

ADDIS ABEBA UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

**ASSESSING STUDENTS' NOTE TAKING PROBLEMS DURING
ENGLISH CLASSROOM: GENERAL WAKO GUTU SECONDARY
SCHOOL**

BY: DESALEGN WORKU

**Addis Ababa, Ethiopia
July, 2024**

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**Assessing Students' Note Taking Problems During English Classroom:
General Wako Gutu Secondary School**

BY: Desalegn Worku

**A Thesis Submitted to Department of Foreign Language and Literature
in Fulfillment of Master's Degree in English Language Teaching**

ADVISOR: DR. Badima Belay

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APPROVAL PAGE

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Abstract

This Study aimed at assessing students' note taking problems during English classroom in General Wako Gutu secondary school particularly grade eleven students. In order to reach on the main problems of students note taking, the study examined: Students' background note taking concept, students' related problems in note taking, teachers' related problems in note taking of students and content related problems in note taking of students. The finding of this study obtained by using three data gathering instruments such as: questionnaire, interview and observation. To achieve the purpose of the study the researcher used 30 items of a questionnaire which are categorized in four main sections such as: Students' background note taking concept, Students' perspective toward students related problems in note taking, Students' perspective toward teachers related problems in note taking of students, and Students' perspective toward content related problems of note taking of students. The researcher used (7) semi-structured interview questions in order to check the validity of data gathered through questionnaires. The samples of the study were 88 students which were selected through random sampling techniques and 5 English teachers who were teaching General Wako Gutu Secondary school. A descriptive statistical data analysis was used to analyze the collected data. The result of the study showed that the major problems that face students during note taking in teachers' related problem was; fast speed of teachers' speech (speech rate) (92.0%), in students' related problems: lack of writing fast enough during lecture (88.6%) and lack of using special symbols and abbreviations (85.2%) and in content related problem density of information delivered by teacher (88%) are the problems that are identified by students' and teachers' sound.

CHAPTER ONE

1. Introduction

For Students in higher education and literate person around the world taking notes is a major and almost expected part of the academic experience. Especially student should take notes when they listen to the instructor in order to review and retention information later. To do this student encounter number of options ranging from over all note taking format to tools used for recording information. Note taking can be challenging even when listening to in one's first language. As the note taking demand among others aspects, Concentration, Listening endurance, an active aural vocabulary, some knowledge of the lecture genre the capacity to prioritize information and the ability to master tasks. These challenges are further exacerbated for student learning in second language environments such as in English language.

For a long time note-taking was ignored as an important skill, although studies in the 21st century have shown that it requires separate investigation. Note-taking is an important 'study skill' as noted by Devin (cited in Talebearer, 1987: 4–5): 'those competencies associated with acquiring, recording, organizing, synthesizing, remembering and using information and ideas'. Wright and Wall work (1962), Heaton (1975), Marshall and Rowland (1998), Chambers and North edge (1997) differentiated between 'note-taking' and 'note-making' arguing that the first is done while listening, whereas the second while reading, according to them, these two terms basically mean the same, since they involve 'listing briefly, in an abbreviated form for the purpose of speed, the most crucial facts, arguments, or ideas found in a heard or written text' (Wright and Wall work, 1962: 44–45).

Note taking is like cooking pasta. It seems to be so simple at the beginning but mistakes can creep in easily. If you have cooked the pasta for too long, you didn't use enough salt or didn't add enough water, your risk ending up with an empty plate. Similarly when you take note during a lecture, a meeting or study lesson if you make mistake you may end up with completely unusable note. In secondary school English classroom students must learn different ways of commenting on and taking note when they listening to and reading communications from different material (Skolverket, 2011,p.8).However, Now days a lot of students who learn English as foreign language do not take good notes during teaching and learning process in English

classroom particularly grade eleven students in General Wako Gutu secondary school. So, this paper explores the problems of students in note taking in English classroom at this school.

1.1 Background of the study

In developing countries, like Ethiopia, Students and every literate person take notes for different purpose including: to learn, to enhance long term retention, and to document events. Note taking is something that can be used in school, in different jobs and everyday life since it can help people understand, remember and store information (Boch & piolated, 2005). Especially taking notes took place when students are learning, studying and discussing in order to review and remember the information later. There are three main reasons why students should learn to effectively record their own notes from lectures. First, note-taking allows for active engagement during lectures. Research has indicated that students with learning difficulties are often “passive” learners and taking notes actively engages the student in the learning process, thus improving comprehension (Ruhl & Suritsky, 1995; Suritsky & Hughes, 1996; Van Meter, Yokoi, & Pressley, 1994). Second, Taking note help students to gain more clear information of lecture. Note-taking encourages clarification of confusing information and aids encoding during long-term storage (Ruhl, Hughes, & Gajar, 1990; Van Meter, Yokoi, & Pressley, 1994). Third, It helps memory and recall of students. The act of writing down information aids memory and recall (Boch & Piolat, 2005; van Dijk & Kintsch, 1983). Beyond these benefits, students’ dependence on teacher’s notes or an assigned note-taker can become an obstacle toward the acquisition of effective note-taking skills for lecture learning and might hinder students from becoming autonomous learners (Kiewra, 1989; Kobayashi, 2005). Note taking is very essential skill that benefits students in higher educations. Arm Bruster (2009) reported that the preferred and most prevalent method of studying in higher education is taking and reviewing of lecture notes. Note-taking allows people to outsource their memories to an external source (paper), as well as make content explicit for future reference. Ornstein (1994) stated that note taking should be part of the curriculum since it is one of the cognitive processes that students need to facilitate their own learning and to improve their academic achievement. He demonstrates that all students would benefit if teachers trained their students on note taking techniques, especially the low achievers.

The value in taking notes, from a theoretical perspective is twofold. First during the actual act of taking notes, listeners are forced to engage actively with the incoming input. In doing so, they make decisions about how to encode the selected information. This encoding effect is thought to strengthen learning and retention of the material in ways more effective than simply listening (e.g Divesta & Gray, 1972). The second advantage of note taking is the creation of a record of information that can be stored, accessed at a later date (i.e. beyond the initial listening event) and used for a variety of activity and assignments. According to Brazeau (2006) due to the increased reliance on available presentation software and handouts students, are not provided necessary for being a successful and self-dependent learners, instead they are encouraged to become passive listeners. She stressed that the active part of learning is to directly involve the students in the process of identifying collecting and organizing the information through the process of note taking.

So, from previously researcher mention It could be concluded that note-taking skill from a crucial base for creating active and self-dependent learners. Thus there is a serious need to provide the Ethiopian learners, particularly General wako Gutu school students with opportunity to develop such skills that are effective in helping them study and improve their academic achievement. To be competitive with the modern world the information is essential. Therefore to review and retention, taking note is crucial point.

However, many students and literate persons didn't adopt taking notes when they learn study, discuss and listen to gather information. Some of them don't take note at all and others copy everything on the material including oral activity when they study their lesson. Thus there is a serious need to provide the Ethiopian learners, particularly General wako Gutu secondary school students with opportunity to develop such skills that are effective in helping them study and improve their academic achievement. So, that is why the researcher attempted to assess students note taking problems in English classroom in General wako secondary school specifically grade 11 students.

1.2. Statement of the problem

In Ethiopia and other countries Students are not experienced how to take effective note, the strategies of taking note and the use of notes. This problem is the most common problems in

many schools particularly in general wako secondary school. Even If they were somewhat taking notes, their note was illegible or difficult to read, incomplete, full of deletion and omission, out of margin, wrong capitalization and punctuation, lack of topic and sub topics, ambiguous and vague. These problems show there is some barriers behind students' effective or good note taking skill. Different studies indicated that many students in higher education have difficulties in note taking.

For instance the study of Seid and Teklay *BMC Res Notes* (2018) demonstrates 9.1% of students had good note taking skill but 54.5 and 36.4% had moderate and poor note taking skills respectively. In one study (Cowen, 1988), 72% of college students with LD reported difficulty in taking adequate notes. Many Students do not know what to note and they have to deal with focusing, understanding, and interpreting the content (Gilbert, 1989, as cited in Aktuğ, 2021, p. 253). Other studies indicated that students have difficulty organizing lecture material and identify main points (Davies, 1976, Jackson and Bilton, 1990a, 1990b). Students fail to record 40% of the important points in a typical lecture (Hartley & Cameron, 1967, Howe, 1970)students recording average of important points only about 11% (Locke, 1977). Students record most of the blackboard information Locke, 1977) but only about 10% of information delivered orally (Johnston And Su, 1994). Similarly, one-half of 48 surveyed students reported problems in recording notes fast enough (Bireley, Landers, Vernooy, & Schlaerth, 1986). For notes to be optimally effective, they must be complete. The more complete students' notes are the higher those students' achievement. (e.g. Kiewra, 1985; Nye, Crooks, Powley, & Tripp, 1984; Peverly, Garner, & Vekaria, 2014). Unfortunately, most students' notes are woefully incomplete. Students, on average, record just one third of important lesson ideas (Austin, Lee, & Carr, 2004; Kiewra, 2016; Titsworth, 2004). Students' notes are not only generally incomplete but are also missing vital details, examples, and qualifiers or are just plain inaccurate. Students actually do a good job of recording a lesson's superordinate main ideas but fail to record its subordinate details (Kiewra & Benton, 1988).Students often omit examples from notes. In the study conducted by Austin et al. (2004), students recorded notes pertaining to only 13% of lesson examples, even though examples are often crucial for understanding lesson ideas.

Qualifiers are often absent from students' notes, too (Maddox & Hoole, 1975).Suppose a lecturer says, "Monsoons are likely in western coastal areas," but a student writes down, "Monsoons

occur in coastal areas.” The student has missed the important qualifier “western” and will later review their recorded statement that erroneously suggests that monsoons occur in all coastal areas. Another study (Maddox & Hoole, 1975) indicated that 61% of note takers introduced one or more inaccuracies into their notes and that most inaccuracies involved numerals. However, in all studies, researchers did not evaluate specific areas of note taking difficulty, nor were the reasons for students' difficulty investigated. Consequently, it is not known which factors contribute most to students' specific areas of note taking difficulty.

Similarly, General Wako Gutu Secondary school grade eleven Students were not able to take effective or good note during English classroom. The researcher observed their poor note book while teaching in classroom and pay attention to identify the problem behind this poor note taking activity. The researcher made min survey on grade eleven social classes which contain 60 total numbers of students. From this 55 students took note which has several lacks and 7 students were not able to take note. From 55 students who were able to take note only 3 students notes were good and fulfilled good qualities of note. According to this observation high number of students (i.e around 52 students could not take effective and meaningful notes.

Their note has lack of structure, completeness, accuracy and others. For example students those took note didn't use the ascending and descending letter when they were writing note. The entire letter was written equal with their height and length. This problem leads the student's notes to be illegible for others and themselves. Writing illegible note is useless and does not make students beneficiary.

The other problem observed was spelling and grammar error. Even if, they took note their notes were full of spelling and grammar error. Using incorrect spelling and grammar can lead to unclear communications or miscommunications. The other problem is using incorrect abbreviation and punctuation mark. Inappropriately used abbreviation leads to misinterpretation of the text. Student should use the correct and common abbreviation when they write their note. The same to abbreviation using incorrect punctuation mark in the text also observed in grade eleven Students exercise book. Using incorrect punctuation mark or using punctuation in the wrong place can completely change the meaning of the sentence. Therefore it is important to use correct punctuation marks. These punctuation marks allow us to organize our thoughts in the

correct manner and make one's writing easier to read and more appealing. Students enjoy taking notes because not having to look at the relevant material again while preparing for the exam by taking notes means that they can save time and reduce cognitive load. Students may enjoy taking notes because they assume it will be easy to review material to prepare for a test or exam by taking notes. (Murtafi'ah, Asmiyah and Fitriah, 2020, p. 207).

