

IMPROVING STUDENTS' READING COMPREHENSION OF ACADEMIC TEXTS BY USING SYNTHESIZING STRATEGY AT SEMESTER IV / B OF THE ENGLISH DEPARTEMENT OF FKIP UIR PEKANBARU

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Abstrak: Permasalahan penelitian ini adalah kemampuan membaca. Penelitian tindakan kelas ini bertujuan untuk mengidentifikasi apakah strategi sintesis dapat meningkatkan kemampuan membaca mahasiswa dan untuk menjelaskan faktor yang mempengaruhi peningkatan kemampuan membaca. Penelitian ini telah dilakukan di program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Pekanbaru. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK). Sampel penelitian ini adalah mahasiswa semester empat kelas B yang berjumlah tiga puluh lima mahasiswa. Penelitian ini dilakukan dalam dua siklus, yang setiap siklusnya terdiri dari lima kali pertemuan. Peneliti dan kolaborator mendapatkan data pada setiap siklus dari mengobservasi, catatan lapangan, wawancara, dan latihan dan tes. Setelah menganalisis dan mengkalkulasikan data, ditemukan bahwa strategi sintesis dapat meningkatkan kemampuan membaca mahasiswa dalam konten identifikasi/ide utama, gambaran informasi/details, kosa kata, kata petunjuk, penarikan kesimpulan. Ini dapat dilihat peningkatan dari rata-rata hasil belajar dari 51.86 pada preliminary test, 66.14 setelah siklus 1, dan 77.57 setelah siklus 2. Faktor yang mempengaruhi peningkatan kemampuan membaca teks mahasiswa adalah materi, media, aktivitas kelas, majemen kelas, strategi dosen, dan pendekatan dosen. Berdasarkan penemuan pada penelitian ini dapat disimpulkan bahwa, strategi sintesis dapat digunakan untuk meningkatkan kemampuan membaca mahasiswa dan startegi sintesis dapat membangun kepercayaan diri dan partisipasi mahasiswa.

Key words: Reading Skill, Academic Texts, Synthesizing Strategy

INTRODUCTION

Reading is one of the language skills that must be learned by the students of English as a foreign language. The goal of teaching reading is to make students be able to read English text. They do not only understand the social function of the text, the generic structure of the text, and the language feature of the text but also comprehend the meaning of the text.

Reading comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides. A writer expresses his or her thoughts, ideas, and feeling through the written words. The reader's understanding of the reading text materials will be affected by the comprehension strategies and techniques. Good readers should

employ effective technique when they read.

According to the curriculum of English Department of Islamic University of Riau Pekanbaru, the aim of teaching English is to develop students' communication skills. They are listening, writing, reading and speaking. Therefore, teacher should apply appropriate reading strategy to improve the students' ability in comprehending reading text. Reading should be taught in an effective and efficiency way. The strategy used by the lecturer should be appropriate to the students' level so that they can apply the strategy and comprehend English text well.

Based on the preliminary observation a number of university students do not have a good ability of reading comprehension skill in academic text. It can be seen from their low grade of reading comprehension skill. They have low ability in finding the ideas and information in the text that they have read, problem in combining the ideas from the text or the sources that they have read, and they also have difficulties create new statement from the text. In the result, part of them score of reading comprehension skill still cannot reach based on standard of score university. The university has standard of score like seventy score ("70") in reading skill . It happen because they do not have enough basic skill of reading principles and less allocation time for reading.

Related to the curriculum of the English Department of FKIP-UIR Pekanbaru, the fourth semester students have to take reading III ((Extensive Reading) as required subject. In reading III (Extensive Reading), this course is

designed to provide the students synthesizing strategy with theoretical knowledge which refers to topic, main idea, topic sentence, concluding paragraph. This knowledge also deals with the understanding the context and content through answering provided summary, questioning, paraphrase, finding implicit, and explicit meanings, skimming, scanning, and vocabularies.

Then, the students learn academic texts as the material in reading class. After teaching the texts, the lecturer find that the students are still difficult to comprehend the academic texts. It can be seen from the score of students' test. As a result from 35 students, only 20 students are able to answer the questions about the academic texts correctly and they can get the minimum criteria of achievement, or 70% students failed to comprehend the text precisely. So, it is the reason of the researcher chose the academic texts as her research.

