

# CHAPTER I

## INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include background of the study, formulation of the research problem, purpose of the study, scope and limitation of the study, and definition of the key term.

### **A. Background of the study**

Communication of course needs medium that construct possibility for everyone to exchange information with the other people. The key of communication is language. A language as a unified system and the ultimate aim to the learner was to approach the target language means of the ‘native-speaker’

There are many kinds of language in the world. Each country has their own languages; even they have more than one language to each country. Everyone wants to communicate with all of people in the world. But, they may face some difficulties: one of them is different language. To solve that problem, it is necessary to make some international languages such as English, Mandarin, Arabic etc.

Hordvanced (1995:662) said that language is the most important means of communication. It has many roles such as to communicate with the others, to make a relationship, to give information, to express our feeling,

etc. Language is the key of communication, so by using language will help us to make easy in our life.

English is one of the international languages. English is taught from elementary school to university in Indonesia. Even, English is taught in kindergarten. A success English learner is a person who is master in all of English skills. There are four skills in English, they are speaking, writing, reading and listening. Many English learners do not master in all of those skills.

The reading skill is very important in the educational field, the students need to get more exercise and training in order to have a good reading skill. Reading is useful for language acquisition. Provided that the students more or less understand, what they read, the more they read, the better they get at it. (Harmer, 2007:99).

Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. By reading, the students also learn about the vocabulary from the text. It can help the students to learn about that foreign language easily.

In reading class, we may face some difficulties, such as: difficult to get the meaning of words, to get information and to make conclusion of the passage. All of these problems will affect the learners to comprehend the passage and reading achievement. Therefore, those students need strategies or techniques in order to overcome the problem.

Most of the teachers in Indonesia have many problems in teaching, such as the way they teach, the suitable materials and much other condition they must create in order to make the students comprehend what they teach. Nunan (1999:249) said that success in teaching depends on many factors, one of them is teaching method. The present method of teaching determines an achievement of the main purpose of teaching.

There are many kinds of texts that can be used as narrative, descriptive, explanation, recount, report, exposition, discussion, procedure, review, narrative, anecdote, spoof, and news item. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students.

The researcher chooses the seventh grade of SMPN 1 Ngantru, Tulungagung. This choice is based on some reasons. Firstly, considering their different ability in reading comprehension. Secondly, recount had been taught in seventh grade year of Junior High School students but in this level again that recount would be taught as an intensification of the process of learning, especially in reading genres that states in the curriculum.

Summary writing is one of the important academic skills for the students to show their ability in reading comprehension. It can be said that if the students can summarize well, exactly they improve their reading ability (Budi, 2009; Palmer, 2003). Summarizing is a valuable practice for students in developing reading skill (Sotiriou, 2002).

Many researchers found that summarization process connected with reading and writing. Corbeil (2000) pointed out that “the summarization process in second language becomes a valuable assessment tool to conduct students’ progress towards the acquisition of second language reading comprehension skills”. Also, cultivating students’ writing skill through reading is important.

There are some reading texts for junior high school but one of it is recount texts. It is the most interesting one because it tells us about the story and experiences that can make the students enjoy the class and feel the experience. The researcher has a great interest in this problem. The researcher wants to try to solve the problem in teaching reading especially at Junior High School using summarizing technique.

Summarizing requires the students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students to identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, and remember what they read. It can be effective because the summarization technique gives a positive change in the teaching learning process.

Considering the reason above, the researcher’s choose the title “The Effectiveness of Using Summarizing in Teaching Reading to Improve Students’ Achievement on Recount Text at Seventh Grade of SMPN 1 Ngantru Tulungagung in the Academic Year 2013/2014 ”.

## **B. Formulation of the Research Problem**

In this study the formulation of the research problem were:

1. How is the students' reading achievement before they are taught by using summarizing?
2. How is the students' reading achievement after they are taught by using summarizing?
3. Is there any significant different effect before and after they are taught using summarizing?

## **C. Purpose of the Study**

The purposes of this study were:

1. To find out the students' reading achievement before they are taught using summarizing.
2. To find out the students' reading achievement after they are taught using summarizing.
3. To find out the significant effect before and after they are taught by using summarizing on the students' reading achievement.

## **D. Significance of the Study**

1. Theoretically

Theoretically, of the result of this study will answer the question of the statement of the research problem. In general, student's satisfaction in English in engaging the activities related to English is very important for

the learners because it will determine their level of attention and intensive of effort in learning.

## 2. Practically

The researcher expects to give some scientific contributions for:

### a. The English teachers

This research result is expected can improve the English teacher's knowledge on the use of various techniques in teaching English, especially reading comprehension through summarizing technique.

### b. The students

The students know how to using summarizing technique in teaching reading.

### c. The next researchers

This research result is expected facilities the next researcher to be a reference in conducting further studies by using summarizing technique on other language skills or language components. The result of this study is expected to be used as a reference to conduct further more study in the same or other place.

### d. The researcher

This experimental research could be used as process to improve the teaching performance both teacher and researcher.

### **E. Scope and Limitation of the Study**

Scope and limitation of the study is used to avoid uncontrolled of a study. The scope of this study is about reading text. There are many kinds of text that can be learned by the students.

In this study, the researchers limit the discussion of this study on the effectiveness of using summarizing as a technique in teaching reading comprehension. The limitation of this study is recount text. The researcher chooses this kind of text because recount text is suitable with the curriculum being used and the text is more interesting for the students.

### **F. Hypothesis of the Study**

In short, the hypothesis means prediction of the solution of the problem or a phenomenon is expected value from the relation between the variables of the problem. In this research, there are two kinds of hypothesis; these are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

1.  $H_a$ : There is significant difference score of the students achievement in reading comprehension before and after being taught using summarizing as a technique at the seventh grade of SMPN 1 Ngantru Tulungagung in academic year 2013/2014.
2.  $H_0$ : There is no significant difference score of the student's achievement in reading comprehension before and after being taught using summarizing as a technique at the seventh grade of SMPN 1 Ngantru Tulungagung in academic year 2013/2014.

