

Note-Taking Strategy and Students English Achievement at Selective Private Senior High School

Dhea Ganap¹, Petrus Kondo²

¹ Universitas Klabat, Indonesia; dhea@gmail.com

² Universitas Klabat, Indonesia; petrus.kondo@unklab.ac.id

ARTICLE INFO

Keywords:

English achievement;
Note-Taking Strategies;
Student English

Article history:

Received 2025-04-16

Revised 2025-05-14

Accepted 2025-06-13

ABSTRACT

Note-taking is an essential skill that plays a significant role in academic success. Effective note-taking techniques have been shown to be very helpful while learning a language, such as English. This study sought to determine the relationship between note-taking strategy and student English proficiency at a private senior high school. The questionnaires used in this quantitative investigation were modified versions of those used in the two prior studies by Haghverdi, Biria, and Karimi (2010) and Al-Ashkar (2014). Descriptive and correlation analyses were utilized on the gathered data. The researchers recruited 75 respondents using non-probability sampling techniques in a selected private senior high school's grade 11 science class to participate in the study. According to the results, students' mean note-taking scores were 3.16, which were evaluated as moderate level, and the mean English achievement score was 72.14, which were regarded as low level. The correlation analysis revealed a significant positive association ($p < .000$) between note-taking and English achievement. Results are useful to foster effective note-taking strategies, which can contribute to English or academic achievement. A similar study can be done by exploring different variables, respondents, and methodologies.

This is an open access article under the CC BY SA license.



Corresponding Author:

Petrus Kondo

Universitas Klabat, Indonesia; petrus.kondo@unklab.ac.id

1. INTRODUCTION

Note-taking is a valuable tool for language learners as it helps to consolidate and reinforce learning. By actively engaging in the process of note-taking, students are more likely to understand and internalize the material being presented. It enables them to filter out irrelevant information and focus on the main ideas and concepts. Furthermore, note-taking promotes active listening, critical thinking, and analytical skills, all of which are essential for mastering English. Although note-taking is a traditional method it is still important nowadays in the age of technological development. Note-taking

habits have arisen since the 1970s (Morehead et al., 2019), until nowadays note-taking still has its role as an important tool (Haghverdi, Biria, & Karimi, 2010), and continues as be an "important skill" for students (Savitri, Asrori, & Chakim, 2019, p. 142).

Non-native English speakers must put in more effort to learn the language. Humans have a propensity to forget things easily, especially lessons. Besma (2016) asserts that humans' capacity for memory plays a significant role in our ability to forget information we have learned in the past. There are memories, but they are inaccessible (Cherry, 2021). Note-taking is necessary since the human brain is incapable of recalling everything that has been taught in the past. Taking notes was necessary for efficient learning, according to Morehead et al. (2019, p. 7). Making a summary of the lesson in your notes will make it simpler for you to comprehend and recall the lecture's information. Students that take notes are better able to recall the information and comprehend it more thoroughly (Salame & Thompson, 2020). As a result of technological advancements, students now record their notes on video rather of writing them down. However, when revisiting the lesson, rather than going over their notes again from beginning to end, this results in time wastage. This is consistent with what Liles et al. (as mentioned in Morehead et al., 2019) state: a student's later memory will be impacted if they don't take notes. The majority of earlier investigations discovered the same issue with taking notes. Even though people write to gather information for a variety of reasons or situations (Ipek, 2018), many students lack the knowledge of how to take notes since they are not taught how to do so and have little practice doing so (Haghverdi, Biria, & Karimi, 2010). Because of this, students may copy verbatim from lecturers or may even write nothing at all. According to Al-Ashkar (2014), "their inability to decide what to record" (p. 85) is the main reason why students have trouble taking notes.

Students will learn more if they take notes while studying. Taking notes was necessary for efficient learning, according to Morehead et al. (2019, p. 7). Making a summary of the lesson in their notes will make it simpler for them to comprehend and recall the lecture's information. Students that take notes are better able to recall the information and comprehend it more thoroughly (Salame & Thompson, 2020).

