

**THE EFFECT OF APPLYING SUMMARIZING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION IN EXPOSITION TEXT: AN  
EXPERIMENTAL RESEARCH AT SECOND GRADE STUDENTS  
OF MAN 2 PADANG**

**THESIS**

**Submitted as a Partial Fulfillment to obtain the Strata One (S1) Degree  
at the English Department of FBS UNP Padang**



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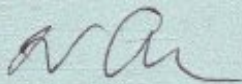
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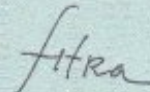
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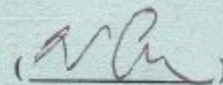
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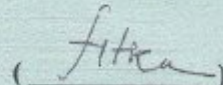
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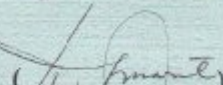
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## ABSTRAK

**Hamida, Amelia. 2012. "The Effect of Applying Summarizing Strategy toward Students' Reading Comprehension: An Experimental Research at Second Grade Students of MAN 2 Padang". *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universits Negeri Padang.**

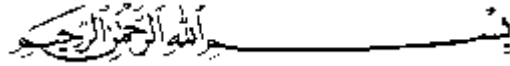
Tingkat kemampuan siswa kelas XI MAN 2 Padang dalam memahami isi bacaan masih rendah. Rendahnya kemampuan tersebut diketahui dari hasil tes yang diselenggarakan pada saat ujian akhir semester terhadap soal yang berkaitan dengan pemahaman membaca suatu teks. Dari hasil tes tersebut diketahui bahwa kelemahan siswa dalam memahami isi bacaan pada umumnya terletak pada kemampuan mengidentifikasi ide pokok setiap paragraf, pola hubungan antar ide di dalam paragraf, dan dalam mengidentifikasi ide utama bacaan. Oleh karena itu, dalam penelitian ini diterapkanlah suatu strategi membaca yang bisa membantu mengatasi masalah tersebut, yaitu dengan menerapkan strategi meringkas (*Summarizing Strategy*). Tujuan penelitian ini adalah untuk melihat dampak penggunaan strategi meringkas terhadap pemahaman siswa dalam membaca.

Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah siswa kelas XI MAN 2 Padang tahun ajaran 2011-2012. Sampel penelitian ini terdiri dari dua kelas yaitu kelas XI IPA 1 sebagai kelas eksperimen dan XI IPA 2 sebagai kelas control dengan menggunakan teknik *cluster random sampling*. Kedua kelas tersebut masing-masingnya memiliki siswa sebanyak 32 orang. Instrumen yang digunakan adalah *comprehension test* dalam bentuk pilihan ganda yang terdiri dari 30 soal. Tes dilakukan dua kali: *pretest* dan *posttest*.

Data berupa nilai tes pemahaman membaca oleh kedua kelompok sampel dianalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa *t*-hitung sebesar 4,26, sedangkan *t-table* sebesar 2,000, yang berarti *t*-hitung > *t-table* pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi meringkas dalam pembelajaran membaca dapat memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

**Kata kunci:** strategi meringkas, pemahaman membaca

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

In this information and communication era, reading is a very important activity. It is so because reading is a useful activity in getting information, knowledge, technology, and pleasure. Reading for information means the purpose of reading is to get information that will become a new knowledge. Reading is also used in getting technology such as reading instructions of using or applying technology tools. Besides, reading is also useful because it can give pleasure of knowing something new. Therefore, it is true that reading is the key to reach success.

In line with the importance of reading activities, it is appropriate if the reading becomes an important part of the language skills that is developed in school. Reading has been learned since the students are at elementary school until senior high school level. In elementary school, the students are asked to understand the sentence; while in high school level, they have to understand the text or passage like narrative, descriptive, explanation, etc.

