

**THE CORRELATION BETWEEN STUDENTS' ABILITY IN
SUMMARIZING AND THEIR READING COMPREHENSION AT
UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
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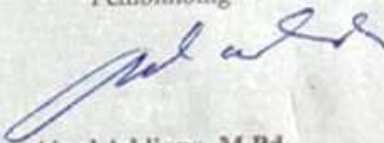
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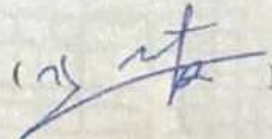
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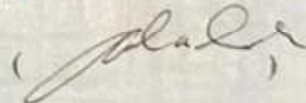
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ABSTRACT

Putri, Saskia Maharani. 2024. The Correlation Between Students' Ability in Summarizing and Their Reading Comprehension at Universitas Negeri Padang.

This study aimed to determine the relationship between students' summarizing skills and their reading comprehension at Universitas Negeri Padang. A quantitative correlational research design was used. The study population consisted of all English Language Education Program students from K1-K5 (2021). To select the sample, this study used simple random sampling and 40 students were selected as the sample of this study. The research employed a summarizing test and a reading comprehension test, the latter of which incorporated IELTS reading materials. Data analysis was conducted using Pearson Product Moment Correlation through IBM SPSS Statistics 25. The results showed that students' ability in summarizing and reading comprehension had a very low negative correlation with a value of 0.067, while the sig. (2 tailed) with a value of 0.679 which is higher than sig. 0.05 which meant that the null hypothesis was accepted. This shows that students' ability in summarizing and their reading comprehension have no correlation or a very low negative correlation.

Keywords: *Correlational Study, Students' Ability in Summarizing, Reading Comprehension*

ABSTRAK

Putri, Saskia Maharani. 2024. The Correlation Between Students' Ability in Summarizing and Their Reading Comprehension at Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui hubungan antara kemampuan meringkas dan pemahaman membaca mahasiswa di Universitas Negeri Padang. Penelitian ini menggunakan desain penelitian korelasional kuantitatif. Populasi penelitian terdiri dari seluruh mahasiswa Program Pendidikan Bahasa Inggris dari K1-K5 (2021). Untuk memilih sampel, penelitian ini menggunakan simple random sampling dan 40 mahasiswa terpilih sebagai sampel penelitian ini. Penelitian ini menggunakan tes meringkas dan tes pemahaman bacaan, yang mana tes tersebut menggunakan bahan bacaan IELTS. Analisis data dilakukan dengan menggunakan Korelasi Pearson Product Moment melalui IBM SPSS Statistics 25. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam meringkas dan pemahaman bacaan memiliki korelasi negatif yang sangat rendah dengan nilai 0.067, sedangkan nilai sig. (2 tailed) dengan nilai 0.679 yang lebih tinggi dari sig. 0.05 yang berarti hipotesis nol diterima. Hal ini menunjukkan bahwa kemampuan siswa dalam meringkas dan pemahaman bacaan mereka tidak memiliki korelasi atau korelasi negatif yang sangat rendah.

Kata kunci: Studi Korelasional, Kemampuan Mahasiswa di Summarizing, Pemahaman Membaca

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CHAPTER I

INTRODUCTION

In the chapter the researcher is concerned with the background of the problem, the identification of the problem, the limitation of the problem, the formulation of problem, the research questions, the purpose of the problem, the significance of the study, and the definition of the key terms.

A. Background of the Problem

Students need ideas and express their thoughts in writing. Furthermore, Pahmi and Yoskavia (2016) said that writing is one of the language skills that should be learned and mastered with describing ideas, opinions, and arguments in written form. In the case of EFL students, these skills significantly impact their achievement in learning activities. Students have to understand the material in English which requires high comprehension because English is a foreign language. According to Hijazi (2018), learning English as a foreign language is difficult to accomplish which requires more than just deriving meaning from isolated words. Furthermore, Shanahan et. al. (2018) claim that students who read frequently have a wider vocabulary and better writing skills. Then, students are not only required to understand the material but also write academic texts that rely heavily on reading and writing skills.

In addition, summarizing is a form of academic writing studied in English to understand the content of a text that is interpreted by students and written using their own sentences. In this study, summarizing is referred to as summarizing in reading because it focuses on students' reading comprehension to see how good

they are at understanding and remembering the material provided. Nurhayati, et al (2018) said that summarizing guides students to understand reading by removing unimportant parts of long texts and writing down the important points of the reading material. Furthermore, summarizing can help to measure how good reading comprehension students have by looking at the results of summarizing. Nurhayati and Fitriana (2020) stated that summarizing can increase motivation in learning activities and make it easier to understand reading text. Summarizing is also the most frequent activity during lectures because each material requires a summary to make it easier for students to understand the material.

English Education Program students at Universitas Negeri Padang have an Academic Writing course that requires writing and reading skills that must be mastered. This is because in the course there is material about summarizing which focuses on scientific texts such as essays and journal articles that need good reading comprehension. The relationship between students' ability in summarizing and their reading comprehension is a polemic that often occurs in academic grades, especially for EFL students. Mokkedem and Houcine (2016) claim that students who can understand the reading appropriately can summarize properly. Furthermore, reading comprehension is one of the skills that must be acquired by students in learning English as a foreign language, because the purpose of learning English is to make students understand and recognize the contents that must be mastered. In this case, the low reading comprehension of students is very influential on the summarizing that students will write.

