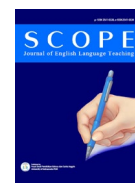




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Research Article

Note-Taking: The Gender Differences on Students' Perceptions

Muhamatul Murtafi'ah^{1*}, Mufliah², Evynurul Laily Zen³

^{1,3} Faculty of Letters, State University of Malang, Indonesia

² State Islamic University of Sunan Ampel Surabaya

KEYWORDS

Gender differences;
 Note-taking;
 Students' perceptions.

ABSTRACT

Most of previous studies conducted in the implementation of note-taking strategy, finding its effect and the students' preference on the note-taking strategies. However, this study investigates whether there is any difference in the students' perceptions on note-taking based on the gender differences. This study was conducted on the sixth semester of university students who had experienced implementing note-taking during the learning process by collecting the students' perceptions on note-taking by using questionnaire and semi-structured interview as the data collection techniques. As this study investigated the comparison of both male and female students' perceptions, the researchers used the quantitative research design. The result of this study indicates the opposite of most the previous studies have found. This result is not in line with the previous studies which discussed more below. Both male and female have positive responses to the effectiveness of note-taking.

CORRESPONDING AUTHOR(S):

E-mail: muhimpio98@gmail.com.

INTRODUCTION

Gender differences matter not only in the learning process but also in choosing the learning style of the students. Gender differences become one of the factors that influence the quality of the students' notes besides the language skills (Reddington et al., 2015). As in that finding, female students have better achievement in form of the speed of handwriting, consciousness, working memory and language skills. Moreover, Gholami (2015) has stated that female students reach the maturity swifter than the male students which affects the students' dedication to schoolwork. Another truth is that females become suppressed groups who tend to have negative characteristics in the form of passiveness, weak spot, use of emotionality and dependence. On the other hand, male

students tend to be dominant businesses with high quality of characteristics including strength, independence, and use rationality (Amerian & Esmaili, 2014). Various studies have explained the uses, the strategy and the effectiveness of note-taking in improving students' skills. Note-taking is important as the critical components of formal learning which are practiced by the students daily during the learning process (Stacy & Cain, 2015). Many teachers and students use note-taking as the techniques to make their learning process easy. There are also some teachers who ask their students to take notes on what they have learnt. It can be before coming to the class or during a course in order to increase students' skills and achievement. Permana et al. (2019) has found there is a positive effect which is obtained by students through the use of the Note-Taking Pairs strategy on the students' critical thinking skill in reading comprehension. The

implementation Note-taking Pairs significantly rally the students reading comprehension skill compared with discovery learning.

According to Siswanto (2019), students who practice note-taking while reading have better performance in reading comprehension than students who don't practice it. The more students practice note-taking, the more students improve their reading comprehension skills. Note-taking eases students on understanding the reading texts and gaining them to get improvement on the learning outcomes. It means note-taking can be a strategy to solve problems dealing with students' reading comprehension skills. Moreover, note-taking not only improves students' reading but also listening skills. As Guided Note-Taking with video influences students' listening skill especially for primary students not only in face to face, luring, learning but also for daring, online, learning (Pratiwi, 2022). It creates online learning more effectively so that there is nothing to be worried about when teachers teach listening in online classes. Strategic note-taking increases students' grade and recall the materials and gains the students to success in learning, any kind of learning. There is a significant improvement on the students' GPA after implementing the strategic note-taking method (Salame & Thompson, 2020).

Figuring out the role and the advantages of implementing note-taking as a learning strategy influence the students' learning and outcomes, it may motivate the teachers and the students to implement note-taking in teaching and learning process. However, it cannot be generalized to all students as (Siegel, 2022) has stated besides as the learning strategy, note-taking can be a challenge for students especially when students have to take notes while listening at once especially for students who learn English as L2 or as foreign language. Some students may enjoy taking notes, but it does not put pressure on the possibility that there are also some students may be uncomfortable and uninterested in taking notes. Some students may argue that note-taking is not practicable or takes longer.

Moreover, some others may assume that they do not need to take notes as the important thing for them in the learning process. This is in line with what Kurniawan et al. (2022) and Dirham (2022) had stated that male and female students have different points related to mathematics. The perceptions of male students are higher than the average value of female students' perceptions because male students tend to have critical thinking skills towards material. It shows that gender takes part in influencing the way students think and have perceptions. Furthermore, Astalini et al. (2021) has found that both male and female have different points of view on the physics mathematics e-module. This is because male students tend to be more transparent and more efficient in

thinking in order that the information obtained is processed and is analyzed well.

As well as the students' perceptions in implementing note-taking methods, gender may influence the perceptions on the effectiveness of note-taking they practiced in the learning process. Male students may think that note-taking is effective for them as they tend to be well prepared and more interested in having good notes than male students who tend to simplify everything as well as in the learning process. Male students preferred the abstract conceptualization way of learning more than female students did (Severiens & Dam, 1997). Male students may think that note-taking is ineffective for them as it needs time and more preparation and tools especially for pen and paper notes (Severiens & Dam, 1994). It does not rule out the possibility that male and females have the same preference and perceptions. The calculation of the comparison of both male and female perceptions scales may show the equal number which means gender doesn't take part in the difference perceptions or preference.

