

**TEACHING READING COMPREHENSION BY USING SUMMARIZING STRATEGY  
TO THE ELEVENTH GRADE STUDENTS OF THE STATE SENIOR HIGH SCHOOL 1  
OF PALEMBANG**

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**Abstract**

*The formulation of the of this study was “Is it effective teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang?” Therefore, the purpose of this study was to find out the effectiveness of teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang. The population of this study was all the eleventh grade students of the State Senior High School 1 of Palembang in academic year 2013/2014. The sample was taken class XI.1. that consists of 35 students. The methods of this study were experimental method by using the convenience non random sampling. In collecting the data, the written test was given consisted of 24 questions where 4 items were essay questions, 10 items multiple choice, 10 items short answer. The pretest was given in order to know the students’ achievement and the post-test was given after giving the treatment. To analyze the data, the matched t-test formula was applied. Based on the finding of the study, the writer found that the average score in the pre-test was 6.44 and the average score that the students got in post test 7, 52. The result of t-test calculation indicates that by using summarizing strategy was effective to implement in teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang because the t-obtained (12.00) was higher that t-table. Therefore, the alternative hypothesis ( $H_a$ ) was accepted. It can be concluded that it was effective in teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang.*

**Keywords: teaching, reading comprehension, summarizing strategy**

## A. INTRODUCTION

Teaching is an interactive process between the teacher and students and among the students themselves. It is a profession and work of teacher. As fast as it goes English has important roles today. So, that why it has been chosen as the first foreign language to be through as a compulsory subject from the fourth grade of the primary school up to the university level.

According to Robinett (1987:173) At any rate, the end results of the second and the foreign language learning is the ability to comprehend and produce of second language in its spoken or written form. This in turn involves the acquisition of some or all categorized as listening, speaking, reading, and writing..

The objectives in teaching English are focused on the four skills, they are: listening, reading, speaking and writing. Listening is concerned with the understanding of spoken language, speaking is the use of the language orally and in writing, writing refers to

expressing one self in order that the people can understand, and reading is the understanding of the main and supporting ideas in written language.

Indonesia students often find it difficult to comprehend English reading text. Reading concerns not only assigning English sounds to the written words, but also understanding what is written. According to Harmer (2007:69) Reading for detailed comprehension, whether looking for detailed information of language, must be seen by students as something very different from the reading skills mentioned above. When looking for details, we expect students to concentrate on the minutiae of what they are reading. The key to success in reading, however is to keep the number of new words or idiomatic phrases per page down. The whole idea of such reading is to keep reader engaged in the story. It requires that the reader would be able to get the meaning without stopping often, if at all, to find out the meaning of new words.

Furthermore, every teacher of English should help and assist the students to improve their language skills. To improve the students' reading skill, the teacher can use various methods to create a good and interesting class. For the reason, summarizing strategy can be employed. Summarizing strategy is an effective strategy for readers who have difficulty remembering and writing about what they have read. A summary can take many forms, including travelogues, journals, double-entry journals, and letters. For example, students can create a travel itinerary that summarizes the action of a narrative, can write a journal from a particular character's point of view, can set up a double-entry journal about the theme of a work, or can summarize events in a letter that one character writes to another. This strategy is meant to avoid a conventional strategy has not been interesting. Usually the teacher gives the students a text; they are asked to read the text silently and answer the questions. However, in summarizing the students

identify and condense most important aspects of a reading.

Based on the description above, the writer would like to conduct a research entitled "teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang". In this research the writer will find out whether or not teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang is effective.

Reading is one of important skills in teaching English. However, the eleventh grade students of the State Senior High School 1 of Palembang still have difficulties in comprehending the written text. This is because the students seldom get reading lesson. In addition, the method used by the teacher is not effective.

The objective of this study is to find out whether or not teaching reading comprehension by using summarizing strategy to the eleventh grade students of the

State Senior High School 1 of Palembang is effective.

## **B. THEORETICAL FRAMEWORK**

Teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the “teacher’s creative provision of the best possible learning environment and activities for his/her students”. (in Saleh, 1997:16).

The teacher is not only in class to finish the teaching materials as they said in syllabus but they must be some one who knows and can bring the students to the achievement of learning it. Trust, the teacher must choose the good teaching strategy to the make the students enjoy, one of them is teaching reading by using summarizing strategy.

From the concept above, it can be concluded that teaching is characterized by the activities embracing (1) preparation: review of familiar relevant material, (2) presentation: example of language in use and discover of rules by the students, (3) association of new and familiar material, (4)

systematization: recapitulation of new material in a context and, (5) application: practice.

