



## The Students' Perception on Summarizing as Learning Strategy in L2 Reading

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### ABSTRACT

This case study aimed to investigate the students' perception of summarizing as a learning strategy in L2 reading. The study was conducted at one of the universities in Southeast Sulawesi with data gathered from five students in the fourth semester from the English education department. Reflection documents were used to obtain the data. Through a thematic analysis method, the data were analyzed qualitatively. The findings revealed that the summarizing strategy in L2 reading learning was perceived tend to be positive by most students. As reported by participants, summarizing strategy provided advantages for enhancing the L2 reading learning process. Moreover, numerous barriers faced by students in the summarizing process were also conveyed in the findings of this study. It implies that this strategy can be an alternative for L2 reading class as the students prefer this strategy as well.

**Keywords:** *Learning strategy; perception; summarizing.*

### INTRODUCTION

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 most 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 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 with 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). A researcher (Trisnaningsih, 2012) carried out a study 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. Another study (Khosima & Tiyyar, 2014) confirms that various language learning strategies are also important to apply in L2 reading. A research (Halim, 2015) revealed that reading receives special focus in many foreign or second language teaching situations for several reasons; First, reading is often considered as one of the most essential goals by foreign language learners because it provides them with linguistic knowledge (vocabulary, grammar, and the like) as well as general knowledge, including issues about education, social, culture, and politics. As a further reason, Halim (2015) stated that written text supports the process of increasing language acquisition related to linguistic competence. 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) and required reading strategies (Sari, Pratiwi, & Theriana, 2018).

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 & Aphorp, 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. Khoshima & Tiyyar (2014) argued that summarizing becomes a strategy that is often applied to most EFL classes in improving reading skills. Hence, to fill this gap, this study was 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' perspective of the summarizing strategy used in the reading class.

## RESEARCH METHODS

This study employed a qualitative approach. By utilizing a case study as a research design (Creswell, 2009), this research inquired in-depth into the phenomenon of students' perceptions of summarizing strategy in L2 reading. Five students of English Education in the fourth semester at one of the universities in Southeast Sulawesi recruited as participants in this study. They have experience in implementing summarizing as one of the learning activities in L2 reading for one semester. In the context of this study, the reading class was one of the courses in the fourth semester where students applied summarizing as a reading strategy in the second language learning process to accomplish their weekly assignments.

To obtain the data in this study, reflection was the instrument used. It consisted of questions to ask participants to investigate their perception of summarizing as L2 reading strategy based on their experience after its implementation. The technique of collecting data through reflection was typed in a Microsoft word document using Indonesian to be distributed to participants online via WhatsApp for three days. To analyze the collected data qualitatively, a thematic analysis method by a study (Braun & Clarke, 2006) was applied through several stages. They included the stages of familiarizing yourself with the data, coding the data, searching, reviewing, defining and naming the theme. As the last phase, the researcher presented a report on the themes written in analytical narratives by providing a clear interpretation of the data and contextualizing the analysis related to the existing literature, as proposed by Braun and Clarke (2006).

## RESULT

### *General Perception of Summarizing Strategy*

#### *Pleasant*

This section described the research findings revealed a perception that summarizing was a pleasant learning strategy to apply in L2 reading skills. Of the five participants, three of them have expressed this perception by providing various reasons that supported their arguments to be clearer.

*"My feeling in implementing the summarizing strategy was quite pleasant and satisfying. This meant that it was easier for me to understand what I have read when writing a summary." (S1)*

Related to the responses above, S1 felt happy and satisfied when she applied the summarizing strategy in the L2 reading class. She expressed this feeling because summarizing had a positive impact on her understanding of a text she had read.

*"I felt very happy because it (summarizing) helped me to be able to understand the contents of the reading I was also happy because, with this summary task, I could read at least 1 to 3 times a week." (S4)*

The quotation has shown the similarity of meaning of S2 and S4 responses which argued that they felt happy to be able to understand the contents of the text through summarizing activity. Additionally, through their responses, the researcher represented the reasons for their feeling of happiness with this strategy because summarizing could build their motivation to read more often. To confirm this statement, the researcher has reviewed the response of S4 which admitted that she increased her reading portion because she applied a summarizing strategy.

### *Challenging*

The use of the summarizing strategy also made some participants feel challenged. Two participants shared their feeling in this strategy's implementation.

