

**THE EFFECT OF APPLYING SUMMARIZING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION IN EXPOSITION TEXT:  
An Experimental Research at Second Grade Students of MAN 2 Padang**

Amelia Hamida<sup>1</sup>, Zainuddin Amir<sup>2</sup>, Fitrawati<sup>3</sup>  
English Department  
Faculty of Languages and Arts  
State University of Padang  
email: amhel\_khan@yahoo.com

**Abstrak**

Penelitian ini bertujuan untuk melihat dampak penggunaan strategi meringkas terhadap pemahaman siswa dalam membaca. Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian ini siswa kelas XI MAN 2 Padang tahun ajaran 2011-2012. Sampelnya terdiri dari dua kelas yaitu kelas XI IPA 1 sebagai kelas eksperimen dan XI IPA 2 sebagai kelas control dengan menggunakan teknik *cluster random sampling*. Tes dilakukan dua kali: *pretest* dan *posttest*. Data berupa nilai tes pemahaman membaca oleh kedua kelompok sampel dianalisis secara statistik dengan menggunakan rumus *t-test*. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi meringkas dalam pembelajaran membaca dapat memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

**Kata kunci:** strategi meringkas, pemahaman membaca

**A. Introduction**

In this information and communication era, reading is a very important activity. It is so because reading is a useful activity in getting information, knowledge, technology, and pleasure. In line with the importance of reading activities, it is appropriate if the reading becomes an important part of the language skills that is developed in school. In School-based curriculum (*KTSP*), teaching English subject uses genre-based approach. The purpose of reading subject at second grade of senior high school is to make students be able to understand the idea in functional text and in short essay focuses in report, narrative, spoof, analytical exposition, and hortatory exposition form in order to increase students' knowledge and are accepted in daily life. The indicators of the reading are finding topic or general idea from the text, main idea, detail information, and meaning of the words or phrase and reference based on the text (Depdiknas: 2006).

Based on preliminary study in MAN 2 Padang, students' ability in comprehending texts was still low. It was supported by the data taken from an English teacher of MAN 2 Padang. There were 63% of the students who got the score under 65 (standard score) in reading test, and the average score was 51. From the result of the test, it could be concluded that the weaknesses of the

students in comprehending a text were the ability of identifying main idea of a paragraph, the pattern of the text, and details.

It was assumed that there were several possible causes that might contribute to the students' low ability in reading comprehension. It might appear from the students' side that caused their reading abilities low. First, the students were rare to activate their prior knowledge or previous experience while reading. Second, the students had lack of vocabularies. The last, the students did not know how to read well.

The teacher might also influence to the students' ability, especially in teaching reading process. The teacher had problem in choosing appropriate strategy in teaching reading to improve students' reading comprehension. So far, the way of teacher teaching is good. Teacher uses one strategy in teaching or it can be said that the teacher only uses question answer strategy. However, the strategy used by the teacher is assumed not fulfil students' needs yet in comprehending a text.

In teaching reading by using this strategy, the teacher focuses on giving questions whether it is in pre-reading, whilst-reading, and post reading. Teacher also gives more emphasis on understanding grammar and pattern of a text in teaching reading process. However, the explanation of getting the main idea is not practiced in-depth.

Due to some difficulties in reading comprehension, teacher should overcome these problems by finding the best strategy in teaching reading comprehension. However, this study is going to focus on how to help students in comprehending the text by looking for the topic, main idea, and some important ideas. Besides, this study will give another strategy to the teacher that can be applied in teaching.

Summarizing can be one of the strategies in teaching reading comprehension. This strategy offers comprehending a text by looking for the main idea and some important ideas (Marzano, Pickering, and Pollock, 2001). For example in reading exposition texts, summarizing is needed in order to get the comprehension. By using this strategy, readers can find the main idea of each paragraph easily.