Generally all of what mentioned above are the most lacks observed in grade eleven students note book in General Wako Gutu secondary school. However, in all studies, researchers did not evaluate specific areas of note taking difficulty, nor were the reasons for students' difficulty investigated. Consequently, it is not known which factors contribute most to students' specific areas of note taking difficulty. So, this is why the researcher decided to assess or investigate the problems that faces students in note taking and provide solution for the problems common in every school particularly in General Wako Gutu secondary school.

1.3. Objective of the study

1.3.1. General objective:

The general objective of this study were assessing Students' note taking problems during English classroom in General wako Gutu secondary school particularly grade eleven students.

1.3.2. Specific Objectives of the study:

- To determine students' perception about note taking.
- To identify students' related problems in note taking.
- To pinpoint Teachers related problems in note taking.
- To distinguish content related problems in note taking.

1.4. Research Questions

This study has the following main research question and sub questions to solve the problem and in order to achieve the objective of the study.

Main question: What are the major problems do students faces in note taking during English class room in General Wako Gutu secondary school.

Sub questions:_ what are secondary students' perceptions of note taking?

- What are students' related problems that face students during note taking?
- What are teachers' related problems that face students during note taking?
- What are content related problems that face students during note taking?

Many studies indicated that students in different higher education do not take good notes. In one study (Cowen, 1988), 72% of college students with LD reported difficulty in taking adequate notes. Similarly, one-half of 48 surveyed students reported problems in recording notes fast enough (Bireley, Landers, Vernooy, & Schlaerth, 1986). However, in both studies, researchers did not evaluate specific areas of note taking difficulty, nor were the reasons for students' difficulty investigated. Consequently, it is not known which factors contribute most to students' specific areas of note taking difficulty.

Therefore, this research paper aimed to investigate the problems that affect students note taking during English classroom. In order to achieve the objective of the study there were some questions that can be answered. The main question was “what are the major problems that face students during note taking in English classroom?” this question helps to identify the major difficulties that affect students note taking performance mostly. In order to answer this question the researcher examined three factors that could be causes for difficulties or problems. These were students themselves, teacher or speaker and content. To identify and arrive on the main objective of the study four sub questions were designed. The first question was “what are secondary students' perceptions of note taking?” This question helps to assess students attitude toward note taking, whether students have experience on how to take good note and weather they have awareness on the benefit of note taking.

The second question was “What are the major student related problems in note taking?” This question help to assess whether students lack interest, motivation, paying attention, lack of note taking skills (identifying the main point, prioritizing information, paraphrasing, summarizing and writing fast enough) affect students note taking during lecture.

The third question was that “What are teachers' related problems that face students during note taking of students?” This question is used to assess whether teachers' speech rate or speed of

delivery, accent, volume and not teaching students how to take note and lack of motivating students to take note. The Fourth question was “What are content related problems that face students during note taking?” This question is used to evaluate difficulties of content, density of information, content of text complexity and ambiguity, lack of enough time for specific content and topic of content unfamiliarity are note taking problems of students.

1.5. Significance of the of the study

Any research has its own significance and conducted to investigate a gap of knowledge or to assess the existing reality. There is a gap in the literature surrounding the note taking of high school students. Most of the research in this field highlights college and elementary age students. Similarly, there is little research that investigates secondary students’ perceptions on note taking. Therefore, one of the purposes of this study was to close the gap by researching note taking strategies in the high school setting. Therefore, the result of this study helps the learners and teacher of English language and others, by providing awareness on note taking. The Beneficiary of this study understands the strength and weakness in note taking and try to improve the problem that they had before.

Especially students in General Wako Gutu secondary School will be effective students by overcoming the problems that they encountered in note taking when they are learning studying or reading and listening etc. Therefore this research attributes its significance as the following

- It helps to assess the problem of note taking in English classroom in General Wako Gutu secondary school.
- It serves as a model to improve the students note taking skill in English classroom.
- For teachers who teach English It will be a base to help their students on note taking.
- The study helps as reference for who is going to study farther about note taking of students.

1.6. Scope of the study

This study delimited to assess students problems of note taking in English classroom. It focused only on assessing or investigating problems that face students during English class room in General Wako Gutu secondary school, which is found in Addis Ababa, kolfe Keranio sub city. It didn't include other government and private schools in the city since the study should cover only

a specific area. Similarly, the study did not encounter another student's problems rather than taking note.

1.7. Limitation of the study

This study attempted to Investigate or assesses the challenges that students face during note taking in English classroom in General Wako Gutu secondary school. Because of the following reasons;

- Shortage of budget.
- Shortage of time to do a depth analysis and critical investigation.
- Shortage of relevant documents on note taking.
- Some students may not participate and provide brief response for the questions.
- The researcher's Experience are generally what limited this study.

CHAPTER TWO

2. Reviews of Related Literature

This chapter deals with review of the literature. It deals with concepts or definition of note taking, the importance of note taking, common problems of students' in note taking, how to take notes and what good notes Contains.

2.1 Definition of note taking

Piolat, Olive and Kellogg (2005) define notes as “short condensations of source material that are generated by writing them down while simultaneously listening, studying, or observing. Their function is to gather information distributed in a lecture, a book or in any other situation that needs to be remembered” (p. 292). Note-taking is the practice of recording information captured from other sources also transcribing lecture's speech in the class room context during lectures time (Melaknes 2005). This note taking definition at its core should not just be the action of writing something down, but rather the act of recording information that you will remember and will help you in your future. Note taking may be an essential tool in information-transmission situations and can be used to record/store information, aid reflection (Van der Meer, 2012) and recall information (Boch & Piolat, 2005; Hayati & Jalilifar, 2009; Clark et al., 2014).

The act of taking notes involves a complex sequence of both physical and mental actions that occur under a limited time (Siegel, 2015). Barbier et al. (2006) aligns with the previous description and add that taking notes includes strategic and deliberate management of the procedures involved in language comprehension and production. Piolat, Olive and Kellogg (2005) describes that note taking consists of three acts: first, comprehend auditory input, second, identify relevant information, and final, record that information. Students in school can gather information from e.g., books and lectures, and by taking notes, they can store that information for later use without having to memorize the data at that exact moment they come across the data (Boch & Piolat, 2005). According to Barbier et al. (2006), it is required of a note taker to fit the note taking procedure to the speech rate of the information giver. However, note taking in a L2 requires that the note taker can both quickly understand the given information and use an abbreviating procedure (shorten a phrase or word) to transcribe the information provided by the

speaker. This makes note taking in a L2 more complex, than note taking in an L1. In sum, note-taking is a complex act that intends to help a person store, record and recall information, and it can also be used to aid reflection. Additionally, what separates a note taking method from a note-taking strategy was not found.

According to President Jimmy Carter (2000), note taking is only recording the essences or main point of the information not all what you read or listen. In addition to this note taking is a form of self-discipline and note taking involves recording ideas as and remember and use the later. Note-taking is a central aspect of a complex human behaviors related to information management involving a range of underlying mental process and their interaction with other cognitive functions. Note taking involves recording ideas and facts that students learn in class to help them remember and use the late (College of canyons, 2001].Note taking is an important as assignment writing in that you are taking information and then writing it back out again as a learning process (Rown tree, 2001).

2.2 The Benefit of Taking Note

Taking note during lecture and reading different material aids students to get better result. Whether it's taking notes from lectures (Kiewra, 2002) or from reading (Rahmani & Sadeghi, 2011; Chang & Ku, 2014), note-taking has been shown to improve student learning. One study (Kiewra, 1985) went so far as to show that reviewing a complete set of provided notes can even compensate for missing a lesson. Take notes/review own + provided 71%, not attend/review provided 69%, listen/review provided 63%, take notes/review own 51%, take notes/review no notes 44%, listen/review no notes 43%, not attend/review no notes 33%.

Taking notes is essential parts of academic practice. Students who take note during lecture perform well than students do not take notes during lecture. Karadaş (2009) studied the effect of note-taking while listening on lecture comprehension with 44 Turkish EFL students at the undergraduate level using a quasi-experimental design. Their results revealed that students who took notes during the lectures performed significantly better than those students who did not take notes during the lectures. Also, their participants indicated that when taking notes during lectures they felt at ease, that taking notes helped them to listen carefully and to understand the lectures.

In other words, if we want our students to remember more of what they learn in our classes, it's better to have them take notes than it is to not have them take notes. The thinking behind this is that note-taking requires effort. Rather than passively taking information in, the act of encoding the information into words or pictures forms new pathways in the brain, which stores it more firmly in long-term memory. On top of that, having the information stored in a new place gives students the opportunity to revisit it later and reinforce the learning that happened the first time around.

Note taking is a technique that is highly effective on comprehension. Taking notes during lesson helps students reach aim of the course more comfortably and makes them to understand what is taught easily (Kiewra, 1991). The students who take notes are advantageous in terms of getting the most important points of the course and recalling content of the course (Kiewra and Fletcher, 1984). Note taking has many advantages the foremost of which is relieving students of reading the whole book. It improves students' comprehension skills since it attracts students' attention to the material that is read or listened. It prevents students from missing the things taught during the lessons. Additionally, it helps students recall the important information they have learnt and makes them independent. Kiewra (1991) claimed that note taking is important as it increases students' attention during lesson and enables coding the things taught during lesson into long-term memory. It was concluded in a study conducted by Faber et al. (2000) that note taking did effective in ninth graders' comprehend low-interest passages. Note taking can help students to recall some details about the subjects taught and to specialize in listening (Roy et al., 2014) as well as improving writing skill of an individual through different methods and techniques (Walker et al., 2017). Note taking is among the most crucial tools that improve comprehension (Kobayashi, 2005). However, comprehension is not only dependent on note taking. The primary thing to be successful is related to students' reviewing their notes (Van Matre and Carter, 1975). Note taking is generally regarded within the context of courses. Notes taken during lessons mostly provide students with course materials and help them study their exams using these notes (Witherby and Tauber, 2019). Note taking is not only associated with courses. Notes are taken with the aim of a deeper understanding, long-term learning and reviewing previous knowledge as well, and note taking is applied in various fields of life such as daily life and professional life.

2.3. Is it better to create our own notes, use instructor's handouts, or use another resource for notes?

Providing students with lecture slides, or handouts, before class begins is becoming increasingly common, as is the demand from students requesting these materials. Giving students such handouts in advance may allow them to review the material before lecture, assisting with their ability to comprehend the material during instruction, which may help students (especially those with learning difficulties or cognitive impairments) better remember and incorporate the material into long-term memory storage (Boyle & Rivera, 2012). Handouts can also help students orient to the topics covered in lecture, identify important concepts during lecture, and guide them to make meaningful connections between concepts. However, the wording and layout of handouts should be considered carefully, in order to make sure students are making the proper associations between concepts (Huxham, 2010). The benefits such handouts do come with a cost relative to the student producing their own personal notes during lecture. Providing students with handouts or instructor's notes before lecture can impede learning because they constrain student engagement with the material making them *less* likely to make connections between idea units that they would have otherwise made with other note-taking procedures (Peper & Mayer, 1978; 1986). Giving students access to such materials before lecture may dissuade students from taking generative notes in their own words, which can make their learning inefficient. Additionally, reviewing instructor notes did not impact memory performance for a later test (Fisher & Harris, 1974). The above findings support the notion that reviewing the instructor's notes is sub-optimal to reviewing your own notes, in the sense that the student cannot review the connections they made between ideas during instruction as effectively. Although untested, a possible compromise between giving students too much material in advance and not enough would be to provide students with a list of key terms or topics that will be covered in that day's lecture, and leave space for students to fill in the associated content.

2.4. Note taking skills

Several scholars indicated that note taking skills involves four major categories. For instance, Suritsky and Hughes (1991) stated that note taking involves four major skills: listening, cognitive processing, recording lecture content in written form, reviewing the noted information.

