The Effect of Summarizing Strategy on the Students' Reading Comprehension at Tenth Grade Students at SMAN 9 Padang

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Abstract: *This experimental research aimed to find out the Summarizing Strategy on the students reading comprehension of descriptive text at 1st students in SMAN 9 Padang. The students face some problems in reading comprehension descriptive text such as: The students cannot get the ideas of the reading passage and confused how they are related to one another. The students also do not think at the higher level in the text, because only a few of the students who focused in reading text, most of them just waited for another students. Furthermore, the Summarizing strategy have better result in reading comprehension of descriptive text, especially in teaching and learning process.The population of this research was the students at 1st of SMAN 9 Padang in academic year 2017/2018 which consisted of three classes (96 students). The samples were chosen by using cluster random sampling. The instruments were applied using reading comprehension test of descriptive text test. The students reading comprehension scores were analyzed using t-test formula and it used the level of significance at 0.05 (5%). After being calculated, the value of t-observed was 6,56, whereas the value of t-table on the df 31 was 2,00.The result of this research show that: The students who were taught by using Summarizing Strategy had better reading comprehension of descriptive text than those who were taught by using Small Group Discussion Technique. It can be concluded that Summarizing Strategy had a significant result on students' reading comprehension descriptive text.*

Keywords: Summarizing Strategy, Reading Comprehension

1. Introduction

Reading comprehension is a complex and difficult process to do by the students as the readers. It is difficult to do because in getting information from the text, the students should have good ability in language skills and language components such as vocabulary and grammar. Both of these elements help the students to construct the meaning of the text. When the students have good ability in language skills and language components, they will comprehend the text more easily. As the result, when they face reading comprehension questions, they can answer them well.

The process of reading comprehension requires the use of various strategies. The effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency. Kintsch *et.al* (1998) define reading comprehension as the process of creating meaning from text. Grabe *et.al* (2002) state that reading comprehension considered as a complex cognitive process which varies in numerous ways depending on tasks, interested, purposes, and language abilities text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

Based on the preliminary observation at SMA N 9 Padang, it was found that many students had difficulties to know the words in the text and they had low understanding of the message from the text. The students probably knew the words but they didn't know the meaning of the text. Some students might know the meaning of the words or vocabularies of the text but they couldn't get the message of the text. Even, there are some students who don't know the meaning of the text at all. In addition, the students also still had difficulties to understand the generic structure and the language features of the text. The researcher found the students have difficulties to express their ideas related to the text. It can be seen through the students' ideas in their reading text that is not related to each other. It happened because the students could not connect their ideas from one sentence to the next sentences, from one paragraph to the text paragraphs. Generally, it can be said that they got confuse to find main idea.

The teacher's strategy in teaching reading process determines the student success in reading comprehension. As noted by Mentz (2013:35), success in teaching and learning comes through careful planning of teaching strategy. To be able to make the teacher successful in teaching student successful in learning, planning and determining a good strategy is the important thing that should be considered by the teacher, especially in teaching reading. Based on the pleriminary research conducted by the researcher at SMA N 9 Padang, the researcher found that the strategy used by the teacher in teaching reading comprehension did not really help the students comprehend the text well.

The English teachers tend to use small group discussion as their strategy in teaching reading. The teachers explained the type of the text first, gave the text to students, divided students in some small groups and then asked them to answer several questions related to text by discussing it in their groups. The last step was the teacher and students discussed it together. In this process, the students often got confused since they did not get specific instruction in reading. They would read the text once or twice, and then tried to answer the questions. If they could not find the answers explicitly in the text, they would think that the text was difficult to comprehend. As the result, they would give up answering the questions and give them over to the rest of group members.

They had no interest to continue the reading activity and do other activities. Based on the problems above, the teacher should find an appropriate strategy in teaching reading to help the students comprehend the text well.

Related to the reading strategies used, there are many critical reading strategies that is applied in reading comprehension. Nasrollahi, et.al (2015) suggest, the critical reading strategies are Annotating, Previewing, Scan & Skimming, Facts vs. Opinions, Drawing Conclusions, Monitoring One's Own Comprehension, Summary, Paraphrase, Synthesizing and Questioning. In addition, Missori (2007) introduces seven critical reading strategies which he claims help students read critically and confidently, these strategies are: Annotating, Previewing, Contextualizing, Questioning, Reflecting, Summarizing and Evaluating an argument. The summarization is one of the most strategies used today. It helps the students to put the main points of the text together rather than outlining it by compacting an idea.

Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text and of how opinions are related to each other. According to Jones (2006:1) summarizing strategy as a reading strategy by which the reader takes larger selections of text and reduces them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. They focus on the heart of the matter. They try to find the key words and phrases that, when uttered later, still manage to capture the gist of what they have read. Pearson (2000) suggest that the summarizing strategy is a reading strategy by which the reader puts in his own words a shortened version of written material, stating the main points and leaving out everything that is not essential. Thus, summarizing is more than retelling; it involves analysing information, distinguishing important from unimportant elements and translating large chunks of information into a few short cohesive sentences. One of the studies that had been conducted by Baleghizadeh et.al (2011) examined the effect of summary strategies on reading comprehension of Iranian EFL learners. The subjects consisted of 50 intermediate female students who were divided into two groups. For evaluation, the two groups were given a reading comprehension test with 20 multiple choice questions. The result showed that the summary strategies promoted the reading comprehension of Iranian EFL learners.

Based on this, the researcher is interested in conducting a research **Summarizing Strategy on The Students' Reading Comprehension of Descriptive Text at First Grade Students' in SMA N 9 Padang.** This study is aimed at explaining how a summarizing strategy can give a significant effect on students' reading comprehension ability.

2. Review of Literature

2.1 Reading Comprehension

Reading is a crucial skill that should be acquired by students in learning English. According to Urquhart *et.al* (2010),

reading is a process of receiving and interpreting information encoded in language form via the medium of print, for getting the information from reading text, the reader should be able to encode the information to build a meaning. Moreover, Nuttal (1996) defines reading as a perceptive process in which the reader interact to the text in order to get understanding and interpreting meaning to the written symbols in the text. To get the meaning, the reader should do perceptive process. In short, reading is a thinking process to get comprehension from the written text done by the reader.

Reading comprehension is about understanding the meaning and concepts of the written texts involving some processes. Klingner *et.al* (2007:2) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word meaning, word and world knowledge and fluency. Moreover, Guthrie (2004:225) defines reading comprehension refers to the processes of constructing conceptual knowledge from a text through cognitive interaction involvement with the text. It is supported by Feng (2000:13) states that reading comprehension is a process of negotiating understanding between the reader and writer.

Reading comprehension is not an easy activity to do by the students since it is a complex process. It is supported by Merisuo *et.al* (2012) who define reading comprehension as a complex process in which the reader should combine both information from the text and their previous knowledge to construct the meaning. To comprehend the text, the reader does not only need information in the text but also their previous knowledge. Moreover, Healy (1999) defines that reading comprehension is the understanding of the written word, the contents that are being read and the constructions of the meaning of the text. In short, reading comprehension is a complex process in which the reader should be able to combine the information get from the text with their own background knowledge in order to understanding written word and contents that is being read. Another definition proposed by Grellet (1998:182) is that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. He also says that this process is classified as an active process. In short, reading involves an activity which encourages students thinking process.

There are some skills in reading comprehension, Tabrani (2008:25) mention the skills in reading comprehension which are described as follow: a quick skill to locate specific information or know the items which is called scanning, a quick reading for the general ideas of reading the passage / the organization of the text which is called skimming, reading for a complete understanding of the entire text which is called intensive reading and extensive reading means reading for main ideas of larger amount of text. While, Harmer (1991:323) mentioned some skills as strategies for comprehending a text, namely: students skill in predicting the meaning of the text; students are able to extract specific information from the text: students are able to get the general pictures of the reading text: students are able to extract the detailed information from the text: students are able to recognize the function and the discourse pattern of the text; students are able to deduce meaning from context. Clearly,

reading is an active and interactive process not passive. It needs language comprehension, cognitive ability, intellect and background knowledge and process strategies. It is also important to understand topic, main idea, details and transition. In addition, reading comprehension is a process of understanding of the reader to catch all of information in a text. Reading comprehension is also a process of analysing and evaluating of the writers opinion in written text to get some ideas.

