



AN ANALYSIS OF STUDENTS' ABILITY IN SUMMARIZING READING PASSAGE IN CRITICAL READING CLASS

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Abstract

This research aimed to find out the English Department 2017 academic year college students' ability in summarizing a reading passage in Critical Reading class. This research is descriptive quantitative research. The sample of this research is 27 students selected using cluster random sampling. The instruments used in this research were summary writing test. Students were given a reading passage, entitled "Euthanasia" consisting of 5 paragraphs with 671 words. Students were asked to read the text, and then write a summary. The research data were in the form of interpretations of student test results. Based on data analysis, it was found that the students' ability in summarizing a reading passage was average. It is proved by all students only able to get scores between 55-79%. This is because as many as 24 (89% of 27 students) students had difficulty in the vocabulary and paraphrasing. Then, as many as 17 (60% of 27 students) students had difficulty with grammar. Then as many as 15 (55% of 27 students) were difficult to determine the main idea.

Key words: ability, summary, reading passage, critical reading.

INTRODUCTION

In English Department Universitas Negeri Padang, Critical Reading becomes one of the subjects that should be taken and pass by the students. It is because that subject will show the students' level of reading skills. Furthermore, Critical Reading needs multiple cognitive activities. As Arianto, Sari, and Wahyuni (2018) have highlighted, in the cognitive perspective, undergraduate students should criticize what they read. One of the materials on the Critical Reading syllabus is summary. It means that summary writing is taught by the lecturers along the class. Teaching students to summarize not only improves the quality of their written summaries but also their overall comprehension in content areas (Duke & Pearson, 2002; Taylor & Beach, 1984). In addition, in the territory of education, summarization is one of the essential academic skills

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to be mastered since it can be assumed as a tool to see how students' comprehension towards a reading text is. Comprehension and summary skills are highly essential to the success of a student for academics as well as all-round exploits (Olatunji, 2014).

However, writing a summary is not something that can be done easily by the students. It needs multiple cognitive activities such as reading and understanding a text, identifying relevant content, and generating a short version of it or collectively known as summarizing (Idris et al, 2007). According to Kareivati cited in Maulidah (2018), there are some difficulties with students' difficulties in writing a summary such as language aspect vocabulary and grammar, Summary writing procedure; determining idea, using own words, making a sentence, Steps on writing summary, Time for summarizing.

Since then, many researchers have conducted studies related to summarization. Bennett and Hinde (2015) list the ability to organize ideas in summary form as an essential process for learning social studies. For instance: Braxton (2009), Shokrpour (2013), Khoshsima, Rabani, and Nia (2014), Khathayut & Karavi (2016), Mokeddem (2016), Huan & Ngan (2017), done research about the relation of summarization towards students' reading comprehension ability. The more students comprehend text that they read, the more good their summary. Wichadee (2013), Michelle Mendoza Nebres (2016), Pecjak & Pircb (2018), done research about a strategy to develop summarizing ability. Those studies showed that there are some strategies that can develop students' summarizing ability such as through collaboration: a comparison between online wiki group and conventional face-to-face group, a Self-Regulation Study Strategy, Intervention Programme Effects. Meanwhile, Robin A. Belue, James Martinez, Regina Suriel, Ellice P. Martin (2018), done research about summarization instruction. The research showed the importance of summary writing in an instruction to see whether the students understand the material well in Summarizing Instruction in 11th-Grade U.S. History Course.

However, as explained above, those studies are not focused to examine the students' ability in summarizing. Yet, there is a thesis entitled "Students' Ability in Writing Summary at English Education Department STKIP Qamarudin Gresik" by Rizki Maulidah (2018) which is quite similar to this research. Yet, the thesis was conducted without pay attention to specific subjects or courses. Therefore, this study was conducted to find out the students' ability in summarizing a reading passage in critical reading class.

RESEARCH METHOD

This research was a descriptive quantitative research used in analysing the students' ability in summarizing a reading passage in Critical Reading class. The population of this study was English Department students in 2017 academic year of

Universitas Negeri Padang. The sample of this research was 27 students selected using cluster random sampling. The instrument used in this research was summary writing test. Students were given a reading passage, entitled "Euthanasia" consisting of 5 paragraphs with 671 words. Students were asked to read the text, and then write a summary. The researcher analysed the students' ability by finding the students' summary score. The rubric which used adapted from Frey et al, (2003) and Poe et al, (2018). Then the researcher counted the score that students got based on Sudijono in Aiman (2019). The formula was and the level of students' ability, adopted from Sudijono in Aiman (2019), can be seen as follow:

Total:

$$P = \frac{F \times 100}{N}$$
 Where:
 P = Score
 F = Point that students get
 N = Total point

Table 1. Classification of students' ability

Score	Categories	Levels
80-100%	Excellent	High
66-79%	Good	Average
55-65%	Fair	
46-55%	Poor	Low
0-45%	Very Poor	

(Source: Sudijono in Aiman, 2019)

After the researcher got the students' summary score from each ratters, the researcher calculated the total score and found the mean of the students' scores. After that, the researcher classified the score into a percentage. In the final, the researcher identified the students' ability in summarizing a reading text based on the score which students got with the level showed on the table above.

RESULT AND DISCUSSION

1. Research Findings

After analyzing the students' summary, the researcher got the total result of the students' score which lead to their ability. The data obtained are as follows.

a. Students' ability

The researcher found that students have different ability for each aspect in summarizing the text. See the table below:

Table 2. Students' score recapitulation

Students' Ability in Summarizing	Aspect of Summary Rubric Assessment					
	Main Idea	Details	Order	Accuracy	Paraphrase	Convention
	71.6	62.6	69	72.8	54	64.5
Total	395					
Average	65.8					

Based on the table above, we can see that the mean of the students' score was 65.8, which means that the students' ability in summarizing a reading passage in Critical Reading class was average. That score was got from the summary that students' wrote which had analysed and calculated by the researcher based on the ratters. Furthermore, to categorize the level of students' ability, the researcher looked at the classification of students' ability formulated by Sudijono in Aiman (2019) as follow:

Table 3. Classification of students' ability

No.	Score Percentage	Categories	Level	Students
1.	80-100%	Excellent	High	0
2.	66-79%	Good	Average	15
3.	55-65%	Fair		12
4.	46-55%	Poor	Low	0
5.	0-45%	Very Poor		0

As explained before, after the researcher got the students' summary score from each ratters, the researcher calculated the total score and found the mean of the students' scores. Further, the researcher classified the score into a percentage. Then, it was found that their ability level was average. In addition, based on the table above, it was proved by 12 students got score among 55-65% in percentage. Meanwhile there were 15 students who can get score among 66-79% which means that their ability level is average.

b. Students' difficulties

The researcher found some aspect that often faced by the students as difficulties in summarizing. See the table below:

Table 4. Students' difficulties aspect

No	Aspect	Sub Aspect	Number of Students	Percentage of total sample (27)
1.	Language Aspect	Vocabulary	24	89%
		Grammar	17	60%
2.	Summary writing procedure	Determining idea	15	55%
		Using own words making sentences	24	89%

After the researcher analysed the students' summary based on the indicator of the students' difficulties, the researcher found which aspects were considered difficult by students and how many students which had the problems with it. Based on the table above, there are some aspect that often faced by the students as the difficulties in summarizing a reading passage in Critical Reading class. The summary writing procedure, especially using own words making sentences, became the most difficulties faced by the students. It was proved by as many as 24 students feel difficult when they have to write the summary using their own words or as well-known as paraphrasing. Students' often wrote sentences that already exist on the original passage without any changes.

Meanwhile for the language aspect, the most difficult faced by students is vocabulary aspect. There are 24 students who are in difficulties to do it. Students were lack of vocabulary, so that they tended to pick and used the vocabulary written on the original passage. They did not use synonyms or antonyms of existing words on the passage.

2. Discussion

This section presents the discussion based on the findings, the presentation of the results, of the research which is concerned with how the students ability in writing summary and also what students difficulties are in writing summary. The following description serves as a benchmark to draw conclusions from this study about the ability to summarize a passage in Critical Reading class and also the difficulties faced.

Basically, the students' ability in summarizing reading passage in Critical Reading class is average. This can be seen from the number of students who get grades ranging from percentage 55-65% are 12 (45%) students. Meanwhile, there are 15 students (55%) who have score more than 66-79%, which mean that they have an average ability in summarizing. This is in line with Sudijoni in Aiman (2019), categorized that there were three levels of

students' ability, high, average, low. Where the average level was scored between 46-79%.

As one of the category for assessing the summary (Poe et al., 2018), main idea is really important. Braxton (2009) emphasized that identifying main idea is really important in order to summarize. It is because without a main idea, the writing will be nothing. The reader cannot figure out the writer's main point. For this point, all of students done it well. Only 1 students who got 41.66 as score.