As have been explained above the genders' perceptions on some other fields such as Mathematics and Physics. However, the previous studies on the gender differences in note-taking as well as genders' perceptions are rarely found. Hence, theoretically this study is conducted for testing the theory of the gender differences on students' perceptions on the effectiveness of note-taking during the learning process toward students' learning. This study examined whether there are or aren't any differences in the students' perceptions, both male and female, on the effectiveness of the note-taking during the learning process. If any, how long/ far the distance of the male and female students' perceptions on the effectiveness of the note-taking during the learning process is. The researcher investigated the gender differences in students' perceptions on the effectiveness of the note-taking during the learning process. However, it didn't study more about the effectiveness of note-taking or implementing the note-taking method.

Note-taking can be an important activity for students in the school or even in university level. Students may need note-taking for preparation such as for their examination. Stacy and Cain (2015) stated that note-taking is an ever-present learning activity of the students in the learning process. Students aren't detached from note-taking activity just like when students have lecturing or reading and listening. They need to summarize what they have learnt. In the learning process, note-taking as a learning strategy gives advantage to the students because it can ease them and improve their performance in the learning process. Note taking is an important academic skill as note-taking often becomes the difference in the characteristic of learning at university. In such

universities, note-taking is becoming a critical skill not only for enhancing the knowledge of the students but also to control their own way of learning.

However, note taking also becomes a complex activity because while students listen to the lecturer or teacher, they also need to write down the material that they should think of first, the important one. Note-taking is as cognitively demanding as playing chess is for an expert, as both require the retrieval of knowledge, planning, and the development of solutions (Syahputra & Inayah, 2022). Cognitively, note-taking is a complex skill as it needs the retrieval of knowledge, planning, and the development of solutions. Note-taking can engage four skills that can help students to understand the material such as listening, cognitive processing of receiving material from the teacher, recording the content in written form, and reviewing the materials.

Note taking is an activity that requires practice to write down and organize the key points of information. Note taking in the classroom or discussion session can be the study aids for the students. It can be beneficial and ease students' work in organizing notes based on the type of note-taking techniques students use. Cornell note-taking as the most comprehensive and effective note-taking strategy for building students' external storages, is the most flexible and acceptable technique to be practiced for any note-takers' styles (Yayang & Aryuliva, 2017). By note taking, it can increase the students' listening, reading and writing skills. In addition, the way to study in college should use a proven system and it should record the information effectively before stating everything together because in the note taking process the students need to listen carefully to what they have heard and then they should summarize the points. Besides that, note taking also can improve students' reading comprehension. In the form of reading materials, then students should note the summary of the materials. It is important for the students to have good reading skills. Nowadays, note-taking techniques are widely provided from the handwritten to the digital based. Murtafi'ah et al. (2020) have found that mostly nowadays students prefer using technological tools for their notes. It is paperless and simple for the students as they tend to use their own mobile or their laptop.

Perceptions, point of view of the students, will appear as long as the process of students have read, listened to more literature or others' opinion. It is a person's assumption or belief in something. Such is the case with students' perceptions of the effectiveness of note taking to make improvement on their understanding of the material. Some students may perceive that note taking is effective in increasing understanding of their material based on their experiences or based on how they feel. Others may

have different perceptions or not all the same or all are not the same. Someone's perception can be affected by many aspects' perceiver, target/subject and context or the situation. For example, a gender can influence someone's perception as the differences in emotions, and the belief or perspective used in thinking and judging things. As what (Astalini et al., 2021) have found that gender affects the differences in perceptions.

METHOD

The design used in this study was descriptive quantitative research in the form of comparing gender perception of effectiveness note-taking. The participants of this study were university students who have practiced note-taking during the classroom activities, lecturing in the classroom. The subjects of this study were the 42 of sixth semester students in 2019/2020 academic year, 16 male students and 26 female students of State Islamic University in Surabaya who took Quantitative Research in ELT course in which, in the course, the students undertook a note-taking practice during the learning process. To collect the data, the researchers distributed the questionnaire to the subject of the study and conducted interview to the 4 sample students, 2 students as the representative of each gender. The questionnaire was distributed through Google Form in the form of Likert Scale ("5" means strongly agree to "1" means strongly disagree) questions. The questions were about the identity/gender and the effectiveness of note-taking in helping students while lecturing and reviewing material such preparing for test. Moreover, the interview was conducted to collect the data of the reason and the confirmation of the effectiveness of note-taking for each gender.