*"I felt quite challenged because even my friends and I may just start or get assignments like this." (S1)*

According to the voice, S1 thought this was a new kind of task that she had to do. S1 felt challenged to do it regularly every week. This matter was correlated with the context of the study. In the L2 reading class, they implemented this strategy once a week for one semester. They needed to make a summary after reading a journal or academic article as a fulfillment of their weekly assignment in reading class.

*"I felt much challenged to create a new paragraph contained the entire content of the reading in a shorter, more concise, and clear form. Every time I write a paraphrase of a full sentence, the question always comes to mind, "This has included all the parts, hasn't it?" ...I became very thorough after summarizing." (S5)*

According to the expression, S5 revealed that summarizing made her very meticulous. During the process of carrying out this strategy, she always makes sure that the summary she produces must relate all the main ideas of the reading to her reading comprehension, so that the contents of the summary were detailed and clear.

### *Easy to do.*

Although summarizing was a challenging learning strategy, some participants perceived it was an easy strategy to do in L2 reading.

*"... Yes, it (summarizing) was easy...the process of summarizing was also fairly easy because I only needed to read the important points of the article. Then, I summarized them as briefly as possible but the content of the article was still conveyed well." (S2)*

Regarding the expressions above, S2 & S4 had the potential to show a similar meaning. Both of the statements have revealed arguments regarding the perception that summarizing was easy and it did not require many difficult steps to implement.

Identifying the important points became the main stage in this process which needed to be done after reading the text as a whole. Next, summarizing all the important points into new writing with a shorter version using own words, and then, producing a summary.

*“... Summarizing was an easy thing to do. By the time I learned reading 4, my vocabulary had developed quite a bit. ...it was already at the academic level. So, it was easy for me to understand the reading. With this convenience, it was also easy for me to rewrite it.” (S5)*

Likewise, S5's idea expressed that vocabulary competence supported summarizing strategies to be easy to do; this included knowing academic vocabularies that often appear in journals or articles. Essentially, the application of summarizing began with the reading comprehension process. Mastery of these vocabulary skills helped to interpret what the author conveyed in a reading text and produced summary writing easier.

### ***The Importance of Summarizing Strategy in L2 Reading***

*Summarizing improves students' comprehension and memory for what was read*

Summarizing strategy helped the process of reading comprehension by focusing on identifying the main points or ideas of the text. It was the author's primary concept in conveying the core message of a text and becomes the basis for reading comprehension. Regarding the importance of summarizing strategy, some of the participants said:

*“It was the most important thing to be taught in L2 reading. Summary teaches L2 students not only to be proficient at interpreting reading, but to comprehend reading more deeply and thoroughly.” (S5)*

Further, the summarizing strategy aided learners to recall the important ideas after reading the journal or article and summarize them into a new text, namely summary. As stated by two participants in their reflection:

*“...writing a summary could assist students to recall the reading contents and points of the article. The summary also served as an encouragement for students to remember what they have read.” (S3)*

Both of expressions above revealed that they had perceived that summarizing was the proper strategy to enhance her reading memory and it needed in L2 reading process of teaching and learning. As the S3 stated, when she wrote a summary, it made her recall the content of the text she had read, especially for the necessary information of the text as expressed by S1.

*Summarizing leads to an increase student learning in L2 reading*

In students' learning process of L2 reading, this study found that summarizing had a positive impact on their reading motivation. As the participants, S2 and S4 revealed:

*"...Summarizing could increase students' motivation to read. ...if there was no summarizing task then the motivation of students to read would be very less..." (S2)*

*"Yes, (summarizing) was very important to be taught ...this strategy motivated me to read..." (S4)*

According to the expressions of S2 and S4, they had responded to the same idea as response regarding the impact of summarizing strategies to motivate them to read. For S2, she felt a greater incentive to read when she was given this type of weekly assignment in reading class. For her, this was considered as a motivation to keep reading. In fact, she argued that if the task of implementing this summarizing did not exist, then the willingness to read from her would be greatly lacking. Then, summarizing was claimed as the essential strategy to be taught as stated by S4.