2.4.1. Listening:

Williams and Eggert (2002) stated that despite the difficulty to differentiate between listening and cognitive processing since they take at the same time there is subtle difference between listening and cognitive processing. Listening is highlighted by equating it with paying attention when taking note from textual resources is considered. They demonstrated that if the student's attention is not focused on what is being said, there is a little chance that meaningful processing and recording to follow.

2.4.2. Cognitive processing

According to Suritsky and Hoghes (1991) cognitive processing consists of two stages: (1) understanding each idea and (2) connecting that understanding with one's existing knowledge. Armbruster (2009), Synthesized the second stage in two process; (A) integrating new points with previous points in the lecture (Making internal connection) and (B) Integrating new points with one's prior knowledge of the topic. Williams and Eggert (2002) mentioned that students may connect the incoming information with their existing knowledge in several ways. For Example, While listening to a particular explanation the student may think that what is being said is "an example of.....the same as..... different from..... Related to..... or goes under in this way, he constructs a conceptual schema of each class's discussion into a larger conceptual framework of the course. As mentioned previously, there are a variety of note taking strategies that help students encode information. When learning new information, students should paraphrasing or summarizing what they read or hear (Igo & Kiewra, 2007; Kobayashi, 2005). Writing verbatim notes does not allow the brain to deeply encode the information.

2.4.3. Recording

Williams and Eggert (2002) stated that recording happens when students write down their interpretation(from processing) of the information on paper. They also pointed out that the first challenge on note taking is to achieve a balance between listening, processing, and recording and that the efficiency of note is important to achieve this balance. They also stress that note takers should be able to distinguish between main ideas and subordinate information the most effective notes should clarify the whole frame work of a class and consider critically the specifics to that frame work.

2.4.4. Reviewing

Bligh (2000) reported that researcher on note taking confirms that reviewing notes have a positive impact on students learning since it significantly improves their ability to recall the lecture material. According to Williams and Eggert (2000) one major aim of note taking is to have a hard copy of the lecture ideas that can be reviewed later. Kiewra (1989) stated that recording notes is not an effective activity unless those notes are reviewed later. He argued that note taking has its greatest influence when students take their own notes and review them before.

2.5. Common problems students have in taking note

There are various problems faced by non-native English speaking students during note taking in English lecture. These problems were emerged from students, teachers, and content of the lesson according to different researchers.

2.5.1. Student Related problems

Lack of interest, motivation, paying attention, lack of note taking skills (identifying the main point, prioritizing information, paraphrasing, summarizing and writing fast enough) affect students note taking during lecture. Many Students do not know what to note and they have to deal with focusing, understanding, and interpreting the content (Gilbert, 1989, as cited in Aktuğ, 2021, p. 253). Lewis & Reinders (2003) mention three main problems with Note taking stated by students. The first problem they mention is that students can't write down enough information. Second, because they have to be fast while taking notes, their handwriting can be far from neat, thus, they can't read their own handwriting later Other studies indicated that students have difficulty organizing lecture material and identify main points (Davies, 1976, Jackson and Bilton, 1990a, 1990b). Students fail to record 40% of the important points in a typical lecture (Hartley & Cameron, 1967, Howe, 1970)students recording average of important points only about 11% (Locke, 1977). A person who take note must acquire and filter the incoming sources, organize and restructure existing knowledge structure comprehend and write down their interpretation of the information and ultimately store and integrate the freshly processed material (Makoni, Kemp and Dror, 2009). Ramaswamy, Brown, Sumowski, and Alidoost (2007) found that the quality of note taking varied among students and those students who took better notes performed better on subsequent tests. The researchers reported that one of the factors affecting the quality of notes is

the handwriting speed and fluency of the student. Similar results were found by Peverly et al. (2013). Their findings indicated that handwriting speed is necessary for good note taking. Students notes, created in class or while reviewing course material, are an important tool for learning. The notion of motivation, after all, has an extensive research regard in regards to L2 learning in general (e.g., Dörnyei, 2005; Dörnyei & Ushioda, 2021). Students those lack interest, motivation and attention to what delivered cannot take good note. Cognitive processing includes paraphrasing lecture information, discriminating between relevant and irrelevant information, predicting future information in the lecture, relating new content to previous knowledge, and/or elaborating content into a personally meaningful. Many students and instructors feel that note-taking is an obvious and intuitive skill to have, yet few consider or encourage best practices. Unfortunately, many students are unaware of or do not appreciate the benefits that effective note-taking may have on their learning, and the importance of cultivating their note-taking skills over the course of their education.

2.5.2. Teachers Related Problems

According to several researchers' finding one of the problems that hinder note taking of students were teachers related problems such as: speed of delivery, accent of teacher, training students how to take notes and motivating students to take good notes. In order to investigate the students' perceptions of the lecture experience, their problems and strategies they employ to overcome these problems, Flowerdew & Miller (1992) conducted a study with 30 Cantonese speaker students at B.A. level attending a lecture in ESL methods and with no prior exposure to the formal monologue lecture mode of listening. They found that the problems they encountered during lecture Note taking were the speed of lecture delivery, new terminology and concepts, and difficulty in concentrating. Al-Musalli (2015) argues that Note taking in lectures is challenging for learners because of the speed of input. In previous research on EMI lecture comprehension, students have often pointed to unfamiliar accents as a main reason why they struggled to understand a given lecturer. For example, Ali (2020) reports Omani students complaining about teacher accents, and students in Sweden stressed similar problems (Bolton & Kuteeva, 2012). At the same time, one typically expects to hear the same teacher multiple times during a course. Therefore, accent familiarity, where a listener has an easier time understanding familiar accents and may struggle with unfamiliar accents and/or those different from their own (e.g., Ockey &

French, 2016; Tauroza & Luk, 1997), can come into play and positively affect comprehension and comfort while also reducing listening anxiety.

2.5.3. Content Related problems

The other factors that have impact on good note taking activity will be context or the difficulty of the topic or content. The level of difficulty, however, is also perceived through each individual listener's background knowledge and motivation for the topic. The other factor is Information density of lecture. Aiken et al. (1975) defined information density as a number of information units in a designated number of total words in the lecture. In other words, those with more previous experience with the topic will likely find listening easier, thus freeing up more cognitive resources for note taking. Aiken et al. (1975) report that lower information density resulted in superior recall both for groups taking notes concurrently and for those taking notes immediately after short segments of lecture. None of the studies finding show difference report on information density or any control for it. Thus, a too high information density is an alternate explanation for their failure to obtain results.

2.6. Ineffective or bad note

Although there is not a single correct way to take notes some ways are less effective than others. How well do most students take notes? A report by palmatier and Bennet (1974) Suggests most students are inefficient note takers. Moreover, even good students often fail to capture key information in some lecturers. Little school in Asia attempt to systematically teach note taking skills perhaps this is one of the reason that yorkey (1982) asserts many forcing students lack the necessary study skill to succeed at universities overseas. Some ineffective note taking behaviors and strategies are listed below.

- Illegible or unreadable.
- Incomplete or lacks sufficient information.
- Inaccuracy or ambiguous.
- Writing too much.
- Writing too little.
- Writing incorrect information.

- Not storing notes well.
- Misquoting, plagiarizing or not citing references.
- Relying on other notes.
- Not reviewing adequately.

2.7. How to take good notes or strategies of Note taking skills

Andy Gillet (2013) suggests when you are reading the text find main point and how they are related. Then read for the subsidiary point. See how they are related to the main points, and to each other. Then reduce the points to notes, make sure links and relationship between the ideas are shown. Good notes need to be organized appropriately. During the lecture class is prepare to take notes when you attend your class and be on time. That means bring plenty of paper and pens with you. Write down the relevant date, time and topic details on your note book or paper before the teacher is ready to start. If home work is due hand it in before the class starts and then be ready to take notes. Listen carefully to what the teacher says particularly notes any discussion about future home works assignment or texts the teacher may also to give you an outline of what he/she will be discussing for that day.

Remember that you don't have to get down every word that your teacher says. Get enough written down so that you can outline of that was said. If there is something that you don't understand be sure to mark those sections so you can come back to them later. As you take notes pay special attention to signal words first second, next, then, thus Don't be in rush you are probably scheduled to sit in the class for at least an hour, and the teacher will probably take full advantage of the time listen carefully. Take carefully note of what the teacher says. Don't let your cast zone out (Lombard, 2013).

2.8 Note taking and academic success.

How important is note taking for academic success?

A review of the literature shows positive results. One of the first students on the topic by Crawford (2005) Suggest a positive correlation between notes and grades. A 1998, study by Einstein, Morris and Smith also points towards a clear correlation between academic performance and note taking skills. These researchers found Successful learners take notes with more salient point than

less successful ones. Effective notes they emphasis aren't necessarily lengthier but are more comprehensive .Another Studies by Carriers (2004) & Huttetel (1896) indicate proficient note takers tend to get higher grades. Conversely research by cartert and van mater (2003) as well as Henk (2002) questions the impact of note taking on information recall-They stress that taking notes is of marginal utility best reviewing notes regularly can enhance recall. Taking notes without reviewing them periodically may have limited long-term value though, many issues about note taking remain unresolved these points seem clear note taking is best viewed as one aspect of academic literacy.

CHAPTER THREE

3. Research Methodology

3.1. Research design

This study used the descriptive survey approach in order to identify the major problems of students during note taking in English Class room in Wako Gutu high school. The reason why descriptive survey approach is chosen is to reveal and describe the nature of the problems widely.

3.2. Source of data

This study used both primary and secondary Source of data. Primary source of data were collected from the students as respondents through questionnaires, Interview and observation. The Secondary source of data were collected from reference books in note taking research papers which is published and unpublished and student's exercise book.

3.3. Sample and sampling techniques.

The populations of the study were all General Wako Gutu secondary School students in grade 11th which contains 162 total numbers of Students. From total number of students in grade 11th (116) students were selected through random sampling technique for sample size. The numbers of subject of the study were 60 male students and 56 were female students, ranging from 16 to 24 years old. All of them were learning English as foreign language and use it for academic purpose as well.

3.4. Data Gathering Instruments

The researcher used the instruments of data collection questionnaires and interview and observation because they are the most popular type of data gathering instrument and permits wider Coverage for a minimum expense in time and effort. The questionnaires contained (30) Likert scale closed ended type questions were originally prepared in English and then distributed to them. The questionnaire for the participants was followed by interviews (Appendix B) which were recorded and later transcribed digitally.

The interview questions were mainly focused on the participants' attitude towards note taking, the experience that they have in note taking of students and difficulties that students encountered during note taking. (5) Participants participated in an interview based on the answers they had provided in the questionnaire. Richards (2003) claims that a qualitative study would not be complete without interviews because it is potentially the backbone of the study. The wording, layout, and content were mostly revised and modified to adapt it the current study. The interviews were all conducted in English, although the participants were informed that they were allowed to speak in 1st language Amharic and Afan oromo if they did not know how to formulate their answer in English. According to Berg and Lune (2012), interviews should be conducted in the language of the respondents in order to prevent misunderstandings between the interviewer and interviewees.

In addition to this direct observation was also conducted when students were taking notes in class during lecture. Observation is a good asset for investigating human behavior, attitudes and practices because it helps a researcher to “see events, actions, and experiences” directly (Ritchie & Lewis, 2003, p. 35). This allows the researcher to catch the details such as comparing visual and oral classroom occurrences (Jacobs et al., 1999). The observations helped us to examine students' note-taking habits better and also crosscheck the data that gathered before. Students were informed about the presence of the researcher in the class as they were given information about the research. Hand-written notes were taken alongside the observation to compare students' actual note-taking behavior and statements. One teaching periods (45 minutes each) of English content classes were observed depending on the nature of the course and the consent from the lecturer.

3.5 Reliability of the Instrument.

To find the reliability degree of the questionnaire the reliability coefficient (cron bach alpha) was calculated as an indicator of homogeneity to the level of instrument as a whole. The following table shows that the ranges of reliability were between (0.80_ 0.95) and that the total score was (0.87) which is considered to be suitable for the purpose of this study.

