IMPROVING STUDENTS READING COMPREHENSION THROUGH SUMARIZING ACTIVITY AT SECOND GRADE OF SMP MUHAMMADIYAH 1 SENDANG AGUNG LAMPUNG TENGAH
(A Script)

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ABSTRACT

The aims of this research were to find out whether there was difference of students' reading comprehension ability before and after being taught through summarizing activity, which aspect of reading skill improves the most, and how effective does summarizing activity based on students' responses. The sample of this research was class VIIIB of the second grade of SMP Muhammadiyah 1 Sendang Agung Lampung Tengah in the year 2016/2017.

The research applied on one group pre-test post-test design. The instruments for collecting the data were reading test and questionnaire. Repeated measure T-test was used to analyze the data of pre- test and post-test. The hypothesis was computed by using SPSS version 16.00The result of the questionnaire was analyzed by using likert scale. The result of the students' reading comprehension after being taught through summarizing activity showed that there was significant difference in level 0.005 and t-ratio is higher than t-table (21.278>2.06). The average of the post-test (69.72) was higher than the pre-test (39.04) and the gain was 30.68. It means that there was an increase of students' reading comprehension after being taught through summarizing activity. There are five aspects that increased after being taught through summarizing activity but determining main idea increased the most. It increased from 34% to 61%. The students' responses showed that they strongly agree (4.20) that summarizing activity is the effective technique of teaching since it has fulfilled the whole criteria of effective teaching strategy. It means that the technique is good to be used in teaching learning process.

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A Script

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in
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FACULTY OF TEACHER TRAINING AND EDUCATION
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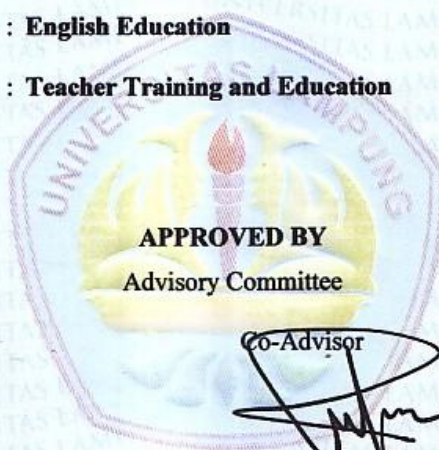
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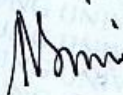Student's Number : **1313042079**

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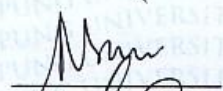The Chairperson of
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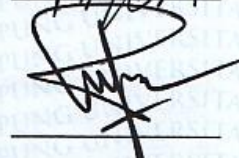
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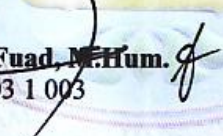   Examiner   : **Prof. Dr. Cucu Sutarsyah, M.A.**

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CURRICULUM VITAE

The writer's name is Umi Ma'rifah. She was born on September 27th, 1995 in Lampung Tengah. She is the first kid of Pujiono and Nani.

She graduated from Karitate kindergarten in 2000. She continued her study in SDN 1 Sendang Asih and graduated in 2006. Graduating from the school, she continued her study in SMP Muhammadiyah 1 Sendang Agung and graduated in 2010. In 2013, she graduted from SMAN 01 Kalirejo.

In 2013, the writer then continued her study at Lampung University majoring English Education Program.

DEDICATION

With love and appreciation I dedicate this research paper to:

My beloved parents

(Wahyu Basuki and Darwati)

(Thank you so much for everything, I love you so much)

My sister and brother

(Ferrenita Septianti and Bima Azka Danuatmaja)

(Thanks for the support)

My best friends

(Retno, Susan, Umi, Urmila)

My Almamater

(Lampung University)

Motto

Do not make your goal to be the best. Best is a label. It is something someone
else decides for you. ‘ Better’ is more personal.

(Baryshniqov)

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Praise be merely for Alloh SWT for the gracious mercy and tremendous blessing that enables me to accomplish this research. Aamiin Walhamdulillahi Rabbilallamiin.

This research report, entitled "Improving Students' Reading Comprehension Through Summarizing Activity at Second Grade of SMP Muhammadiyah 1 Sendang Agung Lampung Tengah" is submitted to fulfill one of the requirements in accomplishing the S-1 Degree at the Language and Art Department of Teaching Training and Education Faculty, Lampung University.

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Finally, I realize that this paper still has some weaknesses. Therefore, constructive criticism and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give benefit to the readers as well as those who want to carry out further research.

Bandar Lampung, 27 July 2017

The writer

Umi Ma'rifah

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I. INTRODUCTION

This chapter discusses several points such as background of the problem that contains the reasons for conducting the research of implementation of summarizing activities to improve reading comprehension, identification of the problems, limitation of the problem, formulation of the research questions, objectives, uses, scope, and definition of terms of the research. The contents of the chapter are presented as follows.

1.1. Background of the Problem

English is one of the important subject in junior high school. In learning English, students are expected to master skills in English learning; listening, speaking, reading and writing, so that the students can use English well. Reading is one of the important skills which has to be learned by the students in order to master English well. Since English has become an international language, every student should have abilities in English in order to keep moving in the global era.

