EXPLORING STUDENT'S NOTE-TAKING STRATEGIES
IN READING ENGLISH TEXT

THESIS

Submitted by

RADILA PUTRI ALDA
NIM. 190203082

Students of Faculty of Education and Teacher Training
Department of English Language Education

FACULTY OF EDUCATION AND TEACHERS TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

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by:

<u>RADILA PUTRI ALDA</u>
NIM. 190203082

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,
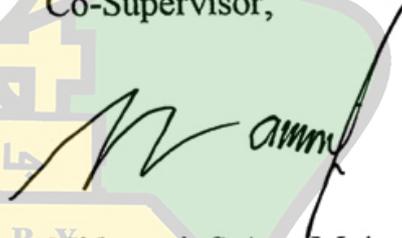
Chamisah, S.Ag., M.Ed   Nidawati, S.Ag., M.Ag

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Board of Examiner,

Chair Person,   Secretary,

Chamisah S.Ag., M.Ed   Nidawati, S.Ag., M.Ag

Member,   Member,
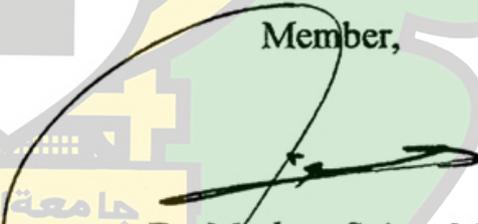
Prof. Jarjani Usman, M.Sc., Ph.D   Dr. Maskur, S.Ag., M.A

Certified by:
The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry BandaAceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(declaration of originality)

Saya yang bertanda tangan di bawah ini:

Nama	:	Radila Putri Alda
NIM	:	190203082
Tempat/Tanggal lahir	:	Manggeng, 17 Maret 2000
Alamat	:	Lr. Panjoe, Ds. Rukoh, Kec. Syiah Kuala, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Exploring Student's Note-Taking Strategies in Reading English Text

Adalah benar-benar karya saya, kecuali semua kutipan dari referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 April 2024

Saya yang membuat pernyataan,

Radila Putri Alda

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*Bismillahirrahmanirrahi*m

Alhamdulillahi rabbil 'alamin, I express my highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this thesis entitled "Exploring Student's Note Taking Strategies in Reading English Text". *Shalawat and salaam* to beloved prophet Muhammad SAW. who had delivered the truth to human beings in general and Muslim in particular.

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Finally, I realize that the constructive criticism and suggestions are needed for the improvement of this thesis. Hopefully this thesis provided useful information for the readers.

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The Writer,

Radila Putri Alda
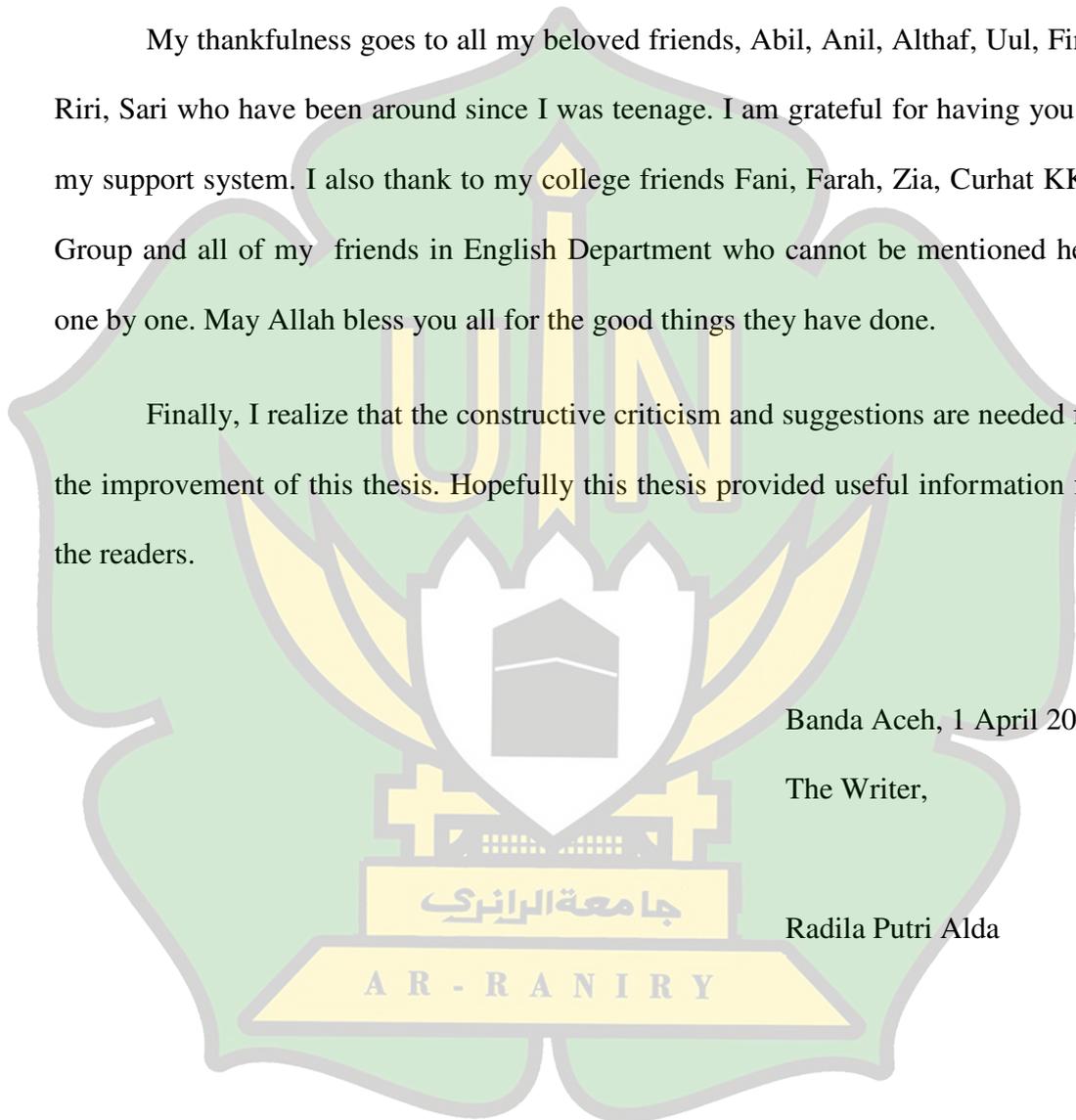
ABSTRACT

Name   : Radila Putri Alda

NIM   : 190203082

Faculty   : *Fakultas Tarbiyah dan Keguruan*

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Co-supervisor   : Nidawati, S.Ag., M.Ag

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This study aimed to investigate various methods of note-taking strategies employed by students when reading English text and to identify the challenges they encounter in utilizing these strategies. This study used a qualitative methods. 10 students from English department, batch 2019, were chosen as participants through purposive sampling. Data were gathered via semi-structured interviews. The findings revealed four main methods employed by students for comprehending English text: the outline method, mapping method, boxing method, and Cornell method. However, students encountered several challenges in employing these methods of note-taking strategies, including managing excessive information, the ambiguous sentences, lack of understanding, and lacking in vocabulary.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a common way to find the need for updated information from the advertisements, science books, or the things that are in writing shape. It helps students to improve their knowledge. Reading is a complex and interactive cognitive process that extracts meaning from text. In the process of reading, readers are active participants and build meaning from clues as students read sentence. Reading is also an individual process, explaining the differences Interpretations of various readers (Maarof and Yaacob, 2011, p. 211). In the process of reading students need to find out their own strategy after given from the lecturer for helping them in comprehend reading English text. According to Küçükoğlu (2017) mentioned that students significantly improved after receiving instruction on reading skills from a tutor.

In addition, Iftanti (2015) discussing about What Makes EFL Students Establish Good Reading Habits in English. She stated that some factors motivate students to establish good habits, and they are when the students live in good literacy environment with the parents read them aloud, have a regular reading motivation and also good reading habits in L1. So it indicates students to establish a good habits in reading English text.

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Beside, based on my experience when I was at my first grade in basic reading class, it was found that students met difficulties in understanding the text given. Students sometimes could not construct the meaning from the text that they have read and it makes them confused with determine main idea in a text because the lack of vocabularies. Then, they found difficulties in understanding the text then making inference. It indicated that their reading comprehension needs to be improved to comprehend the text, students may try to take a note of what they read based in the ideas on the text with their own words. Because in reading a long text it is easier to establish the students bored, less focused and drain energies so taking a notes can help them to mark these important points.

