

USING SUMMARIZATION TECHNIQUE IN TEACHING READING COMPREHENSION TO THE SECOND GRADERS OF MTSN PUCANGLABAN

Maylia Wilda Fitriana
STAIN Tulungagung, East Java

Abstract: Many of students have difficulties in learning English, especially in reading comprehension. They do not understand about meaning in the text. Some of them cannot read and spell it correctly whether in spoken form or written form. They also lack in vocabulary. As an English teacher, we have to be able to find an interesting strategy or method in teaching English especially in reading comprehension. So, if we have some strategies or method, the students will be interested and not feel bored with our teaching in English. The teacher should be able to find and use the appropriate strategy or method which is suitable with the students' condition and the material. Based on the problems above, the writer is interested to find out the technique in reading comprehension. One of the techniques used in teaching reading comprehension is *summarization technique* for the second year students at MTsN Pucanglaban Tulungagung in the academic year 2012/2013. The purpose of the study were to: 1) know the students' reading comprehension before being taught using summarization technique, 2) know the students' reading comprehension after being taught using summarization technique, 3) know the difference between students' reading comprehension before and after using summarization technique. The result showed that the students' mean score in teaching reading comprehension before they are taught using summarization technique was 84.37. While the students' mean score after they are taught using summarization technique was 90.43. By comparing significant level in t table at 0.05, it is known that t_{count} is bigger than t_{table} . It means that H_a which states that there is significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung is accepted. Whereas H_o which states that there is no significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung is rejected. In other words, summarization technique can be used as an alternative to teach reading comprehension to the students at JHS level.

Keywords: Teaching, Reading Comprehension, Summarization Technique

In the globalization era, English plays an important role especially in international communication and in the development of education, politics, economy, and tourism. Many people use it as a means of the international communication. It is considered as one of the international languages that are

most widely used all over the world. In Indonesia, English is the foreign language taught at the formal schools. Furthermore, the teaching of the language starts from the kindergarten.

Today students learn English at school, they will learn the four skills namely, listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until today most students from junior high school up to university level have difficulties in all of these skills.

Reading is form of non verbal communication. Reading enables students to understand and comprehend language through form like text passage, but some students thought that reading is perhaps the most difficult language skill to learn. However, in Indonesia the difficulties in mastering English are influenced by many factors, one of them is reading.

Reading skills is important because it can help the students to find information about the general knowledge or the subject of school. Through reading the students or the people can improve their own knowledge, experience and develop new concept and broaden their horizon of thinking which are needed to ensure the continuation personal growth and adapt the changes in the world. Teaching reading for junior high school students must be different from children in elementary school because of their different characteristics of psychological background. Peer approvals maybe considerably more important for the students than the attention of the teacher which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. The students must be encouraged to respond the text and situation with their own thoughts and experience, rather than just answering question and doing abstract activities.

So far teaching English in junior high school (SMP) and senior high school (SMA) cannot be said to achieve the expected goals. One of the most obvious indicators are the constraints faced by the students in learning English. Some difficulties faced by students was studying English are: (1) The difficulty in reading English text. Many students, especially in junior high school who have a difficulty in reading the English text. Usually, they need teacher's help to read the text word by word or sentence by sentence. (2) The next difficulties is pronunciation. Junior high school are the next level to learning English after elementary school. It can be reading, speaking, writing or listening. Of course, many difficulties which faced by them, especially pronunciation in reading or speaking. Not only junior high school which faced this difficulties, but also senior high school until university. (3) Lack of vocabularies that are known. It influence when the students reading the text. They will feel difficult when reading and understanding the text, because they don't know about the meaning of the text and how to translate it manually. It caused by the lack of vocabularies that they have.

In Indonesia, some English teachers still use traditional or conventional method to teach reading to solve that problem. Conventional method usually makes students bored because the method is monotonous and the students are

not or discussion active, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active. So they enjoy learning and they can improve their reading skill.