2.2 Summarizing Strategy

Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text and of how opinions are related to each other. According to Jones (2006:1) summarizing strategy as a reading strategy by which the reader takes larger selections of text and reduces them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. They focus on the heart of the matter. They try to find the key words and phrases that, when uttered later, still manage to capture the gist of what they have read. Pearson (2000) suggest that the summarizing strategy is a reading strategy by which the reader puts in his own words a shortened version of written material, stating the main points and leaving out everything that is not essential. Thus, summarizing is more than retelling; it involves analysing information, distinguishing important from unimportant elements and translating large chunks of information into a few short cohesive sentences.

The summarizing and organizing graphically strategies in concept oriented reading instruction also provide helpful activities for students to get a better comprehension of a reading text. The students learn how to determine main idea of paragraph and find some details in a text. Guthrie (2004:12) states that summarizing helps the students recognize the main idea and supporting details without including less important information. In short, summarizing help students extract the important information from a text. Summarization is an effective learning strategy that can help students to construct and retain a succinct summary of important propositions from text'. In reading process learners before having a text- based summary, mentally summarize all the elements in to a gist. Anderson *et.al* (2011) suggested that the "Process of generating summaries helps readers build relations among concepts contained in a text as well as link these concepts to prior knowledge". Others have suggested that summarization improves comprehension by helping readers to focus attention on the more important information of a text. In addition, (Wormeli,2005,p.2) state that, "Summarization can be thought of as complex process where students spend time "restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner". In order for summarization to be effective, the student must be able to process the ideas of the passage and consider how they are related to one another. The process of generating summaries helps readers build relations among concepts contained in a text as well as link these concepts to prior knowledge. Jones (2006:2) provides for the following

procedures of how to teach reading comprehension through the summarizing strategy: The students having used selective underlining on a selection, have them turn the sheet over or close the hand out packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only read back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph. Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence. Teach students to go with the newspaper mantra: have them use the key words or phrases to identify only Who, What, When, Where, Why and How. Take articles form the newspaper and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the headless stories.

Furthermore, Pearson (2000) in this research describes the following procedures of using the summarizing strategy for teaching reading comprehension: a) Introduce summarizing to students by pointing out that they verbally summarize every day, b) Model a verbal summary by summarizing something you watched on television or a conversation that you had with a friend or another teacher, c) Point out that summaries do not include opinions, d) Have students practice verbalizing summaries or familiar or interesting topics, such as "What I did last weekend" or "What do we do during a typical school day" before summarizing written texts; e) Start by skimming the text to get an idea of what the text is about; f) Cross out sentences that are not necessary or that are redundant to help them pull out what is crucial to the message of the piece; g) Mark key words and phrases and jot down notes about the main idea; h) Instruct students to look for signal words such as *therefore, in conclusion or in summary*; i) Have them verbally summarize the nonfiction piece to a peer. Then, have them reread the text and write a summary paragraph. In the summary, students should state the text's main idea in the first sentence and include the most important information. Be sure that students have not included any opinions of their own or sentences word-for-word from the original text.

3. Methodology

The design of this research was a quasi-experimental research. According to Gay et.al (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental an control classes. In the process of teaching, the differences between experimental class and control class were only about the strategy used. The experimental class taught by using Summarizing strategy while the control class taught by using small group discussion strategy. Both of these classes were administered pre-test & post-test at the end of the study. Here, the researcher analyzed the phenomena about

summarizing strategy on the student's reading comprehension of descriptive text at first grade student's in SMA N 9 Padang at Academic Year 2018/2019.

The population of the research was the students at grade X of SMA N 9 Padang in academic years 2018/2019. There were 3 classes and total numbers of students were 96. This research was conducted in two classes chosen as samples, one as experimental class and another as control class. Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2011; 142). The procedures of deciding the experimental and control class were applied before taking the samples.Firstly, the researcher did the normality and homogeneity testing of the population from the result of reading test. The formula was used to test normality of the population was Lilliford formula, while homogeneity test used Barlett formula. Then, because of population are distributed normally and homogenously, the lottery was used take the sample. The first chosen was class X IPS I and it was decided as experimental class which was taught by using Summarizing strategy. Then, the second class was X IPS III and it was decided as control group which was taught by using Small group discussion strategy.