Furthermore, summarizing strategy was important to adjust because it trained students to extend critical thinking process in L2 Reading learning. As the participant said:

*"Yes, (summarizing) was particularly important to be taught or applied in the L2 Reading class ... (it) could instruct students to think critically." (S1).*

*Summarizing strategy leads to encourages another cognitive strategy use in L2 reading*

Summarizing required a collaborative process with several other cognitive strategies for its implementation, one of which was a paraphrasing strategy. It was the ability of students to modify a text that was quite different from the source of the text they were reading without reducing the authenticity of the meaning of the text. A participant said:

*"... The most essential thing was summarizing taught students to be competent at paraphrasing sentences or readings. This paraphrasing ability would support the quality of their writing in the future, primarily when cultivating the final project/thesis." (S1)*

Depending on the statement above; S1 argued that the summarizing strategy espoused the writing process of her thesis. It caused the summarizing strategy had helped her to have the ability in paraphrasing the reading text during its implementation process. For her, she could get a great quality thesis writing through paraphrasing skill.

### ***The Summarizing Difficulties in L2 Reading***

#### ***Linguistic reading comprehension problem***

This type of problem regarded the struggle of participants in comprehending the reading text when applying to summarize correlated to their linguistic knowledge. A study (Frestisia & Ratmanida, 2020) has stated that linguistic knowledge was related to several main aspects, namely knowledge of the system of meaning, structure, sound, words, and how to place them in sentences/texts. Then, Kasim and Raisha (2017) revealed that linguistic reading problems included semantic, lexical, and syntactic problems. In line with this theory, this study found a linguistic reading problem which referred to a semantic problem related to the meaning of the text, and it was caused by a lack of vocabulary knowledge. So, this had an impact on the difficulty of understanding the reading text.

The results of data analysis in this research had confirmed that they had adversity comprehending the contents of the text because they found numerous English vocabularies that they did not recognize the meaning of when reading. Two participants gave a response to the difficulty. They said:

*“What was difficult was to comprehend well the articles that were read because this assignment requires reading English articles. ...sometimes there were some words or sentences in English that I didn't truly understand ...” (S2)*

Both of the responses have explicated their struggle in comprehending articles/journals in English when utilizing the summarizing strategy. They obtained some unfamiliar vocabulary in their reading process, so they had complexity understanding the meaning of the reading as a whole.

Besides, the lack of academic vocabulary knowledge became another predicament encountered by participants in implementing summarizing. This was still related to the early unfamiliar vocabularies problem, but it focused on academic words. Because the text they read was an English academic article/journal, the related vocabulary used a lot of academic vocabulary. In the reading process, they did not have sufficient knowledge of these vocabularies. As a result, the reading comprehension process became hampered. As the participant, S5 shared her experience when facing this difficulty. She said:

*“The hardest thing was to understand the article first. These overly academic words hindered the process of interpreting the text. Then, it had an impact on the results of the paraphrase. The more I couldn't comprehend the sentence, the harder I would be to rewrite it (in summary).” (S5)*

In S5's response, she claimed that the academic vocabulary she found while reading articles/journals made it difficult for her to interpret the contents of the text. According to her, the process of summarizing reading contents became more difficult when she did not comprehend the content of the text due to insufficient knowledge of

academic vocabulary. These obstacles had an impact on S5s activity to paraphrase various sentences in the text as part of the summarizing process. Particularly, how she would produce new writings according to the meaning of the original text if she had difficulty understanding every vocabulary (especially academic words) found in the process of reading journals/articles.

#### *Non-linguistic reading comprehension problem*

The reading comprehension problem in summarizing strategy experienced by the participants in this section was not correlated to their linguistic knowledge as previously mentioned in the part of linguistic reading comprehension. Kasim and Raisha (2017) had emphasized the scope of this issue. They said, “non-linguistic reading problems included difficulty in connecting ideas in the text, difficulty in distinguishing main and supporting points in the text, lack of good reading strategies, lack of cultural knowledge, length of the text, lack of background knowledge, lack of working memory and the inability or never been trained to read quickly” (p. 312).

Furthermore, the finding of this study indicated that some participants got difficult to distinguish between important and unimportant points from the content of articles/journals. This was included the challenge in identifying the central ideas in the text as the principal components needed to be included in the summary. The following was the response of S3 as the participant to clarify the difficulty. She said:

*“In my mind, usually what was difficult was deciding what was important in reading. Sometimes I still feel confused about what points were appropriate and good to take because usually, I thought all the contents of the article were important enough to be written.” (S3)*

From the response, S3 had revealed her barriers when she identified the essential points of the text as part of the process of applying to summarize. She felt confused to select which part of the sentence became the main point of the text during the reading process. S3 considered the content of the text as a whole was important and needed to be included in the summary.

*“...finding important points or main ideas in readings also required energy, time and thought.” (S1)*

Then, the response above also stated that S1 was summarizing with great effort. Identifying the main ideas and important points of a journal/article became difficult in applying this strategy in the reading process. S1 admitted that energy, time, and thoughts need to be sacrificed during the process of identifying the main ideas.

