

**THE EFFECT OF USING SUMMARIZING TECHNIQUE ON
STUDENTS' READING COMPREHENSION OF
RECOUNT TEXT
(A Study at the Tenth Grade Students' of SMA Negeri 5
Padangsidempuan)**

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Abstract

The aim of this research is to know: 1) the application of using summarizing technique, 2) the students' reading comprehension of recount text before and after using summarizing technique, 3) whether there is a significant effect of using summarizing technique on students' reading comprehension of recount text at the tenth grade students of SMA Negeri 5 Padangsidempuan. This study is carried on by using experimental method. The population of this research is all the tenth grade which are divided into seven classes and total are 248 students. The sample consists of 35 students by using systematic sampling. The data is collected by giving observation and test. After collecting the data, the mean of the application description of using summarizing technique is 3.50. It is categorized "Very Good". The mean of students' reading comprehension of recount text before using summarizing technique is 71.14. It is categorized "Good". The students' reading comprehension of recount text after using summarizing technique is 84.71. It is categorized "Very Good". The result of t_{test} is 8.15, and t_{table} 5% significant level is 2.03. It means that there is a significant effect of using summarizing technique on students' reading comprehension of recount text at the tenth grade students of SMA Negeri 5 Padangsidempuan.

Keywords: Summarizing, Reading Comprehension, Recount Text.

Abstrak: Tujuan penelitian ini yaitu untuk mengetahui: 1) penerapan penggunaan teknik meringkas, 2) pemahaman membaca teks recount siswa sebelum dan sesudah menggunakan teknik meringkas, 3) apakah ada pengaruh yang signifikan dari teknik meringkas terhadap pemahaman membaca teks recount siswa kelas X SMA Negeri 5 Padangsidempuan. Penelitian ini menggunakan metode eksperimental. Populasi penelitian ini yaitu seluruh siswa kelas X yang terdiri dari tujuh kelas dengan total 248 siswa. Sampel terdiri dari 35 siswa dengan menggunakan teknik sistematis sampel. Teknik pengumpulan data yaitu dengan menggunakan observasi dan tes. Setelah data dikumpul, nilai rata-rata penggunaan teknik meringkas yaitu 3,50 dikategorikan "Sangat Baik". Nilai rata-rata pemahaman membaca teks recount siswa sebelum menggunakan teknik meringkas yaitu 71,14 dikategorikan "Baik. pemahaman membaca teks recount siswa sesudah menggunakan teknik meringkas yaitu 84,71 dikategorikan "Sangat Baik". Hasil t_{tes} yaitu 8,15 dan t_{tabel} yaitu 2,03. Ini berarti ada pengaruh yang signifikan dari teknik meringkas terhadap pemahaman membaca teks recount siswa kelas X SMA Negeri 5 Padangsidempuan.

Kata Kunci: Summarizing, Reading Comprehension, Recount Text.

I. INTRODUCTION

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. The aim of reading are to understand idea, the ability to know the function of a text, to get information, to get understanding, to get happy, can understand the idea or opinion that is listened directly or indirectly, can read a text quickly and conclude the content with his/her words and can write the main idea or opinion. Comprehension is the ability to understand completely and be familiar with a situation. Reading comprehension is the ability to read text, process and understand its meaning.

The function of reading is make us can get knowledge or information wider. To make us have a good concentration, grow the writing ability, give relaxation, to make us have wider vocabulary, and by reading well everybody get the information or

knowledge that is needed or searched. Reading nowadays is always related into genre.

Genre is the kind of the text that must be able to be mastered by the student. Genre is a class or category of artistic endeavor having a particular form, content or technique. Genre is a type of written or spoken discourse. Genre is the main English materials, such as; recount text, news item text, report text, procedure text, descriptive text, narrative text, spoof text, explanation text and so on. In this research, the writer chooses recount text. Recount text is a kind of text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audiences or the readers. Recount text is a text creates imaginative stories and wrote the event or events that have occurred.

