

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting the data, the researcher referred directly to the WhatsApp interview transcripts to understand and interpret the participants' responses, without creating additional written notes. In this chapter, the researcher presents the findings based on participants' experiences and reflections related to reading comprehension. The data organized around three main focuses: the challenges students faced in learn summary-making technique, the strategies they used to overcome those challenges, and the benefits they experienced from using the summary-making technique. All findings are presented narratively, based on data collected through WhatsApp interviews, and are intended to answer the research questions and provide a deeper understanding of the participants' learning experiences.

A. Research Findings

In this research, the main instrument used for data collection was narrative interview. The data were obtained through reflective conversations between the researcher and PKU students, who shared their personal experiences related to reading comprehension and the use of the summary-making technique. The narrative inquiry approach allowed the researcher to capture the participants' lived stories and reflections, rather than collecting straightforward answers.

A total of 14 PKU students participated in this research. The interviews were conducted via WhatsApp with flexible scheduling, based on the participants' availability. The interview process took place between February 19th and 21st, 2025. To maintain confidentiality, the participants' names were replaced with codes ranging from P1 to P14.

The interview questions were open-ended and designed to explore three main areas based on the research questions: (1) the challenges students faced learn summary-making technique, (2) the strategies they used to overcome those challenges, and (3) the benefits they experienced from using the summary-making technique. Each participant was encouraged to respond freely and reflectively, creating space for personal and honest storytelling about their learning journey.

No voice recordings or formal written notes were used during this process. Instead, the researcher read and reviewed the WhatsApp conversation threads directly to interpret the participants' responses. This approach allowed the researcher to understand the meaning embedded in each story and to interpret the experiences within their personal and contextual backgrounds.

1. The Challenges Faced by Students in Learning the Summary-Making Technique

The section aims to identify various challenges encountered by students when learning the technique of summarizing. The research questions are designed to gain a deeper understanding of the factors that

hinder the process, such as vocabulary limitations, difficulties in distinguishing main ideas from additional details, and challenges in summarizing long and complex texts.

a. Challenges In Summary-Making Technique Reading Texts

In the process of learning summary-making technique, students often encounter various challenges that can affect their ability to effectively summarize a text. These challenges may include difficulties in understanding and identifying the main ideas in a reading, limited vocabulary that makes it harder for them to rephrase information in their own words, and challenges in determining which information is truly important and relevant. Therefore, this section discusses the various challenges students face in mastering the summary-making technique.

“When creating summaries from reading texts, I face several challenges. One of the main difficulties is identifying the most important points while avoiding unnecessary details. Sometimes, I challenges to determine which information is essential and which can be left out. Additionally, rephrasing ideas in my own words without changing the original meaning can be challenging. If the text is complex or technical, understanding it fully before summarizing can take extra time and effort. Lastly, keeping the summary concise while still capturing the main ideas requires practice and skill” (P1).

“One major challenge is determining which details are essential and which ones can be omitted. Additionally, summarizing academic texts with complex language and concepts can be difficult. Sometimes, I also struggle with keeping my summaries concise while still capturing the full meaning of the text” (P2).

“One of the biggest challenges I face when creating a summary is determining which information is truly important. Often, almost every part of the text seems relevant to me, making it difficult to select the key points that should be included. Additionally, I frequently struggle with rephrasing information in my own words without altering its meaning. If the text is long or written in complex language, I have to read it

multiple times to fully understand its content before summarizing it effectively. Another challenge is keeping the summary concise while still capturing the core ideas of the text without omitting essential information” (P3).

“One challenge I face when creating summaries is identifying the most important information, especially in dense or complex texts. Sometimes, I struggle with rephrasing ideas in my own words without losing the original meaning. Additionally, summarizing can be time-consuming, especially when dealing with long texts or unfamiliar topics” (P4).

“Usually, the challenge I face is my lack of vocabulary” (P5).

“The challenges I have faced when summarizing a text I read is encountering unfamiliar words and scientific language” (P6).

“It might be quite difficult to understand because it requires reading everything first, which takes a considerable amount of time” (P7).

“One challenge I face is figuring out what information to include and what to leave out. Sometimes it's hard to decide which points are the most important. Also, making sure the summary is clear and not too long can be tricky” (P8).