## **G. Definition of Key Terms**

To avoid the misunderstanding and misinterpretation, the researcher gives some definition of the key terms.

### **1. Conceptual Affirmation**

- a. Student's achievement is progression toward the instructional objective of specific study. In this study, the student's achievement means the test score of the students.
- b. Reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message (Rayner et al. 2001: 31).
- c. Summarizing is an abridgement expressing the main ideas of a text through reported speech and relating to paraphrasing. It has to be shorter than the original text, contain the main idea of the text, and when necessary, reported speech was obligatorily used.
- d. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

### **2. Operational Affirmation**

The effectiveness of using summarizing in teaching reading to improve students' achievement on recount text is one of the techniques



in an effort to increase the students' reading achievement especially the type of recount text for seventh grade in Junior High School.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses related theories to support the study. This includes: definition of reading, the purpose of reading, strategies in reading, approaches in reading, teaching reading, techniques in teaching reading, testing reading, definition of reading comprehension, strategies for reading comprehension, types of reading comprehension, the definition of summarizing technique, the procedure of summarizing technique, genre, recount text and previous studies.

#### **A. Summarizing**

Summary is a shortened version of a text that highlights its key points. The primary purpose of summary is to “give an accurate, objective representation of what the work says; you should not include your own ideas or interpretations” (Paul Clee and Violeta Clee, *American Dreams in Kalyan*)

Summarizing is the process of identifying the most salient information in a document or set of related documents and conveying it in less space than the original text. In principle, Summarizing is possible because of the naturally occurring redundancy in text and because important information is spread unevenly in textual documents. (<http://kalyan-city.blogspot.com/2010/09/how-to-summarize-passage-summarization.html>)

According to Skidell (2001:158) summary is a short or condensed version of the information you have read. A summary is a short statement or statements that give only the main points or more information of something excluding redundant information. Basically it reproduces main points of a speech, article, section, chapter, or book. It does not strive for the style and tone of the original. Summarization is a skill and requires proper guidance, constant practice, special efforts and proper training.

Summarizing is an abridgement expressing the main ideas of a text through reported speech and relating to paraphrasing. It has to be shorter than the original text, contain the main idea of the text, and when necessary, reported speech was obligatorily used.

Summarization is a skill and requires proper guidance, constant practice, special efforts and proper training. An abstract is written by an expert for experts. It presents specific analysis, whereas synopsis is brief account of research or business proposal and an outline is primarily a sketch presented professionally. These types of writing involves summarization skills. While writing summary one has to remember that he or she is not directed or allowed to mould, alter or change the main idea and introduce new ideas. Thus, summarization is a process that requires careful attention.

A summary is required at various stages in an organization. Board of directors, chief executive, secretary, chairman and others may not have sufficient time to read complete proposal. They prefer a perfect summary. A prejudiced or partial summary will misguide and hinder smooth flow of

communication. Thus, a complete, candid, perfect and unbiased summary is welcomed and used in the process of decision making.

## **B. Teaching Reading**

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Reinking & Scheiner, 1985). Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message (Goodman and Smith in Kastaryo 1988:2).

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expending knowledge of a language.

Reading may be defined as the meaningful interpretation of printed or written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning sides of reading become

increasingly important as word recognition is measured. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restrictions imposed by the material. The nature of reading task, therefore, changes as learners progress to the more mature levels. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year. (Albert J. Harris & Edward R. Sipay in Kastaryo 1988:2)

The definition above explains that reading is the combination of word recognition and intellect and emotion interrelated with prior knowledge to understand the message communicated.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent “higher” forms of the culture.

In teaching reading, the teachers have to concern about the material that is used. The topics and types of reading texts are worth considering too. These topics and reading texts should depend on who students are. If the students are science students, reading scientific text may be a priority. If the students are elementary students, reading narrative text may be a priority.

In the reading class, the teachers have to decide what the purpose in reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as spoof. If the purpose

of reading that will be done is for getting understands the passage, the topic of reading text should be prepared before.

### C. Summarizing in Teaching Reading

There are five essential steps to summarizing technique. Some of the teacher who use the summarization, they use that steps above. Those are use perfect reading skills, underline or note major idea, check for appropriation, prepare the first draft/ outline, and tailor and limit your summary (kalyan-city.blogspot).

a) **Use perfect reading skills:** As cited earlier, reading is a skill. If proper steps are taken, it will remain multi-beneficial. It also plays vital role in summarization skill. In the process of summarization, it helps to segregate following aspects of reading material.

- Facts and opinions
- Examples, figures, tables, anecdotes
- Main ideas and supporting ideas
- Most important and redundant or less important points. The information of these factors will lead better understanding and select core information to write a summary.

b) **Underline or note-down major idea:** An important step in the process of summarization is to note-down or underline major ideas during the reading stage. It helps to collect and reproduce major ideas while writing

summary. This stage requires best selection and perfect analytical skills. The wrong selection will be futile and create chaos. The notes taken or underlined segment will become the base of a summary.

- c) **Check for appropriation:** After collecting (i.e. noting-down) major points, summary writer is directed to check for appropriateness of ideas to be reproduced in the summary. If proper steps are not taken, the collected points may misguide and not help to reproduce the perfect summary.
- d) **Prepare the first draft:** Next important step in summary writing is the preparation of first draft. In this stage try to frame simple, self-dependent, short sentences and club points to develop logical link. This draft must be a complete, candid and include maximum points. Enough care is required to avoid needless repetitions and omit examples, anecdotes, and other redundant data. It is also essential to develop structured paragraphs during this stage.
- e) **Tailor and limit your summary:** First draft always requires proper brush up and improvements. Hence, it is essential to check for perfectness. During this stage it is recommended to check for complete package and logical arrangement. It is recommended to select and reproduce theme and meaning or message of the story, table or statistical data, use your own language and active voice. It is also essential to write objectively and insert link between each segment with the help of words such as, therefore, because, as, nevertheless, however, on the other hand,

such as and others to write a professional summary. It is also essential to adjust length of summary. It must not exceed  $\frac{1}{3}$ rd of the original text (kalyan-city.blogspot).

