The Correlation Between Students Ability in Summarizing and Their Reading Comprehension at Universitas Negeri Padang

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Article History	Abstract
	This study aimed to determine the relationship between students' summarizing skills and their reading comprehension at Universitas Negeri Padang. A quantitative correlational research design was used. The study population consisted of all English Language Education Program students from K1-K5 (2021). To select the sample, this study used simple random sampling and 40 students were selected as the sample of this study. The research employed a summarizing test and a reading comprehension test, the latter of which incorporated IELTS reading materials. Data analysis was conducted using Pearson Product Moment Correlation through IBM SPSS Statistics 25. The results showed that students' ability in summarizing and reading comprehension had a very low negative correlation with a value of 0.067, while the sig. (2 tailed) with a value of 0.679 which is higher than sig. 0.05 which meant that the null hypothesis was accepted. This shows that students' ability in summarizing and their reading comprehension have no correlation or a very low positive correlation.

INTRODUCTION

Students need ideas and express their thoughts in writing. Furthermore, Pahmi and Yoskavia (2016) claimed that one of the language skills that is writing should be learned and comprehended with describing ideas, opinions, and arguments in written form. In the case of EFL students, these skills significantly impact their achievement in learning activities. Students have to understand the material in English which requires high comprehension because it is a foreign language. According to Hijazi (2018), learning English as a foreign language is difficult to accomplish which requires more than just deriving meaning from isolated words. Furthermore, Shanahan et al. (2018) claim that students who read frequently have a

wider vocabulary and better writing skills. Then, students are not only required to understand the material but also write academic texts that rely heavily on reading and writing skills.

English Education Program students at Universitas Negeri Padang have an Academic Writing course that requires writing and reading skills that must be mastered. This is because in the course there is material about summarizing which focuses on scientific texts such as essays and journal articles that need good reading comprehension. Furthermore, the relationship between two variables in this study which were students' ability in summarizing and reading comprehension is a polemic that often occurs in academic grades, especially for EFL students. Mokkedem and Houcine (2016) claim that students who can understand the reading appropriately can summarize properly. In addition, the low reading comprehension of students is very influential on the summarizing that students will write.

Therefore, the difficulty indicates that someone has low reading comprehension because the two abilities are correlated with each other. According to Stotsky quoted in Cho (2012), good writers read more often than poor writers, meaning that good writers are good readers who are able to write grammatically correctly. In addition, poor summary writing skills in the Academic Writing class had an impact on the Critical Reading and Thinking class. Consequently, classroom observations based on researcher personal experience revealed that a significant number of students struggled with the reading section of IELTS practice tests. As a result, it is possible to conclude that students reading comprehension cannot reach an objective that is related to the skill that should be having at a high level (university), and this has been carried out since the previous grade.

Several researchers conducted the same topics in this study that are summarizing and reading comprehension. The first study was carried out by Chayani and Fitrawati (2020) that measured students' abilities to summarize reading passages. In addition, Sari, et. al (2020) also investigated research on a comparative study of the effectiveness of two strategies on student reading comprehension. Furthermore, the research was conducted by Fadhilah (2018) which was discuss about the same topic in this research revealed that there was a significant correlation between the two variables. Moreover, research on the same topic was also done by Aghazadeh, et al. (2022) in Urmia regarding the comparison of the effectiveness of peer-mediated and individualistic task performance in training students in oral and written summarizing strategies and reading comprehension.

METHOD

In this study, the research methodology used a quantitative design with specifically correlational research design. The target population in this study was the students in the English Department of Universitas Negeri Padang, specifically the third-year English Education. Based on the population, there were five classes in English Education Department 2021 so that the sample was taken from 30% of population. As the result, there were 40 students as the sample in this study with the number of students in accordance with the results of the simple random sampling formula calculation. Additionally, there are two test as the instrument in this study. First, the summarizing test with one text in the Reading section of the IELTS with

the title "How to make wise decisions". Then, the reading comprehension test adapted the International English Language Testing System (IELTS) Reading test consisted of 40 questions that contained several types of questions.

In collecting the data, researchers gave the tests that were started by giving students one of the text from the Reading section in the IELTS test to summarize. After finishing the summarizing test, the samples answered 40 questions on the reading test through the papers that were provided by the researcher. Students were taken 90 minutes for each test and these tests were conducted on two different days. Furthermore, the instruments of this research were validated by Honesty Yonanda Ayudhia, S.Pd., M.Pd. who is a professional lecturer at Universitas Negeri Padang to assess whether the items of the two tests were suitable, acceptable, and comprehensive. Then, the reliability of this research was ranged using Cronbach's Alpha strategy by controlling each test. In addition, there were two classical assumption tests or prerequisite tests such as normality test and linearity test. Lastly, the researcher were done hypothesis testing using Pearson-Product Moment Correlation that was carried out by SPSS.