“The challenges arise when dealing with long texts, particularly in identifying key points, selecting concise and precise wording without altering the original meaning, and avoiding the addition of personal opinions. Additionally, difficulties increase when encountering complex vocabulary, especially since the individual has a limited vocabulary range” (P9).

“The main challenge is selecting the important information. Sometimes, I struggle to determine what should be included in the summary and what can be left out” (P10).

“Sometimes it is difficult to determine which information is truly important and how to summarize it without losing its original meaning” (P11).

“The main challenge I often face is identifying the most important from a long and complex text. Additionally, I struggle with rephrasing the information in my own words without losing its original meaning” (P12).

“For me, the biggest challenge is accurately identifying the main idea of the overall outline of a text because if we make a mistake in determining it, it will affect our understanding of the entire text” (P13).

“The challenge that often hinders me in creating a summary is the difficulty in identifying the key points that should be included” (P14).

For many students, summarizing more difficult than expected. One major challenge was deciding which parts of the text truly mattered, especially everything seemed important. Some challenges to rewrite ideas in their own words without changing the meaning, especially when dealing with complex vocabulary.

Time also became an issue, particularly with longer texts or unfamiliar topics. A few students said reading the text multiple times before they felt ready to summarize. Limited vocabulary added to the difficulty for some, making it hard to express ideas clearly.

In the end, summary-making technique required more than just reading skills. It was a process of understanding, simplifying, and retelling, something that demanded focus, patience, and practice.

2. The Strategies Students Used to Overcome These Challenges

This section aims to explore the various strategies students used to overcome the challenges they experienced while learning and applying the summary-making technique. The stories collected through interviews reveal how students personally navigated difficulties, adjusted their approaches, and developed ways to better understand and summarize reading texts.

To overcome their difficulties in reading comprehension, the participants employed a range of strategies tailored to their individual needs. Although the approaches varied, they all shared the same goal: to better

understand English texts despite their limited exposure to the language. The findings from the reading comprehension materials provided by the lecturer covering general topics such as *“Why Reading Matters in the Digital Age”* (to introduce the importance of reading), *“Social Media Language; Understanding Slang and Hashtags”* (to practice guessing meaning from context), *“Product Reviews on E-Commerce Platforms”* (to apply skimming and scanning techniques), *“A Short Biography of a Famous Person”* (to learn summary-making technique) also helped shape the students’ strategic approaches. These materials offered concrete opportunities for students to directly apply the techniques they had learned in class to enhance their reading comprehension. The following points describe that most frequently used strategies, along with students’ own reflections:

a. Using Context Clues and Dictionaries

One of the most common strategies shared by students was using context clues or dictionaries when facing unfamiliar vocabulary. Instead of translating word of word, students tried to understand the meaning of difficult terms based on surrounding sentences. This showed a shift in mindset, from passive reading to more active engagement with the text.

“If I find a difficult word, I try to guess the meaning by reading the whole sentence or paragraph. If it still doesn’t make sense, I look it up” (P3)

“I don’t translate everything. Just the words that are important or that I really don’t understand” (P5)

This approach helped them maintain their reading flow without feeling overwhelmed. As the researcher observed, this indicates growing

reading independence and the ability to make strategic decisions during reading.

b. Skimming and Scanning for Main Ideas

Many students found that skimming and scanning helped them better manage lengthy or dense reading texts. By focusing on the general meaning first, they could determine what was worth deeper attention.

“I don’t read every word. I skim first to get the topic, then I read important parts carefully” (P6)

“Before, I read word by word, but now I find the key ideas first, then understand the details after” (P9)

This technique helped reduce time and anxiety when reading long passage. The ability to prioritize information and extract main ideas is a key reading skill, especially in academic settings.

c. Making Mind Maps and Visual Notes

To make complex readings more digestible, some students turned to visual tools such as mind map and color-coded notes. These technique helped them break down information and see the connections between ideas.

“I make min maps to connect ideas. The main topic is in the middle, and I draw lines for supporting points” (P2)

This shows a meaningful engagement with the text. Instead of reading in a linear fashion, P2 reconstructed the information visually. Mind maps allowed her to see relationships between ideas, making it easier to write coherent summaries afterward.

