



THE INFLUENCE OF SUMMARIZING TECHNIQUE AND READING MOTIVATION TOWARD READING COMPREHENSION ACHIEVEMENT FOR THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 18 PALEMBANG

Rifdah Nafilah¹, Indawan Syahri², Mulyadi³

^{1,2,3}University of PGRI Palembang, Indonesia

Email: ¹rifdahnafila18@gmail.com, ²indawansyahri_ump@yahoo.co.id, ³mulyadialiusman@gmail.com

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Corresponding Author:

Rifdah Nafila

Email Corresponding:

rifdahnafila18@gmail.com

ABSTRACT

The aim of this study was to determine whether there is a significant difference in reading comprehension between students who are taught a summarizing technique and those who are not. Additionally, the study sought to determine whether there is a significant difference in reading comprehension between students who are taught a summarizing technique and those who have low reading motivation. The students in the seventh grade at Junior High School 18 Palembang were divided into two groups. In this investigation, factorial design was used. The study's population consisted of all 238 seventh-grade students enrolled in Junior High School 18 Palembang during the academic year 2023–2024. Saturation sampling was used to take samples from 68 students: 34 students from the VII.7 class were in the experimental group, while 34 students from the VII.6 class were in the control group. The researcher used a questionnaire to gather data in order to evaluate students' reading motivation. She also used traditional and summarizing techniques to teach students reading comprehension skills. The data were then analyzed using IBM SPSS Statistics. The study's findings demonstrated a substantial difference in reading comprehension between students who were taught a summarizing strategy and those who were not, with regard to seventh-grade students at Junior High School 18 Palembang. The students with high reading motivation were taught the technique.

Keywords: *Summarizing Technique, Reading Motivation, Reading Comprehension Achievement*

1. INTRODUCTION

One of the most crucial abilities for learning English is reading. Language proficiency, or reading, is a type of literacy for us personally. However, reading also reveals a student's talents and abilities, particularly when reading in English. Reading is the process of interpreting a text to determine a word's meaning, according to Qalby (2014). Then meaning and creativity are derived from the term. Reading cannot occur if no meaningful words are produced.

Additionally, according to Fitria (2019), reading is a talent and skill that draws in all students since it allows them to accurately analyze the information. According to (Saini et al., 2021), reading is a "interactive" process that fosters reading fluency since it involves the reader and the text. In order to decode,

understand, and give texts meaning, our minds actively interact, converse, and interact with the texts. Then, as mentioned by (Qalby, 2014), reading is a crucial ability for learning English in the modern world. As a result, reading can aid in children's overall skill development and give them access to crucial information for both work and school.

It was said by (Nuraini, 2016) that input and language use are crucial for If language acquisition is not accompanied by engagement and output (language generated by the learner) because of processing disparate understandings of the production process and capacities, then language acquisition will not be sufficient. Knowing what a sentence means and being able to apply a language system to convey meaning are two distinct things. Therefore, social engagement with others—someone who

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can talk clearly despite issues with pronunciation and grammar—is equally essential. It is believed that someone who is able to study English will be able to adjust to mastering various reading strategies for learning the language.

Writing produces sentences and products that take the shape of symbols or other visible objects. Until then, reading and listening are internal abilities that allow one to send and receive messages. Thus, they may be categorized as receptive or response skills. Speaking about reading issues, Grabe (2005) described reading as an interactive process that the reader engages in with the text they read, which is a product of their reading abilities. Pang et al. countered that reading is a sophisticated cognitive process that includes word recognition and comprehension, involving perception and thinking.

According to Anderson, reading is a four-object interaction: the reader, the material, and the reader. According to Waring (1997), reading a lot is a very educational experience. Acquiring knowledge of language and comprehension of textual elements is crucial. On the other hand, extensive reading improves reading comprehension, according to Dai and Gao (2012).

