



THE USE OF CORNELL NOTE TAKING TECHNIQUE TO IMPROVE LISTENING COMPREHENSION OF SENIOR HIGH SCHOOL STUDENTS

Yayang Anjarsit¹, Aryuliva Adnan²

English Department

Faculty of Languages and Arts

Universitas Negeri Padang

Email: Anjarsit.yayang@gmail.com

Abstract

Dalam pengajaran Bahasa Inggris di Indonesia, kemampuan menyimak (*Listening*) merupakan kemampuan berbahasa yang penting akan tetapi, di sekolah kegiatan menyimak sering kali diabaikan oleh sebagian besar guru Bahasa Inggris.. Permasalahan yang biasanya dialami oleh siswa adalah mereka kesulitan dalam menyeleksi informasi saat menyimak dikarenakan kecepatan dari materi rekaman yang diperdengarkan serta mereka juga tidak bias menanyakan secara langsung informasi yang siswa kurang mengerti saat menyimak atau *listening*. Salah satu teknik yang biasa dipilih dalam membantu siswa saat *listening* adalah dengan menggunakan *Cornell Note Taking Technique*. Teknik *Cornell Note taking* mempunyai sistem yang terorganisir sehingga membantu siswa dalam membuat catatan yang efektif. Catatan yang terorganisir dan efektif akan menolong siswa dalam memahami informasi saat menyimak. Selain itu dalam penggunaan teknik ini, siswa juga diajarkan untuk bekerja aktif dan berfikir kritis. *Cornell note taking* juga terkenal sebagai teknik dalam mencatat yang dapat membantu siswa dalam memahami materi saat *listening* dengan lebih mudah.

Key Words: Listening, Comprehension, Cornell Note taking

A. INTRODUCTION

Since listening provides the aural input that serves as the basic for language acquisition and communication, listening becomes a fundamental skill in learning language especially for learning English as a foreign language. It can be seen that people spend more time in listening rather than other skills. Worth (in Palmer, 2014:5) shows that people spend 45 % for their daily

¹Student of English Language Teaching Program of FBS UNP Graduated on March 2017.

² Advisor, the Lecturer of FBS Universitas Negeri Padang



communication in listening, for instance, listening becomes one of fundamental skills that the students should be mastered in learning language. Therefore the importance of listening also can be seen from the university entrance exam, national examination, school examination, TOEFL (Test of English as a Foreign Language), TOEIC (Test Of English for International Communication), which includes listening as the component of the test.

Despite listening is important in learning English as a foreign language, this skill is rather being skipped than the other skills like reading, speaking and writing in the process of teaching English. As it is stated in Nation (2009:37) that listening is often taken for granted because listening is automatically acquired by native speakers. This case leads to the situation where listening becomes a skill that is hard to be mastered especially for students who learn English as their foreign language.

This situation affects the students' comprehension in listening which is still low. It can be seen from listening's score achieved by the students which is the lowest compared with the other language skills. As it is said by the teachers of SMAN 1 Koto Baru on the informal interview, the score of listening section of the students is very low. This is because the students do not understand about the information while they are listening to the material.

When it is confirmed to the students of SMAN 1 Koto Baru, they say that it is hard for them in understanding the material because they cannot select the information effectively due to the intensity of the material on the recorder. The intensity of material on the recorder spoken by native speakers seems too fast for the students who learn English as their foreign language to follow. This situation sometimes makes the students frustrated to learn listening. It seems like when they try to memorize and understand the first sentence, but they will pass second sentence because the speed is too fast. Similarly, Liza, Adnan, Ardi (2013) found that English Department students of UNP face listening problem in listening the news. It is influenced by some factors.

Furthermore, they cannot repeat or ask for clarification about what they have listened to complete the missing information from the speakers. It seems like when they watch the videos or listening to the recorder given, they cannot ask directly about the information that they do not understand to the speakers. Although Ardi (2015) has proposed collaborative works where they can discuss with their friends, students cannot discover the meaning. Therefore it will make the students unable to discover meaning conveyed by the speakers. This kind of situation will make students feel stressed and worries which will lead the students feel uncomfortable in listening.