As a result of technological advancements, students now record their notes on video rather of writing them down. However, when revisiting the lesson, rather than going over their notes again from beginning to end, this results in time wastage. This is consistent with what Liles et al. (as mentioned in Morehead et al., 2019) state: a student's later memory will be impacted if they don't take notes.

The students had to pay closer attention when taking notes during lectures, especially the non-native pupils. Students who take notes as the teacher lectures improve their listening skills, note-taking skills in general, and their capacity to identify pertinent material (Ipek, 2018). Al-Ashkar (2014) said that the findings significantly supported the large number of students who take notes in class. Haghverdi, Biria, and Karimi (2010) contend that taking notes is a crucial academic ability since it increases students' attention spans and concentration. The ability to recall and comprehend the professor will help students better prepare for exams. According to the Salame and Thompson (2020) poll, "note-taking is an important strategy for ensuring success in classes, beneficial to studying, and beneficial to gaining knowledge" (p. 7) among students. Students who are not proficient note-takers cannot profit from the notes. Five techniques are therefore provided to aid pupils in honing their note-taking abilities.

There are few practices in the note-taking strategies. The first is cornell method which invented by Walter Pauk, an educational professor at Cornell University in 1950s. The Cornell method calls for creating three columns in your notes: a summary column at the bottom of the two main columns, and columns on the left and right for the important points' descriptions. The Cornell approach enhances students' learning, writing abilities, grammatical knowledge, and critical thinking, according to Alzu'bi (2019). Due to the fact that the bottom of the paragraph represents the ideas of the students (Bouguesba, 2019), they are able to explain what they believe they have learned from the class. This concept of "transfer of new material into existing cognitive structures" is supported by Evans and Shively (2019) as well (p. 14). Their research revealed that Cornell note-taking enhances participant comprehension of

the instruction because it facilitates brain processing. Second is outlining method, when note-takers choose the format in which to record information, this occurs Note-takers use the outline to decide on each point; it is the underlying highlight, just like when giving a presentation. The phrase "paraphrased note-taking style" is another name for this technique (Akintunde, 2013). Because just the major aspects are highlighted during outlining, the material is more organized. Roman numerals, numbers, and indentation are all used. The results of Akintunde (2013) show that those who take notes on an outline are "able to utilize their cognitive process in transforming information received into meaningful codes" (p. 71). The major points are all that are included in the outline, which is concise and appears to be easier (Okafor, 2016). Because the information is presented in a way that makes sense, folks who become overwhelmed by notes' abundance of words may find it helpful. The third method is mapping, this method called patterning method. It was created by Buzan to be used as a visual tool that "incorporates pictures and different colours to bring ideas to life" (Tee et al., 2014, p. 28). This type of strategy is simple and engaging because it has a visual element that aids in students' memory of the material.

This method was also endorsed by Basri and Syamsia (2020), who described it as "a creative note-taking method that makes it easy to memorize a lot of information" (p. 38). By using a mind-mapping technique, students can naturally develop their left and right brains. And the last method was charting method, through this method, note-takers "set up a paper by drawing columns and labelling appropriate headings in a table" (p. 39), according to Susanti (2020), while using this charting technique. According to Bouguesba (2019), this strategy involves grouping or charting the information according to its categories. In order to save time while still receiving the information they wanted, this required note-takers to enter the information in the proper category. John Henry Wigmore, a legal professor who developed the charting technique, utilizes it to support the facts in court. According to Gilman (2012), this technique is excellent for studying for tests and for keeping track of dialogues and conversations.