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 informations which are 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 to 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 is not a straightforward process of lifting the words off the page. It is a complex problem-solving process in which the reader makes sense out of a text not just from the words and sentences on the page, but from ideas, memories, and knowledge evoked by those words and sentences as well as experience. Reading is the process of identification, interpretation and perception of written or printed material. Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content. Furthermore, reading establishes a link between the writer and the reader. It involves the recognition of words, phrases, and clauses, and in some respects, it can be considered a simpler process than comprehension (Sheng, 2000).

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. It means that the reading activities in the classroom should not merely read the texts, but there should be a variation of learning activities. The classroom reading activities can influence the students' motivation of reading. Students in

SMP Muhammadiyah 1 Sendang agung still have diffiulties in comprehending the text, 8 of 10 students still get low scores in reading test. They found difficulties in their reading comprehension such as comprhending the text with unfamiliar words, finding main idea and making inference. According to the English teacher there, it is because they are bored with the English text and cannot enjoy the lesson. When they feel that reading is enjoyable and it can give benefits for them, their reading motivation will increase.

In fact, some problems related to the teaching of reading researcher carried out from pre observation. The problems might be related to the teaching strategy that the teacher uses for teaching reading. Teacher usually teaches reading through conventional technique. The teacher will give the text and several questions, then she or he asks the students to read and answer the questions. This technique might not be sufficient for the students, whih may make the students bored. As the result they will not get the idea of the text.

In teaching reading, the teacher can use summarizing activity to help the students understand and get the idea of the text. The implementation of summarizing activities was successful to promote the students to be participated in the teaching-learning process of reading (Purwandani,2015). In a relation of problem above, it will be better if teacher use the new particular reading activity in order to solve the problem.

In line with the reason stated above, the researcher focuses in learning activity and reading comprehension of the students. Therefore, the researcher entitles her proposal **Implementation of Sumarizing Technique to Improve Student's Reading Comprehension.**

1.2. Identification of the Problems

To identify the problem, the researcher did an observation before doing the research. In the observation, some information about the problems in teaching and learning process was obtained. Those existing problems are described as follows.

The first problem is related to the students. In general the students have less motivation in learning English. They do not show the interest to take part in the classroom activities. They are passive in the teaching and learning process. Actually, there are a few of the students who wanted to learn and to practice their English but they are not brave enough to find partners who have the same motivation. Besides that, the students do not really like reading English text. This is perhaps related to the fact they have inadequate mastery of vocabularies to understand the meaning of the text. On the other hand, some of them do not pay attention to the teacher and the lesson whereas students as the main part of the learning process play an important role in maintaining the quality of teaching learning in the classroom.

The second problem is related to the teacher. The English teacher does not use interesting media to conduct the teaching and learning process. She does not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

The third problem is teacher's technique that is used in teaching reading comprehension. The teacher's technique is the factor needed to support the process of teaching learning English in the classroom. The researcher found that the teacher still uses the common technique in teaching reading, teacher only asks the students to read and translate the text and then answer the question from the worksheet or LKS. This way of teaching makes the students bored and hard to comprehend the English text.

The fourth problem is the material that is used by the teacher is not interesting. The teacher only uses the material from the text book that is provided by school, but sometimes the materials in text book especially the reading text are not suitable for the students. Some of them are too difficult to understand because the

vocabulary is not appropriate for students in junior high school. This problem may give the difficulty to the students to understand the text.

The last problem is the facility of the classroom. The condition of the classroom is not comfortable to learn because it is so hot inside the classroom. Moreover, there is no enough media for teaching, such as LCD. It makes the students want to get out the class as soon as possible.

1.3. Limitation of the Problems

With regard to the identification of the problems, it is impossible for the researcher to solve all problems influencing the quality of students' reading teaching and learning process. The researcher focuses on the effectiveness of using summarizing activities to improve students comprehension in reading. The effort taken by the researcher is choosing some activities that are concidered appropriate with the students' needs and characteristics. The researcher will try to improve students' motivation in learning English, use unteresting media in teaching learning process, and use more interesting technique in teaching reading. In this case, the researcher had chosen summarizing as the activities of teaching reading. The subjects will be the students of SMP Muhammadiyah 1 Sendang Agung Lampung Tengah.

1.4. Formulation of the Research Question

Based on the background above, the researcher formulates the problem as follows:

1. Is there any difference of students' reading comprehension ablity before and after being taught through summarizing activity?
2. Which aspect of reading skill improves the most?
3. How effective does summarizing activity based on students' responses?

1.5. Objectives of the Reasearch

The objectives of the research are: to investigate whether there is any difference of students' reading comprehension before and after being taught through summarizing activity, to find out which aspect of reading skill improves the most, and how effective does summarizing activity based on students' responses.

1.6. Uses

The results of the research are hoped to be beneficial theoretically and practically.

1.6.1. Theoretically

The result of this research may be used by the other researchers as a comparative study on giving contribution in research of learning activity to improve students' reading comprehension. Since there are still many teachers use common activity in teaching reading that could make students bored.

1.6.2. Practically

The students, teachers, and school can take benefits from this research as follows.

a. For the students

The implementation of summarizing activites in teaching and learning processes may surely attract the students' attention to read. The students might be motivated to read and find the main point or idea of the text. The use of interesting media in reading activity also may motivate them to think deeply about the point of the text. As a result the students' reading comprehension is improved.

b. For the teachers

Through this research, the teachers might be able to take the benefit from knowing the summarizing activities can improve students' reading comprehension and it works better than the use of conventional technique of teaching reading. After knowing this, the teacher may use summarizing activities to teach reading skill in the class in order to make students understand and get the point or the idea of the reading activity. In addition, the teacher's capability to conduct the teaching and learning activity is improved, as a result, the teaching and learning activity can run well.

c. For the school

The benefits of the research for the school are it may increase the students' comprehension in reading and it also might help students to increase their achievement, so that the quality of students in the school will be better.