Table 1: Alpha formula of Instrument Reliability

| Sections | Reliability (coefficient) |
|--|----------------------------|
| Students' perspective towards student related problems during note taking. | 0.92 |
| student perspective towards students related problems in good note taking skills | 0.80 |
| Students' perspective towards teachers related problems in taking good note. | 0.82 |
| Students' perspective towards context or content related problems in taking good note. | 0.94 |
| Total score | 0.87 |

3.5. Procedures of the study

The researcher used the following procedure during the application to this study.

First, after establishing the validity and reliability of the interments by Advisor who approved the utility of the instruments for carrying out the study, the researcher studied and adopted the observation and suggestions proposed and made the amendment addition and deletion. **Second**, Permission was taken from Wako Gutu secondary school administration (principal of the school and vice director) to get the needed information and to distribute the questionnaire among students. **Third**, the researcher himself distributed the copies of the instrument to the students. To maximize the rate of return and quality responses as well as Convenient to avoid confusion the objective is made clear to respondents. In order to obtain more valid and credible results students were given the freedom to complete the questionnaire. Continuous follow up was conducted to facilitate the feedback and to correct the problems that confronted on the process of filling questionnaires.

Fourth, the researcher managed to collect almost all the copies. Then the questionnaire data was statically treated.

Fifth, the researcher provided five structured interview questions for selected participants and recorded necessary information by tape record that help to arrive on finding.

3.6. Method of Data Analysis

In order to achieve the goals of the research a descriptive analysis of the theoretical findings was carried out and theoretical literature was reviewed. Organized data were analyzed by using mixed approach (quantitative and qualitative data analysis approach). A mixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research can provide the best understanding cross well. For example, a researcher may want to both generalize the findings to a population as well as develop a detailed view of the meaning of a phenomenon or concept for individuals.

To the end percentage and Mean is chosen of statically tool for quantitative analysis and the feedback provided by interview and observation analyzed by qualitative approach. The researcher used the statistical package for social science (SPSS) version 16.0. Various statistical test and procedure were used including (mean, frequencies, standard deviation and percentages). A (Value) of less than or equal to (0.05) was used to test the significance of the study. Furthermore analysis Interpretation of the organized data will be presented under each comprehensively prepared table and then summary of finding, conclusion and recommendation provided depending on the gathered data.

3.7. Ethical issues

As this study is conducted on human subjects permission to conduct this study was obtained from General Wako secondary school in order to assure that the ethical issues are taken into consideration. In addition subject were informed about the purpose of the study before responding to the questionnaire and were told that their participation was voluntary and any information obtained would be confidential and would be used for scientific research purposes only.

CHAPTER FOUR

Discussion of Results and Findings

This chapter presents the statistical data that were analyzed by using the (statistical package for social sciences) SPSS version 16.0. The data were collected from the instrument of the study which is represented by questionnaire. See appendix (A) page 65 respectively. Additionally, recorded interview feedback and data collected by class observation were also analyzed under this chapter. The findings and conclusions were drawn according to the outcomes of data analysis.

4.1. Results related to the main question

This part is devoted to present the results of the specific question of the study:

- ❖ What are secondary students' perceptions of note taking?
- ❖ What are the major student related problems in note taking?
- ❖ What are teachers' related problems that face students during note taking?
- ❖ What are content related problems that face students during note taking?

To answer the above questions descriptive statics were computed (mean, standard deviation and percentages) for each item and their respective section. It is worth that mentioning that the following percentages had been adopted to interpret the results for data analysis. The researcher used the following percentages.

- 85% _100% very high percentage of response
- 70%_84.9% high percentage of response
- 55%_69.9% moderate percentage of response
- 40%_54.9% low percentage of response
- Less than 40% very low percentage of response.

4.1.1. Section (1):

Table 2: Students’ Background of note taking concept

Mean standard deviation, percentage, the effect degree, and the total score of students’ perception of note taking concept.

| No | Items | | Strongly disagree | disagree | neutral | agree | Strongly agree | mean | Standard deviation | Effect degree |
|----|---|-----------------|-------------------|----------|---------|-------|----------------|------|--------------------|-----------------|
| 1 | Taking note during lecture is very important for secondary school students. | No. of students | 5 | 6 | - | 6 | 71 | 4.50 | 1.165 | High perception |
| | | Percentage | 5.7% | 6.8% | - | 6.8% | 80.7% | | | |
| 2 | I take note during lecture and from other sources. | No. of students | 4 | 4 | - | 8 | 72 | 4.59 | 1.035 | High perception |
| | | Percentage | 4.5% | 4.5% | | 9.1% | 81.8% | | | |
| 3 | I take note when the teacher writes on the board. | No. of students | 5 | 1 | 2 | 12 | 68 | 4.56 | 1.027 | High perception |
| | | Percentage | 5.7% | 1 . 1 % | 2.3% | 13.6% | 77.3% | | | |
| 4 | I take notes only when teacher tell me to take notes. | No. of students | 20 | 20 | 6 | 10 | 32 | 3.16 | 1.646 | low |
| | | Percentage | 22.7% | 22.7% | 6.8% | 11.4% | 36.4% | | | |
| 5 | During lecture I take good and complete note. | No. of students | 23 | 18 | 4 | 12 | 31 | 3.11 | 1.678 | low |
| | | Percentage | 26.1% | 20.5% | 4.5% | 13.6% | 35.2% | | | |
| 6 | I review my note to after class to do my homework and assignment. | No. of students | 4 | 2 | 3 | 7 | 72 | 4.60 | 1.000 | High perception |
| | | Percentage | 4.5% | 2.3% | 3.4% | 8% | 81.8% | | | |
| 7 | I review my note for test. | No. of students | 4 | 5 | 4 | 4 | 71 | 4.60 | 1.114 | High perception |
| | | Percentage | 4.5% | 5.7% | 4.5% | 4.5% | 80.7% | | | |
| | Total | | 10.5 | 9.08 | 3.07 | 9.57 | 67.7% | 4.14 | 1.23 | High perception |

Weighted Average = 4.50 + 4.59 + 4.56 + 3.16 + 3.11 + 4.60 + 4.60 = 29.12/7 = 4.14

The first section of the questionnaire was meant to investigate the students' perception of note taking concept (to what extent do students employ note taking i.e. general behavior) which is pre-requisite for the next section.

As the table (2) shows, the respondents had high perception on items (1,2,3,6,7) where the percentages of response on these items were between (77.3_81.8%). On the other hand, participants had low perception on items (4,5) where the percentages of response were (35% and 36.4%). As for the total effect degree of students' background of note taking concept section it was high where the percentage of response was (67.7%).

Furthermore, the result of item (1) indicated that the majority of students (80.7%) believe that taking note is very important for secondary school students. Responses on these items indicated that General Wako Gutu secondary school students have a very good background on the definition, function, frequency of use and importance of note taking as study tool. Results of items also indicated that the students confirm using note taking to accomplish a variety of goals, such as reviewing for test. These findings agree with Williams and Eggert (2002), Brazeau (2006) and Castello and Monero (2005) who found that note taking remains a common and important practice for students both in classroom and while reading text. On item number four students have low perception with response percentage (36.4%). A high level of intrinsic motivation for learning the lecture content would have positive impact on students' academic performance. On item (5) students have very low perceptions with percentage response (35.2%). This indicated that students were unable to take complete and good notes. This means even if they have experience on taking notes their notes have some lacks. These findings agree with (Kiewra & Benton, 1988) who stated that Students actually do a good job of recording a lesson's superordinate main ideas but fail to record its subordinate details. Students often omit examples from notes. On the other hand, results reported on items (6 and 7) that majority of students (81.8% and 80.7%) agreed on the usefulness of employing note taking as study tool during lecture from reading. Students confirmed that note taking helps them to do different activities and test. The result of items (6 and 7) revealed that the respondents review their notes frequently for different activities. The effect degree of response for these items were high with percentage response of (81.8% and 80.7%). This result is supported by Kiewra et al. (1991), Kiewra et al. (1988), and Bligh (2000) who found that the review of notes results higher

achievement on various performance tests. They also found that review helps learners to consolidate lecture points, reconstruct previous lecture points, prevent the natural forgetting or relearn forgotten information. The result of items (6 and 7) also agree with Williams & Eggert (2002) who found that review should begin after each class, but it is often delayed until an examination time.

4.1.2. Students' perspective towards students' related problems during note taking.

Table 3: mean, standard deviation, percentage, the effect degree, the total score of Students' perspective towards student related problems during note taking.

| No | Items | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | mean | Standard deviation | Effect degree |
|----|---|-----------------|-------------------|----------|---------|-------|----------------|------|--------------------|-----------------|
| 8 | I pay close attention during lecture to take notes | No. of students | 3 | 6 | | 6 | 73 | 4.08 | 1.416 | High perception |
| | | percentage | 3.4% | 6,8% | | 6.8% | 83.0% | | | |
| 9 | I prepare everything which helps me to take note without teacher request. | No. of students | 5 | 7 | - | 5 | 71 | 4.42 | 1.238 | High perception |
| | | percentage | 5.7% | 8.0% | | 5.7% | 80.7% | | | |
| 10 | During lecture I cannot connect new information with my prior knowledge | No. of students | 4 | 6 | - | 8 | 70 | 4.26 | 1.309 | High perception |
| | | percentage | 4.5% | 6.8% | | 9.1% | 79.5% | | | |
| 11 | I cannot prioritize information delivered when I take notes | No. of students | 6 | 4 | - | 5 | 73 | 4.23 | 1.379 | High perception |
| | | percentage | 6.8% | 4.5% | | 5.7% | 83.0% | | | |
| 12 | During lecture and reading other source I cannot summarize information. | No. of students | 4 | 7 | - | 5 | 72 | 4.32 | 1.291 | High perception |
| | | percentage | 4.5% | 8.0% | | 5.7% | 81.8% | | | |
| 13 | I cannot paraphrase when I take notes during lecture and reading other sources. | No. of students | 3 | 5 | - | 6 | 74 | 4.22 | 1.450 | High perception |
| | | percentage | 3.4% | 5.7% | | 6.8% | 84.1% | | | |
| 14 | While listening to lecturer I cannot identify | No. of students | 3 | 4 | 2 | 6 | 73 | 4.42 | 1.181 | High perception |

| | | | | | | | | | | |
|----|--|-----------------|--------|-------|-------|-------|-------|-------------|-------|-----------------|
| | important points to write down. | percentage | 3.4% | 4.5% | 2.3% | 6.8% | 83.0% | | | |
| 15 | I cannot organize my note as heading, sub-heading and other during lecture. | No. of students | 7 | 4 | - | 5 | 72 | 4.17 | 1.533 | High perception |
| | | percentage | 8.0% | 4.5% | | 5.7% | 81.8% | | | |
| 16 | I can write complete and accurate notes when I take notes. | No. of students | 48 | 4 | - | 4 | 32 | 1.80 | 1.448 | Low perception |
| | | percentage | 54.5% | 4.5% | | 4.5 | 36.4% | | | |
| 17 | I use neat hand writing when I take notes | No. of students | 8 | 9 | - | 14 | 57 | 3.78 | 1.557 | High perception |
| | | percentage | 9.1% | 10.2% | | 15.9% | 64.8% | | | |
| 18 | I cannot write fast enough during lecture. | No. of students | 7 | - | - | 3 | 78 | 4.43 | 1.302 | High perception |
| | | percentage | 8.0% | - | - | 3.4% | 88.6% | | | |
| 19 | I face spelling difficulty during note taking. | No. of students | 36 | 11 | - | 5 | 36 | 1.51 | 1.194 | Low perception |
| | | percentage | 40.9% | 12.5% | - | 5.7% | 40.9% | | | |
| 20 | I cannot use special symbols and abbreviation for some words when I take notes. | No. of students | 4 | 4 | - | 5 | 75 | 3.95 | 1.604 | High perception |
| | | percentage | 4.5% | 4.5% | - | 5.7% | 85.2% | | | |
| 21 | I cannot take proper notes because I do not understand the meaning of words in that specific context | No. of students | 9 | 12 | - | 5 | 62 | 3.64 | 1.592 | high perception |
| | | percentage | 10.2% | 13.6% | - | 5.7% | 70.5% | | | |
| | Total | | 12.65% | 6.63% | 0.85% | 7.06% | 72.9% | 3.80 | 1.149 | High perception |

$$\text{Weighted Average} = 4.08 + 4.42 + 4.26 + 4.23 + 4.32 + 4.22 + 4.42 + 4.17 + 1.80 + 3.78 + 4.43 + 1.51 + 3.95 + 3.64 = 53.23/14 = 3.8$$

The second section of questionnaire was aimed to investigate students' related problems during English classroom. As it is clear from table (3) the respondents result revealed that students had high perceptions on items (8,9,10,11,12,13,14,15,17,18 20 and 21). The percentages of response on these items were between (64.8%_ 88.6%). On the other hand, the students had low perceptions on items (16 and 19).The percentages of responses for these items were (36.4% and

40.9%). The total score was also high where the percentage of response was (72.9 %). The main points that were considered under this section were students' related problems which can be occurred due to students' lack of motivation or interest and lack of students note taking skills.

