

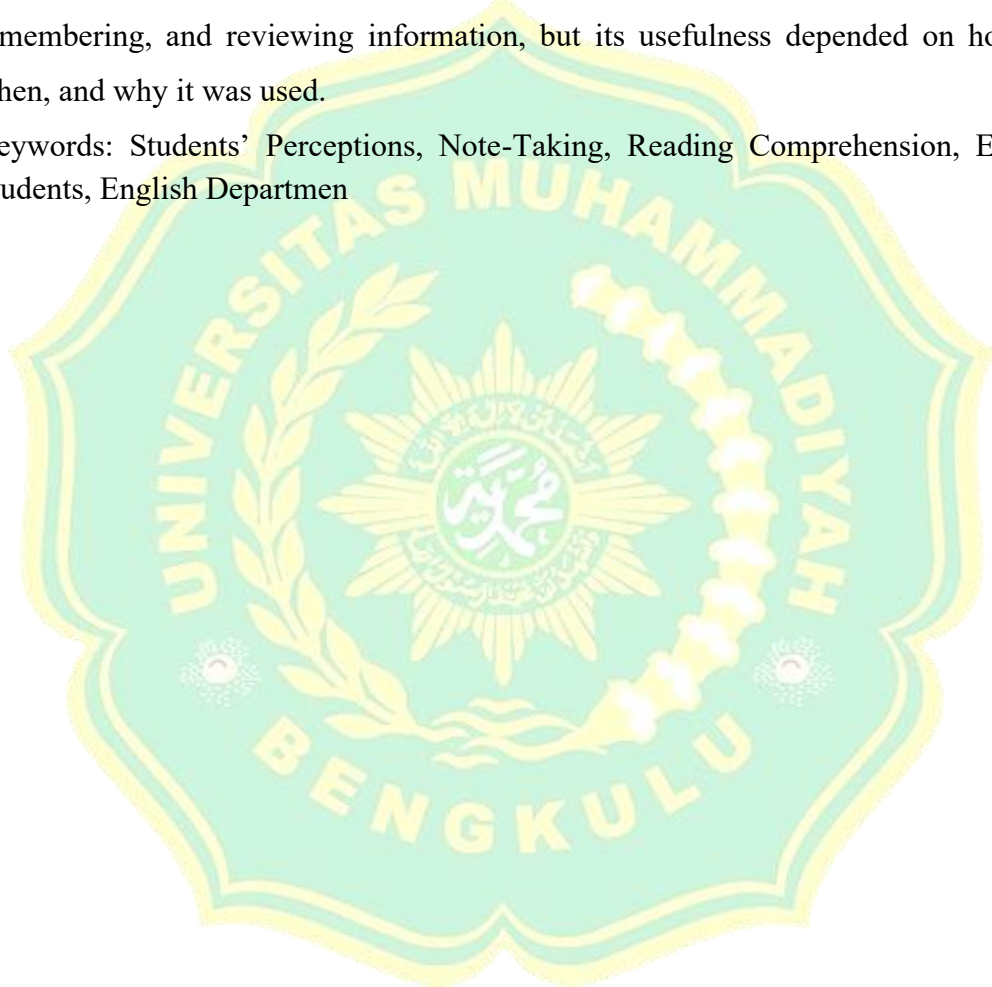
ABSTRACT

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.
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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' Perceptions of Using Note-Taking in Reading Comprehension" Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu.

Pembimbing: Dr. Sinarman Jaya, M.Pd.

Pemahaman membaca 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 ini 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. Data 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. 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, Pemahaman Membaca, Mahasiswa EFL, Program Studi Pendidikan Bahasa Inggris

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,

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."*

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.

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.

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.

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.

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 the seventh semester of the English Department at Muhammadiyah University of Bengkulu who participate in this study.