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# USE AND FUNCTIONS OF NOTE-TAKING STENOGRAPHY FOR LISTENING ACTIVITY IN ENGLISH DEPARTMENT STUDENTS IN INDONESIA

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## ABSTRACT

In academic settings, lectures are the primary source of information that students in higher education listen to. Some students might find difficulties in writing some admissible information from the lecture under restricted time. By carrying out note-taking, students are expected to recall information more easily for later use. In reducing the cognitive burden during listening to lectures, students, therefore, apply additional recording techniques so-called stenography of note-taking. The seven types of note-taking stenography posses at least six functions in selective listening among English Department students.

## INTRODUCTION

- Teachers' talk can produce 2-3 word/second, while students only can write 0.3 to 0.4 words/second from what they hear (Boch & Piolat, 2005).
- Listening comprehension is a process of understanding about the prosody with which utterances are spoken, making relevant inferences based on context, real world knowledge and speaker-specific attributes (Nadig 2013).
- Stenography of note-taking is often employed as a cognitive listening strategy by recording important and relevant information with some specific signs or lines to represent words, phrases, or pictures (Gonzalez, 2018).
- Employing types of note-taking stenography i.e., "notations, words, shortcuts, organization, arrows, list, and circle, box or underline" (Carrell, 2007), students at Universitas Airlangga, Indonesia used it in six different ways for listening activity to lectures.

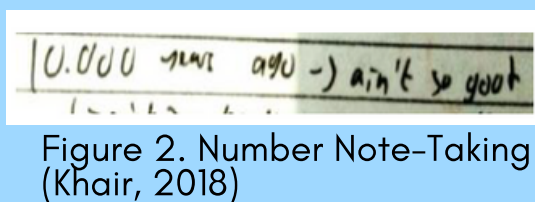
## METHOD

- Descriptive research involved 30 English Department students who took Analytical Listening at Universitass Airlangga, Indonesia. They listened to and took notes from lecture audios collected from Academic and Note-Taking course in Coursera, a Massive Open Online Course. In selective listening to lectures, the participants took notes in paper columns using Cornell Note-Taking method or "Record, Reduce, Recite, Reflect and Review" (Pauk, 2001 p. 243).
- Their notes were then analyzed and classified according to each type of note-taking stenography i.e., "notations, words, shortcuts, organization, arrows, list, and circle, box or underline during selective listening tasks" (Carrell, 2007).

## RESULTS AND DISCUSSION

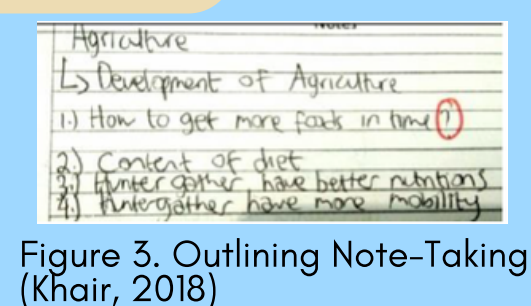
### Creating Efficiency in Information

- Notation (number)
- Words: content words (adjective, verb, adverb, etc.)
- Shortcuts (abbreviation)



