

**THE USE OF SUMMARIZING STRATEGY ON STUDENTS' READING
COMPREHENSION ON HORTATORY EXPOSITION TEXTS AT
ELEVENTH GRADE OF SMAN 1 TANJUNG BINTANG**

Undergraduate Thesis

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

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ABSTRACT

THE USE OF SUMMARIZING STRATEGY ON STUDENTS' READING COMPREHENSION ON HORTATORY EXPOSITION TEXTS AT ELEVENTH GRADE OF SMAN 1 TANJUNG BINTANG

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Angellia Alifah Pupika Dewi

The objective of this research is to find out whether there is a significant effect on students' reading comprehension on hortatory exposition text after the students are being taught by using summarizing strategy. The research was conducted on the second grade of SMAN 1 Tanjung Bintang. The sample of this research was class X1 MIPA II which consisted of 36 students. The sample was chosen by purposive sampling.

One group Pre-test Post-test was used as the design of the research. The instrument was reading test. The data were collected using test. The test is form of multiple choices with 40 items. Pre-test and Post-test were used to see the effect before and after being taught through Summarizing Strategy.

The result showed that there was a significant effect on students' reading comprehension after being taught through Summarizing Strategy. It was proven by the increase of students' mean score from pre-test (62.78) to post-test score (73.06) and the gain was 10.28. With respect to aspects of reading skills, determining reference contributed the highest gain (4.7), followed by making inference (4.6), understanding vocabulary (3.8), identifying main idea (3.3) and identifying specific information (2.2) respectively.

Keywords: Reading Comprehension, Summarizing Strategy, Hortatory Exposition text.

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Submitted in a Partial Fulfilment of

The Requirements for S-1 Degree

In

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Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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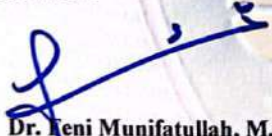
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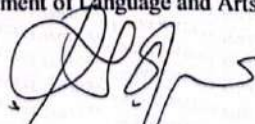

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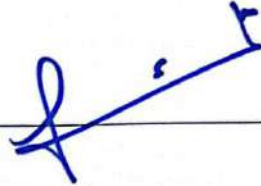
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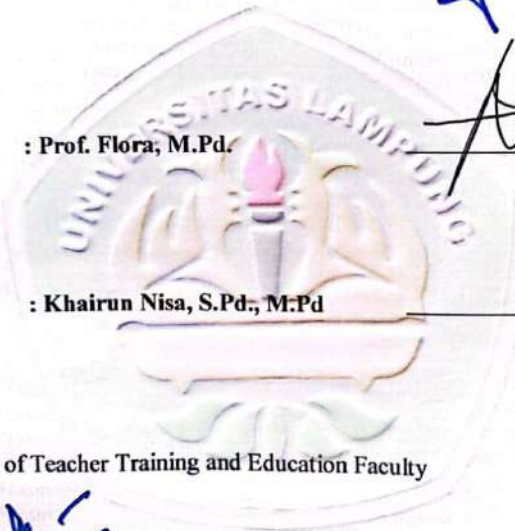
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Angellia Alifah Pupika Dewi was born in Tanjung Bintang on December 10th, 1999. She is the first child of a great couple of Ali Gusmanto and Dewi Mawarni. She has two brothers, the first younger brother named Fernando Julian Saputra and the second younger brothers named Erlando Abdan Saputra.

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DEDICATION

With a bunch of love and appreciation, this script is proudly dedicated to:

1. My wonderful Parents, Mr. Ali Gusmanto and Mrs. Dewi Mawarni. They are truly the most perfect gift God has ever given to me and they are stars in my life who always guide and support me with their love.
2. My Beloved Brothers, Fernando Julian Saputra and Erlando Abdan Saputra. You are the greatest spirit when i was down.
3. My beloved best friend “Erlinda”. Thank you for always being my emergency call. You are the craziest person that i have ever met.
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MOTTO

“Tidak ada kesuksesan tanpa kerja keras. Tidak ada keberhasilan tanpa kebersamaan. Tidak ada kemudahan tanpadoa”

(Ridwan Kamil)

“You’ll find you become more confident when you stop trying to be someone else’s, definition of beautiful and smart start being your own”

(Cenul)

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There are many people who generously gave their suggestion, supports, encouragements, and assistances for improving this script. In this occasion, I would like to express my deepest gratitude to:

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The writer believes that her writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for better research. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

Bandar Lampung, 29 November 2023

The Author,

Angellia Alifah Pupika Dewi

TABLE OF CONTENTS

ABSTRACT	ii
CURRICULUM VITAE	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICE	xi
I. INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Research Questions	4
1.3 Objective of the Problem.....	4
1.4 Uses of the Research	5
1.5 Scope and Limitation of the Research.....	5
1.6 Definition of term.....	5
II. REVIEW OF LITERATURE	7
2.1 Review of Previous Related Research.....	7
2.2 Concept of Reading Comprehension.....	8
2.3 Reading Comprehension Aspects	9
2.4 Students' Reading Comprehension of Hortatory Exposition Text.....	11
2.5 Summarizing Strategy	12
2.6 The Advantages and Disadvantages of Summarization Strategy	14
2.7 The Use of Summarizing Strategy toward Students' Reading Comprehension of Hortatory Exposition Text.....	15
2.8 Assumption and Hypothesis	16
III. RESEARCH METHOD	18
3.1 Research Design.....	18
3.2 Setting.....	19
3.3 Population and Sample of the Research	19