Many approaches or techniques that used in teaching reading or reading comprehension, for example is using summarization technique. Summarizing teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering. Summarizing have many advantages in reading comprehension. That is the student will be creative to summary the text with their own language and they will be motivated to study and read the material well. Of course, they will get many new English vocabulary. It can be effective because the summarization technique gives a positive change in the teaching learning process. It can be seen from the students' motivation.

Based on the above advantages of summarization technique, this study was conducted to know whether there is a significant different in the students' reading comprehension between before and after being taught by using summarization technique.

METHOD

In this research, the writer uses the quantitative research to achieve the purpose. The writer used experimental research to conduct her study. Experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable, like the effect of different methods of teaching to the students' achievement, the effect of an English training method to participants' English skills.

Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating defendant variable during manipulating time, the writer has to control extraneous variable, perhaps the transitional that occurred really as an effect of manipulating which is not caused by other variables. Experiments are carried out in order to explore the strength of relationship between variables. In experiment, the researcher's goal is to establish a cause and effect relationship between two phenomena. The researcher aims to establish that one variable, the independent variable, causes in another variable, that is the dependent variable.

This research is intended to investigate the effectiveness of using summarization technique in teaching reading comprehension of the second year student at MTsN Pucanglaban Tulungagung. There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Single-variable designs are classified as pre-experimental, true experimental and quasi experimental (Gay, 1992:318). This study uses Pre-experimental design. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post-test scores.

The effectiveness of the instructional treatment is measured by comparing the average score of the pretest and the posttest. The pretest and posttest are given to take the score of the students' reading comprehension before and after being taught by using summarization technique. Then both the scores were computed by using t-test to find out if there is significant influence of teaching English reading comprehension by using summarization technique.

Population is the object / subject that have some qualities and characteristics that are chosen to be learned and to be concluded by the researcher. The population in this study is the second year students of MTsN Pucanglaban Tulungagung in the academic year 2012/ 2013 that consists of 34 students. For the sample of this study are 30 students. The researcher selected this class because English teacher of MTsN Pucanglaban choose this class for this study.

Variable is a key term in research. Every research involves variables to be measured. When the variables are not clear, it is difficult for the researcher to conduct the research. Based on the title of the thesis, it has two variables; they have independent variable and dependent variable. Independent variable in this research is the use of summarization technique and dependent variable in this research is the student's achievement in reading comprehension.

The null hypothesis or H_0 in this study was "There is no significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung", while the alternative hypothesis or H_a in this study was "There is significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung".

The primary data in this research were students' reading comprehension scores. In this study, to obtain the require scores of the students' reading comprehension, the researcher used two kinds of test. They were pre-test and post-test.

Pre-test was taken before doing treatment process. This test was done to measure the students' ability in the first time. The researcher took the value to get the first information. The group got one pre-test. Pre-test was given to the students at the first meeting. The form of pre-test was answer the question and make a summarization based on the text. The test items were 15 questions for answer question and 1 question for make a summarization.

Post-test was taken after doing treatment process. The group got one post-test. The form of post-test was answer the question and make a summarization based on the text. The test items were 15 questions for answer question and 1 question for make a summarization.

Quantitative data analyzes is also called as statistical analysis. It means that the result of the data served up in numerical form. Here the researcher uses t-test formula to analyze the data in order to know the students' test results which are conducted before and after using summarization technique in reading comprehension.

FINDINGS

To know the students' reading comprehension, the researcher gave pre-test and post-test in order to know their reading comprehension before and after using summarization technique. As mentioned before, the researcher used the test as the instrument in collecting data. It was given to second year of MTsN Pucanglaban Tulungagung in academic year 2012/2013 as control group and experiment group.

The number of question given by researcher was 16 questions. To describe the data, the researcher shows the score criteria of the test result, mean of test result, and percentage of the test from students.