There are significant contributions of note-taking strategies for the students. The potential of note-taking to encourage active participation in language learning sessions is one of its main advantages. By taking notes, students are compelled to listen intently, digest information, and decide what is crucial. This active participation not only aids in comprehending consolidation but also improves memory retention, ensuring that the knowledge is easily available when required. Additionally, taking notes encourages structure and organization in the learning process. As language learners gain more knowledge, keeping track of grammar conventions, vocabulary, and cultural nuances can become daunting. Learners can organize and systematically review material by making a thorough collection of notes. This design makes it easier to find information, enabling students to confirm their Taking notes helps students retain the material from the lecture. Students are better equipped for college studies when they know how to take notes efficiently (Salame & Thompson, 2020). Taking notes facilitates knowledge gathering. When they compare their notes with those of their friends, they can also learn information from those notes. Effective note-taking allows students to organize each key piece of information into points, which makes it simple for them to recall the lecture (Al-Ashkar, 2014), especially after they go over their notes. It is simple to recollect the previous lesson (Morehead et al., 2019). In order to help students, improve their recall and understanding of the material, note-taking is essential for student learning.

Studies have shown that taking notes has a beneficial effect on language learning. For instance, research by Mueller and Oppenheimer (2014) discovered that students who made handwritten notes outperformed those who used laptops in comprehension examinations. This shows that writing down knowledge really facilitates its processing and retention. Furthermore, a 2013 study by Peverly, Sumowski, and Gallagher showed that taking notes helps information move from short-term to long-term memory. The study's findings, which demonstrate the long-term advantages of this tactic, showed that students who took notes regularly performed better on memory and application tests than their classmates.

Another benefit of doing note taking is taking notes during lectures aids in student comprehension. Students' attention spans are increased when they take notes during lectures

(Haghverdi, Biria, & Karimi, 2010), allowing them to focus on their studies without being distracted. To "plan, evaluate, and regulate their note-taking activity" (Savitri, Asrori, & Chakim, 2019, p. 143), note-takers must also possess metacognitive knowledge. Because they have absorbed the lesson, the note-taker occasionally has inquiries to make. All of that practice will aid pupils in better comprehending the topic. The use of effective note-taking techniques enables students to translate what they have read or learned into their own words and comprehension. Students who take notes perform better on essay questions. High order thinking abilities are needed to answer an essay since you must analyse and synthesize the concepts to express your response. Making notes teaches students how to connect their ideas to crucial facts in an indirect manner (Al-Ashkar, 2014), which makes it easier for them to respond to essay questions because they can expound more on what they have learned.

A study conducted by Haghverdi, Biria, and Karimi (2010) tried to look at how note-taking strategy training affected students' academic performance and whether it had any positive or negative effects. They also want to know if there are any major note-taking disparities between males and girls that affect students' performance. In the second semester of the academic year 2008-2009, they conducted their study with 120 undergraduate students at the Islamic Azad University of Hamedan who were majoring in Translation. Unfortunately, they discovered that "the students take notes based on their own taste" (Haghverdi, Biria, & Karimi, 2010, p. 124), which contradicts their goal of determining if the students are adept note-takers. Due to a lack of prior instruction in note-taking techniques, the pupils lacked a strong background in taking notes. Because of this, their notes are inadequate, and they copy the lecturer verbatim. The students were then split up into 16 groups, and teaching on note-taking was attempted. The students were given a text to read and were instructed to take notes. After that, they were given a post-test with 40 multiple-choice questions at the end of the lesson. The tests are not just for students but also for professors. Their ages varied from 28 to 55, with experience in teaching ranging from 7 to 25 years. The respondents (Iranian professors and students) had a positive opinion of note-taking instruction. Although "there is no meaningful difference between the males and females" in terms of improving academic achievement when taking notes, they did have a favorable impact on it (Haghverdi, Biria, & Kairmi, 2010, p. 141). They concluded from their research that note-taking strategy training and students' academic achievement are strongly related.

Savitri, Asrori, and Chakim (2019) studied in Indonesia with English Department students who had note-taking materials for their reading class. The results of the survey and focus group discussions indicate that 91% of respondents think taking notes is crucial and important to help their learning. 90% of students have good note-taking skills, and 87% are able to evaluate their own notes for learning. Due of its thoroughness, the Cornell Method is preferred by 15% of students. The study claims that the students are aware of the significance of arranging their notes and selecting the approach that "suits their needs" (p. 145). Salame and Thompson (2020) did their study to examine the impact of strategic note-taking on students' performance, achievement, and learning by seeing their GPA (grade point average). They collected their data from 160 students at the City College of New York, including Likert-type and open-ended questions that will show how students take notes and how beneficial they believe note-taking is. They also requested the participants' GPAs to examine if there is a correlation between note-taking and GPAs. According to the data, most participants improve their memory using note-taking strategies.