3.4	Variables	20
3.5	Instruments of the Research.....	20
3.5.1	Developing Instruments	20
3.5.2	The Result of the Try-out Test.....	25
3.6	Data Collection	26
3.7	Scoring System	28
3.8	Data Analysis	28
3.8.1	Data Analysis of the Test.....	28
3.9	Research Procedures	29
3.10	Hypothesis Testing	31
IV.	RESULT AND DISCUSSION	33
4.1	The Implementation of Summarizing strategy	33
4.2	Result of the Reading Test.....	37
4.2.1	Result of the pre-test.....	37
4.2.2	Result of the Post-test	39
4.2.3	Summarizing strategy effect	40
4.2.4	Normality Test.....	41
4.2.5	Hypothesis Testing	41
4.3.1.	Students' Improvement in 5 Aspects of Reading Comprehension.....	42
4.3	Discussion of Findings	44
4.3.1.	The Significant Effect on Students' reading comprehension after using Summarizing strategy.....	44
V.	CONCLUSION AND SUGGESTIONS	46
5.1	Conclusions.....	46
5.2	The Suggestion.....	47
	REFERENCES	48
	APPENDICES	51

LIST OF TABLES

Table 1.1 The Students' English Reading Score.....	2
Table 3. 1 Class Distribution of Second Grade Students.....	19
Table 3. 2 Reading Specification of Try-out	25
Table 3. 3 Result of Try-out Test.....	25
Table 3. 4 Specification of The Pre-test	27
Table 3. 5 Specification of the Post-test.....	27
Table 4. 1 Result of the Pre-test.....	37
Table 4. 2 Distribution Frequency of Students' Score Pre-test	38
Table 4. 3 Result of Post-test.....	39
Table 4. 4 Distribution of Frequency of Students' Score of Post-test	40
Table 4. 5 Students' Reading improvement on summarizing strategy	41
Table 4. 6 Normality Test Data Pre-test and Post-test	41
Table 4. 7 Analysis of the Hypothesis Testing	42
Table 4. 8 Improvement of Each Aspect in Reading Comprehension	42

LIST OF APPENDICES

Appendix 1 Schedule of the Research.....	52
Appendix 2 Try-out Test	53
Appendix 3 Answer Sheet of Try-out	73
Appendix 4 Data of Try-out Test.....	74
Appendix 5 Validity of Try-out Test.....	75
Appendix 6 Reliability Analysis of Try-out Test.....	76
Appendix 7 Level of Difficulty and Discrimination Power of Try-out Test	77
Appendix 8 Pre-test.....	78
Appendix 9 Answer key of Pre-test	96
Appendix 10 Lesson Plan.....	97
Appendix 11 Post-test	123
Appendix 12 Answer Key of Post-test	141
Appendix 13 Result of Students' Pre-test and Post-test Score	142
Appendix 14 Distribution Frequency of Pre-test	143
Appendix 15 Distribution Frequency of Post-test.....	144
Appendix 16 Students' Gain Score from Pre-test and Post-test	145
Appendix 17 Paired Sample T-test	146
Appendix 18 Distribution of Students' Pre-test and Post-test in Reading	147
Appendix 19 Students' Try-out	148
Appendix 20 Students' Pre-test	149
Appendix 21 Students' Summary.....	150
Appendix 22 Students' Post-test.....	152
Appendix 23 Letter of Research Permission	153
Appendix 24 Letter of Doing Research.....	154
Appendix 25 Activities Doing Research	155

I. INTRODUCTION

This chapter deals with an introduction of the beginning of the research, which includes background of the research, research questions, objectives of the research, uses of the research, scope and limitation, and definition of terms.

1.1 Background of the Research

In the learning process of English, reading skill is one of the ways to make human able to proportion ideas, reviews, or arguments on what they see, experience and suppose and to specific them into the sort of properly conversation. Reading is a technique of conversation among the author and the reader. Sheng (2000:1) says that reading is a process of recognition, interpretation, and perception either in written or printed material. This is a communication process from the writer to the reader which involves letters, words, phrases, and clauses. Briefly reading is not only a process of communication, but additionally reading is a process of recognition, interpretation, and perception of written material. But the purpose of learning reading for students is getting comprehension.

Comprehension is the art of expertise of reading and it is a process to make sense from the writer's thoughts through interplay with the written text. Reading with comprehension way to understand what has been read. An active, thinking process relies upon now not best on comprehension abilities, but additionally on the students experience and prior knowledge. Comprehension entails information vocabulary seeing the connection amongst word and ideas, organizing ideas, recognizing the author's purpose, making judgment and evaluation. Lenz (2005:58) advised that reading comprehension is the process of constructing which means the process of constructing meaning from the text. In short, reading comprehension depend on student experience their prior knowledge to organize the idea, the author's purpose, and to evaluate.

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Catherina (2012:11) said that reading comprehension is the process of simultaneously extracting and constructing meaning through interactions and involvement with written language. It means that reading will reconstruct her or his background knowledge in understanding the text. But, in reading comprehension of students we need to know the appropriate strategy that can make students able to comprehend a text. Meanwhile, reading comprehension is a very important activity. It is because reading is a useful activity in getting information, knowledge, technology, and pleasure.

In Indonesia, nearly every level of education study English. As a formal schooling, SMAN 1 Tanjung Bintang teaches English for his or her students, they teach speaking, writing, listening and also reading skills. The purpose of reading subject at SMAN 1 Tanjung Bintang is to make students be able to understand the idea in functional text in short essay focuses in narrative, spoof, and hortatory exposition text in order to increase students' knowledge and normal in daily life. The indicator of the finding topic or general idea from the text, main idea, detail information and meaning of words or phrase and reference based on the text (Depdiknas: 2006).