So far, the teacher has not used this strategy yet. Even though there is a summarizing task, the teacher does not give a clear technique how to write a summary. However, in this study, summarizing strategy is aimed to improve students' reading comprehension and it is not focus on writing a summary. Summarizing can be done orally, in writing, through groups or individually (West Virginia Department of Education, 2011)

Because of the reasons above, summarizing strategy will be applied. This study is going to investigate whether summarizing strategy contributes to students' reading comprehension or not. Therefore, the researcher wants to conduct a research about the effect of applying summarizing strategy towards students' reading comprehension in second grade of MAN 2 Padang.

Summarizing strategy will be discussed in depth in these following items.

### **1. Definition of Summarizing Strategy**

Summarizing strategy is a set of steps that a student follows to determine the gist of the chunk of information that is being summarized. Summarization based on West Virginia Department of Education (2011) is the main ideas of the text are

restated as few words as possible. It can be done orally, in writing, through groups or individually. According to Desprits (2008) summarizing is telling the main ideas or events of a story in your own words. Zwiers (2004) says summarizing is a strategy which involves representing, in a few sentences and in your own words.

Dole *et al.* (1991) describe summarizing as follows:

Often confused with determining importance, summarizing is a broader, more synthetic activity for which determining importance is a necessary, but not sufficient, condition. The ability to summarize information requires readers to sift through large units of text, differentiate important from unimportant ideas, and then synthesize those ideas and create a new coherent text that stands for, by substantive criteria, the original. This sounds difficult, and the research demonstrates that, in fact, it is. (p.224)

In short, summarizing strategy is the strategy of teaching reading in giving the main point only about something. It is a brief statement that reviews the major idea of something that has been read. In summarizing, it is needed to separate the important ideas from the unimportant one.

## **2. Types of Summarizing Strategy**

Harvey & Goudvis (2000) says that there are several ways of thinking about the types of summarization strategies. One way of thinking about the types of summarization strategies that might be taught in the classroom is by the length of text.

### **a. The Paragraph Summarization Strategy**

This strategy focuses on students reading one paragraph at a time, stopping at the end of each paragraph, and then asking some questions to find the main idea and supporting details. Students can tell someone what they think the paragraph is about, or they can write it.

### **b. The Section Summarization Strategy**

This strategy focuses on students reading a multi-paragraph section that covers a topic. The student begins by raising questions about what the section might be about. As the students read, they are prompted to make one important summary statement about each paragraph; at the end, they answer the questions they raised as the beginning of the section, state or write a connected summary using the important statements recorded during reading, and then describe how this section relates to the preceding and following sections.

### **c. The Multi-Section Summarization Strategy**

This strategy focuses on the type of summarization that is required for report writing. As the student reads each section in a chapter or chapter of a book, he/she makes at least three summarizing important statements.

On the other hand, Marzano, Pickering, and Pollock (2001) divide summarizing into three types. The first is narrative. It is for summarizing stories or other narratives. Second is Topic-Restriction-Illustration. It is for summarizing informational or explanatory text. The last is definition. It is for summarizing text that defines a concept or a term.

In this study, researcher is going to have a research on section summarization strategy. It means applying a summarizing strategy in multi-paragraph in expository texts.

### **3. The Advantages of Applying Summarizing Strategy**

Jones (2009) states about the advantages of using summarizing strategy. First, it helps students learn to determine essential ideas and consolidate important details that support them. Second, it enables students to focus on key words and phrases of an assigned text that are worth noting and remembering. The last, it teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

The following are the advantages of applying summarizing strategy based on Adler (2001). First, students can identify or generate main ideas. Then, students are able to connect the main or central ideas. Next, students are able to eliminate unnecessary information. The last, students are able to remember what they read.

It can be said that summarizing makes the students get the essential ideas. Students are focus on key words. They can identify the main ideas. Students are also able to connect all of the main ideas. Therefore, they remember what they read and they get the comprehension as a objective of reading.

