer assume that if students have background knowledge on certain material, they will enjoy on the listening track. Furthermore, they can easily focus and get the important information on the audio. At the end they will be able to recite as well as answering the questions well.

2. *Knowing Chart, Diagram and Abreviation*

Note taking is one of the strategy used in listening to make student easier in gaining important information. This strategy, in listening, doesn't mean trying to get the complete information along with complete transcript. Use note taking shorthand to reduce as many ideas as possible. This is the reason why students need to use appropriate chart, diagram, and abreviation.

At the beginning of the learning process, lecturer devised students with some common abbreviation and symbol. These abbreviation and symbols are:

i.e. (that is)	dept (department)	# (number)
% (percent)	ex (example)	ch (chapter)
lr (learn)	w/i (within)	lb (pound)
w/ (with)	w/o (without)	yr (year)
> (greater than)	< (less than)	" (inches)
à (increase)	\$ (dollar)	@ (at)
max (maximum)	& (and)	O (degree)

3. *Focus on Important Information*

Students have limitation in catching every single word on the audio. This condition force students to focus only on important information. This important information usually has characteristics. The characteristics appear from some listening audio are:

- Introduction in the beginning of a conversation and also summarize given in the end of talk.
- The present of date, name, day and number during listening.
- Repetition on certain idea
- The present of high tone on a certain utterance.
- The appearance of word signals; e.g., "It is important to note that...", and
- The use of time signals: e.g., "First, next, also, in addition, finally, etc".

Focusing and catching on these characteristics and signs will help student to get the core of listening audio. As the result student are able to answer the questions as well as recite the conversation.

4. *Use Mind Mapping*

Mind Map is very useful for students to organize the information. It is hierarchical and shows relationships among pieces of the whole. It is a powerful strategy to facilitate student in recording and visualizing the informations they heard. At the beginning of making mind mapping, some students still face problem. They had no idea about what they are going to write. Then lecturer motivated them, ask them to just write and put on everything on their mind related to spoken text.

5. *Creating Note*

In every single meeting, there always be listening activities. Implementing Note-Taking Strategy off course should provide students activity of creating note. This creating note activity was started soon after lecturer played the audio. the lecturer give instruction to the students to write the key and detail information from what they have listened. Moreover, lecturer also amphasized students to focused on informtion which has close relation with the exercise. By doing this step, it was expected that students got clearer comprehension on the listening audio.

6. *Review Note*

Having finished in creating note, the next step was review the note. In this step, lecturer asked the students to make review on their note, read the note and tried to understand on their note. They must check the precentage of their understanding on their own note. If it was possible, the lecturer asked the students to re-arrange the note that they have made.

7. *Recall Storage Information*

The last step is recall storage information. In this step, the students use the information on their note to understand the whole

audio. moreover, they should answer some questions by using their note. In some occasions, the lecturer also asked students to retell what they have listened by using their final note.

4.2. Benefits of Implementing Note Taking

1. *Clear Main Idea*

Using note taking strategy helps student to define the clear main idea in every single talk/conversation. This certainly make the students job easier in comprehending the whole conversation. They, then, just need to find supporting ideas on the following conversation. Getting the main idea completed with supporting ideas means get the whole point of conversation.

2. *Differenciate Various Ideas*

The relative importance of each idea is clearly indicated. More important ideas will be nearer the center and less important ideas will be near the edge.

3. *Complete Ideas*

Students have limitation on memorizing the whole conversation of the audio. Creating note taking while listening helps student in storing and recording important ideas from the audio. This, certainly has good impact on comprehending the whole conversation. The positive output was, students were able to use this note to answer questions as well as recite their understanding of the audio.

4. *Effective Recall and Review*

One of the strategy in creating note is using mind mapping. This metode of note taking put student at ease on recalling and reviewing their previous note effectively. As the result, they can

even use this mind mapping as a guide during explaining what they understood on certain topic.

5. *Make students easier add more information on previous note without scratching or squeezing.*

4.3. Problem in Implementing Note Taking

1. *Poor Physycal and Emotional Condition*

Students sometimes have problem with their physical condition. This situation more or less affects on student's performance during listening process. As the consequence, student often pay less concentration on learning activities. As the result, they wont be able to answer some questons or even get the complete information from given listening audio.

2. *Lack of Vocabulary*

Vocabulary is very important element in listening. The series of vocabulary may lead into one complete meaning. This fact sometimes be a burden for some students during learning process. The fact that now they are in fourth semester doesnt guarantee that they also master plenty and huge numbers of vocabulary. This situation for sure create problems among students in understanding spoken teks by the narrator. During learning process, students who master few vocabulary sometimes cant comprehend the core information in listening audio.

3. *Fast Listening Audio*

Students have various level in understanding listening audio. Those who have low level of listening skill find difficulties on understanding the audio, moreover they feel confuse on what they listened. This is a very big problem that appear during listening process. Since the listening audio spoken by the native

speaker, the tone and mood also the native speakers' tone. On the other hand, those who have high level of understanding listening audio don't find any troubles. They feel at ease in understanding and comprehending on native speaker.

4. *New Vocabulary (Term)*

In this semester, Inferential Listening presents various materials. The materials presented in this semester are listening on TOEIC and some general topics. Both TOEIC and listening on topics, sometimes students have to face new paradigm, new knowledge, new terms and also new vocabulary. Sometimes students can guess the meaning of certain vocabulary by comprehending on the context. Yet, in another topic, they can't even guess the meaning of new important vocabulary as well as comprehend the meaning of the whole utterance. This, for sure, has high correlation with their background knowledge and prior knowledge. On the other hand, while the students have to listen on familiar topic such as: museum, hotel, and lesson schedule, they easily understand the whole conversation with no significant problem.