Based on preliminary research at SMAN 1 Tanjung Bintang, the researcher observed the eleventh-grade students when teaching and learning process. In the class some of the students have many problems in English especially in reading subject. The students' ability of their reading is still very far from the expectation of curriculum. Their ability in comprehending texts is still low. The causes of the problem are from students' side, they had lack of background knowledge, they still confused about what the aim of reading text is, and the students had lack motivation from their self to be critical readers. It was supported by the data taken from an English teacher of SMAN 1 Tanjung Bintang. It can be seen from the table below:

Table 1.1 The Students' English Reading Score

No	Class	Student's Reading Score		Number of Students
		<70	>70	

1.	XIMIPA 1	3	33	36
2.	XIMIPA 2	16	20	36
3.	XIMIPA 3	24	12	36
4.	XIMIPA 4	23	12	35
5.	XIIPS 1	20	16	36
6.	XIIPS 2	19	15	34
7.	XIIPS 3	22	13	35
8.	XIIPS 4	24	10	34
Total		151	131	282
Percentage		54%	46%	100%

(Source: Document from English Teacher of the Eleventh Grade of SMAN 1 TanjungBintang)

From the table 1.1 above, it can be seen that there are 282 students at the eleventh grade of SMAN 1 Tanjung Bintang. After analyzing students' reading scores, there are only 46% students who passed the KKM. Besides that, 54% students get the score under the criteria of minimum. And also, the researcher found that some of the students still have difficulties to comprehend the text. It can be seen in phenomena below:

1. Some of the students were not able to identify main idea.
2. Some of the students were not able to find specific information.
3. Some of the students were not able to identify the generic structure.
4. Some of the students were not able to identify synonym
5. Some of the students were not able to identify reference.

Based on the trouble above, the researcher intends to provide a solution for the teacher to put into effect an English teaching strategy that can help and motivate the students to make a contribution their reading comprehension. The strategy is Summarizing Strategy. Pressley (2006) said that using summarizing strategy could efficaciously incite learners in catch on to the passage well. Summarizing strategy enable the students to make something in written form while learning and focusing on how to construct the meaning of the text. It can be highly effective to familiarize

main ideas, understand the whole text, and to interpret the passage about using their own terms. The road of summarizing strategy is to present the points of the text without changing its meaning. The site extends simpler explanation for students, “tell what is important”. It is supports students concentrate in the main idea instead the details and allows them to process by avoiding deviate information (Kamil, 2004). It is “the reduction of a large amount of information to its most important points”.

Hidi and Anderson (2018) stated that a summary is a brief statement that represents the consideration of information accessible to a subject and reflect the gist of the discourse. Buckley in Hidi and Anderson (2018), defines that summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author’s meaning, and retaining main ideas. Diane Hacker (2008) explains that summarizing is the process of stating others people work or paper in simply, briefly and accurately.

Because of the reason above, summarizing strategy will be applied in SMAN 1 TanjungBintang. This strategy can help teachers to improve students’ reading ability to comprehending a text, easily to find the main idea of the text and can improve their comprehension about the text, especially in hortatory exposition text. Summarizing may be performed orally, in writing, via group or individually. However, in this research the researcher just attention in groups.

1.2 Research Questions

The research question is formulated as follows:

Is there any significant effect on students’ reading comprehension on hortatory exposition text after the students are being taught by using summarizing strategy?

1.3 Objective of the Problem

Based on the research question, the objectives of the research formulated as follows: To find out there is a significant effect on students' reading comprehension on hortatory exposition text after the students are being taught by using summarizing strategy.

1.4 Uses of the Research

Theoretically, the result of this research can be used as a reference to support those who want to research the English teaching process by using the summarizing strategy, especially in teaching a hortatory exposition text. This research might be useful for supporting the theory of summarizing strategy in helping the readers to comprehend reading text better. Furthermore, this research is also practically beneficial for English teacher as a consideration to establish an alternative strategy to improve the teaching and learning quality, especially in hortatory exposition text. Furthermore, the findings of this research are hoped to inspire students to improve their comprehension.

1.5 Scope and Limitation of the Research

Based on the background, this research focuses on effect of the students' reading comprehension after the implementation of summarizing strategy. There are many kinds of texts that the students should achieve such as descriptive, narratives, recount, report, procedure, etc. Considering the limitation of this research, the researcher focused on the students reading comprehension to identify the main idea, detail information, generic structure, synonym and reference from hortatory exposition text taught by using summarizing strategy at the Eleventh Grade of SMAN 1 TanjungBintang.

1.6 Definition of term

Definitions of terms are provided to avoid misunderstanding regarding the concepts, definitions of terms are defined as follows:

1. Summarizing Strategy

Buckley in Hidi and Anderson (2018), defines that summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, and retaining main ideas. Diane Hacker (2008) explains that summarizing is the process of stating others people work or paper in simply, briefly and accurately.

2. Reading Comprehension

Comprehension is a high level in gaining knowledge of after knowing and expertise. Wooley (2011:15) defines reading comprehension because the process of making the textual content meaningful. He explained that the goal of reading comprehension is to get the entire understanding approximately what it is supplied within the text rather than to advantage the that means from the isolated words or sentences.

3. Hortatory Exposition Texts

Rahmad (2017:1) mentioned that a hortatory exposition is a sort of spoken or written textual content this is intended to provide an explanation for the listeners or readers that something have to or need to not appear or be executed. In addition, they mentioned that the cause of hortatory exposition textual content is to persuade the readers or listeners that something has to or should now not to be inside the case. Therefore, hortatory exposition text is a kind of written textual content to explain the reader that something should occur or be performed to persuade the readers.

II. REVIEW OF LITERATURE

This chapter discusses several points related to the theories used in this study, such as previous studies, concept of reading comprehension, students' reading comprehension of hortatory exposition text, summarizing strategy, the advantages and disadvantages of summarizing strategy and the use of summarizing strategy toward students' reading comprehension of hortatory exposition text.

2.1 Review of Previous Related Research

In doing this research, the researcher found some previous research that can be based on consideration for the research. In this point, the researcher tries to explain what the previous researchers discuss in their research. Moreover, the researcher will take some points of their researchers related to the research.

1. Amelia Hamida, Zainuddin Amir, Fitrawati 2011 conducted research "The Effect of Summarizing Strategy toward Students' Reading Comprehension in Exposition Text at the Second Grade of MAN 2 Padang". In this research she found that using summarizing strategy could give better effect on students' ability in reading the expositional text. It is known from the result of the students' score of pre-test and post-test in summarizing strategy (X variable). It means there is positive impact of summarization instruction on students' reading comprehension achievement.
2. Hooshang Khoshshima, Forouzan Rezaeian Tiyar in 2014 conducted research "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners". He found that there is a positive and significant influence of Iranian intermediate EFL learners' response of summarizing strategy could influence students' reading comprehension. The result of the current study demonstrated that comprehension skills and abilities can be

improved by employing appropriate strategies. It means that strategy can help learners in reading comprehension.