Thus, it was resolved. Reading is the application of previously acquired skills to a new medium (text), such as oral comprehension or listening. Reading comprehension is not a skill that our brains have evolved for, in contrast to hearing comprehension. While reading comprehension is more difficult and necessitates purposeful instruction, verbal comprehension appears to develop "naturally" with little explicit intervention. Three major characteristics that significantly influence reading comprehension are fluency, experience, and interest. Choosing the subjects that students desire to read about should ideally spark their attention.

Drawing from the definition provided, one could deduce that reading comprehension encompasses more than just a reader's capacity to understand individual words, accurately

comprehend written words, or see words clearly. Reading demands creativity, emotion, and thought processes. Because it adheres to important learning guidelines, reading motivation is not a new idea in reading skills. It can be difficult to read in a foreign language because you have to work hard to define words and then put their meanings together to build sentences that make sense.

According to the definition given above, reading motivation can be defined as the process through which English teachers in a high school context in Indonesia influence their students' motivation to succeed in their studies by choosing effective teaching strategies and resources for the classroom. suggests that in addition to increasing students' awareness of participating in class activities, teachers must be able to cater to their interests and learning motivations.

The writer's initial observations at SMP Negeri 18 Palembang led her to conclude that there were a few issues with learning English. Firstly, she had trouble meeting the minimal academic requirements established by the curriculum. KKM is the minimal marks that must be passed by students specifically in SMP N 18 Palembang is 70 points for English subject. In connection with this, the author discovered that some issues persisted with the students. Specifically, 1) a large number of students continue to receive scores below the KKM, 2) students are not very motivated to study lengthy English texts, and 3) a large number of teachers at SMP N 18 Palembang continue to employ dull teaching techniques.

Fullfillment (2022) conducted a study on the impact of the summarizing technique on the reading motivation of EFL learners. The findings indicate the importance of comprehending students' motivation and the main factors influencing it. According to Marsela (2017), she looked at the relationship between students' motivation to read and their comprehension of what they read. The study conducted by Pilli Parliyah and Tanti Khotimah examined the connection between

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students' motivation and comprehension performance.

In addition, a lot of students find it difficult to summarize since they lack the abilities needed to accomplish so well. They rewrite the entire passage rather than only emphasizing the important passages, which makes it more difficult for them to recall and understand the main ideas of the text. A passion for reading is a major factor in academic success. And interest, too.

The author came to the conclusion that the English reading technique and the summarizing technique, which taught the students the importance of selecting the most important details from the reading for their summarizing technique, had a positive impact on the students' comprehension of reading in English. Consequently, the author was eager to carry out research under the subject "**The Influence of Summarizing Technique and Reading Motivation Toward Reading Comprehension Achievement for the Seventh Grade Students of Junior High School 18 Palembang**".

2. METHODS

The research method used in this study was carried out in SMP Negeri 18 Palembang's class VII during the first semester of the 2023 academic year. Preparation for the study began in March 2023. The address of the school was Jalan Darmapala Bukit Lama. The activities were scheduled to be implemented between March and August of 2023. This study employed factorial design as an experimental methodology. Factorial design is a variant of real experimental design, according to Sugiyono (2015). It comprises determining whether there is a variable moderator that can influence the variable without affecting the dependent variable. According to an additional expert, the factor design increases the number of relationships that can be looked into during an experimental research.

There are three variables: a moderator, a dependent, and an independent

variable. Following a factorial design, students in the treatment group—those who are less inclined to read—were taught reading comprehension by means of summarizing strategies, while students in the control group—those who are more inclined to read—were taught reading comprehension by means of traditional strategies.