As it can be observed from the above Table(3) Item (1and 2) revealed that majority of respondents (83.0% and 80.7%) were prepare every things which help them to take note without teacher request and pay close attention during lecture to take notes. This indicated that students have good interest and motivation in taking notes while learning and reading materials. This means that the students had no problem in motivation and interest. On the other hand, items (10,11,12,13,14,15,16,17,18,20 and 21) were used by the researcher to measure students note taking skills. So, the obtained result revealed that majority of students have problems of note taking skills such as connecting new information with their prior knowledge, prioritizing delivered information, paraphrasing, identify important points, using special symbols, writing fast to keep up with teacher and abbreviation, understanding the meaning of a word in specific context, and summarizing information.

For instance, the majority of students agreed that during lecture they cannot connect new information with their prior knowledge. *This indicated by the high effect degree of item (10) with the percentage of response (79.5%)*. This finding is supported by (Mayer 1978, 1986) note taking enhance learning if learners actively process the learning materials and relate it to their prior knowledge. Learners with high prior knowledge benefit from taking note while activating prior knowledge, whereas note taking has no beneficial effects for learners with limited prior knowledge. *Similarly*, the result of item (11) revealed that (83.0%) of students reported that they had difficulties on prioritizing delivered information. As it was stated by (piolat et al.2005) The act of simultaneously listening, prioritizing information and deciding when, where and how to take note is a particularly sophisticated when performed in second language. The result of item (12) shows that (81.8%) students had the problem of summarizing information during learning and reading materials. According to (Davis and Hult 1997) the more common and successful strategies are summarizing and note taking. Lack of summarizing information will make students to unable comprehending the lectures information. The result of item (13) indicated that majority of students (84.1%) reported that they had problem of paraphrasing information during lecture and reading material. Researchers have also discovered the importance of connecting new

information to previously learned knowledge. In order to be able to discuss the effects of note-taking on experienced cognitive effort, we distinguish five processes involved in note-taking (based on Bui & Myerson, 2014; Kiewra, 1987; Peverly, 2006). When taking notes, a note-taker must (1) comprehend the lecture material, (2) identify key points, (3) link the material to prior knowledge and prior notes, (4) paraphrase or summarize, and (5) transform to written form (either by hand or by typing). The generative hypothesis “posits that note takers better assimilate lecture ideas with prior knowledge than do listeners because the note taking process encourages students to paraphrase, organize, and integrate new lesson material in line with related prior knowledge” (Luo, Kiewra, Flanigan, & Peteranetz, 2018, p. 948). Additionally, less generative notes (notes that are not summarized or paraphrased) are encoded less because the connection to the new material is weaker (Kobayashi, 2005).

The result of item (14) indicated that majority of students (83.0%) had difficulties of identifying main points to write down during lecture. This result is confirmed by (James, 1977). Shively (2019, p. 14) also stated in their studies that students could not identify the main idea, they were distracted while taking notes, and students copied and pasted them one by one.

In addition to this the majority of students (88.6%) have difficulties of writing fast enough to keep up with teacher during lecture as it can be revealed on item (18) which was expressed also high effect degree. On the other hand, the effect degree for item (17) was high with percentage of response (64.8%) which shows that majority of students use don't use neat hand writing when they take notes. While, the effect degree of items (16 and 19) were low with the percentage (36.4% and 40.9%) which indicated that majority of students were unable to write complete and accurate notes during lecture and also they have difficulties of spelling. This result confirmed that students had several problems in note taking while they were learning and reading materials.

Generally, as it can be observed from table (3) majority of students had lack of own note taking skills in taking good note during English classroom. Even though they have good interest and motivation, they experienced difficulties of note taking skills like prioritizing, summarizing, paraphrasing, organizing, identifying important points, using special symbols abbreviation for some words and understanding the meaning of a word in that specific context. In addition to

these unable to write fast enough during lecture was the most problem that a student faces during note taking with the highest percentage of (88.6%).

4.1.3. Students' perspective towards teachers' related problems that face students during note taking

Table 4): mean, standard deviation, percentage, the effect degree, the total score of Students' perspective towards teachers' related problems that face students during note taking.

| No | Items | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | mean | Standard deviation | Effect degree |
|----|---|----------------|-------------------|----------|---------|--------|----------------|-------|--------------------|-----------------|
| 22 | Accent of teachers' affect my note taking performance. | No.of students | 8 | 9 | - | 11 | 60 | 4.20 | 1.734 | High perception |
| | | percentage | 9.1% | 10.2% | | 12.5% | 68.2% | | | |
| 23 | I cannot always manage lecturers' speed it is too fast. | No.of students | 1 | 2 | | 4 | 81 | 4.84 | 0.641 | High perception |
| | | percentage | 1.1% | 2.3% | - | 4.5% | 92.0% | | | |
| 24 | My teachers don't motivate me to take note during lecture. | No.of students | 11 | 10 | - | 8 | 59 | 4.07 | 1.507 | High perception |
| | | percentage | 12.5% | 11.4% | - | 9.1% | 67.0% | | | |
| 25 | My teachers thought me how to take notes during lectures and reading other sources. | No.of students | 9 | 3 | - | 4 | 72 | 4.44 | 1.303 | High perception |
| | | percentage | 10.2% | 3.4% | - | 4.5% | 81.8% | | | |
| 26 | Due to teachers volume or low sound I can't take note | No.of students | 18 | 11 | 7 | 24 | 28 | 3.38 | 1.541 | Low |
| | | percentage | 20.5% | 12.5% | 8.0% | 27.3% | 31.8% | | | |
| | Total | | 10.68% | 7.96% | 1.6% | 11.58% | 68.16% | 4.186 | 1.3452 | High perception |

$$\text{Weighted Average} = 4.20 + 4.84 + 4.07 + 4.44 + 3.38 = 20.93/5 = 4.18$$

Table (4): above shows that the respondents had high perceptions on items (22, 23, 24 and 25). The percentages of response these items were (67.0%, 68.2%, 81.8% and 92.0%). On the other

hand, the respondents had low perception on item (26) with the percentage of response (31.8%) The total percentage of response for this section is (68.16%) which is high effect degree. This means that students believe teachers related problems highly affects students note taking performance. Especially, the result of respondents indicated above majority of students (92.0%) cannot always manage lecturers' speed of delivery; it is too fast. When the speed of input is too high listeners likely struggle to accurately parse the speech stream into meaningful chunks. This finding agree with (Field, 2008; Goh, 2000) Rate of speech as a confounding factor is hardly a surprise, as research on L2 English listening has shown that, for example, phonetic decoding and inability to parse rapidly incoming input is a main challenge to developing L2 listening abilities. This findings also parallels Peters (1972) conjecture that "Increase in the rate of presentation would decrease the benefits accrued from taking notes. That is, taking notes during a very rapid presentation may interfere with listening, while at slower speeds, it may enhance listening by increasing the concentration of the student" (p. 276).

In addition to this majority of students (81.8%) were not thought by their teacher how to take notes during lecture and reading other materials. As Siegel (2018c) reported that many EFL/ESL teachers agree with that note taking in school are crucial for students and their future. Although another issuing factor is that several teachers say that they do not teach note taking because they lack pedagogical competence. Several teachers just tell their students to take notes, instead of showing them how to do so. They also assume that students have learned the basics of how to take notes before entering their class according to Siegel (2018b). On the other hand, the effect degree were high on items (21) with percentage of response (68.2%). This indicated that majority of students were affected by accent of teachers' in note taking performance. The teacher's accent can affect students note taking performance when students are second language learner as well as foreign language. As stated by (Ockey & French, 2016; Tauroza & Luk, 1997) accent familiarity, where a listener has an easier time understanding familiar accents and may struggle with unfamiliar accents and/or those different from their own. According to (Field, 2008 If the lecture is given in a language that is not the native language of the student, it can become a more daunting task). Similarly, the effect degree of item (24) was high with the percentage response of (67.0%). This result This result demonstrated that majority of students were not motivated by their teacher to take note. Research tells us that there are two types of motivation: intrinsic and

extrinsic (Bénabou & Tirole, 2003). Intrinsic motivation comes from within. In this case, an intrinsically motivated student would perform their notes because they want to increase their own understanding of the material. This student's motivation comes from gaining mastery of the course curriculum. On the other hand, someone who is extrinsically motivated responds to an outside force (Bénabou & Tirole, 2003). Beside intrinsic motivation extrinsic motivation is also very important for learners to do well. However, the effect degree of item (26) is low with the percentage of response (31.8%). This result indicated that majority of students were not influenced to take note by teacher volume to take good notes.

Generally, according to General Wako Gutu secondary School students' perception, fast speech of teacher (rate of speech), lack of learning how to take note, accent of teacher and lack of motivation by teachers were problems that affect note taking performance of students. The result revealed that fast speech of teacher (rate of speech) received the highest percentage of response (92.0%) and followed by lack of learning how to take note (81.8%).

4.1.2. Students' perspective towards content' related problems that face students during note taking

Table 5: mean, standard deviation, percentage, the effect degree, the total score of Students' perspective towards content related problems that face students during note taking.

| No | Items | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | mean | Standard deviation | Effect degree |
|----|---|-----------------|-------------------|----------|---------|-------|----------------|-------|--------------------|-----------------|
| 27 | It is difficult to me to take good note when the topic of the lecture is unfamiliar. | No. of students | 6 | 5 | - | 5 | 72 | 4.50 | 1.194 | High perception |
| | | percentage | 6.8% | 5.7% | | 5.7% | 81.8% | | | |
| 28 | It is difficult to me to take good note when there is no enough time for specific content | No. of students | 21 | 20 | | 23 | 24 | 3.10 | 1.598 | Low perception |
| | | percentage | 23.9% | 22.7% | | 26.1% | 27.3% | | | |
| 29 | Density of the information delivered affect my note taking performance. | No. of students | 5 | 4 | - | 5 | 74 | 4.58 | 1.101 | High perception |
| | | percentage | 5.7% | 4.5% | | 5.7% | 88.1% | | | |
| 30 | I can not take good note when the content of text is complex and ambiguous. | No. of students | 5 | 4 | 2 | 4 | 73 | 4.55 | 1.124 | High perception |
| | | percentage | 5.7% | 4.5% | 2.3% | 4.5% | 83.0% | | | |
| | Total | | 10.52 | 9.35 | 0.57 | 10.5% | 70.05% | 4.182 | 1.254 | High perception |

$$\text{Weighted Average} = 4.50 + 3.10 + 4.58 + 4.55 = 16.73/4 = 4.18$$

Table (5) shows that the respondents had high perceptions on items (27, 29 and 30). The percentage of response on these items ranging between (81.8%, _88.1%). while item (28) scored low degree effect with the response percentage of (27.3%). The total percentage of response for

these section was (70.05%) with high effect degree this result indicted majority of students were affected by content related problems such us unfamiliarity of topics, density of information delivered and complexity or ambiguity of content. As it can be seen from the table above density of information delivered highly impact on students during taking note (88.1%) respondents were reported as the most students problem that affect their note taking performance. The result of this study indicated that increasing the information density of material reduce retention of the basic information. This result supported by several researcher (eg Aiken et al. 1975 Peck and Hannafine, 1983; Peters, 1972) have proposed specifically, highly dense and rapidly presented content interferes with students processing abilities and thus decrease note taking effectiveness. In other word Aiken et al. (1975) report that lower information density resulted in superior recall both for groups taking notes concurrently and for those taking notes immediately after short segments of lecture.