Taking a notes is an important academic task to help students remember what they have learned, and they have reviewed, modified, and allocation. It is very important if the students are critical, take notes, and if they are the only one write and draw what they need later to get information then the format is easy to know. Take note is a strategy that can be used by students to facilitate the learning process, especially in reading skill. In line with this, Rusdiansyah (2019) mentioned that note-taking technique significantly increasing students reading comprehension through note taking. It helps students to rewrite the important things that they get while reading. An example strategy of note-taking is the mapping method. In this method the students can start to write down the topics at the top or at the centre of the map then the related ideas follow by the concern of the topics. The content of the map it may provide the ideas, information, facts and concepts that is related to the topics of the map.

During my sixth semester in the English for Academic Purposes Class, the lecturer assigned several references for students to read. The lecturer required students to discuss the content of these references. Some students, including myself, took notes on important points obtained from the readings. This practice highlighted differences between students who took notes and those who did not when explaining the material. Those who took notes found it easier to articulate the key points obtained from the text in a structured manner compared to those who did not take notes. This is what inspired me to conduct this research.

After all, it is uncommon to look at the methods of note-taking strategies used by students in reading English text and the challenges faced by them in using the methods of note taking strategies in reading English text. The distinction between this research and the earlier study conducted by Majid & Jalilifar (2009), which focused on the impact of note-taking on listening comprehension of EFL Learners, while in this study the researcher focused on the methods of note taking strategies used by the students and the challenges encountered by the students in applied the methods of note taking strategies in reading English text. In addition, Sun (2023) discussed about the relationship between note-taking practices, challenges, and strategies, and their impact on listening comprehension of Chinese students studying English as a foreign language while this study focused on the methods and the challenges in using note taking strategies while reading English text.

Therefore, this research conducted the study on students' note-taking strategy in reading English text, which participants are English department

students at UIN Ar-Raniry as many as 10 people at 9 semester in batch 2019. Exploring the methods of note-taking strategies and the challenges faced by students in implemented the methods of note taking strategies in reading English text is necessary as it provided the insight for the students in comprehend reading English text.

B. Research Questions

There are two research questions to be answered:

1. What are methods of note-taking strategies used by students in reading?
2. What are the challenges faced by the students in using methods of note-taking strategy on reading?

C. Research Aims

The aims of this research as the following are;

1. to find out the methods of note-taking strategies are used by students in reading English text
2. to find out the students challenges in using note-taking strategy in reading English text

D. Significance of Study

This study should go deeper into the strategies employed by students. And what are the problems students confront when reading. Hopefully, the significance of this research can be valuable for the students themselves, as well as the future researcher, as follows:

1. This project aims to teach students effective note-taking strategies for identifying primary ideas and making inferences in both lengthy and short texts.

2. The goal for the other researcher is to use this as a reference to improve future results.

E. Research Terminologies

Research on how students perceive note-taking in reading is one of the studies that provides the best solution for choosing a good and correct note-taking strategy (A. Irmawan, 2018). By choosing a good and correct method of note-taking strategy, it can has an influence on student's understanding of what they read.

1. Note-Taking

Note-taking is a writing activity to carry out and record the important points of the information that exist in learning process. It is a foundamental skill in personal knowledge management. In line with this Piolat et al. (2005) said that note taking is a complex activity that requires one to understand and choose information and necessitates written production processes. Note-taking that referred in this thesis is an activity carried out by students to recorded the key ideas and points obtained from the reading process, aimed at facilitating students in remembering and reviewing the material provided.

2. Strategy

According to Fred Nickols (2016) mentioned the strategy is general framewok that provides for actions to be taken and at the same time it is shaped by the actions taken. Strategy known as a guidance, a plan or a pattern in pursuit the goals are become real. It is a set of thought, ideas, insights for achieving an outcome.

3. Reading English Text

According to Cline et al. (2006), reading involves deciphering and comprehending written text. It's about decoding and understanding text based on the reader's specific purposes, ultimately deriving meaning from it. Reading holds significance for students as it enables them to grasp the information conveyed by the writer to the readers. It's an activity undertaken to extract information from the text. In this thesis, reading meant as the process of obtaining information by the students from written texts and focuses on reading English Text.

4. Note-Taking Strategy in Reading English Text

According to McPherson (2007), taking notes is a way for making knowledge relevant. Typically, people take notes to recall important information. Taking notes can be used by students and no need to to copy paste amounts of information from what they have read. Meanwhile reading as mantained by Hill In Kah (2006) is a process of extracting meaning from written materials. So note-taking strategy in

this thesis focuses on methods applied by students to improve students

reading comprehension in reading English text.
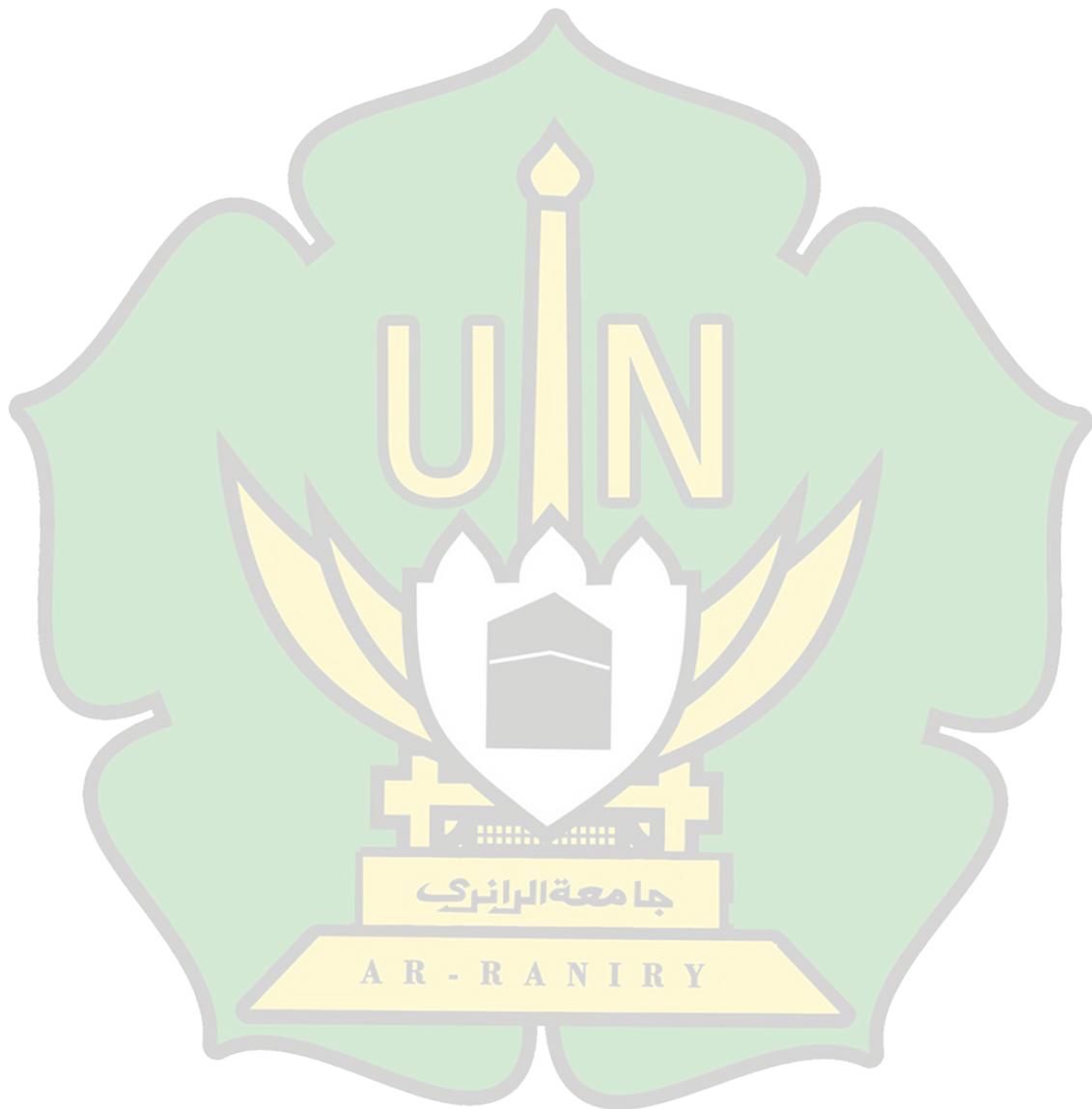
CHAPTER II

LITERATURE REVIEW

A. The Concepts of Reading

1. Definition of Reading

Reading involves interpreting written symbols to derive meaning. During this process, our eyes perceive the symbols such as letters, punctuation marks, and spaces, while our brain translates them into meaningful words, sentences, and paragraphs. Reading can occur silently, within our minds, or audibly, where others can hear. It is a receptive skill, to provide the information. However, it also involves a productive skill as it requires the ability to articulate the words being read, even if only to oneself.