Based on reading motivation, the population was split into two categories: high and low. The results for each group were 17 students in the treatment group and 17 students in the control group, with the sample selected based on a rank. the following example;

Table 1. Sample of the Research

No	Group	High Reading Motivation	Low Reading Motivation	Number of Students
1.	Treatment Group	17	17	34
2.	Control Group	17	17	34
Total				68

Source : (Fraenkel et al., 2012; Sugiyono, 2015)

This study describes the motivation and comprehension of students who read. The researcher uses the device to collect data. Students' reading motivation was evaluated using a questionnaire, and the results were divided into two categories: highly and lowly motivated readers. In order to assess the students' reading comprehension, the researcher then gave them a pre-test. Lastly, the researcher used the Summarizing methodology to educate the experimental group reading comprehension while educating the control group using a conventional way. To find the significant difference in reading comprehension achievement between seventh-grade students with high and low reading motivation who should be taught using the summarizing technique and seventh-grade students with high and low reading motivation who should be taught using the conventional method, the researcher's last step involved administering a post-test.

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The validity and reliability of the reading evaluations and questionnaires will be examined in this study; however, the test will no longer be based on the results of student reports.

3. RESULTS AND DISCUSSION

This study's primary objective was to evaluate the impact of teaching students the Summarizing Technique on their reading comprehension of narrative materials. There were 68 participants in total, all eighth-grade students from SMPN 18 Palembang. These individuals were split equally between the 34 students in the experimental group and the 34 students in the control group. Before the intervention, a set of forty pretest questions were provided to the students to gauge their level of reading comprehension. The experimental group (class VII.7) took the pretest on August 31, 2023, at 7:30 a.m., while the control group (class VII.6) took it at 9:30 a.m. This pretest's objective was to gauge the students' first reading comprehension proficiency.

The same set of students received a posttest following the third Summarizing Technique session. On August 31, 2023, the experimental group (class VII.7) took the posttest at 7:30 a.m., whereas the control group (class VII.6) took it at 9:30 a.m. The posttest of forty multiple-choice questions, with four possibilities presented to the students for each answer choice. Researchers will use the post-test data as a reference to determine the participants' reading ability. The data pertains to how the text summary can influence the participants' motivation to learn to read. After a pre-test, a post-test was used to demonstrate their reading proficiency so that researchers could see their abilities after they were given one treatment different from before.

We can infer the following conclusions from the Kolmogorov-Smirnov test results: The p-value (0.008) for the first group is lower

than the generally accepted significance level (usually 0.05). As a result, the null hypothesis (H₀), which claims that the data come from a normal distribution, can be rejected. Stated differently, the first group's data does not have a normal distribution. In a similar vein, the p-value (0.031) for the second group is likewise below the 0.05 level of significance. As a result, we may also rule out H₀ in the second group. The second group's data is likewise not distributed normally. Therefore, it is not possible to conclude that any of the data groups originated from a normal distribution based on the Kolmogorov-Smirnov test results. This has significant statistical implications, especially if further statistical analyses requiring the assumption of a normal distribution will be conducted.

The study's conclusion was presented and analyzed in light of the data, which demonstrated that the pretest score distribution within the experimental class varied widely. Only eight students ever scored as low as 55, the lowest ever recorded. The maximum score of 77.50 was earned by two exceptionally good students, indicating a significant difference in the performance levels of the participants. If the pretest distribution showed There were just seven students who scored as low as 50. On the other hand, two outstanding players scored the maximum 80.00.

The lowest score ever recorded was 65, which was only achieved by one student. On the other hand, the post-test results indicated that only one outstanding student had received the maximum score of 95.00, indicating a wide variation in the participants' performance levels. As a result, the post-test control group's results revealed that just four students had the lowest possible score of 55. On the other hand, one outstanding student received the highest score of 85.00, demonstrating the wide variation in performance levels among the participants. In conclusion, there is evidence to suggest that junior high school students' motivation to read may be impacted by the difference strategy.

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In-depth and highly significant findings about how students at SMP Negeri 18 Palembang are influenced to have a high motivation to learn to read have been revealed by the statistical analysis study's results and discussion, which are based on quantitative research that was carefully conducted to manage data using SPSS. This comprehensive study uses the approach of summarizing reading to analyze the variations in students' motivation to be able to read; in this case, a full evaluation of the differences in reading comprehension is carried out, utilizing a comprehensive framework.

