

## Note-Taking Method for Listening Ability of University Students

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**Abstract.** *The goal of this study was to ascertain whether the note-taking method had any effect on listening comprehension during the second semester of English Language Education at the Faculty of Teacher Training and Educational Sciences of the University of Batanghari. Both the experiment class and the control class participated in the research, which was done using an experimental methodology. 30 students from two classrooms were included in the study's sample, which was conducted during the second semester. There were 15 pupils in each of the two classes—the experiment class (X) and the control class (Y). The researcher used the listening test to acquire data. The two tests were the pretest and the post-test. The formula used to analyze the data was the T-test. The pretest mean for the experiment class was 58.67, whereas the post-test mean.*

**Keywords:** *Note-taking, listening, ability, experimental*

### INTRODUCTION

English is one of the most significant elements in the development of human resources in education that helps people to be conscious of their future life. English is a truly international language in the world. That is why students need to master four abilities that are speaking, writing, reading and the last is listening. Listening is the most important part of communication that prevents the information provider from confusion and makes it easy to respond, remember and analyze. And listening is also a mechanism in which an auditory signal is produced and then converted into more coherent speech. Three forms of knowledge, situational awareness, linguistic knowledge, and background knowledge, are carried out during this process. Situation awareness depends on the conversation context. A listener sees and pays attention to the body movements of the speaker, thereby giving the listener guidance to interpret a debate. Linguistic knowledge is knowledge focused on the listener's understanding of the speaker's structure and vocabulary. And the last thing is knowledge of the background, which is that the listener can influence what they hear. The listener will connect all of the speaker's information that they just heard. This process has the purpose of creating meaning and understanding of spoken language. And to figure out if the listener can understand each language spoken, there are several measures planned and then implemented in a listening lesson as exams. The respondent must have the following skills in

this test: (1) can understand all the details that exist, (2) can understand all sorts of grammar, (3) in a position to understand each of the main ideas that arise and certain proponents of ideas, (4) in a position to find the implications of existing ideas.

Although listening is a good way to develop English ability but based on the interview with students, most of the students say that it is difficult to listening ability, and based on the observation there are seven students who got B scores from thirty-four students in the first-semester learning process. This happened because of some problems as follows: first, the students lack understanding of the vocabulary and pronunciation of native speakers. This problem can also make students unable to understand the audio content being heard. Second, the students cannot hear clearly, because of the speed of the conversation in conveying the message, which makes students feel the message has been lost before students can understand the content of the message. And when students understand one message, another message disappears. Third, students have difficulty concentrating due to various things, for example, physical fatigue, noisy environment, and so on.

To overcome the above problems, the researcher found a method that is expected to help students in their listening lessons. The method is a note-taking method. Dunkel (1988), stated that "Note-taking is a strategy that can help students remember when listening to the

learning process". This opinion was supported by Heaton (1990), "Make a note-taking to help them remember every key point in the story being played". Lin (2006) added that making notes gives an opportunity to both interpret and register the data presented in an oral presentation that illustrates the effect of taking notes on the comprehension and memory of listening. Summarizing the learning and use of notes as an encouragement provides students with an ability to more thoroughly interpret the lecture details.

Based on the observation of the researcher, there were some problems founded second-semester students at the English language education faculty of teacher training and Education University of Batanghari Jambi toward listening ability, as follows: (1) The students lack an understanding of the vocabulary and pronunciation of native speakers; (2) The students cannot hear clearly, because of the speed of the conversation in conveying the message; and (3) The students have difficulty concentrating. The formulation of the problem in this research is: Is there any effect of using note-taking method toward listening ability at second semester at English Language Education of Faculty of Teacher Training and Educational Sciences, University of Batanghari.

## METHOD

This study falls under the category of experimental research. In this study, the researcher employed experimental research. According to Sugiono (2015), in this experimental study, the researcher utilized a pretest-and-posttest design that included assignments. In the one-group pretest and posttest, a single group is assessed or observed both before and after receiving therapy. In the pretest and post-test groups, the assessment is conducted twice: once before therapy is administered (pretest), and once after treatment is administered (posttest).

