

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Reading Comprehension**

Reading comprehension is one of the essential language skills that plays a significant role in English language learning, particularly in English as a Foreign Language (EFL) contexts. Among the four language skills, reading is considered an important means for acquiring knowledge because most academic information is presented in written form. At the university level, students are expected not only to read English texts but also to comprehend, analyze, evaluate, and interpret the information contained in various academic sources, such as textbooks, journal articles, research reports, and other scholarly publications. Therefore, reading comprehension is regarded as a fundamental academic competence that supports students' learning process and contributes to their academic achievement.

Reading comprehension has been defined by many scholars from different perspectives. According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This definition emphasizes that comprehension is not simply recognizing words or decoding sentences but involves an active process in which readers construct meaning by integrating information from the text with their prior knowledge and experiences. Similarly, Grabe and Stoller (2020) explain that reading comprehension is a complex cognitive activity that requires readers to process linguistic information, activate background knowledge, employ appropriate reading strategies, and continuously monitor their understanding while reading. In other words, comprehension occurs when readers are able to connect the ideas presented in a text with what they already know, enabling them to develop a meaningful understanding of the information they read.

The process of reading comprehension involves several interconnected cognitive activities that allow readers to construct meaning from written texts. During reading, readers identify the main ideas, recognize supporting details,

make inferences, interpret implicit meanings, evaluate the author's arguments, and integrate newly acquired information with their existing knowledge. This process requires readers to actively interact with the text rather than merely reading it word by word. Consequently, successful reading comprehension depends not only on the ability to decode written language but also on readers' capacity to think critically, analyze information, and regulate their own understanding throughout the reading process. Readers who are able to monitor their comprehension can identify misunderstandings and apply appropriate strategies to overcome difficulties encountered while reading.

In higher education, reading comprehension becomes increasingly important because students are required to engage with more complex academic texts that contain unfamiliar vocabulary, sophisticated grammatical structures, and discipline-specific concepts. The ability to comprehend these materials enables students to participate effectively in classroom discussions, complete academic assignments, conduct research, and develop critical thinking skills. Conversely, students with limited reading comprehension often experience difficulties identifying important information, understanding the relationships among ideas, and drawing appropriate conclusions from the texts they read. As a result, inadequate reading comprehension may negatively influence students' academic performance and their overall learning experience.

For students learning English as a foreign language, developing reading comprehension is often more challenging than for native speakers because they must process information through a language that is not used in their daily communication. EFL students frequently encounter various obstacles, including limited vocabulary knowledge, unfamiliar grammatical patterns, insufficient background knowledge, low reading motivation, and a lack of effective reading strategies. These factors may prevent students from understanding both explicit and implicit meanings within a text. Consequently, improving reading comprehension requires not only sufficient language proficiency but also the ability to apply appropriate learning strategies that facilitate the comprehension process.

Considering these challenges, many researchers have emphasized that the successful development of reading comprehension is closely associated with the use of effective reading strategies. Reading strategies enable learners to identify important information, organize ideas systematically, monitor their understanding, and retain information more effectively. Rather than reading passively, strategic readers actively engage with the text by predicting content, identifying key ideas, summarizing information, asking questions, and reviewing important points. These activities encourage deeper cognitive processing, allowing students to understand the content of a text more comprehensively and retain information for a longer period.

One of the learning strategies that has received considerable attention in language learning research is note-taking. Note-taking is widely recognized as an active learning strategy because it requires students to identify essential information, organize ideas, and record important points using their own words while interacting with a text. This process encourages learners to think critically about the information they read rather than simply copying or memorizing it. As a result, note-taking not only supports information retention but also promotes a deeper understanding of the reading material. This perspective is supported by Siswanto, who found that students who applied note-taking strategies demonstrated better reading comprehension than those who learned without using note-taking. Likewise, Rahmani and Sadeghi (2011) reported that students who received note-taking training achieved significantly higher scores in reading comprehension and recall compared with those in the control group, indicating that note-taking facilitates more meaningful processing of textual information.

