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**EFL STUDENTS' PERCEPTIONS OF USING NOTE-TAKING
IN READING COMPREHENSION**



THESIS

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**1
ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2026

**EFL STUDENTS' PERCEPTIONS OF USING NOTE-TAKING
IN READING COMPREHENSION**

1
UNDERGRADUATE THESIS

Submitted as a partial requirement for the “Sarjana” Degree in English Education
Study Program.



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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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2026

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**USING LIMERICK POETRY TO EXPLORE THE
VOCABULARY OF ENGLISH LANGUAGE EDUCATION
STUDENTS' AT UNIVERSITAS MUHAMMADIYAH
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ENGLISH LANGUAGE EDUCATION STUDENTS' **1** AT UNIVERSITAS
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MOTTO AND DEDICATION

10

Allah memang tidak menjanjikan hidupmu akan selalu mudah, tapi
dua kali Allah berjanji bahwa : “Fa inna ma’al – ‘usri Yusra, Inna
ma’al – ‘usri Yusra”

“setiap kesulitan pasti ada kemudahan”

(QS.Al-Insyirah 94:5-6)

“Aku membahayakan nyawa ibuku untuk lahir ke dunia, jadi tidak
mungkin aku tidak ada artinya”

“Setetes keringat Ibuku yang keluar, ada seribu langkahku untuk
maju”

(Meira Sintia Elvriza)

“Setelah perjalanan panjang, akhirnya ada alasan untuk bersorai”

(Nadin Amizah)

DEDICATION

Of all the pages in this thesis, the dedication page is perhaps the most meaningful to the writer. With gratitude, humility, and by saying *Bismillahirrahmanirrahim*, this thesis is wholeheartedly dedicated to:

- ❖ The One who owns all things, knows every path, and has always been there to guide me. Thank You for being the place I could always return to when everything around me felt uncertain, overwhelming, and too loud. Thank You for holding

me together when I felt lost, for giving me strength when I was tired, and for quietly guiding my steps when I no longer knew where to go. There were moments when this journey felt heavier than I could carry, yet somehow, You always gave me another reason to keep moving forward. Every step, every strength, and every achievement that brought me to this point is only possible because of Your grace and blessings. As Nadin Amizah beautifully says, *“Nyawaku nyala karna dengan-Mu.”* - *“My soul stays alive because of You.”*

- ❖ To my first love, Bapak Jufrizal, A father whose strength, sacrifices, and endless prayers have always been a source of strength and encouragement throughout every step of my life. Once again, thank you for every drop of sweat, every bit of hard work, and every sacrifice you have made to provide for me and help me reach this point. Everything you have done, no matter how small it may seem, has brought me one step closer to this achievement. I may never be able to repay all that you have given me, but I hope this achievement can be a small reflection of all the love, hard work, and prayers you have given along the way.

Thank you for always doing your best for your child. I am here today because of you.

- ❖ To my beloved mother, Ibu Elviana, My world, my source of love, and my path to heaven. You are the greatest woman in my life. No matter how many words are written, they will never be enough to express all the goodness you have given me. Your

daughter can only say two things: I am sorry and thank you. I am sorry for every action that may have disappointed you. I am sorry that I am still unable to become the person you want me to be. Thank you for the love and affection that never end. Thank you for being my companion in life, the person I can always talk to, and the most comfortable home I can return to whenever my world is not okay. Thank you for all the sacrifices you have made and for everything you have endured for your little daughter. Thank you for always putting me first, for always giving in, and for always finding it in your heart to forgive your only child. Behind every step I have taken, there have been your prayers, your strength, and the sweat from your hard work. If it were not for your prayers, your strength, and every drop of sweat you have given for me, perhaps I would never have made it to this point. This degree that I am about to receive is not simply the result of my own efforts. It is also the result of your hard work, your sacrifices, and your determination to give your daughter an education. You carried the responsibility of my education and bore the costs of my studies on your own, making sure that I could continue my education even when it was not easy. Behind this degree is a mother who never stopped trying to provide for her daughter and never allowed difficulties to become a reason to give up on my future. This achievement is not mine alone. This degree carries your love, your prayers, and every sacrifice you made along the way. Every page of this thesis is a reminder of how far we have come together. If today

I can finally stand here with a degree in my hands, it is because you worked, struggled, and prayed so that I could have this opportunity. Mom, I want you to know how proud I am to call you my mother. I am proud of the woman you are, of how strong you have been, and of how you continued to give your best even when things were not easy. I am proud of every sacrifice you made without asking for anything in return. And more than anything, I hope you can be proud of yourself when you see me wearing this degree, because this achievement carries a part of you in it. I hope this degree becomes one of the things that makes you smile and say, "*All those years of struggle were worth it.*" I hope you can look at me one day and feel that all the money you spent, all the work you did, all the tiredness you endured, and all the prayers you made were never wasted. You gave me the chance to chase a future, and I will carry that gift with me for the rest of my life. Perhaps I am one of the billions of people in this world who are truly blessed to have been born from the womb of a strong and wonderful woman like you. I may never be able to repay all the love you have given me, nor can I return all the sacrifices you have made throughout my life. But I hope this degree can be a small answer to every prayer you have whispered for me and a reminder that your sacrifices were never in vain. Thank you for loving me even when I was difficult to understand. Thank you for staying when I felt lost, for listening when I needed someone to talk to, and for being the home I could always

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- ❖ Last but not least, to the sweet, simple, strong, and independent woman I have become, myself, Meira Sintia Elvriza. Thank you for the long journey you have walked to get this far. You have been through so many processes, wiped away so many tears with your own hands, carried so much exhaustion and kept so many struggles to yourself. You have faced, endured, and overcome so many things on your own. Until this very moment, you have stayed strong because you kept trying to make everything look as though it would be okay, even when it was not. I am proud of you for every little step you have taken. Even though you are easily moved to tears, you never stopped trying. Even when you felt tired, hopeless, or wanted to give up on everything you had worked for, you still chose to keep going. Thank you for continuing to believe in yourself, even when you felt that your efforts were not enough and that you had not achieved what you hoped for. Most of all, thank you for taking responsibility for what you started and having the courage to see it through to the end. You may not always realize how far

you have come, but look at you now you made it. Thank you for holding on, for choosing to try one more time, and for never completely giving up on yourself. I am proud of you, Meira Sintia Elvriza. You made it this far, and that is something worth being proud of.

¹ **PREFACE**

The author expresses gratitude to Allah SWT for His mercy and blessings, which have enabled the completion of this thesis. This thesis, entitled "EFL Students' Perceptions of Using Note-Taking in Reading Comprehension" is written as one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program at Universitas Muhammadiyah Bengkulu. The author realizes that throughout the process of writing this thesis, there were various challenges encountered. However, with the help, guidance, and cooperation from many parties, these challenges were able to be overcome. The Researcher would like to express sincere gratitude to:

1. Washlurachim Safitri, M.Pd., Head of the English Education Study Program at Universitas Muhammadiyah Bengkulu.
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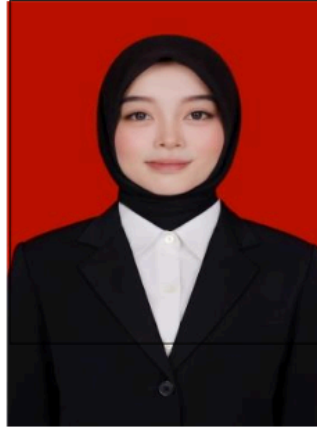
The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement.

Bengkulu, 2 September 2026

Author

Meira Sintia Elvriza

CURRICULUM VITAE



The author's name is Meira Sintia Elvriza, born in Pasar Pedati on May 22, 2003. She formal education began at Public Elementary School 01 of Bengkulu Tengah, which was completed in 2015. She then continued her education at Public Junior High School 7 of Bengkulu City and graduated in 2018. Subsequently, she pursued her senior high school education at Public Senior High School 1 of Bengkulu City, which she completed in 2019 with the distinction of being an outstanding student. In the same year, she was admitted to the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu.

During her undergraduate studies, she actively participated in various academic activities and student organizations. In 2023, she served as the treasurer for a community service program that provided English language courses for children in Pasar Pedati village, Bengkulu Tengah. Regarding her academic research, she has produced several scholarly papers published in Sinta-indexed journals.

ABSTRACT

Meira Sintia Elvriza, 2026. "EFL Students' Perceptions of Using Note-Taking in Reading Comprehension" Thesis, English Language Education Study Program, Faculty of Teaching Training and Education, Muhammadiyah University of Bengkulu.
Supervisor: Dr. Sinarman Jaya, M.Pd.

Reading comprehension is an important skill in English language learning because it enables students to understand, interpret, and obtain meaning from written texts. However, students may experience difficulties in identifying main ideas, supporting details, unfamiliar vocabulary, and other important information while reading. Note-taking can be used as a supporting strategy to help students select, organize, summarize, and retain information from reading materials. This study aimed to investigate the perceptions of seventh-semester students toward the use of note-taking in reading comprehension at the English Department, Muhammadiyah University of Bengkulu. This study employed a descriptive qualitative research design. The data were collected through a 20-item questionnaire using a five-point Likert scale and semi-structured interviews. The questionnaire was administered to 15 seventh-semester students, while six students participated in the interviews. The data were analyzed based on four indicators: perceived usefulness, perceived ease of use, perceived impact on reading comprehension, and perceived challenges. The findings showed that students generally had positive perceptions of using note-taking in reading comprehension. Students perceived note-taking as useful for organizing information, identifying important points, remembering information, reviewing reading materials, and maintaining focus while reading. They also perceived note-taking as relatively easy when using simple techniques such as keywords, abbreviations, bullet points, headings, arrows, underlining, and short summaries. Furthermore, students perceived note-taking as supportive of reading comprehension, particularly in identifying main ideas, recognizing supporting details, summarizing information, and connecting ideas in the text. However, students also experienced several challenges, including the additional time and effort required, difficulty selecting relevant information, difficulty organizing notes, and possible disruption of concentration. Therefore, students tended to use note-taking selectively, especially when reading long, difficult, academic, or information-dense texts. In conclusion, students had generally positive perceptions of using note-taking in reading comprehension. Note-taking was perceived as a useful supporting strategy for processing, organizing, remembering, and reviewing information, but its usefulness depended on how, when, and why it was used.

Keywords: Students' Perceptions, Note-Taking, Reading Comprehension, EFL Students, English Departmen

ABSTRAK

Meira Sintia Elvriza, 2026. "EFL Students' Perception¹ of Using Note-Taking in Reading Comprehension" Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing: Dr. Sinarman Jaya, M.Pd.

Pemahaman membaca¹⁸ merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris karena membantu mahasiswa memahami, menginterpretasikan, dan memperoleh makna dari teks tertulis. Namun, mahasiswa dapat mengalami kesulitan dalam mengidentifikasi ide pokok, informasi pendukung, kosakata yang tidak familiar, dan informasi penting lainnya ketika membaca. Note-taking dapat digunakan sebagai strategi pendukung untuk membantu mahasiswa memilih, mengorganisasi, merangkum, dan mengingat informasi dari bahan bacaan. Penelitian ini² bertujuan untuk mengetahui persepsi mahasiswa semester tujuh terhadap penggunaan note-taking dalam pemahaman membaca di Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Bengkulu. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Data¹ dikumpulkan melalui kuesioner yang terdiri dari 20 pernyataan dengan menggunakan skala Likert lima tingkat dan wawancara semi-terstruktur. Kuesioner diberikan kepada 15 mahasiswa semester tujuh, sedangkan wawancara dilakukan terhadap enam mahasiswa. Data dianalisis berdasarkan empat indikator, yaitu persepsi terhadap kegunaan, persepsi terhadap kemudahan penggunaan, persepsi terhadap dampak pada pemahaman membaca, dan persepsi terhadap tantangan dalam menggunakan note-taking.¹⁸ Hasil penelitian menunjukkan bahwa mahasiswa secara umum memiliki persepsi positif terhadap penggunaan note-taking dalam pemahaman membaca. Mahasiswa memandang note-taking berguna untuk mengorganisasi informasi, mengidentifikasi informasi penting, mengingat informasi, meninjau kembali materi bacaan, dan menjaga fokus selama membaca. Mahasiswa juga menganggap note-taking relatif mudah digunakan ketika menerapkan teknik sederhana seperti kata kunci, singkatan, poin-poin, judul, tanda panah, garis

bawah, dan ringkasan singkat. Selain itu, mahasiswa mempersepsikan note-taking sebagai strategi yang mendukung pemahaman membaca, khususnya dalam mengidentifikasi ide pokok, mengenali informasi pendukung, merangkum informasi, dan menghubungkan ide-ide dalam teks. Namun, mahasiswa juga mengalami beberapa tantangan, seperti membutuhkan waktu dan usaha tambahan, kesulitan memilih informasi yang relevan, kesulitan mengorganisasi catatan, serta kemungkinan terganggunya konsentrasi. Oleh karena itu, mahasiswa cenderung menggunakan note-taking secara selektif, terutama ketika membaca teks yang panjang, sulit, akademik, atau memiliki banyak informasi. Kesimpulannya, mahasiswa memiliki persepsi yang secara umum positif terhadap penggunaan note-taking dalam pemahaman membaca. Note-taking dipandang sebagai strategi pendukung yang berguna untuk memproses, mengorganisasi, mengingat, dan meninjau informasi, tetapi kegunaannya bergantung pada bagaimana, kapan, dan untuk tujuan apa strategi tersebut digunakan.

Kata kunci: Persepsi Mahasiswa, Note-Taking, ¹ Pemahaman Membaca, Mahasiswa EFL, Program Studi Pendidikan Bahasa Inggris

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CHAPTER I

INTRODUCTION

1.1 Background

Reading comprehension is a fundamental skill in English language learning because it enables students to construct meaning, identify important information, interpret ideas, and retain information from written texts. In higher education, this skill becomes increasingly important because university students are required to engage with academic texts containing complex vocabulary, unfamiliar concepts, and discipline-specific information. Recent studies have shown that EFL university students continue to encounter difficulties in academic reading. Anwar and Sailuddin (2022) found that Indonesian university students experienced difficulties particularly in working out the meaning of difficult words, while Ramadhianti and Somba (2023) reported difficulties in identifying main ideas, distinguishing supporting details, understanding vocabulary, and making inferences. Similarly, Dardjito et al. (2023) found that Indonesian university students frequently relied on single-word translation, which could hinder their ability to construct meaning from academic texts, while Novianti et al. (2024) reported that inadequate use of effective reading strategies was one of the factors contributing to students' academic reading difficulties. These findings indicate that reading comprehension difficulties are not limited to vocabulary knowledge but also involve students' ability to process, select, and organize information effectively. Therefore, students need active reading strategies that can help them identify relevant information, organize ideas, and retain important content while reading academic texts.

