

CHAPTER 2

LITERATURE REVIEW

This section provides theories related to the research problem. It is divided into two parts: the theoretical framework and the study of the relevant research. The first part discusses theories related to this study, while in the second part, the researcher provides some studies done in previous research on the same topic.

2.1 Theoretical Framework

2.1.1 Definition of Note-taking

Note-taking is the activity of recording information from various sources and contexts, such as lectures, readings, meetings, or discussions. This is in line with Savitri et al., (2020), stated that at the university level, note-taking allows students to keep information from any sources, both written and spoken, that they might use later for academic purposes. The primary purpose of note-taking is to capture key points, ideas, and details in a concise and organised manner to aid in understanding, retention, and future reference (Biggers, 2020). Note-taking is a fundamental learning skill that entails actively digesting and arranging material heard and read. Learning English through note-taking strategies is grounded in several fundamental principles that enhance language acquisition, comprehension, and retention. Note-taking is powerful in learning English, particularly for developing writing skill (Raudah et al., 2022; Valizadeh & Sahmaniasl, 2023) and listening comprehension (Al-ghazo, 2023; Manurung, 2023). Umarovna, (2020) claimed that note-taking is an effective method for listening comprehension and integrating writing skills. Effective note-taking strategies in learning English in higher education include:

1. Active listening and reading (Mariani, 2020). Engaging with the material actively in identifying main ideas, supporting details, and key terms.
2. Structured formats (Fang et al., 2022). A methods such as the cornell note-taking strategy, mind mapping, or outlining can be used to organise notes coherently.
3. Summarization (H. Wang et al., 2019). Condensing information into concise summaries to aid understanding and memory retention.

4. Critical thinking (Puspitasari et al., 2020). Analysing and questioning the material to deepen understanding and encourage critical engagement.
5. Review and revision (Morehead & Rawson, 2019; Flanigan et al., 2022). Regularly reviewing and revising notes to reinforce learning and identify any gaps in understanding.

2.1.2 Types of Note-taking Strategy

Note-taking has many different methods, and the best one depends on the learning style, the note-taker purpose, the subject matters, and the lecturer's teaching style;

1. Cornell note-taking

Cornell note-taking is proposed by Walter Pauk, an education professor at Cornell University, New York. The Cornell note-taking strategy is a systematic format for condensing and organizing notes. Susanti, (2020) mentions that the Cornell note-taking method uses a number of sections.

- 1) In the Upper column, the content is sufficient to describe the note-taker's identity, the big topic/title, and the date.
- 2) Right column (notes column), there are a number of the advised points that can be filled in this column: (1) testable materials, (2) important information, (3) definition, and (4) supporting details.
- 3) Left column (cue column), reserved for keywords and questions relevant to the notes on the right column.
- 4) Bottom column (summary), this space needs only several sentences to make the concept simple.

UPPER COLUMN (name, topic, or date)	
CUE COLUMN <ul style="list-style-type: none"> • write the key points or questions related to the notes column on the right 	NOTES COLUMN <ul style="list-style-type: none"> • write testable materials, important ideas, definitions, and supporting details • use symbols or bullet to make it well-organized
SUMMARY COLUMN <ul style="list-style-type: none"> • Summarize the information in brief 	

Figure 2.1 Conerll Note-taking Column

This method encourages active engagement with the material by prompting students to review and summarise key concepts, aiding comprehension and retention.

2. Outline note-taking

The Outline note-taking method is a structured format that organises information hierarchically using headings and subheadings. Main topics are listed as primary headings, with subtopics and supporting details intended beneath them. According to Murtafi'ah et al. (2020), stated that Outline method arranges the information from the general to more specific information. This method helps students to display (e.g., using their own words, abbreviations, and symbols) (Gorospe & Abad, 2023; Moradi et al., 2020) the relationship between ideas, making it easier to understand (Ismail & Fata, 2021) and remember the material. The provision of Outlines as prompts for students' note-taking prior to a lecture has the potential to maximise students' engagement (Carroll, 2024). In conclusion, Outline note-taking is an effective method in the learning process as it simplifies comprehension and enhances both understanding and recall.

