

THE EFFECT OF SUMMARIZING STRATEGIES ON READING COMPREHENSION ACHIEVEMENT OF STUDENTS OF TOURIST

DEPARTMENT

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Abstract

It is widely known that reading comprehension is an ability to comprehend the meaning about what we have read. This study aims to examine the students' achievement in reading comprehension by using summarizing strategy. The design of this study was quasi experimental applied in the tenth grade students of vocational school, particularly in tourist department. The research subject comprised 60 students, namely 30 students for the experimental group, and 30 students for the control group. The researcher utilized students' reading score as a pre-test. This study was carried out with four meetings for treatments and one meeting for the post-test. Multiple choice was selected by the researcher to test the students' achievement in reading. At the final of the test, the researcher compared the post-tests of the experimental and control groups. The findings were calculated by utilizing t-test. The results of this study denote that summarizing strategy can help the students to comprehend the text. It was shown that $p=0.000 < \alpha=0.050$. Additionally, the result of the post-test of the experimental group indicates that the mean score is 80.47 higher than that of the control group (72.87).

Keywords: reading comprehension, summarizing strategy

INTRODUCTION

Reading skill is needed by a learner to assist him or her in being capable of learning numerous texts, and this skill crucial for a long-term learning (Helvi and Nadine, 2017). Reading is an activity of receiving and analyzing a text by utilizing writing media. Through reading, information or ideas can be conveyed or shared by people. A question can also be answered by reading. If reading is integrated with listening, speaking, and writing activities, this skill will be optimally enhanced (Brown, 2000). There are two classifications in reading, namely initial reading and reading comprehension. Initial reading emerges as an attempt that people make since they are not capable of reading, yet they have an intention to learn how to read (e.g., learning how to read the alphabets and combination of letters or simple words). Conversely, reading comprehension is defined as an activity aimed at digesting

messages in a certain text (Williams, 1998 in Widiati and Cahyono, 2006). In Indonesia, the teaching of reading a foreign language (EFL reading) can be categorized as part of teaching of reading comprehension since its goal is to enhance learners' capabilities in which they have known how to read in their first language or in EFL and comprehend the interpretation of written texts (Widiati and Cahyono, 2006).

As conveyed by Widiati and Sylvia (2017), these days, in EFL learning, it can be viewed that accessing and attaining authentic input for reading in the forms of electronic and non-electronic texts can be undertaken effortlessly through the internet or library. Willis (2008) pointed out that augmenting successful understanding is demonstrated by the strategies that the students have implemented to monitor their comprehension, enhance their intrinsic interest in the text, and create goals for their reading. It means that if the students' comprehension improves, the appreciation of reading for both understanding and pleasure also increases. It was supported by Cahyono and Widiati (2006: 49) stating that teaching reading in Indonesia can be classified as enhancing reading comprehension; it is perceived as the center of teaching and learning reading process due to having a goal which is associated with enhancing learners' skills. Indeed, the teacher needs to be creative to build the students' interest in reading. To sum up, reading comprehension is the ability mastered by the readers of the purpose of the text. The ability of the readers to comprehend the text is swayed by their abilities to process information of the text.

In this study, the researcher utilizes summarizing as a strategy to examine the students' understanding of the passage. It is the way to help the students find out the salient points in which the students can explain their understanding based on their viewpoints. As conveyed by Khazaal (2019), summarizing as a strategy is likely to give encouragement for students in developing their steps in writing, initiated with outdated pens, papers, writing a short stories or articles, and ended with the upmost updating social media. It is the action of as long as an understandable statement of the pivotal points. It means that summarizing is a summary of the full text. In summarizing, the students can use their own words to summarize the full text.

There are some researches related to summarizing strategies. First of all, Uzer (2010) who investigated teaching reading comprehension by employing summarizing strategy to the eleventh-grade students at SMAN 1 Palembang encountered the effectivity of applying that strategy. Meanwhile, Khoshsiman and Rezaeian (2014) investigating the effect of summarizing strategy on reading comprehension of Iranian intermediate EFL learners conveyed that this strategy significantly affected the learners' reading comprehension. Grounded on the results of the early studies, using summarizing strategies can enhance the students' ability in reading comprehension. However, the weakness from those previous studies are the researchers ask the students to do summarizing as homework. It is not effective because if the students do summarize at their home, the teacher does not know the summarizing task is done by themselves or not.

Hence, the researcher is interested in conducting the research on summarizing strategies in reading comprehension, particularly for vocational school students of tourist department. In contrast, from the weakness of previous studies, the researcher does not ask the students to do summarizing as homework. The researcher uses

report text as reading content for the students which are somewhat different from those previous research because of the fact that the researcher wants to examine the effect of summarizing strategies in reading to decrease students' difficulties in understanding the passage in reading.

