CHAPTER V

CONCLUSION, LIMITATION, PEDAGOGICAL IMPLICATION, AND RECOMMENDATION FOR FURTHER STUDIES

As finale, this chapter presented the point of the research. It discussed some items in particular consisting of the conclusion, limitations and pedagogical implications of the study, as well as recommendation for further studies.

5.1 Conclusion

According to the research finding on student perceptions of the summarizing strategy used in the L2 reading learning process, the researcher could conclude numerous things as the essence of this study. Most students tended to have a positive perception of summarizing as a reading strategy through reflection data analysis. This could be proven through the description of the core themes that emerged in the research findings in interpreting the results of data analysis.

The first theme was the general perception of summarizing strategy. Commonly, most of the participants considered this strategy were easy to implement. However, there were some participants who gave a neutral response, namely summarizing was not easy and not difficult to implement. In addition, there was a feeling of pleasure and challenge for participants when applying the summarizing strategy in L2 reading found in this study.

The second theme was the importance of summarizing strategy in L2 reading. It was included (a) summarizing improves students' comprehension and memory for what was read, (b) summarizing leads to an increase student learning

in L2 reading, and (c) summarizing strategy leads to encourage another cognitive strategy use in L2 Reading skills.

The third theme was the summarizing difficulties in L2 reading. Some of these problems could be grouped into two categories based on the result of data analysis, namely: linguistic reading comprehension problems and non-linguistic reading comprehension problems.

The last theme was the advantages of summarizing skills in thesis writing course. These advantages consisted of (a) summarizing aids students to avoid plagiarizing other people's ideas, (b) summarizing builds comprehension of journal/article, and (c) summarizing helps to find the main points and key details in journal/article text.

5.2 Limitation

There were research limitations that needed to be acknowledged. Firstly, this study involved students at the higher achievement in reading skills to investigate their perceptions of summarizing as an L2 reading strategy. The researcher only collected data from several students who scored in category A during the process of implementing the summarizing strategy in reading class. Thus, this study did not explore what students actually perceive in another level of reading competence regarding summarizing strategies, such as lower achievers. In fact, they also had the same contribution to provide the insight needed in this study, especially information about their perception of summarizing as an L2 reading strategy.

Furthermore, this study was only focused on investigating more deeply how students perceive summarizing as a strategy used in the L2 reading learning process. Thus, the researcher only gathered data through reflection documents which included several questions posed to students to meet the objectives of this study.

Due to the limited scope of the research, the reported findings only rely on the results of qualitative data analysis from student reflections. The researcher realized that there were parts of the findings that needed to be further verified through a quantitative data measurement methodology to increase the validity of the study. It referred to one of the research results which revealed that summarizing could aid students enhance reading comprehension. In this case, the researcher only interpreted the findings from what they said about the research question. The researcher did not conduct significant testing to prove the impact of implementing the summarizing strategy in relation to these findings. Thus, it became a limitation for this study that could be considered by future researchers.

5.3 Recommendation

The findings in this study indicated that students at the advanced level in L2 reading ability have a positive perception of the advantages and significance of summarizing to be taught in reading classes. Despite this, some difficulties in the process of implementing the summarizing strategy were acknowledged by the students in this study. Accordingly, the researcher recommends a deeper

investigation of the difficulties and their solutions to aid students in overcoming the barriers in implementing this summarizing strategy.

Also, future research can be conducted with participants at different levels of proficiency. It can be considered to explore not only the perception of students who have L2 reading skills in advance, but further research requires to involve students at intermediate or lower levels in L2 reading skills.

Lastly, the researcher also suggests further quantitative measurement of the summarizing strategy that can improve students' reading comprehension through pre-test and post-test designs. It aims to find out the significant difference in students' reading comprehension before and after using the summarizing strategy. Thus, it is helpful for teachers or lecturers to properly control the development of student learning in enhancing L2 reading abilities.

5.4 Pedagogical Implication

The findings of this study provided implications in the teaching and learning process of English as the second language. Pedagogically, teachers or lecturers can utilize summarizing as a strategy to improve the proficiency of learners in L2 reading.

According to the findings, summarizing strategy encouraged students to do the critical reading. This is a suitable teaching method for teachers or lecturers to activate students' critical thinking in constructing meaning in content when reading English texts to achieve reading comprehension independently.

Also, this research result confirmed that the students acknowledged some of the difficulties they faced while using summarizing. This is helpful for teachers or lecturers to recognize the weaknesses of students towards the use of summarizing strategies from their point of view. Thus, teachers/lecturers can adjust the proper solution in overcoming these weaknesses in order to develop students' L2 reading abilities that are preferred.

Furthermore, the use of a summarizing strategy to train students to avoid plagiarism in the thesis writing process has been stated in the findings of this study. It involved a paraphrasing strategy to restate the ideas of a text into their summary writing using their own writing style without losing the real meaning of the source text by making modifications, such as changing sentence structure, using synonyms, or changing word classes. Hence, as the next pedagogical implication, teachers or lecturers are encouraged to equip students with teaching paraphrasing methods that are integrated into their summarizing process explicitly. Teachers need to consider efforts to assist students in developing appropriate and effective paraphrasing strategies.

To write a thesis, Basori (2017) suggested that various references were required to support the main information in the form of the main idea. It referred to information that could be taken from the opinions of relevant research experts. For retrieval of such information, a writer needed to avoid the practice of cut-and-paste with the aim of imitating exactly the words used by the referred sentence. In this case, paraphrasing is the appropriate technique to assist students in integrating the ideas of experts into their thesis writings while maintaining the original

meaning intact. Therefore, it can contribute to avoiding plagiarism in their thesis writing.