1.7. Definition of Terms

There are some terms used by the researcher and to make them clear, the researcher defines them as follows:

Reading comprehension

Reading comprehension is the ability to understand the written text, or read the text to get information and able to answer the question from the content of the text.

Improving

Improving is an activity to (cause something to) get better

Summarizing

Summarizing is the activity of expressing the most important facts or ideas about something or someone found in a text.

Effective

Adequate to accomplish a purpose; producing the intended or expected result.

II. THEORITICAL FRAMEWORK

The discussion of this section is divided into two main parts: review of the previous research and review of related literature.

2.1. Review of Previous Research

The researcher is interested to discuss about previous researches that investigate reading to know whether summarizing activity can make the study process to be more effective or not in teaching reading. Those previous researches were shown as follow:

Kathayut and Premin (2011) conducted a research about the effective indicators of reading comprehension. It conducted in junior high shool and they found that the students still have diffiulties in finding main idea and writing the summaries. In this case, they used summarizing technique to overcome the problems and the result showed that summarizing technique has 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 be better in improving their reading comprehension and summary writing ability.

Kirmizi and Akkaya (2011) conducted a research about teaching reading in elementary school. They concern in teaching fairytale text, but the students still had diffiulties in comprehending the text especially in finding main idea and making inference. The findings showed that using summarizing strategies could effectively encourage students in comprehending the text well. The most

important point in using summarizing activity is that students must understand the text very well in order to summarize it. Using summarizing activity, which is at the same time a reading comprehension strategy, would increase students' academic achievement.

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

Nelson et.al. (1992) conducted the qualitative research about the effect of teaching summarizing strategy to students identified as learning dissabled on their comprehension of science text. They investigate the use of summmarizing to teach students who have dissability 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.

Khaki (2004) also conducted a research about improving students' reading comprehension in a foreign language. Khaki assumes that second language reading comprehension is the most important skill required by students, especially in a foreign language context. One way to help these students improve their reading comprehension is strategy instruction. The result indicated that there was significant difference between the summary group and the control group, whereas no significant difference was observed between the summary group and the

student-generated question group, and also between student-generated question group and the control group. Therefore, it is recommended that EFL teachers ask their students to prepare a reading passage summary to help them improve their reading comprehension.

Based on those previous researches, the researcher concludes that summarizing activity has a good effect for students in SMP Muhammadiyah 1 Sendang agung in reading comprehension, so that the reasearcher wants to know the use of summarizing activity will give a different effect for eight grade students or not. That is why the researcher chose the eight grade students as the subject of the research.

2.2. Review of Related Literature

This part discusses theories related to this research. This study focuses on the implementation of summarizing activity to improve students' reading comprehension.

2.2.1. Nature of Reading

a. Definitions of Reading

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 process through which the dynamic interaction of the reader's background knowledge, 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. The interpretation is influenced by the reader's past experience, language background, cultural framework and purpose for reading.

Meanwhile, Anderson (2003) defines reading as an interaction between the reader and the text. In the process of reading, the reader also thinks about what it means to him, how it relates to things he knows and to what expects to come next in the texts. It means that the background knowledge of the reader might influence the way reader understand the meaning.

Lenz (2005:1) says "Reading comprehension is the process of constructing meaning from text". In his theory, Lenz explains that the aim of all reading instruction is ultimately targeted at helping a reader comprehends a text. Reading comprehension involves at least two people that are the reader and the writer. The process of comprehension involves decoding the writer s words and then using background knowledge to construct an approximate understanding of the writer message.

Based on the above definitions about reading, it can be concluded that reading is an active cognitive process of getting the author's idea through interpreting the written symbols. In the process of reading, the reader is influenced by his past experiences, language background, cultural framework and the purpose for reading.

b. Types of Classroom Reading Performance

There are types how reading can be performed in classroom. Brown (2001:312) asserts that there are two types of classroom reading performance, namely oral and silent reading. Oral reading is suitable for beginning and intermediate levels.

Oral reading in the beginning and intermediate levels are used as an evaluative bottom up skills and examination of pronunciation. Thus, oral reading is not the real authentic language activity. Moreover, other students will lose attention while a student is reading orally.

Silent reading is divided into intensive and extensive reading (Grellet, 1983:10). Intensive reading is a classroom oriented activity in which the students focus on the linguistic or semantic details of the passage. The students are required to pay attention on the grammatical forms, discourse markers and structures in order to understand the meaning, implication, rhetorical relationship and the like. Meanwhile, extensive reading is usually takes place when the students are on their mind. Extensive reading is done to get the general understanding of a longer text such as book, long article, essay, etc. technical, scientific and professional kinds of reading belong to extensive reading since they are aimed to find general or global meaning of the purpose.

c. Strategies in Reading Comprehension

To help readers construct the meaning of the text easily, Brown (2004:188) offers eight strategies enabling students to comprehend a text.