METHOD

The design of this research is quasi-experimental. It is supposed to examine the students achievement on reading comprehension by using summarizing strategy. The researcher uses two classes of tourist departments as control and experiment groups. The pre-test score comes from the students' comprehension score from the teacher. Accordingly, only post-test was needed by the researcher.

The number of students comprise 60 students in which each class consists of 30 students. Because in the school there are two classes of tourist department, with the same number of population and achievement, the researcher does not use the selection procedure. The researcher selects tourist department students as the subject of the research since they are more emphasized to understand English deeply than other major. Indeed, tourist department 1 as control group and tourist department 2 as experimental group. The researcher will treat the students by summarizing strategies in experimental group. Besides, the control group will be treated by using group discussion. For pre-test, the researcher asks the English teacher of the students. Each group had five meetings. It consisted of four treatments and one meeting for the post-test.

Briefly, the procedures of doing the research are: (1) classifying the control and experiment group, (2) analyzing the homogeneity of two classes by using students' score obtained from the teacher, (3) arranging the instrument that would be utilized. The experiment group was given summarizing strategy and common strategy for control group. Giving post-test for both of groups and analyzing the data by using SPSS was accomplished to get the conclusion.

This study gives a test by using multiple choices test to measure the students' achievement in reading. There are nine passages used in this research as test. The researcher takes the text from UN in academic year 2011/2012 and internet. The questions of the test are divided into two types (literal and inferential). In literal information, the students are instructed to determine the main idea, facts, words and or phrases in passage of the text. Besides, in inferential information, the students are instructed to identify the purpose, title, and the conclusion of the text. The researcher took 30 questions as post-test. It comprises 4 questions for easy, 21 for moderate, and 5 for difficult. The researcher distributes the same questions as post-test among control and experimental groups. The questions should be answered in 60 minutes.

Text for Treatment and Control Group

Meeting	Activities	Title of the Text
1 st Meeting	Treatment	Whales, and Dates
2 nd Meeting	Treatment	Aurora
3 rd Meeting	Treatment	Landmark
4 th Meeting	Treatment	Sun Flowers
5 th Meeting	Post-test	-

Teaching Scenario of Experimental Group

Steps	Activities
Pre-teaching	• The students are greeted by the teacher • The teacher checks the attendance list • The teacher gives motivation to the students • The teacher starts to learn
Whilst teaching	• The teacher shows the text to the students and explain what is the text telling about • The teacher explains about summarizing strategy and

	demonstrates to the students how to summarize the text • The teacher gives an example of summarizing by using the text that was showed to the students before. • Students are instructed to highlight the difficult words they do not understand and figure out the meaning of the words. • The students are instructed to highlight the important point of the text and eliminate unimportant point. • The students list the keyword of the text • The students are instructed to find out the portion of the text such as the main idea and underline it.
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	• The students paraphrase the main point by using their own language • The students summarize each important part in one or two sentences • The summarize must use based on their language without adding any opinion beyond the author's idea
Post-teaching	• The teacher gives feedback about the meeting by asking the students difficulties during learning process • The teacher gives the direction to the students what is to do for the next meeting • The teacher closes the meeting

Teaching Scenario of Control Group

Steps	Activities
Pre-teaching	• The students are greeted by

	the teacher • The teacher checks the attendance list • The teacher gives motivation to the students • The teacher start to learn
Whilst teaching	• The teacher shows the text to the students and explain what is the text telling about • The teacher shows the main point of the text • The teacher distributes the text and instructs them to find out the main point and new vocabulary. The students work in pairs • The students read the text solemnly • The teacher teaches the passage by using skimming and scanning.
Post-teaching	• The teacher gives feedback

	about the meeting by asking the students difficulties during learning process • The teacher gives the direction to the students what is to do for the next meeting • The teacher closes the meeting
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The researcher uses SPSS to analyze the result of pre- and posttest in experimental and control groups. As stated by Riduwan in Yuwono and Rahardjo (2010: 192) t-test is classified as a comparative test to compare if the mean of two groups is significant different or not. The function of t test is to test the significance of the result of the research which is a comparison the condition of the group from the mean of both samples. T-test is utilized to test the hypotheses to examine if null or alternate hypothesis will be accepted or not.

RESULTS

The Result Calculation before Treatment

As we know that pre-test aims at determining the initial ability of the research sample; a good research sample has to have the same initial ability between groups. Here is the result of normality tests.

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	df	Sig.	Statistic	Df	Sig.
Pre Test	Experiment	,139	30	,141	,953	30	,206
	Control	,131	30	,198	,953	30	,208

a. Lilliefors Significance Correction

The table above denoted that the degree of freedom (df) both of groups comprised 30. It exhibits that the number of the sample was less than 50. The significant value (Sig.) in experimental group was 0.206 higher than 0.05 and 0.208 also higher than 0.05 for control group demonstrating that the data of the groups have a normal distribution.