By reviewing previous research, researchers found that using summarizing strategies can help improve students' reading comprehension. The difference between this research and previous research is that this research focuses on hortatory exposition texts and the setting of this research is located at SMAN 1 Tanjung Bintang.

2.2 Concept of Reading Comprehension

There are many definitions of reading comprehension accepted by some expert. According to Caroline (2005:71), analyzing comprehension involves more than just the readers' response to the text. Furthermore, analyzing comprehension refers to reading for that means, knowledge, and entertainment. Its method that studying not best examine, however additionally get that means, expertise and entertainment. Also studying is manner to get information and understanding approximately the strategy of analysing itself.

According to Snow (2002:11), reading comprehension because the method of simultaneously extracting and building that means through interaction and involvement with written language. He used the words extracting and building to emphasize both the significance and the insufficiency of the text as a determinant of reading comprehension.

There are three factors of comprehension:

- a. The reader who is doing the comprehending.
- b. The textual content this is to be comprehended.
- c. The hobby in which comprehension is part.

According to Catherine Snow (2002:12), to understand it, a reader needs to have very diverse capacities and competencies. These encompass:

1. Cognitive capacity (e.g., interest, reminiscence, critical, analytic capacity, interference, and visualization capability).
2. Motivation (a reason for reading and hobby in content material being examine and self-efficacy because the reader).
3. Numerous types of expertise (vocabulary, domain and subject matter expertise, linguistic and discourse information of particular comprehension method).

Similarly, according to Nunan (1991:82), comprehension includes understanding vocabulary, seeing the connection among word and concepts, organizing thoughts, spotting the author reason, making judgment and comparing.

Based totally on the explanation above, the researcher concludes that when the readers read, they ought to understand the contents of the text. The readers must recognize that comprehending is more than just spotting and knowledge words.

2.3 Reading Comprehension Aspects

The main purpose of reading is comprehension. From reading, the students will get some valuable information if the students can get what is the author intended to convey. To make it happen the readers or the students need to know the aspects of reading comprehension. According to (Nuttall, 1996) there are several reading comprehension aspects that students should master, including: the primary cause of studying is comprehension. From reading, the student gets a few treasured data if the students can get what is the writer intended to bring. To make it manifest the readers or the students want to know the factors of reading comprehension. Consistent with (Nuttall, 1996) there are numerous reading comprehension aspects that students have to master, such as:

1. Identifying the Main idea

According to (Mc Whorter, 1986) the sentence which states a main idea is called topic sentence. To identify the main idea, readers ought to understand what the

primary message that the author desires to bring by way of summarizing it and searching out repetition ideas. It is also located in the first sentence of the paragraph. To point it out, the reader should assume across the whole textual content.

2. Finding Specific Information in the Text

The reader must scan precise information while analyzing factual material. Factual information is the data that is explicitly stated within the textual content. There are many specific forms of real information definition, example, facts, an incident, analogy, comparison, cause and effect, statistics, and quotation. Wherein, the general public of the solutions can be located inside the textual content. To find the specific information the reader best reads some sentences which might be linked to the questions.

3. Determining Reference

It is far critical to apprehend the references used in a text due to the fact the references regularly used in a text which will avoid the repetition phrase. A textual content would be monotonous to have and repeat the identical time period or phrase whenever an author uses it.

4. Making Inference

In reading comprehension, making inferences is very critical. This manner is how students to assume more deeply about the implicit that means inside the text. It is far a capacity that allows students to integrate their prior knowledge to understand something that isn't always explicitly stated in the text.

5. Understanding Vocabulary

Vocabulary is critical for reading comprehension. Readers cannot comprehend what they are reading without knowing the majority of the words genuinely suggest. It is essential to apprehend vocabulary within the text, (Harmer, 1997) the most crucial aspects of successful reading are the potential to recognize which means of vocabulary objects from context.

From the explanation above, the blessings of finding the main idea, determining reference, making inference, finding specific information in the textual content, and

understanding vocabulary assist the readers to recognize the points the author attempting to convey.

2.4 Students' Reading Comprehension of Hortatory Exposition Text

In this study, the researchers will attention on students' reading comprehension of hortatory exposition text. Rahmad (2017:1) said that a hortatory exposition is a type of spoken or written text this is meant to provide an explanation for the listeners or readers that something has to or have to know not manifest or be accomplished. In different words, the main function of Hortatory Exposition text is to influence the readers or listeners that something needs to or need to know not be inside the case. There are some aspects in hortatory exposition text that must be recognized by way of readers. In term of familiar generic structure and features of hortatory exposition text may be analysed as follows:

1. Generic Structure

a. Thesis

Thesis is general statement of topic discussed. It is the main point or idea of view to be presented.

b. Arguments

Arguments are the reasons for concern that will lead to recommendation. Arguments provide the evidence to support the thesis statement. Each paragraph identifies the particular point. The elaboration may be further description, analysis, justification, giving examples, comparing, and contracting, etc.

c. Recommendation

Recommendation is statement of what should or should not happen or be done based on the given arguments. It makes recommendation for readers. Then, the hortatory exposition text also can be identified with some language features below:

1. Abstract nouns, e.g., Culture, etc.
2. Action verbs, e.g., Value, etc.

3. Connectives, e.g., first, second, etc.
 4. Modal auxiliaries, e.g. Should, ought to, had better
2. Language Features
1. A Hortatory Exposition focuses on generic human and non-human participants, except for speaker or writer referring to self.
 2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.
 3. It often needs material processes. It is used to state what happens, ex: has, polluted, etc.
 4. It usually uses Simple Present Tense and Present Perfect Tense.
 5. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, etc.