“I highlight important sentences with different colors. It helps me when I go back and review” (P8)

This strategy allowed P8 to quickly locate essential information. Color-coding played a role in memory reinforcement, they grouped certain colors to represent different types of information (main ideas, examples, definition), aiding both comprehension and retention.

d. Annotating and Summarizing Each Paragraph

Several participants preferred breaking the text down into smaller parts and summarizing each one.

“I summarize every paragraph in my own words. That way, I know if I understand it or not” (P4)

This technique encouraged real time comprehension checks. If a paragraph couldn't be rewritten in simpler terms, it meant the student needed to revisit it. It also helped in structuring their final summary because they already had key ideas mapped out.

“I usually write a short sentence beside each paragraph to remind me what it's about” (P11)

This method helped them interact with the text more actively, turning reading into a dialogue rather than a passive process. Annotating while reading reinforced their understanding and made review sessions easier.

e. Discussing with Peers

For many students, peer discussion was a powerful tool for clarification.

“When I don't understand something, I discuss it with my classmate. Sometimes they explain it better than the dictionary” (P1)

This interaction shows how learning can become social and collaborative. Through discussion, students could hear different interpretations, which sometimes made abstract or difficult ideas more concrete.

“I ask my friends about the parts I don’t get, and they help me understand” (P7)

This strategy gave students emotional support too. Knowing that peers were also struggling helped them feel less isolated. It also created a space for practicing vocabulary and explanation skills.

f. Re-reading the Text Multiple Times

Some students admitted that one reading was not enough to fully grasp the content.

“I don’t get it all in the first reading. I usually read two or three times until I understand” (P10)

This strategy demonstrates patience and persistence. It also aligns with cognitive learning theory: repeated exposure helps move information from short-term to long-term memory.

“When I don’t understand something, I read it again slowly and try to focus on the main sentence” (P13)

By targeting the main sentence, P13 filtered out distractions and centered their attention on the most crucial part of the paragraph, which is an efficient strategy for building summaries.

g. Relating the Text to Prior Knowledge

Connecting new information to existing knowledge helped make the reading more meaningful.

“I try remember if I’ve read something similar before. It helps me connect the ideas” (P12)

This strategy is particularly effective in promoting comprehension. When students could link current reading material with past experiences or lessons, the new content became easier to digest and remember. It also supported the construction of deeper summaries, since students could see the “bigger picture” and relate ideas across texts or topics.

h. Writing Summaries After Reading

Some students saw value in writing a summary after reading to test and reinforce their understanding.

“I write a short summary of what I’ve read to check if I really get the main idea” (P14)

Although writing summaries was also the target skill being practiced, for these students, it served as both a product and learning tool. The act of creating a summary became a method to verify their comprehension and refine their thinking. This approach reflects metacognitive awareness students became more aware of their own understanding and adjusted accordingly. Even if this overlaps with the core technique being taught, it still qualifies as a strategy they used to overcome comprehension barriers.

3. The Benefits Using The Summary-Making Technique

This section aims to explore the benefits experienced by students while using the summary-making technique to support their reading comprehension. The data were collected through reflective interviews

conducted via WhatsApp, where participants shared their personal experiences and insights. Their responses provide valuable perspectives on how summarizing helped them understand reading texts more clearly, identify key ideas, and engage more deeply with the material.

a. The Summary-Making Technique Helps in Understanding Reading

Materials The summary-making technique plays a crucial role in simplifying information and making it easier for readers to understand the content of a text. Therefore, in this section, the researcher highlights students' experiences in applying the summary-making method they have learned during the learning process.

“Yes, I’ve used summarization technique to better understand reading material. My experience has been positive because summarizing forces me to identify key points, main arguments, and essential details while eliminating unnecessary information. It helps with retention and ensures that I truly grasp the material rather than just passively reading it. Additionally, summarization makes it easier to review information later without having to go through the entire text again” (P1).

“Yes, I have used the summary-making technique to help me understand reading materials. My experience has been quite positive because it allows me to break down complex information into simpler points, making it easier to remember and analyze. However, it can sometimes be time consuming, especially when dealing with lengthy texts” (P2).

“Yes, I have used the summarizing technique to understand a material. This, of course helps me filter out the important information from a long text. By using a summary, we can identify the key points contained in the text without having to read the entire content. Moreover, this technique is very helpful for me because it allows me to focus more on the core of the given information” (P3).