In addition to this students were reported the complexity and ambiguity of content were also another problem that make them to not record good notes. This can be expressed by high effect degree with the percentage of response (83.0%). similarly, DiVesta and Gray (1973) reported that subjects given thematically discontinuous and unrelated materials in a note-taking experiment outscored students who were given thematically continuous and related materials. Another point that can be expressed as problem was unfamiliarity of topic. majority of students (81.8%) were reported when the topic of content is unfamiliar or new they could not take good note. However on item (28) students had low perception with the percentage of response (27.3%). This indicated that the time of the day given for specific content couldn't affect their note taking performance.

To sum up Even though several factors have their own contribution, density of information has the most factor that hinder the note taking practice of students in secondary school.

4.2. Qualitative Data Discussion

The questionnaire for the participants was followed by interviews (Appendix B) which were recorded and later transcribed digitally. The interview questions were mainly focused on the participants' attitude towards note taking, the experience that they have in note taking of students and difficulties that students encountered during note taking.

4.2.1 Data Gathered From Teachers through Interview Discussion

Interview data were collected from five English teachers who were teaching in General Wako Gutu secondary school and four students those participated in questionnaire data. The interview questions were provided for the teachers in order to support the quantitative data and to gain a deeper insight into their perceptions, about teachers related problems and to find other difficulties that students encountered during note taking which is not noticed by the researcher.

The interview were included (5) open ended questions.

Question (1): Do you think note taking is important for secondary school students while learning and reading material? Why it is important? Why it is not important?

Teacher (1): replied that < in my opinion note taking is important for secondary students as it helps them to review later, for their exam and to do their assignments >.

Teacher (2): < yes, it is very important. I strongly believe that if students take note during learning they can be active learner rather than being passive. They follow their teacher actively and jot down important points to review later. >

Teacher (3): < That is obvious since, taking own note assist students to remember the information that delivered by teacher after class as well as to study for test. >

Teacher (4): < I think it is not that much important. Because as it is obvious that notes were by teacher and also they had on their material. So, no need of bothering students with taking note since they have no experience to do that. >

Teacher (5): < yes, It is very important because note taking makes students active participant in class as well as helps them to write the important information that the teacher speak orally but not write on the board. That information help them during test and other activities. Not only this but also it will be the base for next higher school level like collage and universities. If they practice here in high school, they will be more successful in the next grades. >

According to the above interview response general Wako Gutu secondary school teachers believe that note taking is very important for the secondary school students. From 5 teachers four of them provided positive response with the reason why note taking is important for secondary school students. Only one teacher provided negative answer for the first question. Therefore it can be said that teachers have positive attitude toward the importance of taking notes for secondary school students.

Question (2): Do you teach your students how to take note?

Why do you teach them how to take note?

Why don't you teach them how to take note?

For question (2) five of them don't teach their students how to take note. The reason that why they don't do so were different. The response of teacher (1 and 3) were they don't teach how to take note because they hadn't got any training when they were attending universities and colleges. On the other hand teachers (2 and 5) stated that they don't teach how to take note because it wasn't included in curriculum. In addition to this note taking activity depends on individual interest and preference. Since it has no one common method it is difficult to teach how to take notes. <I believe that note-taking will only be productive if the note-taking comes from oneself. I don't necessarily believe in me (a teacher) teaching students exactly what notes to take, and why they should take them - I believe that we will lose the learning experience here. However, teaching students about different methods, if done correctly, I believe, can be fruitful. (Teacher (4), personal communication,).

According to the response of the above interview, it can be said that teachers roles were very low in teaching students how to take good notes. Because none of them didn't teach their students how to take notes.

Question (3): Do you think that teachers fast speed of speech (speech rate) affect students' note taking performance? If yes how?

Teacher (1) < yes. When the teacher speak too fast it is difficult for students to identify main idea, to understand vocabularies and to organize the information delivered.>

Teacher (2): yes, during note taking students may have multi tasks such as listening, understanding, identifying important point, writing ..etc. So all these needs time to perform well. Therefore if the speech of teacher fast students cannot take good note.

The idea of teacher (2) and Teacher (4) were the same that the fast speech of teacher high impact in note taking performance.

Teacher (4):< response were also the same with others that if the teachers speak too fast students may not decide which lecture point they write.>

The idea of teacher (5) was not different from the above teachers. Pause and slow down the rate of speech is better for students to record good note rather than fast speed were the suggestion of teacher (5).

According to the response of the above interview the teachers' speech rate or fast speed of delivery of lesson highly affect students note taking problems. All of the teachers interviewed agreed on this point at all.

Question (4): Do you think that teachers accent or pronunciation has impact on note taking performance of students?

According to teacher (1,3 and 5) response accent or pronunciation of words may have impact on students if the teacher do not pronounce the words correctly and clearly. Specially for students learn English as a foreign language it is difficult to understand some words if they are not pronounced in the right way. According to Teacher (2) suggestion it depends on students language proficiency. If students have the ability of understanding the language easily it is not as much problem to take note. on the other hand teacher (5) stated that <the accent or pronunciation of words that is different from students experience have high impact on students note taking performance. Because several English words have the same spelling but different pronunciation. Some of them have long sound and some of them have short sound. For instance words like (sin

and seen, ship and sheep fill and feel). If such like words are not pronounced in the right way it is difficult for students to take good note.>

According to the interview the accent or pronunciation of teacher have high impact on students note taking . Since the response of four teachers shows that the way that teacher pronounce words affect note taking performance of students.

The last question was question(5) which is aimed to identify students note taking problems which were not noticed by the researcher.

Question(5): what are the other problems that students encountered in note taking during lecture and while reading other materials?

Teacher(1):<In my opinion the problems of students are lack of note taking practice, individual interest, motivation and ability of note taking skills. A lot of students don't want to practice note taking due to the lack inters and motivation. However some of them have interest but they have lack of ability to take note.>

Teacher (2): <In my view a number of difficulties face students during note taking. The most difficulties students experienced were lack of understanding information delivered by teacher due to fast speed of speech and lack of students language proficiency. In addition to this writing skill of students like difficulties of spelling, punctuation, summarizing, paraphrasing and prioritizing information are what limited students note taking.>

Teacher (3): < since they learn English as foreign language they have lack of vocabularies to take note easily as their 1st language. Even not taking note but it is difficult for them to understand what are being discussed.>

Teacher (4):< As I think the challenges of students in taking note are several. There are three factors which may contribute for students to not take good notes. The first is students factor such as inability to take fast enough, lack of attention, listening endurance, lack of writing as fast as teacher speed of speech and etc. The second factor is teachers factors such as quality of teachers accent, rate of speech, method of teacher and mood of teacher and etc. The third factor is content

which includes unfamiliarity of topic, length information, density of information in the content and others. So, it is not a single problem that affect students note taking but all of these factors has their own impact.>

Teacher (5): <In my opinion the main problem is students don't know how to take notes. Students who cannot use abbreviation or shortened words, paraphrase, summarize and identify important information will not take good and complete notes.>

According to the interview above the problems mentioned by teachers were not new. All of them were under consideration of researchers investigation. The important point here is that the existence of problems were confirmed by teachers or participants of the the survey.

4.2.2. Qualitative Data Gathered from students through interview Discussion

The follow-up interview included two questions. Question1 ('Did you experience difficulties while taking notes? What kind of?') was an open-ended question and aimed at finding out more about the possible difficulties with note-taking that were not noticed by the researcher. The interview question about note-taking helped to clarify how students take notes and to what extent it is helpful in a typical lecture.

Five students were participated in the interview questions. Five of them were learning in General Wako Gutu school students. According to this students the most problems that they were experienced by students were Individual note taking skills, teachers speed, lack of knowledge how to take note and difficulties of content. For instance according to student (A) the most difficulties he experienced were teachers speed and own note taking skill. He stated that<when my teacher speak fast I cannot identify the important points of the lectures and I copy the teacher's exact words and sometimes I write the heading in English and detail in My 1st language. In addition to this sometimes I misspell some words and I use wrong punctuation marks when I was not sure where to use them>. Student (B) also replied <I encountered problems in understanding the lecturers' pronunciation of some specific words, I struggle with teachers fast speech and I misunderstand some words or vocabularies during lecture.In case of this I skip those words and sometimes I found my note incomplete.Not only this but also sometimes I get confuse and feel boring when the information delivered from teacher is too

much.> According to this student when the teacher pronounce the specific words in different way he can not understand what the word does mean and he forced to skip the word. In this way a lot of students note were incomplete and doesn't give sense for the reader. In addition to this the student misunderstand meaning of some words because of lack of vocabulary knowledge. Student(C) stated that, <sometimes my note was illegible and full of omission as well as deletion. Because I make spelling ,grammar, and punctuation error when I take note while lecturing and I correct them after review them later. These are the challenges that faced me frequently due to fast speech of my teacher in addition to individual inability to take note.

Student (D): < the problem that I face during note taking were lectures speed, unfamiliarity of content and to much complex information of lectures. i.e when teacher speak fast I cannot write anything. The other problem is when the content is new or out of my back ground knowledge and expressed in difficult vocabularies I may confuse what to write. In addition to this when the information delivered are to long and complex I give up and listen to the teacher to understand the information rather than taking note>.

Student (E): “The difficulties that I have during note taking were teachers’ fast speech, lack of writing fast, lack of experience how to take not and understanding teachers’ accent. During lecture I cannot write as fast as teachers speech. When I try to write fast, I make a lot of mistakes and those mistakes make my note complex to comprehend easily. Beside this I think lack of experience on how to take note is also limited my note taking skill when I compare with my friends. Moreover teacher accent or the way he pronounce words and phrases make my note taking performance very difficult.”

4.2.3. Qualitative Data gathered Through Observation Discussion

Two English classes which have (45 minutes each) been observed by the researcher were observed depending on the nature of the course and the consent from the lecturer. Hand-written notes were taken alongside the interview questions to compare students’ actual note-taking behaviour and statements. By using triangulation, the researchers attempted to capture all the details of the data, using a different perspective each time, which can evidence a better insight into the data collected.

Note Sample 1:

This hand-written note shown in Figure 1 was taken while the teacher lecturing grade 11th B about “Types of Questions”. The class starts with a discussion about Tag questions. During the lecture, students take notes of whatever they believe is important. The lecturer does not ask them to take notes or no extra time is given for note-taking. Students who prefer taking notes, do so in the flow of discussion.

