

**LISTENING OF NEWS THROUGH CORNELL NOTE-TAKING SYSTEM
IN A UNIVERISTY CRITICAL LISTENING CLASS**

Cintya El Meysarah

English Education, Languages and Arts Faculty, State University of Surabaya
cintyael@gmail.com

Dr. Oikurema Purwati, M. Appl

English Education, Languages and Arts Faculty, State University of Surabaya
pungki_unesa@yahoo.co.id

Abstrak

Penelitian ini menunjukkan bahwa Cornell Note-Taking System sudah diimplementasikan dalam proses belajar dan mengajar materi mendengarkan berita untuk mahasiswa sastra Inggris semester lima di kelas D critical listening Universitas Negeri Surabaya. Dengan demikian, penelitian ini bertujuan untuk mendeskripsikan bagaimana dosen mengimplementasikan penggunaan Cornell Note-Taking System dalam pembelajaran mendengarkan berita bahasa Inggris, menjelaskan prosedur yang akan digunakan, serta mendiskusikan hasil dari tugas mahasiswa sesudah pengimplementasian Cornell Note-Taking System. Penelitian ini menggunakan metode deskripsi kualitatif, meneliti tentang penggunaan Cornell Note-Taking System dalam mengajarkan subjek mendengarkan berita bahasa Inggris. Catatan saat di lapangan, wawancara, dan tugas mahasiswa juga tercantum dalam penelitian ini. Selain itu, sebanyak enam belas mahasiswa di kelas D critical listening dipilih sebagai partisipan.

Hasil penelitian menunjukkan bahwa: Pertama, dosen telah mengimplementasikan Cornell Note-Taking System di kelas critical listening (semester lima) dengan baik. Ada beberapa langkah menurut Marzano (2001) yaitu persiapan, pertanyaan, dan ringkasan. Dosen memulai dengan langkah kecil dalam langkah pertama, meminta mahasiswa untuk membuat kolom note-taking dan melengkapi bagian identitas atas. Disini, dosen telah menyediakan format Cornell Note-Taking untuk mahasiswa. Teknik ini memberikan mahasiswa petunjuk untuk mempelajari informasi yang akan mereka peroleh dengan baik dan objektif. Kemudian dosen membiarkan mahasiswa untuk mengambil dan menuliskan catatan pada kolom bagian kanan dari format Cornell Note-Taking. Cara ini membangun kemampuan mendengarkan mahasiswa untuk menyampaikan kembali dan memaparkan apa yang ada di pengetahuan mereka baik berupa gambar, simbol, ataupun singkatan. Disini mahasiswa mencatat kata kunci/gagasan pokok dari informasi yang diperoleh. Pertanyaan-pertanyaan ataupun petunjuk-petunjuk yang dibutuhkan dalam informasi adalah penting untuk pemahaman mahasiswa akan topik dari informasi tersebut. Langkah yang ketiga adalah meringkas catatan. Ini digunakan untuk mengajarkan mahasiswa bagaimana mensintesis dan mengatur informasi yang ada pada catatan mereka dengan memilah gagasan pokok dan kalimat penjelasnya. Pembuatan ringkasan setelah menulis catatan membantu mahasiswa dalam memproses informasi (Marzano:2000 p.5). Setelah membuat ringkasan, dosen memberikan komentar balik sebagai evaluasi dari proses belajar mengajar menggunakan Cornell Note-Taking System ini. Pada dasarnya, Cornell Note-Taking System bagus untuk mengatur catatan sehingga catatan dapat dibaca baik oleh pembuat catatan ataupun orang lain. Itulah mengapa terdapat kolom untuk ringkasan pada bagian bawah. Itu tempat dimana mahasiswa dapat mengatur catatan yang telah dibuatnya menggunakan bahasa mereka sendiri. Dosen sudah cukup baik ketika menuntun mahasiswanya dalam menggunakan Cornell Note-Taking System sebagai format catatan mereka dalam kelas critical listening. Selain itu, dosen juga selalu mengembalikan tugas mereka dan itu merupakan hal yang bagus dalam proses belajar mengajar.