One strategy that may support these demands is note-taking, as it requires students to select, organize, summarize, and reconstruct information while engaging with a text. Previous studies have demonstrated positive relationships between note-taking and reading or academic learning, but they have examined the issue from different perspectives. Amiruddin et al. (2024), for example, found that integrating note-taking into a flipped classroom significantly improved

students' reading comprehension achievement. Seo (2025) similarly found that students who received Cornell note-taking instruction demonstrated greater improvement in reading comprehension than students using personal note-taking, while many participants also reported positive attitudes toward continuing to use the strategy. Kitjaroonchai et al. (2025) investigated university students' perceptions of note-taking and found that students generally viewed note-taking positively because it supported comprehension, memory, content simplification, and academic performance. In addition, Puspitasari et al. (2025) found that Indonesian EFL university students used several reading strategies, including summarizing and note-taking, although these strategies were used alongside skimming, scanning, rereading, and dictionary use. These studies share similarities with the present research because they involve university or EFL students and recognize note-taking as a strategy related to learning and reading. However, they differ in their primary focus: Amiruddin et al. (2024) and Seo (2025) examined the effectiveness of note-taking or a particular note-taking technique on reading comprehension, while Kitjaroonchai et al. (2025) investigated general perceptions of note-taking and academic performance. In contrast, the present study focuses specifically on students' perceptions of using note-taking in reading comprehension, without conducting an experimental test of a particular note-taking method.

The differences among these studies reveal several research gaps that justify the present investigation. First, there is a focus gap because previous studies have mainly examined the effectiveness of note-taking specific note-taking techniques, or general perceptions of note-taking, whereas limited attention has been given to students' perceptions of using note-taking specifically during reading comprehension. Second, there is a contextual gap, since recent studies have been conducted in different educational settings, including flipped-classroom contexts, international universities, and other Indonesian universities. For example, Amiruddin et al. (2024) investigated second-semester English Education students at Universitas PGRI Palembang, while Kitjaroonchai et al. (2025) examined Thai and international students at an international university in Thailand. Meanwhile,

Seo (2025) focused on first-year Gen Z EFL students in a specific Cornell note-taking intervention. Although Puspitasari et al. (2025) investigated reading strategies among Indonesian university students, the study examined a broader range of strategies rather than specifically exploring students' perceptions of note-taking in reading comprehension. Third, there is a population gap, because the specific experiences and perceptions of seventh-semester students in the English Department at Muhammadiyah University of Bengkulu have not been examined in these studies. This gap is particularly important because Indonesian EFL students may experience different academic reading demands and learning conditions from students in other contexts. Therefore, the present study is needed to explore how students perceive the usefulness, benefits, difficulties, and application of note-taking when comprehending academic texts.

The urgency of the present study is further supported by recent evidence that academic reading remains challenging for Indonesian EFL university students and that students use different strategies to cope with these challenges. Kelderak (2023) found that Indonesian EFL undergraduate students experienced difficulties with specialist vocabulary, understanding difficult words, and taking brief and relevant notes, while systematic note-taking was identified as one of the strategies students used to cope with academic reading challenges. Ramadhianti and Somba (2023) likewise reported that students struggled with identifying main ideas, supporting details, vocabulary, and inferences, suggesting the need for strategies that help students organize and process textual information. Amiruddin et al. (2024) provided evidence that note-taking can contribute to improved reading comprehension achievement, while Seo (2025) demonstrated that structured Cornell note-taking can improve reading comprehension and generate positive student attitudes toward the strategy. These findings demonstrate the educational relevance of note-taking; however, evidence of its effectiveness does not automatically explain how students themselves perceive and experience the strategy. Understanding students' perceptions is therefore important because their perceptions may influence their willingness to adopt note-taking, the way they apply it, and their consistency in using it during reading activities. Accordingly,

35 this study aims to investigate students' perceptions of using note-taking in reading comprehension among seventh-semester students in the English Department at Muhammadiyah University of Bengkulu, under the title "*EFL Students' Perceptions of Using Note-Taking in Reading Comprehension.*"

8 1.2 Research Questions

Based on the background of the study, the research seeks to answer the following questions:

1. What are the perceptions of seventh-semester students in the English Department at Muhammadiyah University of Bengkulu toward the use of note-taking in reading comprehension?

1.3 Objectives of the Study

The objectives of this study are:

1. To investigate the perceptions of seventh-semester students in the English Department at Muhammadiyah University of Bengkulu toward the use of note-taking in reading comprehension.

3 1.4 Significance of the Study

This study is expected to provide theoretical and practical contributions to English language teaching, particularly in the use of note-taking in reading comprehension.

3 1. Theoretical Significance

Theoretically, this study is expected to contribute to the literature on note-taking and reading comprehension by providing insights into students' perceptions. It may also serve as a reference for future researchers.

2. Practical Significance

For students, this study may increase awareness of the benefits and challenges of using note-taking in reading comprehension. For lecturers, the findings may provide information for developing effective reading activities that integrate note-taking. For the English Department, the findings may provide useful information for supporting students' reading strategies. Finally, for

future researchers, this study may serve as a reference for conducting related research in different contexts.

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1.5 Limitation of the Study

This study has several limitations. First, it focuses only on seventh-semester students in the English Department at Muhammadiyah University of Bengkulu, so the findings may not represent students from other semesters, departments, or universities. Second, this study focuses specifically on students' perceptions of using note-taking in reading comprehension, including their perceived benefits and difficulties. It does not examine the effectiveness of a particular note-taking method or compare note-taking with other reading strategies. Third, the study is limited to students' reported perceptions and experiences; therefore, the findings do not directly measure students' actual improvement in reading comprehension. Finally, the findings are limited to the participants and research context of this study and should be interpreted accordingly.

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1.6 Definition of Key Terms

To avoid misunderstanding, the key terms used in this study are defined as follows:

1. Students' Perceptions

Students' perceptions refer to the students' views, opinions, and experiences regarding the use of note-taking in reading comprehension.

2. Note-Taking

Note-taking refers to the process of selecting, recording, and organizing important information from reading materials to support understanding and retention.

3. Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and obtain meaning from written texts.

4. Sixth-Semester Students

Sixth-semester students refer to students enrolled in ⁹⁸ the seventh semester of the English Department at Muhammadiyah University of Bengkulu who participate in this study.

CHAPTER II

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LITERATURE REVIEW

2.1 Reading Comprehension

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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.

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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.

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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, ³successful reading comprehension depends not only on the ability to decode written language but also on readers' capacity to think critically, analyze information, and ¹⁰⁰regulate their own understanding throughout the reading process. Readers who ¹⁰⁰are 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 ¹students 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 ¹⁰¹English 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 ³⁸background knowledge, low reading motivation, and a lack of effective reading strategies. These factors may prevent students from understanding both explicit and ²implicit 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 ⁵ 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 ²⁴ 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 ¹¹¹ reading comprehension by helping students identify important information, ² 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 ⁵ how students perceive the use of note-taking during reading activities. Therefore, ² the present study aims to explore students' ¹² perceptions of using note-taking in reading comprehension among seventh-semester students at the English Department of Muhammadiyah University of Bengkulu. This focus ³ 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. ⁸⁷ Mueller and Oppenheimer (2014) argued that ⁶ 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. ⁷⁵ 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' ²reading comprehension. ⁴When students take notes while reading, they are encouraged to focus on the main ideas, supporting details, and relationships among ¹³²information presented in the text. Through summarizing and paraphrasing, ⁶students can develop a deeper understanding of reading materials and review important information more efficiently. Therefore, ⁶note-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.

¹³⁰ 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.

³² The relationship between note-taking and reading comprehension ⁵⁰ 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. ³⁸ 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 ² 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.

²¹ 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 ² 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 ⁷⁸ 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.

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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 ³ related to the use of note-taking as a reading strategy.

² 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 ¹⁷ 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.

⁴⁶ 2.5 Previous Studies

Previous studies play an important role in providing a theoretical and empirical foundation for the present research. Reviewing previous studies ⁵⁸ 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.

METHODOLOGY

3.1 Research Design

This study employed a descriptive qualitative to describe students' perceptions of using note-taking in reading comprehension. Data were collected through a Likert-scale questionnaire and analyzed using descriptive statistics. A descriptive qualitative was chosen because this study focused on describing seventh-semester students' perceptions of using note-taking in reading comprehension at the English Department of Muhammadiyah University of Bengkulu. According to Sandelowski (2000), descriptive qualitative research aimed to provide a comprehensive description of a phenomenon from the participants' perspectives. Therefore, this approach enabled the researcher to describe students' perceptions, including their views, experiences, and opinions regarding the use of note-taking in reading comprehension. Thus, a descriptive qualitative was considered appropriate for addressing the objective of this study.

3.2 Subject of the Research

The subjects of this study were seventh-semester students of the English Department at Muhammadiyah University of Bengkulu who had experience using note-taking during reading comprehension activities. Seventh-semester students were selected because they had completed several reading-related courses and had sufficient experience in reading academic texts. Therefore, they were considered capable of providing relevant information and expressing their perceptions regarding the use of note-taking in reading comprehension.

This study used purposive sampling to select the participants. According to Patton (2015), purposive sampling is a sampling technique in which participants are selected based on specific criteria relevant to the purpose of the study. In this research, the participants were selected based on their experience using note-taking while reading English texts. Based on these criteria, 15 seventh-semester students were selected as participants because they were considered capable of

providing relevant and detailed information needed to answer the research questions.

3.3 Research Instruments

In this study, the researcher used two main instruments to collect data about students' perceptions of using note-taking in reading comprehension. The instruments are described as follows:

1. Questionnaire

To answer the first research question regarding students' perceptions of using note-taking in reading comprehension, the researcher used a questionnaire adapted from Kitjaroonchai et al. (2025). The questionnaire employed a five-point Likert scale ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire focused on students' perceptions of the use of note-taking, including its benefits, ease of use, usefulness in understanding reading texts, and students' overall opinions about using note-taking during reading activities. This instrument was used to obtain structured data based on the participants' learning experiences.

2. Interview Guide

To support and clarify the questionnaire results, the researcher used a semi-structured interview. According to Creswell and Poth (2018), semi-structured interviews allow participants to explain their experiences and opinions more freely while still following the research objectives. The interview questions focused on students' experiences, and challenges in using note-taking during reading comprehension. This instrument enabled the researcher to gain more detailed information that could not be fully obtained through the questionnaire alone.

3.4 Technique of Collecting Data

The data in this study were collected through questionnaires. The data collection procedures were conducted to obtain information about seventh-semester students' perceptions of using note-taking in reading comprehension. The procedures for data collection are explained as follows:

1. Distributing Questionnaire

- a) The researcher distributed a questionnaire consisting of 20 statements to seventh-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu. The questionnaire was developed based on four indicators of students' perceptions, namely perceived usefulness, perceived ease of use, perceived impact on reading comprehension, and perceived challenges.
- b) The questionnaire was used as the main instrument to collect data related to students' perceptions of using note-taking during reading activities. The participants answered each statement individually by choosing one response on a five-point Likert scale, including Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).
- c) Before completing the questionnaire, the researcher provided an explanation regarding the purpose of the study and the instructions for answering the questionnaire. The participants were informed that their responses would be kept confidential and used only for research purposes.
- d) After all questionnaires had been completed, the researcher collected and organized the responses systematically. The questionnaire data were then analyzed to identify students' perceptions of using note-taking in reading comprehension based on the four indicators, including students' views about its usefulness, ease of use, contribution to reading comprehension, and challenges experienced when applying note-taking.

2. Conducting Interviews

- a) After collecting and reviewing the questionnaire responses, the researcher selected several participants using purposive sampling. The participants were selected based on predetermined criteria, including their experience in using note-taking during reading activities and their willingness to provide detailed information related to the research objectives. The selected participants participated in semi-structured s to

obtain deeper explanations regarding the advantages and limitations of using note-taking in reading comprehension.

- b) The semi-structured interviews were conducted to explore students' experiences and opinions about the use of note-taking as a reading strategy. The questions focused on the advantages of note-taking, such as helping students understand reading texts, identify important information, retain information, and organize ideas. During the process, the researcher used an guide containing open-ended questions developed based on the concepts and previous studies discussed in Chapter II. The questions were related to the functions of note-taking as an active learning strategy, including information selection, organization, summarization, and review.

3.5 Data Analysis Techniques

The data obtained in this study were analyzed based on the instruments used, namely questionnaires. This study employed qualitative data analysis to answer the research questions. The questionnaire data were analyzed using descriptive statistical analysis to identify seventh-semester students' perceptions of using note-taking in reading comprehension. The analysis procedures for each type of data are explained as follows:

3.5.1 Data Analysis from the Questionnaire

The questionnaire data were analyzed using descriptive statistical analysis in the form of percentages. This analysis aimed to describe students' perceptions of using note-taking in reading comprehension based on their responses to the questionnaire items. The questionnaire responses were measured using a five-point Likert scale consisting of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Each response was tabulated based on the frequency of students' answers, and the percentage of each item was calculated using the formula proposed by Riduwan (2018):

$$P = \frac{F}{N} \times 100 \%$$

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Note:

P = Percentage

F = Frequency of Occurrence

N = Number of Respondents

100 = Fixed Number of Percentage

After obtaining the percentage results, the data were presented in tables and interpreted descriptively. The interpretation explained students' perceptions of using note-taking in reading comprehension based on four indicators developed from the perception theories discussed in Chapter II, namely perceived usefulness, perceived ease of use, perceived impact on reading comprehension, and perceived challenges.

These indicators represented students' evaluations of note-taking as a learning strategy, including their beliefs about the benefits of note-taking, the difficulties in applying the strategy, its contribution to understanding reading texts, and the challenges experienced during reading activities.

Table 3.1 Percentage Interpretation Criteria (Riduwan, 2018)

Percentage	Interpretation
81–100%	Very High
61–80%	High
41–60%	Moderate
21–40%	Low
0–20%	Very Low

3.5.2 Data Analysis from the

The qualitative data were analyzed using thematic analysis proposed by Braun and Clarke (2021). This method was used to identify and interpret patterns related to the advantages and limitations of using note-taking in reading comprehension.

The analysis was based on the theoretical concepts of note-taking discussed in Chapter II. The analysis focused on the advantages of note-taking as explained

by Piolat, Olive, and Kellogg (2005), Boch and Piolat (2005), Kobayashi (2005), and Williams and Eggert (2002), as well as the limitations of note-taking identified in previous studies by Kitjaroonchai et al. (2025) and Savitri, Asrori, and Chakim (2019). The data were analyzed through the following steps:

1. Transcribing the Data

The researcher transcribed the recorded data into written transcripts. This step was conducted to maintain the accuracy of the participants' responses regarding their experiences in using note-taking during reading activities.

2. Familiarizing with the Data

The researcher read the transcripts repeatedly to understand the participants' responses and identify information related to the advantages and limitations of note-taking in reading comprehension.

3. Generating Initial Codes

The researcher identified meaningful statements from the transcripts and assigned codes related to the research focus. The codes were developed based on the theoretical aspects of note-taking, including selecting important information, organizing ideas, improving understanding, supporting memory retention, and reviewing materials. The codes also included limitations such as time constraints, difficulty in selecting important information, difficulty in organizing notes, and additional cognitive effort.

