

## IMPROVING STUDENTS' READING COMPREHENSION OF VIII GRADE AT SMPN 4 TOLITOLI UTARA THROUGH SUMMARY TECHNIQUE

Ismail Yunus

English Education Study Program  
Teacher Training and Education Faculty of Madako University

### ABSTRACT

The objective of this research was to identify whether the use of summary technique effective to improve students' ability in reading comprehension. An experimental design was used to collect the data, while quantitative approach was used to analyze them. The study was taken by the first grade of SMP Negeri 4 Tolitoli Utara. It was conducted in one class (VIII). The data were obtained through a pre-test and post-test. The pre-test was used to measure the students' previous ability in reading comprehension, the treatments were applying materials through summary technique, and the post-test was used to find out the students' reading ability after given treatments.

The result of the analysis showed that summary technique contribute greatly to the students in reading comprehension. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 46,38 while in the post-test improved up to 78,13. Moreover the Minimum Mastery Criterion of English lesson was 75 (seventy-five). Then the data of both test were analyzed by using T-test, and the result showed that the T-test value 2,229 was greater than T-table value -14,246. It can be inferred that summary technique was very effective to improve students' ability in reading comprehension.

**Key words:** *Summary technique, teaching reading, narative text*

### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah dengan menggunakan tehnik meringkas efektif untuk meningkatkan kemampuan siswa dalam meningkatkan kemampuan membaca siswa. Desain eksperimental digunakan untuk mengumpulkan data, sedangkan pendekatan kuantitatif digunakan untuk menganalisisnya. Penelitian dilakukan di kelas 2 SMPN 4 Tolitoli Utara. Data diperoleh melalui pre-test dan post-test. Pre tes digunakan untuk mengukur kemampuan siswa sebelumnya dalam membaca teks narative, perawatannya menggunakan wacana, dan tes pasca digunakan untuk mengetahui kemampuan menulis siswa setelah diberi perawatan.

Hasil analisis menunjukkan bahwa dengan menggunakan tehnik ringkasan memberikan kontribusi yang besar bagi siswa dalam membaca teks narative. Hal itu bisa dilihat dari perbedaan skor rata-rata antara pre-test dan post-test. Skor rata-rata pre-test adalah 46,38 sedangkan pada post-test meningkat menjadi 78,13. Selain itu, Kriteria Penguasaan Minimum pelajaran bahasa Inggris adalah 75 (tujuhlima). Kemudian data dari kedua uji tersebut dianalisis dengan menggunakan uji-T, dan hasilnya menunjukkan bahwa nilai T-tes

2,229 lebihbesardarinilaitabel-t -14,246.Dapat disimpulkan bahwa tehnik ringkasan sangat efektif untuk meningkatkan kemampuan siswa dalam membaca teks narative.

*Kata kunci: tehnik meringkas, belajar membaca, teks narativ.*

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## 1. Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationship with various aspects of life owned by human being. In Indonesian, English is considered as the first foreign language and taught formally from elementary school up to the university level.

Language is very important in our life. We use language to communicate with others. English, for example, is one of the languages by which many people in the world to communicate. Therefore, English has been approved as one of the international languages. Most of people in the world, including in Indonesia, learn English in formal education.

English has a great role for teacher, student and also education. English is one of the subjects in school. It has become one of subject in curriculum. Every school can develop it, especially in formal education. In order to be successful in using English as a means of communication, the students have to be able for of all the language skills: listening, speaking, reading, and writing. In addition, they need to master various competences related to the language components that they need to have adequate knowledge of English grammar, sufficient vocabulary size for communicative purposes in English, and accurate pronunciation of English utterance.

One of the ways to improve English ability is reading. Reading is one of the important skills in English and it gives many benefits for us. The ability to read opens up new words and opportunities. It enables us to gain information and enjoy any kinds of literature that can make us rich of knowledge. According to Grellet (1981:3) reading understands a written text means extracting the required information from it is an efficient as possible.

Reading is an important skill of English.As one language skill, reading receives more emphasis than others. It is given priority, if they have good comprehension in reading, they will have a better change to success in their learning. However, many students at senior high school still have insufficient skills in reading and they get many difficulties in comprehending a text specially the VIII grade students of SMPN 4 TOLITOLI UTARA.

The lack of the reading comprehension on the students can be caused by some reasons below. The first reason is the lack of interest and concentration on reading. When the students lose their interest and consentration in reading.They difficulties to reach the high reading achievement. The lack of interest and consertration in reading can be caused by the use of inappropriate materials, strategis, and methods in teaching reading. The second reason is failure to understand words and sentences in text which they read, they difficulties to comprehend the text.

Based on school curriculum, the learning of English involves the mastery

of four skills, namely listening, speaking, reading, and writing. Moreover the other aspects of language are concurrently taught to develop the four language components above such as grammar, vocabulary, pronunciation, and spelling. The basic component above cannot be successfully learned or mastered when the language skills are not well mastered or vice versa.