Kata Kunci: *Listening, News, Critical Listening, Cornell Note-Taking System*

Abstract

This study showed that Cornell Note-Taking System has been implemented in teaching listening of news for fifth semester students in critical listening class D 2012 batch of English Literature study program in State University of Surabaya. Thus, this study aimed at describing how the lecturer implemented the use of Cornell Note-Taking System in teaching listening of news, explaining the procedures that the lecturer used, discussing the result of students' tasks after the implementation of Cornell Note-Taking System. This study was descriptive qualitative, observing the use of Cornell Note-Taking System in teaching listening of news. Field notes, interview, and students' tasks were employed. Besides, sixteen students in class D critical listening were chosen as the participants.

The result showed that: First, the lecturer had already implemented Cornell note-taking system in Critical listening class (fifth semester) well. There are some steps stated by Marzano (2001), preparing, questioning, and summarizing. The lecturer started with the first branches of step 1, asked the students to create note-taking form and complete the heading. Here the lecturer provided Cornell form for students. This technique provided students with direction for learning the information on how well they were going to the learning objectives. Then the lecturer let the students to take a note on the right side of Cornell note-taking form. This technique developed students' listening ability to represent and elaborate on knowledge using images, symbols, or abbreviations. Here students noted key idea/points. Second step, questions or cues, were needed to focus on the information that was important to the students' understanding of the topic. The third step was summarizing the note. It was used to teach the students to synthesize and organize information their note in a way that captured the main ideas and supporting details. Making summary after writing the note helped the students to process information (Marzano: 2001 p.5). After making the summary the lecturer gave feedback as an evaluation of teaching and learning process using Cornell Note-Taking System. Actually the Cornell note-taking system form was good for organize the note. So, the note could be read by the note writer even other people. That was the reason why there was a column for summary. It was the place to organize the note using students own language or paraphrased. The lecturer was quite good when guiding the students to use Cornell note-taking system as their note-taking in critical listening class. In addition, the lecturer always returned the students' Cornell sheet as a feedback and this was good activity.

Key Words: *Listening, News, Critical Listening, Cornell Note-Taking System*



INTRODUCTION

Teaching English is intended to enable learners to create and understand English texts culturally acceptable in English culture considering that the texts contain grammatical sentences, expressions, and should be properly structured to fulfill communication purposes. English has four main skills which should be learnt by the students. Those skills are divided into two, productive skill and receptive skill. Productive means we produce language forms by writing and speaking to extend messages to others. Receptive means we carry the ideas that we receive language input from others through reading and listening then try to comprehend it. It is found that students listen for about 45 percent of the time they spend in communication (Malkawi, 2010). He also found that 30 percent of communication time was spent by speaking, 16 percent for reading, and only 9 percent for writing. It can be concluded that students spend their time more in listening. In fact, students felt difficult to catch the ideas while listening because of some bad habits.

According to G. Nichols in 1960, there are ten bad habits while listening. First, finding the subject uninteresting. Students often focus on the word they do not know clearly and then think in depth that it is a subject of the passage. Second, judging delivery, not content. Students are easy to make a conclusion directly although they have not listened whole passage yet. Because of that, they often judge wrong content. Third, allowing excessive emotional involvement. Here, lecturer should give the students warning up to wake their concentration up. If students access their emotional involvement, they will not be able to focus in listening. Fourth, listening for details, not central ideas. Most of the students try to find the meaning of the words in detail while listening (Underwood, 1989). It is one of the factors make students fail to catch the ideas what speaker says. Moreover, students usually think in depth in the word that they do not know the meaning, it takes a lot of time while listening. Then they can not understand the next sentences. This problem has relationship with vocabulary size of the students. The more they know the words, the better to understand what speaker says. Fifth, thinking about irrelevant topics. Almost same with the first point, students are trapped in their own conclusion about the topic. Sixth, paying poor attention to the speaker. Students usually fail to recognize the signals that indicate the speaker is moving from one point to another,