Table 1. The Computation Table of t-test Scores of Using Summarization Technique in Teaching Reading Comprehension

No	X ₁	X ₂	d	d ²
1	75	84	9	81
2	95	88	-7	49
3	80	85	5	25
4	75	88	13	169
5	82	92	10	100
6	80	85	5	25
7	92	92	0	0
8	80	92	12	144
9	85	90	5	25
10	82	88	6	36
11	90	92	2	4
12	95	88	-7	49
13	72	90	18	324
14	80	92	12	144
15	88	95	7	49
16	76	90	14	196
17	95	92	-3	9
18	88	90	1	1
19	75	84	9	81
20	95	96	1	1
21	85	92	7	49
22	75	88	13	169
23	88	95	7	49
24	90	92	2	4
25	75	96	21	441
26	87	88	1	1
27	84	90	6	36
28	92	95	3	9
29	95	92	-3	9
30	80	92	12	144
Total	2531	2713	185	2423

Where:

X₁ = Pre test score of the students

X₂ = Post test score of the students

d = X₂ - X₁

d² = (X₂ - X₁)²

That is the computation of T test formula of the pre-test score and post test score. The result of data analysis (t-test) was 5,08 and the value of t-table at level of significance 5% and the degrees of freedom 29 was 1,699 (Butler:1985:172). This mean that the result of t-test was higher that t-table. Therefore, Ho (null hypothesis) was rejected. These finding mean that summarization technique give effect to the second year students' reading comprehension. Thus, teaching reading comprehension by summarization technique was effective in build the student's reading comprehension.

DISCUSSION

Based on research finding, it showed that the mean scores seem significant different between pre-test that using traditional or no method and post-test that using summarization technique. The mean score of students before they are taught using summarization technique is 84.37. While, the mean score of students after they are taught using summarization technique is 90.43. It means that the post test score was higher than the pre test score. After being computed with t-test, we get the result. It is 5.08. Of course, we must compared t-test result with t-table. The value of t-table at level of significance 5% and the degrees of freedom 29 was 1,699. It means that the t-test result was higher than t-table. For the result, there is significant influence of using summarization technique in teaching reading comprehension of the second years of MTsN Pucanglaban Tulungagung. It means that the Ha is accepted and Ho is rejected, because the t-test result was higher than t-table.

Summarization technique give significant effect to the students' reading comprehension. It was effective to the students' reading comprehension. It also makes better the student's attitude and interest in the use of summarization technique. In general, it could be stated that summarization technique had a positive effect on the students' reading comprehension. The students were more interested in reading and they also feel enjoyable to reading the text. Summarization technique also could motivate the students in learning activities.

CONCLUSION AND SUGGESTION

Based on the research finding it can be concluded that there is significant influence of using summarization technique of reading comprehension on students of the second years of MTsN Pucanglaban Tulungagung. It also means that there is different score to the students before they are taught using summarization technique and the students after they are taught using summarization technique. This conclusion is gotten from analyzing the result of statistical test by using t test shows that the t_{count} is bigger than t_{table} at the signitficant level 0,05 and df 29. The result of t test is 5.08 while the t table shows 1.699. It can be inferred that the summarization technique is effective to conduct teaching reading comprehension.

From the research, the researcher recommended some suggestions whether there is any significant effect using summarization technique in teaching reading comprehension of the second year. For the English teacher,

especially in junior high school, the summarization technique is effective to teaching reading comprehension. It is suggested to the English teacher to use summarization technique in order to make the students easier understand the reading text, especially understand about the main idea and they can summary the text well. For the students, The researcher recommended to use summarization technique when they are learning about reading comprehension text, because it was proved that by using summarization technique, the students could understand about the text more easily. Not only for reading, summarization also bring benefit for their vocabulary mastery, but also it could make the students practice to re-telling or rewrite what they read. Finally, for future researcher, It is hoped that this research could be conduct as a reference to other research in the similar area or others.

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