USING SUMMARIZATION AS A TECHNIQUE OF TEACHING ENGLISH TO IMPROVE THE SUDENTS'READING COMPREHENSION TO THE SEVENTH GRADE OF SMP 13 JEMURWONOSARI SURABAYA

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ABSTRACT

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The successful result in teaching and learning English becomes an important goal, which must be achieved by educational system. Based on the English Curriculum 2004 for Junior High School, by the end of the program, the students are supposed to master four language skills, namely; reading, speaking, listening, and writing. In this thesis, reading was selected as a subject that wants to be studied because it is one of basic tools in language learning. Reading skill in teaching English for Junior High School has great role in supporting other skill in English language.

Observation result attested that the seventh grade students at SMP 13 Jemurwonosari Surabaya were having difficulties in reading skill. It was expected that the teacher will utilize a new strategy to enhance the students' comprehension competence. Thus, the researcher suggested a new strategy called summarization technique. According to Rick Wormeli, summarization can be thought of as complex processes where students spend time "restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner". Using this technique, the students' summaries are analyzed by counting the number of main ideas and main supporting. This strategy is very effective to enhance the students' reading comprehension skill to get some information indirectly stated in the text.

This research was a classroom action research. The main purpose of this research was to reveal the implementation of summarization technique, whether it can increase the students' comprehension competence in reading skill. There would be two problems of study in this research, they are the application os summarization technique through T – Chart used by the teacher and the assesements' result of summarization technique in improving the students' reading comprehension.

This research was carried out at SMP 13 Jemurwonosari Surabaya to the seventh grade students in the second semester year 2009 – 2010. The implementation of this strategy will be divided into two cycles. In every cycle, there will be planning the action, implementing the action, observing the action, and reflecting. For instruments used in this research were the observation checklists, field notes, questionnaire, and test.

From the result of study, it can be seen that there are three parts of activities in the implementation of summarization technique through T – Chart, they are pre – reading activity, whilst – reading activity, and post – reading activity. In general, students' activities in every cycle were the same. The students were asked to fill the T – Chart by mentioning topic of the text, main idea of each paragraph, and details of

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each paragraph. After awhile, the students were asked to summarize the text based on the T – Chart.

The observation checklist showed that the classroom activity ran well. Students were folowing the activity enthusiastically. The result of field notes also showed that students gave better responses. In addition, the second cycle showed that there were some meaningful development in classroom activity and teacher's preparation.

The result of the research showed that there was an increasing in students' comprehension skill. This could be seen from the results of students' assesment in the end of the research (second cycle). All the students could reach the standard minimum score. Thus, the second cycle was considered as the last cycle.

Finally, it is expected to give useful contribution to the teacher and the students in English teaching and learning process. In addition, this study is expected to help the other researchers as references if they want to conduct wider investigation in the same field.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms is given to avoid misunderstanding of those terms.

A. Background of the Study

Teaching English as a foreign language involves four language skills; they are listening, speaking, writing and reading. Based on the English Curriculum 2004 for Junior High School, by the end of program, the students are supposed to master those four language skills. The successful result in learning English becomes an important goal that must be achieved by educational system. In the teaching and learning process, the four language skills are taught and developed, but reading skill is the most important skill that can support the process of mastering the other skills and improving knowledge.[1] In most cases, students in English classes want to develop proficiency as a means of gaining access to information rather than of communicating socially. Great attention is therefore

[1]R.R.Jordan, *English for Academic Purpose: A Guide and Resource Book for Teachers*, (Cambridge: Cambridge University Press, 1997), p. 143

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paid to teaching reading. The teaching of reading in a foreign language is a hard work. The teachers' important task is to help the students build up an adequate linguistic background based on their needs, interest and levels of understanding before they attempt any reading activities.

Many efforts have been made to achieve the objective of the teaching of reading, such as preparing text book of the reading lesson, training English teachers, revising the curriculum and the like. Above all, the role of teacher is essential for such goal to be achieved. The reasons for emphasizing reading in second and foreign language teaching are: first, many foreign language students often have reading as one of their most important goals. The second reason is that written texts serve various pedagogical purposes. Finally, reading is a skill highly valued by students and teachers.

Although the reading instruction has received special focus in foreign language teaching situations and the instructional objectives have been clearly set up, it can not be granted that the reading instruction has been successful. The teaching of reading is still facing problem that causes less sufficient reading proficiency of the students. The insufficient ability of the students may be caused by several factors. First, the students were still insufficient to find information from the text. Second, the students still had limited vocabulary. Third, the students still have low motivation in learning English, especially in reading texts. Many of students were off-task during the teaching and learning process. Reading directly for meaning, then, becomes the best strategy for reading; not a

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consequence of reading words and letters, but an alternative. It is true that fluent readers can generally do all three things namely identify letters, identify words, and comprehend meaning. But, these are independent aspects of reading. Readers can not accomplish them at the same time.[2]

Such a condition leads the researcher to an opinion that there might be something wrong with the instruction implemented so far. Therefore, some factors affecting the success of the instruction, one of which is the teachers' reading technique. It is neededs to be reviewed and better teaching techniques are necessary to be pursued. One of the reading strategies that can be used for bringing about an improvement in the students' ability in comprehending a text is by using summarization technique.

According to Rick Wormeli,[3] summarization can be thought of as complex processes where students spend time "restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner". Using this technique, the students' summaries are analyzed by counting the number of main ideas and main supporting. Main ideas are in the original text. The result of the research indicates that the students' summaries fall within a good category. This technique is effective in improving the students' inferential comprehension skill to get information, which is not directly stated, in the text. In order for summarization to be effective, the student must be able to process the ideas of the

[2]Frank Smith, *Reading*, (Cambridge: Cambridge university Press, 1985), 2nd edition, p. 120
[3]Http://forpd.ucf.edu/strategies/stratsummarization.html

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passage and consider how they are related to one another. Based on Friend,[4] this study strategy helps readers associate text concepts into their schemata and can extend cognitive capacity.

As stated by Harvey & Goudvis,[5] summarization can be highly effective for helping students identify main ideas, generalize, remove redundancy, integrate ideas and improve memory of what is read. It is especially worthwhile when used with other strategies such as generating questions and answering questions, although sometimes considered similar to synthesizing. While creating a synthesis lends itself toward the achievement of creating a new perspective or thought out of what one is reading, summarizing provides more of an opportunity to understand and restate the text.

Teachers have been asking students to summarize for many, many years. Often when presented with the option to summarize, many students may become concerned that they will not be able to fulfill the task. They may worry not to choose the correct information or can be unsure about what to include and what to dismiss. They may ask themselves if they really understood the topic at all. As educators, we need to consider that perhaps our students were never directly taught to summarize effectively or provided opportunities for summarization activities that lead to a clearer understanding of the material at hand. We must acknowledge that, at first, summarizing can be daunting, but that with practice

[4]Http://forpd.ucf.edu/strategies/stratsummarization.html
[5]Http://forpd.ucf.edu/strategies/stratsummarization.html

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and the influence of specific strategies, we can help lead our students to a successful summarization and improved comprehension.

Based on the writer's preliminary study, there are some factors causing less sufficient proficiency of students of SMP 13 Jemurwonosari Surabaya such as the non – existance of collaboration between teacher and students and the difficulties faced by the students to comprehend texts because of limited vocabulary.

Considering these fact, the writer intends to have an action research to implement the summarization technique to improve the students' reading comprehension.

B. Scope and Limitation

This study is focused on the teaching and learning process using a summarization technique to improve the students' reading comprehension. It is focused on two main problems. The first concern deals with the application of summarization technique in teaching reading comprehension by using T – Chart as one of 50 summarization techniques. The second concern deals with the improvement of the students' reading comprehension. The improvement is indicated in the form of the students' score obtained from the reading comprehension test given at the end of each cycle.

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C. Problem of the Study

In line with the background of the study, the study is directed to develop the summarization technique to improve the reading comprehension skill of the seventh grade students of SMP 13 Jemurwonosari Surabaya. Therefore, the problem of this study can be formulated as follows:

1. How is the application of summarization technique in teaching reading comprehension by using T – Chart technique?
2. How can summarization technique improve the students' reading comprehension?