Reading test was given to measure the students' reading ability. The test itself is in the form of multiple choices. The text reading comprehension were taken from the students' book and story book. The text consist of 40 items which were developed based on the indicators of descriptive text and it was tried out to the students. Before giving post-test to the samples, the instruments was tried out to other group which had similar capability to both experimental and control group to know the validity, reliability, difficulty index and discrimination index of the instrument before it was assigned to the sample groups. In this case, try-out class was X IPS 2 students. Then, the instrument was analyzed know the significance off the test items.

The following procedures are as follows: Reading comprehension test were validated using content validity by an expert. Then, treatments were given to both experimental and control class. The experimental class was taught by using Summarizing strategy and control class was taught by using small group discussion strategy. Before testing the hypothesis, the data have been analyzed prerequisite analysis which was test of normality and homogeneity. The normality testing was done to see whether the data collected from both experimental and control group are normally distributed or not. It was analyzed by using Liliefors test. The purpose of homogeneity test was to see whether the data taken from same population were homogenous or not. The homogeneity test was analyzed by Variance test (F-test). Hypothesis testing was carried out with technique analysis that was managed by using t-test. It was used to test the hypothesis in order to know the differentiation of students score between experiential and control class.

4. Finding and Discussion

The Effect of Summarizing Strategy on The Students' Reading Comprehension at Tenth Grade in SMAN 9 Padang

The data analysis of reading comprehension was taken from the results of the students reading comprehension test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using Summarizing strategy and the control class was taught by Small group discussion techniques. The data of reading comprehension test was analyzed by using Ms Excel. After analyzing, the maximum score of students reading comprehension in experimental class is 100 and the minimum score is 55. The mean score is 77,70, the standard deviation is 13,32 and the variance is 177,61 (see appendix 24). While, the maximum score of students reading comprehension in control class is 92 and the minimum score is 40. The mean score is 63,59, the standard deviation is 13,29 and the variance is 176,76. Based on analysis, it was found that the score of the students reading test in experimental class was higher than the mean score of students reading test in control class, it is shown in the following table.

Table 1: The Summary of Students' Reading Comprehension Test in Experimental and Control Class

Class	N	Mean	Max	Min	SD	Var	Sum
Experiment	31	77,70	100	55	13,32	177,61	2409
Control	32	63,59	72	40	13,29	176,76	2035

The table above shows, the students' who are taught by using Summarizing strategy get better reading comprehension of descriptive text than the students' who are taught by using Small group discussion strategy.

The normality and homogeneity of students' reading comprehension score were tested. Then, the hypothesis was tested by using t-test formula.

a) Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. After analyzing, the value of $L_{observed}$ in experimental class is 0,0826. In the control class, the value of $L_{observed}$ is 0,9119. Based on analysis normality testing of students' reading comprehension test in experimental and control class is shown in the following table.

Table 2: Summary of Normality Testing from Students' Reading Comprehension Test in Experimental and Control Class

Class	N	$L_{observed}$	L_{table}	Data Distribution
Experimental	31	0,0826	1,59	$L_{observed} < L_{table}$normal
Control	32	0,9119	1,363	$L_{observed} < L_{table}$normal

The table above shows the data analysis of students' reading test in experimental and control class was normally distributed. It is because the value of $L_{observed}$ is lower than L_{table}.

b) Homogeneity Testing

The homogeneity testing is used to find out whether the data in both experimental and control classes are homogeny or not. After analyzing, the value of $F_{observed}$ was 0,86 and F_{table} was 4,00 with significance 0.05. The data analysis is shown on the table below.

Table 3: Summary of Homogeneity Testing of Students' Reading Comprehension Test

Variable	Fobserved	Ftable	Conclusion
Reading Comprehension Test	0.159	0.33	Homogeneous

The table above shows, the value of of $F_{observed}$ of the students' reading comprehension was lower than the value of F_{table}. It indicated that the variance of those groups of data analysis were homogeneous. For the detailed procedure of homogeneity testing analysis.

c) Hypothesis Testing
In this study, the hypothesis 1 are tested by using T-test formula.

H_a : The students who are taught by using summarizing strategy get better reading comprehension of descriptive text than the students who are taught by using small group discussion strategy.

H_o : The students who are taught by using summarizing strategy do not get better reading comprehension of descriptive text than the students who are taught by using small group discussion teaching strategy.