### *Note-taking Method*

White states that Note-taking method is one of the methods in the learning process that is believed to improve students' ability in oral and written subjects (2006). This note-taking can also be useful in remembering, learning, and developing students' listening skills and other subjects. O'Malley and Chamot (1995) also argue that the note-taking method is one way that can be used in a way write each keyword and concept in verbal, numerical, and graphics

which can be abbreviated to assist students in remembering every important part of the tasks of listening ability or other subjects. Fajardo (1996) added that the note-taking method is a complex activity that can combine reading and listening techniques by selecting each important word or important part, summarizing, and writing. Nwokoreze (1990) says that with the note-taking method students can improve their listening ability. In this research, the researcher used note-taking as a method for students' listening ability. There are some advantages to using a note-taking method according to Kiewra (1989, quoted in Carrell, 2007, p.2), Note taking method is very profitable for two reasons. First, as a tool to remember deeply listening lessons and to be able to pay attention and also received information in a form that is personally meaningful. Second, note-taking functions as an external repository of that information low later as a review to stimulate a reminder again information that has been heard. And also this note-taking method there are several main characteristics. According to Carrell (2002) state that, the main characteristics of the note-taking method are as follows: first, when recording notes must be neatly arranged so that it is easy to understand and reuse when needed. Second, the writing in the notes must be legible, complete, and clear. And the last is notes must be paraphrased with individual words so listeners can be easily understood and written briefly.

Gur, Dilci, Coskun, and Delican (2013) the result of this research noted that listening effects students' listening lessons. Taking notes while listening positively influences listening comprehension in the three conditions of teaching inside listening lesson that is informative narrative and philosophical lectures. It is well known that students might have used their short-term memories when students answered questions addressed to them since the post-test given after college. Therefore, one limitation of this research is that there is no posttest given to understand the levels of understanding of students in listening using the note-taking method. Kilickaya and Karadas (2009) the result is taking notes while listening was a common strategy for storing information, especially in an academic environment. In their research, it was also said that students who were allowed to take notes had the opportunity to show a better level of performance without relying much on their memories to store all kinds of information they heard in lecturers.

This is very important because some students are expected to take notes while listening in the classroom for their references. This listening comprehension test allows note-taking rather than making students very dependent on their memories, which have different memory limits for each student, resulting in relatively poor performance later.

The last, Clark, Wayland, Osthus, Brown, Castale, and Ralph (2014) state that, the result of their research is when students answer test questions and are allowed to take notes and listen only. The results of the empirical analysis

were analyzed with a linear mixed effect approach which recorded the treatment as a fixed effect, and participants treated as a random effect. Working memory and listening skills scores were included as covariates, allowing students to take notes does not produce better performance than forbidding them to take notes, there is no evidence that allows the notes on the listening test to change performance systematically. As such, they did not find strong evidence to show that allowing recording would affect the listening lessons.

**Table 1**  
**Design of the Research**

Class	Pre-Test	Treatment	Post-Test
Experiment	v	Using Note-Taking Method	v
Control	v	Without Note-Taking Method	v

Source: processed data

Using a pretest-posttest design with a single group, experimental research methods: (1) Giving a pretest to students in the second semester of the English; (2) Language Education of Teacher Training at the Education University of Batanghari Jambi in order to gauge their listening proficiency; (3) Using note-taking as a form of treatment to teach listening skills; and (4) Giving a posttest to students in the second semester of English language instruction at the

Education University of Batanghari Jambi in order to gauge their listening proficiency. The researcher employs a quantitative technique and an experimental study strategy. From March 3 to March 12, 2020, the teaching and research processes for the control class were underway. Pretest, exercise without note-taking method, and posttest is all scheduled for the final meeting. There were, in other words, meetings.

