

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
SUMMARIZING ACTIVITY AT SECOND GRADE OF SMP
MUHAMMADIYAH 1 SENDANG AGUNG LAMPUNG TENGAH**

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan dalam kemampuan membaca siswa dan aspek membaca apa yang paling meningkat. Penelitian ini merupakan penelitian kuantitatif. Sasaran penelitian ini sebanyak 25 siswa SMP. Tes membaca digunakan sebagai alat untuk pengumpulan data. Hasil menunjukkan bahwa terdapat peningkatan peningkatan yang signifikan kemampuan membaca siswa dengan tingkat signifikan $0.0 < 0.05$. Hasil dari penelitian ini mengindikasikan bahwa *summarizing activity* dapat meningkatkan kemampuan membaca siswa.

Abstract. The aims of this study were to find out whether there was a statistically significant improvement of students' reading comprehension ability. This research was quantitative research. The subjects of this research were 25 junior high school students. The reading test was administrated as the instrument of this research. The result showed that there was a statistically significant improvement of the students' reading comprehension ability with the significant level $0.00 < 0.05$. The result of this research indicates that summarizing activity can improve students' reading comprehension.

Keywords: teaching reading, reading comprehension, summarizing activity.

INTRODUCTION

Reading skill is an important skill for the students because reading skill leads the students to be more sensitive to the particular information. Through reading skill, the students can get information which is important for them from the world wide. It also helps the students to think deeply about the idea of the text. In other words, reading skill will help the students have sharp thoughts. There are some reasons why reading skill is important for the students. First, students need to read for academic purposes, because most of the materials are presented in written texts so it is a must for the students to have good ability in reading text. Then, the students need to read for their daily life. To get information about everything in our daily life we have to read, because media social mostly provide the information in written text, such as magazine, newspaper, online media, etc.

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek & Espin, 2012). In reading the reader can make the internal interpretation based on their cognitive processes and background knowledge. Considering the importance of reading skill, the teacher should use the technique which is efficiently helping students to comprehend their reading skill. The reading activities in the classroom should be meaningful for the students.

There are some types of reading strategies according to Suparman (2001) that can be applied in teaching reading comprehension; some them are repeating and note taking. that can be applied by using summarizing activity. By using this technique, the students need to read the whole text in order to make a summary. This activity facilitates the students to understand the whole text and construct the meaning of the text. There are some researchers who applied summarizing activity in order to increase students' reading comprehension achievement.

Purwandani (2015) conducted a research about solving students' problem in getting the point of the text of third grade students. She focused on reading narrative text. The result showed that by using summarizing activities in teaching reading, the students can get the point of the text easily.

The other opinion is stated by Nelson et.al. (1992) that investigate the use of summarizing to teach students who have disability in learning. The effects of a summary skills learning strategy on the comprehension of science text were examined with 5 elementary-age urban minority special education students in a summer remedial program. The strategy produced clear improvement in the comprehension of science text, which was associated with similar improvements in the completeness of the written summaries. The students reported that the summary skills strategy was effective for helping them understand science text.

Furthermore, Kathayut and Premin (2011) conducted a research about the effective Indicators of reading comprehension. It conducted in Junior high school and he found that the students still have difficulties in finding main idea and writing the summaries. In this case, he used summarizing technique to overcome the problem and the result shows that summarizing techniques have obvious effects to the subjects' reading comprehension and their summaries especially in cases of finding the main ideas, committing plagiarism and committing distortion.

If learners have opportunity to practice more about summarizing, they will better improve their reading comprehension and summary writing ability.

Further researches have investigated the use of summarizing technique in improving students' reading comprehension. Considering the results found by the previous researchers, the writer was interested to conduct a research entitled "improving students' reading comprehension through summarizing activity of second grade students of SMP Muhammadiyah 1 Sendang Agung"

METHODS

This research was quantitative research in which one group pre-test and post-test design was used. The researcher used T1 X T2 to find out the difference of students' reading comprehension before and after being taught through summarizing activity. This study was conducted at the second grade of SMP Muhammadiyah 1 Sendang Agung Lampung Tengah. The population of this research was the second grade students of which consist of two classes, those are VIIIA and VIIB. The sample of this research was VIIB which consisted of 25 students. The instruments that were used to collect the data were reading test and questionnaire. The reading test consists of 30 items and the questionnaire consists of 10 items. The pre-test was administered before the treatments while the post-test administered after the treatments. To find out the students' responses the researcher gave the questionnaire to the students after the post-test. The students' scores from pre-test and post-test were analyzed by using t-test of SPSS 17 program. The gained data were analyzed by the repeated measure T-test.

RESULTS

To determine the students' basic reading ability before the treatment, the researcher administered the pre-test for experimental class in 60 minutes. It was administered to and involved 25 students of VIII A. There were 30 items to test the objective reading. The mean score of the pre-test was 42.57. The highest score of the pre-test were 63 and the lowest score was 11.

After conducting three treatments to the students, the researcher administered the post-test to determine whether there was an increase of students' reading comprehension or not. There were 30 items answered in 60 minutes. The mean score of post-test was 74.21, the highest 93 and the lowest was 36. The gain from the pre-test and post test was 31.24.