According to C. Frederick et al., (2006) reading is the process of deriving meaning from text. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Besides, Urquhat (2014) stated that reading is the process of receiving interpreting information in language from the medium of print. There will be an agreement on relative implication if the reader and writer communicate well and develop a close relationship. Nonetheless, readers retain the autonomy to set boundaries on the information they absorb. Furthermore, the primary objective of reading is not merely

to immerse oneself in existing knowledge, but rather to broaden one's conceptual horizons through active engagement in communication.

The reader might be accused of misunderstanding remarks if they fail to grasp the intended meaning or take them out of context. Since abstract concepts don't always align perfectly, there's never a precise equivalence between what an encoder intends and what a decoder interprets, making interaction inherently subjective. The reader can subsequently be accused of missing the point or of misinterpreting statements. Since encoder and decoder meanings may never be perfectly equivalent so that an interaction can be estimated naturally, it appears as though abstract worlds do not match.

In exercise of reading, the teacher and students directly communicate with one another to understand the topic. During classroom activities, students often don't need to apply the information they receive immediately within an interactive process to navigate towards the most important aspects of the content or incorporate these aspects into their own abstract understanding. It indicates that reading has served one purpose.

Reading is often seen as a valuable activity in itself, representing a culmination rather than just a means to gain knowledge or experience. If an activity lacks relevance to real-world knowledge and experience, it holds little true significance. By making learners aware of this, engaging them in interactive exercises

with ample written discourse primarily serves a facilitative role. Encouraging learners to connect what they read with their own knowledge and experiences involves selecting reading materials aligned with their interests. However, this effort is futile unless teachers also ensure that learners can freely interpret the material, allowing for genuine engagement. Texts should be transformed into meaningful discourse, and language should be utilized creatively.

Hornby (2008) pointed out that Intensive Reading is the task is frequently conducted under the guidance of the teacher, involving the examination of brief texts to gather pertinent information. The school focuses on vocabulary acquisition, prioritizing the introduction of new concepts, structures, linguistic features, pronunciation, and cultural insights. Research suggests that this approach to reading aids language learners in acquiring vocabulary, as they deduce word meanings from contextual clues. Furthermore, Brown (1988) said that intense reading is Focusing on grammatical structures, discourse cues, and text organization is crucial for achieving a deeper understanding of the literal meaning, navigating through ambiguous interactions, and promoting long-term retention. It entails readers, regardless of their linguistic proficiency, being mindful of and focusing on the contextual and semantic aspects of the text. The main goal is comprehension, as the aim is to acquire factual information. Put differently, intensive reading requires learners to find words, understand their meanings, and ultimately discern an accurate interpretation.

Bamford et al. (2004) mentioned that Extensive reading serves as a language teaching strategy wherein learners are encouraged to engage with a large volume of text to grasp the overall meaning. The aim is to derive pleasure from reading while also serving educational objectives. Comprehensive reading is defined variably by educators, scholars, and reading experts. According to Harun, Rashid et al., (2021) In language instruction stated that, Intensive reading refers to a particular approach to reading. Conversely, extensive reading is employed to develop a comprehensive understanding of a language.

Reading is viewed as a completion in and of itself, an activity that has no bearing on actual knowledge or experience and it is therefore of no real value. The information students get in classroom activities is rarely put to use, either within the context of an interaction process to accommodate access to the most important meaning-related directions or to follow these directions into their own abstract worlds.

2. **Reading Strategies**

The purpose of reading strategies is to gain a better understanding of the message conveyed by the author. This is thought to influence the way readers act after reading. About how they deal with text difficulties, task needs, and other context factors. According to Adams (2008), determined the following categories of reading strategies:

a. Skimming

Skimming is a reading strategy used for speed reading. The aim is to gain a general understanding of how the text is organised and the main idea of a particular passage in a book, so the reader can read the passage quickly without missing the details (Banditvilai, 2020). The first sentence of each paragraph, which usually consists of a topic sentence that conveys the main idea. In order to help readers quickly scan text and gain an overview of the printed material, skimming tactics are employed.

b. Scanning

According to Banditvilai (2020), scanning is a reading strategy that allows readers to find specific information quickly. By scanning, it is easy to know what to find before starting. The purpose of scanning is to get specific information. In reading, scanning can help students learn to read and comprehend faster because many students try to read every word when they read. In scanning the reader first looks at the title, table of contents, etc. to find the specific information without reading the entire text.

c. Making Prediction

Making predictions can be used based on what the text is likely to repeat. Before started reading the text, students made predictions using text, graphs, headlines, and their own knowledge. Block and

Isael (2005) stated that numerous studies have demonstrated that proficient readers generate concepts and make predictions while they read by drawing on their prior knowledge and experiences. Additionally, by allowing for student engagement, this technique raises students' attention levels and enhances their comprehension of the content (Oczkus, 2003).

d. Questionning

Asking questions encourages adolescents to read alongside enthusiasm and commitment and to keep track of their comprehension. The questions can be applied by readers before, throughout, and afterwards their reading. In order to create meaning, boost comprehension, identify solutions, solve issues, find information, and learn new material, the readers must engage in the questioning process (Harvey and Goudvis, 2000). Throughout the reading process, the students use thiskind of strategy to refer back to the text and locate the answers to the questions.

B. The Concepts of Note-Taking

1. Definition of Note-Taking

One of the most crucial tasks for students is taking notes. There are several justifications for it, but simply to emphasize the most crucial one for making notes

help students remember knowledge that might otherwise forget. However, it's not as simple as it may seem to take notes well. It involves more than just taking down everything students hear and read. Summarizing key ideas as succinctly and in students own words is the goal of taking notes.

Most successful students share a particular note-taking as one trait in common. It can be prepared for a lecture and examine important ideas after a lesson by taking notes. Students would find it easier to concentrate during the presentation. Note taking strategy is frequently applied during school years. There are a great number of definitions made about note taking. Boch and Piolat (2005) described note taking as shortening important information for later use and writing in symbols rapidly in other words, as creating external memory.

Good notes come in many forms, and it differs from person to person and from text to text. One of the key ideas of good note-taking is no need to copy paste amounts of information from the text. Writing down information isn't taxing on the brain and isn't an effective strategy for learning and remembering all of the content. It takes a lot of time and energy . In contrast, highlighting a lot of information is easier, but less useful for brain activation. Instead of copying and emphasizing tons of notes, it is better to find the effective strategies and formats that can be applied while reading.

Taking notes enhances students' ability to remain actively engaged during oral presentations or written materials. It aids in better retention and recall of important information while also directing focus towards key concepts within the text. By identifying key words in each paragraph, students can gain a deeper understanding of the material, thereby improving comprehension. Incorporating techniques like "summary or note-taking frames" further enhances students' reading comprehension skills by providing a structured approach to summarizing content. (Rusdiansyah, 2014).

Both note-taking features help students focus more on important points and less on trivial details. Note-taking and review are necessary for students to fully utilize both features (Robinson et al, 2006). But the problem is students are generally bad note-takers, recording less than half of their key ideas. When they create and study these notes, they lose the second function (product effect) because they check the incomplete notes (Katayama & Robinson, 2000). Between traditional notes and notes created using specific frameworks such as Graphical His Organizer and Outline. Traditional notes are notes taken as a result of a student's normal note-taking habits. Outlines and graphic notes, on the other hand, are created using organizational tools to help students create more effective notes by organizing ideas and showing their relationships.

Note taking is a related strategy used by teachers to help students to gain the information in the process of learning. without clear note-taking instructions,

many students only write words or phrases words for words, without analyzing it (or function). Successful note-takers summarize to arrive at a small meaning, that they are more likely to retain (Rusdiansyah, 2009). Students also benefit from using their notes as a learning material. Teachers can encourage students to review and refine their notes, especially when preparing for an exam, writing a research paper, or any other summative assessment of learning.

2. Methods of Note-Taking Strategy

Strategy is a process which carry out to create and develop plans or to get the goals to be achieved. According to Macdonald, V (2014) there are several methods of note-taking that can be implemented, namely:

a. *The Outline method*

According to Akintunde (2013, P..68) mentioned that the primary topics are highlighted for emphasis, and the notes are not overly dense. For orderliness, spaces, Roman numerals, and letters are used. Sub-points are further indented after the major points. This method necessitates organizing notes in an outline format, utilizing bullet points to denote various topics and their subtopics. Begin by listing main topics on the left side of the page and add related subtopics in bullet points below, using indentation. The outline method converts notes into a structured hierarchy, establishing a coherent flow of information and ensuring a well-organized presentation. Whether done manually or digitally, this technique provides a systematic way of note-taking.

Here are some guidelines for employing the outline method, the first is label the primary lecture topics at the far left of the page. Second, beneath each topic, include subtopics, indenting them further to the right. Third, elaborate on each subtopic with supporting facts, notes, or questions, indenting even more to the right.