Furthermore, the role of note-taking in supporting learning has also been acknowledged by several studies focusing on students' learning experiences. Although many previous studies investigated the effectiveness of note-taking in improving learning outcomes, recent research has also highlighted its contribution to facilitating students' understanding during the learning process. Kitjaroonchai et al. (2025) found that university students generally had positive perceptions of note-taking because it helped them improve comprehension, concentration,

memory retention, and academic performance. Nevertheless, some participants reported that note-taking required additional time and effort, particularly when they attempted to record information while simultaneously understanding learning materials. These findings indicate that the effectiveness of note-taking is closely related to students' ability to apply the strategy appropriately according to their learning needs.

Similar findings were reported by Savitri, Asrori, and Chakim (2019), who revealed that most university students perceived note-taking as a beneficial learning strategy. However, the researchers also found that many students experienced difficulties in identifying important information when taking notes, suggesting that the quality of notes depends not only on students' willingness to take notes but also on their ability to distinguish essential information from less relevant details. Likewise, Maguire explained that students developed different note-taking practices based on their individual learning preferences and academic needs. Students tended to perceive note-taking positively because the strategy enabled them to organize information systematically, review learning materials more efficiently, and support their overall learning process. These findings suggest that note-taking is not merely an activity of recording information but also a cognitive strategy that helps learners process and organize knowledge more effectively.

The relationship between reading comprehension and note-taking can also be explained from a cognitive perspective. During reading activities, students are required to identify important information, connect ideas across different parts of a text, and construct meaning based on the information they obtain. Note-taking supports these cognitive processes by encouraging students to summarize information using their own words, organize concepts logically, and review key ideas after reading. Consequently, note-taking facilitates deeper cognitive processing, which contributes to better comprehension and longer information retention. Rather than functioning solely as a record of information, note-taking serves as an active learning strategy that encourages meaningful engagement with academic texts.

For university students, particularly those studying in English Education programs, reading comprehension is an indispensable academic skill because they frequently interact with English textbooks, journal articles, and other academic references throughout their studies. The ability to comprehend these materials effectively enables students to acquire knowledge, participate in academic discussions, complete coursework, and conduct research successfully. Since reading comprehension requires active cognitive engagement, students are encouraged to employ appropriate learning strategies that support their understanding of written texts. Among various learning strategies, note-taking has received considerable attention because it promotes active learning and helps students organize important information during reading activities. Therefore, understanding how students perceive the use of note-taking in reading comprehension becomes an important aspect of investigating its role in academic learning.

Based on the discussion above, reading comprehension can be understood as an active and interactive process through which readers construct meaning by integrating textual information, prior knowledge, cognitive abilities, and appropriate reading strategies. The literature also suggests that the use of note-taking may facilitate reading comprehension by helping students identify important information, organize ideas systematically, and retain information more effectively. Although previous studies have predominantly examined the effectiveness of note-taking in improving reading comprehension or academic achievement, relatively fewer studies have focused on how students perceive the use of note-taking during reading activities. Therefore, the present study aims to explore students' perceptions of using note-taking in reading comprehension among seventh-semester students at the English Department of Muhammadiyah University of Bengkulu. This focus is expected to provide a better understanding of how students view the use of note-taking as a learning strategy while comprehending English reading materials.

In conclusion, reading comprehension is an active cognitive process that requires students to construct meaning, identify important information, and

connect ideas from written texts with their prior knowledge. Note-taking can support this process by helping students organize information, summarize key ideas, improve understanding, and retain information more effectively. Although previous studies have mainly examined the effectiveness of note-taking, fewer have focused on students' perceptions of using this strategy in reading comprehension. Therefore, this study explores the perceptions of seventh-semester students in the English Department of Muhammadiyah University of Bengkulu toward the use of note-taking in reading comprehension.

## **2.2 Note-Taking**

Note-taking is widely recognized as one of the most effective learning strategies that supports students in organizing, processing, and retaining information during the learning process. In higher education, note-taking has become an integral part of academic activities because students are frequently required to engage with lectures, textbooks, journal articles, and various academic references. Rather than functioning merely as a method of recording information, note-taking encourages students to become active learners by selecting important ideas, organizing information, and reconstructing knowledge using their own understanding. Consequently, note-taking is considered an essential strategy that facilitates meaningful learning and improves students' ability to manage academic information.