4. Developing Themes

The researcher grouped similar codes into broader themes representing the advantages and limitations of using note-taking in reading comprehension. The themes reflected how students experienced note-taking as an active learning strategy during reading activities.

5. Reviewing and Interpreting Themes

The researcher reviewed the developed themes and related them to the theories and previous studies discussed in Chapter II. This process aimed to provide a deeper explanation of how note-taking supported students' reading comprehension and what difficulties they experienced when applying this strategy.

6. Reporting the Findings

The researcher presented the findings by describing each identified theme and supporting the explanations with relevant quotations from the participants. The findings were used to answer the research question regarding the advantages and limitations of using note-taking in reading comprehension among seventh-semester students at the English Department of Muhammadiyah University of Bengkulu. This study employed descriptive statistical analysis in percentages.

FINDINGS AND DISCUSSIONS

4.1 Findings

This study aimed to investigate 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 collected through a questionnaire administered to 15 seventh-semester students and semi-structured interviews conducted with six students. The interview participants were identified as P1, P2, P3, P4, P5, and P6. The questionnaire consisted of statements related to students' experiences and perceptions of using note-taking in reading comprehension. The responses were measured using five categories: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The interview consisted of 20 questions covering four indicators: Perceived Usefulness, Perceived Ease of Use, Perceived Impact on Reading Comprehension, and Perceived Challenges.

The findings from the questionnaire and interviews were analyzed together to obtain a comprehensive description of students' perceptions. The findings are presented in four main themes: (1) students' perceptions of the usefulness of note-taking, (2) students' perceptions of the ease of using note-taking, (3) students' perceptions of the impact of note-taking on reading comprehension, and (4) students' perceptions of the challenges of using note-taking.

4.1.1 Students' Perceptions of the Usefulness of Note-Taking

The first finding concerns students' perceptions of the usefulness of note-taking in reading comprehension. The questionnaire results indicate that most students had positive perceptions of using note-taking while reading. They perceived note-taking as useful for understanding reading materials, identifying important information, organizing information, remembering key points, and reviewing reading materials.

Table 4.1**Students' Responses to the Usefulness of Note-Taking**

No.	Questionnaire Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I understand the reading material better when I take notes while reading.	6.7%	86.7%	6.7%	0%	0%
2	I understand the reading material better when I compare my notes with the reading materials.	20%	60%	20%	0%	0%
3	I improve my reading comprehension when I take notes on key points.	6.7%	73.3%	20%	0%	0%
4	I can focus on important information better when I identify the main points while taking notes.	13.3%	80%	0%	6.7%	0%
5	I understand reading materials better when I use a specific note-taking method.	13.3%	60%	26.7%	0%	0%
6	I remember key information better when I use abbreviations while taking notes.	13.3%	60%	26.7%	0%	0%

As shown in Table 4.1, the majority of students responded positively to the use of note-taking. In the first statement, 93.4% of the students agreed or strongly

agreed that they understood reading materials better when they took notes while reading. Only 6.7% of the students selected Neutral. This indicates that most students perceived note-taking as a useful strategy for improving their understanding of reading materials. Similarly, 80% of the students agreed or strongly agreed that comparing their notes with the reading materials helped them understand the materials better. The same percentage also agreed or strongly agreed that taking notes on key points improved their reading comprehension.

The highest positive response in this group was found in the statement concerning identifying main points. 93.3% of the students agreed or strongly agreed that they could focus on important information better when they identified the main points while taking notes. This result indicates that note-taking helped students direct their attention toward important information rather than treating all information in the text as equally important.

The interview findings support the questionnaire results. P1 explained that note-taking helped organize information, particularly when reading long academic texts:

“Taking notes helps me organize information because when I read a long academic text, there is usually a lot of information and sometimes I can get confused about which information is related to the main topic and which one is only an explanation.”

(P1, Interview, Question 1)

P1 further explained that the information was usually divided into the main idea, important points, and supporting details. This organization made the structure of the text clearer to the participant. A similar perception was expressed by P2. The participant stated:

“Taking notes helps me organize information because I can put the information into smaller parts.”

(P2, Interview, Question 1)

P2 explained that when reading a long text, the participant usually wrote the main point first and then listed important information from each paragraph. This made the information easier to understand. The students also perceived note-taking as useful for identifying important information. P1 explained:

“Note-taking makes me pay more attention to important information because I have to decide what is worth writing down.”

(P1, Interview, Question 2)

This indicates that note-taking required students to actively select information while reading. P1 usually considered the topic sentence, key concepts, definitions, arguments, examples, and conclusions as important information. The usefulness of note-taking was also associated with remembering information. P2 stated:

“If I write down the important points, I can remember them more easily.”

(P2, Interview, Question 3)

According to P2, writing important information increased attention and helped the information remain in memory for a longer period. P3 also emphasized the role of keywords in remembering information:

“Yes, it helps me remember, especially when I use keywords. I don't need to write a lot of information. Sometimes just seeing one keyword can remind me of the explanation from the text.”

(P3, Interview, Question 3)

In addition to remembering information, students perceived their notes as useful for reviewing reading materials. P1 stated:

“My notes make the review process faster because I do not have to reread the whole text.”

(P1, Interview, Question 4)

The participant explained that after reading a ten-page article, the important information could later be reviewed through one or two pages of notes. The notes were also used before class discussions, assignments, presentations, and examinations. P3 expressed a similar perception:

“My notes make reviewing faster because they are short. I can look at the keywords and remember what I read before.”

(P3, Interview, Question 4)

Therefore, the questionnaire and interview findings consistently show that students perceived note-taking as useful for organizing information, identifying important information, remembering information, reviewing reading materials, and increasing active engagement during reading.

94 4.1.2 Students' Perceptions of the Ease of Using Note-Taking

The second finding concerns students' perceptions of the ease of using note-taking while reading English texts. The questionnaire results show that most students responded positively to different note-taking techniques. However, the interview findings indicate that the ease of using note-taking depended on the difficulty of the reading text, students' vocabulary knowledge, and their ability to select important information.

Table 4.2

Students' Responses to Note-Taking Techniques

No.	95 Questionnaire Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I can focus on important information better when I identify the main points while taking notes.	13.3%	80%	0%	6.7%	0%

No.	Questionnaire Statement ⁴³	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	I understand reading materials better when I use a specific note-taking method.	13.3%	60%	26.7%	0%	0%
3	I remember key information better when I use abbreviations while taking notes.	13.3%	60%	26.7%	0%	0%
4	I improve my reading comprehension when I ask questions while taking notes.	6.7%	73.3%	13.3%	6.7%	0%
5	I recall details from reading materials better when I underline important points in my notes.	13.3%	73.3%	13.3%	0%	0%

Table 4.2 shows that students generally responded positively to the note-taking techniques included in the questionnaire. For example, 93.3%¹³ of the students agreed or strongly agreed that identifying main points while taking notes helped them focus on important information. Furthermore, 80%¹³ of the students agreed or strongly agreed that asking questions while taking notes improved their reading comprehension. Similarly, 86.6% agreed or strongly agreed that underlining important points helped them recall details from reading materials. The interview data provide further explanation of these results. P1 stated that note-taking was relatively easy when the text was clear and familiar:

“For me, note-taking is relatively easy because I am already used to doing it.

However, it depends on the difficulty of the text.”

(P1, Interview, Question 6)

The participant explained that unfamiliar academic terms and complicated sentences made note-taking more difficult. P3 reported a similar experience:

“For me, it is quite easy because I usually make very simple notes. I don't try to write everything. I just use keywords, abbreviations, and sometimes symbols.”

(P3, Interview, Question 6)

This shows that the students' perception of ease was partly related to the simplicity of their note-taking methods. Rather than writing complete sentences, some students used keywords, abbreviations, and symbols to save time and reduce the amount of writing. However, selecting information was still considered one of the more difficult aspects of note-taking. P2 stated:

“For me, this is probably the most difficult part of note-taking.”

(P2, Interview, Question 7)

P2 explained that although the main idea could usually be identified easily, deciding which supporting details were necessary was sometimes difficult. P1, on the other hand, explained that the purpose of reading helped the participant decide which information should be included:

“If I know why I am reading the text, it becomes easier to decide what information is relevant.”

(P1, Interview, Question 7)

The participants also used different methods to organize their notes. P1 explained:

“Usually, I write the title or topic first. Then, I make headings for the main points and write the supporting details underneath.”

(P1, Interview, Question 8)

P3 used a simpler approach by using bullet points, short headings, arrows, and abbreviations. These findings indicate that students did not use one identical note-taking method. Instead, they adapted their note-taking techniques according

to their individual preferences and reading needs. The students also preferred to read a section before writing notes rather than writing after every sentence. P3 stated:

“I usually read one paragraph first and then write a few keywords.”
(P3, Interview, Question 10)

“Usually, I read first and then write notes after finishing a paragraph or a section.”
(P5, Interview, Question 10)

Therefore, the findings indicate that students generally perceived note-taking as manageable, particularly when they used simple strategies such as keywords, abbreviations, bullet points, and underlining. However, the difficulty increased when students encountered unfamiliar vocabulary, complicated texts, or difficulty in deciding which information should be included.

2
4.1.3 Students' Perceptions of the Impact of Note-Taking on Reading Comprehension

The third finding concerns the perceived impact of note-taking on students' reading comprehension. The questionnaire results show that most students believed that note-taking supported their understanding of reading materials, particularly in identifying main ideas, remembering details, and summarizing information.

Table 4.3
Students' Responses to the Impact of Note-Taking on Reading Comprehension

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No.	Questionnaire Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		Agree				Disagree

No.	Questionnaire Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I understand the reading material better when I take notes while reading.	6.7%	86.7%	6.7%	0%	0%
2	I improve my reading comprehension when I take notes on key points.	6.7%	73.3%	20%	0%	0%
3	I improve my reading comprehension when I ask questions while taking notes.	6.7%	73.3%	13.3%	6.7%	0%
4	I recall details from reading materials better when I underline important points in my notes.	13.3%	73.3%	13.3%	0%	0%
5	I understand the main ideas of a text better when I summarize information in my notes.	13.3%	80%	6.7%	0%	0%

As shown in Table 4.3, 93.4%¹³ of the students agreed or strongly agreed that they understood reading materials better when taking notes while reading. In addition, 80% agreed or strongly agreed that taking notes on key points improved their reading comprehension. The strongest response concerning summarization was also positive. 93.3%¹³ of the students agreed or strongly agreed that they understood the main ideas of a text better when they summarized information in their notes.²⁹ The interview findings support these results. P3 explained that note-taking helped the participant understand the main idea because the student had to reduce the paragraph into several keywords:

“It helps me understand the main idea because I try to reduce the paragraph into a few keywords.”

(P3, Interview, Question 11)

The participant explained that choosing the appropriate keywords indicated an understanding of the main point of the paragraph. This indicates that note-taking encouraged students to pay closer attention to the writer's message and distinguish the main idea from other information. Note-taking was also perceived as useful for identifying supporting details. P3 explained:

“I usually don't write many supporting details. I only write the ones that I think are necessary to explain the main idea, such as an important example, reason, or fact.”

(P3, Interview, Question 12)

The participant explained that writing keywords required the student to think about what the text was really about. P3 also described using keywords for each section of an academic article and later using those keywords to remember the main discussion. P6 expressed a similar perception:

“Yes, most of the time I understand it better.”

(P6, Interview, Question 13)

Overall, the questionnaire and interview findings indicate that students perceived note-taking as having a positive impact on reading comprehension, especially in identifying main ideas, recognizing supporting details, summarizing information, remembering information, and connecting ideas across different parts of a text.

4.1.4 Students' Perceptions of the Challenges of Using Note-Taking

Although the questionnaire results generally show positive perceptions of note-taking, the interview data reveal that students also experienced several challenges. These challenges included the additional time required, the effort

involved, difficulty selecting important information, difficulty organizing notes, and possible interference with concentration.

Table 4.4

Students' Responses to Statements Concerning the Use of Note-Taking

No.	93 Questionnaire Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I do not need to take notes to understand reading materials.	6.7%	60%	20%	13.3%	0%
2	I feel that organizing my notes does not affect my understanding of reading materials.	6.7%	60%	20%	13.3%	0%
3	I feel that comparing my notes with my classmates' notes does not affect my reading comprehension.	13.3%	66.7%	13.3%	6.7%	0%

The results in Table 4.4 are important because they demonstrate that students did not necessarily consider note-taking necessary in every reading situation. For example, 66.7% of the students agreed or strongly agreed with the statement, “I do not need to take notes to understand reading materials.” This finding should be interpreted carefully because the statement is negatively worded. It does not necessarily mean that students had a negative perception of note-taking. Rather, it indicates that students believed that they could sometimes understand reading materials without taking notes. This interpretation is supported by P5, who stated:

“If the text is short or easy to understand, I prefer to focus on reading and understanding it directly.”

(P5, Interview, Question 1)

P5 explained that note-taking was generally used when the text was long or contained a large amount of important information. This indicates that students' use of note-taking was selective and dependent on the reading situation. These findings demonstrate that note-taking had a dual effect on concentration. It could increase concentration because students actively selected and processed information, but excessive note-taking could also distract them from understanding the flow of the text.

4.1.5 Overall Findings

Based on the questionnaire and interview data, the seventh-semester students generally had positive perceptions toward the use of note-taking in reading comprehension. The questionnaire results show high levels of agreement with statements concerning understanding reading materials, identifying important information, improving reading comprehension, recalling details, and summarizing main ideas.

Table 4.5

Overall Summary of Questionnaire Results

No.	Questionnaire Statement	40 Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Agree + Strongly Agree
1	I understand the reading material better when I take notes while reading.	6.7%	86.7%	6.7%	0%	0%	93.4%
2	I understand the reading material better when I compare my notes	20%	60%	20%	0%	0%	80%

No.	Questionnaire Statement	40 Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Agree + Strongly Agree
	with the reading materials.						
3	29 I improve my reading comprehension when I take notes on key points.	6.7%	73.3%	20%	0%	0%	80%
4	I can focus on important information better when I identify the main points while taking notes.	13.3%	80%	0%	6.7%	0%	93.3%
5	I understand reading materials better when I use a specific note-taking method.	13.3%	60%	26.7%	0%	0%	73.3%
6	I remember key information better when I use abbreviations while taking notes.	13.3%	60%	26.7%	0%	0%	73.3%
7	I improve my reading comprehension when I ask questions while taking notes.	6.7%	73.3%	13.3%	6.7%	0%	80%
8	I recall details from	13.3%	73.3%	13.3%	0%	0%	86.6%

No.	Questionnaire Statement	90 Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Agree + Strongly Agree
	reading materials better when I underline important points in my notes.						
9	I understand the main ideas of a text better when I summarize information in my notes.	13.3%	80%	6.7%	0%	0%	93.3%
10	I do not need to take notes to understand reading materials.	6.7%	60%	20%	13.3%	0%	66.7%*
11	I feel that organizing my notes does not affect my understanding of reading materials.	6.7%	60%	20%	13.3%	0%	66.7%*
12	I feel that comparing my notes with my classmates' notes does not affect my reading comprehension.	13.3%	66.7%	13.3%	6.7%	0%	80%*

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The overall questionnaire results demonstrate that students tended to perceive note-taking positively. The highest levels of agreement were found in three areas. First, 93.4% of students agreed or strongly agreed that they

understood reading materials better when taking notes while reading. Second, 93.3% agreed or strongly agreed that identifying main points while taking notes helped them focus on important information. Third, 93.3% agreed or strongly agreed that summarizing information in their notes helped them understand the main ideas of a text.