Related to the problems that have been explained above, it looks like the students need some techniques to help them in comprehending the message while listening. One of several techniques that can be done in note taking strategy is Cornell note taking technique that can help the students in comprehending the information by taking a note while listening. Cornell note taking technique was developed by Pauk at Cornell University has been developed in several colleges and universities in the world. Hayati (2009: 102) explains that this technique was developed to help the students to improve the

organization of their note in their lecture. She also adds that Cornell note taking technique is the most comprehensive techniques that can be chosen in taking a note because it is complete and well organized. Thus Cornell note taking technique is a useful technique that can be used for the students to build their external storage.

Cornell note taking technique is claimed as an effective note taking, because it has an organized system that helps the students in taking a note. This note consists of three columns where each of them is different in use to help the students easier in selecting the information by taking a note. Besides, in implementing Cornell note taking the students have to follow several steps which are adopted from SQ3R method in the process of taking a note and comprehending the information. These steps clearly state the instruction for the students in implementing Cornell note taking technique. (Pauk (2011:244,269)

This technique may help the students in listening comprehension since the students are given clear instruction and well organized note taking systems. Therefore the writer wants to explain the use of Cornell note taking technique in increasing listening comprehension of senior high school students.

B. DISCUSSION

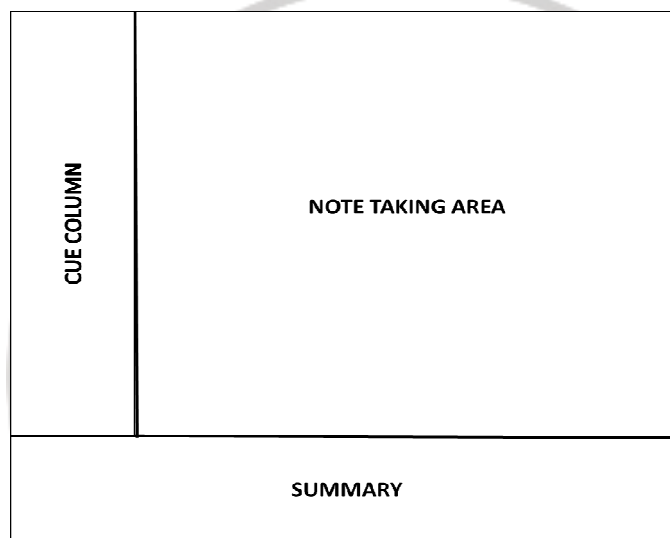
Listening is not just merely the sounds, but it also includes identifying, conveying and understanding the information. As Saricoban's (1999: 1) statement which says listening is the ability in identifying what the speakers are trying to say, so the listener have to understand the speaker's pronunciation, grammar, vocabulary, and meaning of the message. Another point of view about listening is also stated by Cameron (2009: 40), listening can be seen as the use of language actively to enter other people meaning.

Therefore, listening becomes a basic skill in teaching English of foreign language in Indonesia. According 2013 curriculum which is applied in Indonesia, teaching English in senior high school is aimed to make the students enable to deliver the information in oral and written form. Besides, the aim of teaching listening is to develop students' ability in listening and improve their comprehension in determining and conveying the information. The students are expected to comprehend the information from any sources, such as announcement, news, videos, recording, dialogue and other spoken language that they find in their daily activities. This is in line with Browns' ideas (1994: 42) that teaching language is exploring the competency of real life communication in the classroom and aimed as lifelong learning which makes students use their knowledge that they have gotten in the classroom in their real life.

Cornell note taking technique is known as an effective note taking technique because this note is highly structured. As Hayati (2009: 102) explains that Cornell technique was developed to help the students in improving the organization of their note in lecture. This technique is chosen to be the most comprehensive techniques in taking a note because it is complete and well organized. Therefore the students will be helped in taking and organizing their note, so they will easily comprehend the information in their note.

The implementation of Cornell note taking technique is divided into six steps; recording, questioning, reciting, reflecting, recapitulating or summarizing, and reviewing (Pauk, 2011: 269). This technique can be used in curriculum 2013 by combining the steps of Cornell note taking technique with scientific approach which is used in curriculum 2013.