1) Identifying the purpose in reading.
   When the readers firstly understand the purpose of reading a text, they can predict the meanings of the text. They are more enjoy the activity of reading texts.

2) Using graphemic rules and patterns to aid in bottom-up decoding This is suitable for beginners. They comprehend a text from the smallest parts of the text. In this occasion, they connect the written and oral language.

3) Using efficient silent reading techniques for relatively rapid comprehension.

This is suitable for intermediate level readers. Different with the graphemic rules, the readers will read a text silently. They concentrate more to and have more comprehension from the text.

4) Skimming the text for main ideas

This strategy is aimed at finding the purpose of a text. Skimming the text, the readers find the main ideas and finally get the purpose of the text. This strategy really helps the first strategy.

5) Scanning the text for specific information.

In this strategy, the readers have to find more specific information stated in the text. The goal of scanning the text is to help the readers correlate the information to bear a general topic.

6) Using semantic mapping or clustering

Brown (2001: 308), states that the strategy of semantic mapping or grouping ideas into meaningful clusters helps the readers to provide some order to the chaos.

7) Guessing when the students are not certain

The readers should use this strategy to find out the meanings of the text. Guessing the meaning of a word increases the readers' reading comprehension.

8) Analyzing vocabulary

In guessing the meaning of a word, the readers should understand first about linguistic knowledge. Analyzing the words helps the readers in guessing the meaning.

From those strategies that are offered by Brown, the researcher will use scanning the text for the specific information, because it is in line with summarizing activity which leads the reader to gather the main information and understand the idea of the text.

d. Aspects of Reading Comprehension

In this research, the researcher intended to use aspects of reading comprehension in order to find out which aspect will improve the most. There are five aspects in reading comprehension that help students to comprehend the English text, those are main idea, specific information, reference, inference and vocabulary (Nuttal, 1985)

Main Idea

Main idea is called the topic sentence. It tells the content of the paragraph. Suparman (2011) believes that main idea is the most important thing in the text because it is stated in the topic sentence to be developed by supporting sentences or pharagraphs. He also adds that the main idea or topic sentence tells the reader what the rest pharagraph or sentence is about in the text. There will be no reading without anderstanding the main idea. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph.

Specific Information

Specific information or usually called supporting idea is developed from the main idea by giving more information about the definitions, examples, facts, comparisons, causes and effects that are related to the topic sentence specifically.

Reference

According Yusi (2015), Reimer believes that reference is a connection that obtains between the expression and what speakers used to express what they talk about. Reference is used to refer to an object or concept that have already appeared in the text.

Inference

Inference is about speculate other information or meaning based on the information which have already appeared in a text. Suparman (2011) said that making inference is about creating an outcome or result after understanding the process of reading. In other word, the reader can make their own conclusion based on their thinking after reading the text.

Vocabulary

Vocabulary is all the existing word in certain language or object. Concerning with the statements indeed vocabulary is findamental for everyone who wants to speak or to produce utterances for reading. Hammer states that, the ability of figure out the meaning of word items from the context or text is the most important aspeck in reading .

2.2.2. Teaching Reading

a. Principles of Teaching Reading

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of reading, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and after that discuss the text together. The teaching of reading is not a simple matter but teacher can create a lot of activity which can raise students' motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily.

Harmer (1998:70-71) formulates six principles in teaching reading. They are mentioned as follows:

1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When students read a text, they must do other activity not just read a textIt means that the teacher does not merely ask the students to read the text, but she/he has to make them realize that reading is not a passive skill.

2) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the readers are not interested or enjoy reading, they will get nothing from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text.

3) The teacher needs to encourage the students in responding the context of a reading text; not just to the language used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be able to understanding, responding to the meaning of the text and expressing their feelings about the text.

4) The teacher should emphasize that prediction is a major factor in reading.

Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

5) The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed.

6) Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences.

Those principles of teaching reading should be used by the teacher as known that teacher plays important roles in teaching learning processes. Harmer's principles are effective to be used in teacing reading. Those can help the teacher to make students understand the text.

b. Criteria of Effective Strategy in Teaching

According to Education and Training Inspectorate (2005) , applying a range of teaching strategies, that are fit for the purpose intended, is essential to ensure effective teaching and learning with pupils. These are some criteria that indicate the effective range of teaching strategies. The criteria are mentioned as follows:

- Pupils are aware of what you plan/anticipate they will learn in the lesson
- Pupils are able to work individually, in pairs, in groups (to include active learning opportunities) and at a whole class level and work to their individual learning styles
- There is a good level of practical, written and oral work
- There are opportunities for independent learning
- An appropriate time is allocated for pupils to reflect on and then build upon, what they have learned
- There is an attractive and stimulating environment which is wellorganised and resourced to support the pupils' learning

Those criteria should be fulfiled while teaching learning processes in order to ensure that the technique is appropriate to be used in the classroom.

c. Types of comprehension strategies

There are some types of comprehension strategy proposed by Suparman (2001). The strategies are grouped according to the activity done by the reader while they are reading.

1. Prediction, guessing and inference

2. Skimming, skipping and topic priority

3. Repeating and note taking

4. Translation, coinage, paraphrase and alternative interpretation

5. Language analysis

6. Dictionary consultation, help-seeking and self-asking.

The researcher used the third stategy that is repeating and note taking because this strategy is suitable for students in junior high school level. This strategy is not confusing for the students in this level. The researcher used repeating and note taking in teaching reading by applying summarizing activity.