3. Mind Mapping note-taking

Mind mapping is a note-taking method involving visual representation of information. According to Basri and Syamsia, (2020) stated that the notes form a pattern of interconnected ideas, with the main topic in the middle, while the subtopics and details become the branches. Keys concepts and ideas radiate outward from the centre, connected by branches and sub-branches that show relationships. Furthermore, Alqasham et al. (2021) resumed that mind mapping allows using words and media (e.g., images, lists, graphs, etc.). With a mind map, students can read the materials from various directions and develop creative, interesting, and memorable thinking (Basri & Syamsia, 2020). This method encourages creative thinking and helps organize information, making it easier to recall and understand complex material.

4. Chart note-taking

The Chart note-taking method involves organising information into a table or chart format, with columns and rows used to categorise and compare details. In the Charting technique, students draw columns labelling appropriate headings in a table (Nagep, 2022). Susanti (2020) claimed that it deals with setting up a paper, drawing columns, labelling appropriate headings in a table, and then determining the categories to be covered. This method is beneficial for subjects that involve a lot of data or comparative information, as it allows students to see relationships and patterns.

5. Sentence note-taking

Sentence note-taking is a method where information is recorded in complete sentences, capturing the main points and supporting details in a structured, narrative format. Sentence note-taking is the way note-takers paraphrase (Flanigan and Titsworth, 2020) the information they receive in making simple notes consisting of shorter sentences (Jin & Webb, 2024). The note-takers use their own sentences, which might make them reread the information (Murtafi'ah et al., 2020). The sentence note-taking method is useful for recording detailed information, explanations, and examples, providing more thorough and readable notes on the material.

2.1.3 Note-taking in Improving Listening and Writing Skills

Note-taking plays a crucial role in enhancing both listening and writing skills in learning English. There is an apparent need for note-taking even when effective listening has taken place because of the retention problem faced by most learners (Ngwoke et al., 2022). As students actively listen to lectures or discussions and transcribe the key points into their notes, they practice summarising spoken language into coherent, written form, improving their listening comprehension and ability to distil information. Note-taking during reading and listening, two components of note-taking, were compared concerning their effect on the student's comprehension success (Hüseyin, 2019). Converting auditory input into written content reinforces understanding and retention, making learners more adept at capturing essential details and nuances in communication. Listening is the most important part of communication; it prevents the information provider from

confusion and makes it easy to respond, remember, and analyse. According to Suyadi et al. (2023), mention two reasons that the note-taking strategy is very profitable for listening ability in learning English: (1) as a tool to remember deeply listening lessons and to be able to pay attention and also receive information in a personally meaningful form, (2) note-taking functions as an external repository of that information low later as a review to stimulate reminder information that has been heard. Furthermore, through actively engaging with lectures or reading materials (Mariani, 2020) and summarising (H. Wang et al., 2019) critical points in their words (Thompson, 2020b), students practice organising thoughts and structuring information (Fang et al., 2022) logically, which directly improves their writing ability (Fanguy et al., 2023). Additionally, through regularly reviewing and organising their notes, students enhance their ability to structure information and express ideas clearly in their writing. This continuous practice not only sharpens their analytical and synthesising abilities but also encourages a habit of critical thinking (Puspitasari et al., 2020), leading to more effective articulate writing skills. Incorporating note-taking strategies into English learning not only supports the development of listening and writing skills but also promotes overall language proficiency.