According to Kalyan, there are three important summarization techniques. They are selection, rejection and substitution. They are discussed here under.

- a) **Selection:** Selection is an important summarization technique. It is essential to select major idea, key words and phrases, special terms and interpretations presented in the original resource. These aspects must be considered seriously while writing these summary. It is an important summarization technique as it helps to include all major ideas in summary.
- b) **Rejection:** Rejection is an important summarization technique. It is a process of removing unnecessary data. As cited earlier, try to reject repetitions, examples, illustrations, anecdotes, redundant, expressions, tables and statistical data. Basically rejection helps to prepare a perfect summary.
- c) **Substitution:** It is also an important summarization technique. Basically it includes synthesis. It is a mode of combining several sentences into one sentence. It is recommended to use sentence substitutions, short sentences to replace lengthy sentences. Use of one-



word substitutions is an added advantage in the summary writing process.

There are how to summarize any given passage (kalyan-city.blogspot).

- a) Be careful to select the theme of passage or reading material.
- b) Do not reproduce sentences from original text.
- c) Do not provide scope for ambiguity.
- d) Include all major ideas.
- e) Be objective and write summary in third person.
- f) Observe proportion.
- g) Do not include any redundant data.
- h) Never introduce your ideas.
- i) Do not criticize or change the original source.
- j) Limit your summary, it must not be more than  $\frac{1}{3}$ rd the length of the original passage.
- k) Prefer short, simple and self dependent sentences.
- l) Be stringent with words.
- m) Avoid cluttering, pleonasm or redundant phrase.
- n) Avoid needless repetitions.
- o) Logically link each section.

#### **D. Achievement**

According Atmoko (2013:5) explained that achievement is one of important indicator that is determining success an education institute.

Achievement is absorbing power indicator and students intelligence. Learning achievement can used to arrange and establishing a decision or good, wisdom that concern students, education and institution that brings off to program education. Meanwhile studying is try to get knowledge, exercise, changing behavior or because of comment experience. From two meaning gets to be taken try conclusion studies achievement is yielding already be reached after someone tries to get knowledge and exercise by learned activity.

From of the meaning, the achievement is measure of the quality and or the quantity of the success one has in the mastery of knowledge, skills, or understandings. References to academic achievement, for example, usually involve performance in such area as reading, mathematics, science, or social studies.

The researcher gave score to students' reading achievement by using scoring guide of writing according to Isnawati (2011: 76-77) in the following formula below:

Elements	Description	Rating
(1) Organization	<ul style="list-style-type: none"> <li>• (1) well organized, (2) very effective choice of words and word forms, (3) suitable content with the theme.</li> </ul>	85 – 100 (Excellent)

(2) Vocabulary	<ul style="list-style-type: none"> <li>(1) fairly well organized, (2) effective choice of words and word forms, (3) main idea fairly clearly and accurately.</li> </ul>	70 – 84 (Good)
(3) Content	<ul style="list-style-type: none"> <li>(1) loosely organized, (2) adequate choice of words, (3) main idea unclear and inaccurate</li> </ul>	55 – 69 (Average)
	<ul style="list-style-type: none"> <li>(1) ideas disconnected, (2) confused of words and word forms, (3) main idea not clear or accurate and change or opinion weak</li> </ul>	50 – 54 (Poor)
	<ul style="list-style-type: none"> <li>(1) no organization, (2) very poor knowledge of words and word forms, (3) not suitable content with the theme</li> </ul>	0 – 49 (Very poor)

According to Isnawati (2011:77), there are limitations of the total score here to categories students' achievement, the maximum total score is 100 and for students who get score more than 49 can pass the test. Passing score is scores that have to be reached by the students in the test.

### E. Recount Text

Recount as one of the factual texts can be said as the simple text type because its events can be about familiar and every day things or events. It, however, can be more demanding if it is used on formal contexts such as

report of a science experiment, police report, news report, historical account, etc.

According to Anderson (1997:48) recount is a piece of text that retells past events, which are usually told in order in which they happened. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

According to Anderson, generic structures of recount are:

1. Orientation

In this steps which the writer presents the background information that is needed to understand the text. It is the starting point or the introduction in which the writer introduces the participants involved the event, where, and when it happened.

2. Event

In this step is the presentation of the event in details in the order of the happening. Everything happened in the event is presented one after another in a chronological sequence.

3. Reorientation

As the closing, usually a personal comment regarding the event is presented. However, it is optional. So, it is up to the writer to add it or not. Beside a personal comment, a recount is usually ended by stating what finally happened.

#### Language Feature of Recount:

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

#### **F. Previous Study**

With the launch of the curriculum of junior high school, several researchers have been interested in conducting some research of the implementation of the curriculum. Some researcher, such as Maylia Wilda (2013), and Meita Pratiwi (2013) at some junior high school in various places.

Maylia Wilda (2013) conducted a research entitled the effectiveness of using summarization technique in teaching reading comprehension of the second year of MTsN Pucanglaban Tulungagung in academic year 2012/2013. The findings of the research is summarization technique in teaching reading comprehension can increase the student's reading achievement of the second years of MTs Negeri Pucanglaban Tulungagung. The score of the student by using summarization technique is higher than the student's score on reading before taught using summarization technique.