5. *Write Unnecessary Information*

The following problem face by the students is, they consider all information spoken by the narrator are important information. This, sometimes carry all their attention to only write as much as they can hear from spoken text. As the consequences, they feel confuse and fail. This is ineffective note-taking style. The worse effect is that they can't comprehend and understand what is spoken by the narrator. Almost half of the students experience this false note-taking style. They tend to forget the indicators of important information. At post listening, they can't even reproduce their note-taking and moreover they don't understand what they have written.

6. *Easy to be Distracted*

In the end of listening session, students sometimes are expected to do exercise. This exercise can be in the form of test and also reciting the earned information. In test form, in TOEIC, sometimes the four possible answer are created to distract students. The multiple choices have almost similar sound at the end of their word. This, in short hand sometimes be the last choice for students to answer difficult question. Caused by uncomprehending the previous conversation/talk, students put their answer on the choice in which has the similar sound as speaker says. In a matter of this case, for sure, contradict with the skill they have learned. It says that the multiple choices which have similar sound high possibility be the wrong answer.

7. *Difficult to Concentrate*

Concentration is the most important key in listening. Those who leave this part can be define as fail. Since the students are heterogeneous in a matter of background, they also have various level of concentration. This various concentration may be caused by their phisycal and mental condition. Those who can't concentrate during listening process will face difficulty in comprehending the content of listening. They can't make a good note taking. Furthermore, in post listening, they can't answer some questions written on their handout.

4.4. Problem Solving

Listening is complex process, at the same time it is also be a horrible subject according to some students. This fact for sure raises some problems during eaching and learning process. As we know, on the previous point the researcher has explained it well. Facing the problems appear during listening process, lecturer make some strategy of overcome them.

1. *Provide Background Knowledge for the Students*

The materials learnt in Literal Listening can be divided into two big design, they are free general topic and TOEIC. Those two materials in some part contain new and peculiar knowledge for students. Students then provide poor response on this type of materials. Lecturer as the source of and information and as learning consultant has very important role. Lecturer then at the beginning of learning process convey background knowledge of this type of material. In a matter of general topic, as Anthropology, lecturer build student knowledge through question and answer. Ending this session, then students have something on their mind as a base while listening the topic.

For the TOEIC, the new materials often learnt in form of discussion and individual presentation. Lecturer first ask student to read the certain material, and then in random lecturer give questions on students. In another way, lecturer asked the student to recite his/her understanding on a material.

From this events, can be known that providing background knowledge is effective strategy to maximize students in listening and understanding certain topic.

2. *Re-Played the Audio.*

Literal Listening is advance level of listening. Many difficult terms and new vocabulary appear during listening process. The native speakers also speak as their natural tone. As the result most of students feel that it is too fast for them to get and understanding the complete information.

During teaching and learning process, lecturer always play the audio more than once. After the first play, lecturer convey light questions to be answered deal with the recording. Moreover lecturer also ask them whether they get the information and answer on the first play. Most of the students answer they didn't get it.

Then, lecturer play the recording on the second time (sometimes third time) and ask the students to focus on the missing information.

As a result, all students are able to complete their note taking and answer the question.

3. *Contexting New and Difficult Terms.*

Regarding with difficult vocabulary and new terms, lecturer advised student to write the difficult terms. Having complete with writing difficult terms, student then re-listen on the audio. Furthermore, they are lead by the lecturer to focus on the existing context. For sure it is not an easy task since first they have no idea about the terms, but it is necessary for student to keep listening on it and guess the context of the conversation.

By conducting this strategy, students are able to complete their note taking and they get complete design of the conversation. This indicates that by using the appropriate strategy, students are able to solve the difficult terms problem by re-listening and connecting on the context.

4. *Use Some Diagram, Abbreviation*

Note taking in listening is all about recording the material in the form of note from given audio as simple as possible. In another words, students no need to write all they listened. Only important information that they have to write on their note book. Since the source of recording material in Literal Listening is presented by native speaker, the speed in conversation and also talk for sure follow their natural tone. This, sometimes create problem among students. They can't write all information spoken by native well. As a result, their note are incomplete.

Solving this conditon, lecturer inform the students that during making note, for some words, they should use symbols and abbreviation. On the following meeting then lecturer give copy of general symbol that they can use during listening. Lecturer also free the students to use their own symbol and abbreviation.

5. CONCLUSION

Listening is often considered as difficult subject and a very complex process, and if we want to measure it, we must first understand how the process work. Students often find difficulties during listening learning process. From the finding, it can be known that lecturer proposed a strategy to help students in earning better stored information. Note taking be a good choice in helping students comprehending and recalling information. It has many positive roles such as: 1) helps student to get clear main idea, 2) differentiate various ideas, 3) earn complete ideas, 4) make effective recall and review, and 5) the structure allows for the easy addition of new information without scratching out or squeezing in.

On the other hand, during learning process, it has also problems rise among students. This problem appear caused by student's limitation of vocabulary and lack of advance listening experience. Lecturer was succeed to manage and solve this problem by playing some ways, such as; 1) provide background knowledge for student, 2) re-played the sudio, 3) contexting the new term, and 4) use diagram, symbol and abbreviation.

In conclusion, students are motivated in listening when they feel at ease on it. This can only be gain by using appropriate method and strategy. Note taking played a good role in helping students feel at ease during listening process.

For a better achievement and result, it is necessary for students to have better storage of vocabulary from various topic, both general and specific. Students are expected to have high interest on reading books in order to get better prior knowledge. Furthermore, it is also good for students to make themselves comfortable in listening on native speaker. This can be started by listening on their favorite song.

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