H_o was accepted if $t_{observed}$ was lower than t_{table} and H_o was rejected when $t_{observed}$ was higher than $t_{table.}$. After analyzing, the mean of students' reading test in experimental class is 75,00, meanwhile the mean score of control class is 63,00. Then, $t_{observed}$ is 6,56, which is higher than t_{table}. The data analysis of reading comprehension by using t-test in both experimental class and control class can be seen in the table below.

Table 4: Summary of T-test Analysis of Students' Reading Comprehension in Experimental and Control Class

Data	Technique	
	Summarizing Strategy	**Small Group Discussion**
N	31	32
$\overline{X}$	75,00	63,00
SD	177,61	58,34
$t_{observed}$	6,56	
t_{table}	2,00	
Df	31+-32-2=61	
Conclusion	$t_{observed} > t_{table}$ (6,56 > 2,00)	

The table above shows the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It shows the students who are taught by using summarizing strategy have better reading test than those who are taught by using small group discussion technique in reading test.

Based on the findings which were gotten from data analysis of students' reading test, the hypothesis indicate that using Summarizing strategy was effective to the students than Small Group Discussion Techniques.

The Students' who are taught by using Summarizing strategy get better reading comprehension of the descriptive text than the students who are taught by using small group discussion techniques

The high score of students' reading test in the experimental class was 100,00 and in the control class was 72,00. It was found that, the implementation of Summarizing strategy gave better result to the students' reading skill on descriptive text than Small Group Discussion techniques. In the teaching process of Summarizing strategy help the students to construct and retain a succinct summary of important propositions from text'. It is supported by Anderson et,al (2011) suggested that the "Process of generating summaries helps readers build relations among concepts contained in a text as well as link these concepts to prior knowledge". The process of Summarizing strategy also improves the students reading comprehension by helping readers to focus attention on the more important information of a text. In addition, (Wormeli,2005,p.2) state that,"Summarization can be thought of as complex process where students spend time "restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner". In order for summarization to be effective, the student must be able to process the ideas of the passage and consider how they are related to one another.

In addition, the students also get better critical thinking in reading descriptive text through the activities of making Summarizing strategy in the fourth procedure. First, The students having used selective underlining main idea. Second, the students write successively shorter summaries. Third, have them use the key words or phrases to identify only Who, What, When, Where, Why and How. The last, Take articles form the newspaper and cut off their headlines. When the students are consciously aware of the different sources of information available to summarize, they become active in their reading and thinking and their critical thinking will be improved. It is supported by Nasrollahi, *et.al* (2015) who states that Summarizing strategy make the students think at a higher level for the getting ideas in the texts. In short, Summarizing strategy is confirmed having great value in increasing students' critical thinking as well as their comprehension toward descriptive text because it provides the easy way and it also makes the students more active in summarize a text.

5. Conclusion

Based on the findings and discussions, several conclusions can be drawn as follows: The students who are taught by Summarizing strategy had better reading comprehension of descriptive text than those who are taught by using Small Group Discussion strategy at grade first of SMA N 9 Padang. The Summarizing strategy is emphasized on helping students in getting understanding of descriptive text by giving clear instruction. In addition, students also get better critical thinking in reading descriptive text.

6. Implication

The result of this research has some implications for the teacher in teaching English especially teaching reading. Based on the result of the research, Summarizing is effective for teaching reading, especially for teaching reading descriptive text. The finding convey some implications for the teachers and students: Summarizing is effective strategy for teaching reading where the English teachers are encouraged to use it in teaching reading comprehension. English teachers are encouraged to use Summarizing to students who have low reading interest in comprehending the reading text because it offers sequential steps of reading. One of the steps cannot be dismissed or the students should follow that all steps to gain deeper comprehension.

7. Suggestion

Based on the findings and conclusions and implications above, the are some suggestions as follow: It is suggested to English teacher to use Summarizing strategy since it gives benefit to the students. Summarizing strategy help them discover the ideas from a variety of perspectives. The students can stimulate their way of thinking about the topic. It is hoped that the next researcher can develop this research on larger population and sample in order to get knowledge and the empiric data. This research only limited on descriptive text. It is suggested to conduct a research about students' reading comprehension on other types of texts such as new item, procedure, report and narrative text.

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