

## The Correlation Between Note-Taking Practice and Writing Ability at Grade XI of Students SMK Bina Insan Siak Hulu

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**Abstract.** *This research examines the correlation between note-taking practice and writing ability among grade XI students at SMK Bina Insan Siak Hulu. The research was motivated by the fact that students in this school do not own personal textbooks and rely heavily on their notes as the main source of independent study. This research employed a quantitative correlational design. The population consisted of 36 grade XI students, who were also taken as the total sample. Data were collected using two instruments that is a note-taking practice questionnaire, and a writing test in the form of a descriptive text task assessed with an analytic rubric. Data analysis was carried out using Pearson Product Moment Correlation through SPSS version 23 after conducting validity, reliability, normality, and linearity test. The results revealed that the Pearson correlation coefficient between note-taking practice and writing ability was  $r = 0.275$  with a significance value of 0.105. This indicates a weak positive correlation that is not statistically significant. So that,  $H_a$  or the researcher's assumption is rejected. In other words, students' note-taking practice did not show a significant influence on their writing ability. Thus, it can be concluded that there is no significant correlation between note-taking practice and writing ability among grade XI of students SMK Bina Insan Siak Hulu.*

**Keywords:** *Note-taking practice;, Writing ability;, EFL students*

**Abstrak.** Penelitian ini menguji korelasi antara praktik mencatat dan kemampuan menulis di kalangan siswa kelas XI di SMK Bina Insan Siak Hulu. Penelitian ini dilakukan karena fakta bahwa siswa di sekolah ini tidak memiliki buku teks pribadi dan sangat bergantung pada catatan mereka sebagai sumber belajar utama mandiri di rumah. Penelitian ini menggunakan metode korelasi kuantitatif. Populasi penelitian terdiri dari 36 siswa kelas XI, yang juga dijadikan sebagai sampel total dalam penelitian ini. Dalam pengumpulan data, penelitian ini menggunakan kuesioner dan tes menulis sebagai instrumen. Adapun analisis data, dilakukan menggunakan Pearson Product Momen Correlation melalui aplikasi SPSS versi 23 setelah dilakukan uji validitas, reliabilitas, normalitas dan linieritas. Hasil menunjukkan bahwa nilai koefisien korelasi Pearson antara praktik mencatat dan kemampuan menulis siswa kelas XI adalah  $r = 0.275$  dengan nilai signifikansi 0.105. hal ini menunjukkan korelasi positif yang lemah dan tidak signifikan secara statistik. Oleh karena itu,  $H_a$  atau asumsi peneliti ditolak. Dengan kata lain, praktik mencatat siswa tidak menunjukkan pengaruh yang signifikan terhadap kemampuan menulis siswa. Oleh karena itu, dapat disimpulkan bahwa tidak ada korelasi yang signifikan antara praktik mencatat dan kemampuan menulis di kalangan siswa kelas XI SMK Bina Insan Siak Hulu.

**Kata kunci:** *Praktik mencatat; Kemampuan menulis; Siswa EFL*

### 1. BACKGROUND

English has become a global language that plays an important role in international communication, education, and employment. In Indonesia, although English has been taught from elementary school to university level, the national English proficiency remains relatively low Education First (EF) (2023). Writing, as one of the four essential language skills, is often considered challenging. It requires mastery of grammar,

vocabulary, organization, and mechanics (Brown, 2004). Writing is also crucial for students' academic and professional success (Rowe, 2018; (Al-Ahdal & Abduh, 2021))

In resource-limited schools such as SMK Bina Insan Siak Hulu, students do not own personal textbooks and therefore rely heavily on note-taking as their primary independent learning resource. Note-taking is believed to support writing ability by helping students summarize, organize, and retain information Fanguy et al. (2021). However, observations showed that students' notes were generally unstructured and consisted mainly of copied passages without filtering key points. This issue affected the usefulness of notes, especially when students faced difficulties in constructing grammatically correct and coherent sentences.

Given this situation, the current study aimed to investigate whether there is a correlation between note-taking practice and writing ability among grade XI students of SMK Bina Insan Siak Hulu. This research provides new insights into how note-taking contributes to writing skills in contexts where students lack access to personal textbooks.

## **2. LITERATURE REVIEW**

Writing ability is a productive skill that involves cognitive and technical processes to clearly express ideas (Harmer, 2004; Deane et al. 2008)). Key aspects of writing include content, organization, vocabulary, grammar, and mechanics (Jacob et al. 1981). Effective writing requires both practice and supportive strategies.

Note-taking is an active learning strategy that involves recording and organizing important information from spoken or written sources (Friedman (2014). It helps focus, recall, and review learning material (Ismaili (2024). Several techniques such as Cornell, outlining, mapping, and sentence method are widely used (Harvard Academic Resource Center (2023).

Previous studies show that note-taking strategies can contribute to students' academic achievement, both in writing and listening skills (Syahputra & Inayah 2022; Al-Quraan & Abdelrahman 2023; Gökmen et al. (2024))). However, few have focused specifically on its correlation with writing ability among vocational students who rely

mainly on notes due to the absence of personal textbooks. This gap underlines the importance of the current study.