#### ***The Advantages of Summarizing Skill in Thesis Writing Course***

*Summarizing aids students to avoid plagiarizing other people’s ideas*

This research finding reported that summarizing became a strategy in avoiding plagiarism for thesis writing process. Several reasons about it were revealed by some of participants in this study. Firstly, S2 stated:



*“... With the experience of summarizing, I had also become trained to paraphrase words and sentences in the articles I read. As a result, when compiling my final project (thesis), I was finally able to avoid plagiarism, (and) I was more careful in choosing the appropriate words for my thesis.” (S2)*

According to the quote, the utilization of the summarizing strategy became training for S2 in gaining paraphrasing competence. Based on her response, she stated that this competence encouraged her to avoid plagiarism in her thesis writing. Through paraphrasing, she could summarize the main ideas of a reading text (article/journal) in a new writing with a different version without losing the meaning of the original text she reads. This strategy caused S2's thesis writing original because it did not imitate other people's writing styles.

*“... Summarizing taught me how to write a description and journal content with representative sentences. ...The paraphrasing method using this synonym made my writing original and new.” (S5)*

Secondly, S5's words have shown a similar response as previously said by S2. S5's response reported that her ability to paraphrase sentences in the process of applying the summarizing strategy had a good effect on the writing she produced. Through the paraphrasing method, she used synonyms as an alternative way to write representative sentences when summarizing the contents of the journal that has been read. This method involved her in producing new writings using different words from the source text, so it became an effort for her to avoid writing activities that imitate other people's writings exactly. S5 had claimed that her writing was original by using this paraphrasing method.

Moreover, another participant (S3) provided feedback on the advantage she got from the ability to write a summary to avoid her thesis from plagiarism. She stated:

*“In my view, summary skills were beneficial in my final project (thesis) because I truly used a summarizing strategy in certain chapters of my final project (thesis). As well, several journals that I have read I make a summary because this aided me in writing down ideas in my writing.” (S3)*

The responses above defined that S3 found it was easy to construct ideas in writing her college final project because she utilized her expertise in summarizing. As one of the requirements in writing the thesis, reading many journal references became S3's target for summarizing. She wrote a summary after reading several journals related to her research. For her, this strategy promoted her to gain important ideas to be included in writing her thesis.

#### *Summarizing builds comprehension of journal/article*

This study found that summarizing made learner to be easier to construct an understanding of the articles/journals they read during the thesis preparation process.

As the participant stated, the following was the mind of S4 to reveal the advantage of a summarizing strategy in this regard.

*“I could use that strategy (summarizing) in reading research journals. I could also understand important points in a passage because in writing a summary I had to read, translate, and re-analyze the content of the text, so that I understood well. It helped me while reading a lot of journals in compiling my final project (thesis)” (S4)*

In her acknowledgment, S4 said that the summarizing strategy made it easier for her to understand the contents of articles/journals for the purpose of writing the final project (thesis). She adopted this strategy after reading a journal related to her research. In her mind, the application of summarizing consisted of some activities that had an impact on the process of understanding the reading content.

*Summarizing helps to find the main points and key details in journal/article text*

The finding of this study stated that summarizing became a helpful strategy to identify the main points and key details in reading journal/article. Some participants expressed their arguments to reveal this advantage. Firstly, S5 said:

*“... (Writing) summary taught me to understand reading quickly. ...I could speed up the scanning and skimming process while reading. With this summarizing exercise, I've gotten into the habit of going straight to the text gist and no longer interpreting whole words. I commonly searched for keywords like “aims, focus, found, etc.”” (S5)*

S5's expression revealed that the use of summarizing in L2 reading provided learning for her to get used to using speed reading techniques in article/journal texts, namely scanning and skimming. Both techniques centralized the reader in quickly finding the main points or essential information from the text. For example, through skimming, S5 did not must read and translate the contents of an English article/journal in its entirety to find the important information she needed for research in her thesis.