In implementing Cornell note taking combining with SQ3R method, the first stage is recording. But before the students record the information, the teacher have to give them a black form of Cornell note taking to make them easier in taking a note. This is aimed to make the students aware with the form of Cornell note taking. Therefore it is easier for the students to create their Cornell note taking system later.



After the students get the forms, the teacher will play the audio from the text. Here, the students require to record any information that they think it is important. They are supposed to write important information, plausibility information and specific information that will help them in understanding the material while they are listening to the news (Pauk (2011:256). In recording the information, the students have to write down the information in the note taking area.

After taking a note, the students have to think about the note that they have taken. The students have to understand their note and analyze it by questioning their note. The students can form any question about information that they do not know or they can also use WH questions to help them in forming a questions. Here, the students have to think critically in analyzing and questioning the information by relating it with their background knowledge.

In the process of questioning, the students fill the cue column area with several question and also key words that will help them later in understanding the information. In questioning stage, the students have to formulate their question based on the information that they have heard. It is aimed to know is there any information that they want to know or they do not understand after listening to the information. Besides that the students also have to write a clue or key ideas that

will help them in understanding the information. This questions and key ideas will help them in describing their information later. The questions and key ideas also work as a clue that will help the students in having a description about the information.

After formulating a question, the students are allowed to work in pair and discuss what they have written with their friends. Here the students can analyze, give a comment and clarify the information that they have gotten by comparing their note. They also can write any questions that arise while discussing. This is aimed to help the students in analyzing the information and help them in understanding it. To make it clearer, the students also have a chance to listen again to the audio to help them in completing the note and adding more information to help them in understanding the information.

The next step is reciting the information. Here the students have to link the information that they have gotten. They have to connect the cue column and answer the question that they have after completing their note to help them understanding the information. By relating the key words, the students supposed to have a description about the information. To test their understanding, the students can cover their note and try to answer the question based on the information that they know.

The students' understanding about the information can be seen from the way they recite and reflect the information that they have gotten. They can relate what they have known with the information that they get, so it will help them in comprehending the material (Pauk (2011:269).

Reflecting the information that the students have gotten and discussing it with the teachers will give the students deeper understanding about the information. In this stage, the students have to communicate their finding in their note by explaining understanding about the information orally. They can use their note as guidance for them in describing the information. The teachers will choose the students randomly to explain what they have known about the information. In this process, the other students also have to response to their friend's explanation about the information. They can adds any information, they can asks any questions and also they can clarify the information that they think it is wrong. The students' comprehension about the information can be seen form the way the explain the information and also the way they communicate their understanding about the information with their friends. It also stimulates the students become active in the class by responding to their friends' explanation.

The last think that can be used to see how far the students understand the information is by seeing their summary. The students have to explain their understanding on their own words, so there is no copying or re-writing, but it purely comes from their mind. According to Pauk (2011:269) summarizing the information that they get will help them in internalized and build it both in their external and internal storage. According to Broe (2013: 12) summarizing is the final crucial part in Cornell note taking technique, because it will show the student' comprehension about the material.

C. CONCLUSION AND SUGGESTIONS

Cornell note taking technique has an organized system in taking a note. Cornell note taking system is flexible, simple and acceptable, so it can be used for all note takers who have different kind of styles in taking a note. This note helps the students in creating an effective note. Besides, the students also are not afraid to miss the information because of the speed of the audio. Cornell note taking serves the opportunity of the students to complete the note by discussing the information and questioning the information that they do not understand while listening.

After finishing taking a note, the students have to clarify the information by answering the questions that they make and analyzing it to understand the information. Discussing the information with their friends in reciting will also help the students in completing their note. The students' understanding can be seen from the way they recite and reflect the information that they have gotten by relating the information that they have got while listening with the reality that happened in real life.

After writing this paper, there are several things the writer wants to suggest:

1. It is suggested for the English teacher to apply this technique first before it is applied into the classroom activity, because this paper only explain about an argumentative view in the use of Cornell note taking technique to see the result of this technique.
2. It is suggested for the teachers to understand about the concept of the note, the form of the note and also the stages that should be followed to make this technique is working well in the classroom.

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