**Table 2**  
**Schedule of the experiment Class**

No	Date	Activity	Allocation of Time	Meeting
1	March 02 <sup>nd</sup> , 2020	Pre-Test	1x35	1 <sup>st</sup>
2	March 5 <sup>th</sup> , 2020	Treatment	1x20	2 <sup>nd</sup>
3	March 10 <sup>th</sup> , 2020	Treatment	1x35	3 <sup>rd</sup>
4	March 12 <sup>nd</sup> , 2020	Post-Test	1x35	4 <sup>th</sup>

Source: processed data

**Table 3**  
**Schedule of the Control Class**

No	Date	Activity	Allocation of Time	Meeting
1	March 3 <sup>rd</sup> , 2020	Pre-Test	1x35	1 <sup>st</sup>
2	March 5 <sup>th</sup> , 2020	Explanation	1x35	2 <sup>nd</sup>
3	March 10 <sup>th</sup> , 2020	Exercise	1x35	3 <sup>rd</sup>
4	March 12 <sup>nd</sup> , 2020	Post-Test	1x35	4 <sup>th</sup>

Source: processed data

*Technique of Data Collection*

In order to determine the impact of note-taking techniques on listening ability during the second semester at the English language

education faculty of teacher training and the Education University of Batanghari Jambi, the researcher used the pretest and post-test data collection techniques. The researcher collected

the data of some steps in the manner described below:

#### Pretest

The pretest is used to determine the condition prior to the action being given, whereas the posttest is used to determine the condition following the usage of the action. Both the control class and the experiment class took the pretest. Every student is required to complete a test created by a researcher. The purpose of the pretest is to ascertain the impact of the note-taking strategy on second-semester listening skills on the performance of the students in the experiment class and the absence of the note-taking strategy in the control class.

#### Treatments

Both the control class and the experiment class receive therapy in this study. There are four meetings for each class. The experiment class and control class meet for the first time for a pretest. The second and third meetings for the experiment class then focus on explaining the note-taking approach and practicing using it, whereas the second and third meetings for the control class just focus on practicing using the general method. Posttest is the final class meeting for both the experiment class and the control class.

#### Posttest

Following the conclusion of all procedures, students are given a posttest during the final meeting. The goal of this study is to ascertain how the mean scores differ between the experiment class and the control class. It is used to determine the impact of the note-taking techniques on the experiment class's capacity for listening.

#### Data Analysis

The experiment class and the control class provided the study's data. It was examined whether or not the note-taking technique had a significant impact on listening ability during the second semester of the English language education department of teacher training at the Education University of Batanghari Jambi. The researcher used the T-test formula. The t-test formula was manually derived by the researcher. That is a Sudjiono adaptation (2008).

The T-test statistical analysis pattern is shown below.  $t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$

**Explanation :**  $T_o$  : The value of 't' count;  $M_1$  : Mean variable of experimental class;  $M_2$  : Mean variable of controlled class;  $SE_{M_1}$  : Standard error of experimental class;  $SE_{M_2}$  : standard error of controlled class

The procedures used are as follows:

Determining mean with formula:

$$M_1 = M^1 + i \left( \frac{\sum fx}{N} \right)$$

$M_1$  : The average of variables score;  $\sum fx$  : Sum of frequency multiply the student's score;  $N$  : Number of students

Determining standard deviation score with formula:

$$SD_1 = i \sqrt{\frac{\sum fx^2}{N} - \left( \frac{\sum fx}{N} \right)^2}$$

$SD_1$  : Standard deviation of gained score X;  $\sum fx^2$  : Sum of squared gained score;  $\sum fx$  : Sum of gained score;  $N$  : Number of students

Determining of standard error mean with formula:

$$SEM_1 = \frac{SD_1}{\sqrt{N-1}}$$

$SEM_1$  : Standard error mean of gained score;  $SD_1$  : Standard deviation of gained score;  $N$  : Number of students

Determining standard error from mean of variable X and Variable Y, with the formula:

$$SEM_1 M_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

Determining T-observation ( $t_o$ ) with the formula:

$$t_o = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

Determining T-table ( $t_t$ ) in significant level 5% and 1% with degree of freedom (df), with formula:  $df = (N_1 - N_2) - 2$  df: Degree of freedom  
N: Numbers