Reading is perceiving a written text in order to understand its content (Richards, et al., 1992:306). According to Everatt (1999:1), reading is a complex skill which is often taken for granted. It is only when the varied skills involved are considered in detail that we find ourselves in a complex world of learnt operations and mental processes. The act of reading can be thought of as comprising two basic processes: (i) decoding of the written form; and (ii) comprehension of the message presented by the written form.

From the explanation above, the writer concludes that reading is the process of extracting meaning from a written or printed text, such as book, newspaper, magazines, etc. By reading, people can get a lot of advantages for their daily life. They can enlarge their knowledge, improve their vocabulary and it is useful for developing their career easier.

Vaughn (1952:98) states “Comprehension is the active process of constructing meaning from text; it involves

accessing previous knowledge, understanding vocabulary and concept, making inferences, and linking key ideas". Brown (1994:291) says for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

According to Snow (2002:11) define of reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the word extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: (1) the *reader* who is doing the comprehending, (2) The *text* that is to be comprehended, (3) the *activity* in which comprehension is a part.

Richard, et al (1985:238), write that there are four different types of reading comprehension. The following are commonly referred to:

1. Literal comprehension: reading in order to find to understand, remember, or recall the information explicitly contained in a passage.
2. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
3. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
4. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passages.

According to Wishon and Burks (1980:372) It is often necessary to rewrite lengthy compositions in a condensed form, especially in connection with research projects. A precise summary from a piece of original writing is often called a *précis*. This brief summary must be in different words from those of the original and must accurately state the main idea of the original. Generally,

a summary is about one fourth to one third the length of the original.

A long selection is often summarized paragraph by paragraph, but sometimes several paragraphs or even the entire selection may be condensed into one paragraph. The summarizing paragraph usually restates in different words the main points that have been made in developing paragraphs. The summarizing paragraph does not usually introduce any ideas. It should give the feeling that the composition is completed and that a conclusion has been reached.

A summary is similar to a paraphrase except that a summary is usually shorter (Oshima and Hogue, 1980;69). When will summarize, compress large amounts of information into the fewest possible sentences. In other to do summarize the students include only the main points and main supporting points.

From the concept above, the writer conclude that summarizing is how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way and

there are two ways in teaching reading comprehension by using summarizing strategy.

In doing this study, the researcher taught reading comprehension by using summarizing, where in operating the program the researcher used whiteboard. The teaching and learning process was held for two weeks or 10 meetings. Each meeting took one hour, five times in a week. In giving the material the researcher gave the students narrative text.

The procedures were as follows:

a. Pre activity

- The teacher greeted the students.
- The teacher checked the students' attendance.
- The teacher motivated the students to learn the lesson will teach.

b. Whilst activity

- The teacher explained to the students what is summarizing and how to summarize an article or magazine they have read.
- The teacher explained the way to summarize

- The teacher gave copies about narrative text for students to read.
- The students read the original selection carefully and then search for the main idea.
- After the students search for the main idea and then the students search for the main supporting details.
- The students write summary using their book based on main point and main supporting detail they have read and then write.

c. Post activity

- The teacher makes conclusion and review the material
- The teacher asked the students to give some questions about their difficulties in learning reading comprehension by using summarizing strategy.

The teacher gave the homework about narrative text and informs what students will learn in the next meeting.

### C. INTERPRETATION

Based on the findings above, the researcher found that after giving the treatment by summarizing strategy, the students got better scores. And then, the researcher found that the students were more interested in learning reading comprehension by using summarizing strategy. There was a significant difference between the students score in pretest and posttest. It could be seen from the result of posttest which was higher than the result of pretest. The average score in the pretest was 6.44, while the average in the posttest, after giving treatment, was 7.52 and the matched t-test was 12.00. It was higher than 1.690 as its critical value. It happened because the students were more interested in doing the activity by using summarizing strategy, especially in learning reading comprehension. It can be concluded that using summarizing strategy had greatly influenced to the students' reading achievement.

It means that the *null hypothesis (H<sub>0</sub>)* was **rejected** and automatically, the *alternative hypothesis (H<sub>a</sub>)* was **accepted** and it is clear that using summarizing strategy was

effective in teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang.

#### **D. CONCLUSION**

Based on the data analysis, it could be concluded that there was significant difference in English reading comprehension between in the pretest and the posttest. The students' score in the posttest were higher than the students' score in the pretest. It implies that summarizing strategy could improve the students' reading achievement in the theme of narrative text the eleventh grade students of the State Senior High School 1 of Palembang.

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