2.2.3. Summarizing Activity

a. Definitions of Summarizing

Summarizing is not a new technique in teaching, because some teachers use this technique in teaching. According to Jones (2012), Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. There are two important things in summarizing a text, rereading the passage and jotting down a few keywords. The first point is aimed at comprehending the text first before summarizing the passage itself. The second is stating the main point in your own words. It means that in summarizing a text we should be objective. The reader is not permitted to mix the reactions with the summary. Then, after summarizing the text, the reader asks to check the summary and against the original. The reader

should make sure that he uses quotation marks around any exact phrases that he borrows.

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 causes students to; (a) read for comprehension (b) discriminate the important ideas (c) put the information in his own words. These allow students to make meaning of the text. Obtaining the meaning of words in a simple way is inadequate to the task of summarizing a text.

In order to summarize a text, one of the prerequisites is to read it carefully. This requires a student to employ various mental skills efficiently. They should make their own ideas while summarizing. From their ideas, we know that summarizing can make students independent and creative in their reading comprehension.

b. Steps of Summarizing Activity

The researcher chooses the Somebody-Wanted-But-So-Then (MacOn, Bewell& Vogt, 1991) as the technique in summarizing activity. The summarizing activity by using SWBST technique helped students understand the various plot elements of conflict and resolution. Either during reading or after reading, students complete a chart that identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The activity helps students generalize, recognize cause and effect relationships, and find main ideas.

To enable students in summarizing a passage, *The-Somebody-Wanted-But-So* strategy (MacOn, Bewell& Vogt, 1991) can be used during or after reading. It provides a framework to use when summarizing the action of a story or historical event by identifying key elements. The activity also helps students identify the main ideas, recognize cause and effect relationships, make generalizations, identify differences between characters and look at various points of view. It is more often used with narrative text but can also be used with expository text. For example SWBS can be used to summarize the goal/motivation, conflict, event or barrier of a historic or contemporary character or group of people. SWBS adds „*Then* to the strategy to further challenge students or expand the summary. Through these strategies, students' interest in summarizing the passage is expected able to increase. The steps of summarizing activity are mentioned as follow.

Step 1

Model the *'Somebody Wanted But So'* strategy by reading a selection of text aloud or retelling an event – this could be a story, film or real life event. Complete the SWBS four column chart: *Somebody* (character/figure), *Wanted* (goal/motivation), *But* (conflict), *So/So then* (resolution/outcome). Point out that there can be more than one *'Somebody Wanted But So'* in a text selection/chapter and show how a second SWBS statement can be generated, if applicable.

Step 2

 Read aloud a second text selection or retell an event. Thios activity was aimed to train students' pronounciation in reading. Ask students to identify *the Somebody* from the event. Write down the name of the person in the first column. Explain that *the Wanted* represents the plot or motivation of the person/people and complete the second column. Explain that *the But* is the conflict or challenge the person/people faced and record the student responses in the third column. Finally,

explain that *the So* column is to record the outcome or resolution and complete this column. Then read aloud the summary statement.

Step 3

Assign another selection of text or retell an event and in pairs/groups students complete a SWBS chart. Share SWBS statements in small groups and discuss the similarities and differences in the statements, as well as evidence in the text used to support each statement. Continue to guide students until they can use the strategy independently.

Those are the steps in using SWBST in summarizing activity. The researcher will use those steps in teaching reading because The strategy also helps students identify the main ideas, recognize cause and effect relationships, make generalizations, identify differences between characters and look at various points of view.

c. **The Advantages of Summarizing Activity**

Related to the result, it is assumed that the advantages of using *summarizing activity* in teaching reading are as follows:

1. Summarizing activity helps the students identify and keep track of a text's main ideas

2. Summarizing activity also helps the students remember what is important and make for a satisfactory reading experience.

3. Summarizing provides opportunity to communicate what is important, assists the students in finding the main ideas expressed through the text

4. Summarizing ativity allows the students to express how they interpreted what is happening in the text in their own words.

5. For the teacher summarizing ativity provides evidence of the students' ability to select important information and reveals a students' ability to priorities and sequence

d. The Disadvantage of Summarizing Activity

The use of summarizing ativity in teahing reading also has some weaknesses, as follows:

1. Requires a longer time for students, so it is difficult to achieve the curriculum target. The writer solved this problem by asking the students to make their summary as homework.

2. Take a long time for teachers so that teachers in general do not want to use summarizing activity. Then, the writer gave some explanations about the benefit of using this technique.

2.3. Theoritical Assumption

Without comprehension, reading would be empty and meaningless. Schumm (2006) states that comprehension process involves an understanding of words and how these words are used to create meaning. In order to help the reader in comprehending the text, summarizing activity was given. The researcher assumes that this technique can make the students easier to understand the text. In acordance with the theories previously presented, the writer wanted to know whether summarizing activity could failitate students' reading comprehension or not.

The researher tried to use summarizing activity in teaching to improve students' reading comprehension because the researcher assumes that giving summarizing

activity in teaching is needed in order to reach better achievement by helping the students to comprehend the text.

2.4. Hypothesis

Based on the theoritical assumption explained above, the hypotheses of this research are:

H_0 :There is no difference of students' reading comprehension after being taught through summarizing activity.

H_1 : There is differene of students' reading comprehension after being taught through summarizing activity.