The interview data support these questionnaire findings. The students consistently described ⁵ note-taking as a strategy that helped them organize information, identify important points, remember information, review reading materials, and become more active while reading. However, the findings also show that students' perceptions were not completely positive or absolute. They recognized that note-taking could require additional time and effort. They also experienced difficulties when deciding which information was important and when organizing their notes. Furthermore, taking notes too frequently could interrupt their concentration and the flow of reading. The students therefore tended to use note-taking strategically. They did not consider it necessary for every reading situation. Instead, they were more likely to use it when reading long, difficult, academic, or information-dense texts. For short or easy texts, some students preferred to focus directly on understanding the text.

The findings can therefore be summarized into four main points. First, students perceived note-taking as useful for organizing, identifying, remembering, and reviewing information. Second, students generally perceived note-taking as manageable, especially when using simple techniques such as keywords, abbreviations, bullet points, and underlining. Third, students perceived note-taking as supportive of ²⁷ reading comprehension, particularly in identifying main ideas, supporting details, summarizing information, and connecting ideas. Fourth, students recognized several challenges, including additional time, cognitive effort, difficulty selecting important information, disorganized notes, and possible distraction.

Overall, the findings indicate that the seventh-semester students at the English Department of Muhammadiyah University of Bengkulu had generally positive perceptions toward the use of note-taking in reading comprehension. Nevertheless, their perceptions were strategic and context-dependent, meaning that students considered note-taking most useful when it supported their understanding without interrupting the reading process.

4.2 Discussions

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 findings were obtained from questionnaire and interview data involving 15 students for the questionnaire and six students for the interview. Overall, the findings indicate that students had generally positive perceptions toward the use of note-taking in reading comprehension. However, the students did not perceive note-taking as a strategy that should be used in every reading situation. Instead, they viewed note-taking as a supporting strategy that was particularly useful when reading long, difficult, academic, or information-dense texts. The discussion is organized into four aspects that emerged from the findings: (1) the usefulness of note-taking, (2) the ease of using note-taking, (3) the impact of note-taking on reading comprehension, and (4) the challenges of using note-taking.

4.2.1 The Usefulness of Note-Taking in Reading Comprehension

The first major finding of this study is that students perceived note-taking as a useful strategy in reading comprehension. The questionnaire results showed that 93.4% of the students agreed or strongly agreed that they understood reading materials better when they took notes while reading. Similarly, 93.3% agreed or strongly agreed that identifying main points while taking notes helped them focus on important information. The interview findings supported these results, as students explained that note-taking helped them organize information, identify

important points, remember information, and review reading materials more efficiently.

This finding suggests that note-taking was perceived by the students as more than simply recording information from a text. Instead, ¹⁵⁴the process of taking notes required students to select, organize, and process information. For example, P2 explained that taking notes helped the student put information into smaller parts, while P1 explained that note-taking helped distinguish the main topic from explanations and supporting information. This indicates that students actively interacted with the reading text while taking notes.

The finding is consistent with Guebba's (2021) study of Moroccan EFL learners, which ¹³⁹found that note-taking had a positive contribution to reading comprehension and helped students understand and retain information. Guebba particularly examined note-taking strategies, including the mapping method, and reported that students perceived note-taking as beneficial to ¹⁵⁷their comprehension and retention of reading materials. The present finding is also supported by ¹²⁸Gourley (2021), who examined the relationship between reading, note-taking, and learning outcomes among university students. The study found that students who read texts and took notes demonstrated better performance on quizzes and examinations. Gourley reported that even a relatively small amount of note-taking was associated with meaningful improvements in academic performance.

The similarity between these studies and the present study can be seen in the role of note-taking as an active learning activity. In the present study, students stated that they needed to decide which information was important enough to write down. This process made them more attentive to the text. Therefore, the usefulness of note-taking may come not only from having a written record of information but also from the cognitive activity involved in deciding what to record. This interpretation is further supported by ¹⁵⁶Mekuria et al. (2024), who ²³found that reading strategy instruction improved students' use of reading strategies and critical reading ability in an EFL university context. Their findings

¹²⁵ highlighted the importance of cognitive and metacognitive strategies in helping students process and interpret reading materials. Note-taking was included among the cognitive strategies used by the students.

The present findings therefore indicate that students perceived note-taking as useful because it encouraged them to become active readers. Rather than reading passively from beginning to end, students had to pay attention to the main ideas, supporting details, keywords, definitions, examples, and conclusions. This finding is particularly relevant to seventh-semester English Department students because they frequently encounter academic texts that contain relatively complex information. Note-taking can provide a way for students to reduce complex information into shorter and more manageable forms. A more recent study by Seo (2025) provides further support for this interpretation. Seo ¹⁵⁵ found that Cornell note-taking instruction improved EFL students' reading comprehension compared with students who used their personal note-taking styles. ³³ The Cornell method encouraged students to organize information, generate questions, and summarize ideas in their own words. ¹⁴⁸ The study also found that students using the Cornell method demonstrated greater confidence in class engagement and better retention of English content. ⁶⁶

¹¹⁴ Thus, the positive perception found in the present study is consistent with recent research suggesting that structured note-taking can support students' engagement, organization of information, retention, and reading comprehension. However, unlike Seo's (2025) study, the present study did not examine the effectiveness of one particular note-taking method. Instead, it focused on how students perceived note-taking based on their own experiences. This difference is important because the present findings demonstrate that students naturally developed different ways of taking notes according to their individual preferences and reading purposes.

4.2.2 The Ease of Using Note-Taking

The second finding concerns ⁵ students' perceptions of the ease of using note-taking. The questionnaire results showed generally positive responses toward different note-taking techniques. For example, 93.3% of students agreed or strongly agreed that identifying main points helped them focus on important information, while 86.6% agreed or strongly agreed that underlining important points helped them recall details. The interview findings, however, provide a more nuanced picture. Students generally considered note-taking manageable, particularly when they used simple techniques such as keywords, abbreviations, symbols, bullet points, and underlining. Nevertheless, students explained that note-taking became more difficult when they encountered unfamiliar vocabulary, complicated sentences, long texts, or large amounts of information.

¹³⁵ This finding indicates that the perceived ease of note-taking ²⁹ was not determined only by the note-taking activity itself. It was also influenced by the characteristics of the reading material and the students' ability to identify relevant information. P2, for example, explained that selecting which supporting details should be included was one of the most difficult parts of note-taking. P1, in contrast, explained that knowing the purpose of reading helped the student determine which information was relevant. This finding is consistent with Kelderak (2023), who investigated academic reading challenges among Indonesian EFL undergraduate students. The study found that students experienced difficulties with specialist vocabulary, determining meanings of difficult words, and taking brief and relevant notes. The students responded to these difficulties through several coping strategies, including ¹⁴⁶ systematic note-taking, rereading, and mind mapping.

The similarity between Kelderak's (2023) findings and the present study is particularly important because both studies involved Indonesian EFL university students. In both contexts, students did not necessarily find note-taking difficult because of the physical act of writing. Instead, the greater challenge involved

deciding what information was important and relevant. This suggests that effective note-taking requires comprehension before or during the process of recording information. The present finding is also consistent with Mekuria et al. (2024), who found that EFL students used different cognitive and metacognitive reading strategies when dealing with English reading materials. Their study emphasized that students' ability to use reading strategies can be strengthened through explicit strategy instruction.

Therefore, the findings of the present study suggest that note-taking can be perceived as easy when students have developed a simple and efficient strategy. Students do not necessarily need to write complete sentences or record every piece of information. Instead, using keywords, abbreviations, and short phrases can make the process more manageable. This interpretation is particularly consistent with Seo (2025), whose Cornell note-taking intervention emphasized organizing information, generating questions, and summarizing information in students' own words. The study found that structured note-taking supported students' reading comprehension and retention.

However, the present study also adds an important perspective. Students did not necessarily need to follow one standardized note-taking method. Their interview responses showed that they adapted their methods according to their preferences. Therefore, the flexibility of note-taking appears to be an important factor in students' perception of its ease of use.

4.2.3 The Impact of Note-Taking on Reading Comprehension

The third major finding is that students perceived note-taking as having a positive impact on their reading comprehension. The questionnaire showed that 93.4% of students agreed or strongly agreed that taking notes helped them understand reading materials better. In addition, 80% agreed or strongly agreed that taking notes on key points improved their reading comprehension, while 93.3% agreed or strongly agreed that summarizing information in their notes helped them understand the main ideas of a text. The interview data provide

further evidence for this finding. Students explained that note-taking helped them identify main ideas, recognize supporting details, summarize long explanations, remember information, and understand relationships between ideas in different parts of a text.

¹⁴¹ These findings are strongly supported by previous research. Amiruddin et al. (2024), for example, investigated ⁴¹ the influence of note-taking in a flipped classroom context on students' reading comprehension achievement. Their study involved English education students and ² found a significant improvement in reading comprehension after students received instruction involving note-taking. Similarly, Ambarwati et al. (2025) examined the Taking and Making Notes (TMN) ⁸ technique among Indonesian junior high school students. Their study found a significant improvement in the reading comprehension scores of students who received the note-taking treatment compared with those in the conventional group. The researchers associated the improvement with increased active engagement, retention, and thinking skills.

³⁰ The results of these studies are consistent with the present findings, although there is an important methodological difference. Amiruddin et al. (2024) and Ambarwati et al. (2025) ¹⁰³ examined the effectiveness of note-taking through quantitative intervention designs, whereas the present study investigated students' perceptions through descriptive qualitative data. Therefore, the present study does not claim that note-taking statistically causes an improvement in reading comprehension. Rather, it demonstrates that students themselves perceived note-taking as contributing positively to their comprehension. This distinction is important in interpreting the findings. The students' perceptions suggest that note-taking functions as a supporting cognitive strategy. ¹²⁴ When students summarize information or identify key points, they must process the meaning of the text rather than simply recognize individual words.

Seo (2025) provides particularly ⁶⁶ relevant evidence regarding this process. The study found that students who used the Cornell note-taking method achieved

greater improvements in reading comprehension than students using personal note-taking styles. The Cornell method required students to organize information, generate questions, and summarize ideas. The present findings are similar because students also described using questions, keywords, summaries, and main points when taking notes. For instance, P6 explained that summarizing helped make a long explanation shorter and easier to remember. This suggests that the act of transforming information from the text into a shorter form may help students process the meaning of the material.

The findings can also be compared with Mekuria et al. (2024), who found that cognitive and metacognitive reading strategies contributed to improved reading strategy use and critical reading ability among EFL university students. Their findings suggest that students benefit from strategies that require them to actively process, organize, and evaluate information while reading. Therefore, the present study suggests that note-taking supports reading comprehension because it encourages students to interact actively with the text. Students are not merely receiving information; they are selecting, organizing, summarizing, and connecting information. These processes may explain why the students in the present study perceived note-taking as beneficial for their comprehension.

4.2.4 The Challenges of Using Note-Taking

Although the overall perception was positive, the fourth finding shows that students also experienced several challenges when using note-taking. These challenges included the additional time required, cognitive effort, difficulty deciding which information to write, difficulty organizing notes, and possible disruption of concentration. The findings demonstrate that students did not perceive note-taking as universally beneficial in every reading situation. Some students stated that they preferred to read directly without taking notes when the text was short or easy to understand. In contrast, they were more likely to take notes when reading long, difficult, or academic texts.

This finding is important because it demonstrates that students viewed note-taking as a context-dependent strategy rather than a fixed reading procedure. In other words, the students made decisions about whether note-taking was necessary based on the characteristics of the text and their reading purpose. This result is consistent with Kelderak (2023), who found that Indonesian EFL undergraduate students experienced difficulties in academic reading, particularly with specialist vocabulary, difficult words, and producing brief and relevant notes. However, the students also developed ⁶⁸strategies such as systematic note-taking, rereading, and mind mapping to manage these difficulties.

The present findings similarly show that students adjusted their note-taking practices to reduce the difficulty of the activity. For example, some students used keywords and abbreviations instead of writing complete sentences. Others waited until they had completed a paragraph before writing notes. These practices allowed students to maintain their reading flow while still recording important information. The additional time required for note-taking was another challenge reported by the participants. This finding is important because note-taking involves several simultaneous processes: reading, understanding, selecting information, organizing information, and writing. Therefore, students may need more time when they take notes than when they simply read.

Nevertheless, the students also believed that the additional time could provide benefits during later review. This perception is consistent with Gourley (2021), who found that reading and taking notes were associated with improved academic performance. His findings suggest that the effort invested in reading and note-taking can produce benefits in subsequent academic tasks. The challenge concerning concentration is also noteworthy. The students reported that note-taking could either improve or reduce their concentration. When students actively selected important information, note-taking helped them focus. However, when they concentrated too much on writing, they could lose their connection with the text.

¹⁰² This finding is particularly relevant to the recent study by Kreijkes et al. (2026), which compared note-taking, large language model use, and their combination in relation to reading comprehension and retention. The study found that note-taking produced positive effects on comprehension and retention compared with relying only on an LLM. Qualitative findings also indicated that students valued note-taking because it encouraged deeper engagement and supported memory, although students generally preferred the convenience of LLM use. Although the context of Kreijkes et al. (2026) differs from the present study, the findings support an important point: note-taking requires active engagement. Its benefit may come partly from the effort students make while processing the text. This also explains why note-taking can sometimes feel more demanding than simply reading.

¹⁵² Therefore, the challenges identified in this study should not necessarily be interpreted as evidence that note-taking is ineffective. Instead, they indicate that note-taking needs to be used appropriately. Excessive note-taking may interfere with reading, whereas selective note-taking may support comprehension without placing unnecessary demands on students.

The discussion of the findings shows that the perceptions of seventh-semester students toward note-taking in reading comprehension were generally positive. The findings are largely consistent with previous studies conducted between 2021 and 2026, although the present study differs in its focus on students' perceptions rather than the experimental measurement of note-taking effectiveness. First, students perceived note-taking as useful because it helped them organize information, identify important points, remember information, and review reading materials. This finding is consistent with Guebba (2021), Gourley (2021), and Seo (2025), who reported positive relationships between note-taking, information retention, engagement, and learning outcomes.