Figure 1. Sample Note 1 Taken

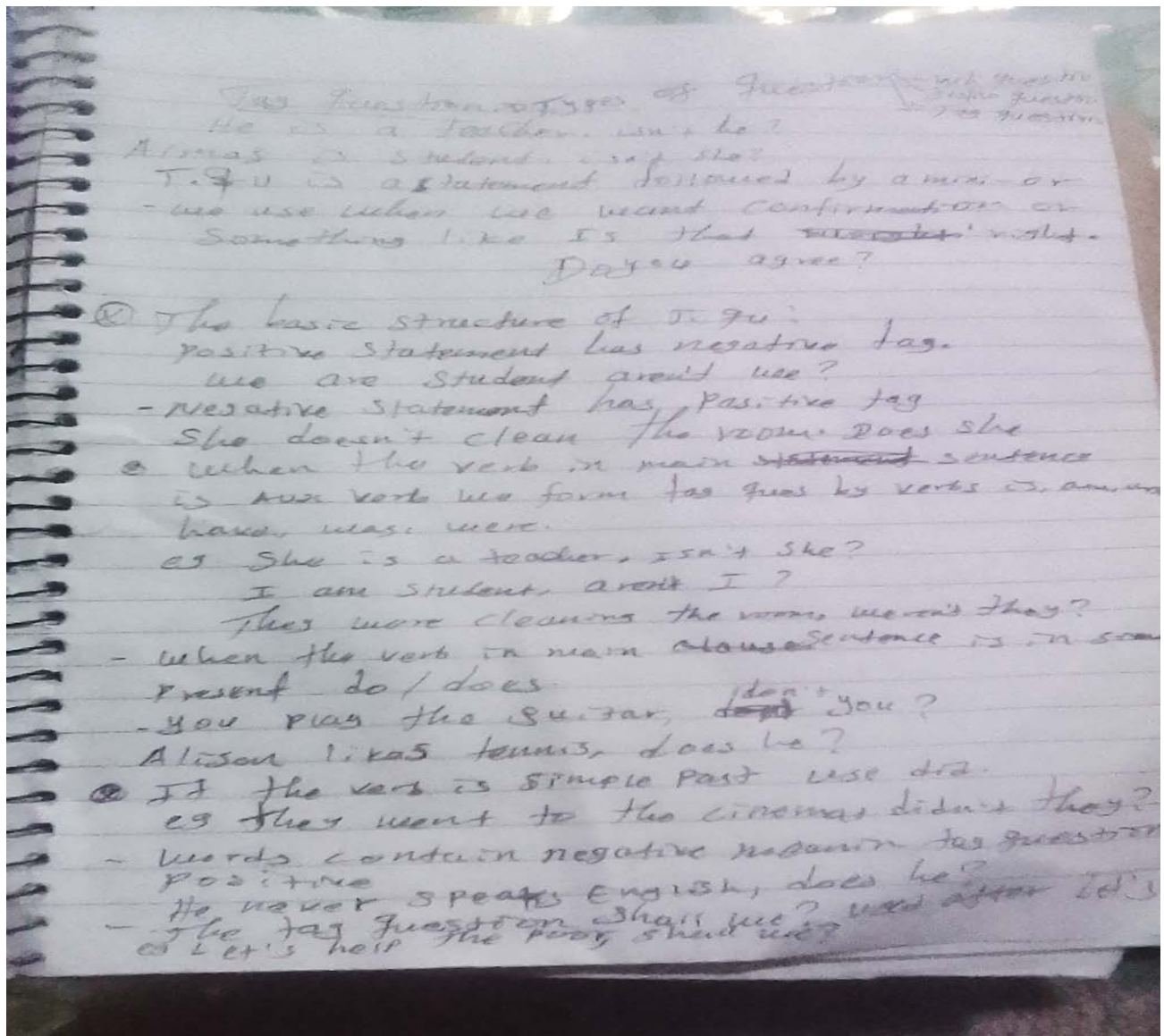


Figure 1 shows the notes taken by a student in English class. If it is analyzed from top to the bottom, the date the note is taken is not provided on the top right-hand side. The name of the course is not given at the top or any place in the middle. There are different methods for emphasis of important points here. Underlining, star and hyphen are some of them used for organizing the main and sub-points. The content of the day lesson is underlined and the main title which consisted three types of questions are shown by arrow. The first sentence is begun with some examples that the teacher write on the board and followed by definition of the Tag question. This note book shows the student attempted taking note by struggling with different barriers. Even-though this can be seen as positive performance there are a lot of issues that can be seen as a negative side of this work. We can witness a lot of issues with paragraphing, capitalization and punctuation as these notes are scribbled carelessly and quickly in the flow of the lecture. Incompleteness of sentences, misspelling, punctuation and capitalization mistakes, omission and deletion, ambiguity of words and writing out of margin are the most problem that can make the note of this student mess and meaningless for others. As these notes are highly personal and serve only the note taker himself, the student knows better how they are used or coded for later use.

Note Sample 2:

This note as illustrated in Figure 2 is taken in English class room which is different class from the first one (grade 11thD). The teacher Started the lesson by writing the title on the chalk board. The title was about “Determiners” and he told them some examples of determiners. Some students started taking note from the board and from the teacher speech. However, some of them write only when the teacher write on the board. The following note sample is taken from student who was taking note from both lecture speech and board.

Figure 2. Sample Note 2 Taken

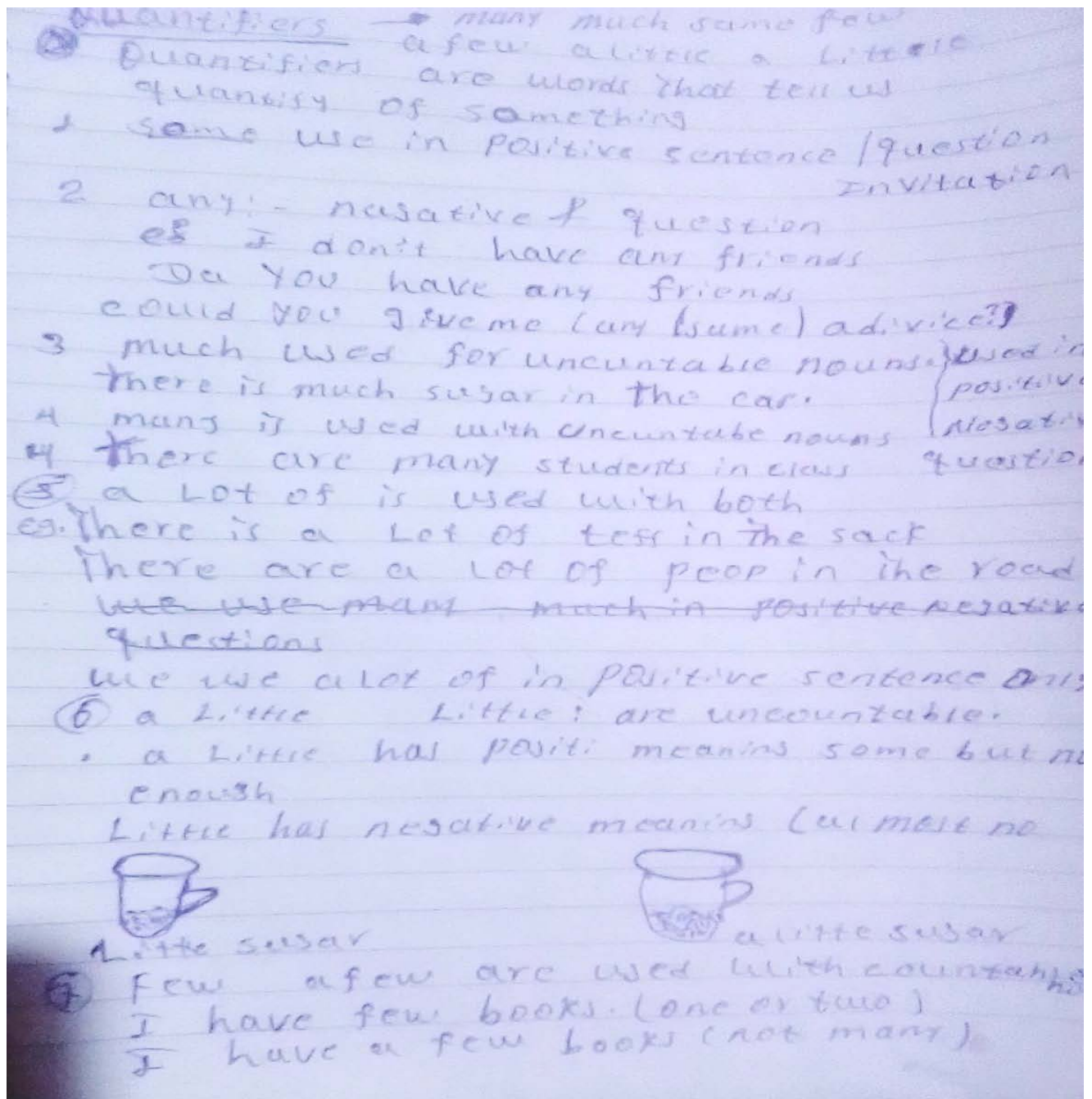


Figure 2 shows a note taken shows that the same problems were appeared with the first note. However, the emphasis given for important points are indicated by underlining numbering and pictures. But it lacks uniformity. For instance, some important points like (some, quantifiers) are

underlined and others (any, many, much a lot of..) are skipped. In addition to this some numbers are circled and others are not. Abbreviations and contractions such as (eg, posi) used to make the activity of note-taking faster as note taking in foreign language in the flow of lecture is quite challenging.

In general, grammatical mistakes, crossing out, problems with spelling, punctualization, and messy

handwriting are common features in all student notes.

Generally the above sample notes revealed students note taking performance which have positive and negative side. Students have interest and good attitude in taking note during lecture. However, their notes have several problems as it is mentioned above. In addition to this the researcher observed the whole teachers and students activities of two classes. From observation researcher understood that none of teachers motivated students to take note. Not only this but also the speech delivery of both teachers were very fast and not allow to students to take note. But , they write some points and examples on the chalk board. Doing this can be seen as good work to assist students when they are confused and unable to understand the content.

CHAPTER FIVE

Summary of Findings, Conclusion and Recommendation

This chapter divided into three parts. The first part Provides summary the result of the study. The second part presents conclusion. Finally, The third part provides the recommendation that are drawn in the light of the study result.

5.1 Summary of the Findings

This study is aimed to assess Students' note taking problems during English classroom in General wako Gutu secondary school. The result obtained from students and teachers by three instruments (questionnaire, interview and observation) revealed that General Wako Gutu secondary school students in grade 11th have note taking problems during English classroom. After analyzing the data and computing the mean, standard deviation and percentages of each item and their respective section and the total score of problems that face students in note taking during English classroom in General Wako gutu secondary school, see chapter four tables (2, 3, 4, and 5) results showed the following: This result provided answers for both main question and specific questions.

- ❖ The main question of the study was: What are the major problems do students faces in note taking during English class room in General Wako Gutu secondary school particularly grade 11 students?

In order to answer this question the researcher examined student related problems, teacher related problems and content related problems. The findings obtained by questionnaire reveled that teacher related problem (i.e fast speed of teachers' speech or rate of speech received the highest percentage of response (92.0%). In addition to this, the data gathered through interview and observation of teacher and students also supported this result. Five of the interviewed teachers stated that speech rate or fast speech of teachers hinder the note taking performance of students. According to teachers' response fast speech of teachers limit students to listen and understand, to write important information, paraphrase information and to connect the new information with previous knowledge. Similarly, the result of students' interview also revealed

that speed of teacher delivery was the most problem that affect note taking performance of students during lecture.

The second main problem that is identified through questionnaire were; lack of writing fast enough during lecture received 88.6% .Note taking skills contains shortening or using abbreviation and symbols for specific words, paraphrasing, summarizing, writing important points etc. Due to lack of using these skills students couldn't write fast enough to keep up with teachers. In addition to this during class observation of researcher this problem were clearly seen on both teachers. The third problem which was reported as the most problem of students was content related problem (Density of information delivered (88.1%). Students reported this as the main problem that makes their note taking performance difficult. Students participated in interview mentioned that when the information delivered by teachers are too much they cannot take good note. The other difficulty which was reported by students with the highest percentage (85.2%) was lack of using special symbols and abbreviation for some words when I take notes. This is the other difficulties which students couldn't apply during note taking in order to write fast to keep up with teacher. The result was supported by teacher's interview response. For instance, according to teacher (5) response <In my opinion the main problem is students don't know how to take notes. Students who cannot use abbreviation or shortened words, paraphrase, summarize and identify important information cannot take good and complete notes.>

The result of data gathered through questionnaire and interview and observation provided answer for sub_questions of this study too.

