

The implementation of summarizing strategy on students' reading comprehension

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan antara membuat strategi meringkas dan tanpa membuat strategi meringkas terhadap pemahaman membaca siswa di MAN Batam. Partisipannya adalah siswa kelas X MAN Batam, dan objek penelitian ini adalah Implementasi Penggunaan Strategi Meringkas pada Pemahaman Membaca Siswa. Desain penelitian ini adalah Quasi-Experimental Research, dengan Non-Equivalent Control Group Design. Kelas A terdiri dari 30 siswa sebagai kelas eksperimen dan kelas B terdiri dari 30 siswa sebagai kelas kontrol. Jadi, total sampel adalah 60 siswa. Untuk menganalisis data peneliti menggunakan rumus independent sample t-test dengan menggunakan software SPSS 20.00 Version. Setelah menganalisis data, peneliti menemukan bahwa ada perbedaan yang signifikan antara menggunakan strategi meringkas dan tanpa menggunakan strategi meringkas terhadap pemahaman membaca siswa kelas sepuluh di MAN Batam, dimana T menunjukkan 0,083 pada tingkat signifikansi 5% itu menunjukkan 2,00, dan pada level 1% menunjukkan 2,62. Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima yang menunjukkan $2,00 < 0,086 < 2,65$. Kesimpulannya, terdapat perbedaan yang signifikan pada pemahaman membaca siswa pada siswa kelas X MAN Batam.

Kata Kunci: *pemahaman membaca, meringkas, penerapan*

Abstract

This research studied to investigate whether there was a significant difference between making summarizing Strategy and without making summarizing Strategy on Students' Reading Comprehension at MAN Batam. The participant was tenth-grade students of MAN Batam, and the object of this research was the Implementation of using Summarizing Strategy on Students' Reading Comprehension. The design of this research was a Quasi-Experimental Research, with Non-Equivalent Control Group Design. Class A consisted of 30 students as an experimental class and class B consisted of 30 students as a control class. So, the total of samples was 60 students. To analyze the data, the researcher used an independent sample t-test formula by using the software SPSS 20.00 Version. After analyzing the data, the researcher found that there was a significant difference between using summarizing Strategy and without using summarizing strategy on students' reading comprehension of the tenth-grade students at MAN Batam, where T shows 0.083 at a significance level of 5% it shows 2.00, and at the level of 1%, it shows 2.62. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted which shows $2.00 < 0.086 < 2.65$. In conclusion, there is a significant difference in students' reading comprehension at the tenth-grade students of MAN Batam.

Keywords: *Reading Comprehension, Summarizing, implementation*

INTRODUCTION

Reading is one of skill that should be mastered by students, and also this skill is the most important skills in English, especially to comprehend the students, the students have to learn how to understand anything they will read so that they can obtain the knowledge and information from anything. Because Reading is one of the basic skills in English that have to be mastered by the students and a thinking process of keeping printed letters meaningful in order to connect a certain message between the author and the reader. In reading actively, a reader transfers her or his history of knowledge, empathy, and experience to establish his or her idea in understanding the meaning of the text.

According to linse (Linse, 2005), reading is a set of skills that involves making sense of and deriving meaning from the printed word. Readers will get insight from the text if they comprehend a text and are able

to master vocabulary, grammar, and structures. Explicitly, teaching reading at the student's instructional level helps students to see how skilled readers comprehend texts. Reading is one of the language skills that have to master. There are many steps to be mastered skill; such as word perception, comprehension, reaction, and integration. Those steps can make students master reading skills effectively. Based on those steps the students can understand the meaningful text. According to (Stoller, 2013) reading is seen as necessary (but not sufficient) for improving earning potential and quality of life. And also reading is the four language skills (reading, listening, speaking, and writing). In reading comprehension, the reader will able to determine how the language is organized with the text.

Based on the definitions above, it can be comprehended that reading is one of the receptive skills, as the ability to use comprehension, information, produce ideas, and express meaning. Reading comprehension is a confuse skill that requires readers to combine a variety of reading strategies to connect with the text. All readers need to use their English language insight, and world knowledge and understand the texts. Nowadays how to comprehend the descriptive text in reading, it can be especially challenging for English language learners. In order to comprehend, it is not suitable to read the words, but readers must add their experiences and prior knowledge to help them make sense of the text. MAN Batam is one of the schools that applies the Prototype Curriculum as its guidance in the teaching and learning process. The English teacher teaches the students six periods a week. Based on Prototype Curriculum, reading skills at Senior High School must be taught, the researcher took one competence standard to understand the meaning of a simple short essay in front of descriptive text to interact with the surrounding in daily content and one basic competence to respond the meaning of simple short function written text accurately, fluently and acceptably that correlated with surrounding in daily context and respond the meaning and the rhetorical steps in a simple short essay of descriptive text.

Based on the researcher's preliminary observation, the students did not really employ the reading learning process in which students were not able to read text comprehensively. The researcher found that some of the students were having some problems and difficulties with reading skills. Students' reading comprehension was not in prediction demanded by the curriculum. Even though they had learned a long time but they felt difficult to understand. In this research, the researcher will focus on reading descriptive text. The standard of competence in reading descriptive text, students should understand the meaning of the text and simple essay in the form of descriptive text in the context of everyday life and use science. The common assessment for measuring the students' reading comprehension is true or false questions, multiple choice questions, essay form, and fill in the blank.