Second, students generally perceived note-taking as manageable when they used simple strategies such as keywords, abbreviations, bullet points, and

underlining. However, difficulty increased when students encountered unfamiliar vocabulary, complicated texts, or large amounts of information. This finding is consistent with Kelderak (2023), who identified difficulty in understanding academic vocabulary and producing brief and relevant notes among Indonesian EFL undergraduate students. Third, students perceived note-taking as supportive of reading comprehension because it helped them identify main ideas, supporting details, summaries, and relationships between ideas. This finding is consistent with Amiruddin et al. (2024), Ambarwati et al. (2025), and Seo (2025), whose studies found positive effects of note-taking-based approaches on reading comprehension.

Finally, students recognized that note-taking also had limitations. It required additional time and effort and could sometimes interfere with concentration. Consequently, students used note-taking selectively according to the difficulty, length, and purpose of the reading material. This finding indicates that students did not perceive note-taking as a strategy that must be applied mechanically to every reading task. Thus, the findings and discussion together indicate that note-taking was perceived as a valuable but context-dependent reading strategy. The students viewed it as particularly beneficial for processing, organizing, remembering, and reviewing information from complex reading materials, while recognizing that excessive or poorly managed note-taking could reduce reading efficiency.

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.

³ 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

⁸Based 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 ³⁰to 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.

²For 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 ¹⁹experimental or quasi-experimental research. In addition, ⁸future 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.

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APPENDICES

No.	Indicator	Interview Question	P1's Answer
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	Taking notes helps me organize information because when I read a long academic text, there is usually a lot of information and sometimes I can get confused about which information is related to the main topic and which one is only an explanation. ⁶¹ Usually, I divide my notes into the main idea, important points, and supporting details. After reading, I can see the structure of the text more clearly. For example, when I read a journal article, I write the main topic first, then I make subpoints for the important ideas and write supporting information under each point.
2	Perceived Usefulness	How does taking notes help you identify important information in a reading text?	Note-taking makes me pay more attention to important information because I have to decide what is worth writing down. When I know that I will take notes, ¹⁵⁰ I read more carefully and look for the main idea of each paragraph. Usually, I consider the topic sentence, key concepts, definitions, important arguments, examples, and conclusions as important information.
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	Yes, I think it really helps me remember information better. For me, taking notes is not only writing. Before writing, I have to read, understand, select, and sometimes rephrase the information. Because I process the information in several ways, I feel that it stays longer in my memory. I also remember information better when I write it in my own words.

No.	Indicator	Interview Question	P1's Answer
4	Perceived Usefulness	How do your notes help you review information after reading?	My notes make the review process faster because I do not have to reread the whole text. For example, if I read a ten-page article, later I can review the important information from one or two pages of notes. I usually read my notes again before class discussions, assignments, presentations, or exams.
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	Taking notes makes me more focused and active while reading. If I only read, sometimes my eyes continue reading the text but my mind is thinking about something else. When I take notes, I have to actively think about the information. I become more engaged because I need to identify important ideas and decide how to organize them.
6	Perceived Ease of Use	¹¹ How easy or difficult is it for you to use note-taking while reading English texts?	For me, note-taking is relatively easy because I am already used to doing it. However, it depends on the difficulty of the text. If the English text is clear and familiar to me, I can take notes easily. But if the text contains many unfamiliar academic terms or complicated sentences, note-taking becomes more difficult.
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	Most of the time, it is quite easy because I usually look at the purpose of the reading first. If I know why I am reading the text, it becomes easier to decide what information is relevant. I usually include the main idea, important definitions, key arguments, findings, and examples.
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	I find it quite easy because I always try to use a consistent structure. Usually, I write the title or topic first. Then, I make headings for the main points and write the supporting details underneath. Sometimes I use

No.	Indicator	Interview Question	P1's Answer
			bullet points, numbering, arrows, or indentation.
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	I usually find it manageable, but it can be difficult with academic or technical information. I prefer to use my own words because it helps me check whether I really understand the information. However, for definitions or specific terms, I sometimes keep the original words because changing them might affect the meaning.
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	I can do both, but I do not write after every sentence because that would interrupt my reading too much. Usually, I read a paragraph or a short section first, try to understand it, and then write the important points. For me, this method is easier because I can understand the general meaning before deciding what to write.
11	Perceived Impact on Reading Comprehension	How does taking notes affect your understanding of the main ideas in a reading text?	Taking notes helps me identify the main ideas more clearly because I have to reduce the information into a simpler form. Usually, after reading one section, I try to write one sentence or one short point about the main idea. This process helps me distinguish between the central idea and the supporting information.
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	I usually place supporting details under the main idea in my notes. This makes it easier for me to see how the details support the main point. The details that I usually write down include important examples, explanations, evidence, research findings, or statistics.
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Yes, I usually understand a text better when I take notes because note-taking forces me to process the information actively. I cannot just

No.	Indicator	Interview Question	P1's Answer
		not?	read quickly because I need to stop and think about what I have understood. Sometimes, when I try to write an idea in my notes, I realize that I do not fully understand it yet, so I reread that part.
14	Perceived Impact on Reading Comprehension	How does summarizing important information in your notes affect your understanding of a reading text?	Summarizing helps me simplify difficult information. When I write a summary, I have to identify the essential meaning and remove information that is less important. This is especially helpful when reading academic texts because sometimes the original sentences are very long and complicated.
15	Perceived Impact on Reading Comprehension	How does taking notes help you connect information from different parts of a reading text?	Taking notes helps me connect information because I can see important ideas together on one page. In the original text, related information may be separated into different paragraphs or sections. In my notes, I can organize those ideas based on their relationship. Sometimes I use arrows to connect ideas, such as a cause and its effect.
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	Yes, definitely. Taking notes makes the reading process longer because I have to stop and process the information before writing it down. However, I think the additional time is useful because it saves time later when I need to review the text for an assignment, presentation, or exam.
17	Perceived Challenges	How much effort does taking notes require while you are reading?	I think it requires a moderate amount of effort. I need to concentrate not only on understanding the text but also on selecting and organizing the information. The process becomes more difficult when the topic is unfamiliar or the vocabulary is complicated.
18	Perceived	What difficulties do	The main difficulty is when many

No.	Indicator	Interview Question	P1's Answer
	Challenges	you experience when deciding which information is important enough to include in your notes?	pieces of information seem equally important. This usually happens when I read a complex academic article. At first, I sometimes want to write too much because I am afraid of missing important information. To solve this, I usually think about my reading purpose and focus on information that is directly related to what I need.
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	I do not experience major difficulties because I usually have a clear system. However, it can become difficult when I take notes from several sources at the same time. Sometimes similar information comes from different articles, and I need to organize the notes carefully so I can remember which source the information came from.
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or why not?	Sometimes, yes. If I focus too much on writing detailed notes, I can lose concentration on the overall meaning of the text. If I stop too often to write, I may forget what I read in the previous paragraph. Because of that, I usually read a paragraph or section first, understand the general meaning, and then write the key points. In general, note-taking improves my concentration.

No.	Indicator	Interview Question	P2's Answer
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	For me, taking notes helps me organize information because I can put the information into smaller parts. When I read a long text, I sometimes feel confused because there are too many details. So, I usually write the main point first and then some details under it. For

No.	Indicator	Interview Question	P2's Answer
			example, when I read an article, I write the main topic and then list the important points from each paragraph. This makes the information easier for me to understand.
2	Perceived Usefulness	How does taking notes help you identify important information in a reading text?	Taking notes makes me pay more attention to the information, but this is also one of the difficult parts for me. I usually look for the main idea, important facts, definitions, or information that is repeated several times. However, sometimes I am not sure whether some details are important or not, so I may write more information than I actually need.
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	Yes, I think it helps me remember information, especially when I write it in a simple way. When I only read, sometimes I forget the information after a few days. But if I write down the important points, I can remember them more easily. I think writing makes me pay more attention to the information, so it stays in my memory longer.
4	Perceived Usefulness	How do your notes help you review information after reading?	My notes make it easier for me to review because I can look at the important points without reading the whole text again. Usually, I read my notes again when I have an assignment or when I need to prepare for a class discussion. Sometimes I also use my notes before an exam, especially if the reading material is quite long.
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	I think it makes me more active while reading because I have something to do besides just reading. I have to think about what information I should write down. So, I usually become more focused.

No.	Indicator	Interview Question	P2's Answer
			But sometimes, when I am too busy writing, I can lose my attention to the next part of the text.
6	Perceived Ease of Use	11 How easy or difficult is it for you to use note-taking while reading English texts?	I think it is quite easy for me, but it depends on the reading text. If the vocabulary is familiar and the text is not too complicated, I can take notes without much difficulty. But when the text has many difficult words or long sentences, I need more time because I have to understand the meaning first before I can decide what to write.
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	For me, this is probably the most difficult part of note-taking. Sometimes I can identify the main idea easily, but I have difficulty deciding which supporting details are necessary. I usually ask myself whether the information is important for understanding the main topic. If I am still unsure, sometimes I write it down first and decide later whether I really need it.
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	It is quite easy when I only have one reading text, but it can be difficult when the text has many ideas. Usually, I organize my notes using headings and bullet points. I put the main idea at the top and then write the details below it. Sometimes my notes become a little messy because I add information while I am reading.
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	It is sometimes difficult for me, especially when the original sentence is already complicated. I usually try to use my own words because it helps me understand the information better. But for some definitions or specific terms, I prefer to keep the original words because I am afraid that changing them will

No.	Indicator	Interview Question	P2's Answer
			change the meaning.
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	I can do both, but I think it requires more concentration. I usually do not take notes while reading every sentence. I prefer to read one paragraph first, understand what it is about, and then write the important information. If I try to read and write at exactly the same time, sometimes I miss information from the text.
11	Perceived Impact on Reading Comprehension	How does taking notes affect your understanding of the main ideas in a reading text?	Taking notes helps me understand the main idea because I have to think about what the paragraph is really saying. When I try to write the main point in my notes, I can see whether I actually understand it or not. If I cannot explain it in my own words, usually I go back and read the paragraph again.
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	I usually write supporting details after I identify the main idea. For example, I may write an example, explanation, reason, or fact that supports the main point. However, sometimes I write too many supporting details because I am afraid that I will forget something important. So, I still need to learn how to select them better.
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Yes, generally I understand the text better when I take notes. When I read without taking notes, sometimes I finish the text but I cannot remember the details. When I take notes, I have to stop and think about the information, so I understand it more deeply. For example, when I read a journal article for an assignment, my notes helped me understand the article when I discussed it in class.
14	Perceived Impact	How does	Summarizing helps me because it

No.	Indicator	Interview Question	P2's Answer
	on Reading Comprehension	summarizing important information in your notes affect your understanding of a reading text?	makes long information shorter and easier to understand. I usually try to write the information using simple words. When the original text has a long explanation, I can reduce it into one or two sentences in my notes. It helps me understand the general meaning without getting confused by too many details.
15	Perceived Impact on Reading Comprehension	How does taking notes help you connect information from different parts of a reading text?	It helps me see the connection between ideas because I put related information together in my notes. Sometimes the same topic is discussed in different paragraphs, so I may not notice the connection when I only read the text. But when I write the points down, I can compare them and understand how one idea relates to another.
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	Yes, definitely. Taking notes makes my reading take longer because I cannot just read continuously. I have to stop, think, and write something down. Sometimes I need to read a sentence or paragraph more than once before I decide what to write. But I think the extra time is useful because it helps me when I review the material later.
17	Perceived Challenges	How much effort does taking notes require while you are reading?	I think it requires a moderate amount of effort. The writing itself is not really difficult, but choosing the information is tiring sometimes. I have to concentrate on understanding the text and at the same time think about whether the information is important enough to write down. It becomes more difficult when the text is long or has difficult vocabulary.
18	Perceived Challenges	What difficulties do you experience when deciding which	My main difficulty is that sometimes I think almost everything is important. For example, when I

No.	Indicator	Interview Question	P2's Answer
		information is important enough to include in your notes?	read an academic article, there can be many explanations, examples, and facts. I sometimes end up writing too much because I am afraid of missing important information. Usually, I try to focus on the main idea first and then only choose details that really support it.
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	Sometimes my notes become disorganized because I add information as I continue reading. At the beginning, I may have a clear structure, but later I find another important point and I am not sure where to put it. This can make my notes look messy. I usually solve this by using bullet points and rewriting my notes after I finish reading.
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or why not?	Yes, sometimes it affects my concentration. When I focus too much on writing, I can miss the next sentence or paragraph. It happens especially when I am trying to write a detailed note. So, I usually read a paragraph first and try to understand the meaning before taking notes. In general, note-taking helps me stay focused, but if I write too much, it can also distract me from the reading.

No.	Indicator	Interview Question	P3's Answer
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	For me, notes help me organize information in a simple way. I usually don't write long sentences. I just write the main keywords and some short points. For example, if the text talks about the causes and effects of something, I write "causes" and "effects" and then put the keywords under each part. So, I

No.	Indicator	Interview Question	P3's Answer
			can see the basic structure of the text more easily.
2	Perceived Usefulness	How does taking notes help you identify important information in a reading text?	When I take notes, I usually look for words or ideas ¹⁵ that are repeated or emphasized in the text. I also pay attention to the topic sentence and important terms. I don't write every detail because I prefer to keep my notes short. Usually, I just write the keywords that can remind me of the whole idea.
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	Yes, it helps me remember, especially when I use keywords. I don't need to write a lot of information. Sometimes just seeing one keyword can remind me of the explanation from the text. I think it works for me because I remember the idea behind the keyword, not just the exact sentence.
4	Perceived Usefulness	How do your notes help you review information after reading?	My notes make reviewing faster because they are short. I can look at the keywords and remember what I read before. I usually check my notes before doing an assignment or when I need to discuss the reading in class. I prefer reviewing short notes rather than reading the whole text again.
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	It makes me more active because I have to look for the important points while reading. I usually underline something and then write one or two keywords. It keeps me focused because I have a small goal while reading. But I don't like stopping too often because it can interrupt my reading.
6	Perceived Ease of Use	How easy or difficult is it for you to use note-taking while reading English texts?	For me, it is quite easy because I usually make very simple notes. I don't try to write everything. I just use keywords, abbreviations, and sometimes symbols. So, I can take

No.	Indicator	Interview Question	P3's Answer
			notes without spending too much ¹⁴⁵ e. It becomes a little difficult when I don't understand the vocabulary in the text.
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	I think it is quite easy if the information is clearly important. I usually choose keywords from the main idea, important concepts, or definitions. If I can understand the information from just one or two keywords, I don't write the whole sentence. Sometimes, though, I am not sure whether a detail is important, so I may just leave it out.
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	It is easy for me because I don't use a complicated format. I normally use bullet points, short headings, and sometimes arrows. I also use abbreviations to save space and time. My notes may not look very neat to other people, but I can understand them because I know what my keywords mean.
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	I usually find it quite easy because I don't write complete sentences. I just change the information into short keywords or phrases. For example, instead of copying a long explanation, I write the main concept using two or three words. I prefer this because it is faster and easier for me to remember.
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	For me, it is okay as long as I don't take notes too frequently. I usually read one paragraph first and then write a few keywords. If I try to write while reading every sentence, it becomes difficult and I lose the meaning of the text. So, I prefer reading first and then making a short note.
11	Perceived Impact on Reading	How does taking notes affect your	It helps me understand the main idea because I try to reduce the paragraph

No.	Indicator	Interview Question	P3's Answer
	Comprehension	understanding of the main ideas in a reading text?	into a few keywords. If I can choose the right keywords, it means I probably understand the main point. For me, the keywords work like a reminder of what the paragraph is about.
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	I usually don't write many supporting details. I only write the ones that I think are necessary to explain the main idea, such as an important example, reason, or fact. Sometimes I use arrows to connect the detail with the main keyword. This keeps my notes simple.
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Yes, I think I understand it better, especially for long texts. When I write keywords, I have to think about what the text is really about. For example, when I read an academic article, I usually write keywords for each section. Later, when I look at those keywords, I can remember the main discussion of the article.
14	Perceived Impact on Reading Comprehension	How does summarizing important information in your notes affect your understanding of a reading text?	It helps me simplify the text. Actually, I don't usually write a complete summary. I prefer making a very short summary using keywords or short phrases. This helps me because complicated information becomes easier to remember. I can understand the main point without looking at all the details again.
15	Perceived Impact on Reading Comprehension	How does taking notes help you connect information from different parts of a reading text?	I use arrows or related keywords to connect different ideas. For example, if one paragraph talks about a problem and another paragraph talks about the solution, I can connect them using an arrow. It helps me see the relationship between the ideas without writing everything again.