“Yes, I have used the summary-making technique and it helps me understand key points more easily. It improve my comprehension, retention and recall. Though it can be time-consuming, it’s an effective learning strategy” (P4).

“Yes, I have used the skimming and scanning techniques to help me understand texts more easily” (P5).

“Yes, I have. Usually, I ask AI for help in creating a summary or key points from a material, or I simplify and shorten a paragraph into just a few lines using language that I can easily understand” (P6).

“Yes, I have. My experience is that using summaries makes it easier to understand the presented material and helps in remembering it more easily” (P7).

“Yes, I’ve used summary-making technique, especially when I need to go through a lot of material. It helps me focus on the key points and makes it easier to remember what I’ve read” (P8).

“Yaps, we were once taught by Miss Y about the summary-making technique. This is certainly an amazing technique for me in learning English, as it greatly helps in quickly understanding and grasping the key points in a text, identifying the main idea, and also saving time” (P9).

“Yes, I have used the summary-making technique. It helps me understand the reading material better because I can extract the main ideas from the text without having to reread everything” (P10).

“Yes, I have used it, and I think this technique is very helpful in understanding the main points of a text. My method is to use several colored pens to highlight important parts, as it helps me identify key information. I also find that using multiple colors makes the text more interesting to read” (P11).

“Yes, I often use this technique in my studies. My experience shows that this technique is highly effective in helping me grasp the essence of a text, identify key ideas, and, of course, enhance my critical thinking skills” (P12).

“Yes, I have used the summary-making technique to help me understand a text, especially when dealing with long passages that consist of multiple paragraphs. There was a time when I was given an assignment to answer questions based on a relatively lengthy text. I decided to apply this summarization technique, and I found that it made my task much more effective and efficient. This is because we don’t have to fully comprehend every single part of the text; instead, we just need to focus on identifying the main idea. Once we locate it, we can grasp the overall message of the text. After understanding the passage, answering the related questions becomes significantly easier” (P13).

“Yes, I have. Making summaries helps me answer questions from reading texts more easily” (P14).

According to the students, using the summary-making technique made reading feel less overwhelming and more manageable. It helped them focus on what truly mattered in a text, like finding the main ideas and letting go of unnecessary details. For many, summarizing wasn't just about shortening a passage, but a way to really understand what they were reading and remember it better.

Some students said that it helped them stay organized, especially when they had to answer questions or review materials. Others felt that the process encouraged them to think more critically and reflect on what they had read. While a few mentioned that it could take time, they agreed that the effort was worth it. In the end, this technique became more than just a reading strategy, it was a tool that helped them learn smarter, not harder.

b. Reading Comprehension Skills are Considered Important in Academic Life

In academic life, reading comprehension plays a very important role. It's not just about reading every word on the page, but truly understanding the content within. With this skill, students are able to grasp complex ideas, evaluate arguments, and apply what they have learned from their reading to their own learning. When students can understand what they read, they become more confident in writing about the material, contributing to discussions, and performing well in their.

“Reading comprehension skills are very important in my academic life because they allow me to understand, analyze, and retain information effectively. These skills help me read textbooks, research papers, and

exam questions accurately, enabling me to grasp key concepts and apply them in assignments and discussions. Without good comprehension, learning to misunderstandings and poor academic performance” (P1).

“Reading comprehension skills are extremely important in my academic life because they help me grasp key concepts, analyze texts critically, and apply knowledge effectively. Without good reading comprehension, it would be difficult to understand course materials, complete assignments, and engage in discussions” (P2).

“In my opinion, reading skills are very important, especially in academic life, because if we are skilled in understanding what we read, we will not misinterpret the information provided. With good comprehension, I can absorb information more quickly and find it easier to complete assignments or other tasks” (P3).

“Reading comprehension skills are very important in my academic life. They help me understand complex texts, analyze information critically, and retain key concepts. Good comprehension also improves my writing, research, and overall academic performance” (P4).

“In my opinion, reading comprehension skills are extremely important in academic life, especially when it comes to reading English texts. Without applying proper reading skills, understanding texts in English would certainly be much more difficult” (P5).