## FINDINGS

Listening is a purposeful and active process of making sense of what we hear. The more often we hear there is something more we can understand. Although listening is sensitive to that quote, it is very active as listeners can perceive and understand things at higher levels than listeners heard. As listeners listen, listeners do not only process what listeners hear. Listeners also connect it with other information that they already know. Because, listeners combine what they have learned with their own knowledge and experiences, in a very real sense

they imagine or create some sort of meaning in their own minds, according to Helgesen (2003). While, Rost (2002:17) argues that, listening is the process of receiving what the speakers actually say (receive orientation) in the broadest sense, constructing and reflecting meaning (collaborative orientation), and generating meaning through interaction, creativity, and empathy (transformative orientation). Listening is a dynamic, active perception process, in which listeners match what listeners hear with what they already know. Hasyuni (2006:8) says that listening is a creative skill. It means understanding the sound that falls on listeners' ears, and taking the raw material of words, arrangements of words, and rising and falling voices, and from that material we build meaning. After that the researcher can tell listening is like a cooking process, there is the recipe, and then collect the ingredients, start cooking processing, and finally be ready to eat. The cycle will be effective if the plan right dose and listen, if the listeners listen well and earn all the sentences, listeners can get the right word.

In the listening there are some components according to Rost. M. (1991), as follows: (1) Discriminating between sounds; (2)

Recognizing words; (3) Identification of grammatical grouping of verbs; (4) Identification of "pragmatic units" phrases and collection of expressions that act as units to establish sense; (5) Connecting linguistic indication signs to paralinguistic indicators (intonation and stress) and non-linguistic indicators (gesture and related items in the situation) to create meaning; (6) Use background knowledge (what the listeners already know about material and shapes) and context (what has already been said) to interpret and then validate meaning; and (7) Remembering keywords and ideas.

Sample is a generalized area with specific qualities made up of things and persons that the researcher has chosen to use as research material before coming to a conclusion (Sugiono, 2015:167). Sample is also a characteristic that the general public and some segments of the general public own. The University of Batanghari Jambi's second semester A1 and A2 English classes make up the study's population. There are 30 pupils overall from two classes. As can be observed from the table below, for greater clarity:

**Table 4**  
**Samples**

No	Semester	Class	Group	Total
1	Second Semester	A1	Experiment	15
2	Second Semester	A2	Control	15
<b>Total</b>				30

Source: processed data

As a result, the researcher chose to use all samples in this study.

**Instrument**

According to Arikunto (2002), a research instrument is a device used by researchers to gather data in order to facilitate their job and produce better, comprehensive, and systematic results for straightforward data processing. The purpose of this study was to determine the impact of note-taking techniques on listening capacity using a test. "A test is a method to examine one's skill, knowledge, or performance in a given topic," writes Brown (2005). Pretest and posttest multiple-choice listening tests are the test types used in this study. Ten questions

are in the multiple choice category. The item's score is 10. In other words, if the students select the right response to just one question, they will receive a score of 10.

**Table 5**  
**Reliability Test Result Categories**

Value of r	Categories
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	<b>Fair</b>
0,60 – 0,799	High
0,80 – 1,00	Very High

Source: processed data

**Table 6**  
**Students' score in Experiment Class**

No	Name	Pretest	Posttest	gained (d) Score (Posttest – Pretest)
1	X1	50	70	20
2	X2	50	70	20
3	X3	60	80	20
4	X4	80	100	20
5	X5	60	80	20
6	X6	50	80	30
7	X7	70	90	20
8	X8	60	70	10
9	X9	60	80	20
10	X10	50	70	20
11	X11	70	80	10
12	X12	60	90	30
13	X13	60	80	20
14	X14	50	70	20
15	X15	50	80	30
<b>Total</b>		<b>880</b>	<b>1,190</b>	<b>310</b>
<b>Mean</b>		<b>58.67</b>	<b>79.33</b>	<b>20.67</b>

Source: processed data

According to the chart above, the student's performance in the experiment class demonstrated that the mean pretest score was 58.67 and that the mean pretest score ranged from 50 to 80. The mean posttest score was 79.33, while the lowest posttest score was 70 and the highest posttest score was 100. In conclusion, the lowest and highest scores on the post-test were higher than on the pretest.

