

CHAPTER V

CLOSURE

A. Conclusion

This research explored the use of the summary-making technique in enhancing reading comprehension among students of the Special Ulama Program (PKU) at Antasari State Islamic University Banjarmasin. Based on the data collected through interviews, several key findings emerged.

First, students commonly faced challenges such as limited vocabulary, difficulty identifying main ideas, and feeling overwhelmed by lengthy or complex texts. Second, to overcome these challenges, they employed various strategies including summarizing, skimming and scanning, highlighting, peer discussions, and the use of digital tools. Finally, the majority of participants reported that the summary-making technique helped them understand texts more clearly, remember key points, and build greater confidence in reading and presenting materials in English.

Overall, this technique proved to be a practical and effective tool for enhancing reading comprehension and developing essential academic skills such as critical thinking, organization, and independent learning. It is recommended that this strategy be more widely implemented in English reading instruction, especially for learners with limited prior exposure to the language.

B. Suggestions

1. For PKU Students and English Learners

It is recommended to continue practicing summary-making as part of the learning routine. Although it may initially seem complicated or time-consuming with consistency, this technique will greatly aid in understanding both academic and non-academic texts more efficiently.

2. For Lecturers and Educators

The summary-making technique can be integrated into a more practical and applicable learning approach. Incorporating this method into reading assignments can help students gradually and naturally develop their analytical skills.

3. For Future Researchers

This study focused on reading comprehension skills, but there is still much room for exploration. Future researchers are encouraged to expand this study to other English language skills, such as writing, speaking, or even listening. This way, the research outcomes will be broader and provide a more comprehensive view of the effectiveness of learning technique like summary-making across various aspects of English language skills.