According to Piolat, Olive, and Kellogg (2005), note-taking is a complex cognitive activity that requires learners to perform several processes simultaneously, including comprehending information, identifying key ideas, selecting relevant content, and transforming that information into concise written notes. These processes demand considerable cognitive effort because students must understand the material while deciding what information should be recorded. Therefore, effective note-taking is not simply copying information from learning materials but involves active thinking and information processing that support knowledge construction.

Similarly, Boch and Piolat (2005) explain that note-taking serves not only as a learning product but also as a learning process. As a learning product, notes

function as an external source of information that students can review before examinations or while completing academic assignments. Meanwhile, as a learning process, note-taking encourages learners to analyze, summarize, and reorganize information using their own language. Through this process, students develop a deeper understanding of learning materials because they actively engage with the information rather than receiving it passively. Consequently, the educational value of note-taking lies not only in the notes themselves but also in the cognitive activities involved while producing them.

The effectiveness of note-taking can also be explained through its two primary functions, namely the encoding function and the external storage function. The encoding function refers to the cognitive processes that occur while students take notes, such as selecting, organizing, and summarizing important information. These activities promote deeper information processing and facilitate meaningful learning. On the other hand, the external storage function refers to the role of notes as a permanent learning resource that can be reviewed repeatedly after the learning activity has ended. Together, these two functions enable students not only to understand learning materials more effectively but also to retain information for longer periods.

Recent research has shown that note-taking remains one of the most commonly used study strategies among university students despite the increasing use of digital technology in education. Morehead et al. (2019) reported that students continue to rely on note-taking to memorize important information, prepare for examinations, and support independent learning. Their study also found that students demonstrated flexibility in choosing note-taking methods according to course requirements, such as using handwritten notes, laptops, or digital devices. However, the researchers emphasized that students do not always employ note-taking strategies effectively, indicating that the quality of notes depends largely on how learners process and organize information rather than the medium used for writing.

In addition to the quality of notes, the way students take notes also influences learning outcomes. Mueller and Oppenheimer (2014) argued that

students who write notes in their own words tend to demonstrate better conceptual understanding than those who transcribe information verbatim using digital devices. According to their findings, meaningful learning occurs when students actively summarize and reconstruct information rather than simply copying it. This generative process encourages learners to interpret concepts, establish relationships among ideas, and integrate new information with their existing knowledge. Therefore, effective note-taking should emphasize understanding and knowledge construction instead of the quantity of notes produced.

Although various note-taking methods have been introduced in educational practice, previous studies suggest that no single method can be considered universally superior for every learner. Morehead, Dunlosky, and Rawson (2019) conducted a replication of earlier studies comparing handwritten and digital note-taking and concluded that differences in learning outcomes were generally small after students reviewed their notes. These findings indicate that the effectiveness of note-taking depends more on students' cognitive engagement and review strategies than on the specific medium or format used to record information. Consequently, students should be encouraged to adopt note-taking approaches that best suit their learning preferences and academic needs.

In the context of reading activities, note-taking provides opportunities for students to interact more actively with written texts. While reading academic materials, students often encounter extensive information that requires careful analysis and organization. Taking notes allows learners to identify important concepts, summarize key ideas, record unfamiliar vocabulary, and establish connections between different sections of a text. These activities encourage deeper comprehension because students continuously process information while reading instead of postponing understanding until after the reading activity has been completed. Consequently, note-taking supports both comprehension and long-term retention of information obtained from reading materials.

The use of note-taking in learning activities provides several advantages that support students in understanding and processing information more effectively. One of the main advantages of note-taking is that it helps students identify and

organize important information from learning materials. During the note-taking process, students are required to select key ideas, summarize information, and arrange concepts systematically based on their understanding. This activity encourages students to become active learners because they do not simply receive information but actively process and reconstruct knowledge. As a result, note-taking can improve students' concentration, comprehension, and ability to recall important information from texts.