Class Interval	Interval
30-33	3
26-29	0
22-25	0
18-21	10
14-17	0
10-13	2
<b>TOTAL</b>	<b>15</b>

Steps: Highest score : 30; Lowest score : 10; 30 - 10 = 20;  
 $K = 1 + 3.3 \text{ Log } N; = 1 + 3.3 \text{ Log } . 15$   
 $K = 1 + 3.3 (1.176) = 1 + 4.476 = 5.476 = 5$   
 $J = \frac{R}{K} = \frac{20}{5} = 4$

**Table 7**  
**The Interval Class Gained Score of the Experiment Class Were Taught by Using Note-taking Method**

**Table 8**  
**Students' Score in Control Class**

No	Name	Pretest	Posttest	Gained (d) Score (Posttest–Pretest)
1	Y1	50	70	20
2	Y2	60	80	20
3	Y3	50	60	10
4	Y4	50	70	20
5	Y5	60	70	10
6	Y6	50	60	10
7	Y7	50	70	20
8	Y8	50	60	10
9	Y9	60	80	20
10	Y10	50	70	20
11	Y11	40	60	20
12	Y12	50	70	20
13	Y13	50	70	20
14	Y14	50	60	10
15	Y15	60	70	10
<b>Total</b>		<b>780</b>	<b>1,020</b>	<b>240</b>
<b>Mean</b>		<b>52</b>	<b>68</b>	<b>16</b>

source: processed data

According to the chart above, the pretest results for the students in the control class

ranged from a low of 40 to a high of 60, with a mean score of 52. However, the mean of the

posttest was 68, with the lowest posttest score being 60 and the highest being 80. In conclusion, the lowest and highest scores on the post-test were higher than on the pretest.

**Table 9**  
**The Interval Class of Gained Score of the Control Class Were Taught by Without Using Note-taking Method**

Class Interval	Interval
20-21	9
18-19	0
16-17	0
14-15	0
12-13	0
10-11	6
TOTAL	15

Steps: Highest score : 20; Lowest score : 10;  $20 - 10 = 10$

$$K = 1 + 3.3 \text{ Log } N = 1 + 3.3 \text{ Log } 15$$

$$K = 1 + 3.3 (1.176) = 1 + 4.476 = 5.476 = 5$$

$$J = \frac{R}{K} = \frac{10}{5} = 2$$

The greatest rate interval is 9 on the class interval 20–21 acquired score, according to table 4.4 above. The rate interval is thus 0. Tables 4.1

and 4.3 explain how the student's scores in the experimental class were higher than the students' scores in the control class, where the pretest (52) and posttest scores were concerned (68). The sum of the means for the experimental and control classes revealed a statistically significant difference between the pretest and posttest score improvements for the students.

*Validity of the Test*

Comparing the instrument's content to the course information that students have learned serves as the content validity test. It meant that the test's subject matter had to be compatible with what the pupils had learned. The degree of significance level 5% (0.05) was calculated for this study's validity computation using the r table with  $N-2 = 28$  and the result was 0.366. The instrument is valid if rxy is higher than r table. In contrast, the instrument is invalid if rxy is lower than r table. The explanation that follows the trial's outcome demonstrates that the instrument of this study had 7 legitimate pretest questions and 3 invalid ones. There were 7 valid and 3 invalid questions on the post-test. (Excel table; see appendix).