D. Objective of the Study

Derived from the above question, the study is aimed at:

1. Describing the application of summarization technique that teacher uses in the teaching of reading.
2. Testing the summarization technique whether it can improve the students' reading comprehension.

E. Significance of the Study

Looking at the objective stated above, this study is trying to describe the model of summarization technique the teacher uses in teaching reading and develop the teacher's teaching strategies to improve the students' reading comprehension. The results of this study are expected to:

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1) give contribution to the development of English teaching, especially to the development of instructional strategies of reading instruction.
2) provide English teachers with the appropriate procedure of improving the students' reading comprehension skill through summarization technique.
3) give the students experience of a way of learning reading comprehension.
4) provide the writer with scientific knowledge on applying summarization technique in teaching English, especially for a reading competence

F. Definition of Key Terms

The following terminology will be used in order that the readers will have the same interpretation in understanding the study.

1) Summarization: it refers to an activity conducted by the students to select the main ideas and the main supporting ideas from a reading text and write them into few possible comprehensible sentences in a cohesive paragraph. It also means short statement about something that we have read. We should use our own words.[6]
2) Technique: Method of doing something that needs skill.[7]
3) Reading comprehension: It refers to understanding a written text that means extracting the required information from it as efficiently as possible. [8]

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[6] Otong Setiawan Djuharie, *Extensive Reading Top-down Reading: Teknik dan Panduan Membaca Textbooks 2*, (Bandung: Yrama Widya, 2008), cet. 2, h. 167

[7] Martin H. Manser, *Oxford Learners' Pocket Dictionary*, (Oxford: Oxford University Press, 1983), new edition

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G. The Systematization of Discussion

Chapter I : Introduction

This chapter provides the background of the study, the scope and limitation, problem of the study, objective of the study, significance of the study, the definition of key terms, and the systematization of discussion.

Chapter II : Review and Related Literature

This chapter reviews the understanding theory used in the study concerning with the reading comprehension and action research. To be more specific, this review discussed about: reading, the teaching of reading, and summarization technique.

Chapter III : Research Methodology

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation.

Chapter IV : Result and Discussion

This chapter is focused on data presentation and discussion of the research concerning with the glance description of the

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[8] Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1981), p. 3

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research object, the description of teacher activities in implementing the summarization technique through T – Chart, the description of research findings and the discussion of research findings

Chapter V : Conclusion and Suggestion

This last chapter will mainly present the conclusion and the suggestions of this thesis.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the reading comprehension and action research. To be more specific, this review discussed about: (1) Reading, (2) The Teaching of Reading, and (3) Summarization Technique.

A. Reading

Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse.[9] With the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units(individual letters) to larger ones (words, clauses and sentences).[10] In other words, we use strategies to decode written forms in order to arrive at meaning.

The goal of reading program is to develop fluent, independent readers who set their own goals and strategies for reading. Students learn aspects of the reading

[9] Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 12

[10] David Nunan, *Designing Task for the Communicative Classroom: Cambridge Language Teaching Library*, (Cambridge: Cambridge University Press, 1989), p. 33

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process through reading.[11] In this case, reading remains a valid goal in second language classroom.

1. The Nature of Reading

Many attempts have been made to define or describe the nature of reading. It is generally agreed that there are two broad aspects or levels.[12] First, there is a visual task, that of deciphering the marks on the page, the brain receiving signals from the eye. This mechanical level includes eye movement, from left to right for English, to be learnt by a learner who does not use a left-to-right script in his first language, or who is illiterate in his first language.

Secondly, there is a cognitive task that of interpreting the visual information, so that one is not simply," barking at print". Here we are concerned with thinking skills, since some kind of reconstruction takes place in the readers' mind: he attempts to build up the meaning the writer had in mind when he wrote the text.

In addition, there are some assumptions about the nature of reading mentioned as follows:[13]

a) We need to perceive and decode letters in order to read words.

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[11] Sandra Silberstein, *Opci.t*, p. 12

[12] Gerry Abbott and Peter Wingard, *The Teaching of English as an International Language: A Practical Guide*, (Singapore: Collins ELT, 1981), p. 82-83

[13] Penni Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 138

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b) We need to understand all the words in order to understand the meaning of a text.

c) The more symbols (letters or words) there are in a text, the longer it will take to read it.

d) We gather meaning from what we read.

e) Our understanding of a text comes from understanding the words of which it is composed.

A consideration of the nature of reading must include recognition of frequently made distinction among levels of meaning and understanding in and from text. Test constructor, thus, must also consider the level of meaning that they believe readers ought to get out of a particular text when assessing how well they have understood the text in question. [14]

2. Reading Method

There are different types of reading "styles". The main ways of reading are as follows:[15]

a) Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. This skill can be used to skim a particular book or article to see if it is useful. This technique is used to judge material after rapid inspection.

[14] J. Charles. Alderson, *Assesing Reading*, (Cambridge: Cambridge University Press, 2000), p. 9

[15] Francoise Grellet, *Opcit*., p. 4

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Therefore, it is a more thorough activity, which requires an overall view of the text and implies a definite reading competence. [16]

b) Scanning

Scanning is quickly going through a text to find a particular piece of information. This kind of reading is particularly useful when we are researching a topic. This strategy can be used to check through catalogues, scan a contents page and index to see if a particular item is mentioned. It is far more limited since it only means retrieving what information is relevant to our purpose.[17]

c) Extensive reading

Extensive reading is the term used to describe the strategies used for reading longer texts either for pleasure or for information. This is a fluency activity, mainly involving global understanding.

d) Intensive reading

Intensive reading is the term used to describe the strategies used for reading shorter text to extract specific information. It is also called study reading, this involves close study of the text.[18]

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[16] Soedarso, *Speed Reading: Sistem Membaca Cepat dan Efektif*,(Jakarta: PT. Gramedia Pustaka Utama, 2006), h. 88

[17] *Ibid*., h. 89

[18] Gerry Abbott and Peter Wingard, *Opcit*., p. 92

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3. Reading Comprehension

a. Levels of Reading Comprehension

Three levels of comprehension discussed from the least to the most sophisticated level of reading are described as Follows:[19]

1) Literal Level

This level is what is actually stated. It includes fact and details, rote learning and memorization and surface understanding. Some tests in this category are objective tests dealing with true/false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions

2) Interpretive Level

This level is what is implied or meant, rather than what is actually stated. It includes drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated. Some tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

[19] Http://academic.cuesta,edu/acasupp/AS/303.htm

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3) Applied Level

This level is taking what was said (literal) and then what was meant by what was said (interpretive)and then extend (apply) the concepts or ideas beyond the situation. It includes analyzing, synthesizing and applying. In this level, we are analyzing or synthesizing information and applying it to other information.

b. The Process of Comprehension

According to Douglas Mckeating,[20] there four steps of process of comprehension that can help the students to comprehend the text when they read. Those are as follows:

1) Perception-cracking the code

First, we have to be able to recognize and discriminate between contrasting sounds or letter and word shapes.

2) Decoding-making sense of the message

Each short stretch of meaningful material, which is read or heard, has to be:

a) Recognized as meaningful and understood on reception.
b) Held in the short-term memory (STM) long enough for it to be.
c) Related to what has gone before and/ or what follows

[20] Gerry Abbott and Peter Wingard, *Opcit*., p.59-63

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3) Prediction and selection-redundancy to rescue

Although the process just outlined sounds and is complex, our task is made easier by our ability to predict what is likely to come next and our ability to select which stretches of material we will pay attention to and which we need not bother too much about. Prediction and selection are both possible partly as a result of what is known as redundancy.

4) Comprehension of foreign language(FL)material

With material in a foreign language (FL) the general process of comprehension is presumably, similar but with the following factors making it more difficult:

a) All the stages in the process are likely to take longer; it takes us longer to recognize 'familiar' elements as familiar, and longer to see the relationships between the successive short stretches of materials. When reading, we may want to keep looking back to check that our initial assessment of such relationship is correct, and this will slow us down further; when listening, we can not do this easily.

b) At each stage we are much more likely to make mistakes: to fail to discriminate correctly between contrasting forms; to confuse one word with another that looks or sounds similarly; to misunderstand or fail to see important grammatical relationship.