Another advantage of note-taking is its contribution to students' reading comprehension. When students take notes while reading, they are encouraged to focus on the main ideas, supporting details, and relationships among information presented in the text. Through summarizing and paraphrasing, students can develop a deeper understanding of reading materials and review important information more efficiently. Therefore, note-taking functions as a supportive strategy that helps students manage complex reading materials and maintain information for future academic purposes.

Besides its advantages, note-taking also has several limitations that may influence its effectiveness. One of the common limitations is that note-taking requires additional time and cognitive effort. Students need to read, understand, select important information, and write notes at the same time. This process may become challenging, especially when students encounter lengthy or complex reading materials. As a result, some students may experience difficulties in maintaining their attention between comprehending the text and producing effective notes.

Furthermore, students may face difficulties in determining which information should be included in their notes. Without sufficient strategies or experience, students may record too much unnecessary information or fail to identify important ideas from the text. This condition may reduce the effectiveness of note-taking because the quality of notes depends on students' ability to select, organize, and summarize information appropriately. Therefore, although note-taking provides various benefits for reading comprehension, its success is influenced by students' skills, strategies, and learning experiences.

Based on the explanations above, note-taking can be understood as an active learning strategy that involves selecting, organizing, summarizing, and reviewing important information to facilitate meaningful learning. The literature indicates that effective note-taking requires students to engage cognitively with learning materials through continuous information processing rather than passive recording. Since the present study focuses on students' perceptions of using note-taking in reading comprehension, understanding the theoretical concepts and functions of note-taking provides an important foundation for examining how students perceive the use of this strategy while comprehending English academic texts.

Overall, note-taking can be viewed as an active cognitive learning strategy that helps students select, organize, summarize, and retain important information while engaging with learning materials. In reading activities, note-taking supports comprehension by helping students identify main ideas, organize information, and review important points more effectively. However, its effectiveness may be influenced by students' ability to select relevant information, as well as the time and cognitive effort required. Therefore, note-taking is considered a useful strategy for supporting reading comprehension, making students' perceptions of its benefits and challenges important to examine in academic reading.

### **2.3 The Relationship between Note-Taking and Reading Comprehension**

Reading comprehension and note-taking are closely related because both involve active cognitive processes that enable learners to construct meaning from written texts. Reading comprehension requires students to identify essential information, interpret ideas, make inferences, and connect new knowledge with their prior understanding. At the same time, note-taking provides an opportunity for students to organize, summarize, and record important information while interacting with the text. Therefore, note-taking is not only considered a strategy for documenting information but also a learning strategy that supports students in developing a deeper understanding of reading materials.

The relationship between note-taking and reading comprehension can be explained through the theory of generative learning. According to Fiorella and

Mayer (2015), meaningful learning occurs when learners actively generate connections between new information and their existing knowledge. During note-taking, students do not simply copy information from the text; instead, they select important ideas, organize concepts, and express them in their own words. These activities require learners to engage in deeper cognitive processing, allowing them to construct a more meaningful understanding of the reading material. As a result, note-taking encourages students to become active participants in the reading process rather than passive recipients of information.

Another perspective is provided by the Cognitive Theory of Multimedia Learning proposed by Mayer (2021), which emphasizes that learning becomes more effective when learners actively process information through selecting, organizing, and integrating knowledge. Although the theory was originally developed to explain multimedia learning, its principles are also relevant to note-taking during reading activities. When students identify key information from a text and reorganize it into personal notes, they are performing the cognitive processes of selection, organization, and integration. These processes facilitate comprehension because learners actively transform information into meaningful knowledge structures.

The contribution of note-taking to reading comprehension has also been supported by empirical studies. Kobayashi (2005), through a meta-analysis of note-taking research, concluded that note-taking provides significant benefits for learning because it promotes both information encoding during learning and information review after learning. The study demonstrated that students who actively take notes tend to achieve better comprehension and recall than those who do not take notes, particularly when they review their notes after completing learning activities. These findings indicate that note-taking contributes to reading comprehension not only during the reading process but also through subsequent review activities that reinforce understanding.