### 3. Findings and Discussion

#### 1.1 The Result of Pretest

Pretest gave to know the students' reading treatment. To know the result of the students score in reading comprehension, it could be seen in the table below:

**Table 1. The Result of Pretest**

NO	NAMA	OBTAIN SCORE	TOTAL SCORE	RATE
1	MGR	14	47	Failed
2	IKR	10	33	Failed
3	WHN	14	47	Failed
4	RIMD	18	60	Failed
5	DRA	17	57	Failed
6	LNDA	8	27	Failed
7	AGG	10	33	Failed
8	NRNI	14	47	Failed
9	NRWLN	16	53	Failed
10	ASRI	10	33	Failed
11	NRISN	16	53	Failed
12	NHRW	11	37	Failed
13	PTRI	11	37	Failed
14	MGFR	15	50	Failed
15	HRMNI	9	30	Failed
16	NKMA	11	37	Failed
17	SRPA	11	37	Failed
18	FDLA	23	76	Successful
19	MSNA	17	57	Failed
20	FKRN	15	50	Failed
21	FRNSY	12	40	Failed
22	AKML	15	50	Failed
23	MTRN	13	43	Failed
24	GNLD	23	76	Successful
25	RSPN	18	60	Failed
26	APRSLN	15	50	Failed
27	YNHR	7	23	Failed
28	ZLFKR	11	37	Failed
29	SHRL	12	40	Failed
30	TFK	14	47	Failed
31	TGR	21	70	Failed
32	SNDI	15	50	Failed
33	MRSD	15	50	Failed
34	RSKWN	16	53	Failed
35	FSL	12	40	Failed
36	TRA	12	40	Failed
<b>TOTAL</b>		<b>480</b>	<b>1670</b>	

Based on the table above, shows that in the pre-test, 2 (5,56%) from 36 students got the fair score, 1 (2,78%) from 36 students got the poor score. and 33 (91,66%) from 36 students got the very poor score. The researcher concluded that

#### 3.2 The Result of PostTest

Based on pretest results, researchers found many students got good grades in answering the matter of narrative text. To find out the results of student scores in mastering six components, can be seen in the table below:

**Table 2. The Result of Posttest**

NO	NAMA	OBTAIN SCORE	TOTAL SCORE	RATE
1	MGR	24	80	Successful
2	IKR	24	80	Successful
3	WHN	23	77	Successful
4	RIMD	25	83	Successful
5	DRA	21	70	Failed
6	LNDA	22	73	Failed
7	AGG	22	73	Failed
8	NRNI	24	80	Successful
9	NRWLN	24	80	Successful
10	ASRI	25	83	Successful
11	NRISN	24	80	Successful
12	NHRW	26	86	Successful
13	PTRI	21	70	Failed
14	MGFR	24	80	Successful
15	HRMNI	23	77	Failed
16	NKMA	21	70	Failed
17	SRPA	22	73	Failed
18	FDLA	25	83	Successful
19	MSNA	22	73	Failed
20	FKRN	24	80	Successful
21	FRNSY	21	70	Failed
22	AKML	28	93	Successful
23	MTRN	24	80	Successful
24	GNLD	23	77	Failed
25	RSPN	21	70	Failed
26	APRSLN	28	93	Successful
27	YNHR	25	83	Successful
28	ZLFKR	25	83	Successful
29	SHRL	24	80	Successful
30	TFK	22	73	Failed
31	TGR	24	80	Successful
32	SNDI	26	86	Successful
33	MRSD	21	70	Failed
34	RSKWN	23	77	Failed
35	FSL	21	70	Failed
36	TRA	23	77	Failed
<b>TOTAL</b>		<b>845</b>	<b>2813</b>	

Based on the table above, that in the post-test, 2 (5,55%) from 36 students got the excellent score, 2 (5,56%) from 36 students got the very good score, 15 (41,67%) from 36 students got the good score, 5 (13,89%) from 36students got the failure score. And 12 (33,33%) from 36 students got the poor score.The researcher concluded that students' reading comprehension at the second grade ofSMP N 4 Tolitoli Utara can increasedby summary technique.

## 2. Discussion

The first step the researcher did pretest with gave the students test that is essay test with the total all of 10 test. Based on the data pre-test, 2 (5,56%) from 36 students got the fair score, 1 (2,78%) from 36 students got the poor score. and 33 (91,66%) from 36 students got the very poor score. The second step of this research was treatment. It was done in six meetings. Researcher taught the students summary technique. This method was applied in improving students reading comprehension. treatment conducted for six meetings time. first meeting until six meeting, the researcher explained the materials about summary technique, I explain how to summarize what is right, what aspects are taken into account in summarizing. After that my students ordered to read a disc then my students give time to analyze the discourse time that I give, after that my students ordered to write what they understand or what they get in the discourse is based on the aspect of reading that I have explain, that is to determine the main idea readings, to find out when and where the incident occurred, what problems occur in the discourse, and then from what they write they must make it into the paragraph merge it into one so it becomes a discourse but different from previous discourse, because it has changed in a way in concise. The last step of this research is after all of the treatment did, the researcher conducted the posttest with gave the students test that is essay test with the total 10 test, the researcher got the result score of post-test is, 2 (5,55%) from 36 students got the excellent score, 2 (5,56%) from 36 students got the very good score, 15 (41,67%) from 36 students got the good score, 5 (13,89%) from 36 students got the fair score. and 12 (33,33%) from the students got the poor score. The description of the data collected through the objective test showed that the students' reading comprehension had significant different between the result pre-test and post-test. Where the mean score of the students in the pretest was 46,38 classified as failure classification, and the mean score of students in the posttest was 78,13 classified as good classification. Then the data of both test were analyzed by using T-test, and the result showed that the T-test value 2,229 was greater than T-table value -14,246. It can be inferred that summary technique is very effective in improving students reading comprehension.

## 3. Conclusion

The result of the research shows that summary technique is effective to improve students' reading comprehension. It can be seen from the significant difference between the result of the pre-test and post-test. Where the mean score of post-test 6.142. It was higher than the mean score of pre-test that was 12,493 Then the data of both test were analyzed by using T-test 2,229 was greater than T-table value -14,246. It can be inferred that summary technique is very effective to improving students' reading comprehension.

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