Meita Pratiwi (2013) conducted a research entitled the effectiveness of using skimming technique in teaching reading comprehension at MtsN

Pulosari Tulungagung in academic year 2012/2013. The findings of the research is skimming technique is effective to teach English lesson especially for reading comprehension at junior high school students, especially for second grade students of MTs Negeri Pulosari Tulungagung.

Based on the research finding above, some English teacher must have a various technique for teaching English, such as reading, speaking, listening and writing, especially for reading comprehension. Therefore, English teacher should have a creative technique for teaching or providing learning activities involving the students' activities. It can be concluded that in learning English, especially for reading the teacher should have variation technique to make the student's interest in the teaching and learning process.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discussed about the method used by the researcher in conducting the research. The discussion included research design, population and sample, research instrument, validity, reliability, normality and homogeneity testing, data collecting method, and data analysis.

#### **A. Research Design**

According to Kerlinger in Sukardi (2011) research is a discovery process that has the characteristics of a systematic, controlled, empirical and based on theories and hypotheses or answer while.

The research design was required in the planning process and implementation research. In this case includes all structural components of the design since the beginning of research to find ideas, set goals, then plan the research process, which includes planning problems in it, formulate, determine the purpose of research, search for resources and conduct a study of a variety of literature, specify the method used, data analysis and hypothesis testing to obtain the results of the research, and so on. According to Babbie in Sukardi (2011:183), about the research design that the research design addresses the planning of scientific inquires.

The design of this research is conducted an experimental research design. According to Ary (2002:276) an experimental is a scientific

investigation in which the researcher manipulated one or more independent variable, control any other relevant variables, and observes the effect of the manipulations on the dependant variables. An experimental design serves two functions:

1. It establishes the condition for the comparisons required to test the hypothesis of the experiment.
2. It enables the experiment through statistical analysis of the data to make a meaningful interpretation of the result of the study.

According to Latief (2011:93), experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable, like the effect of different methods of teaching to the students' achievement, the effect of an English training method to participants' English skills.

There are many kinds of the experimental research design, such as pre-experimental design, true experimental, factorial design and quasi experimental (Ary, 2002:303). This study used pre-experimental design by using One Group Pretest-Posttest. This design is classified as pre-experimental design because it is little or no control of extraneous variables. That is way, in this study the researcher just put one group and used pre-test and post-test to see the result of the treatment.

In one group Pretest-Posttest design, a single group was measured or observed not only after being exposed to a treatment of same sort, but also before. The one group pretest-posttest design involves three steps:



1. Administering a pretest measuring the dependent variable
2. Applying the experimental treatment X to the subjects
3. Administering a posttest again measuring the dependent variable.

**Table 3.1 A diagram One Group Pretest-Posttest Design**

Pre-test (Dependent variable)	Treatment (Independent variable)	Post-test (Dependent variable)
$Y_1$	X	$Y_2$

In this case, the researcher found whether there was any significant different of students' achievement in reading comprehension before and after taught using Summarizing at SMP Negeri 1 Ngantru, Tulungagung in academic year 2013/2014.

## **B. Population, Sample, and Sampling**

### **1. Population**

Before the sample was collected, the researcher had to determine the population. Arikunto (2006: 108) says that a population is a set or collection of all elements possessing one or more attributes of interest. The population that the researcher selected was the seventh grade of SMP Negeri 1 Ngantru, Tulungagung in academic year 2013/2014. The total population were 352 students that divided into 12 classes. Each class consist of about 30-32 students.

### **2. Sample**

Selection of the sample is very important step in conducting a research study. Sample is a part of population which will to be analyzed.

Sample must be representative as one is to be able to generalize with confidence from the sample to population. According to Arikunto (2006:109), a sample must be representative to a population. Based on Ary (2002:163) a sample is a group of a population. It means that good sample must be representative of the entire as possible, so that the generalization of the sample of this research. In this research, the English teacher gave advice to choose seventh A class that consists of 32 students at SMP Negeri 1 Ngantru Tulungagung in academic year 2013/2014.

### **3. Sampling**

Sampling is the way to take sample. In this study, the researcher used purposive sampling to obtain the sample. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The English teacher gave advice to the researcher to choose VII<sup>A</sup> that consists of 32 students at SMP Negeri 1 Ngantru Tulungagung in academic year 2013/2014.

### **C. Variable**

A variable is a concept a noun that stands for variation within a class of subjects. Variable can be classified in into two classifications. The most important classification is on the basis of their use within the research under

consideration when they are classified as independent variable or dependent variables (Ary, 2002:277).

### **1. Dependent Variable**

Dependent variable is observed to determine what effect, if any the types of variable may have on it. In other words, dependent variable will act if there is any relationship. In this research, the dependent variable was teaching reading recount text by using summarizing.

### **2. Independent Variable**

Independent variable is an antecedent of the depend variable (Ary, 2002:279). Independent variable is variable selected by the research to the effect on or relationship with dependent variable. In this research, the independent variable was the students' reading achievement in recount text based on the use of summarizing on teaching reading.

## **D. Data and Data Source**

“The term data refers to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis” (Bogdan & Biklen, 1998:106). Data in this research were a quantitative data. In this research, the data were in the form of score and they were gotten from the result of students' pretest and posttest.

The data taken from the primary data source are called primary data. Primary data source was source of data from which the researcher could

collect the data directly. Ary (2006) stated that, the primary data is data that are collected directly from the sample. In addition, primary data of this research was students' score before and after being taught applying summarizing technique.

#### **E. Research Instrument**

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Instrument is a tool to collect a data which is needed in a research. The instrument of this research were tests. According to Ary (2010:201) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

There were two kinds of test as the instrument in this research. They were pre-test and post-test. The pre-test was given before the students were taught by using summarizing as a technique and post-test was given after the students were taught by using summarizing as a technique.. The test item was re-write (summary) about recount text. The time allocation was about 60 minutes.