Analyzing of homogeneity from both of groups based on the students' reading score that was gotten from the English teacher was done by the researcher. Independent sample t-test is utilized to analyze the homogeneity by applying SPSS program.

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Pre Test	Based on Mean	,011	1	58	,917
	Based on Median	,015	1	58	,902
	Based on Median and with adjusted df	,015	1	57,961	,902
	Based on trimmed mean	,010	1	58	,919

The table above denoted that the significance value was 0.917 higher than 0.05.

Independent Samples Test

Levene's	
Test for	
Equality of	
Variances	t-test for Equality of Means

		F	Sig.	T	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference Low er Upper	
Pre Test	Equal variances assume	,01 1	,917	-,688	58	,494	-1,500	2,182	- 5,86 7	2,867
	Equal variances not assumed			-,688	57,9 96	,494	-1,500	2,182	- 5,86 7	2,867

The result exhibited in the table above denoted that significance value is 0.494 higher than 0.05. Hence, there is no significant different of mean from both of groups. It denoted that the students' abilities of both of groups are equal.

The Result of the Mean Score and Standard Deviation of Control Group before Treatment

Statistics

Pre-test Control Group

N	Valid	30
	Missing	0
Mean		65,67
Std. Deviation		8,483

Pre-test Control Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	2	6,7	6,7	6,7
55	3	10,0	10,0	16,7
60	6	20,0	20,0	36,7
65	7	23,3	23,3	60,0
70	5	16,7	16,7	76,7
75	4	13,3	13,3	90,0
80	3	10,0	10,0	100,0
Total	30	100,0	100,0	

The result of mean score of control group before treatment is 65,67. The researcher utilizes the students' English score as pre-test.

The Result of the Mean Score and Standard Deviation of Experimental Group before Treatment

Statistics

Pre-test Experimental
Group

N	Valid	30
	Missing	0
Mean		64,17
Std. Deviation		8,416

Pretest Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	10,0	10,0	10,0
55	4	13,3	13,3	23,3
60	5	16,7	16,7	40,0
65	8	26,7	26,7	66,7
70	5	16,7	16,7	83,3
75	3	10,0	10,0	93,3

80	2	6,7	6,7	100,0
Total	30	100,0	100,0	

The mean score of experimental group before treatment is 64,17. The results of pre-test score both of groups were equal.

The Result of Post-test Both of Groups

It is widely known, that posttest is tested to find out whether there is an effect of the learning model that was applied in experimental group.

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	df	Sig.	Statistic	df	Sig.
Post Test	Experimental	,133	30	,188	,950	30	,171
	Control	,134	30	,180	,953	30	,203

a. Lilliefors Significance Correction

The table above indicated that the number of sample both of groups comprised 30. The significant value (Sig.) experimental group was $0.171 > 0.05$ and $0.203 > 0.05$ for control group. It denoted that the data of both of groups were normal. Analyzing of homogeneity from both of groups based on students' posttest score was assisted by SPSS program.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	,005	1	58	,951
	Based on Median	,006	1	58	,941
	Based on Median and with adjusted df	,006	1	57,908	,941
	Based on trimmed mean	,000	1	58	,993

The table above denoted that the significant value is $0.951 > 0.005$ indicating the data was homogeneous.

Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means			
						95% Confidence Interval of the Difference	
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	

									Low er	Upper
Pos t Tes t	Equal variances assumed	,00 5	,951	5,18 8	58	,000	7,600	1,465	4,66 8	10,53 2
t	Equal variances not assumed			5,18 8	58,0 00	,000	7,600	1,465	4,66 8	10,53 2

The result of t-test indicates that there is significant different from experimental group to control group. The significant value is 0.000 in which lower than 0.05. Indeed, experimental group achieves better than control group.

The Result of the Mean Score and Standard Deviation of Control Group after Treatment

Statistics

Posttest Control Group

N	Valid	30
	Missing	0
Mean		72,87
Std. Deviation		5,667

Post test Control Group

	Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid 63	3	10,0	10,0	10,0
67	4	13,3	13,3	23,3
70	5	16,7	16,7	40,0
73	7	23,3	23,3	63,3
77	6	20,0	20,0	83,3
80	3	10,0	10,0	93,3
83	2	6,7	6,7	100,0
Total	30	100,0	100,0	

The Result of the Mean Score and Standard Deviation of Experimental Group after Treatment

Statistics

Post-test Experimental
Group

N	Valid	30
	Missing	0
Mean		80,47
Std. Deviation		5,680

Post-test Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	2	6,7	6,7	6,7
73	3	10,0	10,0	16,7
77	6	20,0	20,0	36,7
80	7	23,3	23,3	60,0
83	5	16,7	16,7	76,7
87	4	13,3	13,3	90,0
90	3	10,0	10,0	100,0
Total	30	100,0	100,0	

The researcher compared post-test of both of groups. It was found that the experimental group gained higher score (its mean score was 80.47) than control group (72.87). In brief, summarizing strategy made the students achieve better in reading.