III. RESEARCH METHODS

This chapter presents the methods used in this research. It consists of research design, population and sample, research procedure, scoring system of reading test, try out of research instrument, questionnaire, data collecting technique, data analysis, and hypothesis testing. Each of them is presented in the following discussion.

3.1. Setting of the Research

This research was conducted in the second semester of academic year 2016/2017 toward the eighth grade students of SMP Muhammadiyah 1 Sendang Agung which is located in St. KH. Ahmad Dahlan, Sendang Agung, Lampung Tengah. This school was selected for the research settings because of the researcher's interest in solving the problems related to students' reading comprehension found in the school. The students of this school still have difficulty in understanding English text. Eight of ten students still get low score in reading test. The study was conducted in the second semester of the academic year of 2016/2017. Then the action was conducted from February to April 2017. The researcher carried out the action based on the schedule, especially the class that is the subject of this research.

3.2. Population and Sample

The population of this study was second grade students of SMP Muhammadiyah 1 Sendang Agung. There are two classes; VIIIA and VIIIB. Each class consists of

25 students, so that the total number of population is 50 students. From the population, the researcher only took one class as the sample of this study that is class VIIIB. The researcher used Simple Random Sampling to decide which class that would be the subject of the reseach. By using Simple Random Sampling, every class of the population has the same opportunity to be chosen as the sample of the research (Setiyadi, 2006). The researcher determined the sample by using lottery.

3.3. Research Design

This research is aimed at improving students' reading comprehension at SMP Muhammadiyah 1 Sendang Agung. Therefore, it is categorized into quantitative research. This research focuses on the product or the result of the test. In accordance with Hatch and Farhadi (1982), the differenciaton between quantitave reaserch with other kind of research is the measurement in deciding the conclusion. Quantitative research tends to use statistics to measure the data. The objective of this research is to investigate whether there is any significant difference of students' reading comprehension before and after using summarizing activity, to find out which aspect of reading skill improve the most and how effective does summarizing activity based on students' responses.

The design of this research is as follows:

$$T1 \; X \; T2$$

T1   = Pre-Test

T2   = Post-Test

X   = Treatment

(Hatch and Farhady, 1982:20)

3.4. Data Collecting Techniques

In collecting the data, the researcher administered the test and non-test. Then, the result of those activities could be clarified as follows:

1. **Test**

In collecting the data, the researcher used test item, those are pre-test and post-test.

Pre-test

The data were collected through the pre-test in order to find out the abilily of reading comprehension of the students before treatments. The students were given 30 questions to be answered and then the teacher scored the result of the test.

Post-test

The aim of this test was to find out the increase of the treatments towards the students' reading comprehension after being given the treatment. In this post test the students were given 30 items of reading test.

2. **Non – Test**

The data were also collected by administering the questionnaire.

Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It was conducted after the post-test.

3.5. Research Instrument

Instrument is a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation. In this study the researcher used reading test and questionnaire.

Reading test

The researcher used reading test as the instrument to collect the data. The test consist of 30 items.

Questionnaire

The researcher used questionnaire as the instrument to collect the data. The questionnaire consist of 10 questions.

3.6. Research Procedures

In conducting the research, the procedures of this study were as follows:

1. **Determining the problem of the research**

The problems of the research were the students ability in comprehending the reading text and teacher technique that is used to teach reading in the class. The ability of students was still low and the teacher's technique was not interesting. The researcher tried to solve those problem in this research.

2. **Determining subject of the research**

The population of this research was the students of eight grade of SMP Muhammadiyah 1 Sendang agung. The researcher selected the the sample of the research by using simple probability sampling, which is determined by using

lottery. There were two classes of eight grade, and the researcher selected VIIIB as the sample of this research.

3. Selecting the materials

The researcher selected the material based on the English Curriculum for Junior High School. The curriculum that is used is KTSP (Kurikulum Tingkat Satuan Pendidikan) because this school is still using this kind of curriculum

4. Conducting the try out

The aim of try out is to find out the quality of the test. The try out was administered for 30 questions in 30 minutes. Try out is used to determine which item should be revised or dropped, because the test would be used in pre-test and post-test.

5. Conducting pre-test

The aim of conducting the pre-test is to find out the basic knowledge and ability in reading comprehension before treatment. The students were asked to do the multiple choice test that consist of 30 questions.

6. Conducting the treatment

The treatments were conducted in three meetings. There were three lesson plans that were used during the treatments.

7. Conducting the post-test

The post-test was conducted after the treatments. The aim of the post-test is to find out the result of the students' reading comprehension after giving the treatments. The test that were given to the students is the same as in the pre-test.

8. Spreading the questionnaire sheet

The questionnaire sheet was spread to find out the responds of the students after being taugh through summarizing activity.

9. Analyzing the data and testing the hypothesis

After conducting the post-test, the researcher scored students' works to see the result after giving the treatments and then compared the result of pre-test and post-test to see whether the scores improved or not.

3.7. Try Out of the Test

Before the test was conducted, the researcher tried to find out whether the test was appropriate to be used in pre-test and post-test or not by conducting the try out. The researcher considered some criteria of good test: reliability, level of difficulty and discrimination power.