When using the outline method on paper, it is essential to estimate the required space below each subtopic heading for all the notes. On a digital platform, one can easily adjust the space as needed. With practice, individuals can become highly proficient in note-taking using this method, maintaining a neat and professional appearance.

Advantages of the outline method include, clearly organized and visually clean notes, facilitation of natural connections between different topics for note-takers and easy conversion of outlined notes into review notes or study questions. Due to its simplicity and cleanliness, the outline method enables note-takers to save time during later reviews and learning sessions. However, there are some drawbacks to the outline note-taking method, less suitable for notes that involve numerous graphs and diagrams, requires the lecture content to be highly structured and may lead to excessive note-taking.

As the outline method necessitates leaving space for subtopic notes, there is a risk of becoming overly focused on filling the space rather than prioritizing the most essential content.

b. *The Cornell Method*

In this method, the page is segmented into three or four sections. The top row is dedicated to the title and optionally, the date, while the bottom row mirrors this layout. In between, two columns are situated at the center. The Cornell Method, created by Cornell professor Walter Pauk, was specifically developed for student use. The Cornell Method, as outlined in Appendix A (Pauk & Owens, 2011), is a note-taking method created by Walter Pauk that uses notes to record major ideas, supporting facts, and summaries.

Here's a guide on how to take Cornell notes, the first is divide the page into two equal vertical columns. Then, allocate the lower one-third to one-quarter of the page, separated from the columns, forming an upside-down T shape on the page. The next is utilize the left column for cueing keywords or ideas and the right side for expanding on notes. And the last is summarize the material in the space at the bottom of the page.

Similar to the outline method, Cornell method promotes the creation of tidy, organized, and concise notes. It proves particularly beneficial in encouraging note-takers to revisit, review, and solidify their newly acquired knowledge. While traditionally associated with handwritten notes, the Cornell Method can also be adapted for use with digital tools. Additionally, it serves as an effective approach for self-testing, a proven method for learning and retaining information.

There are pros of the Cornell method include encouraging students to review and summarize information for enhanced retention, maintaining organized notes that are easy to review. And assisting students in grasping the most crucial ideas and terms. Given its emphasis on summarization, the Cornell Method aids in time-saving during future review sessions. While cons of the Cornell method include incompatibility with lectures featuring dense terminology and statistics, requirement to summarize information immediately after the lecture and necessity to prepare note pages before the lecture.

The Cornell Method is typically best suited for abstract subjects with central ideas, as opposed to subjects heavily reliant on facts and data.

c. *The Boxing Method*

In this method all notes that are related to each other are grouped together in a box. A dedicated box is assigned for each section of notes which cuts down the time needed for reading and reviewing. The method of boxing notes is designed for individuals who are primarily visual learners. Similar to the concept of mind-mapping, boxed notes enable learners to visually perceive the connections and flow of ideas. This method can be applied either manually or digitally, utilizing tools such as a lasso tool for easily grouping items together. The boxing note-taking method involves the following steps, the first step is divide the page into two columns. Second, introduce topic headers for each central idea, expanding on them with notes directly below each header.

And the third is upon completing notes for each header, enclose the entire note section and header within a box.

The final page presents multiple boxes of varying sizes neatly containing each central topic along with its associated notes. Subsequently, learners can either create a mind map by drawing connecting arrows between ideas or leave the boxes separate. By grouping topics into clusters, learners can take deeper into each subtopic while comprehending the interconnections between ideas.

The boxing note-taking method offers several advantages. It encourages learners to rephrase their notes into distinct boxes, thereby enhancing retention. Additionally, it aids in improving recall by visually organizing ideas and their relationships. Moreover, it promotes clarity and conciseness by requiring notes to be condensed into boxes. This method is particularly well-suited for individuals who value the visual appeal of their notes and find enjoyment in expressing their creativity.

While cons of the boxing note-taking method include it is not ideal for individuals seeking a quick, efficient, and hierarchical solution, then requires an existing understanding of how ideas are connected and can distract learners by focusing more on the visual presentation of notes than on the content itself.

The boxing method may not be suitable for lectures or meetings that do not cover multiple central ideas, or for topics that are not easily assigned to specific boxes.

d. The Charting Method

It is a perfect method for taking notes containing extensive factual information and statistics that require memorization. The data is structured into multiple columns, resembling a table or spreadsheet. Each column corresponds to a distinct category, facilitating easy comparison of rows.

The Charting Method proves highly effective, particularly when dealing with lecture content that is rich in facts and data. In situations where the lecture material is well-organized and follows a uniform structure, the charting method offers an efficient approach to staying on top of the material. Since this method relies on facts and keywords, it serves as a valuable means to memorize information and engage in recall exercises, although it may be less suited for abstract concepts and ideas. To implement the charting method, follow these steps below, first of all is identify the topics the lecture will cover. Then divide the page into multiple columns, each designated with its relevant keyword. And the next is record pertinent notes under each corresponding keyword.

The charting method can be employed manually using a ruler or another tool for precise page division. Alternatively, the charting method can be implemented digitally, utilizing basic word processing software or even a spreadsheet application. This approach offers several benefits: it is particularly useful for content that necessitates memorization and the management of facts and statistics. It also aids in summarizing and reviewing lecture material ahead

of exams. Additionally, it promotes the creation of concise, neat, and well-organized notes. This method is valuable in situations where comparison and differentiation between similar terms or concepts are required.

Whereas cons of the charting note-taking method include incompatibility with lectures lacking structure beforehand, necessity to invest time in preparing note pages in advance, difficulty in application during discussions-heavy lectures or meetings.

If the content proves challenging to categorize, the application of the charting method may become more demanding.

e. *The Mapping Method*

A mapping methods for organizing and connecting topics or objectives is the mapping methods. It claims that thoughts come to life through mapping that includes images and various hues (Tee et al, 2014). This method helps to organize the notes by dividing them into branches, enabling students to establish relationships between the topics. Start with writing the main topic at the top of the map. Keep dividing it into subtopics on the left and right as students go down. Mapping method stands out as a popular technique for note-taking, widely employed in both educational and business contexts. Particularly beneficial when dealing with intricate and abstract information, mapping aids in clarifying complex topics. Although preferred by visual learners, it proves useful for anyone aiming to establish connections between significant ideas and themes, revealing their interrelationships. By using the

concept mapping strategy, the students were able to organize their learning experiences and find connections between what they already knew and what they were learning. It encouraged active participation in the learning process (Okafor, 2016).

To employ the mapping method, adhere to the following steps, start by positioning the primary topic at the page's apex. Subsequently, create branches for each subtopic, emanating from the preceding topic. Then, progressively subdivide the subtopics downward and outward across the page. Finally, insert pertinent notes directly beneath each corresponding subtopic.

The final result should be a web or hierarchy of information, similar to a flow chart. Mapping allows for creativity, permitting the use of colors or symbols to denote relationships or comparisons between ideas. This method can be executed either manually or digitally.

There are Pros of the mapping method include the effectiveness in reviewing and studying by reorganizing original notes into a map, then the encouragement of deep learning and understanding of complex topics, promotion of visual learning and enhanced memory recall.

The mapping method not only presents information in a visually appealing manner but also serves as an excellent way to rewrite original notes during study or review sessions. While cons of the mapping method include the needed to be conservative with space to ensure all notes fit within a single

map, requirement for revising notes to prevent confusion, potential time-consuming nature, particularly if it's unclear how ideas branch from each other. The mapping method may not be the most suitable choice for initial note-taking, as it can be challenging to estimate the necessary space.

When discussing note-taking, the act of writing down information from reading materials is often the first thing that comes to mind. In a study conducted by Özçakmak and Sarigöz (2019) involving university students, it was found that notes commonly used in academic learning are typically derived from either a course or written documents. Notes taken during a lesson under time constraints may be written hastily, especially when transcribing from written sources (Olive and Barbier, 2007). Note-taking while reading is seen as an effective strategy for enhancing information retention (Carrier and Titus, 979).

Taking notes is probably the most effective way to understand and remember new content, such as a lecture, presentation, or textbook. Even if everyone has a good memory, it's nearly impossible to remember all the important things that a lecturer or textbook wants to convey. By taking notes, it is much more likely to remember the information a week later. In fact, as reported in his 1970 study by Michael Howe, for a student who does not take notes, he is seven times more likely to remember information.

Beyond just remembering, taking notes helps in other ways as well. Taking notes helps students understand the connections between new information and information they have already seen. All notes typically serve the same purpose of helping students understand and retain new information, but this can be done in different ways. It's all about what works best for the students.