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This can be a cumulative process so that we end up getting a completely wrong idea or getting completely confused.

c) We are very much more likely to come across stretches of language, which we do not understand at all. We have then either does devise ways of working out their meaning from context or to train ourselves to ignore what we cannot understand, in the hope that we will still get the gist of the message or that the full meaning will become clear later.

d) As we are much less familiar with the foreign language, it is more difficult for us to anticipate and predict and we cannot select with the same degree of confidence. We are less sure what is important so we try to pay equal attention to everything. Thus, more processing time is taken up, and less remains in which to attempt to predict and select.

e) Our short-term memory (STM) for foreign language (FL) material is likely to be much less efficient. All the factors mentioned above place extra burdens on it. It may not surprisingly, stop working altogether from time to time, resulting in that complete lack of comprehension, which is familiar to all foreign language learners.

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B. The Teaching of Reading

The task of teaching reading is not an easy one. For one thing, if the students are reading silently, the teacher is to certain extend excluded. The teacher-student interaction of oral activity will be lacking. Nevertheless, the teacher can help his or her students in way like improving their ability without any pressure, giving them reading strategies, and giving them chance to become independent readers.

1. The Principle of Teaching Reading

Before teaching reading, the teacher needs to know the principle of teaching reading. As Harmer stated,[21] there are six principles, which can be guidance to teaching reading. Those principles are as follows:

a) Reading is not passive skill

Reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the argument, etc.

b) Students need to be engaged with what they are reading

As with everything else in lesson, students who are not engaged with the reading of text are less likely to benefit from it.

c) Students should be encouraged to respond to the content of a reading text, not just to the language

[21] Jeremy Harmer, *How to Teach English*, (England: Addison Wesky Logman, 2002), p. 98
[21] Francoise Grellet, *Opcit*., p. 4

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It is important to study reading texts for the way they use language, the number of paragraph they contain and how many times they use relative causes. However, the meaning, the massage of the text, is just as important and we must give students a chance to respond that message in some ways. It is especially important that they should be allowed to express their feelings about the topic.

d) Prediction is major factor in reading

When we read text in our language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a singe word. The teachers should give the students "hints" so that they can predict what is coming too. It will make them better and more engaged readers.

e) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading task. The most interesting task can be undermined by asking boring and inappropriate question, the most commonplace passage can be made exciting with imaginative and challenging task.

f) Good teacher exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it does not make sense just to get students to read it and than drop it to move

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on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using language for study and later activation.

2. The Teacher's Role in Teaching of Reading

A teacher is one of the most important people in the beginning reader's life. Nine rules of reading instruction that teachers would do well not to follow are as follows:[22]

a) Aim for early mastery of the rules of reading
b) Ensure that phonic skill are learned and used
c) Teach letters or words one at a time, making sure each one is learned before moving on
d) Make word perfect reading a prime objective
e) Discourage guessing
f) Insist upon word-perfect reading
g) Correct errors immediately
h) Identify and treat problem readers as early as possible
i) Use every opportunity during reading instruction

[22] Frank Smith, *Opcit*., p. 125

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C. Summarization Technique

1. The Concept of Summarization

Summarization is telling the important event or ideas in a story in our own words. A good summary does not give our ideas or opinion. It includes important details that take us from the problem to the resolution. For a story, it includes the narrative elements such as setting, character, plot, conflict, climax, and resolution.[23]

2. The Steps and Strategies of Summarization

There are several steps on how to write and create summaries. Here are some steps that can be used to make a good summary.[24]

Step 1 Preview

Have students preview the passage and ask them to think about what they expect the passage to read.

Step 2 Main Idea

After reading a text, have students ask themselves what the whole article is about and identify the author's message about that topic, have students generate the main idea in their own word.

[23] Http://www.scibd.com/doc/51284/ReadingTechniques - Summarizing
[24] Http://forpd.ucf.edu/strategies/stratsummarization.html

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Step 3 Supporting details

Find the major details of the text and be more specific. Ask students to consider any notes that were taken during the reading of article.

Step 4 Check and polish

Have students take time to review their summary and polish their thoughts. Make sure complete sentences are used and that the students use their own words are extremely important

There are 50 techniques of summarization in any subjects. However, in this study, 22 popular strategies can be used to aid students in the development of summarization skills mentioned as follows:[25]

1) Acronym

It is a technique for memorizing lists of things, for example, ROY G. BIV to remember the colors of rainbow or Never Eat Sour Watermelons to remember the points on a compass. Creating acronym for concepts, cycles, protocols, sequences, and system is a great way to summarize.

2) Advance Organizer

It is a way of providing students with templates, direct instruction, and other tools that can help to succeed. It provides students with a fill – in – the – blank – style.

[25] Rick Wormeli, *Summarization in Any Subjects: 50 Techniques to Improve Students Learning* , (Alexandria, V A: Association of Supervision and Curriculum Development , 2005), p. 33 – 131

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3) Analysis Matrices and Graphic Organizer

A complete matrix helps students to develop patterns of understanding. By using this technique, the students can explore their idea to make summary. Most students are visual learners and the use of graphic organizers will assist them in learning and organizing information. Teachers should introduce each graphic organizer and model its use for students before expecting students to use them on their own. Graphic organizers encourage students to make connection with the text by creating a visual structure.

4) Backward Summaries

In this technique, we can provide both experiences: experiential foundation upon which to draw conclusions, as well as the established big picture concept, principles and rules from with which we can reasonably predict what will happen or make inference.

5) Bloom's Taxonomy Summary Cubes

It provides creative, hands – on activities and promotes substantive review and reflection. There are six faces namely recall, comprehension, application, analysis, synthesis, and evaluation.

6) Body Analogies

Summarization occurs in more than one place with this technique: first, when students are making analogies, and again, when they are presenting their analogies to others defending their ideas against critics.

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7) Body Sculpture

This technique asks each group to create a body sculpture that illustrates the term. One of the members of the group will serve as the docent to explain the sculpture to the rest of the class. Groups can then present to the class.

8) Build a Model

Students must be aware that the goal of building model is to learn the content. The teacher can guild the process to prompt students reflection about what they built the models the ways they did and what each component represents from their learning.

9) Inner or Outer Circle

Inside outside circle is a summarization technique that gets student up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of the text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle. They are partner A. The other halves of the students form a circle facing a partner from the first circle. These students are partner B. Partner A will speak first, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he or she can easily monitor student responses.

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10) Jigsaw

Jigsaw is cooperative learning strategy that helps students work collaboratively to divide a task into manageable chunks. The teacher presents the topic to be learned and divides students into small groups. Each student is responsible for reading and summarizing part of the information on the topic. The student will present the summary of the information to the small group. Each student's part is essential just like all pieces of a jigsaw puzzle are necessary for the complete picture. Each student gets to become a teacher and the workload is divided and conquered.

11) Multiple Intelligence

This strategy draws upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Most readers already use several intelligences while reading and making a habit doing of so in a more disciplined manner – i. e., constantly, or after every paragraph – can result in more vivid, memorable experience.

12) One – Word – Summary

When students are asked to develop one – word summaries, they must apply their critical thinking skill to investigate, read about, and analyze the topic. They must isolate the critical attributes and come up with one good word that fits the topic. This strategy can be used as a classroom

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assessment for learning as students evaluate their own justification for word choice.

13) PQRST

PQRST stands for preview to identify main parts, develop question to which you want to find answers, read the material twice if possible, state the control idea or theme, and test yourself by answering question (or teach the material to someone else)

14) RAFT

This flexible post reading helps students to analyze and reflect upon their reading through persona writing. Based on suggestion provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

15) Somebody Wanted But So

This strategy is used during or after reading to help students understand literary elements such as conflicts and resolutions. It is also a great summarization technique for social studies, since so much of world history is based on the wants and needs of humans. Students complete the strategy on a chart or on a folded piece of paper. They identify who wanted something, what they wanted, what conflict arose, and the resolution.

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16) SQ3R (Survey – Question – Read – Recite - Review)

This strategy is often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.

17) Summarization Pyramid

This strategy makes use of a pyramid shaped graphic organizer. After reading on a particular topic, students will generate pyramid of short answers for their pyramid.