Based on the researcher's teaching experience during teaching reading comprehension, the researcher find that many students have low reading skill. The insufficient of the students' reading skill are shown by the fact that many students can not combine visual and non visual information. These weaknesses are also strengthened and proved by the score of student's final test of reading I at the first semester. From 35 students who took reading III (Extensive Reading), 45% students got score C, 30% got score B and only 25% students got score A. The tests was taken from Yulianto.M.Pd. He is an English Lecturer. From this data, it can be seen that many students have difficulties to answer the questions based on the text.

According to the researcher's observation at the fourth semester students of FKIP-UIR Pekanbaru, many students are not interested in reading English text and they are not able to comprehend the text well. The students' problems can occur because of some factors affecting their reading comprehension of academic texts. The factor comes from the students' skill such as, lack of questioning, inferring, visualizing /sensory images, determining importance and prior knowledge. Usually, the lecturer tends to use strategy in the class but because of the limited time and lack of preparation. It make the lecturer cannot derive the strategy explicitly. As a result, a good learning process can not be achieved and the students' achievement on reading comprehension is low. Then, another factor is the teaching material, in this case the text. The text also plays an important role in students' success with reading comprehension. The lecturer only used the texts, which is stated in one book without analyzing them first, whether they are appropriate for the students, or not. The mistake in choosing reading texts can give difficulties for the students to understand the text that make them lazy to read. Those factors can give significance effect to the students' reading comprehension of academic texts.

Based on the problem above, the researcher think that an appropriate reading strategy needs to be implemented in the classroom since teaching strategy has a great effect on the students' success in reading. In this case, the researcher is interested in doing classroom action research at the fourth semester of FKIP-UIR

Pekanbaru by applying synthesizing strategy in teaching and learning process.

According to William Grabe and Fredricka I.Sttaler (2002:18) reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term memory, as background knowledge. In reading comprehension, the reader involves some process to understand and comprehend the text more. Anderson to (2003) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention.

Similarly, Brown (2003:187) states that there are several items in comprehending of reading such as: main idea (topic), expressions/idioms/phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite. On the other side, Ling(2012:147) states that reading comprehension is getting the text into the correct meaning. Khand (2004:4) states that reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of this can be further broken down into varying kinds of behavior. Furthermore, Martin (2010) states that reading requires motivation, mental frameworks for holding ideas, concentration and good study techniques.

Based on the description above, it can be drawn that reading means

pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses.

Then, Anderson (2003:68) he stated that there are tens steps of reading comprehension process: a rapid process, an efficient process, an interactive process, a strategic process, a flexible process, an evaluating process, a purposeful process, a comprehending process, a learning process, a linguistic process. Buehl (2007:200). He states that there are six steps of reading comprehension process: making connection to prior knowledge, generating questions, creating mental images, making inferences, determining importance, synthesizing, and monitoring reading and applying fix-up strategies. Based on some theories above, the writer concludes reading comprehension process as follows: inference is just a big word that means a conclusion or judgement, summarizing paragraphs are used to restate briefly the main ideas of the chapter or section, out lining is a good way to create a visual picture of what you have read, synthesizing is design, plan, compile, compose, organize, conclude, arrange, construct, devise.

Essentially, there are some factors that influence the improvement reading comprehension by using synthesizing strategy. They are material, media, classroom activities, and teacher's approach. It can be explained as follow: the first material factor, it is one of the essential factors required in

academic students. Richard (2002) proposes that in teaching reading comprehension, the materials are a key component in most language patterns. In with Sabet (2012:110) states that in order to increase the students' achievement in reading comprehension, the teacher should know the appropriate materials for their students. Based on the description above, it can be drawn that the lecturer should know the appropriate materials for their students. In this case there are three criteria of materials in teaching and learning reading; suitability of content, exploitability, and readability

The second media factors, according Harmer (2001) who says that most of students show an increased level of interest in learning of language when they have a chance to see and involve in using the media. In addition Miller (2003) states that the media can be used by the lecturer in teaching reading, they are written text and technology media such as laptop and LCD. Based on the description above, it can be drawn that LCD helps the learner to develop their reading, and get as much as possible information during reading process.