Note-taking condenses the text into a concise form, capturing all essential information. It involves systematically jotting down pieces of information. The significance of note-taking has become increasingly paramount. Regrettably, no individual can recall everything they need. Even the most knowledgeable individuals tend to forget more than they remember.

There are five of the most important tips for textbook note taking according to Boch, Françoise and Annie Piolat (2005) are listed below:

a. Finish reading before taking notes

Students should not read entire chapters but should read long passages or sections of text before taking notes. If they wait until the end to write the notes, it may forget some important points and supporting details. But by reading each section, students possess the information to identify the most crucial points while maintaining the continuity of ideas. Essential concepts are emphasized before progressing to the subsequent section, ensuring that learning becomes an accumulative journey.

b. Selective about what is recorded

It takes practice to learn to pick out the most important points from the text, but remember that the purpose of taking notes is to create a shortened version of the text. Be selective to only record basic concepts in order to decide what information should be noted, first scan or preview the text or see what the instructor underlined during the lecture.

c. Used own words

The chances of comprehending and retaining information increases significantly when individuals work independently and dedicate ample time to paraphrasing key material. The time invested in grasping a passage and summarizing its main ideas in one's own words is the most crucial investment in reading.

d. Work quickly and efficiently

Note-taking doesn't need to be burdensome or overly time-consuming. Simply read, reflect, jot down notes, and proceed. The benefits will become evident come test time.

e. Use organizational strategies

Notes should be organized according to one of note-taking strategies. So it is easier for students to understanding of material, also to be an effective preparation for exams, and completion of assignments.

According to James Hartley and Susan Marshall (974) based on their discussion with their students, it appears some reasons why students need to take a note. Students hold the belief that their notes will serve as valuable resources for revision in the future, offering a record of what was discussed during classes. Additionally, they perceive the act of note-taking, wherein they write down information in their own words, as a method to enhance their ability to recall the material later. Moreover, students find that taking notes helps them stay alert and maintain focus during lectures.

3. **The Challenges of Note Taking Strategy**

Using note-taking strategies can be quite effective for learning and remembering information. Here are some common issues related with note-taking strategies, namely:

a. Over-reliance on verbatim transcription

Mueler et al (2014) mentioned that the issue is the inclination to write down precisely what is said or read, rather than synthesizing and summarizing the material in one's own words. This might lead to a passive approach to learning, preventing deeper comprehension

b. Incomplete or unorganized notes

Another difficulty is the danger of failing to capture all relevant information or organizing it coherently. This can make it difficult to properly examine and analyze the content later on (kiewra, 1985)

c. Lack of involvement

Peverly (2019) mentioned that students may disconnect from the lecture or reading content while concentrating too much on taking notes, resulting in gaps in comprehension and recall.

d. Finding the appropriate balance

It might be difficult to strike a balance between capturing enough information to fully understand the topic and avoiding excessive detail (Titsworth & Kiewra, 2004). In the process of capturing information, it can be challenging for the students to choose between understanding the entirety text or jotting down key points from the material provided.

e. Adapting to varied learning styles

Every learner has a unique learning style, similar to what they do in writing or selecting methods. Students can run experiments to identify which strategy works most effectively for them. As Weinstein and Mayer (1986) point out, note-taking strategies that work well for one person may not be as effective for another, so students should experiment with varied methods.

C. **Previous Study**

Many studies have been conducted on Note-Taking Strategy in Reading. It is proven that note-taking strategy has a positive result on students reading comprehension. According to Irmawan (2018) in his thesis *"Improving students'*

Reading Comprehension Through Note-Taking Technique at The Second Year Of SMAN 3 Bulukumba" concluded there are significant difference among before and after treatment given to the student regarding to students' reading comprehension. This research was quantitave and used pre-experimental research method for gained the data. The result of this research showed a mean pretest score of 62,11 and posttest result of 80,17. It meant note-taking technique could improve students' reading comprehension at second year students of SMAN 3 Bulukumba.

In Rahmawati (2015) in her article *"The effectiveness of guide Note-Taking in Teaching Reading News Item to The Tenth Grade of MA Ma'arif Puter"* concluded guided note taking has been an effective technique for teaching reading to improve literacy. Using the guide Notes help students to be a good readers to comprehend the text. The finding of the research showed the mean score of pre test was 66.01 and the mean score of post test was 84,29. It meant the guide of note taking is an effective technique to improve students reading comprehension of MA Ma'arif Puter Lamongan.

A study by Cojean, S & Grand, M (2024) in their *article "Note-taking by university students on paper or a computer: Strategies during initial note-taking and revision"* concluded comparisons of note-taking methods such as paper or computer have mostly shown that paper leads to better learning. Students who take notes on paper do not find their method more efficient, but the report that they

do more reformatting and less multitasking. However, students who take notes on the computer are more likely to paraphrase their notes and thus reformulate later**.**

The studies above prove that Note-Taking strategy is able to improve students reading ability. However, note-taking referred in those studies as a strategy in reading text while learning. Meanwhile, my research is about students note-taking strategies in reading English text. In previous studies, note-taking is used as a technique to improve students reading comprehension. Meanwhile, in my research focusing on the method of note-taking strategies used by students in reading English text. In addition, note-taking strategies are varied and many as explained in this chapter. Therefore, those differences convince me that my research needs to be conducted.
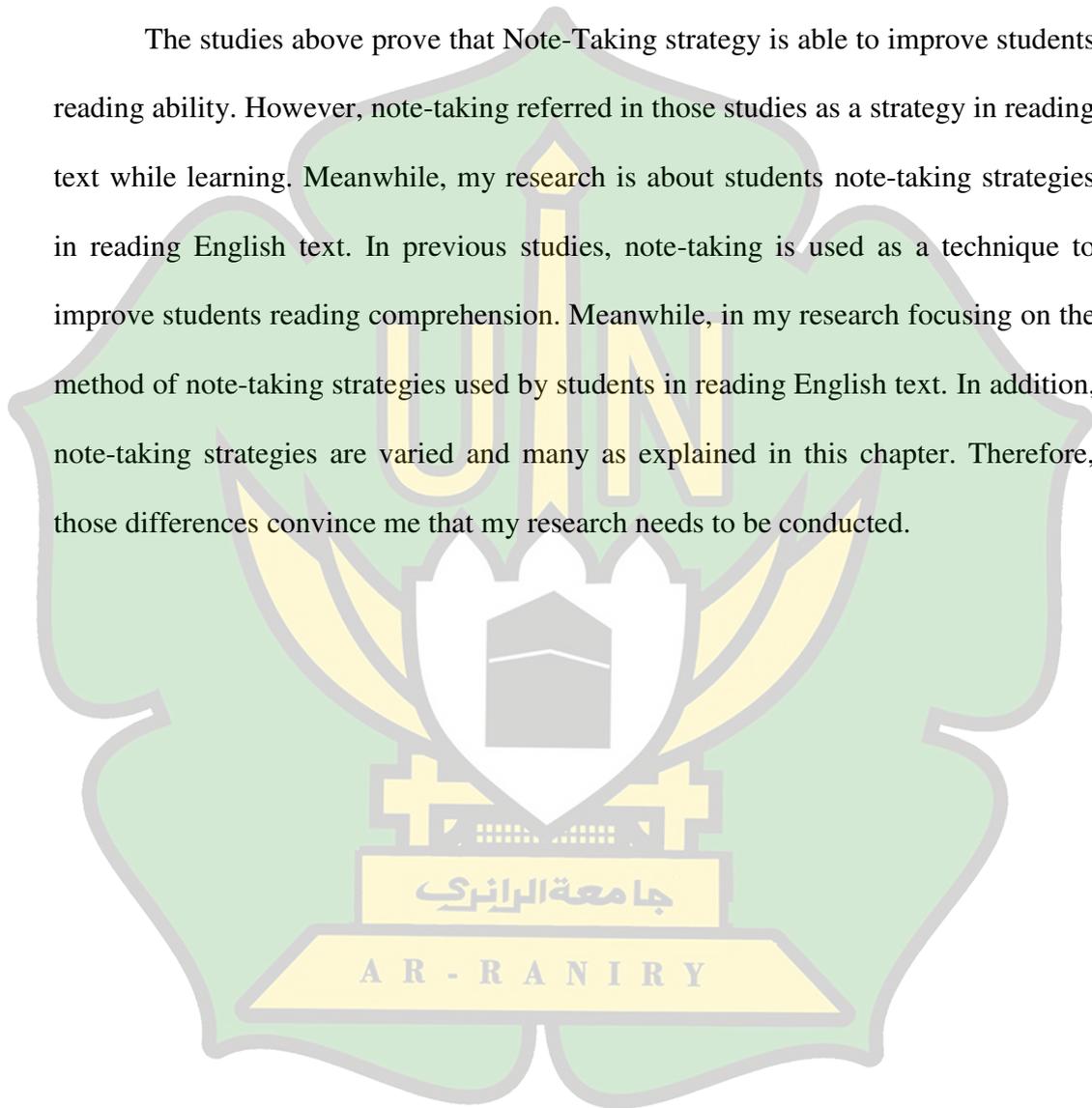
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study the researcher used a descriptive qualitative research to collect and analyze the data. The aimed of this study are to find out the method of note-taking strategy used by students in reading and the challenges faced by them in using the method of note taking strategy. To answer the questions of this study, qualitative research is the most suitable to be used. Qualitative research method is obtained from descriptive data. According to Creswell (2013), Qualitative research is a methodology employed to delve into and comprehend the interpretations and perspectives held by individuals or specific groups regarding social or human issues. It aims to address the questions surrounding the how, what and why aspects of a particular phenomenon (Green & Thorogood, 2014). In this study, semi structure were used to find out relevant and concrete data interview.