## **DISCUSSION**

### ***General Perception of Summarizing Strategy***

This point addressed students' perceptions of summarizing strategy in general. This study found that most of the students considered summarizing an easy strategy to do in L2 reading. As their reason, the summarizing process did not involve complicated steps in its implementation. In accordance with the procedure, a previous study (Aratusa, 2017) stated that the implementation of this strategy referred to the Content-Based Summarizing Technique (CBST), which was a technique of summarizing based on the contents of the reading text. Aratusa (2017) said that this type of technique encouraged students to find the main idea of the reading directly in the reading process. Then, they had to comprehend the main ideas and summarize them in paragraph form. Through

CBST, she also claimed that students were not required to observe the text as a whole, but to focus on more specific information from the reading. Additionally, the results of this study reported that learners viewed that vocabulary competence was one of the aiding factors for the summarizing strategy process to be easier to implement. In summarizing, they needed to read to understand. A study (Simajuntak, Suparman, & Sukirlan, 2015) cited several aspects of reading skills to understand texts, namely determining main ideas, finding the specific information, finding references, finding inferences, and understanding vocabulary. Hence, by understanding vocabulary, it indicated that the reader understood the meaning of words. So, to understand a reading text, readers needed to have vocabulary skills first as the basis for language learning. Further, this summarizing process referred to the reading text in students' second language. The findings of the study revealed that the higher the level of vocabulary mastery of the readers, they provide a deeper comprehending of the reading text easily.

#### ***The Importance of Summarizing Strategy in L2 Reading***

Regarding the importance of teaching and implementing summarizing strategies in the L2 reading class, the students in this study exhibited several main points as their responses through the results of data analysis. First, they perceived that summarizing improved students' comprehension and memory for what was read. In comprehending reading, summarizing strategy involved students to read actively to grasp the main points and identify particular information or parts of the text that were relevant. Also, this strategy required students to read carefully; they were required to connect new ideas with their background knowledge, used various mental skills, and prioritized unique ideas (Mafulah & Purnawati, 2020). Thus, these two researchers argued that students become independent and creative in comprehending reading texts through summarizing.

Furthermore, Samiha Mokeddem and Samira Houcine (2016) have tested the correlation between the summarizing ability of sixty EFL students at intermediate level of language proficiency and their comprehension of original reading text. The instruction of summarizing was explicitly given to the EFL student as the first step in the research process. Then, they did the task of summarizing the text and continued with a written reading comprehension test using the same text. Its findings reported that summary writing proficiency and reading comprehension have a positive correlation.

Other relevant research (Ma'rifah, Nurweni, & Suparman, 2017) has also been carried out regarding improving students' reading comprehension through a summarizing activity involving 25 junior high school students in Central Lampung using a pre-test and post-test design. The results of the two tests showed different average values, namely pre-test (39.04) and post-test (69.72). From the results of this test, it was informed that there was a significant difference in students' reading comprehension before and after they were taught through summarizing activity. Thus, the findings of this study stated that students' reading proficiency could be enhanced through summarizing activity. Next, summarizing was a strategy that could aid students to remember what they have read. Moreover, this strategy could store the information obtained in long-term memory (Zafrani & Kabgani, 2014) because they needed to

consider all parts of the text and determine the primary elements in it (Spirgel & Delaney, 2014) as a necessity in writing a summary. Indeed, student learning that was more directed at the "creating" process contributes to greater learning development for the long term (Khosima & Tiyyar, 2014). Through the summarizing process, the students created summary writing.

Spirgel (2011) said that reviewing and reading the summary helped improve students' memory of the essential elements of the text as a result of their reading comprehension. A study (Pressley, Johnson, Symons, McGoldrick, & Kurita, 2016) acknowledged that the most important information was often remembered by readers, this includes remembering the gist of a text. Several experimental results conducted in another study (Arie, 2011) also affirmed that the information contained in the summary was remembered at a higher level than the information did not included in it. O'Dell (1987) in Aratusa (2017) said "students' summarizing activities should reflect their understanding of the reading text." This proposed that what they wrote in the summary was the result of their comprehending of the reading contents. Hence, the students had to read with the aim of comprehending to carry out this strategy. A study proposed that students should fully understand all aspects of reading text in reading comprehension (Satriani, 2018), and this caused them to be motivated to read more often and conceive harder about the meaning of the text (Barber & Klauda, 2020). Also, summarizing was a strategy that helped learners to build critical reading (Shokrpour, 2013). It referred to a "critical" reading attitude; learners needed to read carefully, actively, reflectively and analytically (Rujani, 2019). As the participant expressed, "... (Summarizing) could instruct students to think critically" (S1). Through summarizing, learners must to unite, develop main ideas and form a representation of meaning in a new text that was shorter than the source text. Shokrpour (2013) declared that the employment of this strategy depends on the process of analyzing each paragraph carefully when reading, and creatively combining selected ideas and information from the text. According to him, this showed how critical reading could lead to a deeper comprehending of a text (p. 130).