18) Summary Ball

This quick-paced game offers students a kinesthetic approach to summarizing a lesson.

19) T – Chart / T – List

A T-Chart can be very useful to students whom we are still providing scaffolding for with regard to reading for meaning.

20) Think – Pair – Share

Think – Pair – Share is a summarization strategy that can be used in any content area before, during, and after a lesson. The activity involves three basic steps. During the "think" stage, the teacher tells students to ponder a question or problem. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Next, individuals are paired up and discuss their answer or solution

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to the problem. During this step, students may wish to revise or alter their original ideas. Finally, students are called upon to share with the rest of the class. In this strategy, partners discuss answer with another pair before sharing with the class.

21) 3 – 2 – 1

This summarization strategy is an effective way to end a class session. Students are asked to complete the 3 – 2 – 1 prompts on their own paper or on a form created by the teacher. Some examples and links for 3 – 2 – 1 are as follows:

3	3 things I learned today
2	2 things I found interesting
1	1 question I still have

22) Word Splash

Word Splash is a fully formed summarization experience. Although it opens with "a hook" and priming of the brain, its real power comes after the lesson, when students return to the relearning activity to make sense of it using their new insight.

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Table 1: Chart of Summarization Technique

NO	NAME OF TECHNIQUE	INDIVI DUAL	ORAL / INTERACTI VE	WRITTEN	ARTISTIC / PERFORMA NCE	KINESTHE TIC	SHORT	EXTEND ED
1	3 – 2 - 1	X		X			X	
2	Acronym	X		X			X	
3	Advance Organizer	X		X			X	
4	Analyses Matrices and Graphic Organizer	X		X	X		X	X
5	Backward Summaries	X		X			X	
6	Blooms Taxonomy Summary Cubes	X		X	X	X		X
7	Body Analogies		X		X	X	X	
8	Body Sculpture		X		X	X	X	
9	Build a Model	X			X	X		X
10	Camp Song		X		X	X		X
11	Carouse Brainstorming		X	X		X	X	
12	Charades		X		X	X	X	
13	Concrete Spelling	X			X		X	
14	Design a Test	X		X				X
15	Exclusion Brainstorming	X		X			X	
16	The Frayer Model	X		X				X
17	Human Bingo		X			X		X
18	Human Continuum		X			X		X
19	Inner or Outer Circle		X			X		X
20	Jigsaw		X			X		X
21	Learning Logs and	X		X	X			X

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	Journalist							
22	Lineup		X			X	X	
23	Luck of the Draw	X	X	X			X	
24	Moving Summarization		X			X	X	X
25	Multiple Intelligence	X	X	X	X	X		X
26	One – Word – Summaries	X		X			X	
27	P – M – I		X	X			X	
28	Partner A and B		X			X	X	
29	Point of View	X		X				X
30	PQRST	X		X				X
31	RAFT	X		X				X
32	Save the Last Word for Me		X					X
33	Share One Get One		X	X		X	X	
34	Socratic Seminar		X			X		X
35	Somebody Wanted but So	X		X			X	
36	Sorting Cards	X				X	X	
37	Spelling Bee dee Strange		X					X
38	SQ3R	X		X				X
39	Summarization Pyramid	X		X			X	
40	Summary Ball		X			X	X	
41	Synectic Summaries	X		X			X	
42	T – Chart / T – List	X		X			X	
43	Taboo	X	X	X				X

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44	Test Notes	X		X				X
45	Think – Pair – Share		X				X	
46	Traditional Rules – Based Summaries	X		X				X
47	Triads	X	X				X	X
48	Unique Summarization Assignment	X	X	X	X	X	X	X
49	Verbs? Change them!	X		X				X
50	Word Splash		X	X		X		X

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CHAPTER III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation. All of those elements are discussed as follows:

A. Research Design

The research is classified as classroom action research. A classroom action research is a kind of research that begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process, which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.[26] In this study, the researcher acts as the observer who observes the real teacher and students' activities when the teaching and learning takes place. Meanwhile, the real teacher acts as the practitioner who applies the summarization technique during the teaching and learning process.

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classroom's problem in the teaching of reading. To cope with the classroom's problem in the teaching of

[26] Suharsimi Arikunto,dkk, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), cet. VII, h. 56

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reading, the real teacher applies summarization technique during the teaching and learning process.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below:[27]

(1) Planning the action

(2) Implementing the action

(3) Observing the action

(4) Reflection

Considering the purpose of this study, this research design employed in this study will belong to a descriptive methodology. The using of summarization technique in the classroom will be described in the form of words rather than in numbers. Below is the model of classroom action research.[28]

[27] Iskandar, *Penelitian Tindakan Kelas*, (Ciputat: Gaung Persada, 2009), h. 28
[28] *Ibid*., h. 70

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1st Cycle	1. Planning the action	Preparing lesson plan, instructional material and media, some instruments, and the criteria of success.
	2. Implementing the action	Applying the first implementation based on the lesson plan.
	3. Observing the action	Conducting the observation and assessing to the result of the implementation.
	4. Reflection	Evaluating the first implementation and the learning result and revising the first implementation of plan based on the evaluation result
2nd Cycle	1. Planning the action	Identifying the problem, determining problem solving and developing the second implementation
	2. Implementing the action	Applying the second implementation
	3. Observing the action	Data collection of second implementation
	4. Reflection	Evaluating the second implementation
The next cycles		
Conclusion, suggestion, recommendation		

Table 2: Model of Classroom Action Research

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B. Research Setting and Subject

The setting of this study will be conducted at SMP 13 Jemurwonosari Surabaya. This school is far from the main road so the situation is not very crowded. The subject of this study is the seventh grade students of SMP 13 Jemurwonosari Surabaya.

C. Population and Sample

Population is a set (or collection) of all elements possessing one or more attributes of interest[29]. The population of this study is the seventh grade students of SMP 13 Jemurwonosari Surabaya. There are seven classes. Each class consists of around 35 students. Sample is a part of the researched population.[30] Since the number of seventh grade students is very big, the researcher will take class VII A for the sample because the students need sufficient knowledge to improve their reading competence.

D. Research Procedure

The study will be conducted under the following procedures: preliminary study, planning, implementing the action, observing, and reflection.

[29] Suharsimi Arikunto, *Prosedur Penelitian:Suatu Pendekatan Praktek*, (Jakarta: PT. Bumi Aksara, 2008), Edisi Revisi V, h. 108

[30] *Ibid*., h. 108

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1. Preliminary Study

A preliminary study was carried out to get information about the model of teaching and learning English at SMP 13 jemurwonosari Surabaya, especially in teaching and learning of reading. In addition, the researcher attempts to get information about the students' problems in teaching and learning process, especially in teaching and learning of reading comprehension. In the preliminary study, the researcher meets the headmaster of SMP 13 Jemurwonosari Surabaya to talk about the plan of the research and English teacher of seventh grade students for an informal interview and doing direct observation in the teaching and learning process. Conducting an informal interview with the English teacher, the analysis is carried out. From the analysis, the researcher will find out the students' reading achievement of reading comprehension. The data obtained from those is used to set up an action plan.

2. Planning

In relation to the application of action research, the researcher will make a prior preparation to the implementation of the action based on preliminary study. In this case, the researcher will prepare a suitable model of summarization technique in reading comprehension, design a lesson plan; prepare instructional material and media, criteria of success, and test.

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a. Preparing Model of Summarization Technique

In conducting the research, the researcher will develop a model of summarization technique in teaching of reading comprehension. There are three phases of reading comprehension, namely pre-reading, whilst-reading, and post-reading activity. Below is the model of summarization technique through T – Chart in teaching of reading comprehension.