The collected data, the answers of the participants were replaced in the form of numerical data. Then the data were counted and analyzed by using SPSS exactly through three steps by testing the normality, homogeneity and independent sample test by using T-test in order to get data of frequencies, rates and percentages as well as the central tendency measures (mean, mode and median) of gender perceptions. In a normality test, it was used to measure that the data was normal by using a guideline "the value of the data should be >0.05 means that the data was normal. However, if the value of the data was <0.05 means that the data was not normal which would affect to the homogeneity of the data. Therefore, the data should be revised.

RESULTS AND DISCUSSION

After distributing the questionnaire to the participants, the university students of State Islamic University Surabaya who have implemented note-taking practice during the

learning process, the researchers got the data of the students' perceptions of the effectiveness of note-taking based on the gender differences. The first data that researchers analyzed is the normality test to measure the normality of the data, the data is on normal or unnormal.

Moreover, the data from the interview was transcribed and analyzed manually by the researcher. It was analyzed based on the Creswell's guideline.

Table 1. The Result of Normality Test of Gender's Perceptions

		Test of Normality					
	GENDER	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
STUDENTS' PERCEPTIONS	FEMALE	.130	26	.200*	.933	26	.093
	MALE	.181	16	.169	.907	16	.102

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

As shown in table 1, in order to know the normality of the data the researchers used the Shapiro-Wilk for the reason that the participants of this study were less than 50 students as shown above the participants were 26 female and 16 male students. Based on the table1, it shows that

normality data were > 0.05 exactly .093 for female students and .102 for male students means that the data was in normal condition. Having the normality of the data, the researchers continued the homogeneity of the data.

Table 2. The Result of the Independent Sample T-Test of Male and Female's Perceptions

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDENTS' PERCEPTIONS	Equal variances assumed	.273	.604	1.533	40	.133	3.697	2.411	-1.176	8.570
	Equal variances not assumed			1.472	27.836	.152	3.697	2.512	-1.449	8.844

As can be seen on table 2, the homogeneity of data was 0.604 which is > 0.05 means that the data was significant, the variant of the data was different. Having the normality and the homogeneity of the data, the researcher analyzed the data of the gender differences of the students' perceptions by using T Test. As the data shown above on the column sig. (2-tailed) the significance of data was 0.133 and 0.152 which > 0.05 means that the data was not significant. The not significant here means that there are no differences on the students' perceptions based on gender. The students both female and male students have the same perceptions on the effectiveness of note-taking.

However, this is the opposite of (Severiens & Dam, 1997; 1994) which have stated on the result of their study that there is difference on the gender identity and the learning style; female students tend to use memorizing strategy in learning. On the other hand, male students more prefer in using abstract conceptualization of learning. Moreover, most of the previous studies resulted in significant differences between male students' perceptions and female students' perceptions. Gender differences have the role of the factor that affects the students' perception

(Astalini et al., 2021; Kurniawan et al., 2022; Reddington et al., 2015). This is supported by Kizilaslan and Diktaş (2011) who investigated the literature study on the gender differences of perceptions on ELT. Based on the result, it shows that most of previous studies have concluded that gender differences play a significant role in influencing the students' perceptions in the English language teaching. This is in line with Astalini et al. (2021) who have found that there is a significant difference in the students' perceptions.

Furthermore, both genders have different preferences in choosing learning strategy, female students tend to use cognitive, affective strategy and compensation while male students tend to use metacognitive, memory and social strategy in learning (Mahmud & Nur, 2018). The differences not only happen in learning style but also in style of communicating; females do more in participating such in discussion or debate (Mahmud, 2018). Furthermore, female students tend to have a positive point of view in the context of learning and teaching (Çera et al., 2018).

However, this is not in line with the result of this study which shows that there is no significant difference on both male and female students' perceptions. The male and female students' perceptions are equal. Both genders, male and female, have the same perceptions on the effectiveness of note-taking that notes note-taking is really helpful for most students no matter what the gender and it is effective to be implemented in the learning process. Based on the result of the interview, both male and female students have stated that note-taking is effective and beneficial for them in term of ease them to recall the materials and guide them to focus on learning the important material that they have written. The students just need to reread their notes to recall the materials/memory of the learning when they forgot. Besides that, note-taking is the common learning style to practice. Almost all students have experienced note-taking, both due to their initiative and instruction from the teachers.

CONCLUSION

From the discussion above, the result shows that the male and female students' perceptions have the equal number. Thus, it can be concluded that the theory of previous studies which stated that gender can be one of factors that influence the students' perceptions but it doesn't work in this context. As it is shown that there are no significant differences from both male and female. Here, the data shows that both male and female students' have the same perceptions in term of the effectiveness of note-taking. It might happen due to some factors but the result shows that both female and male students have argued that note-taking is beneficial for them in terms of helping them to recall material and create more disciplined students. Especially for the students who have short memory, note-taking very helpful for them. This study gives contribution to the previous theory that note-taking is effective and useful for students, not only for female but also male students. Moreover, this study shows the other side of result of the gender differences in precepting learning strategy, note-taking. The researcher suggests to the next researcher to examine more detail elaboration such using mixed method in the same topic and context.

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