“In my view, having strong reading comprehension skills is essential, especially in academic setting. When we truly understand what we read, it not only saves time but also helps us learn more efficiently. It becomes easier to grasp key concepts, engage confidently in class discussion, and deliver clear, well informed presentations. This skill really supports overall academic success” (P6).

“It’s very important because without that skill, it would be difficult to understand other things” (P7).

“I think reading comprehension is very important in my academic life. It helps me understand the material better and make sense of complex ideas. Good reading comprehension also makes it easier to remember key points and apply them when needed” (P8).

“Reading comprehension skills are highly essential in the academic environment, especially in today’s era of rapid technological advancement and the widespread availability of information. This skill greatly supports academics in carrying out various tasks, such as conducting research, enhancing critical thinking, and performing in-depth analysis. In essence, strong reading comprehension plays a vital

role in achieving academic success and navigating the demands of modern education effectively” (P9).

“In my opinion, reading comprehension skills are very important. They help me understand the learning material, complete assignments more effectively, and prepare better for exams” (P10).

“Reading comprehension skills are very important because they help me understand lessons material better and improve my learning outcomes” (P11).

“Reading comprehension skills are essential in the field of education, as they form the foundation for analyzing, evaluating, and developing critical thinking. Without strong reading comprehension, I as a college, would struggle to write academic papers, understand scholarly literature, and engage in meaningful academic discussions” (P12).

“Reading skills are very important to me because by reading, we’re actually gathering information and broadening our knowledge. Especially in the academic world, the habit of reading is truly necessary for a student. As the saying goes, “Books are the window to the world” reading makes us more open to the things around us” (P13).

“It’s very important because understanding a text allows us to grasp its main ideas or meaning. Without proper comprehension, we’re likely to quickly forget what we have read, making the reading process less effective and meaningful” (P14).

For most students, reading comprehension isn’t just about truly understanding what they’re reading. Many shared that without this skill, tasks like understanding theories, completing assignments, or writing academic papers would feel much harder. When they understand a text well, they feel more confident participating in discussions, writing clearly, and preparing for exams.

Students also said that good reading comprehension helps them focus on the important parts of a text, saves time, and reduces the need to reread lengthy materials. Some said it makes it easier to organize their thoughts, build strong arguments, and express ideas clearly. Other

recognized that this skill isn't only useful in the classroom, but will continue to help them in the workplace, especially when they need to read and understand information quickly and accurately. In short, being able to read with comprehension doesn't just make academic life easier, it helps students become more independent, thoughtful, and prepared for what comes next.

c. The Summary-Making Technique is Effective in Aiding Reading Comprehension

As one of the well-known strategies in reading comprehension, the summarizing technique is considered highly effective in helping students better understand reading materials. In this section, the researcher aims to explore in more depth how this technique actually supports students in grasping the main ideas, filtering important information, and recalling the content more easily. By understanding the effectiveness of this technique, it is hoped that students will not only read passively but also process and respond to texts actively, thereby enhancing their overall reading comprehension skills.

“In my opinion, the summary-making technique is highly effective in helping me understand reading texts. It allows me to identify key points, main arguments, and essential details while eliminating unnecessary information. By summarizing, I engage actively with the material, which improves my comprehension and retention. Additionally, it helps me review information more efficiently, as I can refer to a concise version of the text instead of rereading everything. Overall, this technique enhances my ability to grasp and recall important concepts” (P1)

“The summary-making technique is highly effective because it forces me to identify the main ideas and eliminate unnecessary details. This process enhances my comprehension and retention of the material. However, its effectiveness depends on how well I can condense the information without losing key points” (P2).

“In my opinion, the summary-making technique is quite effective in helping to understand reading materials. By creating summaries, we can more easily grasp the core of the text without having to reread the entire content. This technique also aids in remembering important information as summarizing indirectly requires us to reprocess what we’ve read. Additionally, it trains us to filter relevant information and organize it in a more structured way. Overall, this technique is highly beneficial for enhancing reading comprehension” (P3).

“In my opinion, the summary-making technique is very effective in helping me understand reading texts. It allows me to focus on key points, organize information clearly, and improve retention. Summarizing also helps me process complex ideas in a simpler way, making it easier to recall and apply the information” (P4).