#### **F. Validity and Reliability**

##### **1. Validity**

The validity of an assessment or tool indicates the extent to which it is an adequate measure of the curriculum and objectives it

represent. According to Gay in Tanzeh (2009:57) the definition of validity is the degree to which a test measures what it is supposed to measure. A common misconception is that a test is, or, is not valid. The researchers get validity from English teacher. According to Brown in Isnawati (2012:27), there are four types of validity, they are content validity, criterion-related validity, construct validity and face validity. Furthermore, the researcher emphasized on the content validity and construct validity in this research.

Content validity is a kind of validity which depends on careful analysis of the language being tested and of the particular test. A test is said to have content validity if its contents constitutes a representative sample of the language skill, structures, etc. being tested. The researcher made this test based on the course objectives in the syllabus of seventh grade in SMP Negeri 1 Ngantru. Therefore, this test is valid in term of content validity.

**Table 3.3 Content Validity**

No.	Competency Indicators	Test Items	Percentage
1.	The students are able to answer the questions based on the text.	1-20	80 %
2.	The students are able to re-write (make summary) with their own language.	1	20 %
	Total		100 %

According to Brown in Isnawati (2012:29) mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception. Based on the theory above, in the test, the researcher asked the students to answer the question based on recount text to measure to the students' reading achievement and fulfill the construct of reading test and therefore valid in term of construct validity.

## **2. Reliability**

According to Howit and Cramer (2000:28) reliability is the extent to which the measure will give the same response under similar circumstances.. In other words, reliability shows a measure of consistency in measuring the same phenomenon.

In this test, the researcher used test where the researcher examines the test twice with the same students in the different time. After that, the researcher analyzed the correlation of two scores by using Pearson correlation which was called Pearson product moment. For analyzing the correlation the researcher uses SPSS 16.0 for windows.

**Table 3.4 Reliability using Pearson Product Moment**

		PRE	POST
PRE	Pearson Correlation	1	.443*
	Sig. (2-tailed)		.014
	N	30	30
POST	Pearson Correlation	.443*	1
	Sig. (2-tailed)	.014	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

From the correlation analysis, the researcher got differences of two score. The value of correlation was 0.443 it meant that correlation of score 1 and score 2 was strong because the value was 0.41-0.70 from the explanation above, it was found that this test was reliable.

## G. Normality and Homogeneity

### 1. Normality

According Sujianto (2009:77) normality distribution test is a test to measure whether our data has a normal distribution. To know the normality, the researcher used One-Sample Kolmogorov-Smirnov test with SPSS 16.00.

**Table 3.5 Normality Using One Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test		POST
N		30
Normal Parameters <sup>a</sup>	Mean	79.3000
	Std. Deviation	5.80220
Most Extreme Differences	Absolute	.189
	Positive	.189
	Negative	-.109
Kolmogorov-Smirnov Z		1.033
Asymp. Sig. (2-tailed)		.236

a. Test distribution is Normal.

Based on the output from SPSS 16.00 is known that the significance value from the posttest is 0.236. The value from posttest are bigger than 0.05. The value of posttest score was 0.236 and that is bigger than 0.05 ( $0.236 > 0.05$ ). It also means that  $H_0$  is accepted and  $H_a$  is rejected and the data is in normal distribution. So, it can be interpreted that the posttest score was normal distribution.

## 2. Homogeneity

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a study which is predictive, the model which is used must be appropriate with the composition and its distribution (Sujianto:112). To know the normality, the researcher used One Way Anova with SPSS. The result can be seen in table below.



**Table 3.6 Homogeneity Pre-test Using One Way Anova  
ANOVA**

PRE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	888.021	11	80.729	1.700	.153
Within Groups	854.679	18	47.482		
Total	1742.700	29			

The pretest is called homogeneity test if the significant score more than 0.050. Based on the table above that test is homogeneity because  $0.153 > 0.050$ .

**Table 3.7 Homogeneity Post-test Using One Way Anova**

**ANOVA**

POST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	523.300	13	40.254	1.422	.250
Within Groups	453.000	16	28.312		
Total	976.300	29			

The post-test is called homogeneity test if the significant score more than 0.050. Based on the table above that test is homogeneity because  $0.250 > 0.050$ .

## H. Try Out Test

Before the test gave to the students, the researcher conducted the reliability of pre-test to know the test reliable or not. The researcher examined the test twice with the different students in different time. The respondents were 8 students of SMPN 1 Ngantru Tulungagung of VII-B.

## **I. Data collecting Method**

The data collecting method is the method to obtain the data in the research. The aim of the data collecting in conducting scientific research was to get material that needed by the research.

In this research, the researcher used achievement test. According to Hughes in Isnawati (2012:14) states that the purpose of achievement test is to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives. This test used to measure students' achievement in reading comprehension before and after they taught using summarizing as a technique.

The technique of collecting data was clarified as follow:

### **1. Pre-test**

Pre-test was given to the students before the researcher taught by using summarizing as a technique. Pre-test is needed to know the basic competence for student and how far the students' know about the subject that will be taught. Pre-test was given to the students at the first meeting on April 29<sup>th</sup> 2014. The form of pre-test was re-write the text (summary). The students must re-write (summary) with their own language based on the recount text that they learn. The numbers of students who take the pre-test there were 30 students, 2 students did not came pre-test because sick and got dispensation.

### **2. Treatment**

The treatment was conducted after the administration of the pre-test on May 10<sup>th</sup> 2014. The purpose of treatment was to help each

students in understand a text, especially about recount text. The experimental class was taught by using summarizing.