Nowadays, not all the students are successful in reading comprehension of recount text. In other word, many students failed to comprehend the content of recount text. They find many difficulties such as; to find out the social function, generic structure, lexicogrammatical features. This can be happened because of many factors that always affect the quality of students learning. There are some factors that cause the students has low ability in reading comprehension of recount text. They are external and internal factor. The external factor is the factor out of student selves. It is included environment, social, the equipment's study, teaching technique and so on. In other hand, internal factor there is in the students selves. It is included motivation, health, mind set and so on.

It can be seen from the students DKN in SMA Negeri 5 Padangsidimpuan. The students' score of English in reading comprehension of recount text material is on average 70 when the writer gives pre test to the students. Meanwhile, the criteria's of minimum learning mastery (KKM) is 75. Based on this average, it means that the students' value is below the KKM. If we not resolve these problems, the students'

achievement will be decrease, achievement and ability of the students will not stand. Consequently education in our country is not going experience growth. To increase ability in reading comprehension of recount text the students should know the element of recount text, such as; social function, generic structure, and lexicogrammatical features.

The teachers have done some efforts to apply the curriculum, such as the teacher gives English course to the students, the teacher gives a song to the students before teaching and learning process, the teacher uses various techniques to teach, and the teacher gives motivation to the students so that they can be more relax when teaching and learning process. The writer knows these facts from the interview to the English teacher of that school.

Actually, there are many techniques that can be used in reading comprehension of recount text, such as; summarizing, everyone is teacher here, two stay two stray, problem based learning, problem based instruction, etc. In this case the writer choose summarizing, to increase the students ability in teaching learning process that can make the students and the teacher active. Everyone is teacher here method can arise the motivation of the students especially in reading news item text.

If this problem is not solved, the students will be born, not active, and they do not participate in teaching learning process in class and in teaching learning process. The students will think that English is the difficult lesson and not an interesting lesson. They will not interest to follow English subject.

Summarizing technique is a technique that teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize

improves their memory for what is read. Summarization technique can be use in almost every content area.

By using summarizing technique, teacher has effort to motivate the student's interest in English especially in reading comprehension of recount text. Besides that, make sure that the students enjoy the lesson and they are able to be active in the classroom activity. Therefore, the writer thinks that summarizing technique is the effective technique to teach reading comprehension of recount text, and it is an interesting technique which has good steps to help the students in understanding the students' reading comprehension of recount text. The writer chooses this method because the writer wants to know how summarizing technique can help the students to understand the reading comprehension of recount text.

Based on the explanation above, the writer believes that summarizing technique is suitable for reading comprehension. The writer hope after using summarizing technique the students ability in reading comprehension of recount text will be improve. So, the writer conducts a research about: "The Effect of Using Summarizing Technique on Students' Reading Comprehension of Recount Text (A Study at the Tenth Grade Students of SMA Negeri 5 Padangsidempuan)".

1. Nature of Students' Reading Comprehension of Recount Text

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Comprehension is the ability to understand completely and be familiar with a situation. Reading comprehension is the ability to read text, process and understand its meaning.

According to Iwuk (2007:7), "As a visual process, reading means a process of translate written symbols (alphabets) to orally words". While, Bukhari (2010:12) says, "Reading is a process of make a reading that is on a text and involve language components, idea, intonation, style that involve in context category and context components that out of language components".

Based on the explanation above the writer concludes that reading is one of the main English skills. Reading is the representation of language is an oral medium through the use of a set of voice. Reading also means learning about written material using knowledge from everyday life and form disciplined fields of study.

a. Topic Sentence

A well organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it.

According to Siahaan (2008:21), "The topic sentence is the introductory part of a paragraph. It is the most important part of the paragraph. It introduces the main topic of the paragraph. In addition, to that, it introduces the controlling idea of the paragraph. The topic sentence is usually at the beginning of a paragraph". While, Langen and Jenskin (2012:1) say, "The topic is the subject that the selection is about. The main idea can usually be located if you can determine what the topic is".