No.	Indicator	Interview Question	P3's Answer
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	It does take additional time, but I don't think it takes too much time because my notes are usually short. If I write complete sentences, it would take much longer. That's why I use abbreviations and keywords. For me, the extra time is still useful because I can review the text faster later.
17	Perceived Challenges	How much effort does taking notes require while you are reading?	I think it requires a moderate effort. The writing part is easy for me because I only write short notes. The more difficult part is understanding the text first and deciding which keyword can represent the information. If the vocabulary is difficult, I need more effort because I have to understand the meaning before making my notes.
18	Perceived Challenges	What difficulties do you experience when deciding which information is important enough to include in your notes?	Sometimes I am worried that one keyword is not enough to represent the information. For example, when the writer gives an important explanation, I may not know whether I should write the explanation or just the keyword. Usually, I choose the keyword first, and if I think it is really important, I add a few more words.
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	My main problem is that my notes can sometimes be too short. Because I use many abbreviations and keywords, I may forget what one abbreviation means if I look at it several days later. Also, my notes are not always very neat, especially when I am taking them quickly. But I can usually understand them because I made the notes myself.
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or	Sometimes it does, especially if I stop too often to write. I can lose my concentration and forget the previous idea. That's why I prefer to

No.	Indicator	Interview Question	P3's Answer
		why not?	read a section first and then write a few keywords. In general, simple note-taking helps me concentrate, but taking too many notes can distract me from the actual reading.

No.	Indicator	Interview Question	P4's Answer
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	Taking notes helps me organize information because I can separate the main ideas from the supporting information. When I read a long text, sometimes the information feels mixed together. By writing notes, I can make the information simpler and easier to follow. However, I usually make my notes quite simple because if I try to organize everything in too much detail, it takes too much time.
2	Perceived Usefulness	How does taking notes help you identify important information in a reading text?	Taking notes makes me pay more attention to important information because I have to choose what I want to write. Usually, I look for the main idea, important definitions, explanations, or examples. However, sometimes I am not sure whether a detail is important or not, especially in academic texts where many sentences seem important.
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	Yes, I think taking notes helps me remember information, especially when I write the important points using simple words. I can remember the information better because I process it while writing. However, if I only copy the sentences from the text without really understanding them, I do not think it helps much.
4	Perceived Usefulness	How do your notes help you review information after reading?	My notes help me review information more quickly. Instead of reading the whole text again, I can look at the important points in my

No.	Indicator	Interview Question	P4's Answer
			notes. I usually read my notes again when I have an assignment, a presentation, or an exam. However, sometimes my notes are too short, so I still need to check the original text for more explanation.
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	Most of the time, taking notes makes me more active because I have to think about the information instead of just reading passively. However, there are also times when I become too focused on writing the notes. When that happens, I pay more attention to writing than understanding the overall meaning of the text. So, it can help my engagement, but sometimes it also interrupts my reading.
6	Perceived Ease of Use	¹¹ How easy or difficult is it for you to use note-taking while reading English texts?	I think it is moderately easy. I can take notes while reading English texts, especially when the topic and vocabulary are familiar. But when the text is difficult, I have to spend more time understanding the meaning before I can decide what to write. Sometimes I feel that I have to choose between concentrating on understanding the text and concentrating on making notes.
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	Sometimes it is easy, especially when the main idea is clear. But when the text is dense or contains many explanations, I find it difficult to decide what is important enough to write down. I usually choose the main idea and information that supports it, but sometimes I worry that I might leave out something important.
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	It is quite easy when I have enough time. Usually, I use headings, bullet points, or simple numbering. However, if I take notes while

No.	Indicator	Interview Question	P4's Answer
			reading under time pressure, my notes can become less organized. Sometimes I just write the important points quickly, and later I need to reorganize them if I want to use them for review.
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	I try to use my own words because it helps me understand the information better. However, it can be difficult when the sentence is complex or when there are academic terms that I do not fully understand. In those situations, I sometimes use the original words first and then try to explain them in my own words later.
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	For me, doing both activities at the same time can be difficult. If I stop too often to write, I sometimes lose the flow of the reading and forget the connection with the previous paragraph. Because of that, I usually prefer to read a short section first and then take notes instead of writing continuously while I read.
11	Perceived Impact on Reading Comprehension	How does taking notes affect your understanding of the main ideas in a reading text?	Taking notes usually helps me understand the main idea because I try to write the central point of each section. This helps me see what the text is mainly about. However, if I focus too much on individual sentences while taking notes, I can sometimes lose sight of the overall main idea.
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	Taking notes helps me identify supporting details because I can write them under the main idea. I usually write important examples, explanations, or evidence. This helps me understand why the writer presents a certain argument. However, I do not always write all the details because that would make my notes too long.

No.	Indicator	Interview Question	P4's Answer
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Yes, in general I understand a text better when I take notes because I have to actively process the information. But I think it depends on how I take notes. If I write too much or try to take notes while reading every sentence, it can actually disturb my understanding. I understand better when I first focus on reading and then write the important points after understanding the section.
14	Perceived Impact on Reading Comprehension	How does summarizing important information in your notes affect your understanding of a reading text?	Summarizing is very helpful because it forces me to simplify the information. Sometimes academic texts use complicated sentences, and when I summarize them in simpler language, I understand the meaning better. However, making a summary also requires concentration because I need to make sure that I do not change the original meaning.
15	Perceived Impact on Reading Comprehension	How does taking notes help you connect information from different parts of a reading text?	My notes can help me connect information because I can put related ideas together. For example, I can see the main idea in one part and an example from another part. Sometimes I use arrows or short keywords to show the relationship between them. But if my notes are incomplete, it can be difficult to see those connections.
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	Yes, I think note-taking definitely requires additional time. I have to read, understand, choose the important information, and then write it down. Sometimes the reading process becomes much slower because I stop several times. However, I think the extra time is useful if the notes help me understand and review the text later.
17	Perceived	How much effort	For me, it requires quite a lot of

No.	Indicator	Interview Question	P4's Answer
	Challenges	does taking notes require while you are reading?	effort, especially when I am reading a difficult English text. I have to concentrate on understanding the vocabulary and ideas while also deciding what I should write. The effort becomes greater when I try to write the information in my own words.
18	Perceived Challenges	What difficulties do you experience when deciding which information is important enough to include in your notes?	My main difficulty is that sometimes too much information looks important. I do not want my notes to be too long, but I am also afraid of leaving out important information. This usually happens when the text contains many explanations or examples. In that situation, I may spend too much time deciding what to write, and that can interrupt my reading concentration.
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	The main difficulty is when I write the notes too quickly while reading. Sometimes the ideas are written in the order that I find them in the text, but that order is not always the clearest for reviewing later. If I have time, I can reorganize them using headings and bullet points, but during the first reading, my notes can sometimes look messy.
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or why not?	Yes, sometimes it does. Taking notes can improve my concentration when I am actively selecting important information, but it can also distract me when I focus too much on writing. Sometimes I stop reading to write one point, and after that I lose the flow of the text or forget what I was thinking about before. This is why I try not to write every sentence. I usually read a short part first, understand the general meaning, and then write only the most important points.

No.	Indicator	Interview Question	P5's Answer
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	Taking notes can help me organize information, but I do not always feel that I need to take notes. If the text is short or easy to understand, I prefer to focus on reading and understanding it directly. Usually, I take notes only when the text is long or contains a lot of important information. In that case, I write only the main points so I can see the important ideas more clearly.
2	Perceived Usefulness	How does taking notes help you identify important information in a reading text?	Note-taking helps me identify important information because I have to decide which points are necessary to write down. However, I usually understand the text first before taking notes. I do not like writing notes while I am still confused about the meaning because I might write information that is not really important. I usually choose the main idea, important arguments, and information that I think I might need later.
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	I think note-taking can help me remember information, but it is not the only way. For me, understanding the information is more important. If I really understand the text, I can often remember the main point even without notes. I usually take notes when I need to remember specific details, but for general understanding, reading carefully is sometimes enough for me.
4	Perceived Usefulness	How do your notes help you review information after reading?	My notes are useful when I need to review a long text or prepare for an assignment. Because I only write the important points, my notes are usually short and easy to review. However, I do not always make notes, so sometimes I just return to the original text. It depends on the purpose of my reading.

No.	Indicator	Interview Question	P5's Answer
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	Sometimes taking notes makes me more active because I have to think about the important information. However, sometimes I feel that it interrupts my engagement with the text. I personally prefer to focus on understanding the text first. If I start taking notes too early, I can become more focused on writing than on understanding what I am reading.
6	Perceived Ease of Use	¹¹ How easy or difficult is it for you to use note-taking while reading English texts?	I think it is quite easy when I decide to do it, but I do not always feel comfortable taking notes while reading. For me, the difficult part is dividing my attention between reading and writing. If the English text is difficult, I prefer to focus on understanding it first. After that, I take notes if I think they are necessary.
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	For me, it is relatively easy because I am selective. I do not try to write everything. I usually think about why I am reading the text. If I only need the general meaning, I may not take notes at all. But if I need the text for an assignment or research, I write information that is directly related to my purpose.
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	My notes are usually quite simple because I do not write too much. I normally use short phrases or bullet points rather than long explanations. Because there is not much information, organizing the notes is not too difficult for me. I usually organize them based on the main ideas that I want to remember.
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	⁶⁵ I prefer to use my own words when I take notes because it shows that I understand the information. However, sometimes I keep the original terms, especially academic

No.	Indicator	Interview Question	P5's Answer
		words?	terms or definitions. I think writing everything in my own words can take time, so I usually paraphrase only the important ideas that I need to remember clearly.
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	I personally find it a little difficult to do both at the same time. When I am reading, I want to focus on the meaning and the flow of the text. If I stop too often to write notes, I can lose my understanding of the whole section. Usually, I read first and then write notes after finishing a paragraph or a section.
11	Perceived Impact on Reading Comprehension	How does taking notes affect your understanding of the main ideas in a reading text?	Taking notes can help me remember the main ideas, but I think I need to understand the main idea first. For me, note-taking does not automatically create understanding. I need to read carefully and understand the text, and then writing the main idea can help me remember it.
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	When I need to study a text in more detail, I write important supporting details such as examples, explanations, or evidence. But I do not write every supporting detail because too much information can make my notes less useful. I only write details that help me understand the main idea or that I may need later.
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Not always. I think note-taking can improve my understanding, especially for long and difficult texts, but sometimes I understand better when I focus only on reading. If I have to keep stopping to write, it can interrupt my concentration. So, for me, note-taking is helpful in certain situations, but direct understanding of the text is still the

No.	Indicator	Interview Question	P5's Answer
			most important thing.
14	Perceived Impact on Reading Comprehension	How does summarizing important information in your notes affect your understanding of a reading text?	Summarizing is helpful because it allows me to check whether I really understand the text. If I can explain the main information in a short and simple way, it means I probably understand it. However, I usually summarize after I finish reading a section, not while I am still reading every sentence.
15	Perceived Impact on Reading Comprehension	How does taking notes help you connect information from different parts of a reading text?	Notes can help me connect information, especially when the text is long. For example, if the writer explains one idea in one section and gives an example later, I can write both ideas together in my notes. But I also think that understanding the connection directly from the text is important. I do not want to depend completely on my notes.
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	Yes, it definitely requires more time because I have to stop, think, and write. That is one reason why I do not always take notes. If I am only reading for general understanding, I prefer to read directly. I usually spend extra time taking notes only when I know that the information will be useful later.
17	Perceived Challenges	How much effort does taking notes require while you are reading?	It requires some effort because I have to divide my attention between understanding the text and writing the notes. For an easy text, it does not require too much effort. But for a difficult English text, it can be tiring because I first need to understand the meaning before I can decide whether the information is important.
18	Perceived Challenges	What difficulties do you experience when deciding which	My main difficulty is that sometimes I do not know whether a detail will be useful later. At the time of

No.	Indicator	Interview Question	P5's Answer
		information is important enough to include in your notes?	reading, I might think that something is not important, but later I may need it for an assignment. To deal with this, I sometimes write short keywords instead of writing complete information.
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	Because my notes are usually short and selective, organizing them is not a major problem. However, sometimes my notes are too brief. When I read them again after several days, I may understand the main point but forget the full context. In that situation, I need to return to the original text.
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or why not?	Yes, sometimes it does. If I try to take notes while reading every sentence, I can lose concentration and lose the flow of the text. That is why I do not always take notes continuously. Usually, I prefer to read and understand first, then write the most important points. For me, note-taking is helpful when it supports understanding, but it should not become more important than understanding the text itself.

No.	Indicator	Interview Question	P6's Answer
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	For me, taking notes helps me organize information because I can collect the important points in one place. I usually highlight some parts first and then write short notes beside them. I don't really make a very detailed picture . I just follow the order of the text and write the points that I think I need to remember .
2	Perceived Usefulness	How does taking notes help you identify important	It makes me read more carefully because I know I have to decide what information I want to keep.

