



# The Application of Cornell-Note Method in Note-Taking for Online Learning During the Covid-19 Pandemic Period Cornell Note Practice for Reading in English for Students

Isana Supiah Yosephine Louise<sup>1</sup>(✉) and Ayu Primadanty<sup>2</sup>

<sup>1</sup> Chemistry Department, Faculty of Mathematics and Science, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

isana\_supiah@uny.ac.id

<sup>2</sup> English Literature, Faculty of Language and Arts, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

**Abstract.** Online learning becomes students' daily routine during the COVID-19 pandemic period. It makes the learning activity must be implemented at home virtually and learning from school is not recommended. However, not all students can follow online learning. They admit if they are complicated in understanding the class materials delivered or shared by their teacher. To make better conditions, there is a way to make students stay motivated to learn by making notes to keep the material be memorized in their mind. In this article, the writer wants to explain the application of Cornell note-taking for students during the online class or virtual learning or school from home in the COVID-19 pandemic. This article is non-research based paper. Cornell note is considered an effective way to make notes for school lectures. To be more specific, this article chooses English lectures for school and the writer picks reading as the basic English skill to become the focus. Cornell note has benefits for students because the display of its note will gain students' attention while they reading the passage of school's material. Hopefully, Cornell notes can be practiced for students for a better understanding of materials in the classroom activity.

**Keywords:** online class · note-taking · school · English language · Cornell-note

## 1 Online Learning During COVID-19 Pandemic

The COVID-19 pandemic reaches its first outbreak in March 2020. The World Health Organization sets up the standard in doing the daily activity and stays in health protocol which is washing hands, keeping the distance, and putting the mask on. Therefore, the life cycle and aspects are drastically changed adapting to the situation and condition, including education. During this time, education is the most affected category since its routine has changed in every subject, especially the learning activity. If the students are guided in school before, so from this time they guided under their parents. They

are also required to use an internet connection to run the learning activity. Thanks to online learning, gives students to get more time with their parents at home, vice versa. Another positive side is that it provides control to set time, place, and learning process patterns between teachers and students (Sharma 2012). However, on the other side, online learning has disadvantages either, which as a loss of motivation to study because they are a lack of face-to-face interaction between teachers and students. Other than that, not all teachers and students have enough facilities for internet connection use, whether in the financial or the residence.

### **1.1 Student's Perceptions in Online Class During the Pandemic**

According to Dewi Surani (2020), students respond that online class is quiet good although there are many obstacles and it needs to be planned, implemented, and evaluated, so the improvement is required. From her research, it shows that the students feel lack of attention to the teacher. Since online learning must be facilitated by technology during this new normal life cycle, it requires students to use internet data or quota. However, not all students can reach or afford it. Dewi Surani (2020) mentions that from her research with active students in university, there are 29% who are easy to access the online learning, but it even does not reach until 50%. There are other difficulties such as weather and signal according to the area where the student lives at. In conclusion, the students have difficulty reaching the online access of learning.

### **1.2 Teacher's Perceptions in Online Class During the Pandemic**

Like the students, school teachers also have their impressions towards the online learning. The first topic is the challenge. According to Rasmitadila (2020), the challenges are experience of online class (they have to do it but never), less conductive of the students during the learning, student's participation, and technical barriers on online teaching (poor network).

## **2 Issues in Online Class During COVID-19 Pandemic**

### **2.1 Problem in Understanding Reading in English Class**

Since English is not the first language in this country, learning English needs more motivation and comprehension to understand the language as a whole. Learning a foreign language is something interesting for students because it is a chance to learn about another culture that exists in this world. Yet not all students can follow the composition of the language itself to be digested in the students' memory. One of the reasons is that they cannot understand the vocabularies that are written in a text. Moreover, during this pandemic, students learn independently without a real interaction which is face-to-face with the teacher, and the interaction is only available virtually.

For example, one female student from SMA N 1 Godean grade X, who becomes the interviewee in "KKN Mandiri UNY 2021" in Nogosari village, admits that she has difficulty in understanding English vocabularies and the reason is since the online class

has been fixed, the teacher only uses the e-learning from the school rather than virtual meeting, so it requires the students to read all of the tasks, instructions, and also the text in English. However, this female student needs more time to get and memorize the meaning.

## **2.2 The Solution: Note-Takin**

The best way to memorize school materials is using note-taking. A note is a product of writing that contains words of information by recording or preserving the sources (Piolat et al. 2005, as cited in Yuniarti and Ika 2018). In taking notes, a proper technique is required because it affects how the student can understand the lectures. In this article, there will be a discussion about how to set note-taking strategy, and the Cornell format is chosen as the strategy to make the notes better.