Many of the students agree that note-taking helps them improve their achievement and their performance in learning English. Based on literature reviewed and related study mentioned above, this study aimed to find out the level of note-taking strategies and English achievement of the selective private school, and to seek if there is correlation between note-taking strategies and students' English achievement.

2. METHODS

This research is quantitative and used a questionnaire to gather data that was then statistically analysed to quantify variables (Mulyadi, 2011). To discover the description and association, statistical tools were used to evaluate and interpret the data. The first is a descriptive approach that enables researchers to "obtain cases deemed rich in information" (Lambert, 2012, p. 255), particularly when determining the degree of note-taking strategy and English proficiency of students in a private. The correlation approach is the second way to determine whether note-taking and students' English achievement are related. Correlational research design, according to Seeram (2019), is "to measure two or more variables to examine the extent to which the variables are related" (p. 176).

Population and Sampling Technique

Students from a private school in grades 11, science 1, 2, and 3, served as the study's respondents. They were enrolled in the 2022–2023 academic year's second semester. The total number of respondents was very helpful to the researcher because a higher likelihood is associated with a bigger number of respondents (Alwi, 2015). Twenty-six students from grade eleven science one, twenty-seven from grade eleven science two, and twenty-two from grade eleven science three made up the total responders. There were 75 responders in all. Researchers utilized a non-probability sampling method to select the respondents. Non-probability sampling refers to the process when the researcher selects the respondents based on their preferences rather than at random (Tansey, 2007). Researchers selected accidental sampling from this non-probability sampling strategy, where only individuals who were unintentionally present in class at the time filled out the questionnaire (Hariputra, Defit, and Sumijan, 2022).

Instrumentation

The respondents to this survey were given a closed questionnaire in which they were only required to circle the response they felt best represented it. The questionnaire, which comprises 19 items and was translated into Indonesian, was modified from Hagverdi, Biria, and Karimi (2010) (15 items) and Al-Ashkar (2014) (4 items). There were three sections to these goods. The first section of the article discusses note-taking techniques (1, 3, 10, 11); the second section discusses different note-taking tactics (2, 5, 6, 9, 12, 14); and the third section discusses the advantages of taking notes (4, 7, 8, 13, 16, 17, 18). A five-point Likert frequency scale was employed in the questionnaire to collect the students' answers. There are five options: 1 for never, 2 for rarely, 3 for sometimes, 4 for often, 5 for always. Before conducting the actual study, researchers had done the pilot study to see the reliability of the instrument, the result showed the reliability of 19 items of the instrument was .848.

Tabel 1. Items Distribution of the Instrument

Construct	Item Number
Note-taking Practices	1,3, 10, 11,19
Types of Note-taking Strategies	2, 5, 6, 9, 12, 14, 15,
Benefits of Note-taking	4,7, 8, 13, 16, 17, 18

Analysis of Data

The researcher utilized descriptive analysis of mean scores to determine the students' degree of note-taking method and their level of English achievement at selective private school to learn the data outcomes. Based on Asuero, Sayago, and Gonzalez's (2006) theory and the p-value to support the hypothesis, the researcher employed the Pearson Product Moment Coefficient to determine the relationship between note-taking approach and students' English achievement at selective private schools. To answer the research questions number one and two, descriptive statistic was used to find the mean score of frequency level based on the level classifications of note-taking adapted by Dorand and Wijirahayu (2018), and adopted the verbal interpretation equivalent from Portana, Fronda, Grace, et al (2021). The researcher used the frequency level in finding how well the students in doing note-taking strategy.