Based on their degree of reading motivation, the study's subjects were split into two groups. Different educational approaches were used to teach these two groups in a systematic manner: one group was taught summarizing techniques, while the other group was instructed using standard methodology. The analysis's core findings have produced results that are both remarkable and dense with conceptual meaning.

The summarizing strategy used in this study's discussion produced identical results, which are relevant to students with poor reading motivation. The findings of this investigation demonstrated that the p value was below the 0.05 cutoff once more. This time, though, his earnest declaration conveyed a different message. This acts as a representation of equality, showing that there is no clear difference in reading comprehension between the two groups of less motivated students.

These findings lead us to an intriguing conclusion: as compared to traditional methods, the summarizing strategy does not appear to have a significant effect on boosting reading comprehension in the case of less motivated students. It is important to recognize the distinction between these two conclusions; this book emphasizes the relationship between instructional strategies, student motivation, and academic success in a classroom setting.

This unique discovery has significant ramifications for the world of education. This suggests that when it comes to helping less motivated students improve their reading comprehension skills, summarizing strategies and traditional methods are essentially two sides of the same coin. This insight has implications for all levels of education, helping curriculum designers and pedagogical managers make wise choices that are properly matched to the unique requirements and preferences of their roles. Moreover, the findings of this study encourage researchers to go deeper into the maze of educational variables in an effort to find hidden elements that affect these outcomes. This kind of research should be encouraged by the study's conclusions.

This decision also demonstrates how the method used will affect the chances for children to grow. The study's findings indicate that it also has a major impact on areas that educators should work to improve in order to provide a meaningful learning approach. A variety of strategies should be It is adaptable to the location of the needs of the students. According to this research, students can improve their reading comprehension of English by using the summarizing strategy, since they seem to appreciate learning that is brief and efficient. This study demonstrates that junior high school students' reading abilities differ from those of students employing the teaching strategies that are typically employed, leading the researcher to draw conclusions about how teachers should be able to adopt this summarizing technique for use in schools.

Furthermore, this study does not confine its findings to precise parameters pertaining to instructional strategies and student motivation. He ventured farther into unknown area in the academic forum SMP Negeri 18 Palembang. In this instance, the relationship between reading instruction and methodology is highlighted.

understanding, broken down among student strata with different degrees of

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motivation to read. It is evident from this that students with high and low reading motivation who received the summarizing technique did not significantly differ in their reading comprehension. This suggests that summarizing strategies for enhancing reading comprehension are not considerably affected by intricate reading motivation mazes.

These results are significant because they highlight how education has the power to change lives. Now that they have mastered the summarizing technique, teachers and mentors at SMP Negeri 18 Palembang may confidently utilize it to help all of their students, no matter how motivated they are, enhance their reading comprehension. Furthermore, these outcomes represent a fresh start and offer hope for more

Comprehensive teaching techniques in the context of education, techniques that can take into account different levels of student motivation. These findings also compel us to investigate additional elusive factors that may tip the scales in favor of instructional methods' efficacy in the intricate field of education.

Following therapy at SMP Negeri 18, the researcher discovered that several tactics were employed to encourage reading among the students, depending on their needs. Motivation: The results of implementing a reading motivation treatment for students at SMP Negeri 18, specifically those learning English, can be demonstrated with the use of this statistical analysis. This demonstrates how crucial motivation is to children' learning progress in the long run, particularly when it comes to the language skills they will eventually need to use.

In conclusion, the extraordinary journey of statistical analysis undertaken in this research has yielded profound, far-reaching, and transformative findings. It has served as a compass for educators and researchers, pointing the way to more effective teaching methods and pedagogical strategies, while opening the door to further investigation into the complexities of the educational landscape.

Pedagogy in learning is very important because it is related to the quality of students' own learning so that they get the best experience. Some of these experiences can be formed when there is a balance between the interactions provided and also the techniques or methods given to teachers so that they provide a positive response.

