



## Note Taking Strategy: Its effect on Reading Comprehension

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### Article Info

#### Article history

Received: 13 December 2018  
Approved: 6 April 2019  
Published: 6 April 2019

#### Keywords:

Note taking strategy; reading comprehension; sex

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### Abstract

The study reports the investigation of the effect of Note Taking strategy on reading comprehension at one of Public Vocational High Schools in Banten. The study employs true experimental design with pretest and posttest control group design. The findings of the data analysis show that experimental group performed better on reading comprehension than control class. It is proven by the value of the mean of experimental class is 8.00. Meanwhile; the mean of control class is 6.95. The value of the group sig is  $0.00 < 0.05$ , so the Null hypothesis is rejected. It indicates that the Note Taking is greatly affected on reading comprehension. Meanwhile, the value of sex sig is  $0.096 > 0.05$  means that the null hypothesis is accepted. This means that there is not different of male and female who were taught by using Note Taking Strategy and those who were not taught by using Note Taking Strategy on their reading comprehension achievement.

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## INTRODUCTION

Reading is the most important skill to be mastered by learners to understand the text. Thus, it brings a bigger attention into reading comprehension paid more attention on this. Comprehending the text can be defined as understanding for both meaning of the text and the summary of it. In some of the reports of investigation conducted by researchers deals with language skill, it is reading comprehension, the cognitive strategy is urgently needed to endorse higher order thinking skill of the students in understanding the message of the text or passage. (Beyazit, 2007). Educators are expected to use strategy and support their students in learning (Iwai, 2016). Ideally, Note Taking strategy should be used consistently as stated by Dunkel and Davy (1989), where academic success of the students are affected by their learning or teaching strategy (Williams et al., 2013).

White as cited in Rahmani (2011) states that receptive and productive skills in language can be increased by using strategy, it is taking notes along the process. This strategy has many benefits for developing language competence and the content of other lessons.

In line with White, Lee, Wang, Hamman, Hsiao, & Huang (2013) state that “a lot of scientific studies reveals that the students' academic results are improved by the implementation of NTS as teaching or learning strategy. The finding indicates that there is strong relationship between the uses of the NTS with the students' achievement especially in language learning. Note Taking Strategy is jotting down the message or the content of the text based on the ideas or certain information. This mentioned strategy also can be used as suitable strategy for making the list of goods in doing shopping. In this context, T formation of note-taking functions as semantics map in linguistics study. (Rebecca, 1978). Moreover, there are a lot of scientific studies related to the strategy implemented by neither teachers nor students in increasing the results or learning outcome (Brown, 1994: 124).

Generally, note-taking and review are valuable in enhancing retrieval (Akintunde & Ph, 2013). Moreover, Faculty, (2006) classifies the use of Note-taking in reading learning. Firstly, it helps attention improvement on the materials. It is hard for the students to neglect or get bored while they are recording and constructing the message from the text presented. Secondly, it helps for understanding and comprehending completely to the subject. It is much easier for memorizing if we write down the lessons than without writing down the lesson. At last, Note - taking gives the chance for the readers to review the notes made and strengthen the memory. Because memory sometimes mislead, so the notes are necessary to remind the lessons.

## **THEORETICAL FRAMEWORK**

Some prominent studies have been conducted in order to investigate the Note – taking effect which mainly concern on the process and the production function of the note taking strategy. Slotte and Lonka in Rahmani (2011) investigating the use of Note taking on the process and production of understanding the text. The two groups of the students at the high school were observed with 226 subjects. They were supposed to use Note taking in the process of reading the text deals with philosophy. Later on, the test takers were allowed to

review the notes they made to assess the ability in the terms of definition, comparison and evaluation the content. Meanwhile, the control group completed the tests without notes. From this study reveals that both the process and review influence the assessment of the writing tasks. Similarly, the students who knew they were able to review and verify the notes extensively and see its effects. Two limitations, however, of their research was found on this; the students were permitted to jot down or underline the text. They jot down the notes in separated sheet and the heading was not included. Moreover Lonka, Lindblom-Ylänne, and Maury (1994), however, make evaluation on how to implement Note-taking strategy to 200 applicants at University level related the affected detailed learning, synthesis tasking and critical reviewing of a text based on underlining and concept maps. Making notes, either in text or on separated piece of paper are asked to the subjects of the study. The study reveals that the hierarchical position of concepts directed students' attention and retention of content. Underlining, the increased of learning in detailed and tasking of synthesis, while the concept of mapping affected the critical analysis of the content; however, it is one of a delayed evaluating. In line with the statement above, the similar study was conducted by Dunkel (1988) indicated that the test performance after lecturing process is contributed by the number of information receipted rather than number of notes made. It is important of giving the learners with the knowledge on how to make the high quality or accurate notes. Dunkel (1988) states that the examiners use note taking at the appropriate strategy that is used to strengthen and remind the content of the lecturer.