Based on the explanation above, there are some indicators that should be known by readers to understand hortatory exposition text. Based on syllabus of SMAN 1 Tanjung Bintang, here are the indicators of hortatory exposition text:

1. Identifying main idea of texts
2. Identifying detail information of texts
3. Identifying generic structure of texts
4. Identifying synonym of texts
5. Identifying reference of texts

2.5 Summarizing Strategy

There are many definitions of summarizing strategy given by experts, it is impossible however to discuss all of them in this chapter. Therefore, several of them are chosen in this research that is very important to talk about it. According to Randall VanderMey (2007), summarizing is summarizing in your own words the main points in a passage. There are two important things in summarizing the text, rereading the passage and noting some key words. The first point is to understand the text first before summarizing the passage itself. The second is to state the main

point in your own words. This means that in summarizing a text we must be objective. Readers are not allowed to confuse reactions with summaries.

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 he borrows.

In line with Randall VanderMey, Senemoglu (2001:569) states that "Summarizing helps students make meaning from information and store it in their long-term memory efficiently. Summarizing causes students to:

1. Reading for comprehension
2. Distinguishing important ideas
3. Putting information in one's own words.

This allows students to make meaning from the text. Getting the meaning of words in a simple way is not sufficient for the task of summarizing the text. To summarize a text, one of the prerequisites is to read it carefully. This requires students to use various mental skills efficiently. "To make a good summary, a student must be able to connect new ideas with old ideas and put forward unique ideas (Friend, 2001:320). From their ideas, we know that summarizing can make students independent and creative in their reading comprehension.

Summarizing is a difficult skill for students because it requires it:

1. Summary should be brief,
2. The summary should contain the author's most important ideas,
3. The summary should be written in the students' own words
4. The summary should contain information that students need to learn (Friend, 2001:320).

Jordan uses the following steps as a guide in writing a summary:

1. At the beginning write the title of the book/journal, the author and article, publisher and date.
2. Quickly read (skim) the next to get an overall idea of it.

3. Then read it carefully, identifying the main points.
4. As you read, make a brief note of the main points.
5. Phrase is important and may be useful to quote in an essay.
6. Remove examples and details.
7. Ensure that your summary is accurate and neutral.
8. As far as possible condense the points into straightforward statements.
9. Write clearly, concisely, coherently, and logically.

2.6 The Advantages and Disadvantages of Summarization Strategy

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

A. The Advantages of Summarizing Strategy

1. Summarizing strategy helps the students identify and keep track of a text's main idea.
2. Summarizing strategy 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 strategy allows the students to express how they interpreted what is happening in the text in their own words.
5. For the teacher summarizing strategy provides evidence of the students' ability to select important information and reveals a students' ability to priorities and sequence.

B. The dis-advantages of Summarizing Strategy

The use of summarizing strategy in teaching reading also has weaknesses, as follows:

Students who have a simultaneous processing weakness may have a particularly difficult time reading for understanding or comprehending all the parts of a story and how they relate to each other.

2.7 The Use of Summarizing Strategy toward Students' Reading Comprehension of Hortatory Exposition Text

The reading processes imply the use of reading strategies. Harderbeck (2006:9) said that reading comprehension strategies as mental operation, tools or plans used by readers for facilitating and increasing their comprehension. Furthermore, reading strategies demonstrate how readers regard a task. What contextual clues they attend to, how they understand the reading passages and what they did once they did not understand. Reading strategies ranged from fix-up strategies inclusive of re-reading difficult section and guessing the meaning of an unknown word from context, to more broad strategies together with Summarizing and relating on what is being examine to the reader's background knowledge. So, this research examined the great strategy used in reading named is Summarizing strategy.

Summarizing strategy is beneficial for students in term of reading comprehension, recalling, and organization. This learning strategy is a complicated process that students need in their learning process. It calls for readers to clear out the entire the whole text from important to unimportant ideas, synthesize these ideas to create a new text which includes the basic information from the original material. So, it can be said that Summarizing Strategy can enhance students' reading comprehension.

Based on the curriculum, teaching reading process by using genre based approach. Hortatory exposition text is a kind of text which studied in senior high school. Rahmad (2017:1) said that a hortatory exposition is a type of spoken or written text this is supposed to explain the listeners or readers that something needs to or have to no longer happen or be executed. This text has three elements. There are thesis, argument, and recommendation. Additionally, they mentioned that the purpose of hortatory exposition text is to persuade the readers or listeners that something must or have to not be in the case.

From the perspective above, reading strategies are seen to be critical inside the reading process. Therefore, teachers have to boost students' recognition of the usage of strategies of their reading practices.

2.8 Assumption and Hypothesis

1. Assumption

Getting some information from reading text is one of the students' problems that have to be overcome by the teacher. Many students always feel this subject is complicated to do. So, the score of their reading is deficient. Therefore, to solve this problem, the researcher must use a new strategy to attract the students' attention to reading comprehension.

The success in teaching analysis is inspired by technique used inside the coaching method. The teacher should pick out the perfect technique in coaching analyzing comprehension. The use of choice and cooperation strategies in reading comprehension facilitates the students to pick the crucial information from passages. It is far a suitable education in coaching reading comprehension because it can boost self-regulated strategy use and scholar engagement or motivation to foster content learning. College students' potential to pick and prepare the essential facts in a text may additionally keep them from turning slowed down through much less critical information. Therefore, the researcher expects an improvement in students' ability by using summarizing strategy.

2. Hypothesis

H₀: There is no significant effect on students' reading comprehension on hortatory exposition text after the students are being taught by using summarizing strategy.

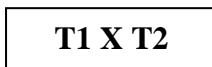
H₁: There is a significant effect on students' reading comprehension on hortatory exposition text after the students are being taught by using summarizing strategy.

III. RESEARCH METHOD

This chapter presents the research method and design. In this method the major components include, research design, setting, variable, population and sample, research instrument, research procedure, scoring system, validity and reliability of the instrument data analysis and hypothesis testing.