“The summary-making technique is highly effective in helping me understand reading texts, especially when combined with a solid understanding of basic English vocabulary. Knowing key vocabulary allows me to grasp the meaning of the text more easily, which in turn helps me create more accurate and meaningful summaries” (P5).

“Summary-making technique is very effective because it actively engages us in the process of reading, analyzing, and reorganizing the information we receive. This technique helps us better understand reading texts, as it requires us to break down the material and express it in our own words. Moreover, summaries make it easier to remember the content since the language has already been adapted into a simpler form that is more familiar and easier for us to recall” (P6).

“Very effective, because it is one of the best ways to understand reading texts” (P7).

“In my opinion, the summary-making technique is very effective. It helps me focus on the main points and key ideas, which makes the material easier to understand and remember. By summarizing, I can break down complex information into simpler terms, and it helps me retain what I’ve learned more effectively” (P8).

“Of course, it’s very effective because it helps us understand and work more quickly. It saves time, especially when dealing with English texts that are often long and difficult to grasp. Summarizing helps get straight to the point without getting lost in unnecessary details” (P9).

“In my opinion, the summary-making technique is quite effective. By summarizing, I can focus more on the main points and retain the content of the reading for a longer period” (P10).

“Reading comprehension skills are very important because they help me understand lesson materials better and improve my learning outcomes. This also makes it easier for me to review the material that has been taught” (P11).

“This technique is highly effective, especially in filtering relevant information from a lengthy text. By summarizing, I can focus more on the core issues, improve my memory retention, and reduce the risk of misinterpreting the information presented in the text” (P12).

“In my opinion, the summary-making technique is very helpful in understanding a text because it allows us to focus only on the main points rather than trying to understand every single part of the passage. By identifying the overall idea or key message, we can gain a clear understanding of the text without having to process all the details. This approach saves time and makes reading more efficient” (P13).

“It is very effective for those who have difficulty understanding or remembering the text they have read. A summary will help us understand the main points of the meaning of a reading” (P14).

Based on participants’ responses, the summary-making technique is seen as a helpful strategy for enhancing reading comprehension. It allows students to focus on key ideas, filter out unnecessary details, and understand the text more efficiently without unnecessary details, and understand the text more efficiently without needing to reread everything. Summarizing also helps them organize information better and remember important points for longer.

Many students said that this technique not only makes learning faster but also encourages more active reading and critical thinking. It’s especially useful when reviewing for exams or working on assignments, as it simplifies complex materials and builds confidence in understanding academic texts. Overall, summarizing is considered a practical and effective tool for learning.

d. The Summary-Making Technique has Helped Increase the Confidence of PKU Students in Understanding Reading Materials

Confidence in reading is something that differs from one student to another, and PKU students are no exception. Many of them have expressed that using the summary-making technique has helped them feel more confident when dealing with academic texts. By focusing on the main ideas and simplifying complex information, they no longer feel overwhelmed by long passages. This process allows them to better understand what they're reading, which naturally builds a stronger sense of self-assurance in their learning journey.

In this part of the study, the researcher takes a closer look at whether this technique truly plays a role in boosting students' confidence. The goal is to understand how regularly summarizing reading materials might help students feel more capable and independent in their reading comprehension tasks.

"Yes, I feel more confident in my reading comprehension after using these techniques. Summarizing, highlighting key points, and discussing with others have helped me understand and retain information more effectively. Breaking down complex texts into smaller sections also makes reading less overwhelming. As a result, I can read with better focus and recall important details more easily. Over time, these strategies have improved my ability to analyze and interpret texts, making me feel more assured in my comprehension skills" (P1).

"Yes, I feel more confident because the summary-making technique helps me retain important information and organize my thoughts more effectively. It also allows me to review key concepts quickly before exams" (P2).

"Yes, after using this technique, I feel more confident in understanding reading materials. By applying methods like summarizing, identifying

keywords, and engaging in discussions, I can grasp the content of a text more quickly and easily. As a result, I no longer need to reread passages multiple times to understand them I'm able to catch the main ideas right away and remember important details more effectively" (P3).

"Yes, I feel more confident in my reading comprehension after using the summary-making' technique. It helps me focus on key points, organize information better, and retain knowledge more effectively" (P4).