### **4. Teaching Reading through Summarization Strategy**

There are some steps of teaching summarizing strategy based on the site of Kansas University (2007):

- a. Provide students with a text.
- b. Before starting, explain them the purpose of learning how to summarize a text.
- c. Describe the strategy and make a list of the steps on the board. Ask students to write it and keep the steps in their notes.
- d. Have the students read the text and circle unfamiliar words and look up circled words.
- e. Ask students to read the text again and take notes of main idea and important details as they read. They can make notations on the text, by underlining or highlighting.
- f. Instruct students in pairs and have them practice describing the steps to one another as teacher walk around the class and listen to their practice.

On the other hand, there are five instructional phases in modeling this strategy based on Karbalaei and Rajyashree (2010):

- a. The teacher defines summarization strategy in context while reading.
- b. The teacher models and practices the strategy for one session.
- c. The students practice summarization strategy taught with familiar contexts and familiar tasks.
- d. The students evaluate their own strategy used immediately after practice session.
- e. The students are asked to apply this strategy to new tasks.

In teaching reading comprehension through this strategy, summarization can be applied in oral or in written. Like what has been said by the site of West

Virginia Department of Education (2011), summarizing can be done orally, in writing, through groups or individually.

In brief, the way of teaching summarizing strategy that will be applied is referred to the steps that offer by the site of West Virginia Department of Education (2011), Karbalaei & Rajyashree (2010), and the site of Kansas University (2007). However, the rules and the quick steps of teaching summarizing strategy are also based on other experts like Marzano, Pickering, and Pollock. It will make teaching section summarizing strategy more perfect.

Here is the combination way of teaching summarizing strategy that is applied in this research:

- a. Teacher defines summarizing strategy and explains what are the purpose of applying this strategy while reading.
- b. Teacher asks a volunteer to read a paragraph
- c. Teacher models how to apply summarizing strategy while reading
- d. Teacher gets students to read the next paragraph and apply the strategy of summarizing
- e. Students in pairs practice to summary the paragraph orally

**B. Research Method**

This research is an experimental research design because it was going to examine the hypotheses proposed to verify whether the use of summarizing strategy affect students' reading comprehension. The population of this research was the second grade students in MAN 2 Padang registered in academic year 2011/2012. There were 373 students in 11 classes. Each class consisted of 24 until 37 students. The sample was XI IPA 1 as experimental group and XI IPA 2 as control group. It was chosen by using cluster random sampling. The number of the students in each class was 32 students.

The researcher used reading comprehension test as instrument. The test used was in a form of multiple choices. The test was tried out to other classes which were not taken as samples. After the test was tried out, the researcher analyzed the scores of the students. Then the pretest and posttest were given to the students in experimental and control groups. The students in both group, was given the reading test. The material that was used in posttest was same with the material in pretest.

**C. Discussions**

The following table summarized the result of statistical analysis of the pre-test scores for both classes.

*Table 1.*  
*The Analysis of Students' Pre-test Scores in Experimental and Control Class*

	Experimental Class ( $x_1$ )	Control Class ( $x_2$ )	$T_{\text{observed}} = 0.59$
$n$	32	32	
$\bar{x}$	59.97	58.75	
$Sum(\sum x)$	1919	1880	

$Sum(\sum x)^2$	117125	112828	
SS	2045	2378	
SD	8.12	8.76	

The following table showed the result of statistically analysis of the post-test scores for both the experimental and control class.

*Table 2.*  
*The Analysis of Students' Post-test Scores in Control and Experiment Class*

	Experimental Class ( $x_1$ )	Control Class ( $x_2$ )	
$n$	32	32	$T_{\text{observed}} = 4.26$
$\bar{x}$	73.53	65.47	
$Sum(\sum x)$	2353	2095	
$Sum(\sum x)^2$	174409	139455	
SS	1390	2298	
SD	6.59	8.60	

*Table 3.*  
*The Gain of Experimental and Control Class between Pre-test and Post-test*

	Experimental Class ( $x_1$ )	Control Class ( $x_2$ )
$n$	32	32
$\bar{x}$	66.75	62.11
$Sum(\sum x)$	4272	3975
$Sum(\sum x)^2$	291534	252283
SS	6378	5398.23
SD	10.06	9.23