B. Research Participants

1. Population

According to Polit and Hungler (1999) population is defined as the collective of all individuals that meet a specific set of criteria. It encompasses

the entire cohort of people who are of interest to the researcher and to whom the findings of the research can be applied.The population of this study is English department students at Ar-Raniry State Islamic university's Faculty of Teacher and Training and Education batch 2019 with approximately 130 students.

2. **Sample**

This study took the sample amount of 10 students by using purposive sampling to gain the participant. According to Creswell (2014) suggests being purposeful in identifying participants that might provide insight into the research question. Participants needed in this study were as many as 10 students and they are selected according to the required criteria. Regardless of the criteria needed are, English department students of UIN Ar-Raniry, students batch 2019 and students who have completed basic reading courses, intermediate reading courses, academic reading courses and English for academic purpose courses.

C. **Methods of Data Collection**

The purpose of collecting the data is to gain information from the participants. In this research the researcher conducted the interviews with the partcicipants. The interview process feels personal so it produce a better response from the participants. Talmy in Alshenqeeti (2014) stated that It's important to allow interviewees the

opportunity to bring up the comments or ask the question at the end of conclusion of the interview. Furthermore, researchers should express the gratitude to the interviewees and discuss possibilities for staying in touch in the future.

Participants interviewed by the researcher about matters related to the object to be researched. The researcher conducted semi-structured interviews and in-depth interviews with the participants. Furthermore, Anna Galleta (2013) stated semi-structured interview creates an opportunity for the story to unfold, but also includes theory-based on the questions. It leaves a space to explore with participants by open-ended questions.

In conducting interviews, researcher provides 10 questions related to the tittle of this study. The questions asked to the participants by face to face interviews. The interview conducted over 5 days and an interview carried out according to the time agreed between the researcher and participants. The interview were conducted for approximately 15-20 minutes per session with the participants. Then the result of these interview would be recorded using a smartphone and transcribed it to the good phrase then analyze the result with descriptive explanation.

D. Methods of Data Analysis

To analyze the data, researcher refered to Lacey and Luff (2009) that mentioned 5 stage in analyzing the data. Data collection carried out after the researcher collection of all interview results. Transcription is a process of transferring

the data into writing. Then the first step is the researcher would create a transcript based on interview result with all participants. Jane and Martin (2014) stated transcripts play a central role in the study of oral discourse by distilling and freezing aspects of complex events and interactions into categories of interest to the researcher. In this thesis the researcher transcribed the result of interview with good explanation.

Then organizing the data. In this stage, the researcher disguised the name of the interviewee. So to make the data familiarization the researcher needed to listen repeatedly to the data that has been recorded to facilitate the next step and ensure the data nothing is missed. Most researchers use recording devices to record participants' words during process of interviews. Recording allows the interviewer to focus on listening and responding to the participant, rather than writing detailed notes (Heather, 2014)

Then, the transcription is given the code that are understood by researcher. For each participants had their own code given by the researcher to ensure the data is clear. According to Heather (2014) Coding is an essential step in qualitative research analysis, requiring both time and creativity. Three key steps to facilitate this process involve thoroughly reviewing the data, organizing it into meaningful codes, and utilizing memos to provide clarity and aid in interpretation.

Researcher analized the answer that have been collected with descriptive explanation. The last stage is drawing conclusion based on the result of interview that sorted again by the researcher to focus on what are related to the thesis. Moreover, to conduct interview, the researcher is directed by a list of questions. The researcher created the questions based on previous research related to the thesis and appropriate the requirements to complete this thesis. The finding of the interviews then can be used to make decision.

CHAPTER IV

FINDINGS AND DISCUSSION

A.   Research Finding

This chapter contains the findings and discussion about exploring student's note-taking strategies in reading English text. It analyzes the research findings based on the data from the process of interviews. The result of this research are used to fulfill the aims of this study. During the process of interviews, the researcher asked 10 questions related to methods of note-taking strategies used by students and the challenges faced by the students in using the methods of note-taking strategies on reading.

Interviews were conducted from March 19 to 24, 2024 with a total of 10 students of English Language Education Department batch 2019. As for the initial of the interviewees were AM, CR, PN, MA, ZM, IF, AN, RA, SM, KM. After collecting the data, the researcher found several findings related to this research. Below are the research findings explained in detail.

a. **The Methods of Note-Taking Strategies in Reading English Text**

Table 4.1 methods finding

NO	METHODS	INITIAL									
		CR	AM	PN	MA	SM	KM	RA	AN	IF	ZM
1	Mapping	√	√		√	√					
2	Outline						√		√	√	√
3	Boxing			√				√			
4	Charting										
5	Cornell		√								

After conducting the interviews, researcher collected the data related to the first research question. Based on the result of interview, there were several methods of note taking strategies used by students in reading English text. It had been divided into four parts. The methods of note taking strategies used by students were mapping method, boxing method, cornell method and outline method.

1. Mapping Method

This method is widely known by all students. They used it because it is simple and easy method. It help them a lot in understanding the text in the time of relearn, recall or rewind the important point from the text. It can be understood from what the participants says on the following:

Excerpt 1:

> "The method I frequently use is solely mapping method. Because I often forget about something important, but it's not neatly written down. So with mapping method, I can remember better. It's more structured or organized even though it's just arrows indicating the relationship of the information."

Excerpt 2:

> "The most frequently used is mapping method. Because it can easily record the information. However, sometimes note-taking adjusts to the learning being followed."

Another participant stated a similar idea about this method.

Excerpt 3:

> "The method I often used is mapping method. Because for me, this method is one of the easiest to applied."

And the other participant also shared the same idea.

Excerpt 4:

> "Actually, I use both the mapping and the Cornell methods frequently since, most of the time, I've previously created something akin to a mind map."

From the 4 excerpts above it showed that, the mapping method is easiest method can be applied by students in the process of learning English text. It helps them easier to rewind the information when relearn the material, and also easily to know the core points that needed to be explain. So it can be concluded that, the mapping method emerges as a preferred choice among participants for its ability to enhance organization, aid memory retention, and facilitate comprehension of information. While some participants exclusively

rely on mapping, others adopt a hybrid approach, integrating mapping with techniques like Cornell note-taking for a more comprehensive understanding. In general, these statements highlight the effectiveness of the mapping method in supporting various learning styles and needs.

2. Outline Method

The outline method can be used by jotting down the outline format using bullets point. This can be understood as what participants says on the following:

Excerpt 5:

> "The method I most frequently use in reading is the outline method. Because the outline method makes it easier to filter information by listed the points with the bullet. As it's very important due to it saves time in taking notes, making it easier to study and understand the reading material."

Another participant shared the same thought about the outline methods:

Excerpt 6:

> "The outline method is the method I most frequently used. Because it helps me to remain focused on what I'm reading and also saves time. For me, by allocating time in various reading processes, note-taking assists in obtaining keywords and important points from the reading material."

As what another participant mentioned about the same thing:

Excerpt 7:

"The most frequently used is the outline method. Because of the abundance of information provided, implementing this method helps me to listed these key points. Due to the lengthy reading texts often induce boredom, leading to loss of focus."

Excerpt 8:

"I implement outline method the most because of this method is easy to execute by listing information from a text that is read. As note-taking strategy is crucial in reading because lengthy English texts are often difficult to comprehend entirely, so it helps by jotting down key points in our own language."

In summary from the 4 excerpts above, the outline method emerges as the preferred choice among participants for reading due to its effectiveness in filtering and organizing information. This method, characterized by bullet-pointed lists, not only saves time in note-taking but also aids in maintaining focus and comprehension, especially with lengthy reading materials. Participants appreciate its simplicity and ability to capture key points succinctly, making it easier to study and understand the material. All things considered the significance of the outline method in enhancing reading strategies and facilitating effective learning.