Poe et al, (2018) mentioned details as one of component to assess a summary. Overall, for this category, the students' ability are good. The important details are included but some might be missing and replaced by minor details on their summaries. The important details of Euthanasia passage are the definition of the term euthanasia, who are the victims or the person who ended with euthanasia and the reason why it is used, and who usually ask or decides it. Details support the main idea so that the message of the writing will be delivered clearly to the reader. In addition, a summary contains only the gist of the text, with limited explanation, background information, or supporting detail (McWhorter, 2009)

Then, students' ability are good enough in ordering sentences on their summary. Besides, students' should organize the connections between ideas (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989). Order also one of component for assessing summary (Poe et al, 2018). Averagely, some ideas are in good order but some details are not, so that why the students got point range 2-3. In other hand, there are two students that are ineffective for this category. They got point 41.66, which means that their ideas and details are not in a logical order so there is confusion left for the reader.

Kisneer, (2006) said that a summary should shorter than the original text. From the theory of Frey (2003), the summary must contain in a concise form all important thoughts that can be found in the original section without changing its meaning. In other word, the statement must be accurate and verified by story. The researcher can draw a line that the students' ability is good. Furthermore, this result shows that there are some students write some statement and cite outside information or opinion, and also there are some students write most of the statements accurate and verified by passage. However, there is only one student who cite most statements outside information or based on opinions and cannot verified by the passage.

Next, Frey et al (2003) mentioned paraphrasing as important point in a summary. How students take a word directly from story. The criteria of good paraphrasing is all statements using own words and no more than 4 words in a row taken directly from text. In this category, there are differences among the

students in ability. Most of the students cannot paraphrase the text well. Most of students substantial copying of key phrases and minimal paraphrasing, some copying of indiscriminately selected phrases or sentences from text even more. There only 1 student who is excellent and got 83.33 as score. Besides identify the main idea, deciding which content to include and how to restate it using his or her own words, and ensure that the summary is complete, but also brief are really essential in summarizing (Braxton, 2009).

Based on the Frey et al (2003), convention has significant role in summary. In this component, students must carefully with the punctuation, grammar, or spelling error. For this component, students done it well. They are good at this one. The lowest score is 50 and there are 3 students got it as point. Mostly students did errors on capitalization, it is because they used to write without pay attention fully.

Furthermore, the difficulties experienced by students in summarizing a reading passage are the language aspect and summary writing procedure. Students feel difficult to rewrite the summary in their own sentences. This is due to the limitations of vocabulary, so students take the easy way by writing the choice of words taken directly in the original text. Based on the researcher observation along did the research, students do not face difficulties for another aspect as mentioned by Kareivati in Maulidah (2018). In addition, they have learned about summary included its steps in Advanced Reading subject moreover in Critical reading class. Furthermore, summary writing is an important skill that involves multiple cognitive activities such as reading and understanding a text, identifying relevant content, and generating a short (Idris, Baba, and Abdullah 2011).

CONCLUSION AND SUGGESTIONS

1. Conclusion

The results of analysis on the students' ability in summarizing reading passage in Critical Reading class have led into some conclusions. It can be concluded that the level of students' ability in summarizing reading passage in Critical Reading class is average. This result can be seen in the percentage of students who got score 55-65% as many as 12 students or about 45% and 15 or about 55% got score between 66-79% of the total sample. Then, the analysis toward all students' summary assessed also gave some information. First, even though students have learn and pass some stages of reading class, the students' ability still need to be improved, because they do not show significant progress on reading skill especially in summarizing a reading passage. Their ability still on level of average. Second, the students have different ability in every component in summarizing a summary of reading passage. Commonly, the students have good point for main idea and convention aspects, but have paraphrase in contrast. Third, as mentioned before, paraphrase become the most

difficult part for students when writing a summary. Most of students taken vocabulary chosen directly from the original text. This might be because the students do not rich of vocabulary or do not practice a lot to summarize. The students might miss the lesson about summarizing technique at the time or they do not understand the materials. Therefore, summarizing was one of sub-materials of the reading classes that still need more attention from the lecturers.

2. Suggestion

Based on research findings that have been discussed before, the researcher recommends some suggestions. Students should try to eliminate the problem on writing summary by trying to learn vocabulary and grammar, more practice summarize texts. The students should apply and effective reading strategy to enable them to comprehend the text easily. Then, the lecturers should guide the students the instruction how write better summary and understanding the text well in order to improve the students' ability. Moreover, the lecturers should emphasizes on paraphrases aspects. Therefore, a deep and clear explanation will help the students in understanding the material better.

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