giving an example, or repeating a point. The signals are more vague as in pauses, gestures, a clear change of pitch, or different intonation patterns. These signals can be missed if the students did not give more attention. Seventh, being easily distracted. Students seldom hear native speaker speech. They will easy to be distracted because they can not control the speed of delivery speech. For listeners, comprehension of an unfamiliar *native* accent was roughly equivalent to comprehension of a familiar native accent in quiet conditions (Adank et.al; 2009). They usually listen in slow speech rate in their daily live. Perhaps they require a time to think or listen twice if the speaker says using natural speech rate (speed of native speech). Eighth, avoiding difficult material. This bad habit is coming from the lecturer. Some of the lecturers want students to understand every word they have heard by repeating and pronouncing words carefully, by grading the language to suit in their level, by speaking slowly and so on. It makes them tend to be worried if they fail to understand a particular word or phrase. Sometimes lecturer prefers to choose an easy material rather than the difficult one. Perhaps lecturer wants to make students easier to listen and understand the material. It is no problem at the first time, but not for the exercise practice. Remembering that the test usually more difficult later on. Therefore, students have to be taught with many kinds of materials with specific difficulty standard. Ninth, refusing to accept new ideas. Sometimes the students refuse new ideas/ informations they have heard because it is so strange for them. The result is they waste the time for listening nothing. The last, using non-flexible note-taking system. Many students still do not know what they are going to write in their note while listening. Some of the students write everything they hear which is not effective. Therefore, students have to be recognized with flexible and effective note-taking system by the lecturer in order to make their note useful for their understanding.

Nowadays, students in University are included as higher level and they have to be able catching the meaning of what the speaker says. In addition, they have to be able to respond the conversation happened in all situations. Based on the observation in English Department of State University of Surabaya especially in critical listening class of students in fifth semester, the researcher found that the lecturer implemented an alternative technique to help students' problems above, called Cornell note-taking system. If students move from the usual structure of hand written notes and start organizing what they hear using Cornell note-taking system, then they are going to make a big step forward in improving the quality of their thinking. Cornell note-

taking system is one of the note-taking system which is created by Dr. Walter Pauk, the lecturer of Cornell University. Note-taking system is the way to help students increase their achievement (Marzano et al. 2001). It helps the students to prevent forgetting. For most students, forgetting happens rapidly after listening or reading over informational material although sometimes the material is very interesting. Even research shows that we forget 50% of what we hear within an hour and more than 70% within two days. Besides, Taking notes require a student to be mentally active during listening or reading effectively. One has to pay attention, interact with information, make decisions about what to record, and write. As a note-taking system, Cornell note-taking system is organizing and reviewing the note to increase students' comprehension and critical thinking. The biggest advantage of using this technique is students can write anything about their ideas in relation to the topic and they have to make summary with their own words based on the questions. Therefore, the researcher wants to observe in detail how this technique can be used by the lecturer for students to solve many problems when they are listening to.

There are some studies conducted in applying Cornell note-taking system to help students catching the ideas of the text. The first study done by Keil Jacobs (2008), he did the experimental research about Cornell note-taking system and guided note. The second study done by Lori Quintus (2012), she conducted the research about The Impact of the Cornell note-taking system on Students' Performance in a High School Family and Consumer Sciences Class. The subject of her research is students in university and the result of her research is students are taught an organized system like the Cornell note-taking system, many of the difficulties of listening and note-taking system was overcome. Other study is conducted by Duane Broe (2013). She conducted "The Effects of Teaching Cornell Notes on Student Achievement". The great moments occurred when students realized why they took notes the way they did made her want to do research for additional information on this note-taking system technique. She wanted to determine whether this format of note-taking system could impact student achievement. Based on three studies above, the researcher wants to conduct research about Cornell note-taking system in University critical listening class. It is different from previous studies because here the researcher investigates Cornell note-taking system in listening skill especially in news for university critical listening students.