### **3. Post-test**

After the treatment, post-test was given to the students on May 13<sup>th</sup> 2014. The test items in the post-test are exactly the same as those in the pre-test. The goal of this test is to measure students' reading comprehension after treatment. It is intended to know the mean scores of experimental class. Post-test was given to the students at the second meeting. The form of post-test was re-write the text (summary). The students must re-write (summary) with their own language based on the recount text that they learn. The numbers of students who take the post-test there were 32 students.

## **J. Data Analysis**

Data analysis is a review of a series of activities, grouping, systematization, interpretation and verification of data so that a phenomenon has social value, academic, and scientific (Tanzeh, 2009:69). The data obtained from research result of students test that were analyzed quantitatively. Quantitative analysis was done using statistic which is called statistical analysis or inferential statistic. The quantitative data of this research in analyzed using stastical computation.

The data result (post-test) was data of student's score after taught by using summarizing as a technique. The first data (pre-test) was data of

students score before taught by using summarizing as a technique. If the post-test on the students' reading achievement test is higher than pre-test, it means that teaching reading by using summarizing as a technique is effective. To get the achievement of reading test, the researcher gave the students a test after got treatment teaching reading by using summarizing. The test was comprised 1 item to re-write (summary) using their own language. In this research, the researcher uses paired sample T-test at SPSS 16.0 for windows to know the significant difference effect before and after taught using summarizing on the students' reading achievement.

The formula of t-test can be seen in the following computation:

$$t = \frac{d}{s \times \sqrt{n}}$$

d = mean

s = std. deviation

n = the total of students

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents three points; research finding, hypothesis testing and discussion. The research finding discusses about the result of data analysis and the results of hypothesis testing. The discussion section discuss about data presentation, data analysis, and discussion.

#### **A. Research Finding**

In this research, the researcher did a pre-experimental research about the effectiveness of using summarizing in students' reading achievement in seventh grade at SMPN 1 Ngantru, Tulungagung in academic year 2013/2014. The researcher involves a class which consists of 32 students. In this research, the researcher chooses 30 students, because 2 students did not come. The researcher used three steps: pre-test, treatment using summarizing, and post-test.

To describe the data, the researcher shows the score criteria of the test result, mean of the result, and percentage of the test from students. To know the students' achievement that is good or no, the researcher gives criteria as follows:

**Table 4.1 Table of criteria students' score**

No.	Grade	Qualification	Range Score
1.	A	Excellent	85-100
2.	B	Good	70-84
3.	C	Average	55-69
4.	D	Poor	50-54
5.	E	Very Poor	0-49

To find out the whether there is difference of student's reading comprehension before and after taught by using summarizing as a technique, researcher used percentage formula and divided the test result into five criteria; those are excellent, good, good, average, poor and very poor. It means that when the students can understand the reading comprehension well so they get excellent score. When the students are still confused about the reading comprehension, they get average score. Very poor score is got by the students when they just understand little reading comprehension text.

#### **1. The students' reading achievement before taught using summarizing**

This pretest was given by asking students about recount text. The students must re-write (summary) with their own language based on the recount text that they learn. There were 30 students as respondents or subject of the research. This test was intended to know the students' reading achievement before students got treatment. The list of pre-test score before taught using summarizing (table 4.2) can be seen below:

**Table 4.2 the list of pre-test score**

NO	NAME	PRE-TEST SCORE
1.	A.D.N	77
2.	A.D.Y	72
3.	A.S.N	69
4.	A.R.N.S	69
5.	B.M	69
6.	B.S	72
7.	D.A.S	77
8.	E.A.S	74
9.	E.K	73
10.	E.S	77
11.	E.A.N.S	68
12.	F.C.H	76
13.	F.F.S	76
14.	H.S.H	65
15.	I.A.S	81
16.	I.S	91
17.	J.A	69
18.	K	73
19.	M.D.L	64
20.	M.G	64
21.	M.A	68
22.	M.A R	77
23.	M.R.M.A	69
24.	N.U.A.F	73
25.	N.M.A	82
26.	N.O	78
27.	N.V	53
28.	S.S	53
29.	S.R.R.I	77
30.	Y.K	77

**Table 4.3 Descriptive Statistic of Pre-test Score****Statistics**

PRE

N	Valid	30
	Missing	0
Mean		72.1000
Median		73.0000
Mode		77.00

Based on the table above can that consist of 30 students. It shows that the mean score 72.10. The mean is what the Layman means by an “average”. Mean score 72.10 means that the average of 30 students are get score is 72.10. Based on the criteria of student’s score 72.10 is average score. The median score is 73.00. The mode is simply that value which has the highest frequency. It means that the most frequent score is 77.00 indicated that many students got average score.

**Table 4.4 Frequency of Pre-test**

<b>PRE</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 53	2	6.7	6.7	6.7
64	2	6.7	6.7	13.3
65	1	3.3	3.3	16.7
68	2	6.7	6.7	23.3
69	5	16.7	16.7	40.0
72	2	6.7	6.7	46.7
73	3	10.0	10.0	56.7
74	1	3.3	3.3	60.0
76	2	6.7	6.7	66.7
77	6	20.0	20.0	86.7
78	1	3.3	3.3	90.0
81	1	3.3	3.3	93.3
82	1	3.3	3.3	96.7
91	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Descriptive statistic is a statistic functioning to describe the condition of certain group of people or a group entity. Based on the tables of experimental group above, that consist 30 students. It shows



that mean score 72.10, it's mean that the average of 30 students are get score 72.10. The median score 73. In the data score (score 53-91) median is 73. The mode score is 77. The frequency of pretest after distributed there are 2 students (6.7 %) getting score between 50-54, it means that on the students' reading achievement is very poor, 10 students (33.3 %) getting score between 55-59 it means that on the students' reading achievement is average, 17 students' (56.7 %) getting score between 70-84 it means that on the students' reading achievement is good, and there is only 1 student (3.3%) getting score between 85-100 it means that on the students' reading achievement is excellent.