Table 3: Model of Summarization Technique Steps

First Step	Pre-Reading	▪ Activate background knowledge of students ▪ Setting purpose of reading/Making prediction or previewing about a story
Second Step	Whilst-Reading	▪ Modeled reading (reading the text once or twice aloud or silently) ▪ Identify the general topic of the text ▪ Discuss the difficult words ▪ Identify the main idea of each paragraph ▪ Identify supporting details of each paragraph ▪ Classify the details of each paragraph into important and not important details ▪ Draw a T-Chart based on the main idea and the important details ▪ Write the summary based on the T-Chart
Third Step	Post-Reading	▪ Review the students' summary and polish their thoughts

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		▪ Check the students' reading comprehension by asking questions to the students based on the text

b. Lesson Plan

The lesson plan is designed by considering the following items :(a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) instructional material, (f) assessment and evaluation (see appendix 13 and 15).

c. Instructional Material and Media

In conducting the research, the researcher will prepare the instructional materials and media, which are relevant to the topic for the reading. Both materials and media are taken from textbooks or other available sources and selected by the researcher. The instructional materials will be appropriate with the theme that should be given and the students' level. The media used are interesting, varied, appropriate with the theme, and supporting the teaching and learning activity (see appendix 14, 16, and 17)

d. The Criteria of Success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of

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success are used to see whether the application of the summarization technique in the teaching of reading comprehension succeeded or failed.

There are three criteria used in the research to measure the success of the action, they are as follows:

1) The teacher has good performance in implementing the summarization technique.
2) The students are enthusiastic and approximately 75 percent of them participate during the teaching and learning process.
3) More than or equal to 60 percent of the students' score of reading comprehension test is greater than or equal to 20 (see appendix 9)

3. Implementing the Action

After the planning is finished, the researcher implements the summarization technique to the seventh grade students of SMP 13 Jemurwonosari Surabaya. In implementing this study, the real teacher as the practitioner will carry out the lesson plan while the researcher plays as observer during the instructional process. This action is carried out in two cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in two meetings in which each meeting takes about 2 X 40 minutes.

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4. Observing the Action

Observation is conducted to identify the classroom activities occurring during the teaching and learning process. The observation is conducted when the action is being implemented in the classroom. Observation checklists and field notes are used to facilitate the observer conducting the observation. These observations are used to monitor the teacher's step of action and the student's response toward the action given by the teacher during the teaching and learning process. The result of the observation and the field notes will become input for the improvement of the teacher performance in the following meeting.

a. Data and Source of Data

Data obtained in the study are in the form of transcripts of observation and field-notes and student's scores. The first data is concerning with the process of the implementation of the action in the context of teaching and learning process. They are gained from the results of observation and field-notes. The second data is obtained after the students have a test conducted at the end of each cycle.

b. Instruments and Data Collection Technique

There are some instruments prepared in order to be easier in monitoring the implementation of teaching and learning activities. All of those instruments are described as follows:

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1) Observation Checklist

Observation allows the researcher to study the students in their "natural setting" without their behavior being influenced by the presence of a researcher. This kind of data can "fill out" and provide a deeper, richer, understanding than survey work, which tends to produce less detailed information about a large number of students.[31]It is used to inspect and observe the implementation of summarization technique during the teaching and learning process. This observation is addressed both to the teacher and to the students. There are two observation checklists employed. The observation checklists for the teacher are used to observe the teacher's activities when the real teacher teaches in the classroom (see appendix 3 and 4), while the observation checklists for the students are used to observe the students' activities during the teaching and learning process in the classroom (see appendix 1 and 2).

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teacher's activity and the student's activity. There are 14 items in the teacher's activity. Those items describe the activity from the

[31] Sanapiah Faisal, *Format – Format Penelitian Sosial*, (Jakarta: PT. Raja Grafindo Persada, 2007), h. 135

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beginning until the ending of teaching and learning process that should be applied by the teacher.

Then, in the observation checklists of students' activity, there are 15 items, which describe the student's activity in the class during the teaching and learning process.

Finally, the researcher gives the explanation from the each items above based on the result of observation checklists in order to make the data clearly and understandable.

2) Field-notes

The field-notes are used to investigate the teacher's and the students' activities which are beyond the observation checklists. They contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom.[32] These field-notes are intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the appropriateness of reading task, the practicality and ease of the technique used, and the student's attitudes and problems during the implementation of the summarization technique (see appendix 5 and 6).

[32] Suharsimi Arikunto., *Opcit*., h. 78

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3) Assessments forms

Assessment is a process by which information is obtained relative to some known objective or goal. Assessment requires the gathering of evidence of students' performance over a period of time to measure earning and understanding.[33]

This instrument is for the result of student's ability in making a summary in reading comprehension. It contains some scored aspects to measure the students' ability in making a summary (see appendix 9).

4) Questionnaire

Questionnaire is an instrument that contains some written questions including attitudes, opinion, preference, and information[34]. The questionnaires are used to know the students' opinion on the strategy of summarization technique in reading. They are also used to know whether the strategy is helpful to solve their problem in comprehending the text. The questionnaire is done after the students finish doing the reading activity.

Before the students answer the questionnaire, the researcher will explain each question in the questionnaire (see appendix 7).

[33] Richard I. Arends, *Learning to Teach: Belajar untuk Mengajar*, (Yogyakarta: Pustaka Pelajar, 2008), Edisi VII, h. 217

[34] Sanapiah Faisal., *Opcit*., h. 122

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5) Set of tests

A test can be defined as a method of measuring an individual's ability, skill, or knowledge in some area[35]. This last instrument is used to see the students' achievement after the implementation of action. In this case, the tests are conducted at the end of each cycle. The type of test is chosen under the objective that the students can express their ideas flexibly in line with their understanding.

The question of the tests consists of identifying main idea, finding details or examples, and making summary. The texts for the test are adapted from some English books for the seventh grade students of SMP 13. They are directed to make sure the students' progress in reading comprehension after having a reading comprehension session through the summarization technique (see appendix 18).

The data obtained from the above instruments are used to provide information of what aspects of the target, which have been achieved.

[35] Renzo Titone and Marcel Danesi, *Applied Psycholinguistics: An Introduction the Psychology of Language Learning and Teaching*, (Toronto: University of Toronto Press, 1985), p. 154

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5. Reflection

Reflection is concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom[36]. The results of reflection will become input in improvement of teaching and learning activities.

There are two kinds of reflection employed in the study. The first reflection deals with thinking back on what the teacher has done in implementing the action and on the students' behaviors in joining the reading class. It is conducted after the teaching and learning process on each meeting. It is based on the results of the observation and field-notes. The researcher and the real teacher will crosscheck the results of the observation and field-notes. The crosscheck is to share perception about the strength and the weakness of the teacher in implementing the summarization technique. Moreover, it is also used to check the students' behaviors in doing the task. In short, the objective of this reflection is to improve the teacher's steps in implementation in the next meeting.

The second reflection is a reflection as a total process conducted at the end of each cycle. It is made to judge to what degree the students' competence in each cycle that has been improved. In addition, the strengths and weaknesses in implementing summarization technique are also evaluated. It is conducted after analyzing the data obtained from observation, field-notes, and test.

[36] Iskandar, *Opcit*., h. 120

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E. Data Analysis

Gay states that analysis of data can be investigated by comparing responses on one data with responses on other data.[37] There are five kinds of data gathered in this study. The first data are those concerning with result of students' active involvement during the class. The second data are those concerning with the teachers' activities during the teaching and learning process. The third data are those concerning with result of students' category in making summary. The fourth data are those concerning with result of students response toward the learning process. The fifth data are those concerning with result of students' score of the reading text in each cycle. The result of data analysis will be reported if this analysis is allowed.

In the process of analyzing the result of the students' active involvement during the class, the students are considered students' actively involved in teaching and learning process if the observation checklists for each activity shows "good or very good active involvement". It means that more than or equal to 75% of the students do the activities in the classroom (see appendix 1)

In the process of analyzing the result of teacher's activities during the teaching and learning process, the teacher is considered to have a good performance if observation checklist for each activity shows score "good or very good performance". It means that the researcher can develop the summarization technique and do appropriate steps based on the good lesson plan (see appendix 2).

[37] *Ibid*., p. 74

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Meanwhile, in the process of analyzing the students' response toward the process of teaching and learning using summarization, the questionnaire can be done. If most of the students feel happy and give positive response toward the use of summarization technique in improving the students' reading comprehension, it means that they are interested in this technique (see appendix 4). Then, in the process of analyzing the result of the students' competence in making summary, the researcher will use the assessment form of the students' summary writing. If the assessment form shows point 20 or 40, it means that they have a "good or very good" competence in writing summary (see appendix 5).