DISCUSSION

Students' Reading Comprehension

The results of data analysis indicated a relationship between the students' ability of reading comprehension and implementing the summarizing strategies. As conveyed by Willis (2008), the students practiced summarizing text; they were reminded about referring to the text so that the notions they expressed and the conclusion they drew could be supported. They were likely to be aware that taking notes could assist them with the summary. In short, the students in the experimental group taught by utilizing the summarizing strategy attained more excellent scores compared to the students in the control group.

Using summarizing strategy in teaching reading comprehension could make the students achieve better than before to understand the text. It is supported by Huan and Kim ngan (2017) stating that those who can reach effectivity in summarizing a text will be capable of knowing the ways that should be undertaken to perform an analysis on the information, and they are capable of identifying key concepts, including selecting the information having relevancy to their discipline.

Additionally, as stated by Okasha (2020), summarizing strategy constitutes an activity that students carry out to organize and restate the reading information in a written form demonstrating the students' comprehending regarding the text given to them. This strategy is advantageous since it stimulates students to concentrate on the gist of the text. It eventually triggers them to be capable of digesting or comprehending the text. Besides, as explained by Cahyono and Kusumaningrum (2015), generally EFL students in Indonesia were successful in terms of representing the notions from the journal articles into their summaries when they were instructed to make a summary of those articles. The students were capable of utilizing this strategy to pursue their capability in reading, and they subsequently became proficient readers. Indeed, summarizing strategies gave the positive impact to the students' skill in reading comprehension.

The Interpretation on the Result of Data Analysis in Relation to the Earlier Theories

Based on the result finding, summarizing strategy makes the students achieve better in reading comprehension. Applying this strategy in reading text can help the students to find out the salient points and understanding the text comprehensively. The early research accomplished by Zafarani and Kabgani (2014) found that the explicit instruction on the summarizing strategy gave effectiveness in improving ESP learners' capability in understanding reading; it also assisted them in building up an encouraging attitude towards reading. Accordingly, when students answer the questions, they do not need to read the text more and more. They can find out the main idea and essential point of the text. They can interpret the main idea of the text based on their own language. As supported by Susar and Akkaya (2009), it is likely to assert that the students will be perceived "successful" if they are capable of spotting the main idea and projecting their thoughts into summaries. Eventually, the text they read can be fossilized in their mind; they will effortlessly remember it. Indeed, this strategy was approved to make the students achieve better in reading comprehension, particularly in report text.

Furthermore, Rayanto, et.al (2016: 100) conveyed that there is a complexity in teaching reading comprehension since other skills such as vocabulary, grammar, and knowledge in reading should be owned by learners. They should be capable of constructing the word meaning or sentence that appears to be the content in the reading text. Summarizing strategies can assist students in understanding the text effortlessly. It is supported by Khazaal (2019) mentioning that summarizing strategy positively affects postgraduates' learners in comprehending a text and restating by using their own words. This strategy, however, has a drawback. For instance, the teacher has to explain and motivate the students to upgrade the vocabulary. If the vocabulary of the students are lower automatically they are difficult to understand about the text. But, the strength of this strategy is if the students feel enjoy to increase their new vocabulary and familiar about the text they feel easy to do the exercises. The exercises done by using summarizing strategy were easier and the students' score increased than before.

To sum up, summarizing strategy makes the students' ability in reading comprehension achieve better score especially increase the students' vocabulary and knowledge.

CONCLUSION

The researcher has carried out the treatment by implementing summarizing strategy. There is significance effect of using this strategy, particularly in students reading comprehension achievement. The result demonstrated that the tenth grade tourist department students in vocational school taught by utilizing this strategy achieved better score than the students taught by common strategies. It has been denoted by $p=0.000 < \alpha=0.050$. Furthermore, the result of post-test students of experimental group indicated the mean score is 80.47 higher than that of the control group comprising 72.87. It exhibits that summarizing strategy has better achievement for the learners.

Indeed, the students felt more effortless to comprehend the passage; it could be viewed when they tried to answer the inferential and literal questions about report text in which they could answer easily. Summarizing strategy was more effective when it was used to determine the main idea of the text.

The researcher hopes this study will be useful for the teachers by knowing to summarize as strategies to teach reading comprehension, and it can help them to teach easily. For the students, they can increase their achievement in reading comprehension by applying this strategy. Besides, this study will be beneficial for academic reference, particularly for other researchers.

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