Based on the explanation above, the writer concludes that topic sentence is the most important sentence in a paragraph. Sometimes referred to as a focus sentence, the topic sentence helps organize the paragraph by summarizing the information in

the paragraph. In formal writing, the topic sentence is usually the first sentence in a paragraph although it doesn't have to be.

b. Main Idea

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about. Once we can find the topic, we are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. According to Langen and Jenskin (2012:1), "Main idea is chief point an author is making about topic. It sums up the author's primary message".

Based on the explanation above, the writer concludes that main idea the sentence in which is the main idea of the paragraph. The main idea is explained by the other sentences in the paragraph, which referred to the explanatory sentence. Another name for the main sentence is topic sentence. A paragraph in which said complete if there are explanatory sentences in full to show the main idea or main sentence.

c. Supporting Idea

The characteristics of the supporting idea which is contained an explanation of the detail, description, examples, etc. In addition, the supporting idea has a meaning when it is connected with the sentences in the paragraph. Then the supporting idea often needs conjunction to connect word to word. Supporting idea is a sentence that contains the idea of supporting or being the main sentence explanation.

According to Boushey (2014:1), "The supporting ideas are the more focused arguments that bolster the main ideas. They have a clear and direct connection with the main idea. They are backed-up by evidence or illustrated by examples". While,

Bahne (2010:1) says, "Supporting details is bits of information used to support main idea".

Based on the explanation above, the writer concludes that supporting sentence is support and elaboration basically, just more detail under the topic sentence. The supporting idea in each paragraph should be a unity of ideas. In composition is called cohesive. In addition, the relationship between the sentences of the other sentences in a paragraph should relate to each other is called coherent.

d. Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. Vocabulary is the collection of words that an individual knows. Vocabulary is as the total number of words in a language, vocabulary is a list of words with their meanings. According to Hornby (2006:1645), "Vocabulary is all words that a person knows or uses and it is all the words in a particular language". Then, Neuman and Dwyer (2009:385) says, "Vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

Based on the explanation above, the writer concludes that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is reason why it is important to learn vocabulary. Vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

e. Recount Text

There are many kinds of text that can be used in reading material, they are recount, narrative, descriptive, report, procedure, analytical exposition, hortatory exposition, review, discussion, news item, spoof, explanation, and anecdote. In this

research, the writer is interested to recount text. According to Pardiyono (2009:120), "Information about various activities that has been done and explained in recount text form". Next, Iwuk (2007:63) says, "Text with recount genre is text that contain of activities in the past. The moments tell again orderly".

Based on the previous explanations, the writer concludes that reading comprehension of recount text is the capability of the students to comprehend a text that tell about the events, activities and someone's experience that happened in the past time and has purpose to inform and entertain reader. In reading comprehension of recount text, the students should know the characteristics of recount text. Therefore, the writer is going to discuss more about it.

f. Social Function of Recount Text

Social function means the social aim or purposes of the text. Social function of recount text is to retell events for the purpose of informing or to describe the way things are with reference to range of natural, man, male and social phenomenon in our environment. According to Djuharie (2007:44), "The social function of recount text is to inform or amuse". Then, Iwuk (2007:69) says, "The social function of recount text is to tell the event clearly and systematically".

Based on the explanation above the writer concludes that the social function of recount text is to inform or to entertain the audience. So, in recount text, a teacher must give the explanation about the generic structure to write recount text.

g. Generic Structure of Recount Text

Recount text is a text which contains three components. The first is the orientation. It does not necessary have only a single clause. In a longer yarn, it may contain as many clauses. This number depends on what needs to be reported. The second contains some events. These components are about some related events.

According to Maharani (2007:69), "Recount text has structures as follows: 1) Orientation contains actor, time, and place of story, 2) Events contains the events orderly, and 3) Re orientation contains a private opinion. Re-orientation has optional character". Then, Pardiyo (2007:64) says, "Rhetorical structures of recount text are: Orientation, Record of events, and Re-orientation. Orientation contains topic of an activity or event. Record of event contains the activities in the past. Re orientation contains the conclusion of the record of event".