Another researcher, (Kiliçkaya & Çokal-karadaş, 2009) examined the influence of note taking strategy on university students' listening comprehension of lectures. The results of the study conducted reveals that the students who allowed to make notes have significantly better comprehension than those who were not allowed for making notes along the lecturer. Some other serial scientific study conducted by the researchers deal with the influence of note taking on the retention and recall of lecturer information. One of the studies was conducted by Crawford as cited in Dunkel and Davey (1989). In the study, Crawford made comparison of achievement between the native English speakers who took notes with those native speakers who did not make note. As the results of the study, it indicates that taking notes on certain unit of information did not make guarantee

its being recalled at time of quit, however, failing to take notes of it decreased significantly its changes of being recalled.

Similarly, Richards, Fajen and Sullivan, (1997) investigated the influence of note taking. The subjects of the study were the students of college. The results of the study claimed that the students who were permitted to take notes related to the organization or content of the lecturer recalled nearly the whole lecturer later. In contrary, when students were not allowed in taking notes, they could not remember the text completely. Kiewra as cited in Richards, Fajen and Sullivan (1997) comparing the performance between the students who made notes with the students who did not make notes. The finding of the study indicated that those who reread or reviewed their notes got higher performance than those who did not review the notes made. In contrast to, he carried out 24 scientific studies however, in 8 of 24 studies, it was known that there was no significant difference between those who were allowed to make notes and review with those who did not review. In the study, however, she did not touch upon the possible reasons why two different results were found; but it might be some factors that give the effect on the results of the study conducted. The factors mentioned may refer to the memory or the level of participants' proficiency.

## **RESEARCH METHODOLOGY**

The study employed True-Experimental design with pretest and posttest control group design (Hatch and Farhady, 1982). There are two groups in the study, they are an experimental group which received the special treatment using Note Taking Strategy and control group which didn't. The pretest and posttest were administered to collect the needed. The experimental and control group are present in this study to make justified claim of the research. Two levels of gender (male and female) were then investigated in the study. Participants of the study are the students of the agriculture program at one of Public Vocational High Schools in Rangkasbitung Banten. The choice of the school was based on status of school (public school), facilities, the school site, gender composition and its facilities. Each group comprised 20 students. In experimental group consist of 9 male students and 11 female students. Meanwhile, there were 11 male students and 9 female students in control group. The sample assigned was randomly selected.

The instruments of the study were reading test taken from TOEC. There were two instruments for collecting the data, they are pretest and posttest and they were given to the both groups, an experimental group and a control group. Meanwhile, the data are analyzed and plug into computerized database using descriptive statistics and ANAVA to see the effects of the gender (moderating variable) and note taking strategy on reading comprehension. In analyzing the data there are some steps used in the present research. Firstly, scoring both pretest and posttest. Secondly, tabulating the results of the test and calculating the score of pretest and posttest, thirdly, data were statistically analyzed using SPSS version 20 for windows. Lastly, drawing the conclusion based on the data computed.

**FINDINGS AND DISCUSSION**

The descriptive statistics was used to analyze the data of pretests from experimental group and control group. The results of the means of the pretest from both experimental group (M = 6.60) while, control group (M = 6.65). Meanwhile, the means of males in experimental group and control group (6.55 and 6.81), and females (6.63 in experimental group and 6.44 in control group). The data show that there is not different significantly of the groups. Based on the results of the data computation that the groups were from equal competence at the beginning of the study. The treatments were then conducted to see the effect of Note taking strategy and genders. The Two-way ANOVA was utilized to compute the data from pretest and posttest.

**Table1.** The Effect of Note Taking Strategy on Sex

Groups	Sex	Mean	Std. Deviation	N
Experimental group	Male	6.5556	.52705	9
	Female	6.6364	.50452	11
	Total	6.6000	.50262	20
Control group	Male	6.8182	.40452	11
	Female	6.4444	.52705	9
	Total	6.6500	.48936	20
Total	Male	6.7000	.47016	20
	Female	6.5500	.51042	20
	Total	6.6250	.49029	40

**Post test**

In investigating the effect of note-taking strategy and gender on the reading comprehension, the descriptive statistics were utilized to find out the mean, Std. Deviation and all values for the groups.