The last, in the process of analyzing the improvement of the students' reading comprehension after implementing the summarization technique, the reading comprehension test is conducted at the end of each cycle. This last data is used in second reflection because it is conducted at the end of each cycle.

F. Data Conclusion and Data Validation

The data conclusion is divided into two parts; the conclusion of each cycle and the final conclusion. In the conclusion of each cycle, it is determined whether the following action cycle is needed. In this case, an action is considered completed when the implementation of action is appropriate with the planned action as mentioned in the observation checklist for teaching. In addition, the consideration of succeed in implementing the action is also based on the result of students'

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summaries. Meanwhile, the final conclusion is described briefly the most effective model that has been found.

The last step is data validation applying method triangulation. Triangulation is qualitative cross – validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.[38]In this study, this kind of triangulation will be conducted by employing four methods of collecting data namely observation, questionnaire, field notes, and set of test.

[38] Iskandar, *Opcit*., h. 85

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CHAPTER IV

RESULT AND DISCUSSION

This chapter dealt with the data presentation and discussion of the research. The researcher would like to consider and review what happened during the implementation of summarization technique in improving the students' reading comprehension ability. The discussion will elaborate the glance description of research object and the answer of problem of study in the chapter I.

The justification of the research findings discusses about the result of the observation checklists from the first until second cycle, the result of the field notes from the first until second cycle, the result of the questionnaire, and the last is the result of reading comprehension test.

The discussion of the research findings section will mainly talk about the analysis of the classroom activities during the implementation of the strategy, the analysis of the students' responses toward the implementation of the strategy in the classroom, the analysis of the influence of the strategy toward the students' reading score, and the last is the discussion of the advantages and disadvantages of the strategy.

A. The Glance Description of Research Object

SMP 13 Jemurwonosari Surabaya is located in Jemursari II Street Surabaya. The location of the school is so far from the main road that the situation is not

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very crowded. This school is also easy to be accessed by all citizens around the town of Surabaya.

The school has many facilities, such as yard, well – built classroom, hall, laboratories, canteen, parking lot, mosque, library, computer, etc. Since the location of the school is far from the main road, all the students can follow the process of teaching and learning well. During the breaking period, students are happy to play around the yard because there are some trees that make the yard comfortable as a playground.

All the teachers of SMP 13 Jemurwonosari are very competent in their fields. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teachers, but also all the school workers consider discipline and responsibility as most important matter. The teachers and the school workers work each other to keep the school's good reputation and the students' quality.

All the students of SMP 13 Jemurwonosari are considered as selected students who have many achievements. Their interaction with their teachers is very good. One of the strategic classrooms is class VII A. There are 35 students consisting of 18 boys and 17 girls. The class is well equipped with some pictures of Indonesian hero and a white board in front of the classroom. The white board is used as the facility to explain the material during the teaching and learning process. The students of class VII A have sufficient knowledge in English skill.

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B. The Description of the Teacher's Activities in Implementing Summarization Technique

As stated in chapter III before, there were two cycles in this research. The topic was different in each cycle. The teacher had prepared the topic that will be used in implementing the summarization technique. The description of the teacher's activities in implementing the summarization technique is explained as follows:

1. First Cycle

In the first cycle, the teacher started by saying greeting to the students and checking the students' attendance to create conducive atmosphere. Before teaching, she had prepared the topic, which would be used to teach summarization technique. In this cycle, the teacher selected describing sport as the topic.

a. Pre – Reading Activity

In the pre – reading activity, the teacher distributed a piece of the text to the students. Then, she read the title of the text and as ked the students to read together after her. Next, she asked some question related to the title. In this meeting, the teacher did not activate the students' background knowledge.

The pre – reading activity above still was not effective to create the students' enthusiasm to read the text. However, the teachers' question was

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understandable for the students. The students still considered reading as monotonous activity.

b. Whilst – Reading Activity

In this activity, the teacher asked two students to read the text aloud in order to correct the pronunciation. Then, the teacher explained the definition of summarization technique and the steps on how to make a good summary after reading the text. Next, the teacher helped the students to identify the general topic of the text, the main idea of each paragraph, the supporting details of each paragraph, and classify the details of each paragraph into important and not important details. The teacher also helped the students to draw a T – Chart based on the main idea and important details. The example of T – Chart made by the teacher was as follows:

Table 4: Model of T - Chart

T - Chart	
Topic:	
Main idea	**Details**
1.	1.
2.	2.
3	3

Then, she asked the students to write the summary based on the T – Chart. The teacher did not forget to monitor the students' work by coming to their desks and giving motivation to them.

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While all of the students were writing the summary, the teacher guided them by giving explanation to several students who felt difficulty to get ideas for their summary.

Whilst – reading activity in this cycle showed that the technique had not successfully helped the students to comprehend a text. This problem might be caused by the new strategy applied by the teacher in the classroom. As a result, the students still could not get the point of this activity.

c. Post – Reading Activity

After constructing the summarization technique, the teacher asked the students to collect their summary of text. Then, she reviewed the content of text, checked the students' comprehension, and made conclusion of the text.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of summarization technique. As a result, the researcher got some information from the students' responses. The teacher also could know how far the technique helped the students to comprehend a text. The result of dialogue could be the reflection for the next cycle.

2. Second cycle

In the second cycle, the teacher started the lesson not only by saying greeting and checking the students' attendance, but also motivating the

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students. The teacher had prepared the topic which would be used develop summarization technique that had been taught before. In this cycle, the teacher chose describing animal as the topic.

a) Pre – Reading Activity

In the pre – reading activity, the teacher distributed a piece of the text to the students. Then, she asked the students to read the title of the text together. Next, the teacher gave a game related to the aim of teaching and learning English. The teacher made the statements or questions related to the topic through picture to invite the students' background knowledge. The dialogue, which was done by the teacher and the students, was as follows:

Teacher : What is this? (*The teacher showed the picture to the students*)

Students : Elephant Mrs

Teacher : Excellent. What do you know about the elephant?

Student (1) : It is big

Student (2) : It is strong

Student (3) : It has long nose

Student (4) : It eats peanut,etc

The teacher mentioned the students' answer related to the physical of elephant. Then, she asked the students to read the text silently.

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b) Whilst – Reading Activity

In this activity, the teacher just gave the short explanation in order to help the students recall it because this technique had been taught I the students before. Then, the teacher encouraged the students to find the difficult words from the text to increase their vocabulary. Next, the teacher asked the students to summarize the text as the previous meeting. The teacher helped the students to summarize the text by drawing a T – Chart containing the topic, main idea, and details or examples. The teacher also motivated the students to summarize the text by using their own words.

While all of the students were summarizing the text, the teacher controlled the students' work by coming to their desk and giving motivation to them.

Whilst – reading activity in this cycle had successfully helped the students not only comprehend a text but also improve their memory of what was read. As a result, the students got the gist of this activity. They were also enthusiastic to summarize the text.

c) Post – Reading Activity

After conducting the summarization activity, he teacher got the students to submit their assignment. Then, she reviewed the content of text, checked the students' comprehension, and concluded the content of text.

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Before closing the class, the teacher evaluated the teaching and learning process. Then, she asked the leader of class to distribute the questionnaire given by the researcher. The questionnaire will show the opinion of each student toward the using of summarization technique to improve the students' reading comprehension.

C. The Description of the Research Findings

The research findings contain the data collected during the research. The data are resulted from the instruments of the research. The observation checklists and the field notes are used to collect the data about te classroom activities. The questionnaire is used to collect the data about the responses of the students toward the implementation of the strategy and the advantages and disadvantages of the summarization technique.

The indicator of this research is students are able to comprehend a reading text by making summarization and get a standard minimum score of 20 in the reading comprehension test.

1. The Result of the Observation Checklist

The observation checklist is an instrument completed by an observer to observe the teaching and learning process in the classroom during the implementation of suggested strategy. There are two observation checklists.

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a. First Cycle

The first cycle was done on May 18, 2009. The text used in this cycle was a descriptive text entitled "Sport". This meeting was the first time for the students to use the new strategy introduced by the teacher. To begin with, the teacher introduced the topic of the text. Then, the teacher explained about the using of summarization technique and gave the modeling steps on how to make a summary after reading a text. Students answered the comprehension question about the text and made a summary in the end of the process of teaching and learning. The introduction of the strategy ran well after the teacher had given example how to fill the column of T – Chart.