Finally, according to the background of study above, it can be simplified to discuss between two problems that emerge as a significant.

1. How does the lecturer implement Cornell note-taking system when teaching listening of news for students in fifth semester of critical listening class in English Department State University of Surabaya?
2. How is the students' ability in listening of news after the implementation of Cornell note-taking system for students in fifth semester of critical listening class in English Department State University of Surabaya?

RESEARCH METHOD

Research methodology in this research was conducted by using descriptive qualitative design. Descriptive qualitative has a purpose to investigate a case in depth. In this case, the researcher investigated how listening of news of university students can improve using Cornell note-taking system. Moreover, there were two variables that used in this study. First was independent variable which was Cornell note-taking system as an alternative technique in listening of news. Second was dependent variable which was listening ability of university students. In this research, there was no control of treatment as in experimental research. Qualitative research is a research that investigates the quality of relationships, activities, situations, and materials. It studies behavior as it occurs naturally in the classroom (Ary et. al., 2010).

The researcher conducted observation three times in the classroom. The focus of the study was in teaching and learning process, especially in students' listening of news. Then the researcher described the process happened using words according to the objectives in the study. The data was reported the teaching and learning activity from beginning until the end of the class in field notes. Other instruments used were interviews and students' tasks.

This study was held in English Department State University of Surabaya, especially in critical listening class. The subject of this study was the students of D class, which consist of 16 students. The researcher selected all students based on their previous score in literal listening and academic listening, they were students who got the score between B, B+, A-, and A. The students were studying news when the researcher conducted the research. The students who are in fifth semester were taught by using the Cornell note-taking system related to the material in their handbook, the title

is Critical Listening with BBC learning English as main sources.

RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher also discussed the result based on the instrument used in this study. In this discussion, the researcher gave an overview of students' task which had already analyzed. The researcher used Cornell Notes Rubric from AVID (Advancement Via Individual Determination) to analyze the students' tasks. The analysis included the legibility, notes, questions, and summary. Those components were categorized into three levels. They were excellent, good, and poor.

The Implementation of Cornell note-taking system in Teaching Listening of News

The lecturer has already implemented Cornell note-taking system in University Critical listening class (fifth semester) well. There are some steps stated by Marzano (2001), preparing, questioning, and summarizing. The lecturer started with the first branches of step 1, asked the students to create note-taking form and complete the heading. Here the lecturer provided Cornell form or asked the students to make by themselves. This technique provided students with direction for learning the information on how well they were going to the learning objectives. Then the lecturer let the students to take a note on the right side of Cornell note-taking form. This technique developed students' listening ability to represent and elaborate on knowledge using images, symbols, or abbreviations. Here students noted key idea/points. It developed students' ability to retrieve, use, and organize what they had already known about a topic (prior knowledge). The lecturer often paused the recording in order to make students easy for catching the information. Second step was questioning where the lecturer guided the students to make questions/cues in left column on Cornell Note-Taking form. Questions or cues were needed to focus on the information that was important to the students' understanding of the topic. The third step was summarizing the note. It was used to teach the students to synthesize and organize information their note in a way that captured the main ideas and supporting details. Making summary after writing the note helped the students to process information (Marzano: 2001 p.5). After making the summary the lecturer gave feedback as an evaluation of teaching and learning process using

Cornell Note-Taking System. Actually the Cornell note-taking system form was good for organize the note. So, the note could be read by the note writer even other people. That was the reason why there was a column for summary. It was the place to organize the note using students own language or paraphrased. The lecturer was quite good when guiding the students to use Cornell note-taking system as their note-taking in critical listening class. In addition, the lecturer always returned the students' Cornell sheet as a feedback and this was good activity.

The Students' Ability after the Implementation of Cornell note-taking system

People speak of listening as passive or receptive skill. This does not mean that it does not involve any activity on the part of the listener (Thrasher: 2000). It indicates that there is no visible product of these activities. Comprehension takes place in the mind and so people cannot observe this activity. Writing also involves activity in the mind but, unlike listening, a written product results (Thrasher: 2000). The fact that comprehension takes place in the mind and cannot be directly viewed presents a special problem for language testers. People have to get the test takers to do something to demonstrate their comprehension, for example is making summary (Marzano: 2001).