The third classroom activities factors, according Hemei (1997) states that the effective methods and techniques as well as a wide variety of activities will ensure active viewing and participation from the students. This opinion is supported by Saricoban (1999) who says that the activities are divided in three parts. They are pre-reading, during-reading, and post-reading activities. Based on the description above, it can be drawn that the activities involve sharing the statement that students tried to create, discussing, and responding the texts. In

this case, classroom activity is about synthesizing strategy. Synthesizing strategy helps students to clarify the meaning of the text, demonstrate comprehension, remember what they have read and combine the ideas from some sources that they have read.

The fourth lecturer's approach factors, according to Burden (1995) mentions that there are six categories of actions can be done for the lecturer in the classroom consist of: the first teacher captures students' interest in the subject matter. Then the lecturer highlights the relevance of the subject matter. The third, the lecturer helps students to maintain expectations for success. Then, the lecturer designs the lesson to maintain interest and promote student success. And then, the lecturer designs the lesson to maintain interest and promote student success.

Based on the description above, it can be conclusion that all of factors explained above, influence the students reading comprehension of academic texts by using synthesizing strategy in teaching and learning process. The researcher focuses on these factors; material, media, classroom activities, and lecturer's approach.

There are several reasons for assessing reading skills and knowledge that are involved in reading. According to Nation (2009:75), good assessment needs to be reliable, valid, and practical. Similarly, according to Brown (2003:206) states that text comprehension is usually assessed through questions. Then, according to Bloom (1964: 305) explain that there are six levels cognitive Bloom's taxonomy purposes. Huges (1998:120) adds the explanation above that possible solution for measure of reading

academic texts are multiple choice question, short answer, summary, close information transfer. In addition, according to brown (2004) to assess student's reading comprehension, there are some reading comprehension questions features that can be evaluated such as main ideas, expressions/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, vocabulary in context, prior knowledge, questioning, visualizing/sensory images, determining importance, and inferring

Based on the theory above the researcher will assess the students' reading comprehension according to Brown. To assess the students' reading comprehension there are some indicators, they are; questioning, inferring, determining importance, visualizing / sensory images and prior knowledge.

Janne (2007:13) states that academic text means a text that is specifically written for use by college instructors or students, or it is a text reader's instructor has assigned because of its usefulness in reader's college course. Efficient academic text in reading strategies the reader should begin by: the first reading the introduction to search for the thesis point or main argument in the introduction and to verify the overview provided by the contents page; and, scanning by topic sentences, the sentence which makes the point of the paragraph and which is usually the first sentence of the paragraph. There are some opinions come from the experts about academic texts. According to G.Harvey (2007:40) academic text is

means a text that is specifically written for use by college instructors or students, or it is a text reader's instructor has assigned because of its usefulness in college course. Buehl, D.(2007) says that Synthesizing is Proficient readers glean the essence or a text (determine importance) and organize these ideas into coherent summaries of meaning.

Based on the explanation above, it can be concluded that academic texts is more than just recognizing words on a page. It requires concentration on a deeper level, and reader will need to understand the meaning of what the author is trying to say and think about the main theories and concept sit is important to learn and practice the skills reader need to read academic texts, as this will increase reader's comprehension and save reader's time.

Synthesizing strategy are suggested by Bloom (1997:169).Synthesizing allows readers to explore relationships among ideas and to arrange those ideas in a logical and meaningful way in the text. According to Harvey (2000:90) states that "Synthesizing involves merging new information with existing knowledge to create an original idea, see a new perspective, or form a new line of thinking to achieve insight. He also confirm that Synthesizing is the most complex of comprehension strategies. Related to Emalia Iragiliati & et al(2007:35) explain that "synthesis means is to combine the ideas of more than one source with our own keep the authors 's meaning and use their own word, not the author's used". Then, according to katy (2011) explains that a synthesis is a combination, usually a

shortened version, of several texts made into one. The criteria for measuring students' synthesis developed by Roberts et.al.(2008) who say that the good synthesis are : it must be in the students' own words, it must contain only one main idea per paragraph, it must contain two details, the information in paraphrase is meaningful, it has complete sentence, the information is new.