Ethical Consideration

This study requires ethical consideration. The researcher explained the questions to the respondents before they responded, and this helped them feel secure in their responses. They were able to answer the questionnaire honestly because they felt comfortable doing so. Additionally, the researcher assured them that their response would not affect their grade.

Table 2. Note-Taking Verbal Interpretation of Five Likert-Scale

Quality	Scale	Response	Range	Verbal Interpretation
High	5	Often	4.50 to 5.00	Excellent
	4	Always	3.50 to 4.49	Very Satisfactory
Moderate	3	Sometimes	2.50 - 3.49	Satisfactory
Low	2	Rarely	1.50 - 2.49	Needs Improvement
	1	Never	1.0- 1.49	Poor in

To interpret the mean score of students' English achievement at Selective private school was based on selective private school grading system, and the English teacher set 75 points as the Minimum Mastery Criteria.

Table 3. Table of Predicate Intervals based on Minimum Mastery Criteria (MMC)

Grade	Predicate
91.50 - 100	Very Good
84.50 - 91.49	Good
74.50 – 83.49	Fair
Less than 74.49	Poor

3. FINDINGS AND DISCUSSION

Students' Level of Note-Taking Strategies

The level of note-taking approach was determined by researchers using a descriptive analysis of the mean score. According to the results, the grand mean of note-taking score for students attending the private schools is 3.16. The mean score falls between 2.5 and 3.4 on the interpretation scale which is moderate. In other words, the note-taking method used by private school is acceptable.

Table 4. Level of Note-Taking Strategies

No.	Item	M	SD	Scale Responses	Verbal Interpretation
1.	I am taking notes in my English lesson	2.33	.934	Rarely	Needs improvement in
2.	I am taking notes from the important points in my English class.	4.00	.986	Always	Very Satisfactory in
3.	I am taking note while my teacher is teaching in English class.	3.81	1.086	Always	Very Satisfactory in
4.	I am taking note to compare my English note with my friends.	3.01	1.257	Sometimes	Satisfactory in
5.	I am taking note using specific method.	2.56	1.176	Sometimes	Satisfactory in
6.	In taking notes, I separate the main point from the peripheral ones.	3.13	1.089	Sometimes	Satisfactory in
7.	While taking notes, I ask questions.	2.36	1.008	Rarely	Needs improvement in

8.	I underline the important points of my notes.	3.48	1.287	Sometimes	Satisfactory
9.	I am summarizing the concept of the notes.	2.38	1.149	Rarely	Needs improvement
10.	I review my English subject notes.	2.85	1.022	Sometimes	Satisfactory
11.	I revise my English subject notes.	2.70	1.062	Sometimes	Satisfactory
12.	I write my notes expressively in my English subject.	2.85	1.182	Sometimes	Satisfactory in
13.	I take notes and write them on the white margin of the pages.	3.21	1.255	Sometimes	Satisfactory in
14.	Creating enough space between notes affect English.	2.30	1.102	Rarely	Needs improvement
15.	I am taking note using specific method affect my English.	2.90	1.092	Sometimes	Satisfactory in
16.	Taking notes made me easier to remember the lecture information	4.08	.911	Always	Very Satisfactory
17.	Taking notes help me to understand the lecturers	4.10	.980	Always	Very Satisfactory
18.	Taking notes help me more to answer an essay question	4.08	.996	Always	Very Satisfactory
19.	Taking notes makes me pay close attention to the information in the lecturers	3.94	1.125	Always	Very Satisfactory
Grand Mean		3.16	.556		Satisfactory

