

**AN ANALYSIS OF STUDENTS' ABILITY IN SUMMARIZING READING
PASSAGE IN *CRITICAL READING* CLASS**

Thesis

*Submitted as Partial Fulfillment of the Requirements to obtain the Bachelor of
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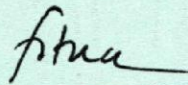
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ABSTRAK

Chayani, Dwi. 2020. *An Analysis of Students' Ability in Summarizing Reading Passage in Critical Reading Class*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa Bahasa dan Sastra Inggris tahun 2017 dalam membuat ringkasan terhadap sebuah teks reading di mata kuliah *Critical Reading*. Penelitian ini adalah penelitian deskriptif kuantitatif. Sampel penelitian ini berjumlah 27 mahasiswa yang dipilih menggunakan teknik cluster random sampling. Instrumen yang digunakan dalam penelitian ini adalah tes. Siswa diberikan sebuah teks reading, yang berjudul "Euthanasia" terdiri dari 5 paragraf sebanyak 671 kata. Siswa diminta untuk membaca teks tersebut, dan kemudian menuliskan ringkasannya. Data penelitian ini berupa interpretasi dari hasil tes siswa. Berdasarkan analisis data, ditemukan bahwa kemampuan mahasiswa dalam membuat ringkasan adalah sedang/rata-rata. Hal ini dibuktikan oleh seluruh siswa hanya mampu mendapatkan nilai antara 55-79%. Hal ini dikarenakan sebanyak 24 (89% dari 27 siswa) siswa memiliki kesulitan dalam pemilihan vocabulary dan paraphrasing. Mereka memiliki kosa kata yang terbatas dan tidak bervariasi. Kemudian, sebanyak 17 (60% dari 27 siswa) siswa mengalami kesulitan pada grammar. Mereka cenderung terbiasa menulis kalimat dengan menggunakan pola struktur grammar yang salah. Serta sebanyak 15 (55% dari 27 siswa) merasa kesulitan dalam menentukan main idea.

Kata Kunci: kemampuan, ringkasan, teks reading, *critical reading*.

ABSTRACT

Chayani, Dwi. 2020. *An Analysis of Students' Ability in Summarizing Reading Passage in Critical Reading Class.* Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This research aimed to find out the ability of English Department 2017 academic year in summarizing a reading passage in *Critical Reading* class. This research is descriptive quantitative research. The sample of this research is 27 students selected using cluster random sampling. The instruments used in this research were summary writing test. Students were given a reading passage, entitled "Euthanasia" consisting of 5 paragraphs with 671 words. Students were asked to read the text, and then write a summary. Based on data analysis, it was found that the students' ability in summarizing a reading passage was average. It is proved by all students only able to get scores between 55-79%. This is because as many as 24 (89% of 27 students) students had difficulty in the vocabulary and paraphrasing. They have limited vocabularies. Then, as many as 17 (60% of 27 students) students had difficulty with grammar. It is because they tend to write sentences in incorrect structure. Last, as many as 15 (55% of 27 students) had difficulty to determine the main idea.

Keywords: ability, summary, reading passage, *critical reading*.

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CHAPTER I

INTRODUCTION

A. Background of the problem

In English Department Universitas Negeri Padang, *Critical Reading* becomes one of the subjects that should be taken and passed by the students. It is because that subject will show the students' level of reading skills. *Critical Reading* is the highest level of students' reading skills since it needs multiple cognitive activities. It means that students apply certain processes, models, questions, and theories that result in enhanced clarity and comprehension. In addition, *Critical Reading* involves using logical and rhetorical skills. *Critical reading* is more than just satisfied with what a text says, but it also reflects what the texts explain, and analyze what the text actually means, in the context of research.

One of the topics on the *Critical Reading* syllabus is summary. It means that summary writing is taught by the lecturers along the class. Teaching students to summarize not only improves the quality of their written summaries but also their overall comprehension in content areas (Duke & Pearson, 2002; Taylor & Beach, 1984). The ability to reinterpret and reconstruct for improved clarity and readability is also a component of *critical reading*.

Critical Reading is an important precursor to writing. Most of the students, through their academic life, have to condense information from lectures, journals,

textbooks, etc, in their disciplines in order to fulfill certain assignments in their own field of the study (Juan & Silveira 1998). As line with this, Wichadee (2013) said that summarization skill is deemed important in higher education level because students always use it to condense information from journals, textbooks and other bibliographical sources in their fields. Because the students often assigned to write a summary about what they have learned or read, summarizing assumed as the best way to see whether students understand the whole reading passage or not.

In addition, in the college, summarization is one of the essential academic skills to be mastered since it can be assumed as a tool to see students' comprehension of a reading text. Comprehension and summary skills are highly essential to the success of a student for academics as well as all-round exploits (Olatunji, 2014). Schumm (2006) said that the comprehension process involves an understanding of words, and how those words are used to create meaning, which involves contextualizing, analyzing, synthesizing, and evaluating words that construct the reading itself. In addition, National Institute of Child Health and Human Development (2000) mentioned that summarization is considered to be one of the effective strategies in improving reading comprehension, besides prediction, concept mapping, question/questioning.