Similarly, Williams and Eggert (2002) found that note-taking encourages students to focus on important information while reading and assists them in distinguishing main ideas from supporting details. Students who actively

summarized and organized information while reading demonstrated a better understanding of text content than those who relied solely on repeated reading. This finding suggests that note-taking promotes active engagement with texts by requiring learners to evaluate information continuously throughout the reading process.

The relationship between note-taking and reading comprehension is particularly important in higher education, where students are frequently required to read lengthy academic texts containing complex concepts and specialized terminology. In such contexts, note-taking helps students reduce cognitive overload by organizing information into manageable units. Through concise notes, learners can review essential concepts more efficiently, identify relationships among ideas, and recall information more effectively when preparing assignments or examinations. Consequently, note-taking functions as both a learning strategy and a self-regulation strategy that supports independent learning.

Despite the potential benefits of note-taking, its effectiveness depends on how students implement the strategy. Students who actively summarize information, paraphrase ideas using their own words, and review their notes regularly are more likely to achieve meaningful comprehension than those who merely copy information directly from the text. Therefore, the quality of note-taking is influenced by students' cognitive engagement during reading rather than by the quantity of notes they produce. This indicates that note-taking should be viewed as an active process of knowledge construction rather than simply an activity of recording information.

In relation to the present study, the theoretical and empirical evidence suggests that note-taking has the potential to support reading comprehension by encouraging students to process information actively, organize important ideas, and strengthen understanding of academic texts. However, previous studies have predominantly focused on the effectiveness of note-taking in improving learning outcomes. Comparatively fewer studies have explored how students perceive the use of note-taking while reading English academic texts, particularly in the context of higher education in Indonesia. Therefore, this study seeks to explore

students' perceptions of using note-taking in reading comprehension among seventh-semester students at the English Department of Muhammadiyah University of Bengkulu. The findings are expected to provide a better understanding of how students view note-taking as a learning strategy during reading activities and how these perceptions may influence their learning experiences.

Based on the discussion above, note-taking and reading comprehension are closely connected through active cognitive processes such as selecting, organizing, summarizing, and integrating information. Note-taking can support reading comprehension by helping students focus on important ideas, organize information, reduce cognitive overload, and strengthen their understanding and retention of academic texts. However, its effectiveness depends on how actively students process and review the information rather than simply copying it. Therefore, note-taking can be considered a supportive strategy for reading comprehension, while students' perceptions of its benefits and challenges provide an important area for further investigation.

#### **2.4 Students' Perceptions**

Perception is one of the psychological aspects that influences how individuals understand, interpret, and respond to their experiences. In the educational context, students' perceptions play an important role because they influence students' attitudes, motivation, and learning behavior. Students who perceive a learning strategy positively tend to have higher motivation and willingness to apply the strategy in their learning process. Conversely, negative perceptions may reduce students' interest and participation in using a particular strategy. Therefore, investigating students' perceptions is important because it provides an understanding of how students evaluate and respond to learning strategies applied in educational settings.

According to Robbins and Judge (2017), perception refers to the process through which individuals organize and interpret information to create meaningful understanding of their environment. This definition indicates that perception is subjective because individuals may interpret the same experience differently

based on their previous experiences, expectations, and personal needs. In the learning context, students' perceptions are developed through their interaction with learning activities, teaching methods, and learning strategies. Schunk (2020) states that students' perceptions are related to their learning experiences because these perceptions influence students' motivation, engagement, and involvement in the learning process.

In language learning, students' perceptions are closely related to the acceptance and implementation of learning strategies. Oxford (2017) explains that students tend to use learning strategies consistently when they believe that the strategies are useful and can help them achieve their learning objectives. However, when students perceive a strategy as difficult, ineffective, or time-consuming, they may be less motivated to apply it. Therefore, students' perceptions become an important factor in determining whether a learning strategy can be effectively implemented.

In reading comprehension, students' perceptions toward note-taking are important because note-taking requires students to actively process information while reading. Through note-taking, students are expected to identify main ideas, select important details, summarize information, and organize their understanding of the text. Students' perceptions may influence how they apply note-taking and how they evaluate its contribution to improving their reading comprehension skills.