In School-based curriculum (*KTSP*), teaching English subject uses genre-based approach. The purpose of reading subject at second grade of senior high school is to make students be able to understand the idea in functional text and in short essay focuses in report, narrative, spoof, analytical exposition, and hortatory exposition form in order to increase students' knowledge and are accepted in daily life. The indicators of the reading are finding topic or general idea from the text,

main idea, detail information, and meaning of the words or phrase and reference based on the text (Depdiknas: 2006).

Based on preliminary study in MAN 2 Padang, students' ability in comprehending texts was still low. It was supported by the data taken from an English teacher of MAN 2 Padang. There were 63% of the students who got the score under 65 (standard score) in reading test, and the average score was 51. From the result of the test, it could be concluded that the weaknesses of the students in comprehending a text were the ability of identifying main idea of a paragraph, the pattern of the text, and details.

It was assumed that there were several possible causes that might contribute to the students' low ability in reading comprehension. It might appear from the students' side that caused their reading abilities low. First, the students were rare to activate their prior knowledge or previous experience while reading. They just thought about what information they were going to read rather than relating their prior knowledge to the topic of the reading materials. Student's background knowledge can influence their reading comprehension. By having prior knowledge or experience, students may comprehend the reading materials easily.

Second, the students had lack of vocabularies. Vocabulary has important role in a text. So, when the students do not know the meaning of words, of course they cannot comprehend the text well. In overcoming this problem, they consulted dictionary very often and used e-translation such as Alfa Link, and even Google

translation from their hand phone than guessed the meaning of words based on the contextual.

The last, the students did not know how to read well. It was found in the teaching practice when the students were given a text they directly read the text. However, most of them did not finish their reading. It was because they read the text word by word. Most of them quitted reading since they thought that they should find the meaning of all the unknown words. Then, they read all the words without skipping any unimportant ideas.

The teacher might also influence to the students' ability, especially in teaching reading process. The teacher had problem in choosing appropriate strategy in teaching reading to improve students' reading comprehension. So far, the way of teacher teaching is good. Teacher uses one strategy in teaching or it can be said that the teacher only uses question answer strategy. However, the strategy used by the teacher is assumed not fulfill students' needs yet in comprehending a text.

In teaching reading by using this strategy, the teacher focuses on giving questions whether it is in pre-reading, whilst-reading, and post reading. It can be seen from the description of teacher's lesson plan (*RPP*). In the beginning of teaching learning process of reading section, teacher asks questions about the topic being discussed. In the whilst reading, students read the text and teacher asks them to pay attention on the generic structure. Then, students have to answer the questions refers to the text. After that, students read another text and answer

the questions again. In the post reading, teacher and students discuss the answer together. In the last of this session, teacher gives questions to recall about the generic structure.

Teacher also gives more emphasis on understanding grammar and pattern of a text in teaching reading process. However, the explanation of getting the main idea is not practiced in-depth. Teacher only said that the main idea is often put in the beginning of paragraph, and sometimes it is put in the middle or in the end of paragraph. There were no explanations how to separate the main idea from supporting details. Consequently, the students still confuse in finding the main idea, supporting details, and separating the important ideas from the less important one. Surely, it causes their comprehension low.

Due to some difficulties in reading comprehension, teacher should overcome these problems by finding the best strategy in teaching reading comprehension. However, this study is going to focus on how to help students in comprehending the text by looking for the topic, main idea, and some important ideas. Besides, this study will give another strategy to the teacher that can be applied in teaching.

Summarizing can be one of the strategies in teaching reading comprehension. This strategy offers comprehending a text by looking for the main idea and some important ideas (Marzano, Pickering, and Pollock, 2001). For example in reading exposition texts, summarizing is needed in order to get the comprehension. By using this strategy, readers can find the main idea of each paragraph easily.

So far, the teacher has not used this strategy yet. Even though there is a summarizing task, the teacher does not give a clear technique how to write a summary. However, in this study, summarizing strategy is aimed to improve students' reading comprehension and it is not focus on writing a summary. Summarizing can be done orally, in writing, through groups or individually (West Virginia Department of Education, 2011)

Because of the reasons above, summarizing strategy will be applied. This study is going to investigate whether summarizing strategy contributes to students' reading comprehension or not. Therefore, the researcher wants to conduct a research about the effect of applying summarizing strategy towards students' reading comprehension in second grade of MAN 2 Padang.

