CHAPTER I

INTRODUCTION

This case study aims to investigate the students' perception of summarizing as a learning strategy in L2 reading. This chapter presents the background of the study, the aim of the research, the scope of the study, the research questions, and the significance of the study. Besides, this chapter also describes several key terms used in this study.

1.1 Background of the Study

Since the 1970s, various studies on learning strategies of EFL (English as a Foreign Language) or ESL (English as a Second Language) have been conducted around the world (Ajeng, 2018; Biria & Tavakoli, 2014; Ghafournia, 2014; Mandasari & Oktaviani, 2018). The importance of study focused on language learning strategies is closely related to a study (Green & Oxford, 1995) as one of the most important factors in L2 acquisition. Language learning strategies are implemented for language learners to improve the methods used in processing information, solving problems, and comprehending or remembering what they were learning (Mccombs, 2017).

The language learning strategy plays an important role (Sartika, Santihastuti, & Wahjuningsih, 2019) and becomes a part of interest because this strategy is an aspect of the learning process (Rachmawati, 2013). Some researchers have conducted study focused on language learning strategy in the international context. A study (Nhem, 2019) investigated language learning

strategies used by 152 young and adolescent learners of English in Cambodia. Data was collected through a questionnaire developed by Oxford (1990) and it was found that there were several main strategies used by the most of students, namely cognitive, metacognitive and social strategies.

Other research in China (Shi, 2017) concerns the classification of language learning strategies in education. The result stated that appropriate language learning strategies and actively used can enhance the greater motivation and confidence in the learning process. Strategy instructions improve learners in language learning independently, learners are responsible for their learning process. Thus, teachers are encouraged to provide learners access to methodological resources and appropriate learning strategies, modelling strategies, and guidance that can help them in increasing progress and achieving academic success. Green and Oxford (1995) have also shown that successful language learners use various learning strategies more often than other students. They combine these strategies with other strategies that are also used frequently or moderately by other students at all levels.

Furthermore, numerous studies of language learning strategies are also carried out in the Indonesian context. It is one of the factors that can contribute to the success of Indonesian students in learning a foreign language (Masbirorotni & Fajaryani, 2020). However, the research (Sholah, 2019) has been reported that all language learning strategies cannot be implemented to all students because they have the different characters that also affect their learning style in the language learning process. Therefore, they need to choose and utilize the appropriate

language learning strategy following their respective characteristics as an important component in the learning process.

In a study, Sholah (2019) has investigated differences in English learning strategies of 50 monolingual and 50 bilingual students in the first semester at Malang University. This study revealed that there is no significant difference between the strategies used by monolingual and bilingual learners from various aspects of social, determination, memory, cognitive, and metacognitive strategies. Bilingual students more often use cognitive and memory strategies, while monolingual students use metacognitive and determination strategies.

The different research (Trisnaningsih, 2012) carried out research related to language learning strategy training and several factors that could be considered for implementing the strategy in the EFL context. Some of these factors include the principles of effective strategy training, selecting appropriate learning strategies, explicit or integrated strategy training, the language of instruction, and strategy training models.

A study (Khosima & Tiyar, 2014) confirms that various language learning strategies are also important to apply in L2 reading. In the second language reading process, language learners try to understand the meaning or message conveyed by the author in a text (Asty, 2013), it is determined as the aim of all reading (Muslaini, 2017).

There are various types of reading strategies that can be implemented in L2 reading (Ali & Razali, 2019) including summarizing as one of the important strategies in improving reading comprehension (Pečjak & Pirc, 2018) through

sorting, selecting and combining information from a text (Beesley & Apthorp, 2010). Various studies on summarizing strategy have been carried out mostly aimed at investigating the effects and positive impacts on English foreign language or second language students' reading comprehension (Gajria & Salvia, 1992; Ghabanchi & Mirza, 2010; Hemmati, 2013; Jitendra, Cole, Hoppes, & Wilson, 1998; Karbalaei & Rajyashree, 2010; Pakzadian & Eslami Rasekh, 2012; Ponce, 2000; Rogevich & Perin, 2008; Sporer, Brunstein, & Kieschke, 2009).

So far, however, there has been little discussion about how students' understanding and interpretation of the reading text's contents by using summarizing strategies in reading class. Khoshsima & Tiyar (2014) argued that summarizing becomes a strategy that is often applied to most EFL classes in improving reading skills.

Based on the issue, this study conducted to investigate how students perceive summarizing as a learning strategy in L2 reading. This research contributed to the EFL/ESL teaching and learning process, especially on improving students' reading skill. Through this research, the teacher gained insight into students' understanding and perspective of the summarizing strategy used in the reading class, so that this is useful for the teacher or lecturer as a reference and consideration in planning the next teaching session.

1.2 Scope of The Study

This study involved five students in the fourth semester of the English Education Department at one of universities in Southeast Sulawesi who had done

4

summarizing strategies when they were in reading class. This study was focused on the students' perception of summarizing as a learning strategy in L2 reading.

1.3 Research Question

Accordingly, based on the focus of the research mentioned before, this study aimed to address the research question: "How do students perceive summarizing as a learning strategy in L2 reading?"

1.4 Purpose of The Study

Based on the research background, the major objective of this study was to investigate the students' perception of summarizing as a learning strategy in L2 reading.

1.5 Significance of the Study

This research contributed to the development of language learning, especially in the second language reading area. This research provided theoretical and practical benefits. Theoretically, this research was able to provide insights to the lecturer teachers on students' perceptions of summarizing strategies in reading competence. So, the teachers or lecturers have a set of information that can be used as a reflection of the learning process. Then, practically, the teacher or lecturer can also use this research as a material consideration in determining the next steps needed to be taken in improving students' reading ability. Also, this research can be used as a reference for other further studies related to this research topic.

1.6 Definition of Key Terms

To clarify the key terms in this study, the definition of the following terms were listed:

Perception: In this study, perception was showed as an idea, a belief, or an image that emerges through one's receptors in the form of the senses. Perception was also referred to as the interpretation of sensory information. In this study, perception was interpreted as students' image (Aida, 2014) of looking at summarizing as a learning strategy in L2 reading.

Learning strategy: In this study, learning strategies were defined as actions, attitudes, techniques and steps specifically used by students as facilities in the acquisition, storage, or retrieval of information in the learning process (Park, 1997).

Summarizing: Throughout this paper, the term summarizing referred to one of the learning strategies in L2 reading. In the summarizing process, students try to understand the contents of the text by looking for the gist or the main idea of reading text, in order to (Khoshsima & Tiyar, 2014) accelerates both memory and comprehension.