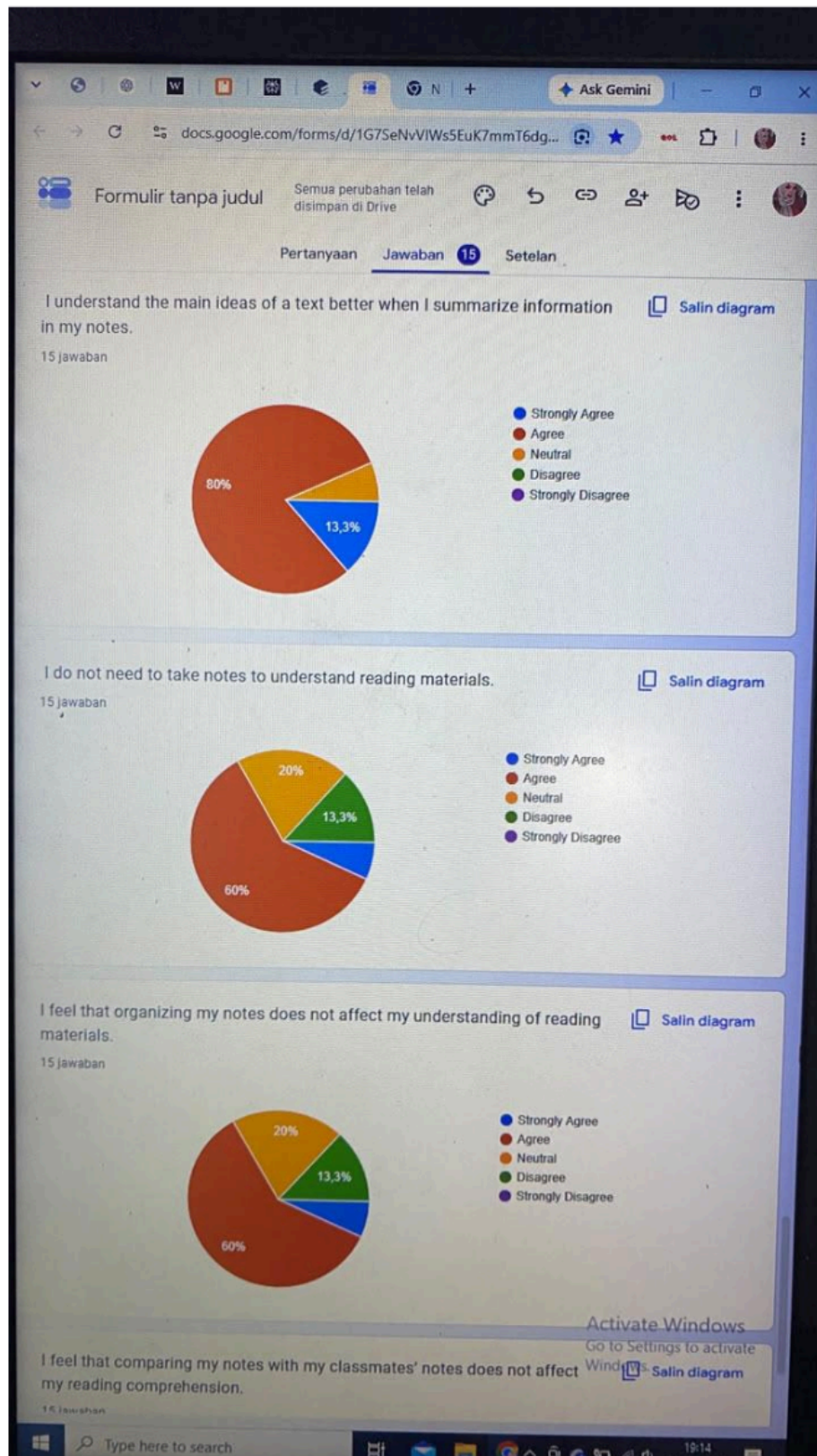
No.	Indicator	Interview Question	P6's Answer
		information in a reading text?	Usually, I look at the main idea, important terms, examples, and information that explains the topic. Sometimes I still highlight too much, especially when the text is difficult, because I feel that many parts are important.
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	Yes, it helps me remember, especially when I have to study the material again later. When I write something down or highlight it, I can remember where the information came from. Sometimes I don't remember the exact sentence, but when I see my notes, I can remember the explanation.
4	Perceived Usefulness	How do your notes help you review information after reading?	My notes make reviewing more convenient because I can focus on the important parts. I usually look at my notes when I have to do an assignment or prepare for a presentation. I don't always review them immediately after reading, but they are useful when I need to remember the material later.
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	I think it makes me more engaged because I am not just reading passively. I highlight, write some words, and sometimes make small comments about the text. It makes me feel like I am interacting with the reading. But if I spend too much time writing, I can become more focused on my notes than on the text itself.
6	Perceived Ease of Use	¹¹ How easy or difficult is it for you to use note-taking while reading English texts?	I would say it is quite easy for me because I have been doing it for a long time. I usually use simple methods like highlighting and writing short phrases. The difficult part is when the English text has unfamiliar vocabulary or very long explanations because I need more

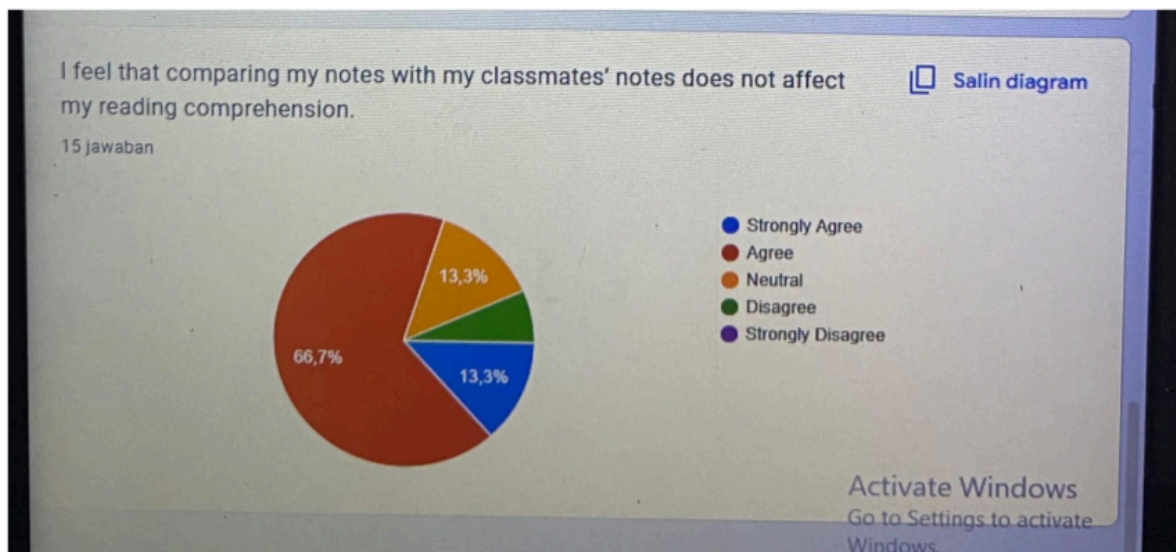
No.	Indicator	Interview Question	P6's Answer
			time to understand them before making notes.
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	It depends on the text. If the main idea is clear, it is easy for me to decide. I usually ask myself whether I will need the information later. If the answer is yes, I write it down. But sometimes I highlight too many things because I am not sure which details will be useful later.
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	It is fairly easy, but I don't have one fixed system. Sometimes I use bullet points, sometimes I write short paragraphs, and sometimes I just highlight important sentences. It depends on the type of text. Because of this, my notes are not always very organized, but they are usually understandable for me.
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	It is not always easy for me. If the information is simple, I can easily change it into my own words. But if it is a definition or an academic concept, I sometimes keep some of the original words because I don't want to change the meaning. Usually, I combine the original key term with my own short explanation.
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	I can do both, but I need to find a good rhythm. If I stop after every sentence, it becomes tiring and takes too long. Usually, I read a few sentences or one paragraph first, then I highlight or write something. This way, I can understand the idea before taking notes.
11	Perceived Impact on Reading Comprehension	How does taking notes affect your understanding of the main ideas in a reading text?	It helps me understand the main idea because I have to pay attention to what the writer is trying to explain. When I highlight or write a short note about a paragraph, I can see what the main point is. Sometimes my notes also help me notice the

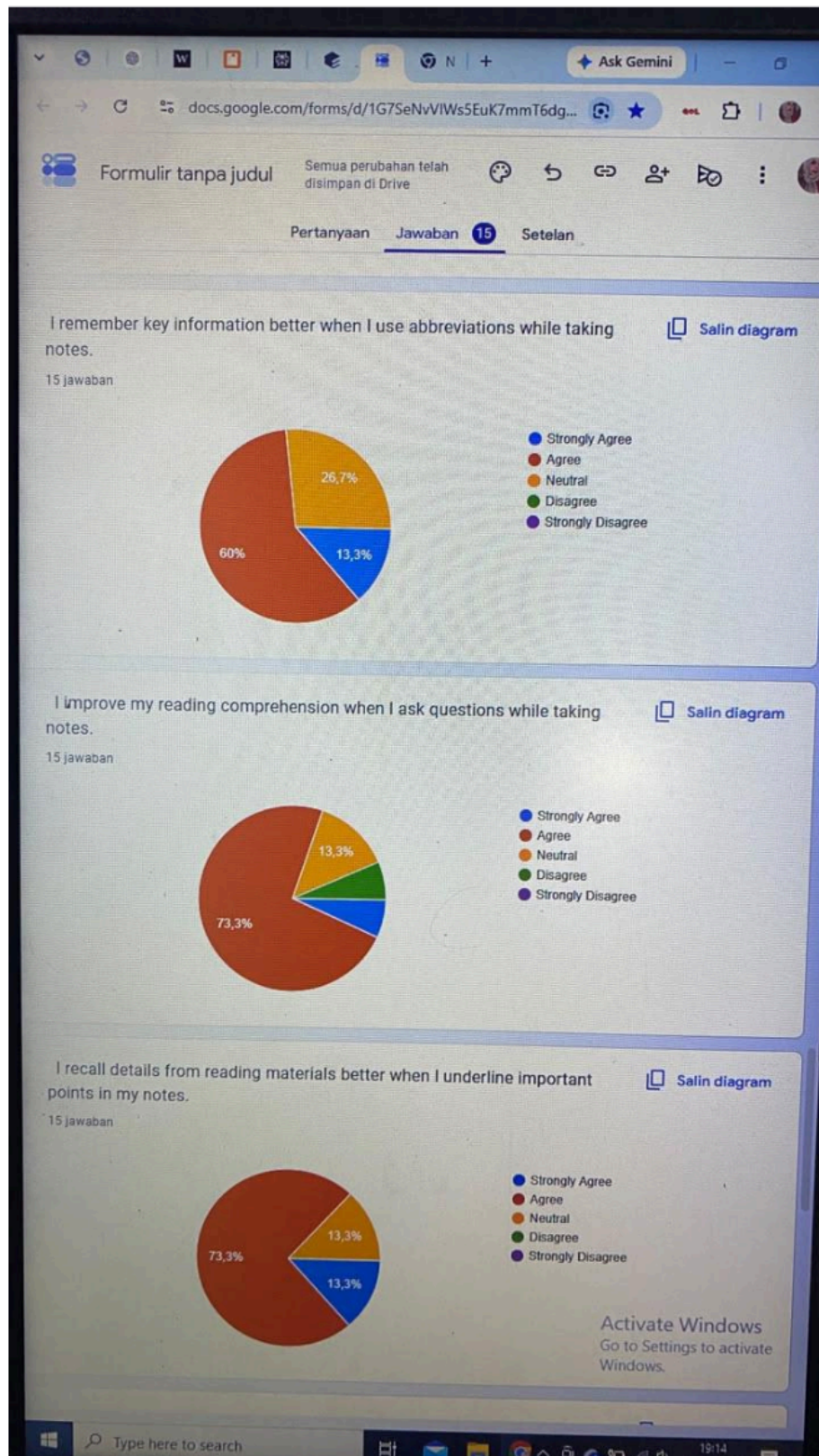
No.	Indicator	Interview Question	P6's Answer
			main idea that I didn't recognize when I first read the paragraph.
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	I usually identify supporting details after I understand the main idea. I write examples, reasons, or facts that make the main idea clearer. I don't write every supporting detail, only the ones that I think are useful for understanding the topic or remembering the main point.
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Yes, most of the time I understand it better. When I take notes, I cannot just move through the text quickly because I have to stop and think about the information. For example, when I read a difficult article for a university assignment, making short notes helped me understand each section before moving to the next one.
14	Perceived Impact on Reading Comprehension	How does summarizing important information in your notes affect your understanding of a reading text?	Summarizing helps me because I can make a long explanation shorter. I usually don't write a formal summary. I just write one or two sentences about what I think is the main point. This helps me understand the text in a simpler way and makes it easier to remember later.
15	Perceived Impact on Reading Comprehension	How does taking notes help you connect information from different parts of a reading text?	It helps because sometimes I write similar ideas next to each other even though they appear in different parts of the text. I can also use arrows or small notes like "related to" or "same idea." This makes it easier for me to understand how the ideas are connected.
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	Yes, it definitely takes more time. If I only read, I can finish the text faster. But when I take notes, I have to stop, highlight, think, and write. Even though it takes longer, I think it can save time when I review