From the observation checklist, it could be seen that the teacher got difficulty to manage the class. She also forgot to give motivation to the students and aroused the schemata of students about the topic. One thing to be taken into consideration was that this strategy still had not motivated the students to read the text. Some of them were still confused about how to make a summary with the help of the T – Chart because they did not have the point of summarization activity.

b. Second Cycle

The second cycle was conducted on May 27, 2009. The text used in this cycle was a descriptive text entitled "Elephant". In the second cycle,

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students were no more confused with the mechanism of the strategy although the teacher gave them a new topic. There were no remarkable things to be reflected in this cycle because the summarization activity has been done by the students well. To begin with, the teacher gave motivation to the students and aroused their schemata about the topic through picture as a media to gather the students' attention. The result of learning was that students were able to make summary not only based on the T – Chart but also by using their own words.

2. The Result of Field Notes

When the teacher implemented the strategy in the classroom, the observer monitored the teaching and learning activities by making notes on some important to be discussed in the reflection stage. The result of the field notes would be used to add some information that might not be covered by the items in the observation checklist. In the reflection stage, the result of the field notes was considered for the next cycle of the research. Below is the field note of the first and second cycle.

a. First Cycle

1) Teacher and Students' Activities in Teaching and Learning Process

In the beginning of the meeting, teacher also explained the students about the purpose of teaching. Since the mechanism of the

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strategy was conducted in pairs, the teacher had prepared the hand out (text) well. Students' responses were good, but they were not active in the class. Several students correctly answered some questions about the topic.

However, there were still some things to be considered more on the next cycle, for example the classroom domination, students' attitude when strategy was implemented in the classroom, and students' problem with the mechanism of strategy.

2) Comments from Observer about the Teacher and Students' Activities

Generally, the teacher had briefly explained the material. However, the aim of the implementation of summarization technique had not been achieved well because the students were not accustomed to make summary of text. For the next cycle, the teacher should motivate the students, pay attention to the students' interaction and create a good atmosphere so that the students will participate more actively in the class.

b. Second Cycle

1) Teacher and Students' Activities in Teaching and Learning Process

As a pre – teaching activity, the teacher used picture as a media to activate background knowledge of students so that the students were

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more active than before. In the whilst teaching, the teacher asked the students to find some difficult words and discuss them In the last activity, the teacher polished the students' thought before making summary so that the students were no more confused and were able to make a summary by using their own words.

2) **Comments from Observer about the Teacher and Students' Activities**

In this cycle, the observer has found some meaningful development in the classroom activity, the teachers' preparation, and the responses of the students. The students had no more nervousness because the teacher did not dominate the classroom very much. When the results of the test in this cycle increases, it is possible that this cycle will be the last cycle of this research.

3. The Result of Questionnaire

The questionnaire concerns about the development of the classroom activity after the implementation on summarization technique. This development includes the students' point of view on using summarization technique in teaching and learning process, the topic of the text, the teacher's role, and the advantages and disadvantages of summarization technique.

The questionnaire consists of 15 questions. The question number 1 up to number 2 concerns about the students' opinion of English lesson especially

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the reading activity. The questio number 3 up to number 6 concerns about the students' opinion of using summarization technique through T – Chart. The question number 7 up to number 9 concerns about the students' opinion of the topic of the text. The question number 10 up to number 13 concerns about the teacher's role. In addition, the question number 14 up to 15 concerns about the students' opinion of the advantages and disadvantages of summarization technique.

The following is the result of questionnaire in the form of number and percentage.

Table 5: The Results of Questionnaire

Number of Question	A	B	C	D	Total
1	7	18	10		35
2	8	21	5	1	35
3	5	23	7		35
4	5	20	6		35
5	2	20	13		35
6	8	21	6		35
7	5	20	10		35
8	4	9	5	17	35
9	9	23	3		35
10	7	17	11		35
11	7	17	11		35
12	9	19	7		35
13	5	23	7		35
14	15	19	1		35
15	11	21	3		35

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a) The Students' Responses of Reading Activity in English Lesson

Matters	A	B	C	D
English Lesson	20%	51, 43%	28, 57%	-
Reading activity	23%	60%	14, 3%	3%

b) The Students' Responses of Summarization Technique

Matters	A	B	C	D
Technique's interest	14, 3%	65, 7%	20%	-
The implementation of technique	25, 7%	57, 1%	17, 1%	-
Technique's level	5, 7%	57, 1%	37, 1%	-
Technique's function	23%	60%	17%	-

c) The Students' Responses of the Topic

Matters	A	B	C	D
Topic's interest	14, 3%	57, 1%	28, 6%	-
Topic's level	11, 43%	25, 7 %	14, 3%	48, 6%
Technique's necessity in summarizing	25, 7%	65, 7%	8, 6%	-

d) The Students' Responses of the Teachers' Role

Matters	A	B	C	D
Teacher's explanation on topic	20%	48, 6%	31, 4%	-
Teacher's	20%	48, 6%	31, 4%	-

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explanation on text/story				
Teacher's mastery on text/story	25, 7%	54, 3%	20%	-
Story's level	14, 3%	65, 7%	20%	-

e) The Students' Responses of the Advantages of Summarization Technique

Matters	A	B	C	D
Technique's role	42, 3%	54, 3%	3%	-
The advantages of technique	31, 4%	60%	8, 6%	-

4. The Result of Reading Comprehension Test

In this research, there are two scores from the students. These scores come from the results of the two cycles of the research. The indicator of this research is that students are able to comprehend a text by making summary of the text through T – Chart and reach the standard minimum score of 20.

Generally, all of the students have reached the standard score determined by the researcher in criteria of success. The result between the first and second cycle are varied, some marks are increasing, others are decreasing, and there are stagnant marks in which the students did not make any

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increasing or decreasing result. The result of second cycle has showed an increasing score. All the students have been able to reach the indicator stated.

D. The Discussion of the Research Findings

In this section, the discussion will be divided into four matters, namely the discussion of the classroom activities during the implementation of the strategy in the classroom, the discussion of the students' responses toward the implementation of the strategy, the discussion of the results of reading comprehension test, and the discussion of the advantages and disadvantages of summarization strategy. The explanation of each discussion is described as follows:

1. The Discussion of the Classroom Activities During the Implementation of the Strategy in the classroom

In this part, the discussion will be divided into three matters. First is about the teacher's preparation, the second matter is about the application of summarization technique, and the last one about the topic selection. However, the result of field notes will be used to provide some information that may not be covered by the items in the observation checklists.

First is about the teacher's preparation. In the first cycle, the teacher's preparation was not good. The teacher forgot to motivate the students and arouse the students' schemata about the topic that was going to be learned so

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that the students could not focus on the lesson well. While in the second cycle, there was advancement in teachers' preparation. The teacher had prepared the lesson well. Before beginning the lesson, the teacher motivated the students and activated their background knowledge by using picture as a media of teaching.

The second matter is about the application of summarization technique. In the first cycle, the students might a little bit confusing with the implementation of strategy because it was the first time for them to apply such strategy and the teacher much more dominated the classroom. On the contrary, in the second cycle, the teacher showed improvement in implementing the strategy. The teacher also no more dominated the classroom so that the students were motivated to read the text. They were also active to participate in the classroom.

The last one is about the topic selection. The choice of topic is expected to be understandable, suit with the students' level, improve students' vocabulary, motivate students to learn, and fit with the students' interest. However, it is not easy to choose the appropriate topic to support the teaching and learning activity. In the first cycle, although the topic was quite understandable and in line with the students' level of proficiency, it was not in line with the students' interest and with the theme that should be given. Therefore, the students were less motivated to learn the text. In the second cycle, the students did not face some problems about the topic. The result of

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questionnaire showed that the topic was relevant with students' interest and easy to understand. Thus, it improved their vocabulary and motivated them to learn.