3. Boxing Method

The boxing method of note taking strategy is also used by students in reading English text. It can be understood as what participants says as the following;

Excerpt 9:

> "The method I most often use in reading is the boxing method because with the use of the boxing method, there is a separation between a word and an explanation of the meaning of that word. Thus, the keywords obtained are not ambiguous because there is an explanation of the meaning of the word. As it is important in reading English text because it can increase my vocabulary from readings that are not fully understood."

The other participant also revealed the similar sentiments.

Exceprt 10:

> "The most commonly method that I used is boxing method because this method is easy to do, as it is shorter and more organized. As it is crucial to apply in reading because during the reading process, we can extract or record important information."

In conclusion, the boxing method stands out as a prevalent choice among participants for its simplicity, clarity, and organization. By separating words and their meanings, this method ensures that keywords are accompanied by clear explanations, reducing ambiguity and aiding comprehension, particularly in English texts. Participants value its ease of use and effectiveness in extracting and recording essential information during the reading process.

These reviews underscore the importance of the boxing method in enhancing vocabulary acquisition and facilitating efficient reading strategies.

4. Cornell Method

Walter Pauk created the popular Cornell Method note-taking technique at Cornell University in the 1940s. It is intended to assist students in methodically arranging their notes to improve understanding and memory. It can be understood from what participant say as the following:

Excerpt 11:

> "Upon rereading it, I make sure to create a Cornell, in which the key points are highlighted. It could be in the bottom corner or the upper right corner. However, this Cornell merely serves to clarify the mapping."

Based on the explanation above regarding to the methods of note taking strategies used by students, it can be concluded that each of student has their own choices to use the method according to their preferences and what they need. There are four methods used by student in reading English text namely mapping method, outline method, boxing method and cornell method. Each of the method is used based on students needed as their strategy in understanding the meaning of the text.

b. The Students Challenges in Using the Methods of Note Taking Strategies on Reading English Text

According to the result of interview, there were varied respon of the students about the challenges in using the methods of note taking strategies in reading English text. They explained the things that must be faced in order to help them in comprehend the English text. Some of the challenges faced by them were too much information, the ambiguous sentences, lack of understanding and lack of vocabularies.

1. Too much information

    In the process of selecting the information, it needed to be more focused about the information that needed to write down. It can be understood as what participants stated.

    Excerpt 12:

    > "In reading, the challenge is to sift through abundant information and then struggle to select the most essential information needed from the text. Taking notes towards the end regarding the most crucial information when reading lengthy texts. Because taking in too much information can lead to confusion."

    Excerpt 13:

    > "The challenge in using note-taking is the abundance of information gathered, which requires a long time to understand the reading text. To avoid it, I don't write down vocabulary with the same meaning."

    The other participant shared the similar idea.

Excerpt 14:

> "The challenge is requiring deeper focus in sorting out important information from the reading material. So I try to select the right points to write down, ensuring that the points or information written are neither too long nor too short, making it easy to understand."

As what the other participant stated the same thought.

Excerpt 15:

> "The challenge is sometimes struggle to determine the crucial information from the reading text and the time required because we need to write down the information. To overcome this challenge, we need to improve our speed of reading skills and get accustomed to note-taking. This way, we can sort the information to be written down."

As a result, all of the participants acknowledge how difficult it may be to go through a wealth of information and pick out the most important facts when reading, especially in lengthy texts. This difficulty emphasises how crucial effective note-taking techniques are to preventing misunderstanding and information overload. Among the important strategies discussed include enhancing one's ability to read quickly, minimising repetition, and choosing capturing the most important information. By using such methods, students can improve their capacity to identify and remember important information, which will eventually maximise their comprehension and academic performance when reading complicated materials.

2. The ambiguous sentences

In the process of reading the text, students tried to jotting down the information. Some of them stated that, they were not take a note in detail so it would be ambiguous to understand and connected the information. According to what participants stated as the followings:

Excerpt 16:

> "The challenge in the used of method of note-taking strategy for me is when writing something very brief so that I don't understand what is meant, and sometimes the information written is not detailed enough. To overcome the challenge in note-taking strategies, it's beneficial to provide detailed explanations alongside concise words or sentences, ensuring clarity and comprehension."

As another participant mentioned the same idea about this challenge.

Excerpt 17:

> "Challenges in using note-taking include sometimes not being able to understand messy or scrambled writing, and sometimes encountering ambiguous sentences, so one does not understand the meaning of the recorded sentence. And to circumvent these challenges, one can maintain organized and succinct note-taking, carefully filtering the information to ensure only essential points are captured."

Excerpt 18:

> "The challenges in using the method of note taking strategy, the first is sometime encountering the ambiguous sentences or unfinished sentencea, it becames difficult to understand. The way to overcame this is to read without rushing so the important information is not missed and also write the sentences perfectly, not too verbose or too brief."

The difficulty in interpreting brief or unclear writing, which can lead to a lack of clarity and understanding, is the prevalent obstacle seen in note-taking procedures. In order to overcome this challenge, participants emphasize how important it is to continue taking brief and well-organized notes. This entails giving thorough justifications in addition to succinct notes and making sure that material is meticulously culled to only include the most important details. Confusion is another issue that results from reading fragmented or jumbled language. In order to combat this, participants stress the need of reading slowly and writing clear, concise phrases. People can improve their note-taking processes' understanding and clarity by putting these ideas into practice.

3. Lack of understanding

In the use of the methods of note taking strategy, it may feel a lack of comprehension. It occurs when focused on writing or recording about what we are learning, rather than fully absorbing or understanding the material. It can be understood from what participant says in the following:

Excerpt 19:

> "There aren't any, but maybe if we don't understand how to make a mind map, like how to start, then it's like, "How do I do this?" But if we've done it often and understood the basics of how to make it, there are no more challenges, we're used to it. I don't know how to start writing it down. In the past, if there were obstacles when making the pattern, I would just randomly make it first. Write 1

above, below, the connect the points, so instead of thinking about how the shape will be or anything like that, it's easier for me to do it at the beginning, when I read it again. So there, I'll start making the shape, but at first, I was confused about how to make it, so I just made the writing randomly first, then the formation later."

From the excerpt above, it showed that the process of creating a mind map may seem daunting, with repeated practice and a solid understanding of its fundamentals, these challenges diminish. Participant emphasized that familiarity with the method and its basic principles alleviates uncertainty and hesitation. Overcoming obstacles, such as how to initiate the mapping process, can be addressed through a systematic approach, like jotting down initial thoughts and connecting them later. Ultimately, through continued practice and experimentation, individuals can develop proficiency in mind mapping, making it a valuable tool for organizing and comprehending information.

4. Lack of vocabularies

This challenge due to the strong correlation between vocabulary and comprehension. So the more words one acquires, the more fluently they can comprehend spoken or written language. It can be understood from what participant says as the following:

Excerpt 20:

"The lack of vocabulary sometimes makes it difficult to understand the text or keywords from the reading, especially in academic texts. It can be avoided by enriching vocabulary, then sorting out the most

important information to reduce the amount of information obtained."

According to the excerpt above, showed that there were four challenges faced by students in using the method of note taking strategy in reading. The fourth challenges were too much information, the ambiguous sentences, lack of understanding and lack of vocabularies. So it can be concluded that if those challenges affected students ability in comprehend reading English text.

According to the findings above, showed that there were four challenges faced by students in using the method of note taking strategy in reading. The fourth challenges were too much information, the ambiguous sentences, lack of understanding and lack of vocabularies. So it can be concluded that if those challenges affected students ability in comprehend reading English text.

B.   Discussion

This section is a discussion of the findings described above. There are two research questions in this study. Both of research questions are answered through data obtained during interviews. After conducted the interviews with ten participants, the researcher obtained the data that is described below.

The first research question is "what are the methods of note-taking strategy used by students in reading?". From the research findings, it is revealed there are four methods of note taking strategy used by students in reading English text. The first one is mapping method, the second is outline methods, the next is boxing method and the

last is cornell method. These findings are in line with Arslan, M (2006) views. He mentioned that mapping method might be used by students to arrange and represent knowledge so they can comprehend and recall the material more easily. Mapping method serve as tools for students to help in topic summarization and to encourage thought and conversation. So the student may comprehend a subject more fully the more connections they can make between concepts and examples in mapping method. As what stated, mapping method is easier for the students to establish their idea based on the material they have read. Furthermore, Akintunde (2013) stated that the outline method of note-taking necessitates identifying and recording the primary concepts and supporting details presented in a lecture. The notes should be concise without overcrowding, with key points emphasized through underlining.

