

BAB V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1. Conclusions

This study investigated the perceptions of seventh-semester students in the English Department at Muhammadiyah University of Bengkulu toward the use of note-taking in reading comprehension. The data were obtained from a questionnaire administered to 15 seventh-semester students and semi-structured interviews conducted with six students. Based on the findings and discussion presented in the previous chapter, it can be concluded that the students generally had positive perceptions toward the use of note-taking in reading comprehension. The students perceived note-taking as a useful supporting strategy because it helped them organize information, identify important points, remember information, review reading materials, and become more active and focused while reading.

The questionnaire results showed that most students agreed or strongly agreed that taking notes helped them understand reading materials better, focus on important information, improve their reading comprehension, recall details, and understand main ideas through summarization. The interview findings further supported these results by showing that students used note-taking to divide lengthy information into smaller parts, distinguish main ideas from supporting details, and reduce long explanations into keywords or short phrases.

In addition, students perceived note-taking as relatively easy when they used simple techniques such as keywords, abbreviations, bullet points, headings, arrows, underlining, and short summaries. However, the students' perceptions also showed that the ease of using note-taking depended on the difficulty and complexity of the reading material. Difficult vocabulary, complicated sentences, and a large amount of information made the process of taking notes more demanding because students first needed to understand the information before deciding what should be written. The students also perceived note-taking as supportive of their reading comprehension because it helped them identify main

ideas, recognize supporting details, summarize information, remember important points, and connect information from different parts of a text. Nevertheless, the students did not perceive note-taking as a substitute for reading and understanding the original text. Some students emphasized that they needed to understand the text first because taking notes alone could not automatically create understanding. Note-taking was perceived as a supporting strategy that strengthened and facilitated comprehension rather than as the only strategy necessary for understanding a reading text. The students identified several challenges associated with note-taking, including the additional time required, the effort involved in selecting relevant information, difficulties in organizing notes, and possible disruption of concentration.

The students explained that taking notes could make the reading process slower because they had to stop, think, select information, and write it down. In some situations, taking notes too frequently could also cause them to lose the flow or concentration of reading. The students tended to use note-taking selectively rather than applying it to every reading situation. They considered note-taking more useful when dealing with long, difficult, academic, and information-dense texts, while for short or easy texts they sometimes preferred to focus directly on reading. The perceptions of seventh-semester students toward the use of note-taking in reading comprehension can be characterized as positive but also strategic and context-dependent. The students viewed note-taking as a valuable strategy for supporting comprehension, organizing information, remembering important points, and reviewing reading materials, while recognizing that its effectiveness depends on how, when, and why it is used.

5.2. Implications

The findings of this study have several implications for students, English lecturers, and the teaching of reading comprehension. For students, the findings imply that note-taking can be used as a practical strategy to support their understanding of English reading materials, particularly when they encounter long, difficult, or academic texts. Students may benefit from using concise forms of note-taking, such as keywords, abbreviations, short phrases, bullet points,

headings, and summaries, rather than copying complete sentences from the text. The findings also imply that students need to develop the ability to distinguish between important and less important information because selecting relevant information was identified as one of the challenges experienced by the participants. By focusing on main ideas, important concepts, definitions, arguments, and relevant supporting details, students can produce notes that are shorter, clearer, and more useful for later review. Students should also maintain a balance between reading and writing because taking notes too frequently may interrupt their concentration.

For English lecturers, the findings imply that note-taking can be incorporated into reading comprehension activities as a supporting strategy. Lecturers can introduce students to several practical note-taking techniques and provide opportunities for students to practice identifying main ideas, supporting details, keywords, and summaries before producing their own notes. Rather than asking students to write down all information from a text, lecturers can guide them to select information that is relevant to the purpose of reading. Lecturers can also encourage students to use their notes in subsequent academic activities, such as class discussions, assignments, presentations, and examination preparation, so that students understand the practical value of note-taking.

For reading comprehension instruction more generally, the findings imply that note-taking can function as a cognitive and metacognitive strategy because it encourages students to actively process, organize, summarize, and monitor information while reading. However, note-taking should be implemented flexibly because the participants' experiences showed that excessive note-taking could interfere with reading concentration. Therefore, the purpose of note-taking in reading instruction should not simply be to produce written notes but to help students engage more actively and meaningfully with the reading material.

5.3 Suggestions

Based on the findings and conclusions of this study, several suggestions can be proposed. For students, it is suggested that they use note-taking strategically, especially when reading long, difficult, or academic English texts. Students should avoid copying the entire reading material and instead focus on recording keywords, main ideas, important concepts, relevant supporting details, and short summaries. Students are also encouraged to practice identifying which information is essential and which information is only additional so that their notes do not become unnecessarily long. In addition, students should avoid stopping after every sentence to write notes because this may interrupt their understanding of the overall text. Reading a paragraph or section first and then writing the important information may help students maintain their concentration while still benefiting from note-taking.

For English lecturers, it is suggested that note-taking be introduced and practiced as part of reading comprehension instruction. Lecturers can provide guidance on how to identify main ideas and supporting details and how to transform important information into concise notes using keywords, abbreviations, bullet points, or summaries. Lecturers should also allow students to develop note-taking methods that are suitable for their individual preferences while still emphasizing the importance of relevance, clarity, and organization.

For future researchers, it is suggested that further studies involve a larger number of participants and participants from different semesters, study programs, or universities so that broader perspectives concerning note-taking and reading comprehension can be obtained. Future researchers may also investigate the effectiveness of particular note-taking techniques, such as Cornell notes, mapping, outlining, or other structured methods, through experimental or quasi-experimental research. In addition, future studies may investigate the relationship between note-taking and other aspects of English language learning, such as vocabulary acquisition, critical reading, information retention, academic writing, or students' motivation. Future researchers may also examine the use of digital

note-taking compared with traditional handwritten note-taking to understand how technological developments influence students' reading and learning practices.