"If I feel successful in understanding English texts, then I will be confident. However, if I fail, I will still keep trying" (P5).

"I feel somewhat doubtful because the technique used was not effective for some of the materials I read" (P6).

"Maybe a little more confident" (P7).

"Yes fifty-fifty, I feel more confident in my reading comprehension after using this technique. It helps me focus on the key points and makes the material easier to understand and remember" (P8).

"Yes, I do feel better now, although I still need to keep learning and practicing" (P9).

"Yes, I feel more confident. After using this technique, I can understand reading materials more quickly and more effectively" (P10).

"Yes, I feel more confident because I can understand the content of the text more quickly and easily" (P11).

"Of course, by using this technique consistently, I find it easier to understand and remember complex information, and I feel more confident when presenting material both in writing and during class discussions" (P12).

"Yes, I feel it's easier and faster for me to understand a text, and that makes me really happy because I don't have to read every sentence carefully, which takes a lot of time. With just a few techniques, I can do it much quicker. If there's an easier way, why not?" (P13).

"Yes, I feel fairly confident" (P14).

From the interviews, it's clear that many students feel more confident in their reading after using the summary-making technique. Being able to focus on main ideas and simplify complex texts helped them feel less

overwhelmed and more in control of their learning. They shared that it not only made reading easier but also made them more prepared during class discussions and presentations. For most, it felt like a small win, they didn't have to understand every word to get the big picture, and that made a real difference in how they approached academic texts.

Some students said the improvement in confidence was step by step, not instant. They admitted they still needed more practice, especially with difficult texts, but even a little progress was encouraging. A few also pointed out that the technique doesn't always work perfectly for every kind of reading. Still, overall, summarizing helped them feel more focused, more capable, and less afraid of facing long passages. It showed them that they could learn actively, not just read passively, and that shift gave them a stronger sense of confidence in the classroom and beyond.

e. The Benefits of the Summary-Making Technique in Enhancing Reading Skills

From the process of learning and applying the summary-making technique, students begin to experience various positive impacts, one of the most frequently mentioned is an increase in self-confidence. However, the advantages of this technique go beyond that. To explore the full range of benefits students perceive, this section delves deeper into their individual experiences and reflections. The researcher aimed to gather authentic responses by directly asking the participants how the summary-making technique has influenced their reading comprehension and overall learning.

Their answers revealed more than just improved understanding, they spoke about feeling more organized, less overwhelmed by lengthy texts, and more capable of handling academic challenges independently.

By focusing on the students' own words and perceptions, this section seeks to highlight the diverse yet interconnected ways in which summary-making plays a role in supporting not just cognitive, but also emotional aspects of learning. Whether it's saving time, improving recall, or feeling more confident to speak and write about what they've read, each participant's insight adds depth to the understanding of how this technique supports their growth as learners.

"The summarization technique helps improve comprehension, memory, critical thinking, reading efficiency, and writing skills. Additionally, it boosts confidence in understanding texts, making me a more active and effective reader" (P1).

"The main benefits include better comprehension, improved memory retention, and the ability to analyze texts more effectively. It also helps in organizing information logically, making it easier to recall during discussions and exams" (P2).

"The summary-making technique offers many benefits in improving reading skills. It helps me focus more on the important information in a text, so I am less distracted by less relevant details. Creating summaries also trains my thinking skills because I have to understand the content of the text before I can rephrase it in my own words. This process greatly aids in remembering and explaining the information I have learned" (P3).

"The main benefits of the summary-making technique are improved comprehension, better retention, and clearer organization of information. It helps me focus on key points, process complex ideas more easily, and recall important details when needed" (P4).

"The main benefit of the summary-making technique in improving reading skills is that it helps me understand texts more quickly and easily" (P5).

“The benefit of this technique is that it can enhance comprehension and increase reading speed” (P6).

“Easy to understand and remember quickly” (P7).

“The main benefits are that it helps me focus on important points, makes things easier to understand, and improves my memory of key information” (P8).

“Now, reading doesn’t have to mean going through the entire text word for word. I can skim through more quickly while focusing on finding the main idea and key points first” (P9).

“In my opinion, the main benefit of this technique is that it makes it easier for me to understand the content of a reading. It also helps me save time and feel more prepared when facing exams or assignments” (P10).