The second research question proposed in this study is "what are the challenges faced by the students in using methods of note taking strategy on reading?". The researcher found several challenges faced by students in using the methods of note taking strategy in reading. These challenges were too much information, the ambiguous sentences, lack of understanding and lack of vocabularies. In line with this, Titsworth and Kiewra (2004) mentioned that finding a balance between capturing enough information to fully comprehend the material and avoiding excessive details can be difficult. So, it can be a challenge for students in sorting out the information from reading material that provided. In addition, Mudrick et al (2015) stated that the risk of employing the strategy is that not all relevant

information is captured or organized coherently. As a result, it may be difficult to properly reconsider and analyze the content in the future. These are the challenges faced by students in using the methods of note taking strategy.

BAB V

CONCLUSSIONS AND RECOMMENDATIONS

This chapter consists of two sections. It begins with the conclusion and ends with the recommendations. Conclusion are made based on the research findings in conclusion section. In addition there are recommendation related to this research.

A.   Conclusion

The researcher conducted the research on exploring student's note-taking strategy in reading English text. Based on the finding research, it can be concluded there were several methods used by students in reading English text to comprehend reading material. It consists of several methods of note taking strategy namely, mapping method, outline method, boxing method and cornell method. So the research participants used the method based on their preferences of getting the information. They applied it as their guidance for relearn, review and rewind the material in the future. The explanation above answered the first research question of this study.

Secondly, there were four challenges faced by students in using the methods of note taking strategy on reading. The first is too much information they wrote down so it was difficult to sort the core information from the reading material. The second was the ambiguous sentences that did not stated in the detail. So it could be caused the information written is too long or to short. Third is lack of understanding, it

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occurred when focused on writing the information about what are learned than comprehending the whole text. The last is lack of vocabularies, due to the limit of vocabularies it affected the process of understanding the material. These challenges answered the second research question of this study.

B.   Recommendations

Based on the finding of this study, there are several recommendation for the further information. The researcher recommends to conduct the research of the method of note taking strategy deeper and providing the detailed information of collecting the data. Moreover, the researcher hopes that this study will benefit fellow students by offering comprehensive insights to enhance resources and materials related to students' note-taking strategies and the challenges they faced on reading English text.
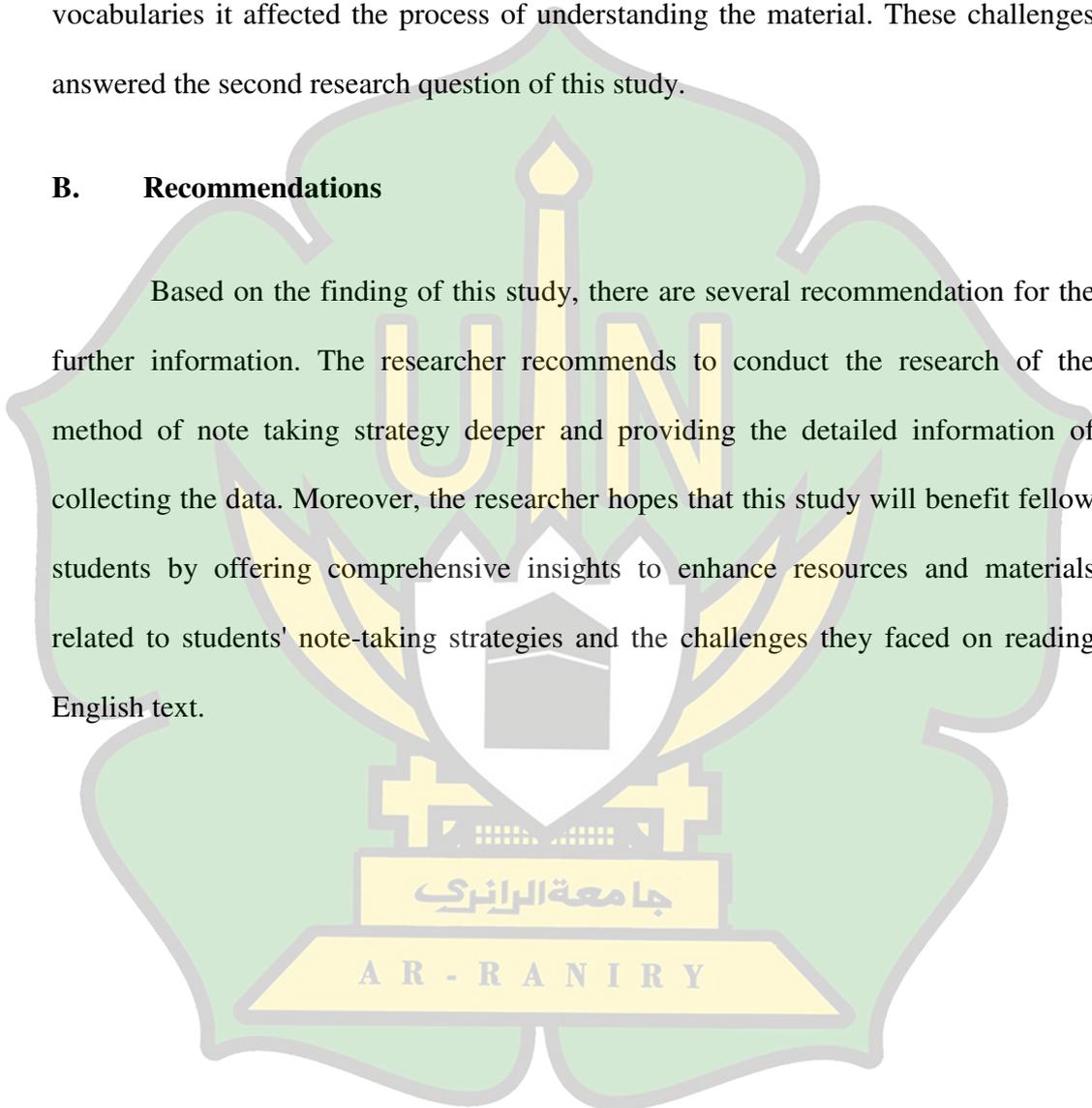
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APPENDIX A: Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 11452/Un.08/FTK/Kp.07.6/10/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Menunjuk Saudara :

1. Chamisah, M.Ed — Sebagai Pembimbing pertama
2. Nidawati, S.Ag., M.Ag — Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama : Radila Putri Alda
NIM : 190203082
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Student's Note-Taking Strategies In Reading English Text

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 20 Oktober 2023
Dekan

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B: Recommendation Letter of Conducting Research from *Fakultas Tarbiyah dan Keguruan*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-2702/Un.08/FTK.1/TL.00/3/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **RADILA PUTRI ALDA / 190203082**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Lr. Panjoe, Darussalam, Kec. Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Student's Note-Taking Strategies in Reading English Text*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Maret 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 30 April 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: Confirmation Letter of Conducting Research at the English Language Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-137/Un.08/PBI/Kp.01.2/3/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama   : Radila Putri Alda
NIM   : 190203082
Fak/Prodi   : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Alamat   : Lr. Panjoe, Rukoh, Darussalam, Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Exploring Student's Note Taking Strategies In Reading English Text"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Maret 2024
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Interview Protocol

Interview Protocol

Project : Exploring Student's Note-taking Strategy in Reading English

Text

Time of interview :

Date :

Place :

Interviewer : Radila Putri Alda

Interviewee :

Position of interview : Student of English language Education Department batch

2019

List of questions

1. What do you know about note-taking?

2. Based on your opinion what is the general function of note-taking?

3. How many note-taking methods do you know?

4. What kind of note-taking method you frequently use in reading English text?

5. Why did you choose that method?

6. How important do you think it is to use the method of note-taking strategy in

reading?

7. Did the method of note-taking strategy run effectively in understanding

reading English text?

8. What are the challenges in using the method note-taking strategy?

9. How did you avoid the challenges in using the method of note-taking strategy ?

10. How did you handle all of the challenges while using the method of note-taking strategy in reading English text?

-Thank you-

APPENDIX E: Documentation of Research

AUTOBIOGRAPHY

1. Name : Radila Putri Alda
2. Place/Date of Birth : Manggeng, 17 Maret 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Adress : Ds. Meurandeh, Kec. Lembah Sabil, Kab. Aceh BaratDaya
7. Email : 190203082@student.ar-raniry.ac.id
8. Occupation : Student of Department of English Language Education,UIN Ar-Raniry
9. Parents
   a. Father's Name : Alidar Syafe'i
   b. Mother's Name : Daswati
   c. Father's Occupation : Self-Employed
   d. Mother's occupation : Civil Servant
10. Address : Ds. Meurandeh, Kec. Lembah Sabil, Kab. Aceh BaratDaya
11. Educational Background
    a.   Elementary School : SDN 1 Meurandeh
    b.   Junior High School : MTSs Al-Munjiya Islamic Boarding School
    c.   Senior High School : SMAs Insan Madani Meukek
    d.   University : UIN Ar-Raniry