Based on the explanation above, the writer concludes that the generic structures of recount text are: 1) Orientation, contains information about what, who, when, where, and why. 2) Sequence of events. 3) Re-orientation, the conclusion paragraph.

h. Lexicogrammatial Features of Recount Text

Language features are elements that can arrange a text. Language features means the grammar that used in the text. By language features, students can be easy to identify the text, especially recount text. Recount is a text which retells events or experiences in the past. Its purpose is to inform or to entertain the audiences, there is no complication among the participants.

According to Djuharie (2007:44), "Recount text has the generic structure like: 1) noun, 2) individual participant, 3) past tense, 4) time connective and conjunction, for examples: after, before, soon, then, after that, etc, 5) action verb, for examples: stayed, climbed, killed, etc, 6) adverbs and adverb phrases, for examples: yesterday, last week, at home, slowly, carefully, etc". Then, Pardiyo (2009:120) says, "The general characteristic of recount text is used simple past tense in the predicate for the certain activity in certain time, and for the general reality or general schema, recount text usually use simple present tense form".

Based on the quotation above, the writer concludes that the lexicogrammatical features of recount text are contains the activity in the past, use simple past tense, use time signals: later, then, before, after, and focus on individual participants. To make more clearly, the writer give an example of recount text.

Based on the explanations above, the writer concludes that students' reading comprehension of recount text is the capability of the students to comprehend a kind of genre or text that is used to show our experience in the past and there are many events include it. The events must be arranged completely from the beginning until the ending to make the text interesting to read by the reader or the audiences. Recount text has purpose to entertain the reader about the event in past time that can be an experience of someone.

2. Nature of Using Summarizing Technique

Summarizing technique is Summarizing technique is a technique that teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. According to Freedman (2011:1), "Summarizing a text or distilling its essential concepts into a paragraph or two, is a useful study tool as well as good writing practice". Then, Arkani (2010:1) says, "A summary is a short statement or statements that give only the main points or core information of something including redundant information".

Based on the explanation above, the writer concludes that summarizing technique is an essential technique for reading comprehension, because it explains to students that when writing a summary, they need to pick out the most important facts from the reading passage. Describe to them that they need to be able to tell someone who has not read the material the most

important parts. Explain that a summary should be as brief or short as possible; therefore, they do not want to get too specific or have too many details in their summary. Remind students that in a summary they should use their own words and they should also be objective, or not use their opinion in a summary.

a. Steps of Summarizing Technique

The steps of summarizing technique instead of explaining every single detail of a trip recently taken or a movie recently seen, we choose to explain only the highlights or when giving directions, we explain only the most important decision points (not every street lamp or graffitied wall). According to Arkani (2010:3), "There are three important summarization techniques. They are selection, rejection, and substitution. **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 resources. These aspects must be considered seriously while writing the summary. It is an important summarization technique as it helps to include all major ideas in summary. **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. **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".

Based on the explanation above, the writer concludes that the writer chooses Lucas' opinion. Therefore, the steps of summarizing technique in this research are: 1) Read the text until the meaning or main idea of the passage is clear. 2) Put the original text away to discourage any similarities between the summary and the source. Use your own words! 3) Be concise. Use only the central points of the source, anything that is not relevant to the main point should not be considered. 4) Avoid being repetitive. 5) It helps to use a highlighter or red pen to indicate the most important points of the article. 6) Juxtapose your summary with the original text. If they look the same then it's not really a summary.

b. Advantages of Summarizing Technique

To make it clearer, it is better to see the advantages of summarizing technique. Advantage of summarizing technique is equally important, as it is often used to check understanding of a task or problem. If you can paraphrase accurately and simply, many misunderstandings can be prevented.

According to Fergusson (2016:2), "Summarization helps students learn more effectively, but teaching it can be hard. This book is full of techniques and tips for teaching (and learning) the skill of summarizing, with exercises at the end, and a small but important section on paraphrasing". Next, Lucas (2012:1) says, "Summaries are good to use for research papers as a substitute for quoting or paraphrasing. Like a quote or paraphrase, a summary must also include the author of the original text; this should be introduced at the beginning of the summary".