“The main benefits are improving comprehension, speeding up the reading process, and helping to retain information longer” (P11).

“The main benefits are improving memory, helping to understand the core ideas of a text, and developing critical and analytical thinking skills. Additionally, this technique supports crafting stronger arguments in academic writing and scientific discussions”

(P12).

“With this technique, it is definitely very beneficial, especially for someone like me who has very limited English vocabulary. This technique makes it easier so that we don’t have to focus on difficult words or ones we don’t know the meaning of, as long as we understand the context and the main sentence, then it will be easy to understand a text” (P13).

“The benefit I gained after learning and understanding the summary-making technique is that it makes it easier to access long texts or readings, and I no longer feel nervous when the lecturer asks me to explain the main idea of a reading.” (P14).

From the students’ own words, it’s clear that the summary-making technique has brought real, practical benefits to their learning. Many said it helped them focus on what truly matters in a text, filtering out the noise and zeroing in on key points. Long or complex readings strategies to feel more

manageable, and putting ideas into their own words made things stick better. They didn't just read, they engaged, understood, and remembered. This shift turned reading from a passive task into an active learning process.

For some, it also meant less stress during exams or class discussions because they felt more prepared. Even those who struggled with vocabulary found that they could still understand the bigger picture without getting stuck on every word. In the end, students felt more in control of their learning, more confident, more capable, and better equipped to handle the demand of academic reading.

B. Discussion

This section briefly outlines the main findings of the research, which include the challenges students face in improving their reading comprehension, the strategies they use to overcome those challenges, and the benefits they experience from applying the summary-making technique.

1. The Challenges Faced by Students in Learning the Summary-Making Technique

The findings revealed that PKU students encountered several challenges in developing their reading comprehension skills. The most common difficulties included limited vocabulary, difficulty in identifying main ideas, and feeling overwhelmed by lengthy and complex texts. Some students also struggled to paraphrase ideas without changing the original meaning, especially when the reading contained unfamiliar or abstract vocabulary. These findings are consistent with the theoretical perspectives

of Grabe & Stoller (2011) and Gunning (2010), who emphasize that vocabulary limitations, syntactic complexity, and insufficient background knowledge are among the major barriers to effective reading comprehension. Furthermore, Brown (2002) highlights that vocabulary mastery is central to successful reading, as it allows learners to decode, interpret, and engage meaningfully with texts. The challenges experienced by the participants confirm that comprehension is not only a linguistic skill but also a cognitive and strategies process requiring multiple supports.

2. The Strategies Students Used to Overcome These Challenges

To address these challenges, students employed a variety of strategies. These included skimming and scanning, highlighting key points, taking notes, engaging in peer discussions, summarizing after reading, and using digital tools (such as AI) to clarify complex sections. Several students also relied on suggestions from their lecturer and classmates, including the use of mind maps, margin notes, and questioning techniques.

These strategies align with Oxford's (1990) taxonomy of learning strategies, particularly cognitive and metacognitive strategies. Cognitive strategies such as summarizing, underlining, and guessing meaning from context help learners directly engage with the content. Meanwhile, metacognitive strategies like planning, monitoring, and evaluating one's understanding support self-regulated learning. The students' responses reflected an active and flexible approach to reading, demonstrating how

strategic intervention can improve comprehension even when learners face language-related constraints.

3. The Benefits Using The Summary-Making Technique

Students reported that the summary-making technique was highly beneficial in enhancing their reading comprehension. It helped them extract and organize main ideas, simplify complex content, and retain key information more efficiently. Beyond cognitive benefits, students also noted emotional and academic improvements, such as feeling more confident in reading, participating in discussions, and preparing for exams or presentations. The technique not only supported their comprehension but also increased their sense of independence and academic responsibility.

These findings are supported by Sujarwo et al. (2023), who emphasize that summary-making fosters deeper engagement with texts by encouraging students to identify central ideas and restate them in their own words. Similarly, Nurhayati & Fitriana (2024) and Shodieva (2023) affirm that summarization enhances critical thinking, analytical reading, and long term retention. As a whole, the strategy empowers students to become more reflective and strategic readers an essential skill, especially for learners with limited exposure to English, such as those in the PKU program.