Lastly, summarizing strategy led to encourage another cognitive strategy use in L2 reading skills. In her research, Purwandani (2015) asserted that paraphrasing and reorganizing text were strategies involved in the summarizing process as a complex activity. This meant that, to write a summary, students had to paraphrase as an essential point (Cahyani & Fitrawati, 2020) to present the message of the author's ideas (Utami, 2014) in the form of short sentences and paragraphs (Özdemir, 2018) using different words from the source text. In short, Kennedy et al. (1987) in Utami (2014) said "paraphrasing is translating the author's ideas into own words" (p.11). Thus, this caused the meaning of the part of the text considered important by the students in the summary writing to be clearer and more concise after paraphrasing. A research finding from McDonough et al. (2014) in Mafulah and Maria Purnawati (2020) reported that the ability to paraphrase words or sentences from the original text could be improved effectively through the summarizing strategy, and students were able to write them in their own words or language.

### ***The Summarizing Difficulties in L2 Reading***

The previous research finding of Kasim and Raisha (2017) reported that foreign vocabulary was the major issue for students in the reading comprehension process of English text with a percentage of 81% of the research questionnaire. In line with this finding, this study reported that participants had difficulty understanding reading because they found unfamiliar words in the academic journals they read. Furthermore, insufficient knowledge of academic vocabulary was also a problem faced by participants in understanding English journals/articles in the process of implementing the summarizing strategy. As the participant expressed, "...These overly academic words hindered the process of interpreting the text..." (S5). This obstacle was reasonable because the journals they read were academic-based, most of the vocabulary they found was academic vocabulary. Regarding this difficulty, Pečjak & Pirc (2018) stated that building a relationship between vocabulary and reading comprehension depends on the type of text read, and for the type of expository text (including research journals) it contained vocabulary or academic concepts that were more difficult. Indeed, a previous study (Aziz, 2019) affirmed that it was due to the amount of attention that students paid to the details of the text when reading. As a result, they often lost the main idea of the text. On the other hand, the research findings of Barfield (1999) in Aziz (2019) reported that the failure of students to understand the main idea in a text was caused by their difficulty in understanding long text and academic texts.

### ***The Advantages of Summarizing Strategy Skill in Thesis Writing Course***

Summarizing abilities had a positive impact on students' academic writing concerns. The findings in this study addressed some of the gains that participants acquired from summarizing skills for their thesis writing. Summarizing aided student thesis writing to avoid plagiarism. This strategy entailed the process of producing new writing that referred to key information identified from a text using different sentences from the original text. It was required to elaborate ideas from the source text to be rewritten using their own writing style and words without changing the meaning of the text (Sarair, Astila, & Yuniarti, 2019). Hence, it affords a greater opportunity for students to enhance their abilities in academic writing, specifically to avoid writing from plagiarism (Hans, 2014). This summarizing process which involved a paraphrasing strategy could aid them to write an authentic thesis and avoid plagiarism. Next, the employment of the summarizing strategy carried out by students regularly, once a week in the L2 reading class encouraged them accustomed to practicing in understanding reading texts. The target text for their reading was articles or research journals that had long sentences in the majority. This was appropriate with the necessity of students in creating their final project (thesis), where they necessitate to get used to reading a lot of journals, especially those related to their research. Mafulah and Purnawati (2020) assumed that students could represent their reading comprehension in the form of new writing with their own sentences and words. Consequently, it promoted the process of writing their thesis to be easier.

Furthermore, the capability to summarize got it easy for students to browse specific information from journals/article texts linked to their research, such as the main points and key details. Identification of the main idea aimed to determine the true meaning of the contents of the article/journal (Hidayat, Suhartoyo, & Dzul, 2020). Aziz (2019) also argued that both strategies allowed the reader to understand the meaning without reading word for word in the text. To sum up, the findings of this study were almost coincident with previous research conducted by Huan and Ngan (2017), in which they found that students perceived the importance of implementing a summarizing strategy that had a positive impact on reading comprehension. Additionally, summarizing parts of the text helped students to retain and remember the information in the text for longer. Despite, their findings also mentioned that students experienced some difficulties in the process of summarizing. As the students reported, these difficulties dominated the process of writing a summary, such as a lack of vocabulary and grammatical structure.

## **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 summarizing difficulties in L2 reading. 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. 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.

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