The hope is that teaching staff can apply reading learning to students by adopting correct techniques that are appropriate and appropriate. One of the recommendations recommended by researchers is to use concise techniques rather than using conventional methods that are usually used by teachers so that this can improve the quality of students. in reading, especially English. Interpretations. The important indicator in the field of statistical interpretation, emerged from the results of this study at a magnitude below the predetermined statistical significance threshold, and firmly anchored at the 0.05 threshold. This esoteric statistic – a p value smaller than the sacred number 0.05 – gives us certainty, the key to unlocking tantalizing revelations. The revelation that unfolds before us is that there is a huge gap in reading comprehension between the two groups of students. In the complex lexicon of statistical science, this seismic discovery translates into a categorical and unequivocal rejection of the null hypothesis, which in its original formulation dared to state the absence of substantive differences in reading comprehension abilities between these two groups of students.

The consequences of these findings are far-reaching, and their significance goes far beyond the scope of this study. They are profound and transformative. These revelations provide us with irrefutable and convincing evidence to steadfastly support the proposition that summarizing techniques have a unique and transformative influence on improving reading comprehension when compared with widely used conventional pedagogical methods.

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This, in the complex field of education, is a hugely important moment. It equips educators, mentors, and educators with a true treasure trove of insight, providing powerful strategies to strengthen their students' reading comprehension skills. This is also useful for future learning, how teachers can adopt more effective learning in supporting students' learning motivation in reading. What we can do as educators who care about the field of education is to continue to utilize and adopt the best for the benefit of learning, especially in the field of education. Because this step will determine how well the process will be received and will show significant results regarding the impact that has been given in selecting the method. The correct method will lead to a good impact, whereas the wrong method will produce bad results for educators and the teaching staff themselves. Several things have been discovered by researchers from the results of the discussions that have been obtained, After being given several treatments using concise techniques, students showed different results compared to students who were asked to read a passage using conventional techniques.

4. CONCLUSION

Based on the study's findings—which showed that there was a wide range in the pretest score distribution within the experimental class—the study's conclusion was given and discussed. The lowest score ever recorded was 55, which was only achieved by eight students. However, two very good students received the highest score of 77.50, demonstrating a wide variation in participants' performance levels. that the pretest distribution revealed Only seven students received the lowest possible score of 50. In contrast, two exceptional players received the highest score of 80.00.

The lowest score ever recorded was 65, which was only achieved by one student. On the other hand, the post-test results indicated

that only one outstanding student had received the maximum score of 95.00, indicating a wide variation in the participants' performance levels. As a result, the post-test control group's results revealed that just four students had the lowest possible score of 55. On the other hand, one outstanding student received the highest score of 85.00, demonstrating the wide variation in performance levels among the participants. In conclusion, there is evidence to suggest that junior high school students' motivation to read may be impacted by the difference strategy.

It is hoped that by using proper and correct procedures, teaching professionals will be able to apply what they have learned about reading to children. Researchers have suggested that one way to raise the caliber of students is to use condensed tactics instead of the traditional methods that teachers typically employ. when reading, particularly in English.

5. SUGGESTION

It is advised that summarizing strategies be incorporated into the curriculum while taking into account the different reading motivation levels of seventh-grade students at Junior High School 18 Palembang in order to increase reading comprehension achievement. It is imperative that future research, involving long-term studies, investigate the effects of summarizing strategies and reading motivation across various age groups and school levels.

Research may also concentrate on other elements including the learning environment and family support for the children. The creation of successful teaching strategies might benefit greatly from comparative research of pedagogical approaches to improve reading comprehension at various reading motivation levels. It is also intended that by giving students' reading development top priority, teachers would be able to apply this tactic appropriately in the future. Summarizing is a technique that researchers

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recommend teachers use since it is the best way to encourage students' interest in reading through inquiry carried out by teachers.

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