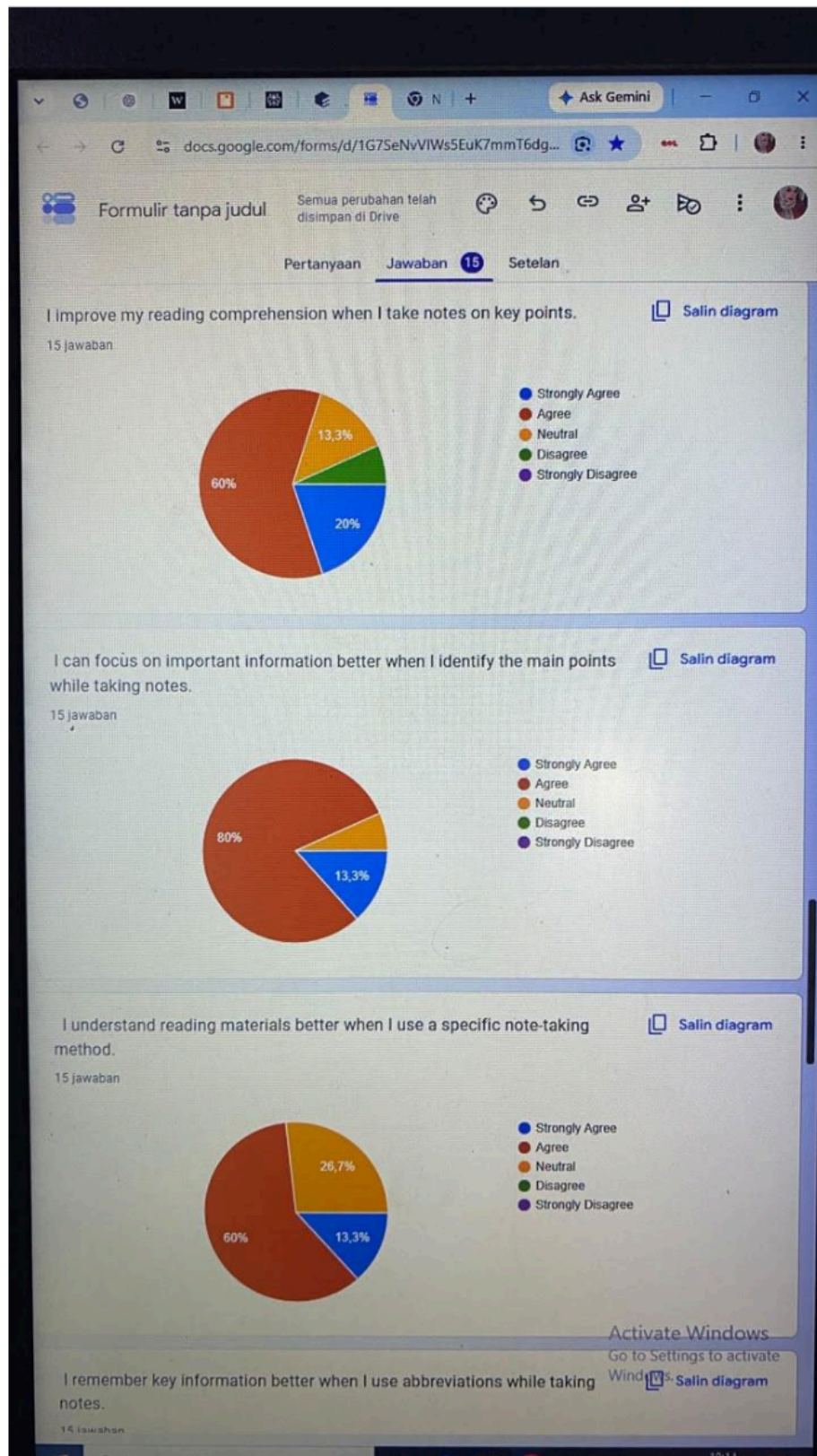
No.	Indicator	Interview Question	P6's Answer
			because I already have the important information.
17	Perceived Challenges	How much effort does taking notes require while you are reading?	For me, it requires a moderate amount of effort. I don't think writing itself is difficult, but maintaining concentration while reading and taking notes can be tiring. If the text is long, I sometimes feel tired because I have to continuously decide what information I should keep.
18	Perceived Challenges	What difficulties do you experience when deciding which information is important enough to include in your notes?	Sometimes I have difficulty because the writer gives many examples and explanations. I don't always know whether I should include them or not. For example, if one paragraph has a main idea and several examples, I sometimes highlight almost all of them. Later, I realize that I probably don't need everything.
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	My notes can become a little disorganized because I don't always follow the same format. Sometimes I start with bullet points but later just write short sentences. Also, when I suddenly find an important idea, I may write it somewhere else instead of putting it in the right section. So, my notes are useful for me, but they may not look very neat.
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or why not?	Yes, sometimes it affects my concentration. When I focus too much on highlighting or writing, I can lose the connection with what I am reading. For example, I may spend time deciding which sentence to highlight and then forget the next part of the text. So, I try to understand the paragraph first before taking notes. Overall, I think note-taking helps my concentration, but too much note-taking can become

No.	Indicator	Interview Question	P6's Answer
			distracting.









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Have you ever experience of using Note-Taking in English Course?

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Salin diagram

100%

Yes

No

Please read each statement carefully and choose the answer that best represents your opinion

I understand the reading material better when I take notes while reading.

15 jawaban

Salin diagram

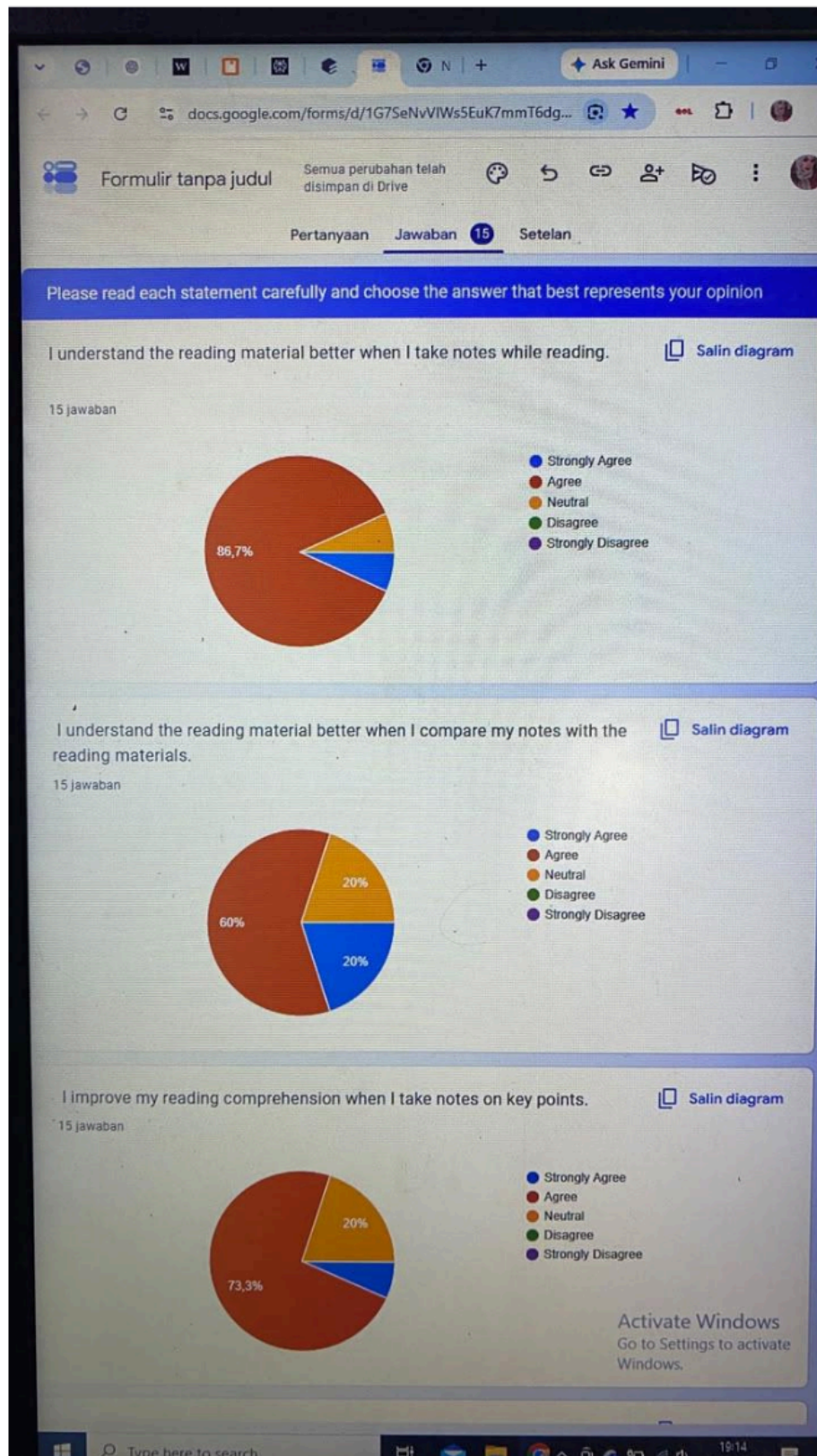
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QUESTIONNAIRE

STUDENTS' PERCEPTIONS OF USING NOTE-TAKING IN READING COMPREHENSION

Instructions

2 Please read each statement carefully and choose the answer that best represents your opinion. There are no right or wrong answers. Your responses will be kept confidential and used only for research purposes.

49 **Response Scale:** SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

No.	Statement	SA	A	N	D	SD
Perceived Usefulness						
1	Taking notes while reading helps me organize information from the text.	☐	☐	☐	☐	☐
2	Taking notes helps me identify important information in a reading text.	☐	☐	☐	☐	☐
3	Taking notes helps me remember important information from a reading text.	☐	☐	☐	☐	☐
4	Taking notes makes it easier for me to review information after reading.	☐	☐	☐	☐	☐
5 127	Taking notes encourages me to engage actively with the reading text.	☐	☐	☐	☐	☐
Perceived Ease of Use						
6	I find it easy to use note-taking while reading English texts.	☐	☐	☐	☐	☐
7	I find it easy to decide which information should be included in my notes.	☐	☐	☐	☐	☐
8	I find it easy to organize my notes in a clear way.	☐	☐	☐	☐	☐
9	I can easily write important information from the text in my own words.	☐	☐	☐	☐	☐
10	I can read a text and take notes at the same time without much difficulty.	☐	☐	☐	☐	☐
Perceived Impact on Reading Comprehension						
11	Taking notes helps me understand the main ideas of a reading text.	☐	☐	☐	☐	☐
12	Taking notes helps me identify supporting details in a reading text.	☐	☐	☐	☐	☐
13	I understand a reading text better when I take notes while reading.	☐	☐	☐	☐	☐

14	Summarizing important information in my notes helps me understand the text better.	☐	☐	☐	☐	☐
15	Taking notes helps me connect information from different parts of a reading text.	☐	☐	☐	☐	☐
Perceived Challenges						
16	Taking notes while reading requires additional time.	☐	☐	☐	☐	☐
17	Taking notes while reading requires considerable effort.	☐	☐	☐	☐	☐
18	I sometimes find it difficult to decide which information is important enough to include in my notes.	☐	☐	☐	☐	☐
19	I sometimes find it difficult to organize my notes clearly.	☐	☐	☐	☐	☐
20	Taking notes while reading can make it difficult for me to concentrate on understanding the text.	☐	☐	☐	☐	☐

Thank you for your participation.

APPENDIX

RESEARCH INSTRUMENTS

No.	Indicator	Sub-Indicator	Questionnaire Item	Interview Question
1	Perceived Usefulness	Organizing information	Q1	IQ1
		Identifying important information	Q2	IQ2
		Remembering information	Q3	IQ3
		Reviewing information	Q4	IQ4
31		Active engagement	Q5	IQ5
2	Perceived Ease of Use	General ease of use	Q6	IQ6
		Selecting information	Q7	IQ7
		Organizing notes	Q8	IQ8
		Writing in own words	Q9	IQ9
		Reading and taking notes simultaneously	Q10	IQ10
3	Perceived Impact on Reading Comprehension	Understanding main ideas	Q11	IQ11
		Identifying supporting details	Q12	IQ12
		Overall understanding	Q13	IQ13
		Summarizing information	Q14	IQ14
		Connecting information	Q15	IQ15
4	Perceived Challenges	Time constraints	Q16	IQ16
		Cognitive effort	Q17	IQ17
		Difficulty selecting important information	Q18	IQ18
		Difficulty organizing notes	Q19	IQ19
		Difficulty concentrating	Q20	IQ20

INTERVIEW QUESTIONS

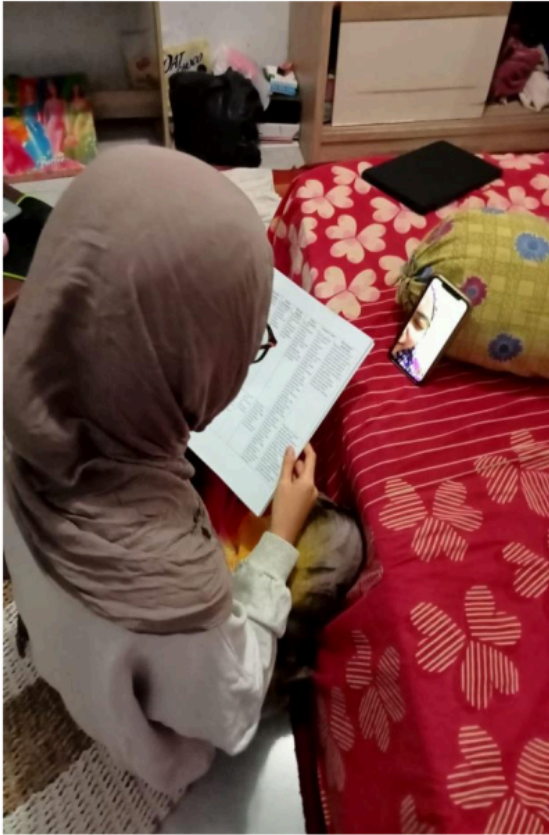
Research Focus: Students' Perceptions and Experiences of Using Note-Taking in Reading English Texts

No.	Indicator	Interview Question	Possible Probe
1	Perceived Usefulness	How does taking notes help you organize information from a reading text?	Can you give an example of how your notes help you organize information?
Xz.,...2	Perceived Usefulness	How does taking notes help you identify important information in a reading text?	What kind of information do you usually consider important?
3	Perceived Usefulness	Do you think taking notes helps you remember information from a reading text? Why or why not?	Do you remember information better after taking notes? Why?
4	Perceived Usefulness	How do your notes help you review information after reading?	Do you usually read your notes again after reading the text?
5	Perceived Usefulness	How does taking notes influence your engagement while reading?	Do you become more focused or active when you take notes? Please explain.
6	Perceived Ease of Use	How easy or difficult is it for you to use note-taking while reading English texts?	What makes note-taking easy or difficult for you?
7	Perceived Ease of Use	How easy is it for you to decide which information should be included in your notes?	How do you decide which information is important enough to write down?

No.	Indicator	Interview Question	Possible Probe
8	Perceived Ease of Use	How easy is it for you to organize your notes clearly?	How do you usually organize your notes?
9	Perceived Ease of Use	How easy or difficult is it for you to write important information from a text in your own words?	Do you usually copy the original words or use your own words? Why?
10	Perceived Ease of Use	How do you experience reading a text and taking notes at the same time?	Is it easy or difficult for you to do both activities simultaneously? Please explain.
11	Perceived Impact on Reading Comprehension	How does taking notes affect your understanding of the main ideas in a reading text?	Does taking notes help you identify the main idea more easily? Why?
12	Perceived Impact on Reading Comprehension	How does taking notes help you identify supporting details in a reading text?	What kinds of supporting details do you usually write down?
13	Perceived Impact on Reading Comprehension	Do you understand a reading text better when you take notes? Why or why not?	Can you describe an experience that supports your answer?
14	Perceived Impact on Reading Comprehension	How does summarizing important information in your notes affect your understanding of a reading text?	Does summarizing help you understand or simplify difficult information? Please explain.
15	Perceived Impact on Reading	How does taking notes help you connect	Does note-taking help you understand the

No.	Indicator	Interview Question	Possible Probe
	Comprehension	information from different parts of a reading text?	relationship between different ideas in the text? How?
16	Perceived Challenges	Do you think taking notes while reading requires additional time? Please explain.	Does taking notes make your reading process take longer?
17	Perceived Challenges	How much effort does taking notes require while you are reading?	What makes note-taking require more effort for you?
18	Perceived Challenges	What difficulties do you experience when deciding which information is important enough to include in your notes?	Can you give an example of a situation when you found it difficult to decide what to write down?
19	Perceived Challenges	What difficulties do you experience when organizing your notes?	What makes your notes difficult to organize clearly?
20	Perceived Challenges	Does taking notes ever affect your concentration while reading? Why or why not?	Does writing notes ever distract you from understanding the text? Please explain.

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