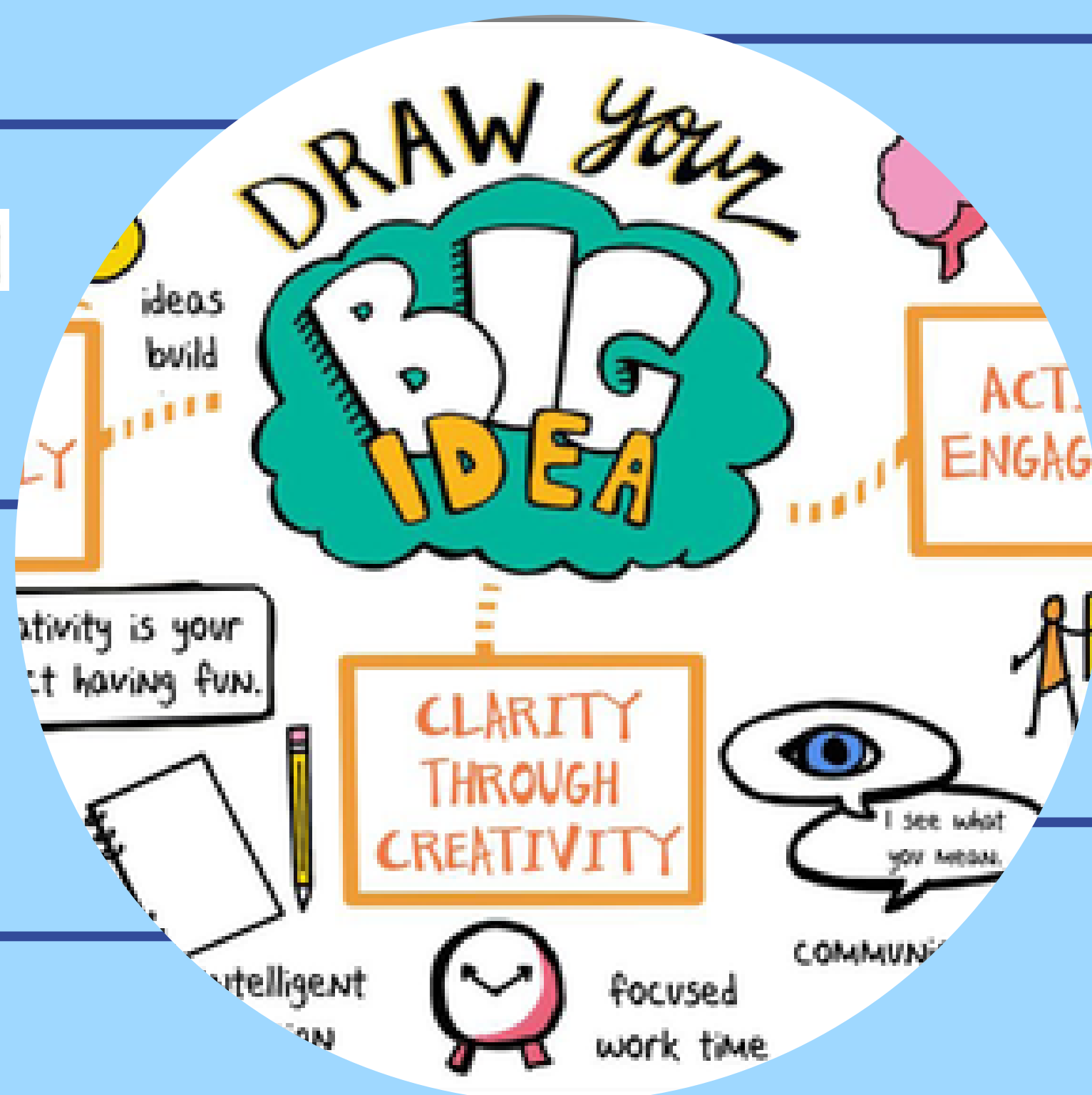
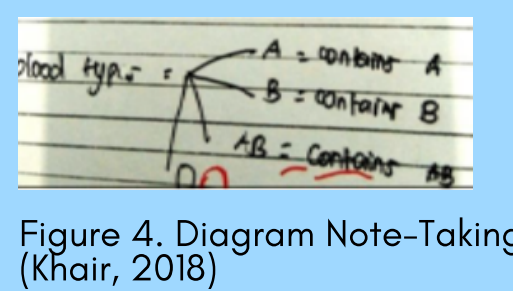
### Grouping dispersing information

- Shortcuts (symbols)
- Organization (Outline and diagram)
- List



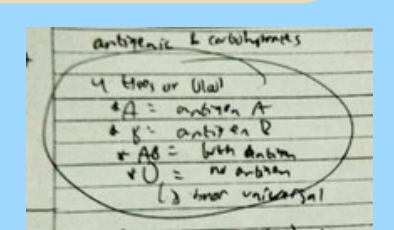
### Visually organizing information

- Organization (Outline and diagram)
- List (outline)



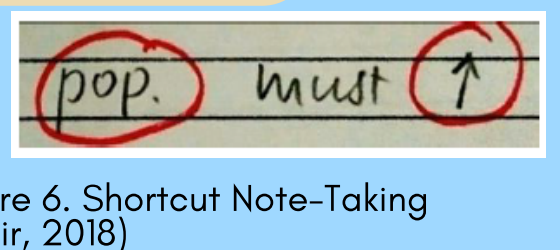
### Labelling important information

- Notation (mark)
- Circle, Underline, or Box



### Creating shorten meaningful information

- Shortcuts: symbols
- Arrows



### Maintaining subject matters

- Words: content words (adjective, verb, adverb, etc.)

- Note-taking are considered able to "aid time-consuming" and "real-time thought processes" (Piolat & Boch 2005, p.102).
- The use of techniques used in their notes can decline the cognitive burden when production and comprehension occur at the same time (Piolat, Olive, & Elogg., 2005). With note-taking, students are trained to spot and determine important ideas from what they listen to.
- Consequently, students could be better at understanding lectures as the encoded information either in words or pictures have made their brain relay the patterned information more strongly from a long-term memory (Gonzalez, 2018).
- "The importance of taking sufficient, good quality notes while the learning experience is happening" (Schmidt, 2019) is the core advantage of note-taking stenography that students should learn in academic settings.

## CONCLUSION AND SUGGESTION

- In conclusion, the application of note-taking stenography is to help students take some prominent information from lectures. The types of note-taking stenography varied according to the functions. The students used seven types of note-taking stenography to reduce a load of memorizing lectures. The note-taking stenography is useful for creating efficiency, grouping, organizing visually, labelling, maintaining, and creating shorten meaningful information. With this external storage to recall information, these techniques could efficiently anticipate significant points from lectures.
- Future research needs to address the quality of students' note-taking that might influence their listening comprehension.

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