This test was conducted to determine the quality of the data collecting instrument of the research, that are reliability, validity, level of difficulty, and discrimination power. Students were given 30 items of multiple choices test in 60 minutes. After analyzing the data, the researcher got 23 items were good and 7 items should be changed (See appendix 5)

a. Validity of the test

The test can be said as a valid test because the test measured the object to be measured and suitable with the criteria. There are two basic types of Validity, those are content validity and construct validity (Hatch and Farhady, 1982:250).

Content Validity

Content validity is the extend to which a test measures a representative sample of subject mater content, the focus of content validity is adequasy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982;74). The test was determined according to the material that were taught to the students. The composition of the test items is presented on the table of specification below

Table 3.1. Specfication of Reading – Test

No	Sub-Skill of Reading	Item Number	Precentage
1	Determining main ideas	1, 8, 14, 22, 28, 30	20 %
2	Inferences	4, 5, 7, 11, 13, 21	20 %
3	Refereces	2, 6, 10, 16, 20, 27	20 %
4	Finding Detail Information	3, 9, 17, 19, 23, 25,	20 %
5	Vocabularies	12, 15, 18, 24,26, 29	20 %
Total		30	100 %

Construct Validity

According to Shohami (1985;74), construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it was examined whether the test given actually reflect what it means to know a language. This type of validity assumes the existence of certain learning theories of constructs underlying the acquisition of abilities and skills (Heaton, 1988:161). In order to find construct validity of the test, researcher formulated the concept of reading comprehension.

b. Reliability of the Test

Reliability can be said as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982:243). Reliability is the consistency of a measurement of the research, or the ability of a

measurement to measure the same subjects in a different time but still give the same result (Setiyadi, 2006). The test was determined by using Pearson Product Moment which measures the corelation coefficient of the reliability between odd and even number in the following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

r_{xy} : coeffiient of reliability odd and even numbers items

x   : odd number

y   :even number

x^2 : total score of odd number items

y^2 : total sore of even number items

xy   : total score of odd and een number

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{954}{\sqrt{(830)(1243)}}$$

$$r_{xy} = \frac{954}{1.031.690}$$

$$r_{xy} = \frac{954}{1.015,72}$$

$$r_{xy} = 0.94$$

After getting the reliability of half test, the researher used Spearman Brown to determine the reliability of the whole tests, as follows:

$$rk = \frac{2r_{xy}}{1 + r_{xy}}$$

r_k : the reliability of the whole tests

r_{xy} : the reliability of half test

The criteria that is used by the researcher are:

0.90-1.00 : High

0.50-0.89 : Moderate

0.0-0.49 : Low

$$rk = \frac{2r_{xy}}{1 + r_{xy}}$$

$$rk = \frac{2x0.94}{1 + 0.94}$$

$$rk = \frac{1.88}{1.94}$$

$$rk = 0.969$$

Based on the criteria of reliability, it is found that the test items have high reliability that is 0.969

c. Level of Difficulty

According to Shohamy (1985:79), level of difficulty is how difficult the test or item is based on students point of view. It can be determined by dividing the number of students who get the right answer by the total number of students.

The researcher used this following formula:

$$LD = \frac{R}{N}$$

LD = Level of Difficulty

R = The number of students who answer correctly

N = The total number of students

The criteria of difficulty level are:

LD < 0.30 = Difficult

LD=0.30-070 = Average

LD > 0.70 = Easy

Based on the try out, there was one item that was easy, eight items that were difficult, and 21 items were average. (see appendix 4)

d. Discriminating Power

Discriminating powes is used to analyze how accurate the test item can really differentiate between upper and lower students who take the test.

The discrimination power of each item can be calculated by using this following formula:

$$DP = \frac{U-L}{1/2N}$$

DP = Discrimination Power

U = The number of upper students who answer correctly

L = The number of lower students who answer correctly

N = The total number of students

The criteria are:

DP : 0.00 – 0.19 = Poor

DP : 0.2 – 0.39 = Average

DP   : 0.40 – 0.49 = Good

DP   : 0.70 – 1.00 = Exellent

DP   : - (Negative) = Bad, should be omitted

(Heaton, 1975:183)

Based on the try out, it was found that 7 items were poor, 3 items were good, and 20 items were satisfactory.

Based on the the result of level of difficulty and discrimination power, there were 7 items that were suggested to be dropped and change. Those item numbers were 10, 11, 13, 19, 21, 25, and 28 (see appendix 5).

3.8.Questionnaire

The use of questionnaire is to find out the responses of students about *summarizing activity.*

a. Validity of The Questionnaire

Validity is the idea that a measurement exactly measures what to measure (Setiyadi, 2006). There are several types of validity such as face validity, content validity, construct validity, and empirical validity (Setiyadi, 2006). Among those types, this study employed construct validity and content validity.

Construct validity of the questionnaire is needed for a research instrument which has some indicators in measuring one construct or more. Since the purpose of this questionnaire is to find out how effective summarizing activity based on students' responses, the researcher applied questionnaire dealt with criteria of the effective strategy in teaching by ETI (2005). ETI stands for English Training inspectoral.

The questionnaire was constructed based on the criteria of effective strategy in teaching by ETI (2005).

Content validity is the extend to which an instrument measures a representative sample of subject mater content, the focus of content validity is adequasy of the sample and simply on the appearance of the instrument (Hatch and Farhady, 1982;74). The questionnaire were adapted from the criteria suggested by ETI (2005).