### 3. REASERCH METHOD

This study applied a quantitative correlational design to examine the relationship between note-taking practice (X) and writing ability (Y). The population included all grade XI students of SMK Bina Insan Siak Hulu (36 students), and total sampling was used. The instrument was, first A note-taking practice questionnaire consist of 20 items that adapted from (Minh et al. 2024). And second is a descriptive test writing test titled “Someone I Admire” assessed using an analytic rubric by (Jacob et al. 1981). Data were analyzed with SPSS version 23 using validity, reliability, normality, linearity, and Pearson Product Moment Correlation tests.

### 4. RESULT AND DISCUSSION

#### A. RESULT

##### Descriptive Statistics

The descriptive analysis of students’ note-taking practice is presented below:

**Table 1. Descriptive Statistics of Note-Taking Practice**

| Descriptive Statistics |    |       |         |         |      |       |                |          |
|------------------------|----|-------|---------|---------|------|-------|----------------|----------|
|                        | N  | Range | Minimum | Maximum | Sum  | Mean  | Std. Deviation | Variance |
| Note_Taking            | 36 | 27    | 61      | 88      | 2669 | 74.14 | 7.349          | 54.009   |
| Valid N<br>(listwise)  | 36 |       |         |         |      |       |                |          |

**Table 2. Descriptive Statistics of Writing Ability**

| Descriptive Statistics |    |       |         |         |      |       |                |          |
|------------------------|----|-------|---------|---------|------|-------|----------------|----------|
|                        | N  | Range | Minimum | Maximum | Sum  | Mean  | Std. Deviation | Variance |
| Writing_Ability        | 36 | 51    | 43      | 94      | 2463 | 68.42 | 12.362         | 152.821  |
| Valid N (listwise)     | 36 |       |         |         |      |       |                |          |

The results show that the average score for students' note-taking practice was 78.61, while their average writing ability score was 70.39. These findings indicate that students' note-taking was generally fair, whereas their writing ability remained at a lower level.

### Normality and Linearity Tests

Before correlation analysis, the assumptions of normality and linearity were tested.

**Table 3. Normality Test (Shapiro-Wilk)**

| Tests of Normality   |                                 |    |       |              |    |      |
|----------------------|---------------------------------|----|-------|--------------|----|------|
|                      | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                      | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Note_Taking_practice | .067                            | 36 | .200* | .981         | 36 | .765 |
| Writing_Ability      | .086                            | 36 | .200* | .984         | 36 | .879 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Since both significance values are greater than 0.05, the data are normally distributed.

**Table 4. Linearity Test**

| ANOVA Table          |                |            |                |    |             |      |      |
|----------------------|----------------|------------|----------------|----|-------------|------|------|
|                      |                |            | Sum of Squares | df | Mean Square | F    | Sig. |
| Writing_Ability *    | Between Groups | (Combined) | 2946.417       | 20 | 147.321     | .920 | .577 |
| Note_Taking_practice | Within Groups  |            | 2402.333       | 15 | 160.156     |      |      |

|       |          |    |
|-------|----------|----|
| Total | 5348.750 | 35 |
|-------|----------|----|

The significance value of 0.184 ( $>0.05$ ) indicates a linear relationship between the two variables.

### Correlation Analysis

**Table 5. Pearson Correlation Analysis**

| Correlations         |                     |               |                 |
|----------------------|---------------------|---------------|-----------------|
|                      |                     | Note_Taking_p |                 |
|                      |                     | ractice       | Writing_Ability |
| Note_Taking_practice | Pearson Correlation | 1             | .275            |
|                      | Sig. (2-tailed)     |               | .105            |
|                      | N                   | 36            | 36              |
| Writing_Ability      | Pearson Correlation | .275          | 1               |
|                      | Sig. (2-tailed)     | .105          |                 |
|                      | N                   | 36            | 36              |

The Pearson correlation coefficient was  $r = 0.275$  with a significance value of 0.105. This shows a weak positive correlation that is not statistically significant.

## B. DISCUSSION

The findings suggest that while note-taking practice may provide some benefits in organizing ideas and retaining information, it does not significantly improve writing ability. Students' difficulties in grammar, vocabulary, and sentence organization appear to be stronger factors influencing their writing performance. These results align with Gökmen et al. (2024), who found that the effectiveness of note-taking strategies varies depending on the language skill measured.

## 5. CONCLUSION AND SUGGESTIONS

This study concludes that there is no significant correlation between note-taking practice and writing ability among grade XI students at SMK Bina Insan Siak Hulu. The correlation found was weak and statistically insignificant.

Suggestions: Teachers are encouraged to introduce more structured note-taking techniques (e.g., Cornell method, mind mapping) to maximize the usefulness of students'

notes. Students should also be provided with more intensive writing practice focusing on grammar, vocabulary, and organization. Future research should explore other factors affecting writing ability, such as reading strategies or critical thinking skills.

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