2.1.4 Note-taking as a Cognitive Process

Note-taking is a vital cognitive process in learning English, facilitating the acquisition and retention of language skills through active engagement, organisation and critical thinking. This is in line with Permana et al. (2019), who discovered that note-taking strategy improved the student's critical thinking, which included positive results and cognitive outcomes. In the learning process, the note-taking strategy increases vocabulary knowledge in EFL class (Chanjomlong & Liangpanit, 2022) because taking notes while reading involves multiple cognitive processes that have the power to expend one's memory (Bouguesba, 2020). In addition, Bouguesba, (2020) stated that apart from the cognitive processes the students intentionally and unintentionally encounter when taking notes, a set of linguistic processes are followed, such as condensations, symbols, shortened sentences, and several other processes that help them make the procedure of note-

taking manageable and less challenging. Furthermore, Al-ghazo, (2023) claimed that one of the most essential learning strategies for students is taking notes. In conclusion, note-taking is a critical cognitive process that significantly benefits learners of English in enhancing both comprehension and retention of information. This active engagement with material requires learners to listen, read, and process information effectively, which promotes more profound understanding and long-term memory retention.

2.1.5 Students' Perception

Students' perception refers to how they interpret, understand, and make sense of their educational experiences and the learning environment. Sulastri et al., (2022) claimed that students' perception is one tool for knowing students' voices and how they experience, conceptualise, and feel the teaching and learning process, as well as one's strengths and weaknesses. Students can describe the challenges they encounter during their studies as well as the methods they come up with and use to meet their learning objectives (Ipek, 2018). This perception encompasses their views, attitudes, and feelings (Mohebi & Bailey, 2020) towards various aspects of their education, such as teaching methods, classroom environment, course content, and learning strategies. It is shaped by individual differences (Jumiatiy & Kuswoyo, 2021), experiences (Nguyen et al., 2021), cultural backgrounds (Hernandez et al., 2021), and personal expectations (Arnó-Macià et al., 2020). Understanding students' perceptions is crucial for educators as it can influence students' motivation (Eltahir et al., 2021; Mauludin, 2023), engagement, and academic performance (Eltahir et al., 2021). Moreover, in line with this research, students perceive note-taking as an essential strategy for learning English, recognising its role in enhancing comprehension, retention, and overall academic performance. Students value note-taking not only as a tool for immediate learning but also as a critical cognitive process that supports long-term academic success in mastering the English language. Therefore, educators can create more effective and supportive learning experiences by addressing and aligning with students' perceptions.

2.2 Study of the Relevant Research

Some previous researchers have studied note-taking. Thompson (2020) investigated how strategic note-taking enhances science, engineering, and math students' performance, achievement, and learning in a study. This study collected 160 students of the City College of New York, and the survey questionnaire to participants, including Likert-type and open-ended questions. As evidenced by the findings, note-taking enhanced exam preparation, content comprehension, material recall, and overall grades. Students who take notes tend to have higher GPAs because note-taking strategically can support students' development as active readers, writers, and information processors. In university, this ability is valued highly.

Additionally, Savitri et al. (2020) conducted a study on students' perceptions of their note-taking abilities and how they perceive their note-taking abilities. This study collected the data using Focus Group Discussion (FGD) and then distributed a questionnaire to the English Department students. According to the questionnaire results, 91% of participants believe that taking notes on significant details from their reading material help them learn. Most students are assured that they can write a quality note, according to the results.

Last, Morehead et al., (2019) examined the influence of note-taking habits on college students in the 21st century, intending to update the literature on students' general note-taking behaviour. In this study, they gave 577 college students the questions, including questions from prior surveys and new questions. From this study, as per prior studies, it was found that (1) students reported note-taking flexibility using a notebook or a laptop depending on course demands, and (2) students often decided not to take notes in online courses. This can conclude that students are flexible in their note-taking behaviour but may not always make the best decisions about how and when to take notes. According to the participant data, most students reported taking notes and believing note-taking was essential for effective learning.

Based on the studies above, the researcher noted some limitations, such as the context and the deep investigation of note-taking as a recall strategy before the

examination, the higher grades of exams in university, and students' ability and behaviour of note-taking. Therefore, this study conducted to observe the non-major English students' processes and perceptions of the use of note-taking strategies in English classes. Students' perception can be defined as how students give meaning to their experiences. Consequently, this study investigated how students perceive note-taking in one of the universities in Tasikmalaya.