## **2. The students' reading achievement after taught using summarizing**

After got a treatment using summarizing, the students were given a post test. The test is different with the pretest but both of them have same level difficulties. This post-test was given by asking students. The students must answer 20 questions and re-write (summary) with their own language based on the recount text that they learn. There are 30 students as respondents or subject of the research. This test was intended to know the students' reading achievement after students got treatment. The list of post-test score (table 4.5) can be seen below:

**Table 4.5 the list of post-test score**

NO	NAME	POST-TEST SCORE
1.	A.D.N	82
2.	A.D.Y	77
3.	A.S.N	86
4.	A.R.N.S	73
5.	B.M	78
6.	B.S	77
7.	D.A.S	90
8.	E.A.S	82
9.	E.K	78
10.	E.S	77
11.	E.A.N.S	81
12.	F.C.H	86
13.	F.F.S	82
14.	H.S.H	83
15.	I.A.S	72
16.	I.S	90
17.	J.A	76
18.	K	86
19.	M.D.L	72
20.	M.G	77
21.	M.A	77
22.	M.A R	77
23.	M.R.M.A	77
24.	N.U.A.F	86
25.	N.M.A	78
26.	N.O	74
27.	N.V	74
28.	S.S	69
29.	S.R.R.I	72
30.	Y.K	90

**Table 4.6 Descriptive Statistic of Post-test Statistics**

POST	
N Valid	30
Missing	0
Mean	79.3000
Median	77.5000
Mode	77.00

Based on the table 4.6 can be seen that the students consist of 30 students. It shows that mean score 79.30 its mean that the average of 30

students are get score is 79.30, means that the students can mastery reading well. The median score is 77.50. In this case the mode score is 77. It means that the most score frequent score is 77 so there are many students got enough score.

**Table 4.6 Frequency of Post-Test  
POST**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 69	1	3.3	3.3	3.3
72	3	10.0	10.0	13.3
73	1	3.3	3.3	16.7
74	2	6.7	6.7	23.3
76	1	3.3	3.3	26.7
77	7	23.3	23.3	50.0
78	3	10.0	10.0	60.0
81	1	3.3	3.3	63.3
82	3	10.0	10.0	73.3
83	1	3.3	3.3	76.7
86	4	13.3	13.3	90.0
90	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the tables of post test score above, the mean score 79.30. Its mean that the averages of 30 students are get score 79.30. The median score is 77.50. In this case, the mode score is 77. The frequency of post test score after distributed there is only 1 student (3.3%) getting score 55-69 its means that on the students reading achievement is average, there are 22 students (72.6 %) getting score 70-84 its means that on the students reading achievement is good, and 7 students (23.3

%) getting score 85-100 its means that on the students' reading achievement is excellent.

### 3. The significant difference between pre-test and post-test

There are differences data presentations between before taught by using summarizing as a technique and after taught by using summarizing as a technique. The data present that the score after taught by using summarizing as a technique better than higher before taught by using summarizing as a technique.

The researcher uses statistical test using *paired sample t-test* stated by SPSS 16.00 to ensure the effectiveness of using summarizing on the students' reading achievement. The result is as follows

**Table 4.7 Paired Sample Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	72.1000	30	7.75197	1.41531
	POST	79.3000	30	5.80220	1.05933

Based on the table 4.7, output *paired samples statistic* shows *mean* of pretest (72.10) and *mean* of posttest (79.30), while N for cell there are 30. Meanwhile, standart deviation for pretest (7,751) and standard deviation for posttest (5,802). Mean standard error for pretest (1,415), while posttest (1,059).

**Table 4.8 Paired Samples Correlations**  
**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PRE & POST	30	.443	.014

Based on the table 4.8, output *paired samples correlation* shows the large correlation between samples, where can be seen numeral both correlation is (0.443) and numeral significance (0.014). For interpretation of decision based on the result of probability achievement, that is:

- a) If the probability  $> 0.05$  then the hypothesis null accepted
- b) If the probability  $< 0.05$  then the hypothesis null rejected

The large of numeral significant (0,014) smaller from (0,05). It means that the hypothesis clarify there is no significant different score using summarizing as a technique on the students' reading achievement at the seventh grade of SMPN 1 Ngantru Tulungagung is rejected. The other word, taught using summarizing is effective on the students' reading achievement in teaching reading.

**Table 4.9 Paired Samples Test**

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE - POST	7.20000	7.34096	1.34027	-9.94116	-4.45884	-5.372	29	.000

Based on the table 4.9, output *paired samples test* show the result of compare analysis with using test t. *Output* shows *mean* pre-test and post-test is (7,200), standard deviation (7,340), *mean standard error* (1,340). The lower different (-9,941), while the upper different (-4,458). The result test  $t = (-5,372)$  with  $df$  29 and significance 0.000.

Interpretation toward  $t_c$  conducted by two methods:

- 1) Based on the test score  $t$  with compare  $t_c$  ( $t$  count) with  $t_t$  ( $t$  table), where  $df = 29$ , the result of numeral: 2,045 for standard significant 5% and 2,756 for standard significant 1%. With  $t_0 = -5,372$ , it means that more large from  $t_t$  (symbol minus in this matter ignored at standard significant 5% as well at standard significant 1%, it means the hypothesis null was rejected.
- 2) Based on the large of digit significant. In this case decision taken from determine :

- a. If probability  $> 0.05$  then hypothesis null accepted
- b. If probability  $< 0.05$  then hypothesis null rejected

With the numeral of significant 0.000, it means that smaller from 0.05, then the hypothesis null clarify that there is no significant different score using summarizing on the students' reading achievement at the seventh grade of SMPN 1 Ngantru Tulungagung is rejected.