Table 3.2 Spesification of The Criteria of an Effective Strategies in Teaching

No	Evaluated Criteria	Number of items	Statement number
1	Students are aware of what the teacher plan/anticipate they will learn in the lesson.	1	1
2	Students are able to work individually, in pairs, in groups (to include active learning opportunities) and at a whole class level and work to their individual learning styles.	3	2,3,4
3	There is a good level of practical, written and oral work.	2	5.6
4	There are opportunities for independent learning.	1	7
5	An appropriate time is allocated for students to reflect on and then build upon, what they have learned.	1	7
6	There are opportunities for students to celebrate their achievements.	1	8
7	There is an attractive and stimulating environment which is well organized and resourced to support the students' learning.	1	9
8	A wide range of strategies encourage the students to be settled and engaged in purposeful and productive activities.	1	10

The questionnaire was translated into Bahasa Indonesia, so that the studnts easily understood the questionnaire (see appendix 9)

b. Reliability of The Questionnaire

Reliability is the consistency of measurement of research, or ability of a measurement to measure the same research subjects in a different time and gives the consistent results (Setiyadi, 2006). The researcher gained the data by using quantitative description. The researcher analyzed the reliability to find out whether the questionnarie was reliable or not. A reliable measure was one that provided consistent and stable indication of the characteristic. To measure the reliability of the questionnaire the researcher use Cronbach Alpha Formula.

First of all, the results of the questionnaire were scored based on Likert Scale. To measure the consistency items of the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most common measurement used to measure the consistency among indicators of the questionnaire. The alpha ranges between 0 and 1the higher alpha, the more reliable the questionnaire will be. (Setiyadi, 2006, p.167).

Classification of reliability is as follows:

Between 0.800 to 100   = Very high reliability

Between 0.600 to 0.800   = High reliability

Between 0.400 to 0.600   = Moderate reliability

Between 0.200 to 0.400   = Low reliability

Between 0.00 to 0.200   = Very low reliability

The reliability of the questionnaire was indentified as very high reliability based on the result of Cronbach's Alpha which the point is 0.995. It means that the questionnaire is good to be used.

Table 3.3 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.995	.996	10

3.9.Data Analysis

In this study, the researcher analyzed the students' progress in comprehending the reading text. The scores were analyzed by doing these steps:

1. Scoring the pre-test and the post-test

The researcher scored the students's works by using this following formula:

$$s = \frac{r}{n} X\ 100$$

S : Score

r : Number of right answer

n : Total items

2. Scoring the questionnaire of students' responses

The data were analyzed by using manual analysis and descriptive statistics. The researcher used software SPSS 16.0 to find the reliability of questionnaire.

3. Tabulating the result of the test and finding the mean of the test.

The mean of pre-test and post-test were calculated by applying the following formula:

$$x = \frac{\sum x}{n}$$

X   = Mean

$\sum x$ = Total number of students' score

n   = number of students

3. Drawing the conclusion from the tabulated result of the tests given, by comparing the means of pre-test and post-test.

In order to find out whether the students get any progress, the researcher used this following formula:

$$I = x2 - x1$$

I   = the increase of students ability

X2   =The average score of post test

X1   = The average score of post test

In this research, the researcher used repeated measured t-test that is used to compare two different kind of data or mean from similar sample. Then the pre-test and post-test scores were analyzed to see whether both scores are the same or not (Setiyadi, 2006-170). The researcher used this following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad \text{and} \quad \sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Md   = Mean from the different pre-test and post test (pre-test – post-test)

Xd   = Deviation of each subject (d – md)

$\sum x^2 d$ = Total of quadratic deviation

N   = Total subject on sample

The analysis was computed by using SPSS version 17. The hypothesis was analyzed at significant level of 0.05 (<0.05) in which H_0 would be approved if sig> . It means that the probability of error in the hypotheses is only about 5% and H_1 would be approved if Sig< (<0.05)

3.10. Hypothesis Testing

The pre test and post test were compared to find out the gain. The researcher used Repeated Mesure T-test towards the average score of pre test and post test since the aim of Repeated Measure T-test is to compare two kinds of data or mean from the same sample.

The hypotheses were drawn as follows:

H_0 :There is no difference of students' reading comprehension after being taught through summarizing activity.

H_1 : There is difference of students' reading comprehension after being taught through summarizing activity

The criteria for accepting the hypotheses were as follows:

H_0 is rejected if the t-ratio is higher than t-table. It means that H_1 is accepted, thus there is difference on students' reading comprehension before and after being taught through summarizing activity.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study. The conlusions are then followed by sugestions.

5.1. Conclusions

Based on the findings of the data analysis, some conclusions can be drawn as follows:

1. 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 the pre-test (39.04) and post-test (69.72).

2. 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.

3. Summarizing activity helps the students in the teaching learning process. This technique makes them understand easily, enjoy, and it is also can make them more independent. It can be seen from the mean of the questionaire, that is 4.20 which means that summarizing activity is the effective technique of teaching because it has fulfiled all of the criteria of effective technique of teaching.

5.2. Suggestions

1. 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.

2. The readers and further researchers who want to replicate a researh about summarizing activity, are suggested to find out teachers responses about this technique.

3. Further researchers should use summarizing activity as the teaching method in listening skill, since reading and listening have similar aspects.

This chapter has presented the conclusions of this study. The conlusions were then followed by suggestions for teachers, readers and further researchers.

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