Excellently, the students were able to comprehend and get insight from what they will read. Indeed, they still had problems in comprehending the text. To make sense, the students' problems are mentioned as follows:

1. Some of the students are not able to understand the text, especially for descriptive and narrative texts.
2. Some students are not able to summarize the text.
3. Some of the students are not able to determine keywords in reading text.
4. Some of the students are not able to get insight from the texts.
5. Some of the students are not able to identify the generic structure of descriptive texts.
6. Some of the students are not able to answer the questions of the reading texts yet.

Based on the problem above, it can be concluded that some of the students still have some difficulties in terms of their reading in learning English. Therefore, the researcher is interested in investigating the phenomena above by summarizing strategy. (Westwood, 2013) stated that summarizing is the main thing they have learned from the text after reading the text. In other words, this strategy can help the students get the meaning quickly and be able to understand the text. So, the researcher interested in conducting this research.

METHOD

Experimental research is the type of this research. According to (JHON W. CRESWELL, 2012), "experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable". The design of this research was quasi-experimental design, which used the one-group

pretest-posttest design. According to Campbell and Stanley (1996:69) quasi-experimental designs, it is controlled in that this interaction could not lawfully explain a distinct discontinuity in the regression line at X. The external validity threat of a testing-X interaction is a control to the extent that the basic measurements used in the award decision are a part of the universe, which one wants to generalize in conducting the research, two classes of students at MAN Batam are involved. The students were administered giving pre-test at the beginning in order to know their abilities in descriptive text. After that, they were given treatment in the middle. During treatment, the researcher collaborated with the observer. In the end, they were given a post-test. In the research, the pre-test and post-test were compared in order to determine the difference between the students' reading comprehension in descriptive text taught by summarizing Strategy and taught without using summarizing Strategy. This research consisted of two variables; the independent variable was symbolized by "X" which was summarizing Strategy and the dependent variable was symbolized by "Y" as students' reading comprehension MAN Batam. According to Creswell (2008: 314), the design of the research can be illustrated as follows:

RESULT AND DISCUSSION

To investigate this research, the researcher used tests to collect data by using (pre-test and post-test). The test was used to find out the students' reading comprehension of descriptive text. Both of these tests were given to the experimental and control classes. The types of tests were observation and multiple-choice tests. The data of this research are the score of the student's reading comprehension obtained by using reading tests. It consisted of 30 items. The test was done twice, the first was a pre-test given before treatment and the second was a post-test given after treatment intended to obtain the students' reading comprehension at MAN Batam.

Based on the data of a pre-test, it is known that the total number of the students of 30 students, and it presented the value of the test that there were 3 students who got 49 (5.7%), there were 2 students who got 50 (3.2%), there were 5 students got 54 (15.7%), there were 8 students got 60 (27.7%), there were 4 students got 61 (14.3%), there were 4 students got 64 (12.3%), there were 2 students got 66 (6.5%), there was 1 student got 69 (3.2%), there were 3 students got 71 (10.0). The highest frequency was 71 and the lowest frequency was 49.

After completing the data of the pre-test in the experiment and control class, the researcher did the treatment in the class of the experiment and didn't do the treatment for the control class. There were 8 times of treatments in the experimental class

the data of a post-test are presented, there was 1 student who got 58 (3.3%), there was 1 student who got 62 (3.3%), there was 1 student who got 65 (3.3%), there were 2 students got 67 (6.7%), there were 1 student got 71 (3.3%), there were 7 students got 75 (23.3%), there were 5 students got 80 (16.7%), there were 5 students got 83 (16.7%), there were 4 students got 87 (13.3%) and there was 1 student got 88 (3.3%), there was 1 student got 90 (3.3%), there was 1 student got 91 (3.3%). The highest frequency was at the score of 91 and the lowest frequency was at the score of 58.

The research of (Yeh, Yang and Chen, 2020) showed that in summarizing the article the students are able to find the main idea, important sentences, and new vocabulary. And also many researchers suggest that constructing a summary in the reading text will help the students to get information and knowledge. The data showed that there was significance in applying the summary in reading text to the score of students. In (Cumming, Rebuffot and Ledwell, 1989) stated that reading and summarizing task will also increase first and second language. To summarize a text the students are not only done in face-to-face or offline class but also it can be in online situation that stated in (Passig and Maidel-Kravetsky, 2016) collaborative-online reading and writing produce a summary of a higher quality than one read and hand written collaboratively face-to-face.

CONCLUSION

Based on the data analysis explained above, finally, the researcher would like to conclude the research based on the hypotheses, first Students' reading comprehension in descriptive text taught by using Summarizing Strategy on students' Reading comprehension in the descriptive text at MAN Batam had been significantly increased. It was categorized into a very good level. Second, the Students' reading comprehension

in descriptive text taught without using Summarizing Strategy on students' Reading comprehension in the descriptive text at MAN Batam had been improved. It was classified into enough levels. Third, The mean of students' Reading comprehension in the descriptive text at MAN Batam showed that there was a significant difference between using Summarizing strategy and without using Summarizing strategy on students' Reading comprehension in the descriptive text at MAN Batam.

From the explanation above, the use of summarizing strategy has given a significant effect on students' reading comprehension in the descriptive text at MAN Batam. Teaching reading by implementing summarizing strategy on students' Reading comprehension in the descriptive text.

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