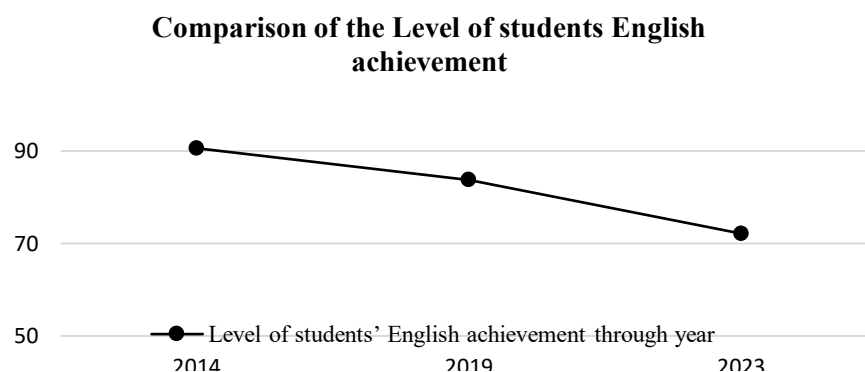
It showed that the students at a private school were accustomed to taking notes. Because of this, the outcome indicated that their note-taking method was at satisfactory level. Most of the students did not know how to use note-taking methods prior to the study being conducted at that school, which contrasts with the previous study where one was conducted to determine the students' note-taking strategy level (Haghverdi, Biria, & Karimi, 2010).

Students' Level of English Achievement

The level of English proficiency of students at selective private schools was also determined by the researchers using descriptive statistical analysis of the mean score. The findings revealed that students in private schools had an average level of English proficiency of 72.14. It suggests that the level of English success at Selective Private School might be characterized as inadequate in note-taking based on the table of predicate intervals based on minimum mastering standards. According to Pungus (2020) and Yamani (2020), who reported that the school's English performance level was high (mean scores: 84.04 and 90.59), the results of the current study were in opposition to their findings. They assert that this is the case because students take their English classes seriously, pay attention, and already possess

a sufficient command of the language to be able to acquire it independently and enjoy classroom activities. The students' proficiency in English is very strong.

The researchers saw a decline in English achievement level at this school, according to the earlier study that was carried out at the same school in 2014, Sopacua and Wayong conducted their survey, and they discovered that the mean English achievement level at the time was 90.60, which was extremely good. In addition, Arapah did a comparable study at the same school in 2019. Because the mean score was 83.78, she discovered that the students' level of English achievement at the time was at an excellent level. The level of English achievement at the same school has further decreased since this research was conducted in 2023. It's 72.14 and categorized as at a poor level. In can be seen in figure 1.



Correlation between The Use of Note-Taking Strategy and Students English Achievement

The result showed the significance value is less than 0.05, therefore there was a moderate positive significant of the student correlation between note-taking strategy and English Achievement at elective private school.

Table 5. Correlation Between Note-Taking Strategy and Students English Achievement at Selective Private School

		Note-Taking Strategy	English Achievement
Note-Taking Strategy	Pearson Correlation	1	.420**
	Sig. (2-tailed)		.000
	N		75
English Achievement	Pearson Correlation	.420**	1
	Sig. (2-tailed)	.000	
	N	75	75

4. CONCLUSION

Taking notes is still crucial for supporting learning, particularly when learning a new language. To gauge how successfully the students took notes, the researcher used frequency to respond to the questionnaire's items. The findings led to the conclusion that the students were already familiar with the note-taking technique and frequently applied it to their daily studies. Such as writing only the most significant points, occasionally writing using the note-taking method, such as separating the most important points, underlining the ideas from the notes, doing a summary from their notes, writing their notes creatively, and placing their notes on the book's white margins. To obtain the necessary information, they also compared their notes with their friend's the students also concurred that taking notes made it simpler for them to recall the material learned and helped them understand the teacher's instruction when writing essays. And they claimed that the way they organized their notes had an impact on how well they learned English. Even though taking notes can help students learn English more effectively, if that is all they do, it is insufficient. The descriptive outcome of note-taking, which

the researcher discovered, demonstrated that maintaining notes without relearning the lecture did not result in higher accomplishment, which explained why English achievement at Selective Private School was low.

It is suggested that advised that English teachers invite students to bring their notebook to class to encourage them to take notes. As a result, the students can review whenever they study independently and easily remember what they have learnt. It was advised that the students themselves organize their notes carefully, but also practice note-taking techniques outside of class and review them at home because simply having notes from note-taking does not guarantee improved accomplishment if the students do not examine their notes. Finally, it was suggested that the future researchers add additional or different factors to be conducted, such as relearning courses and English achievement, college students' perceptions of note-taking procedures, to the study.