**Table 10**  
**The Result of Validity Test (Pretest)**

PRETEST			POSTTEST		
Item Test	Rxy	Criteria	Item Test	Rxy	Criteria
1	0.36931	VALID	1	0.4295	VALID
2	0.52872	VALID	2	0.2528	INVALID
3	0.449	VALID	3	-0.0944	INVALID
4	0.3907	VALID	4	0.41762	VALID
5	0.2177	INVALID	5	0.37173	VALID
6	0.3693	VALID	6	0.09747	INVALID
7	0.0161	INVALID	7	0.5094	VALID
8	0.4889	VALID	8	0.53388	VALID
9	0.4092	VALID	9	0.40295	VALID
10	0.1858	INVALID	10	0.47587	VALID

Source: processed data

*Reliability of the Test*

0.2456	Low
0.2456	Low
0.2323	Low

**Table 11**  
**Reliability Test of result Categories (Pretest)**

Value of r	Categories
0.2569	Low
0.2456	Low
0.2356	Low
0.2323	Low
0.24	Low
0.2456	Low
0.24	Low

Source: processed data

The research was conducted at the University of Batanghari Jambi's English Language Education Faculty of Teacher Training and Education's second semester it was thought to investigate whether using the note-taking approach had any impact on listening skills. Based on the calculations, the students'

listening achievement in the experiment class under the researcher's instruction used a mean pretest score of 58.67, with the best score being 80 and the lowest being 50. In contrast, the students' post-test results were mean of 79.33, with the best score being 100 and the lowest being 70. Based on the statistical compilation t-test was found that the coefficient of  $t_{\text{observation}} = 2.323$  where the coefficient of  $t_{\text{table}} = 2.048$ . It means that there was a significant effect of using the note-taking method on the students toward listening ability in the second semester at the English language education faculty of teacher training and education at the University of Batanghari Jambi.

It had been explained in chapter 3 of the previous study that the note-taking method would be effective to improve students' toward listening ability. It prove in the experiment class taught by using a note-taking method that the strategy was helpful, especially for students toward listening ability. Although, there are some difficulties during the treatment such as; there some students who are busy in the class playing games on their android and less attention to explanations of the research. It makes some students feel confused when they answer the questions. In conclusion, the use note-taking method as a method in the teaching and learning process of listening ability makes a significant improvement in the student's score. Therefore it could be stated that the note-taking methods in the teaching-learning process of listening ability have solved the students' listening problems and increased the student listening ability for the second semester at the English language education faculty of teacher training and education at the University of Batanghari Jambi. So, the hypothesis proposed in this research which says, "There is a significant effect of note-taking method toward listening ability at second semester at English language education faculty of teacher training and education the University of Batanghari Jambi" is ACCEPTED.

Data from the students' pretest and posttest from two classes—the experiment class and the control class—were obtained. Two tables were created with the data. Table 4.1 displayed the experiment class's students' accomplishments. Additionally, table 4.3 displayed the accomplishments of the students in the control group. Tables 4.1 and 4.3 consists of four columns, the first of which lists the number of students in the experiment class (X) and the control class (Y), the second of which lists

students' names, and the third of which lists the results of the pretest, and the fourth of which lists the results of the posttest. Check out the columns.

## CONCLUSION

This research was conducted in order to find out whether there is any effect of the note-taking method on listening ability in the second semester at the English language education faculty of teacher training and education at the University of Batanghari Jambi. The result showed that teaching listening ability through the note-taking method was effective.

The researcher can conclude that, as follows:

The student's achievement in listening ability was taught by the note-taking method and got a mean of 58.67 on the pretest with the highest score of 80 and the lowest score of 50. While in the post-test the students got a mean of 79.33 with the highest score of 100 and the lowest score of 70. The student's achievement in listening ability was taught without using the note-taking method and got a mean of 52 in the pretest with the highest score of 60 and the lowest score of 40. While in the posttest the students got a mean of 68 with the highest score of 80 and the lowest score of 60. Based on the statistical t-test was found that the coefficient of observation = 2.323 where the coefficient of  $t_{\text{table}} = 2.048$ . It means that there was a significant effect of using the note-taking method on listening ability. It indicated that  $H_a$  was accepted and  $H_0$  was rejected. It also indicates that there was a significant effect in using the note-taking method toward listening ability in the second semester at the English language education faculty of teacher training and education at the University of Batanghari Jambi.

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