Dunkel (1988a) found that total words (the summary of words) to be inversely related to listening comprehension test performance. In this study, the result of students' tasks showed that the students could use Cornell Note-Taking System to increase their listening ability. In terms of content, the result showed that the students were able to make good summary based on their own words. Most of students were able to organize their note became a good summary based on what they already heard while listening using Cornell note-taking system. It was showed by the evidence that there were only one student who got less criteria for component of good task. The result of students' task revealed that the students' listening ability especially in listening of news showed good results. Although there was one student who got less criteria, it was because their note was random and unreadable even by himself. Because of those reasons, he could not organize and make the summary well. Remember that Marzano (2001) said that summary showed if students could learn to eliminate unnecessary information they had already listened, substituted some information, kept important information, wrote/rewrote, and analyzed information. Students should be encouraged to put some information into own words to show their capability in listening comprehension.

Moreover, the students did not find many difficulties in terms of the material that they listened. The lecturer gave clear instruction for conducting note and summary through Cornell note-taking system. Students realized that Cornell note-taking system was helpful for their task, not only in this critical listening class, but also in listening others material. It was also stated in the result of interview.

Student 1: "to be honest, Cornell note taking is help me to remember what should I remember in listening section, what is it about, when it begins, where the place occur, it really really helps me a lot."

CONCLUSION

Based on the result of the study conducted by the researcher in three meetings, it could be concluded that: The implementation of the first, second, and third meeting showed good result. Most of the students pay attention to the lecturer and actively asked some questions related to the recording material. It showed that the lecturer had already succeed in implementing Cornell Note-Taking System in teaching listening of news to fifth semester of students in critical listening class of English Department State University of Surabaya. The students' ability showed increasing in terms of notes and making summary based on their own languages. It showed that the students could apply Cornell Note-Taking System quite well.

REFERENCES

- Adank, P., Evans, B. G., Stuart-Smith, J., Scott, S. K. (2009). Comprehension of familiar and unfamiliar native accents under adverse listening conditions. *Journal of Experimental Psychology: Human Perception and Performance*, 35(2), 520–529.
- An ILA definition of listening. (1995). *ILA Listening Post*, 53, 1
- Ary, Donald et al. 2010. *Introduction to Research in Education*. Wadsworth: Cengage Learning
- Broe, D.(2013). The Effect of Teaching Cornell Notes on Student Achievement. Minot State University. Minot, North Dakota.
- G. Nichols Ralph. What Can Be Done About Listening. *The Supervisor's Notebook*, Scott, Foresman & Co. Vol. 22, No. 1, Spring 1960
- Jacobs, K.(2008). A Comparison of Two Note Taking Methods in a Secondary English Classroom. Proceedings of the 4th Annual GRASP Symposium, Wichita State University
- Malkawi A. (2010). Listening Of news item for Tenth Grade Students in Tabaria High School. *Journal of Language Teaching and Research*, Vol.1, no.6, pp.771-775. Finland: Academy Publisher Manufactured.
- Marzano, R. J., Pickering, D. J., and Pollock, J. E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, VA: ASCD.
- Trasher, R.(2000). Language Testing. *Testing Passive Skills*. International Cristian University.

Online sources :

- AVID. (2012). What is AVID? Brochure. Retrieved from http://www.avid.org/dl/about/brochure_whatisavid.pdf
- Quintus, L., Borr, M., Duffield, S., Napoleon, L., & Welch, A. (2012). The impact of the Cornell note-taking method on students' performance in a high school family and consumer sciences class. *Journal of Family and Consumer Sciences Education*, 30(1), 27-38. Retrieved from <http://www.natefacs.org/JFCSE/v30no1/v30no1Quintus.pdf>