## **3 Cornell Note Method**

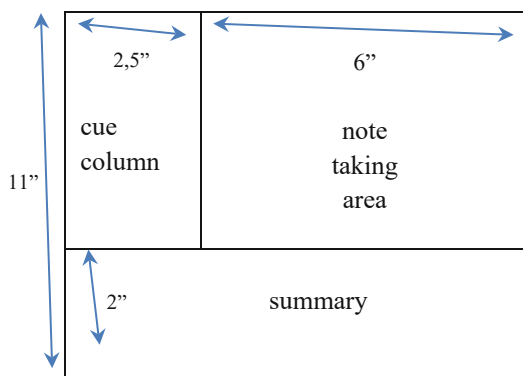
Taking notes is an activity that requires the writer to catch and get the information while recognizing the idea and keeping it in mind (Bahrami and Nosratzadeh 2017). If the notes of lectures are organized well, the student can re-read the note to memorize the idea better. Note-taking makes an easier strategy to understand the material (Nihei (2002) and Andrade (2006) as quoted in Yasin et al. (2018), as cited in Maulidia (2021)). In this case, there is an effective way to make a sustainable note called the Cornell method.

### **3.1 Discussion about Cornell Note Method**

Cornell method is published by Walter Pauk, a professor from Cornell University in the 1960s. The structure of the Cornell note method is using 3 columns in one table that includes keywords (to write vocabularies or questions), notes (to write the paraphrase after reading the lecture's material), and summary (to summarize the notes). This method is considered effective since it gives many benefits for students to make it easier in studying the school materials. However, if there are many advantages, there are also disadvantages to using the Cornell note method.

### **3.2 The Advantages and Disadvantages of Cornell Note Method**

According to Bahrami and Nosratzadeh (2017), as cited in Maulidia (2021), the advantage in using the Cornell note method is that students can increase their comprehension because it improves them to pay attention to the material. Taking notes while reading engages the student's mind to the topic discussed. According to Piolat et al. (2005), as cited in Maulidia (2021), when taking notes, memory will work more actively, so it has an important role in the process. After that, the student, as the writer, can re-read or review repeatedly the notes as permanent memory storage, so they can recall the information. Cornell note helps the student create long-term memory of the important ideas (Evans and Shively 2019). Hence, they can write the vocabularies on the keywords section with the meaning (by dictionary) while reading and summarizing the materials.



**Fig. 1.** Cornell note method table

However, there are some disadvantages of the Cornell method which is that it is rarely being practiced in class as the supporting technique for note-taking. Last but not least, the only student who has good EFL skills can follow in a short time. If the students do not have it, they are complicated to get the materials.

Although there are some disadvantages to using the Cornell method, the advantages give more benefits for students. The student can use the technique as long as they want to learn.

#### 4 Figures of Cornell Note Method

Cornell note method uses three columns which include cue column, note taking area, and summary. Cue column is used for writing questions or keywords after following the materials. Note taking area is used for writing short sentences and abbreviations based on the writer's paraphrase. The last one is summary that is used for paraphrasing the sentences from the note taking area (Fig. 1).

**Acknowledgement.** This research can be used for academic use to looking for references towards online learning.

#### References

1. Adnan, A., Anjarsit, Y. (2017). The Use of Cornell Note Taking Technique to Improve Listening Comprehension of Senior High School Students. *Journal of English Language Teaching*. Vol 6 No. 1. <http://ejournal.unp.ac.id/index.php/jelt>
2. Maulidia, Khusna. (2021). Using Cornell Note-Taking to Improve Listening Comprehension. *Research in English and Education (READ)*. Vol. 6, No. 2, 52-61. E-ISSN 2528-746X
3. Rasmitadila. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*. Vol. 7, No. 2, 90–109. DOI: <https://doi.org/10.29333/ejecs/388>

4. Saputri, Ade. (2020). Applying Cornell Note Taking Strategy on Students' Reading Comprehension of Narrative Text. Undergraduate thesis. Syarif Hidayatullah State Islamic University, Jakarta
5. Sholikhah, Susnifa Atun. (2019). Teaching Reading through Cornell Notes Strategy. *English Teaching Journal: A Journal of English Literature, Linguistics, and Education*. Vol. 7, No. 2, 75-78. <https://doi.org/10.25273/etj.v7i2.5438>
6. Sharma, S.K. (2012). Distance education in India: Problems or barriers to learning. *CPMR-IJT: International Journal of Technology*, 2(1), 39-47. Retrieved from [http://cpmr.org.in/CPMR-IJT\\_vol2\\_issue1.aspx](http://cpmr.org.in/CPMR-IJT_vol2_issue1.aspx)

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