Based on the findings, it could be seen that using summarizing strategy could give better effect on students' ability in reading the expositional texts. It was supported by Jones (2009) and Adler (2001) who say that summarizing strategy is

one of reading strategies that can improve students' reading comprehension. It was seen from the gain of students' pre-test and posttest' scores. In pre-test, the mean score of the experimental class was 59.97 and it increased became 73.53. Meanwhile, the mean score of the control class was 58.75 and it increased into 65.47 in the post-test. In fact, the experimental class obtained higher score than the control class in the post-test. The mean score of the experimental class was 73.53 and the control class was 65.47. It means the difference was statistically significant. The increase in scores on the reading comprehension test from pretest to posttest indicated the positive impact of summarization instruction on students' reading comprehension achievement.

Results of this investigation supported the use of summarizing strategy, supposed to be the key components of reading comprehension. First, the results of reading comprehension test revealed that the students learned to follow the steps of the summarizing process to identify topics, main ideas, and details. Therefore, the students' performance on posttest showed significant results for using this strategy.

Another important result which should be taken into account in this research is that the large majority of the students, whether those of high prior knowledge or low amount of this knowledge, were able to reduce the passages including two or three paragraphs to a single paragraph within a few sentences. They did it after they learned a set of strategies steps in summarizing strategy.

The design of this strategy is based on the combination of West Virginia Department of Education (2011), Karbalaei and Rajyashree (2010), and the site of Kansas University (2007) theoretical model of text comprehension by using summarizing strategy. It also depends on the knowledge acquired by others (e.g., Pressley, 2000), who point to the importance of summarizing as a tool for improving reading comprehension. For years, and more recently, summarizing has been called as an important tool in reading comprehension by the National Reading Panel (2000), and a lot of researchers (Brown et al., 1981; Duke & Pearson, 2002; Pressley & Block 2002; Taylor, 1986).

The finding in this research supported the previous findings by some experts (Brown and Day, 1983) and researchers (Karbalaei & Rajyashree, 2010). It was found that using summarizing strategy in reading helped students to get their comprehension easily.

Based on the research finding related to the theories, it can be implied that the use of summarizing strategy is suggested to be used in teaching and learning process especially to improve students' reading comprehension.

#### **D. Conclusions and Suggestions**

Based on the data analysis and findings that have been discussed in the previous chapter, it can be concluded that using summarizing strategy gives better effect in improving students' reading comprehension at the second grade students of MAN 2 Padang registered in 2011/2012 academic year. Before giving a treatment, the mean of students' scores in the experimental group were 59.97. Then, after giving a treatment, the mean scores improved becoming 73.53. Meanwhile, in the control group, the mean scores of the students were 58.75, then after using the treatments, their scores become 65.47.

Based on hypothesis testing, the value of  $t_{\text{observed}}$  was bigger than the value of the  $t_{\text{table}}$  at the level of significance 0.05 ( $t_{\text{observed}} > t_{\text{table}} = 4.26 > 2.000$ ). It could be concluded that the difference of students' reading comprehension between the two groups was considerably significant. From that result, it was decided that  $H_0$  was rejected while  $H_1$  was accepted. Therefore, it can be stated that the use of summarizing strategy has better effect on the students' reading comprehension.

It has been proved that the using of summarizing strategy gives positive impact to reading comprehension in particular and to the English teaching.

Based on the finding the researcher gives number of suggestions.

- a. It will be very valuable input, if English teachers especially in MAN 2 Padang use summarizing strategy in their reading activity and can apply summarizing strategy on some kinds of texts since the difficulty of the students in comprehending the text in reading become the main problem.
- b. For the next researchers are expected to have more meetings time to apply summarizing strategy in order to get the data and to see the improvement of students' comprehension maximally.
- c. For the school committee, it is suggested to give more facilitation about preparation of using summarizing strategy.

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