RESULT AND DISCUSSION
Research Findings

The research was conducted among students enrolled in critical reading and thinking courses at the English Language Department, Universitas Negeri Padang. The sample was selected using simple random sampling and 40 students were selected as samples in this study. In the data collection process, there are two types of tests conducted by students namely summarizing test and reading comprehension test. The table below presents the results of the two tests that have been carried out by students.

Table 1. Students' Tests Score

No.	Students' Number	Tests Score	
		Summarizing Score	Reading Comprehension Score
1	1	62	55
2	2	50	67
3	3	60	27
4	4	57	75
5	5	62	40
6	6	50	72
7	7	70	87
8	8	57	75
9	9	65	17
10	10	60	40
11	11	65	25
12	12	75	22
13	13	80	37
14	14	65	57

15	15	55	72
16	16	67	65
17	17	77	55
18	18	65	45
19	19	52	62
20	20	55	67
21	21	37	47
22	22	62	45
23	23	67	60
24	24	62	87
25	25	62	67
26	26	57	87
27	27	60	75
28	28	47	32
29	29	52	35
30	30	60	62
31	31	60	82
32	32	72	50
33	33	72	72
34	34	50	50
35	35	65	47
36	36	60	65
37	37	72	70
38	38	45	70
39	39	47	47
40	40	55	67
			56

Based on the form of data tabulation above, there is same type of data from the two test results which is the ratio data. The first type of data is summarizing test which was calculated by rubric score that was quoted from Frey et. al. (2003) and Brown and Abeywickrama (2019) (see table 3). The summarizing score is not only assessed by the researcher but also assessed by the lecturers who are more expert in this matter. Furthermore, the two scores were compared and the average score was taken. Then, the reading comprehension test based on the IELTS Reading test.

Normality Test

To verify if the data or residuals follow a normal distribution, a normality test is essential. This study employed the Shapiro-Wilk test to assess the normality of residuals for both variables. A significance value exceeding 0.05 indicates a normal distribution of residuals. The results of this normality test are presented in the following table.

Table 2. Normality Test Result Using Shapiro-Wilk Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Summarizing	.111	40	.200*	.987	40	.921
RC	.122	40	.139	.959	40	.157
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table shows that the significance values for the residuals of students' summarizing ability and reading comprehension are both greater than 0.05 (specifically, 0.921 and 0.157, respectively). This indicates that the residuals for these variables are normally distributed, satisfying the normality assumption required for the study.

Linearity Test

A linearity test was conducted to clarify if the variables in the study have a linear relationship. A linear relationship exists if the significance value for deviation from linearity is greater than 0.05. The results of this test are presented in the following tables.

Table 3. Linearity Test Results for Students' Ability in Summarizing and Reading Comprehension

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Summarizing * Reading Comprehension	Between Groups	(Combined)	1727.608	21	82.267	.938	.560
		Linearity	15.033	1	15.033	.171	.684
		Deviation from Linearity	1712.576	20	85.629	.976	.524
	Within Groups		1579.167	18	87.731		
	Total		3306.775	39			

The table indicates a significance value of 0.524 for the deviation from linearity, which exceeds the 0.05 threshold. This suggests a linear relationship between students' summarizing ability and their reading comprehension.

Hypothesis Test

After completing the classical assumption test that met the necessary assumptions of normality and linearity, a hypothesis test was conducted to examine the relationship between students' summarizing ability and their reading comprehension. A Pearson Product Moment Correlation analysis was performed using IBM SPSS Statistics 25. In this analysis, summarizing ability was the independent variable and reading comprehension was the dependent variable. The correlation test aimed to determine if there was a significant relationship between the

two variables, with a significance level of 0.05. The table below presents the results of the hypothesis test.

Table 4. Hypothesis Test Result

Correlations		Summarizing	Reading Comprehension
Summarizing	Pearson Correlation	1	.067
	Sig. (2-tailed)		.679
	N	40	40
Reading Comprehension	Pearson Correlation	.067	1
	Sig. (2-tailed)	.679	
	N	40	40

Based on the correlation table, a weak positive correlation of 0.067 exists between summarizing and reading comprehension, according to the correlation data. This value indicates that there is an opposite relationship between the two variables with the conclusion that the higher the summarizing ability of students, the lower their reading comprehension ability tends to be. However, it should be noted that this weak correlation value indicates that the relationship is not very significant. The significance level of 0.679 (two-tailed) from the table implies an insufficient basis to claim a significant correlation between summarizing and reading comprehension. The results support the null hypothesis, rejecting the alternative hypothesis.