The study conducted by Kitjaroonchai et al. (2025) revealed that most university students showed positive perceptions toward note-taking because it helped them understand learning materials, increase concentration, remember important information, and support academic achievement. However, some students also experienced difficulties because note-taking required additional time and they sometimes found it challenging to decide which information was important to record. This finding shows that students' perceptions toward note-taking consist of both advantages and challenges.

Similarly, Savitri, Asrori, and Chakim (2019) found that students generally perceived note-taking as a beneficial learning strategy because it assisted them in

reviewing materials, organizing information, and preparing for examinations. Nevertheless, students also faced difficulties in identifying key information and determining the appropriate amount of information to include in their notes. These findings indicate that although students recognize the benefits of note-taking, their experiences in applying this strategy may vary.

Based on the theories and previous studies, students' perceptions of note-taking in reading comprehension in this study are measured through four indicators: perceived usefulness, perceived ease of use, perceived impact on reading comprehension, and perceived challenges. These indicators represent students' evaluation of the benefits, application process, effects, and difficulties related to using note-taking during reading activities.

### **1. Perceived Usefulness**

Perceived usefulness refers to students' beliefs about the benefits or advantages they obtain from using note-taking as a learning strategy. This indicator focuses on whether students consider note-taking helpful in supporting their reading activities. Students who perceive note-taking as useful may believe that this strategy helps them identify important information, organize ideas, review materials, and improve their learning performance. In this study, perceived usefulness includes students' opinions about whether note-taking helps them understand reading texts, remember information, and support their academic tasks.

### **2. Perceived Ease of Use**

Perceived ease of use refers to students' perceptions regarding the level of difficulty or simplicity in applying note-taking during reading comprehension activities. This indicator focuses on students' experiences in implementing note-taking, such as the ability to create notes, summarize information, and decide what information should be included. Students may perceive note-taking as easy when they can apply it naturally during reading, while others may find it difficult because it requires additional effort, time, and specific skills.

### **3. Perceived Impact on Reading Comprehension**

Perceived impact on reading comprehension refers to students' beliefs about how note-taking influences their ability to understand reading texts. This indicator focuses on whether students feel that note-taking helps them comprehend, organize, and retain information from texts. Through note-taking, students may become more active readers because they need to process information, identify main ideas, and connect different parts of the text. Therefore, this indicator examines students' perceptions of the contribution of note-taking toward improving their reading comprehension.

### **4. Perceived Challenges**

Perceived challenges refer to students' difficulties or obstacles experienced when applying note-taking in reading comprehension activities. Although note-taking provides several benefits, students may face challenges such as difficulty selecting important information, limited time during reading activities, lack of confidence in making notes, or confusion about how to organize their notes. This indicator is important because students' perceptions are not only related to positive experiences but also include problems that may influence the effectiveness of note-taking.

Based on these four indicators, the researcher develops the questionnaire and guide to explore seventh-semester students' perceptions of using note-taking in reading comprehension. The indicators provide a clear framework for analyzing students' opinions, experiences, benefits, and difficulties related to the use of note-taking as a reading strategy.

The discussion indicates that students' perceptions reflect how learners understand, evaluate, and respond to their experiences with learning strategies, including note-taking in reading comprehension. Students may view note-taking as beneficial for understanding, organizing, and retaining information, while also experiencing challenges related to time, effort, and selecting relevant information. In this study, students' perceptions are examined through four indicators: perceived usefulness, perceived ease of use, perceived impact on reading comprehension, and perceived challenges. These indicators provide a framework

for understanding students' experiences and evaluations of note-taking as a strategy for supporting reading comprehension.

## 2.5 Previous Studies

Previous studies play an important role in providing a theoretical and empirical foundation for the present research. Reviewing previous studies enables researchers to identify similarities and differences between earlier findings and the current study, as well as to recognize existing research gaps. In addition, previous studies help strengthen the rationale for conducting further research by demonstrating aspects that have not been sufficiently explored in earlier investigations. In the context of this study, several researchers have examined the use of note-taking as a learning strategy in English language learning. However, they differ in terms of research objectives, participants, research design, and research focus. Therefore, the following studies are considered relevant to the present research.