3.1 Research Design

To conduct this research, the researcher applies a quantitative experimental design which used One-Group Pre-test and Post-test design to answer the research question. The design of the research was presented as follow:



Notes:

T1: Pre test

X: Treatments (Summarizing Strategy)

T2: Post test

(Setiyadi, 2006)

The results of this research obtained the great results and the researcher recommended to the teachers of English language to use summarizing strategy in their teaching process, especially in teaching reading comprehension of hortatory exposition texts.

3.2 Setting

This research was conducted at the second-grade students of SMAN 1 Tanjung Bintang. The researcher took two classes, XI MIPA 1 for try-out class and XI MIPA 2 as the experimental class. As the sample, XI MIPA 2 consists of 36 students. Both classes are taught by the same teacher and had same problem.

3.3 Population and Sample of the Research

1. Population of the Research

The population is the group of interest to the researcher, the group that the researcher would ideally like to generalize the results of study (Gay, 2012). The population of this research is the second-grade students of SMAN 1 Tanjung Bintang. It can be seen in the following table:

Table 3. 1 Class Distribution of Second Grade Students

No.	Classes	Population	
		Male	Female
1.	XIIPS 1	16	20
2.	XIIPS 2	12	22
3.	XIIPS 3	13	22
4.	XIIPS 4	12	22
5.	XIIPA1	12	24
6.	XIIPA2	10	26
7.	XIIPA3	14	22
8.	XIIPA4	11	24
Totalpopulation:282		100	182

2. Sample

In determining the sample, the researcher used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018). The teacher selected XI MIPA 1 as the try-out class and XI MIPA 2 as the experimental class.

3.4 Variables

This research consists of the following Variables:

1. Summarizing strategy as an independent variable or symbolized as a letter (X).
The summarizing strategy is a variable that can influence the dependent variable and give an effect to the students' output.
2. Students' comprehension in reading is a dependent variable or symbolized as a letter (Y). Students' comprehension in reading can be measured by investigating whether there was an influence from independent variables or not.

3.5 Instruments of the Research

In this research, the researcher collected the data by doing the experimental teaching. The data was obtained by using a try-out test, pre-test and post-test. In collection the appropriate data, the researcher used reading test in the form of multiple choice questions and treatments as the instruments. The test supposes to be able to measure learning outcome which distinguishes every single student's ability before and after they are taught by summarizing strategy in hortatory exposition text.

3.5.1 Developing Instruments

In order to prove whether the test of reading has good quality, it must be tried out first. It can be concluded as good quality if it has good validity, reliability, level of difficulty, and discrimination power.

3.5.1.1 Test

Validity refers to a test considers valid if it can measure the quality of the test. The quality of the test can be said valid if it is measured properly. There are four types of validity namely face validity, content validity, construct validity, predictive validity and construct validity. In order to measure whether the instrument have good validity, the research used two kinds of validity as follows:

a. Content Validity

Hatch and Farhady (1982) state that content validity is the extent to which a test measure is a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test. In this research, the test, pre-test, and post-test are in form of multiple choices. The students must answer the test related to the hortatory exposition text. The researcher makes five indicators of the test. They are identifying the main idea, finding specific information in the text, determining reference, making inference, and understanding vocabulary. Furthermore, the test is based on English curriculum and the syllabus of second-year SMAN 1 TanjungBintang then represent of the material that have been taught by the teacher. It means that the test is valid.

b. Construct Validity

Construct validity is used to measure certain specific characteristics which are supposed to measure. It means that the test items should test the students or should measure the students' ability in reading comprehension. Based on Hatch and Farhady (1982) construct validity measures whether the construction has already referred to the theories meaning that the test construction has already in line with the objectives or learning. In this study, the researcher asks students to answer the multiple-choice based on the hortatory exposition text.

3.5.1.2 Reliability of the Test

The test number of 50 items is distributed to try out class. Reliability is used to measure accuracy, consistency, dependability, or fairness of score resulting

from administration of the particular examination. Hatch and Farhady (1982) state that reliability refers to extend to which the test us consistent in its score and gives us an indication of how accurate the score is. To estimate the reliability of the test this research used the split-half technique. To measure the coefficient of the reliability between odd and even group, this research use Pearson Product Moment in the following formula:

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

Where:

r_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

Σx^2 : total score of odd number items

Σy^2 : total score of even number items

Σxy : total score of the odd and even number

a. Reliability of half test of try-out:

$$\begin{aligned} r_{xy} &= \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \\ &= \frac{6554}{\sqrt{(6699)(6672)}} \\ &= \frac{6554}{6685.48} \\ &= \mathbf{0.99} \end{aligned}$$

Based on Hatchy and Farhady (1982), after getting the reliability of half test, the researcher uses Spearman Brown's Prophecy formula to determine the reliability of the whole test as follows:

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

Where:

rk : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability as follows:

0.90-1.00 = high

0.50-0.89 = moderate

0.00-0.49 = low

b. Reliability of the whole test of try-out test:

$$\begin{aligned}rk &= \frac{2r_{xy}}{1 + r_{xy}} \\ &= \frac{2(0,99)}{1 + 0,99} \\ &= \frac{1.98}{1.99} \\ &= 0.99\end{aligned}$$

Based on the criteria of reliability, it was found that the test items have high reliability that is 0.99

3.5.1.3 Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item is done by the participants. It can be calculated by the following formula:

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

Where:

LD = Level of Difficulty

R = the number of students who answer correctly

N = the number of students who join the test

The criteria are as follows:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985)

3.5.1.4 Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. The discrimination power is calculated by this following formula:

$$DP = \frac{U - L}{N}$$

Where:

DP : Discrimination Power

U : The number of students from the upper who answer correctly

L : The number of students from the lower who answer correctly

N : The number of students

The criteria of discrimination power are:

DP : 0.00-0.19 = Poor items

DP : 0.20-0.39 = Satisfactory items

DP : 0.40-0.69 = Good items

DP : 0.70-1.00 = Excellent items

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

(Heaton, 1975)

3.5.1.5 Normality Test

This normality test is used to find out whether the test in the experimental class was distributed normally or not. The researcher used Shapiro Wilk test on SPSS 24 for windows to calculate it. The hypothesis for the normality test is as follows:

3.5.1.2 Asymp. Sig > 0.05, the data is distributed normally.

4.5.1.2 Asymp. Sig < 0.05, the data is not distributed normally.

3.5.1.6 Try Out of the Instrument

The try out is used to determine the quality of the data collecting instruments of the research, such as; validity, reliability, level of difficulty, and discrimination power.