Table 1 Difference Score of Pre-test and Post-test

	Mean	N	Std. Deviation	Std. Error
Pair 1 Pretest	39.0400	25	13.06866	2.61373
Posttest	69.7200	25	15.35014	3.07003

The table above shows the mean score in pre-test and post-test from 25 students. The mean score of pre-test was increased from 39.04 up to 69.72 after being taught using summarizing activity with gain 30.68.

Table 2 Analysis of Output Pre-Test and Post-Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-3.06800E1	7.20948	1.44190	-33.65593	-27.70407	-21.278	24	.000

Based on the table above sig. (2-tailed) is .000, $< \alpha$ ($p < 0.05$, $p = 0.000$). considering the criteria to analyze the hypothesis, t-ratio is higher than t-table: H_1 is accepted and the contrary t-ratio is lower than t-table: H_0 is accepted. Based on the table above, t-ratio is 21.278 and t-table is 2.063, $t\text{-ratio} > t\text{-table}$ ($21.278 > 2.063$) means that t-ratio is higher than t-table and H_1 is accepted.

Table 3. The Improvement of Reading Aspects

Aspects Of Reading	Pretest (%)	Posttest (%)	Increase (%)
Main Idea	34	61	27
Specific Information	46	60	14
Reference	46	55	9
Inference	35	52	17
Vocabulary	47	56	9

From the result above can be seen that the implementation of summarizing activity can improve all aspects of reading. The aspects of reading that improve the most is main idea with increase 27%.

DISCUSSION

Reading is an activity to get information presented in the text. It is an activity to interpret the text. Reading is an interactive and complex process, the information inferred by the written language, and the reading situation context is constructing meaning (Dutcher, 1990). In line with Dutcher, Celce-Muria (2001:154) states that reading is a complex, interactive process. Reading involves a text, a reader and a social context in which reading takes place. In reading, meaning is constructed through interpretation of written symbols that represent language. According to Nuttall (1982) there are five aspects of reading which the students should understand in order to comprehend the text, those are determining main ide, finding specific information, reference, inference and vocabulary. In line with this theory, the researcher also found that this study can help the students to increase their skill in comprehend those five aspects of reading. It can be seen from the answer of students in the first treatment. The researcher found that students still have difficulty in finding the point of a text. In the first treatment, they just copied the text and made it shorter as their summary, but they did not really understand the point of the text. It was proved by their answers in reading

test that were related to the text. In the second treatment, the students had understood how to summarize, they started to use their own words but they still have difficulty in answering the questions. While, in the last treatment the students had become easier to make summary and to answer the question.

It is also proved by the result of the scores of five reading aspects in pre-test and post-test. The result shows that the scores of post-test are higher than pre-test. Besides, summarizing activity also leads the students to read the whole text and to interpret the text based on their understanding. It can be seen while the researcher conducting the treatments, the students got fewer mistakes at the end than the beginning of the research. During the treatments, researcher helped the students make summary and investigate the five aspects of reading. In the first treatment, the researcher asked the students to work in group of five in order to help them make summary and understand the text by cooperating with some friends. In the second treatment, the researcher asked the students to work in group of two. The researcher tried to lessen the member of the group in order to train the students to think deeper about the text. The result was good, although they only worked with one friend but their result was better than the first treatment. In the last treatment, the researcher asked the students to make summary and answer the question individually. The result was also good, they could make summary based on their own word and answer the questions correctly.

Kathayut et.al (2011) conducted a research about the effective indicators of reading comprehension. He used summarizing technique in his research. The finding shows that if learners have opportunity to practice more about summarizing, they will be better in improving their reading comprehension and summary writing ability. It supports the data that was found by the writer. The results show that this technique gives more opportunities for the students to practice more about summarizing which is in group, pair, and individually. Purwandani (2015) conducted a research about solving students' problem in getting the point of the text. She focused on reading narrative text. The result shows that by using summarizing activities in teaching reading, the students can get the point of the text easily. In line with Purwandani, in this study the researcher found that all of the aspects of reading got increased.

Furthermore, Nelson et.al. (1998) conducted the qualitative research about the effect of teaching summarizing strategy to students identified as learning disabled on their comprehension of science text. The finding shows that the strategy produced clear improvement in the comprehension of science text, which was associated with similar improvements in the completeness of the written summaries. They become productive learners while they are summarizing the science text. In line with this, the researcher also found the students strongly agree that *summarizing activity* encourages them to be settled and engaged in purposeful and productive activities.

CONCLUSIONS

Summarizing activity is good to improve students' reading comprehension. There is a significant difference of students' reading comprehension before and after

being taught through summarizing activity. It can be seen from the mean score of pre-test (39.04) and post-test (69.72). Summarizing activity can be used by the teacher to improve students' reading comprehension especially in determining main idea of the text. Based on the result of the research, determining main idea, finding specific information, inference, reference, and vocabulary increase but the highest increase is in aspect of determining main idea.

SUGGESTIONS

Based on the findings, it is recommended that English teachers should use the summarizing activity in teaching reading in order to increase students' reading comprehension. They should use summarizing activity especially to improve students' reading ability especially in finding main idea. Further researchers should use summarizing activity as the teaching method in listening skill, since reading and listening have similar aspects.

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