REFERENCES

- Akintunde, O. O. (2013). Effects of Cornell, verbatim and outline note-taking strategies on students; retrieval of lecture information in Nigeria. *Journal of Education and Practice*, 4(25), 67-73. <https://www.iiste.org/Journals/index.php/JEP/article/view/9043>
- Al-Ashkar, B. E. (2014). The influence of note-taking strategy on improving students academic achievement from English and TEFL majors' perspectives at An-Najah National University. [AN-Najah National University]. [https://scholar.najah.edu/sites/default/files/Bayan Al-Ashkar.pdf](https://scholar.najah.edu/sites/default/files/Bayan%20Al-Ashkar.pdf)
- Alwi, I. (2015). Kriteria empiric dalam menentukan ukuran sampel pada pengujian hipotesis statistika dan analisis butir. *Jurnal Formatif*, 2(2), 140-148. <https://media.neliti.com/media/publications/234836-kriteria-empirik-dalam-menentukan-ukuran-60ddb857.pdf>
- Alzu'bi, M. A. (2019). The influence of suggested Cornell note-taking method on improving writing composition skills of Jordanian EFL learners. *Journal of Language Teaching and Research*, 10(4), 863-871. <http://dx.doi.org/10.17507/jltr.1004.26>
- Asuero, A. G., Sayago, A., & Gonzales, A. G. (2006). The correlation coefficient: an overview. *Critical Reviews in Analytical Chemistry*, 36: 41-59. 10.1080/10408340500526766
- Basri, N. & Syamsia. (2020). The effect of applying mind mapping method in writing descriptive text. *Langua - Journal of Linguistics, Literature, and Language Education*, 3(2). http://repository.upi.edu/4788/1/S_ING_0809326_Title.pdf
- Besma, H. (2016). *The impact of the strategic note-taking in enhancing EFL learners' listening skill a case study of third year LMD EFL students at Biskra University*. Universitas Biskra. <http://archives.univbiskra.dz/bitstream/123456789/8647/1/a73.pdf>
- Bouguesba, B. (2019). An investigation into the effectiveness of the Cornell note-taking system in improving learners' writing composition: the case of master students of English at Biskra University. *Cornell Notes System and Writing Composition*. 1-135. http://archives.univbiskra.dz/bitstream/123456789/16056/1/Bouthaina_BOUGUESBA.pdf
- Cherry, K. (2021, January 03). Re: The Psychology of Forgetting and Why Memory Fails. *Verywellmind*. <https://www.verywellmind.com/forgetting-about-psychology-2795034>
- Doran, P., & Wijirahayu, S. (2018). Affective strategies, attitudes, and a model of speaking performance development for engineering students. *Journal of Physics Conference Series*, 948(1):012024. <http://dx.doi.org/10.1088/1742-6596/948/1/012024>
- Evans, B. P., Shively, C. T. (2019). Using the Cornell note-taking system can help eight grade students alleviate the impact of interruptions while reading at home. *Journal of Inquiry & Action in Education*,