It consisted of 50 questions of multiple choices and the time allocation was 90 minutes. The class that was selected for the try out class was XI MIPA 1. The test could be specified well if it had good validity, reliability and also the test is not difficult. The composition of the items is presented in the table below:

Table 3. 2 Reading Specification of Try-out

No	Reading skills	Items numbers	Percentage of items
1.	Identifying main idea	3, 8, 12, 20, 25, 28, 35, 38, 45, 46.	20%
2.	Identifying specific information	1, 6, 11, 16, 23, 26, 31, 36, 43, 47.	20%
3.	Making inference	5, 9, 13, 17, 21, 27, 32, 40, 41, 48.	20%
4.	Determining reference	4, 7, 15, 19, 24, 30, 34, 39, 42, 50.	20%
5.	Understanding vocabulary	2, 10, 14, 18, 22, 29, 33, 37, 44, 49.	20%
Total		50 items	100%

Before the pre-test is conducted, the researcher administered a try-out test on September 2022 in XI MIPA 1 SMAN 1 Tanjung Bintang. The class consisted of 36 students. The students were given 50 items of multiple-choice which consisted of five options (A, B, C, D, and E). The time allocation was given for about 90 minutes to finish the try-out test.

3.5.2 The Result of the Try-out Test.

After conducting the try-out test, the result can be seen in the table as follows:

Table 3. 3 Result of Try-out Test

Criteria	Items	Decision
Poor	4, 10, 11, 15, 39, 41, 42, 43, 44, 49.	Dropped

Satisfactory	21, 27, 32, 35, 37, 39, 45, 46, 47, 48, 50.	Administered
Good	1, 2, 3, 5, 7, 8, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 34, 36, 38.	Administered
Excellent	6, 9, 20.	Administered

Based on the table 3.3 above, ten items had poor and should be dropped. Based on, the try-out test related to the criteria of level difficulty. The try-out test consisted of 31 items that were average, 4 items that were easy and 5 items that were difficult. Discrimination power of the items showed that were 10 poor items that should be dropped and that were 11 satisfactory items, 26 good items and 3 excellent items should be administered.

Meanwhile, to discover the reliability of the test, the researcher was used the Split-Half technique to find the validity of the half-test and to measure the coefficient of the reliability between odd and even groups. The result of the computation by using Split-Half technique showed that the reliability of the half- test (r_{xy}) 0.99. After getting the result of the half-test, the researcher used Spearman Brown's formula to determine the reliability of the whole test. It was found that the result (r_k) was 0.99. It could be stated that the test had high reliability in the range 0.90-1.00 (Hatch and Farhady, 1982).

3.6 Data Collection

In this research, the researcher used the test as a data collecting method and also treatments. The test was used to collect the needed data through field researcher by conducting some techniques as follows:

1. Pre-test

The pre-test is given to find out the students' comprehension in reading the English language before presenting the materials or given the treatment. There are 40 items of multiple choices which each of them has the options (A, B, C, D and E). The test was conducted within 60 minutes. The distribution of test was presented as follows:

Table 3. 4 Specification of The Pre-test

No	Reading skills	Items numbers	Percentage of items
1.	Identifying main idea	3, 7, 9, 16, 21, 24, 31, 34, 36, 37.	25%
2.	Identifying specific information	1, 5, 12, 19, 22, 27, 32, 38.	20%
3.	Making inference	4, 8, 10, 13, 17, 23, 28, 35, 39.	22.5%
4.	Determining Reference	6, 15, 20, 26, 30, 40.	15%
5.	Understanding vocabulary	2, 11, 14, 18, 25, 29, 33.	17.5%
Total		40 items	100%

2. Post-test

After giving the treatments, the post-test is conducted to find out the value of instrument whether or not the result of the post-test is better than the result of pre-test after being taught through Summarizing Strategy. There are 40 items of multiple choices which each of them has the options (A, B, C, D and E). The test was conducted within 60 minutes. The distribution of test was presented as follows:

Table 3. 5 Specification of the Post-test

No	Reading skills	Items numbers	Percentage of Items
1.	Identifying main idea	3, 7, 9, 16, 21, 24, 31, 34, 36, 37.	25%
2.	Identifying specific information	1, 5, 12, 19, 22, 27, 32, 38.	20%
3.	Making inference	4, 8, 10, 13, 17, 23, 28, 35, 39.	22.5%
4.	Determining reference	6, 15, 20, 26, 30, 40.	15%
5.	Understanding vocabulary	2, 11, 14, 18, 25, 29, 33.	17.5%
Total		40 items	100%

3.7 Scoring System

The scoring system was used in this research by dividing the right answer by total items timed 100. The ideal highest score is 100. To calculate the score of pre-test and post-test, the researcher used formula by Arikunto (2000):

$$S = \frac{R}{N} \times 100$$

Where:

S: Score of the test

R: The total of correct answers

N: Total number of items on the test

3.8 Data Analysis

After collecting the data, the researcher processed and analysed them. The data are analysed by a number of procedures. It analyses based on instruments below:

3.8.1 Data Analysis of the Test

After collecting the data, the researcher analysed the score of pre-test and post- test. In order to know the students' progress in reading comprehension of hortatory exposition text, the students' score is computed by doing two activities; scoring the pre-test and post-test and drawing conclusion.

Tabulating the result of the test and calculating the mean of pre-test and post-test.

