

IMPROVING STUDENTS' READING COMPREHENSION BY USING CONTENT BASED SUMMARIZING TECHNIQUE AT 8TH GRADE OF SMP WAHID HASYIM MALANG

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Abstract: English is a vital language for global communication, and it is formally taught in Indonesia from elementary school through university. When learning English, students should focus on developing four key abilities: speaking, reading, writing, and listening. Reading is a complex process that involves discovering information from written texts. However, many high school students struggle with reading comprehension, which affects their performance in English exams. The effectiveness of reading instruction methods, such as summarizing, plays a significant role in improving reading comprehension. Traditional approaches to summarizing are being phased out, and alternative methods are being proposed. Content Based Summarizing Techniques (CBST) have been shown to improve reading comprehension, but their effectiveness in secondary schools, particularly in Islamic schools, needs further research. Implementing CBST involves providing students with a passage to read, making notes on the main ideas, and creating a summary based on those ideas. The use of CBST has shown significant improvement in students' reading comprehension scores. Proper reading techniques, including CBST, facilitate reading fluency and comprehension, which are essential for academic success.

Key Words: Reading Comprehension, Content Based Summrizing Tehnique (CBST).

INTRODUCTION

The lack of reading comprehension skills not only hinders their ability to read English textbooks but also negatively impacts their performance in various English exams, including semester and national examinations. Furthermore, inadequate reading techniques can lead to poor comprehension, as highlighted by Kispal (2008).

The reading instruction methods utilized by the teachers have a significant impact on how well reading comprehension is taught (Hermida, 2011). The classic strategy of summarizing the reading material has been adopted by teachers of English in college classrooms among other ways to improve reading comprehension.

English teachers regularly employ the summarizing strategy since it has been utilized to teach reading comprehension for a long enough time (Cahyono, 1996; Widiati and Cahyono, 2006). However, traditional approaches to teaching summarizing have been criticized and are gradually being phased out. As a result, alternative approaches to teaching summarizing have been proposed (Aratusa 2017). In short, the success of teaching reading comprehension is heavily reliant on the teacher's choice of technique, and summarizing has been a popular choice but is undergoing a transformation in its teaching methods.

The effectiveness of the Content Based Summarizing Techniques (CBST), despite being well known for increasing English students' reading comprehension, has not been tested in secondary schools. A research assessing the use of CBST for the education on English reading comprehension will be necessary in order to discover a viable reading comprehension growth approach for my secondary school students. This is especially important for pupils in Islamic schools who frequently face challenging textual content like the history and teachings of Islam (McDonald, 2014).

The researcher made the claim that instructing Islamic junior high school pupils in using Content Based Summarizing Techniques (CBST) could improve their comprehension of reading and summarizing abilities as well as better prepare them for the challenging reading materials they will experience in subsequent classes. The study's specific premise is that students' reading comprehension greatly increases when CBST is used as a teaching tool for it.

METHODS

In this research, the research used a Classroom Action Research (CAR). CAR it had stage those were planning, action, observing, and reflecting. Planning refers to proposed instructional strategy to be developed in the research to solve instructional problem. Action refers to the implementation of the strategy that has been planned. Observing and reflecting refers to assessing the success of implemented strategy in solving the instructional problems.

The location of this research was in junior high school in Malang. The subject of this study was 8th grade SMP Wahid Hasyim Malang during the academic year 2022/2023. The research choosen subject from the VIII-B, consisted of 22 students.

The procedure of the teaching and learning activities as involved were 1) pre-activity, where the researcher made brainstorming by giving leading question to the students about material that had been learned in the previous session, 2) main-activity, which consisted of three steps; teaching, summrizing text and final test. And 3) post-activity, where the researcher gave feedback to the students to know how well they have performed. To collect the data, the researcher used observation, test and questionnaire.

To collect data from observation, the research observer closely monitored all the activities taking place in the classroom. This included the performance of the researcher and the students' responses during the class activities. The research give the test to student to know their improvement. There were 10 questions on essay. While to collect data from questionnaire, the researcher gave the questionnaire to know their opinion about the method that have alreedy been treated.

FINDINGS AND DISCUSSION

The findings of this study were based on the data found in each cycle. The data was collected from the test and questionnaire. The research conducted cycle from March 29th – May 4th, 2023. There are sixth meetings in the cycle, the fifth meetings were for implementing teaching reading of recount text using Content Based Summrizing Technique (CBST) strategy and one meeting was for conducting test (Essay). The researcher used one cycle in the research. The researcher started to plan , action , observe and reflect. All the activities were concerned with improving students reading comprehension.

The result students' reading score of preliminary score and test

Results	Preliminary Score	Cycle 1 Test	Improvment
Total	1595	1870	
Average Value	73	85	12

Based on table above, the result students' reading score of preliminary score and final test, it was shown that the mean score of the students' reading ability test in cycle 1 had increased to 85 compared to preliminary score. It was caregororized in "good category". There were 18 from 22 students who passed the passing grade as the criteria of success, and just 4 students were not pass yet. From the analysis, it could be concluded that the action in the cycle I was successful and using Content Based Summurizing Technique could improve the students' reading comprehension. So, the researcher stopped the cycle.

The improvement can be shown by comparing the students' reading comprehension score from the preliminary study in the classroom to the final test of the cycle. In the preliminary study, the main score was 73. In the final test, the mean score was 85. From the percentage score there are 85% of students got score more than 76 and 95.

So, there are differences in English reading ability between before and after the implementation Content Based Summarizing (CBST) in teaching English reading comprehension. The results showed a significant improvment as a result of using CBST in 8th garde SMP Wahid Hasyim Malang. In other words, the use of CBST in teaching reading comprehension in 8th garde SMP Wahid Hasyim Malang has yielded very good results, compared to before using CBST. Although a high level of reading skills is also closely related to the level of mastery of English vocabulary (Kameli & Baki, 2013; Sidek & Rahim, 2015), the use of appropriate reading techniques in reading classes greatly facilitates reading fluency and comprehension. as found in this study. This study found that proper reading techniques really help students, especially in achieving short-term goals such as tests to answer questions that are often carried out within a limited time allocation. This technique helps students for future reading needs such as the ability to read scientific texts in college. Thus the Content-Based Summarizing technique can be an alternative technique to improve English reading comprehension.

CONCLUSION AND SUGGESTION

The use of Content Based Summarizing Technique (CBST) in teaching reading comprehension has shown positive results in improving students' reading comprehension skills. It is an alternative technique that can be considered by teachers to enhance English reading comprehension.

Based on the Classroom Action Research results, the researcher would like to give some suggestions for English teacher is hoped to be more creative in teaching students in order to increase the students' to be active at the process to summrize the text in learning. the students should be creative to find the best way to learn English by themselves because each student has their own style in learning and Content Based Summrizing Technique (CBST) is an alternative and interesting learning to help students improve reading comprehension., and for future researcher who want to conduct CAR or some with this strategy, they should have the preparation well before doing the research.

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