### **B. Identification of the Problem**

There were some possible causes why students got difficulty in reading comprehension. The causes were lack of vocabulary; students' did not know how to read well, teacher's material, and teacher's inappropriate strategy. Teacher's inappropriate strategy was assumed as the most possible causes in reading comprehension. Teacher did not vary her teaching strategy and it was monotonous. Because of this matter, it was difficult for the students in getting the main idea and separating the important ideas from the unimportant one.

### **C. Limitation of the Problem**

One of the strategies to overcome this problem was summarizing strategy. This research was limited to the effect of applying summarizing strategy in

teaching reading comprehension on expository text. The research has been done to the students in the second grade of MAN 2 Padang. It is going to see whether summarizing strategy gives significant effect on the improvement of students' reading comprehension.

#### **D. Formulation of the Problem**

Related to the limitation of the problem above, this research was formulated as follow: *Does summarizing strategy give significant effect on students' reading comprehension compared to question answer strategy used by the teacher?*

#### **E. Purpose of the Research**

The purpose of this research was to find out the effect of using summarizing strategy on improving students' reading comprehension in the second grade of students in MAN 2 Padang.

#### **F. Significance of the Research**

The finding of the study was expected to be beneficial for giving significant contribution in improving the quality of English language teaching in school, especially in reading. It was hoped that by using summarizing strategy, students' knowledge is added in developing their English reading and this strategy will make students become active readers. The result of this research showed the students' improvement in reading comprehension. Hopefully, English teachers are able to improve the teaching method and overcome the teachers' problem in teaching reading by using this summarizing strategy.

## **G. Definition of Key Terms**

To avoid the misunderstanding of words in this study, the writer needs to give the definition of key words that is used in this study:

Reading comprehension: The ability to understand the text the students read and what the writers try to convey to them.

Summarizing: A set of steps that a student follows to determine the gist of the chunk of information that is being summarized.

Summarizing strategy: The strategy of reading in which the students are related to the significant steps within the text.

Common strategy: A strategy that common used by teachers.

Effect: The influence of applying summarizing strategy and it can be seen from the score of reading posttest.

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

#### A. Conclusions

As mentioned in Chapter I, the purpose of this research was to observe the students' reading comprehension through summarizing strategy. Based on the data analysis and findings that have been discussed in the previous chapter, it can be concluded that using summarizing strategy gives better effect in improving students' reading comprehension at the second grade students of MAN 2 Padang registered in 2011/2012 academic year. Before giving a treatment, the mean of students' scores in the experimental group were 59.97. Then, after giving a treatment, the mean scores improved becoming 73.53. Meanwhile, in the control group, the mean scores of the students were 58.75, then after using the treatments, their scores become 65.47.

Based on hypothesis testing, the value of  $t_{\text{observed}}$  was bigger than the value of the  $t_{\text{table}}$  at the level of significance 0.05 ( $t_{\text{observed}} > t_{\text{table}} = 4.26 > 2.000$ ). It could be concluded that the difference of students' reading comprehension between the two groups was considerably significant. From that result, it was decided that  $H_0$  was rejected while  $H_i$  was accepted. Therefore, it can be stated that the use of summarizing strategy has better effect on the students' reading comprehension.

#### B. Suggestions

It has been proved that the using of summarizing strategy gives positive impact to reading comprehension in particular and to the English teaching.

Based on the finding the researcher gives number of suggestions.

1. It will be very valuable input, if English teachers especially in MAN 2 Padang use summarizing strategy in their reading activity and can apply summarizing strategy on some kinds of texts since the difficulty of the students in comprehending the text in reading become the main problem.
2. For the next researchers are expected to have more meetings time to apply summarizing strategy in order to get the data and to see the improvement of students' comprehension maximally
3. For the school committee, it is suggested to give more facilitation about preparation of using summarizing strategy.

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