It also supported by(Setsuko:2007) who states that in Strategies for synthesizing consist of the steps below will help reader to understand the process of synthesizing information from a reading like a) Study the different sources of information carefully b) Read with a purpose and think about what reader need to find out to make reader's decision c) Identify the details from reader's sources that will help reader make a conclusion or judgment d) Put those details together to solve the problem or make reader's conclusion e) Make notes about the details reader's have collected to help reader f) Organize reader's notes in lists, an outline, note cards, or a graphic organizer similar to the one below g) Explain reader's final decision, based on the details and facts of reader's / writer's research.

Based on the theories above, the writer can conclude that synthesis is better than quoting as reader's has to change the original. This means that the reader will gain a greater understanding of the original as the readers read it in enough detail to be able to rewrite it. Related to the description above, the researcher applied synthesizing strategy during teaching and learning process to solve the students' reading

comprehension problems in her class. For this purpose, the researcher did a classroom action research entitled "Improving the Students' Reading Comprehension of Academic Text by Using Synthesizing Strategy at Semester IV/ B of The English Department of FKIP UIR Pekanbaru".

RESEARCH METHOD

The models of action research that was used in conducting a classroom action research. The participant of this research is the English students at the fourth of English study program of FKIP – UIR in academic year 2013/2014. The students at the fourth semester consists of five classes. The researcher choose class Bas participants of the research. It is chosen because most of the reading problems occur in that class. The participant of this research were the class 4B and as one English lecturer in this faculty. The students of class 4B consist of 35 students; 10 males and 25 females.

The data of this research collected in two ways; quantitative data and qualitative data. Quantitative data used in order to know what extent synthesizing strategy improved the students' learning participation. The researcher collected the data through test. The test was taken at the end of each meeting and the test was taken at the end of each cycle.

In other side, qualitative data was used to know factors influence the changes of students' learning participation by using synthesizing strategy. The data was collected through observation and interview. There are two ways that were used in analyzing the data. They are quantitative analysis

and qualitative analysis. In quantitative analysis, the data which was analyzed was the data in the form of numerical based on mean score and also a graphic. Qualitative analysis used to analyze the information related to the factors that influence students' reading skill through synthesizing strategy.

The data of this research was taken into two forms; quantitative data and qualitative data. The quantitative data was taken from the test, observation (observation sheet, field notes), and interview in every step of cycles. The procedure of this research followed the model of classroom action research procedure. The model used cyclical process. It consists of four steps which are plan, action, observation, and reflection.

FINDING AND DISCUSSION

- **The extent to which synthesizing strategy could improve students' reading comprehension of academic texts.**

At the beginning of the treatment in cycle one, the lecturer gave detail explanation and examples about synthesizing strategy. After that, she explained in detail about synthesizing strategy and the procedures of using academic texts to practice and respond the meaning in the text. After that, she checked the students' understanding about her explanation by asking questions. Then, the lecturer gave a topic to the each students and asked them to make synthesizing based on the topic related to academic texts. During students discuss, the lecturer lead students to analyze their synthesizing and assist the students who have problem. Besides, the lecturer guided students to practice their synthesizing in

the classroom and help them on visualizing, inferring, questioning, determining importance, and prior knowledge. Then, the students' performed their synthesizing in expressing and responding the meaning of the text. After that, they made interaction to give comment, suggestion and respond toward their performance.

The improvement of students' reading could be seen by the result of the students' reading performance test in the following figure 1: The Improvement of Students' Mean Score per Indicator of Reading Skill on Pre-cycle test and Test 1 at the end of cycle 1.

Figure 1 : Students' Score at Cycle 1

Figure 1 shows that improving students' reading comprehension in cycle 1. But, the figure above informs that the students reading comprehension is still unsatisfactory yet. Based on the data, in the first meeting until the fourth meeting get improving average of point ten percent per indicators. Beside that, there are two indicators do not achieve the minimum standard of English yet, they are inferring and prior knowledge. It means that the students still have problem in expressing the text by using synthesizing in cycle 1. The improvement of students' reading per indicators could be seen by the result of the students' reading performance test in the following figure 2.