Based on the explanation above, the writer concludes that the advantage of summarizing technique is important for note taking, for the same reasons as

paraphrasing, it helps link new information to existing information, and cements the most important information in our thoughts. This is especially useful and time-saving when skimming articles, papers, or websites for information that required to solved a problem. In the workplace, being able to summarize can save time, when checking your understanding of a task, describing a problem, preparing reports, or recommending solutions to problems. Meetings run faster, and documents are concise and clear.

c. Disadvantages of Summarizing Technique

To make it clearer, it is better to see the disadvantages of summarizing technique. Disadvantage of summarizing technique is In the workplace, you can paraphrase a question or task to confirm your understanding of the problem. This saves time and avoids conflict when action is taken based on misunderstood requirements. According to Fergusson (2016:2), "One person's summary will never be the same as another's, as each individual has their own ideas of what information is most important. It is important that language teachers allow for this difference, when planning tasks that require summarization skills".

Based on the explanation above, the writer concludes that the disadvantage of summarizing technique is every person learns differently, they have different background knowledge. When a student learns something new, they build on existing knowledge. Writing notes in their own words links the new information much more solidly and clearly to their existing knowledge, and is therefore less likely to be forgotten. It is vitally important that teachers are able to paraphrase, to ensure explanations or sections of textbooks are

understood by each student. It is common for teachers to have to present the same information in many ways, before the entire class understands.

II. METHODOLOGY

The method of this research is experimental method because this method is very suitable to find out the cause-effect relationship between two factors. Arikunto (2009:207) says, "Experimental method is the way to find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence". Anggoro (2007:4.2) says, "Population is the group of complete individual that each characteristic is going to be known". The population of this research is all the tenth grade students of SMA Negeri 5 Padangsidempuan which are divided into eight classes and total are 248 students. Arikunto (2010:175) says, "Sample is part or vice of population which should be researched chosen". In other word, sample is part or piece of the population. The total sampling of this research is 35 students by using systematic sampling. The instrument of this research used test and observation. The result of the test is used as the data of this research. The writer used statistic formula or t_{test} formulation to analyze the data.

III. RESULT

The result of using summarizing technique on students' reading comprehension of recount text at the tenth grade students of SMA Negeri 5 Padangsidempuan can be seen as follows:

- 1) The application description of using summarizing technique on students' reading comprehension of recount text is 3.50. It is categorized "Very Good".

- 2) The students' reading comprehension of recount text before using summarizing technique is 71.14. It is categorized "Good". The students' reading comprehension of recount text after using summarizing technique is 84.71. It is categorized "Very Good".
- 3) The calculation of t_{test} formula is 8.15, meanwhile the score of the t_{table} 5% significant level is 2.03. It is found that t_0 calculation is bigger than t_{table} ($8.15 > 2.03$). It means that there is a significant effect of using summarizing technique on students' reading comprehension of recount text at the tenth grade students of SMA Negeri 5 Padangsidempuan. In other word, H_a is accepted.

IV. DISCUSSION

After given pre test and post test to the students, the researcher finds the result of students' reading comprehension of recount text before and after using summarizing technique. The score of students' reading comprehension of recount text before using summarizing technique is on the mean 71.14, meanwhile the score of students' reading comprehension of recount text after using summarizing technique is on the mean 84.71. It can be seen that the students be more active on students' reading comprehension of recount text after using summarizing technique.

There are some steps which have been done by the writer to make process of students' reading comprehension of recount text get success and the students' ability could increase. So, the writer decides that using summarizing technique get affected effect on students' reading comprehension of recount text especially at the tenth grade students of SMA Negeri 5 Padangsidempuan.

CONCLUSIONS

There is a significant effect of using summarizing technique on students' reading comprehension of recount text at the tenth grade students of SMA Negeri 5 Padangsidempuan. In other word, H_a is accepted.

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