## **B. Hypothesis Testing**

The hypothesis testing of this study are as follow:

- a. If the significant value  $<$  significant level, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that there is different score on the students' reading achievement before and after being taught by using summarizing as a technique. The different is significant.
- b. If the significant value  $>$  significant level, the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that there is not different score on the students' reading achievement before and after being taught by using summarizing as a technique. The different is not significant.

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research is

0.000, significant level 0.05 and the  $t_{table}$  2,045 the  $df$  : 29 whereas the  $t_{count}$  5,372. When the significant value (0.000) < significant level (0.05) the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. While significant value (0.000) > significant level (0.05) the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is different score on the students' reading achievement before and after being taught by using summarizing as a technique.

There is different on *Paired Sample Statistic* that the mean before taught using summarizing as a technique is 72.10, and after taught using summarizing as a technique is 79.30, means that the mean before taught using summarizing as a technique is lower than after taught using summarizing as a technique. Thus, it can conclude that by using summarizing as a technique on the students' reading achievement in seventh grade at SMPN 1 Ngantru Tulungagung is effective.

### **C. Discussion**

One of the techniques used in teaching reading is summarizing. Summarizing is the process of identifying the most salient information. In this technique, the students must make summary using their own language based on the recount text.



According to Barnes, Brown, and Burgdorf (1980), “the purpose of summarizing is to help student condense written information and present its substance in their own words, concisely and without distortion. Information is being summarized in order to make easier to handle and understand.

According to the result of pre-test and post-test and the hypothesis test, it shows the teaching reading comprehension using summarizing technique is effective in improving students’ reading achievement to the seventh grade of SMPN 1 Ngantru Tulungagung.

The effectiveness of using summarizing technique to improving students’ reading achievement can be seen in the hypothesis test. The result of the calculation of t-test is that the value of  $t_{\text{count}}$  is 5,372. It is consulted with  $t_{\text{table}}$  on significant level 5% is 2,045. It means that the value of  $t_{\text{count}} > t_{\text{table}}$ . It can be concluded that there is a significant difference between teaching reading comprehensions taught using summarizing technique and taught without summarizing technique.

According to the mean score, the mean score of post-test is higher than the mean score of pre-test. It also means that teaching reading comprehension using summarizing technique is better than teaching reading taught without summarizing technique.

#### **1. Students’ reading achievement taught without summarizing technique**

Students’ reading achievement is average. It is proved by when they are taught without summarizing technique. Students read the

reading one by one in every meet. They learn and try to get the new information of the recount text that they read themselves.

As we know from the research findings, the students which are taught without summarizing technique have lower score than using summarizing technique. It is proved by the calculation of mean score on pre-test was 72.10 and post-test was 79.30.

From this situation and result of research finding the researcher concludes that conventional technique is not good enough use in teaching reading.

## **2. Students' reading achievement taught using summarizing technique**

Applying summarizing technique in teaching learning process gives positive benefit for students reading achievement. There are: can make the students more active to learn reading, understand the text easily

As we know from the research findings, the students which are taught using summarizing technique have higher score than without summarizing technique. It is proved by the calculation of mean score on post-test was 79.30 and pre-test was 72.10.

So, the researcher concludes that this technique is very useful to make the students more active, get easy and improve students' achievement in reading.

### **3. Difference of reading student achievement taught without using summarizing technique and those taught using summarizing technique**

Teaching reading comprehension without summarizing technique make the students be passive teaching and sometime both teacher and students become bored. Teaching reading comprehension using summarizing technique make make the students more active to learn reading, understand the text easily

As we know from the research findings, the students which are taught using summarizing technique have higher than teaching without summarizing technique. It is proved by the calculation of mean score on post-test was 79.30 and pre-test 72.10. In percentage of the average achievement in reading comprehension, the pre-test had 56.7 % and the post-test had 60 %. So, we can say that there was 3.3 % difference. It can be concluded that the difference is statistically significant. The calculation of hypothesis test indicated  $t_{\text{count}} > t_{\text{table}}$ . Therefore, the null hypothesis, “there is no significant difference in the students’ reading achievement between those taught using summarizing technique and taught without summarizing technique” is rejected.

From the explanation above, it can be conclude that using summarizing technique is effective in this research. And the technique above is accepted by the researcher, especially in understanding the reading comprehension to the junior high school, because it can

improve the students' reading achievement in seventh grade at SMPN  
1 Ngantru Tulungagung in academic year 2013 /2014.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents two points, conclusion and suggestion. The conclusion is based on the result of data analysis. The suggestion are given related to further implementation of teaching reading comprehension using summarizing as a technique to further studies.

#### A. Conclusion

After the researcher conducted the research, the researcher concludes that as follows:

1. The students' reading achievement before they are taught by using summarizing is good. It was proved by their mean scores of 72.10 in pre-test.
2. The students' reading achievement after they are taught by using summarizing is good because the score was improved. It was proved by their mean scores of 79.30 in post-test.
3. Based on the statistical analysis using Paired Samples T-test using SPSS 16.0, it shows with  $t(0.05)$  the value of  $t_{table} = 2,045$ . While  $t_{count} = 5,372$ , because the  $t_{count}$  is higher than  $t_{table}$ , the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is significant different effect before and after being taught using summarizing on the students' achievement.

## **B. Suggestion**

From the result of this research recommended some suggestion to improve reading comprehension achievement as follow:

1. For the teacher

Based on the result of study of the effectiveness of using summarizing as a technique in reading comprehension, the researcher recommended for teacher to use summarizing as a technique in teaching learning process, especially in reading.

2. For the students

The researcher recommended for the students to use summarizing as a technique when they comprehend the text, because it was proved that by using summarizing as a technique, the students' reading comprehension can be improved. Not only for reading, summarizing also bring benefit for their vocabulary mastery, but also it could make students practice to re-telling or re-write what they read.

3. For next researcher

The researcher hopes that next researcher to conduct as a reference to other research in the similar area or others.