Figure 2: Comprehension reading in each indicators

From the figure 2 above that, it shows students' progress in reading comprehension of academic texts. It

presents the changes in students' comprehension by applying synthesizing in every meeting. The figure that illustrate the number and the percentage of students who correctly identified the reading comprehension indicators of academic text. It is clear that after implementation of synthesizing strategy in teaching reading, the students' reading comprehension skill improved for all of indicators of reading skill. It is referred by their mean score on test 1 at the end of cycle 1 after implementation of academic texts was higher than their mean score before implementation synthesizing strategy. But, especially for visualizing/sensory images and prior knowledge needed more improvement because the students score achievement on visualizing or sensory images was 56.00 and on prior knowledge was 49.00. It was lower than 70. It indicate that the students' reading skill still low or on fair level. It was also referred by the data from observation checklist and field note, most of students could not visualizing /sensory images the word very well, because they were still influenced by their knowledge. It caused students still less on their background knowledge. Then, the students were still less master on synonym word in arranging their reading. It was shown by the fact that there was still found substitution mistake in students'.

Due to this condition, the researcher and collaborator agreed to continue the research to the cycle 2 by made some revisions in plan in order to get improvement of the teaching procedure that could be followed by improvement of students reading skill especially on visualizing /sensory images and prior knowledge.

In cycle 2, the researcher focused her teaching procedure to improve students' visualizing /sensory images and prior knowledge. Especially to improve students' prior knowledge the lecturer used E-dictionary program. Then, to improve students' visualizing /sensory images the lecturer used.

In the second cycle, the lecturer reviewed her explanation about academic texts, and synthesizing strategy. She directly gave another example about academic texts and the strategy. Then, the lecturer asked students to do assessment and shared the envelope that containing pieces of words in the text. After that the lecturer gave correction to the students' sentences and then explained about prior knowledge material. Then as usual, the lecturer gave a topic to the each students and asked them to make assessment based on topic related to the academic texts. During students assessment, the lecturer lead students to analyze their generic structure and helped students who have problem. Besides, the lecturer guided students to practice their reading in the text and helped them on visualizing/sensory images, inferring, questioning, determining important, and prior knowledge. Especially to improve students' prior knowledge, the lecturer checked and corrected the students' prior knowledge by using E-dictionary program or oxford dictionary. In this case, the students paid attention to the correct synonym word. After that, the students' performed their academic texts in expressing and responding the meaning of the academic texts.

As a result, the revise plan on cycle 2 was better to improve the students' reading skill of academic texts related to all reading comprehension skill

indicators especially for visualizing/sensory images and prior knowledge.

The improvement of students' reading skill could be seen by the result of the students' reading comprehension test in the following figure 2.

Figure 3: Students' Score at Cycle 2

The figure 3 above informs that the students have increased their reading comprehension of academic texts. Based on the students score, there is an improvement of students' comprehension in reading academic texts in every meeting. However, the overall of score had achieved the minimum standard of English. Some components of reading comprehension of academic texts get the high score of the whole data.

Figure 4: Comprehension reading in each indicators .

From the figure 4 shows that, it is clear that after implementation of synthesizing strategy in teaching reading in cycle 2, the students' reading comprehension skill improved for all of indicators of reading skill. It is referred by their mean score of test 1 at the end of cycle 1 as higher than and their mean score of test 2 at the end of cycle 2. In this cycle, the students' mean score of the students' reading test was 77.57. It is higher than 70. It indicates that the students' reading skill is good. It means that students' mean score is B or on good level. It is also referred by the data

from observation checklist and field note, the students have good reading comprehension skill and they were able to expressing and responding the meaning of academic texts very well.

After implementing synthesizing strategy, the researcher found that synthesizing strategy improve the students' reading skill of academic texts and related to reading comprehension skill indicators. In fact, using synthesizing strategy in teaching reading give many advantages for students, such as they have more opportunity to read in academic texts, interact each other to give comment, suggestion and response toward their result assessment ,it made them master about appropriate expression to express and response the meaning in academic texts.

2.The Factors That Influence The Changes Of Students' Reading Comprehension Skill Of Academic Texts .