The first sub_ question was: what are secondary students' perceptions of note taking?

According to the response of students majority of them had positive perceptions toward note taking which is revealed by the total effect degree (67.7%). This indicated that even though students have some difficulties in note taking they have good knowledge on the definition, benefit and performance of note taking. Similarly, teachers who were participated in the interview had good attitude toward note taking. They have good awareness about benefit of note taking even though they do not teach-their students how to take note.

The second question was: What are students' related problems that face students during note taking?

The result of data gathered through questionnaire revealed that majority of students had problems of note taking skills. When these results expressed in percentage of response, the highest to lowest (lack of writing fast enough during lecture 88.6%, lack of using special symbols and abbreviation 85.2%, lack of paraphrasing information 84.1%, lack of prioritizing information 83.0 %, inability of identifying important points 83.0 %, lack of summarizing information 81.8 %, lack of organizing information 81.8 %, inability of connecting new information with previous knowledge. These results are supported by qualitative data gathered from teachers and students using interview. According to response of teachers inability to write fast enough, lack of attention, listening endurance, lack of using abbreviation, inability of prioritizing information, lack of summarizing information identifying important information and knowledge of vocabulary used by teachers were problems that mentioned by respondents.

The third sub_ question was: what are teachers' related problems that face students during note taking?

The result of data gathered through questionnaire and interview showed that majority of students have some problems related to teachers. When the results expressed in the percentage of response from highest to lowest (teachers fast speech 92.0%, lack of training or learning how to take note 81.8%, accent of teachers 68% and lack of motivation by teachers 67.0%) are some teachers related problems that affect note taking performance of students. These results were supported by qualitative data gathered from teachers and students through interview. Five of the interviewed teachers stated that fast speech of teacher has negative impact on students during note taking. The students interview results also supported these results. for example according to student (A) the most difficulties he experienced were teachers speed and own note taking skill. He stated that<when my teacher speak fast I cannot identify the important points of the lectures and I copy the teacher's exact words and sometimes I write the heading in English and detail in My 1st language.

The fourth sub_question was: What are content related problems that face students during note taking?

The result of questionnaire revealed that density of information with highest percentage response (88.1 %), complexity and ambiguity of content 83.0% and unfamiliarity of topic 81.8% were content related problems identified by students. These results were supported by data gathered through interview of teachers and students. For instance, some students reported that when the information delivered by teacher is too much he gets confuse and feel boring.

To sum up General Wako Gutu secondary school students problems in note taking identified by students and teachers perception through data gathered by three instruments questionnaire and interviews and observation. Therefore in order to address these identified problems teachers, school administrations, students and other stakeholders should play their role.

5.2. Conclusion

This study conducted from January 30_2015_July 30_2016 period of time in General Wako Gutu Secondary school to assess the problems students encountered during note taking in English classroom. As it can be discussed above the existence of problems are revealed by the data collected from students, teachers, and students' material by using three data tools. So, based on the results of data collected the researcher reach on the following conclusion.

- Students have positive background of note taking concept. They know the importance of note taking, they attempt to take note, and they have motivation to take note.
- Students have problems that are related to their skills. They have no skills like; unable to write fast enough, Lack of using special symbols and abbreviations, paraphrasing, identifying main points, prioritizing information, summarizing information, organizing information and connecting new information with previous knowledge.
- Students have some problems in relation to teachers. These problems are fast speed of teachers' speech during lecture which is highly affected note taking activity of students, Accent of teachers and lack of teaching note taking skills are challenges that are expressed by students and teachers sound.
- Students have also content related problems such as: density of density of information delivered, complexity and ambiguity of content and unfamiliarity of topic are some challenges face students during note taking.

Based on the finding the most problems that are challenging note taking performance of students in actual classroom were; fast speed of teachers speech 92.0% which is teacher related problems, lack of note taking skill of students; writing fast enough during lecture 88.6%, lack of using special symbols and abbreviation 85.2% and In relation to content related problems; density of information 88.1 %.

To some up, these challenges may become worse in the future time, if the identified problems are not addressed by students, teachers and stakeholders of education. In researchers view this problems can be addressed based on the following recommendation.

5.3. Recommendation

Students in Ethiopia learn English as foreign language for various purpose. Specially in secondary schools and higher educations it is used as medium of instruction. However, many students use this language most of the time only in school rather than in environment. This can limit students ability to use the language more effectively. For this reason the problems that students encountered is expected. The current study which is conducted in General wako Gutu secondary school distinguished the main and sub problems that encountered students in note taking during English class room. The results of the questionnaire and the follow-up interviews and observation also showed that rate of speech, lack of writing fast enough to keep up with teacher and density of information delivered and lack of using special symbols and abbreviation for specific words were main problems that identified by receiving very high percentage response. In order to address the identified problems it is important forwarding some strategies that help teachers, students and educational experts.

Based on the findings of the study , the researcher recommended the following:

First: For teachers

Teachers are advised:

1. To train their students note taking methods and techniques to prevent note taking difficulties. In some studies (Oğuz, 1999; Çetingöz, 2010), it was concluded that students having received training about note taking learned more than the ones that followed the lessons without training. There may be some students who do not know how to take notes effectively in the classrooms. Teachers are required to help those students to take notes and to encourage them to realize remarkable facts of a subject rather than to get angry (Bretzing et al., 1987; Murphy, 1996; Jacobs, 2013).
2. To write important points on the chalk board which is powerful indicator.
3. To modify the way they present information to students (eg pausing, the simple way to engage students and improve their note is to build short pauses two to three minutes) Move more slowly to allow students to record the relevant information when the information delivered are complex and unfamiliar.

4. To use verbal cues including phrases such as the four main arguments are the main point here is...this is important point that..... etc.
5. To use macro _textual planning indicators that organize and structure the class (expressions such as firstly, secondly... etc.)
6. To provide partial hand out or lecture note.
7. To encouraging students to take note and review them after class.

To sum up training should be provided in all component of note taking skills (paraphrasing lecture information, using abbreviation symbols, recognizing and using lecture cues).

Second: For students

Students are advised to;

1. Try to note as much as important information as possible.
2. Attempt to paraphrase key points to ensure a deeper cognitive processing of information.
3. Focus on lectures cues to write important information.
4. Use abbreviation or symbols during note taking to increase note taking speed.
5. Review their notes as soon as possible after recording them to supply missing information.

Third: For the ministry of education

1. The ministry of education and curricula developers are advised to include note taking teaching in their syllabuses.
2. The ministry of education is advised to provide teachers with training materials which display techniques and teaching strategies used in teaching note taking skills. It is better including note taking in curriculum as Ornstein (1994) who put forward that note-taking should be part of the curriculum. Note taking has benefits for school, work, and life in general. Since it is not possible to listen to a speech or presentation again, it is important to record and keep information for later

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Appendix A . Questionnaire

The following questionnaires were distributed to collect the necessary information for accomplishing the study entitled “Assessing students note taking problems during English classroom in general Wako Gutu secondary School.

This questionnaire consists of two parts. Part one contains personal information: Gender, Job, Academic level or grade. While part two contains the whole item of questionnaire.

The researcher would be grateful if you answered the parts appropriately in the space provided. Your answer will be used for research purposes.

Thank you for cooperation

Part (I): personal information

Please put (x) in the place that suit your case.

- 1. Gender: A: male () B. Female: ()**
- 2. Job: A. Student () B. Teacher () C. other ()**
- 3. Academic level or grade: Grade: 9 :() 10 :() 11: () 12 :()**
Diploma: () First degree: () masters: () other: ()

Part (II):

This part consists of all item of the questionnaire which are classified into four sections.

Section (1): Students’ back ground of note taking concept.

Section (2): Students’ perspective towards students related problems in good note taking skills.

Section (3): Students’ perspective towards teachers related problems in taking good note.

Section (4): Students' perspective towards context or content related problems in taking good note

Table 2:- Section(1): Students' perception of note taking concept.

Please answer the following items by putting (x) in the box that best expresses your perspectives.

| No | Items | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|----|---|----------------|---|-------|---|---------|---|----------|---|-------------------|---|
| | | No | % | No | % | No | % | No | % | No | % |
| 1 | Taking note during lecture is very important for secondary school students. | | | | | | | | | | |
| 2 | I take note during lecture and from other sources | | | | | | | | | | |
| 3 | I take note when the teacher writes on the board | | | | | | | | | | |
| 4 | I take notes when teacher tell me to take notes. | | | | | | | | | | |
| 5 | During lecture I take good and complete note. | | | | | | | | | | |
| 6 | I review my note after class | | | | | | | | | | |
| 7 | I review my note for test | | | | | | | | | | |
| | Total | | | | | | | | | | |

Table 3:- Section(2): Students’ perspective towards student related problems during note taking.

Please answer the following items by putting (x) in the box that best expresses your perspectives.

Table 4: -Section (3): Students’ perspective towards teachers’ related problems in note taking.

| No | Items | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|----|--|-------------------|----------|---------|-------|----------------|
| 8 | I pay close attention during lecture to take notes | | | | | |
| 9 | I prepare every things which help me to take note without teacher request. | | | | | |
| 10 | During lecture I can not connect new information with my prior knowledge | | | | | |
| 11 | I cannot prioritize information delivered when I take notes | | | | | |
| 12 | During lecture and reading other source I can not summarize information. | | | | | |
| 13 | I can not paraphrase when I take notes during lecture and reading other sources. | | | | | |
| 14 | While listening to lecturer I can not identify important points to write down. | | | | | |
| 15 | I cannot organize my note as heading, sub-heading and other during lecture. | | | | | |
| 16 | I can write complete and accurate notes when I take notes. | | | | | |
| 17 | I use neat hand writing when I take notes | | | | | |
| 18 | I cannot write fast during lecture. | | | | | |
| 19 | I face spelling difficulty during note taking. | | | | | |
| 20 | I cannot use special symbols and abbreviation for some words when I take notes. | | | | | |
| 21 | I cannot take proper notes because I do not understand the meaning of words in that specific context | | | | | |

Table 4: -Section (3): Students’ perspective towards teachers’ related problems in note taking.

Please answer the following items by putting (x) in the box that best expresses your perspectives.

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 22 | Accent of teachers’ affect my note taking performance. | | | | | |
| 23 | I cannot always manage lecturers’ speed it is too fast. | | | | | |
| 24 | My teachers don't motivate me to take note during lecture. | | | | | |
| 25 | My teachers thought me how to take notes during lectures and reading other sources. | | | | | |
| 26 | Due to teachers volume or low sound I can’t take note | | | | | |

Table 5:- Section (4): Students’ perspective towards content related problems in note taking.

Please answer the following items by putting (x) in the box that best expresses your perspectives.

| No | Items | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|----|---|-------------------|----------|---------|-------|----------------|
| 27 | It is difficult to me to take good note when the topic of the lecture is unfamiliar. | | | | | |
| 28 | It is difficult to me to take good note when there is no enough time for specific content | | | | | |
| 29 | Density of the information delivered affect my note taking performance. | | | | | |
| 30 | I can not take good note when the content of text is complex and ambiguous. | | | | | |

Appendix B. Teachers Interview questions

The Five semi structured interview questions.

Question (1): Do you think note taking is important for secondary school students while learning and reading material?

Why it is important? Why it is not important?

Question (2): Do you teach your students how to take note?

Why do you teach them how to take note?

Why don't you teach them how to take note?

Question (3): Do you think that teachers speech rate (Fast speech) affect students note taking performance? If yes how?

Question (4): Do you think that teachers accent or pronunciation has impact on note taking performance of students?

Question(5): what are the other problems that students encountered in note taking during lecture and while reading other materials?

Appendix C. Students Interview Questions

Question (1): Did you experience difficulties while taking note?

(2): What kind of?