Discussion

Considering the research outcomes analyzed using the bivariate correlation test, namely Pearson Product Moment Correlation, it is found that students' ability in summarizing and their reading comprehension has a low positive correlation. Furthermore, the results confirm the null hypothesis, thereby disproving a relationship between summarizing and reading comprehension. Although some previous studies have revealed a relationship between these two variables, this study did not due to differences in the samples and instruments used. In addition, this weak correlation value indicates that the relationship is not very significant and is categorized as having no relationship which could be due to other factors contributing to these two variables.

In the finding of study, a slight positive relationship exists between the variables. The lowest score on the summarizing test conducted in this study was 37 while the highest score was 80. In the study conducted by Chayani and Fitrawati (2020) which states that in the aspect of writing a summary, the most difficult thing experienced by students is making sentences using their own words. Students' ability in summarizing has the average score only 60, which is not enough to be a good score. This can be due to several things as explained in the research conducted by Ovilia, et. al. (2022) namely difficulty in understanding the meaning inherent in the text and having a less enthusiasm for reading are challenges faced while paraphrasing. It might be the factors that cause a very weak relationship. Furthermore, Cho (2020) who said that writing summaries cannot be a measure of reading comprehension because it requires a person's general writing ability.

Furthermore, Hidi and Anderson in Cho (2020) added that there is a difference between the ability to write in general and the ability to summarize which has several considerations such as important information that must be included from the original text, writing on the original or changed structure, and ideas that must be made interrelated.

Sari et. al. (2020) mentioned that summarizing is found to be ineffective on students' reading comprehension especially in whole reading. Furthermore, they revealed that summarizing is only effective when finding the main idea of the text but for the specific information identification, the other techniques used in the study were more effective than summarizing. This is due to the fact that students who are good at reading comprehension may be more likely to read the text thoroughly and in depth, which requires more time and effort. Additionally, Aghazadeh et al (2022) also stated that the summarizing strategy done by students takes a lot of time and is not practical. Therefore, this can lead to a relationship between the two variables that has a relatively weak bond. Furthermore, poor reading comprehension can also cause differences among individuals on which variables have high and low scores. This is similar to the study that conducted by Regala-Flores and Lopes (2019) who identified a lack of reading comprehension as one of the difficulties in summarizing after poor English proficiency.

Regarding the reading comprehension score, the lowest score is 17 whereas the highest score is 87 and the average score of the test was 56. Although students' ability to summarize and reading comprehension have a less positive correlation, it is worth mentioning that a sizable group of students, almost half of the sample of 19 students, achieved higher reading comprehension scores. It is relevant to the purpose of giving the same text when summarizing test and reading comprehension test. According to Pourkalhor and Kohan (2013), reading comprehension also requires the ability to connect the content with the background knowledge and personal beliefs of the reader. Therefore, when students summarize, their reading comprehension participates in the process so that they can write a summary. Braxton in Chayani and Fitrawati (2020) mentioned that the most important part of summarizing is identifying the main idea because without it the summary is worthless. It suggests that a portion of the students demonstrated strong reading comprehension skills with an increase in scores on the reading comprehension test although this did not contribute significantly.

Based on some parts of the previous discussion, the study found no significant relationship between summarizing and reading comprehension. This happens because of several factors that each student has. As mentioned by Ramadhianti and Somba (2023), lack of background knowledge hinders reading comprehension as it helps readers connect their experiences and the words in the text. However, some students also failed to capture the meaning of the text and scored lower on the reading comprehension test. This could be due to the possible difficulty level of the texts in the test as the test was adopted from the IELTS Reading Test. Therefore, the IELTS Reading test does not only contain one text but there are three texts which have a quite high level of difficulty. As Klingner, et. al. (2007) mentioned about the reading comprehension involves interaction between the

reader and several contributing factors such as background knowledge, reading strategies, and the text read with the influence of interest and genre understanding.

In addition, when conducting this research, there were some shortcomings, namely the difficulty in collecting data due to the lack of participation of students who wanted to help to become research samples. This may have an impact on the results of the research undertaken due to the work that is not optimized. Then, the use of instruments such as the IELTS Reading test and also one of the texts in it is a factor that becomes a difficulty in collecting data because the difficulty level of the test is quite difficult.

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