The factors that influence the changes of students' reading skill can be revealed from observation checklist, field note and interview. The factors are:

- Interesting teaching material and media makes students more motivate to study

Most of students more motivate to study because the teaching material and media were used during implementation synthesizing strategy was interesting. This finding is line with the theory stated by Richard (2002) proposes that in teaching reading comprehension, the materials are a key component in most language patterns. Instructional material

provides the basis for much of the language input learners receive and the language practice that occurs in the classroom. The instructional materials contain ideas how to plan and teach lessons as well as formats that teachers can use. In with Sabet (2012) states that in order to increase the students' achievement in reading comprehension, the teacher should know the appropriate materials for their students. In this case there are three criteria of materials in teaching and learning reading; suitability of content, exploitability, and readability.

Furthermore, the media used by lecturer to interact the students' attention. There are many medias that can be used in teaching and learning reading comprehension, such as: pictures, cards, printed material, textbook, LCD and etc. It is in line with Harmer (2001) who says that most of students show an increased level of interest in learning of language when they have a chance to see and involve in using the media. Besides, by using laptop and LCD the students enjoy in learning of reading by using synthesizing. It is not only can improve their reading comprehension but also can increase their background knowledge about using synthesizing and technology in learning.

- The activity in synthesizing text makes students more active and creative in reading comprehension class

In this case, classroom activity is about synthesizing strategy. Synthesizing strategy helps students to clarify the meaning of the text, demonstrate, comprehension, remember what they have read and combine the

ideas from some sources that they have read. Students will need prompting and encouragement to use this strategy after the initial instruction.

This finding is supported by Hemei (1997) states that the effective methods and techniques as well as a wide variety of activities will ensure active viewing and participation from the students. . The variations of activities also make the classroom atmosphere more effective in improving the students' reading comprehension.

Based on the research finding, it can be concluded that synthesizing strategy could improve the students' reading comprehension of academic texts at semester IV/B of the students English Department of FKIP-UIR Pekanbaru. The factor that affected the improvement was the students' activity. The results supported the research of Bloom (1997) who have found that teaching of the synthesizing strategy will improve students' reading comprehension. Synthesizing for comprehension helps students process and comprehend what they are reading and skilled readers comprehend well.

In this study some students displayed visible anxiety during the first three synthesizing teaching sessions, particularly when lecturer selected them to synthesizing the paragraph and record the response on the whiteboard. They still have difficulty in finding and using suitable words to express the text that they read. Other finding in this research also indicated that synthesizing strategy gave the students opportunity to express the ideas and information from outside sources (academic text) by their own words. It also helped the students to retain the ideas in short term memory and taught the students to read

and then stated what they have read in their own words.

Using synthesizing as the strategy in solving the teaching and learning problems in reading comprehension of academic texts has proved that there were improvements on students reading comprehension of academic text during two cycles. The improvement was concluded through the data gathered from the result of the reading tests, observation, and interview. This research also revealed that there were fourth factors that significantly influenced the improvement of students' reading comprehension of academic texts. The factors involve the material, classroom activities, lecturer's approach, and lecturer strategy. The first factor influenced the change of students' reading comprehension of academic texts was the material. Matching the texts to the students reading level and gradually increasing their difficulty certainly worked well and made the test of synthesizing more manageable. The second factor influenced the improvement of students' reading comprehension was the classroom activities. It was an important factor in synthesizing activity. The students involved actively during teaching and learning process. They could restate the information of the text that they read and also could answer the questions by their own words. The third and fourth factors were lecturer's approach and strategy. They were also significantly influenced the changes of students' reading comprehension of academic texts. The lecturer tried hard to have good approach to the students. He made the classroom atmosphere enjoyable, so the students did not feel shy to share their ideas in the classroom.

CONCLUSION

After carrying out this classroom action research in the two cycles, it can be concluded that synthesizing strategy had successfully improved the students' reading comprehension skill of academic texts at Semester IV / B Of The English Department of FKIP UIR Pekanbaru related to the reading comprehension skill indicators.

The successful of synthesizing strategy in improving the students' reading comprehension skill was influenced by some factors. First, the material and media were used in synthesizing strategy was interesting. Second, the activity in synthesizing text makes students more active and creative. Third, discussion work makes students enjoy and confident to assessment their reading comprehension skill.

SUGGESTION

- It is suggested to other lecturers, the implementation of synthesizing strategy is possible to deal with teaching and learning problems, particularly in improving the students' reading comprehension skill.
- To other researchers are suggested to do relevant and further research related synthesizing strategy.

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