The mean was calculated by applying the following formula:

$$M = \frac{\Sigma x}{N}$$

Where:

M : Mean (average score)

Σx : The total of students' score

N : Total number of students

3.9 Research Procedures

There were several procedures of this research that the researcher did to gain the data to answer the research question. The procedure that the researcher used was as follows:

1. Determining the population and sample

The population of this research is the second-year students of SMAN 1 Tanjung Bintang. The researcher chooses two classes defined as one class for try-out class and another class for the experimental class.

2. Arranging the materials to be taught

The materials are based on the syllabus. It takes the material from the internet. The hortatory exposition text is chosen as the focus of the research.

3. Administering the try out test

The try out test was administered to measure whether the test is good and applicable to be used during the research. A measurement of a good test considers several factors, such as validity, reliability, level of difficulty, and discrimination power.

4. Administering the pre-test

The pre-test was given to investigate the ability of the students in reading skills before the treatment. The pre-test was given consists of 40 questions of multiple choices and it conducts within 60 minutes.

5. Conducting treatments

The researcher taught the sample of the researcher by using summarizing strategy on hortatory exposition text. The treatment was conducted in three meetings. The researcher took 60 minutes for each treatment meeting. While conducting treatments, the researcher observed the activities of teaching and learning by using summarizing strategy.

The researcher explains her phase of action as follow:

- a. Pre activity

1. Students prepare for themselves.
2. Pray before starting the lesson.
3. The teacher asks the students' attendance by saying "Who is absent today?".
4. Teacher asks the students:
 - a. Do you like reading?
 - b. What kind of books do you like?
 - c. If you like reading a story, mention some story that you know!
5. Teacher mentions the title of the text "Kids Watching TV".
6. The students are asked to guess what kinds of the text.
7. Teacher asks the students about their opinions based on text.

b. While activity

- **Observing**

1. Teacher shows hortatory exposition text "Kids Watching TV" and explains about social function, generic structure and language feature of the text.
2. Teacher describe about summarizing strategy.
3. Teacher explains how to comprehend hortatory exposition text using summarizing strategy.

- **Questioning**

1. The students ask some questions which relates to the material.

- **Exploring**

1. The students get hortatory exposition text. "Let's Make the City Clean and Fresh".
2. Teacher asks the students to practice summaries.
3. Teacher asks the students to answer multiple choice questions.

- **Associating**

1. Teacher monitors the students while the students' summary the text.
2. Teacher asks the students to share their groups' result to the other groups.

- **Communicating**

1. Teacher asks the students to give comment. Teacher gives comment and feedback on the students.

c. Post activity

1. Teacher asks the students some questions to check how far their understanding of the material.
2. Teacher greets the students to end the meeting.

6. Administering the post-test

After the treatments are given, the post-test is administered to find out whether there is a significant increase between the pre-test and the post-test. In this test, the students are asked to do multiple choice tests consist of 30 items of hortatory exposition text within 60 minutes.

7. Analysing the data

After conducting the post-test, the researcher was analysed by using Paired Sample T-Test on the SPSS program and the result was used to test the researcher's hypothesis. It used in order to know whether or not Summarizing Strategy can increase the students' reading comprehension ability in hortatory exposition text.

3.10 Hypothesis Testing

After collecting the data, the researcher analysed them in order to find out whether there is any significant effect on students' reading comprehension in hortatory exposition text after they are taught through Summarizing Strategy. The researcher used Paired Sample T-Test to determine whether the hypothesis was accepted or rejected. The researcher analysed at a significance level of 0.05 in which the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

1. H_0 = There is no significant effect on students' reading comprehension on hortatory exposition text after the students are being taught by using summarizing strategy.
2. H_1 = There is a significant effect on students' reading comprehension on hortatory exposition text after the students are being taught by using summarizing Strategy.

The criteria for accepting the hypothesis are as follows:

H_0 Will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$) H_1 Will be accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSION AND SUGGESTIONS

In this final chapter, the researcher will draw conclusion about the research that has been reported in the previous chapters and give some suggestions as a contribution to support the teaching learning process.

5.1 Conclusions

The objective of the research is to find out whether the implementation of summarizing strategy can provide a significance effect in student's reading comprehension. Based on the results, there is a significant effect of students' reading comprehension on hortatory exposition text after applying summarizing strategy with sig. (2-tailed) $0.000 < 0.05$. The summarizing strategy provides a significant improvement in students' reading comprehension, in which there is an increase in students' scores on the post-test.

Besides that, the most significant improvement of aspects of reading is finding references. Thus, there is a significant improvement in students' reading achievements in hortatory exposition text after they were taught through summarizin strategy.

It means the summarizing strategy is effective in teaching reading comprehension. This strategy can be used effectively and as an alternative way of teaching reading. This strategy makes it easier for students to understand the material. This strategy is easy to implement and interesting, which makes student learning activities more enjoyable. The students were actively involved in teaching- learning process.

5.2 The Suggestion

The researcher would like to convey some constructive suggestions regarding the conclusions above. First of all, teachers who are in the teaching and learning process are advised to apply the summarization strategy as one of the strategies in teaching reading comprehension in hortatory texts. The reason the researcher chose hortatory text was because it was compiled to facilitate the learning process for prospective readers. Texts contain structural elements that help guide students in reading. Texts can help students become active learners, especially in reading comprehension as well. In addition, implementing summarizing strategies can improve students' reading achievement. On the other hand, the summarizing strategy does not provide balanced results in the reading aspect. Considering the results of students' abilities, it is recommended that students need to focus more on identifying specific information because this aspect and understanding vocabulary is quite complicated for them in reading comprehension.

Future research could continue this area of study by focusing on how to improve students' abilities in identifying specific information and understanding vocabulary to overcome these circumstances to represent all aspects of reading can increase in a balanced amount. Therefore, students become more understanding in reading. Second, for further research, describe the classroom and analyze students' reading levels on the first day of school before you determine what texts you want to select in your research. It can do other types of text such as descriptive text, recount text, or report text. In addition, it is recommended to include other appropriate data collection methods, such as observation sheets, to recognize student limitations.

This chapter has elaborated on the conclusion and suggestions of the research.

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