**Table 2.** The Effect of Note Taking Strategy and Gender on Reading Comprehension

Groups	Sex	Mean	Std. Deviation	N
Experimental group	Male	8.22	.833	9
	Female	7.82	.405	11
	Total	8.00	.649	20
Control Group	Male	7.09	.539	11
	Female	6.78	.833	9
	Total	6.95	.686	20
Total	Male	7.60	.883	20
	Female	7.35	.813	20
	Total	7.48	.847	40

The difference of the means across the group indicates that the experimental group (M=8.00) have better score than control group (M=6.95). Meanwhile, deals with the effect of the gender, there is difference between males and females in both groups but not significantly affected. The mean of male in experimental group is 8.22 and female 7.82. While, the mean of male in control group is 7.09 and female is 6.78. In addition, the mean of male within two groups is 7.60 and the female is 7.35. It indicates that male perform better than female. In Computing statistical significance, a two-way ANOVA was employed. The results of computation are shown on the following table.

**TABLE 3.** The Effect of Note Taking Strategy and Gender on reading Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	12.318 <sup>a</sup>	3	4.106	9.441	.000
Intercept	2214.020	1	2214.020	5090.819	.000
Groups	11.673	1	11.673	26.840	.000
Sex	1.273	1	1.273	2.927	.096
Groups * Sex	.020	1	.020	.047	.830
Error	15.657	36	.435		
Total	2263.000	40			
Corrected Total	27.975	39			

The table 3 shows the value of the group sig is  $0.00 < 0.05$ , the Null hypothesis is rejected. It means that the Note Taking is greatly affected on reading comprehension. Meanwhile, the value of sex sig is  $0.096 > 0.05$  means that the null hypothesis is accepted. This means that sex (male and female) make similar gains in reading comprehension through note – taking strategy instruction. Moreover, in line five seen that the interaction effect of two independent variables is small: the value of sig of interaction is  $0.830 > 0.05$ , empirically the null hypothesis is accepted. This means that there is no difference significantly between male and female on reading comprehension. Therefore, we clime that the difference between the two groups is due to the effect of note-taking strategy instruction – male performed better than the females.

Based on the result of the data analysis of this experimental study demonstrates that note taking strategy is effectively to be used to improve students' reading comprehension of the students. The fact that the students who took notes while they read or after they read the text showed the higher of their reading comprehension performance. Our finding that Note taking strategy give good effect on reading comprehension is similar to previous studies conducted by Lee, Wang, Hamman, Hsiao, & Huang (2013) that note-taking is an effective strategy to improve students' learning. In which, the frequency and quality of note-taking are positively correlated with students' academic performance. And it is believed as one of these strategies, note-taking, as one of the methods to improve learning of both oral and written materials (Rahmani,2011).

A result that has also been found in previous studies deals with the evaluation on how note taking strategy affected learning, synthesis tasking, and critical reviewing of a text. (Lonka, Lindblom-Ylanne, and Maury 1994). Consequently, the use of note taking strategy has positively effect on learning. Similarly, Dunkel (1988) in which note taking is perceived by the examinees as strategy that facilitates remembering the lecturer content. Lastly, Kiliçkaya & Çokal-karadaş (2009) found the evidence of note taking effect on comprehension. It is participants were allowed to take notes significantly had better comprehension than those not allowed to take notes.

In brief, The findings of the research clarify the previous studies conducted by prominent researchers, such as Dunkel and Davi 1989, Meg, Lee, Wang, Hamman, Hsiao, & Huang 2013, Rebbeca 1978, Richards, Fajen, Sullvian, and Gillespie 1997,

Carrell, Dunkel and Mollaun 2002, Faculty 2006, Meg, Pai-Lin Lee at al 2003, Kilickaya 2009, Slotte and Lonka in Rahmani 2011, Kiliçkaya & Çokal-karadaş (2009).

## **CONCLUSION AND SUGGESTION**

The results of our study deal with the investigation of the effect of note taking strategy on reading comprehension indicates that group of the students who were allowed to take note performed better on reading comprehension than those who did not take note. In brief, note-taking strategy gives positive effect on students' reading comprehension. Reading strategies, the students used endorse their reading comprehension performance. The problem of students' difficulties in understanding English text is not new issues in EFL setting but the solution is urgently needed for it.

The implementation of Note Taking strategy (NTS) can be a solution for such kind of the problem in teaching reading comprehension. The NTS can be used as the alternative strategy of teaching reading and improving reading comprehension of the students or readers. By taking notes when read English text, it increases and strengthens understanding and memory of the readers with what they have already read. For future research, the investigation should be conducted to find out the effect of Note Taking Strategy not only on reading comprehension but also on listening comprehension or other language skills.

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