The first previous study was conducted by Rusdiansyah (2013) entitled *The Use of Note-Taking Technique in Teaching Reading Comprehension*. The study aimed to investigate the effectiveness of the note-taking technique in improving students' reading comprehension among third-semester students of the English Department at STAIN Palopo. Using an experimental research design, the study found that students who were taught through the note-taking technique demonstrated better reading comprehension than those who learned through conventional methods. The researcher concluded that note-taking enabled students to identify main ideas, recognize important keywords, summarize information, and understand reading passages more effectively. Furthermore, students became more actively involved in the reading process because they were encouraged to record essential information while reading. Although this study successfully demonstrated the effectiveness of note-taking in improving reading comprehension, its primary focus was on students' reading achievement rather than on how students perceived the use of note-taking during reading activities. Therefore, the present study differs from Rusdiansyah's research by exploring

students' perceptions of using note-taking in reading comprehension instead of measuring the effectiveness of the strategy.

The second previous study was conducted by Savitri, Asrori, and Chakim (2019), who investigated university students' perceptions of their note-taking skills and strategies. The researchers employed questionnaires and focus group discussions to examine how students viewed note-taking in their academic learning. The findings revealed that the majority of students had positive perceptions of note-taking because they believed that taking notes helped them understand learning materials, remember important information, and prepare for examinations. The study reported that approximately 91 percent of the participants agreed that note-taking improved their learning, while 90 percent expressed confidence in their ability to take notes effectively. In addition, students used various note-taking methods, with the outline method being the most frequently applied. Nevertheless, many participants admitted that they still experienced difficulties in identifying important information from reading materials. These findings indicate that although students generally perceive note-taking positively, they continue to encounter challenges when implementing the strategy. This study is relevant to the present research because both focus on students' perceptions of note-taking. However, Savitri et al. concentrated on students' note-taking skills and strategies in general, whereas the present study specifically investigates students' perceptions of using note-taking in reading comprehension.

The third previous study was conducted by Kitjaroonchai et al. (2025), who explored university students' perceptions of note-taking and its impact on academic performance at an international university in Thailand. The study found that students generally perceived note-taking as a valuable learning strategy because it improved concentration, facilitated information retention, and supported academic achievement. The researchers also reported that note-taking encouraged students to engage more actively with learning materials and enabled them to review course content more efficiently. However, several participants considered note-taking challenging because they needed to listen, process information, and write notes simultaneously, especially when learning through

English as a foreign language. The study concluded that students' perceptions toward note-taking were generally positive despite the challenges they experienced. Moreover, the researchers emphasized that studies investigating students' perceptions of note-taking in different educational contexts remain limited. This finding supports the importance of conducting the present study in the context of Indonesian higher education, particularly among seventh-semester students of the English Department at Muhammadiyah University of Bengkulu.

Based on the previous studies discussed above, it can be concluded that note-taking has been widely recognized as a beneficial learning strategy that contributes to students' reading comprehension, information organization, memory retention, and academic performance. Nevertheless, the previous studies mainly focused on the effectiveness of note-taking strategies or students' general perceptions of note-taking in broader educational settings. Only limited attention has been given to students' perceptions of using note-taking specifically during reading comprehension activities, particularly in the context of Indonesian English as a Foreign Language (EFL) learners. Furthermore, none of the previous studies involved seventh-semester students at the English Department of Muhammadiyah University of Bengkulu. Therefore, the present study seeks to address these gaps by exploring students' perceptions of using note-taking in reading comprehension within this specific educational context. The findings are expected to enrich the existing literature on note-taking and provide practical implications for improving reading instruction and learning strategies in English language education.

The review of previous studies shows that note-taking has been found to provide various benefits, particularly in supporting reading comprehension, organizing information, retaining knowledge, and improving academic learning. However, earlier research has largely examined the effectiveness of note-taking or students' general views of the strategy, while limited attention has been given to students' perceptions of note-taking specifically in reading comprehension activities. Moreover, research on this topic among Indonesian EFL learners, especially university students in an English Department, remains limited. For this reason, the present study focuses on exploring the perceptions of seventh-semester

students at the English Department of Muhammadiyah University of Bengkulu toward the use of note-taking in reading comprehension.