- 10(1). https://www.researchgate.net/publication/330968746_Using_the_Cornell_Note-taking_System_Can_Help_Eighth_Grade_Students_Alleviate_the_Impact_of_Interruptions_While_Reading_at_Home#read
- Gilman, A. T. (2012). JC SoTL summer grant project report: fostering note-taking skills with charts. *jsites.juniata.edu/faculty/kruse/misc/FinalJuniSoTL-Gilman.pdf*
- Haghverdi, H. R., Biria, R., & Karimi, L. (2010). The effect of note-taking instruction on the students academic achievement. *The Journal of Asia TEFL*, 7(2): 123-151. https://www.researchgate.net/publication/285767105_The_effect_of_note-taking_strategy_instruction_on_the_students_academic_achievement
- Hariputra, R.P., Defit, S., & Sumijan. (2022). Analisis Sistem Antrian dalam Meningkatkan Efektivitas Pelayanan Menggunakan Metode Accidental Sampling. *Jurnal Sistim Informasi dan Teknologi*. 4(2), 70-75. 10.37034/jsisfotek.v4i2.127
- Ipek, H. (2018) Perceptions of ELT students on their listening and note-taking skills. *International Online Journal of Education and Teaching (IOJET)*, 5(1), 206-217. <http://iojet.org/index.php/IOJET/article/view/281/226>
- Lambert, V.A. & Lambert, C.E. (2012) Qualitative descriptive research: an acceptable design. *Pacific Rim International Journal of Nursing Research*, 16, 255-256. <https://www.bing.com/ck/>
- Morehead, K., Dunlosky, J., Katherine, A. R., Blasiman, R., & Hollis, B. (2019). Note-taking habits of 21st century college students: implications for student learning, memory, and achievement. *Memory*, 1-13. <https://doi.org/10.1080/09658211.2019.1569694>.
- Muller, P. A., & Oppenheimer. D. M. (2014) The Pen Is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychology Science*, 25(6), 1159-1168
- Mulyadi, M. (2011). Penelitian kuantitatif dna kualitatif serta pemikiran dasar menggabungkannya. *Jurnal Studi Komunikasi dan Media*, 14(1), 127-38. <https://dx.doi.org/10.17933/jskm.2011.150106>
- Okafor, G. A. (2016). Effect of concept mapping and outline note-taking patterns in students' academic achievement in geography in secondary schools in Enugu South Lga of Enugu State. *Journal of Education and Practice*, 7(5), 53-60. <https://files.eric.ed.gov/fulltext/EJ1092392.pdf>
- Peverly, S. T., Ramaswamy, V., Brown, C., Sumowski, J., Alidoost, M., & Garner, J. (2007). What predicts skill in lecture note taking? *Journal of Educational Psychology*, 99(1), 167–180. <https://doi.org/10.1037/0022-0663.99.1.167>
- Pungus, R. N. (2019). Students Self-Regulated Learning and English Achievement. Repository: UNKLAB Library.
- Salame, I. I., & Thompson, A. (2020). Students Views on Strategic Note-taking and its Impact on Performance, Achievement, and Learning. *International Journal of Instruction*, 13(2), 1-16. <https://doi.org/10.29333/iji.2020.1321a>
- Savitri, W. E., Asrori, & Chakim, N. (2019). Students perception on note-taking skill and strategy. *Proceedings of the Social Sciences, Humanities and Education Conference (SoSHEC 2019)*. <https://dx.doi.org/10.2991/soshec-19.2019.31>
- Seeram, E. (2019). An overview of correlational research. *Radiologic Technology*, 91(2), 176-179. <https://pubmed.ncbi.nlm.nih.gov/31685592>
- Sopacua, G.K., & Wayong, T. C. J. (2014). *Students multiple intelligences and their English achievement*. Universitas Klabat.
- Susanti, N. (2020). The use of taking notes on report text. *Journal of English Language Teaching and Learning*, 2(1), 37-42. <http://dx.doi.org/10.18860/jetle.v2i1.10331>

- Tansey, O. (2017). Process tracing and elite interviewing: a case for non-probability sampling. *Political Science and Politics*, 40(4), 2-23. <http://observatory-elites.org/wp-content/uploads/2012/06/tansey.pdf>
- Tee, T. K., Azman, M. N. A., Mohamed, S., Muhammad, M., Mohamad, M. M., Yunus, J. Md., Yee, M. H., & Othman, W. (2014). Mind mapping: an efficient technique for note-taking. *World Academy of Science, Engineering and Technology International Journal of Psychological and Behavioral Sciences*, 8(1). <https://doi.org/10.5281/zenodo.1336202>
- Yamani, F. E. (2020). The Use of Game in the Classroom and English Achievement. Repository: Unklab Library.