Based on the researcher's personal experience, when in class it was found that some students wrote summaries that were not used in their own words and tended only to rewrite the vocabulary contained in the text. Cho (2012) revealed that poor summarizers have difficulty writing using their own words and good summarizers have difficulty identifying and stating the main idea. This was also experienced by the researcher when summarizing as an assignment and it took a lot of time to determine the main idea of the text. Based on Walker (2016), reading and writing have a strong correlation with each other and someone who has one good skill among the two must be good at the other. Therefore, the difficulty indicates that someone has low reading comprehension because the two abilities are correlated with each other. According to Stotsky quoted in Cho (2012), good writers read more often than poor writers, meaning that good writers are good readers who are able to write grammatically correctly. In addition, poor summary writing skills in the Academic Writing class had an impact on the Critical Reading and Thinking class. When the researcher was in the class, the researcher found that not a few students had difficulty answering questions on the reading section in IELTS practice. As a result, it is possible to conclude that students reading comprehension does not reach an objective that is related to the skill that should be having at a high level (university), and this has been carried out since the previous grade.

In reality, certain students find it difficult to summarize the material they are studying. Chayani and Fitrawati (2020) conducted a quantitative descriptive study in the Critical Reading class that measured students' abilities to summarize reading passages. The results showed that students' ability to summarize was categorized at

an average level with the mean score of the students was 65.8. Based on the level, students' ability to summarize still needs to be improved because most students had difficulties with vocabulary and grammar. In addition, students had problems identifying the main idea and using their own words to form sentences. This finding is confirmed by the classification of students' abilities, where 45% scored between 55-65% and 55% scored between 66-79%. The average score for summarizing the reading collected by students was 65.8.

In addition, Sari, et al (2020) also investigated research on a comparative study of the effect of two strategies on student reading comprehension. The results of the study showed that summarizing was ineffective for students' whole reading comprehension. Therefore, the summarizing strategy has not been thoroughly applied to the teaching-learning process due to the current online learning situation caused by the Covid-19 pandemic. This strategy was originally meant to be applied face-to-face in the classroom, but the online format may have limited its effectiveness. However, summarizing strategy was effective in determining the main idea with a value of 0.002. The researchers also pointed out that students should improve their reading comprehension outside class to support their summary writing skills. This is because EFL learners need to understand what they read so that they can get their ideas out in the form of summarizing.

There are many previous studies that discuss about summarizing, but they have different outcomes compared to the studies mentioned earlier. The research was conducted by Fadhilah (2018) which was identified the relationship between summary writing and reading comprehension among eleventh-grade students at

Darul Hikmah Islamic Senior High School in Pekanbaru found a significant correlation between the two variables. It can be seen based on the average score on students' ability to write a summary, which is 71.00, and the average value of students' reading comprehension, especially in analytical exposition text is 68.23. The data revealed no significant difference in students' summary writing ability and reading comprehension scores for analytical exposition texts which means it has a good level.

Research on the same topic was also done by Aghazadeh, et al (2022) in Urmia regarding the comparison of the effectiveness of peer-mediated and individualistic task performance in training students in oral and written summarizing strategies and reading comprehension. Research has shown that teaching students to summarize both verbally and in writing can significantly enhance their reading comprehension in English. These findings are consistent with earlier research, emphasizing the benefits of summary writing for improving students' reading skills. This is due to active student engagement that forces students to actively engage with the text and their metacognitive processes that help them make decisions about the information to include.

Based on some of the previous studies above, the researcher considers that some of the previous studies that discuss the correlation between two variables which are summarizing and reading comprehension are examined at the secondary school level while there are few studies at the university level. Moreover, this study will discuss the density of the summaries they write by looking at several indicators. Then, this study correlates students' ability in summarizing and their reading

comprehension through a test that uses the same text, and the test used is the IELTS test which has international standards for measuring English language skills. Therefore, the researcher intends to conduct a study entitled “The Correlation between Students’ Ability in Summarizing and Their Reading Comprehension at Universitas Negeri Padang.”

B. Identification of the Problem

Based on the background of the problem above, researchers can find several problems faced by students in summarizing ability. First, some students have difficulty with summarizing, even though some studies show improvement. Second, poor summarizing skills can hinder academic learning. Third, students' reading comprehension has a considerable impact on their summarizing process because students must understand the content of the text explicitly or implicitly. Students who do not understand the text correctly may not be able to make a concise summary due to difficulties in reading comprehension.

C. Limitation of the Problem

The research is concerned with the topic to be studied that reveal the correlation between students’ ability in summarizing and their reading comprehension on EFL students at Universitas Negeri Padang, therefore the researcher will limit the research to the problem identification.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the researcher concerns the correlation between students’ ability in summarizing and their reading

comprehension in university level. The research problem can be formulated into “is there any relationship between students' ability in summarizing and their reading comprehension at Universitas Negeri Padang?”.

E. Purpose of the Research

Based on the problem formulation above, the purpose of this study is to determine the relationship between students' ability to summarize and reading comprehension at Universitas Negeri Padang.

F. Significance of the Research

The significance of this research has types, namely theoretically significance and practically significance. The results of this study as the theoretically significance is expected to be able to increase knowledge about the correlation between students' ability in summarizing and their reading comprehension. Then, the practically significance in this study is for lecturer and students.

- a) English Language Education lecturer at university get information about the correlation between students' ability in summarizing and reading comprehension.
- b) Students are expected to be able to improve to their abilities in summarizing related their reading comprehension.

G. Definition of The Key Terms

1. Summarizing

Summarizing is an activity to write important points of a material without changing the existing meaning and maintaining the objectivity of the information conveyed.

2. Students' ability in summarizing

Students' ability in summarizing is an intelligence of students that generates relevant information by shortening the long text with their own words based on the original source.

3. Reading comprehension

Reading comprehension is an activity to process finding and interpreting the information contained in the text by the reader.