Summarization, a higher-level comprehension strategy, can improve long-term retention of information that impacts positively on students' learning in content areas (Rinehart, Stahl, & Erickson, 1986). Therefore, teaching students how to summarize can provide challenging instruction requiring higher-order thinking skills which may

have beneficial results in multiple areas. It is because summarization has been shown to significantly impact student achievement (Armbruster, Anderson & Ostertag, 1986; Bean & Steenwyk, 1984; National Institute of Child Health and Human Development, 2000).

Good and poor readers did differ in what they considered important, in what they included in their summaries and in how they transformed the original text. Sensitivity to the importance and efficient use of the transformations were significantly related to the ability to produce summaries (Winograd, 1983). Thus, it is important to have good summarization strategies in order to determine what to include and eliminate, how to organize information and how to ensure that the summary retains the meaning of the original text (Idris, Baba, & Abdullah, 2007).

However, writing a summary is not something that can be done easily by the students. It needs multiple cognitive activities such as reading and understanding a text, identifying relevant content, and generating a short version of it or collectively known as summarizing (Idris et al, 2007). In addition, research done by Bulut & Akyol (2019) illustrated that summaries are used to transfer the maximum amount of information within the minimum area, so they play an important role by providing gains in time and space.

Since then, many researchers have conducted studies related to summarization. Bennett and Hinde (2015) list the ability to organize ideas in summary form as an

essential process for learning social studies. For instance: Braxton (2009), Shokrpour (2013), Khoshsima, Rabani, and Nia (2014), Khathayut & Karavi (2011), Mokeddem (2016), Huan & Ngan (2017), done research about the relation of summarization towards students' reading comprehension ability. The more students comprehend text that they read, the more good their summary.

Wichadee (2013), Michelle Mendoza Nebres (2016), Pecjak & Pircb (2018), done research about a strategy to develop summarizing ability. Those studies showed that there are some strategies that can develop students' summarizing ability such as through collaboration: a comparison between online wiki group and conventional face-to-face group, a Self-Regulation Study Strategy, Intervention Programme Effects. Meanwhile, Robin A. Belue, James Martinez, Regina Suriel, Ellice P. Martin (2018) done research about summarization instruction. The research showed the importance of summary writing in an instruction to see whether the students understand the material well in Summarizing Instruction in 11th-Grade U.S. History Course.

However, as explained above, those studies are not focused to examine the students' ability in summarizing. Yet, there is a thesis entitled "Students' Ability in Writing Summary at English Education Department STKIP Qamarudin Gresik" by Rizki Maulidah (2018) which is quite similar to this research. Yet, the thesis was conducted without paying attention to specific subjects or courses. Therefore, this study was conducted to find out the students' ability in summarizing a reading passage in *critical reading* class (CRC).

B. Identification of the problem

Based on the background above, the students' ability in summarizing a reading text still needs attention. As we know, to write a summary of a reading text is not as easy as we imagine. There are some issues that can be discussed about students' summary ability. For instance, skills that are involved in summarizing, such as reading and writing, the difficulties faced, and the technique used by students when summarizing a passage. Moreover, the researcher would like to do research in order to know the students' ability in summarizing a reading passage.

C. Limitation of the problem

To simplify the study, the writer focuses on analyzing the fifth semester of the English Department at Universitas Negeri Padang students' ability in summarizing a reading passage. The analysis is based on what they have written in their summary towards a reading text given.

D. Formulation of the problem

Related to the focus of the problem above, the problem is formulated as follows:
"How is the ability of 5th semester of English Department at Universitas Negeri Padang students in summarizing a reading passage?"

E. Research Questions

Based on the formulation of the problem above, the research formulated the problems as follow:

1. How is the students' ability in summarizing a reading passage?
2. What are the students' difficulties in writing summary?

F. Purpose of the Research

1. To find out the students' ability in summarizing a reading passage.
2. To find out the students' difficulties in writing summary.

G. Significance Of The Study

It is expected that the research gives the improvement teacher, students, and reader later. For the teachers, the result of the study can remind the lecturers to guide the students to improve their ability in summarizing a passage. For the students, it can measure their ability in writing summary whether their ability is high, average, or low. For the reader, it can be as a reference for doing a further research on summarizing a reading text.

H. Definition of Key Terms

To avoid misunderstanding in this research, there are several terminologies that the writer feels necessary to explain. The terminologies are as follow:

- a. Summary: students' written which contains a few words that give the most important information about the reading passage.
- b. Reading passage: a portion or section of a written work, either fiction or nonfiction given to the students.
- c. *Critical reading*: a subject course in English Department for 5th-semester students.