2. The Discussion of the Students' Responses toward the Implementation of the Strategy

In the description of the research findings, the result of questionnaire has been briefly explained. The result of the questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into five matters. The first is about the students' responses of English lesson especially in the reading activity, the second is about the students' responses of using summarization technique through T - Chart, the third is about the students' responses of the topic of the text, the fourth is about the students' responses of the teachers' role, and the last is about the students' responses of the advantages of the technique.

The first is about the students' responses of English lesson especially in the reading activity. Based on the result of questionnaire, it could be concluded that most of the students liked English lesson. Although 28, 57% of the students stated that they rather liked English lesson, 60% of the students admitted that they liked learning English especially in reading activity.

The second is about the students' responses of using summarization technique. Based on the result of questionnaire, it could be concluded that the

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technique applied by the teacher was interesting. Although 20% of the students admitted that the technique was not too interesting, 65, 7% of the students admitted that the implementation of the strategy was easy to be followed. In addition, most of the students considered that the technique was appropriate and able to help them explore their opinion. This could be seen from the result of questionnaire that 60% of the students could get their idea by using this technique.

The third is about the students' responses of the topic of the text. Based on the topic's level in the result of the questionnaire, the data showed that 57, 1 % of the students admitted that the topic was interesting and 48, 6% said that the topic was not difficult. It could be concluded that the topic was interesting and easy to understand since the topic presented by the teacher was in line with the students' level of proficiency.

The fourth is about the students' responses of the teachers' role. Based on the result of questionnaire, the data pictured that there were 48, 6% of the students stated that the teacher could briefly explain the lesson. In addition, there were 54, 3% of the students considered that the teacher mastered the strategy well. It could be concluded that the teacher's role was really good in the class that the students could comprehend the material well.

The last is about the students' responses of the advantages of summarization technique. After the implementation of the strategy, there were 54, 3% of the students who stated that that this technique was necessary to be

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implemented in SMP 13 Jemurwonosari Surabaya. In addition, there were 60% of the students agreed that this technique was beneficial to improve students' reading comprehension. Based on the result of questionnaire, it could be concluded that this technique has many advantages for the students in enhancing their reading competence.

In conclusion, the above discussion showed students' responses toward the implementation of the strategy was gradually good because the students admitted by themselves that this strategy was useful for them.

3. The Discussion of the Results of Reading Comprehension Test

The researcher would like to analyze the result of the students' reading comprehension. In this analysis, the researcher will present the result of reading of reading comprehension test in the form of percentage. The discussion is divided into two kinds, namely the achievement of standard minimum score and the recapitulation of increasing score between first and second cycle. There are two scores to be analyzed. The result of the students' score can be completely seen in the appendix 10.

a. The Achievement of Standard Minimum Score

Based on the summarization rubric, the standard minimum score of this research is 20, while the maximum score is 40. Since the standard

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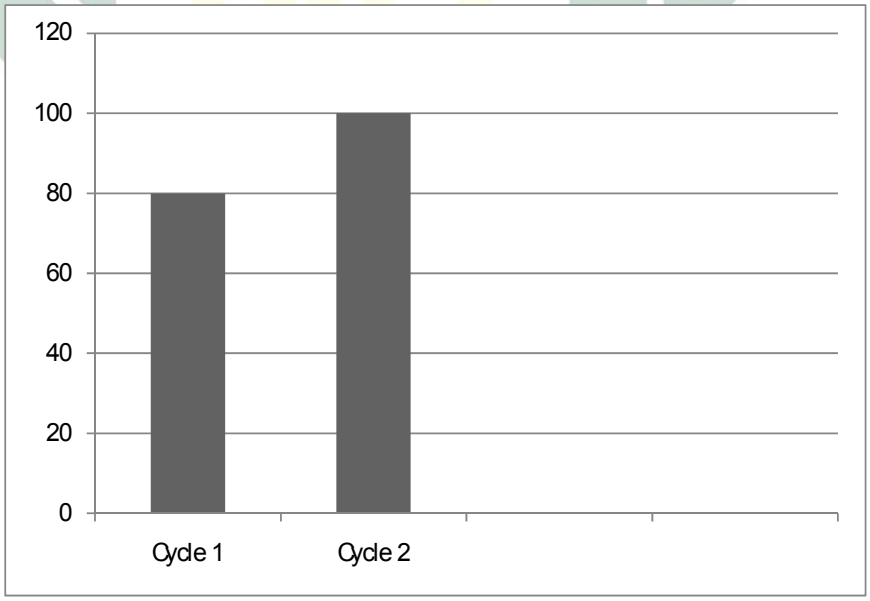
minimum score of this research is 20, the cycle of this research will be stopped when all the students have reached the standard minimum score.

In this research, the second cycle is considered as the last cycle because all the students have achieved the standard minimum score. The result of standard minimum score percentage can be completely seen in the appendix 11. Below is the diagram of students' standard minimum score achievement from the first cycle until the second cycle in the form of percentage.

Diagram 1: Diagram of Standard Minimum Score Achievement



In the first cycle, the above diagram showed that 80% students were able to get score more than 20. While in the second cycle, all the students got the standard minimum score. The increasing percentage of the

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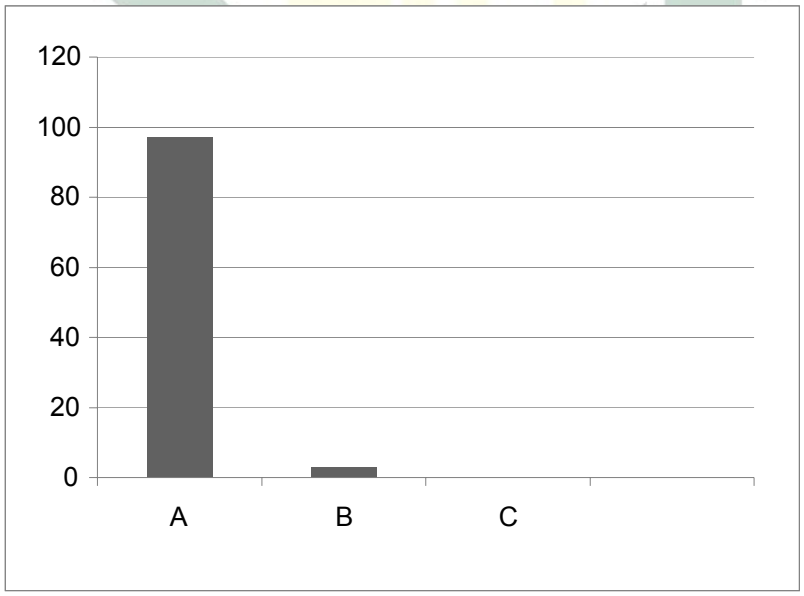
standard minimum score between first and second cycle is 20%. It means that all the students can accept the summarization technique through T – Chart well because all the students have been able to reach the standard minimum score.

b. The Recapitulation of Increasing Score

In this section, the researcher will analyze the percentage of the first and second cycle score. Below is the diagram of increasing score recapitulation.

Diagram 2: Diagram of Increasing Score Recapitulation



Description:
A= increasing mark
B = stagnant mark

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C = decreasing mark

Between the first and second cycle, the researcher found that there were some developments on the increasing score. The percentage of the increasing score was 97, 14%, another 2, 86% got stagnant score, and no one of students got decreasing mark.

The result of this recapitulation can be used to see the enhancement of students after the application of this strategy. There was a remarkable enhancement on the increasing score. This revealed that the strategy was extremely well accepted by the students. They were also attempting to adapt this strategy during the classroom activity.

The complete recapitulation of increasing percentage between first and second cycle result can be checked in the appendix 12.

4. The Discussion of the Advantages and Disadvantages of Summarization Technique

According to the discussion of the result of questionnaire and the observation checklist, there are many advantages of summarization technique. They are mentioned as follows:

a) The students will have more confidence in uttering their opinion in the classroom.
b) Since the topic is interesting, the students will be curious and much more motivated to read.

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c) If students are accustomed with this strategy, they will need less time to read the text.

d) The students will be more active to take a part in the classroom.

e) The students will be accustomed to summarize.

f) The students will be able to improve their memory.

g) The students will be able to enrich their vocabulary.

The advantages of this strategy come from the choice of the text. This technique will be difficult for the students if the teacher is unable to select the topic of the text based on the students' level of proficiency. Therefore, the teacher should be able to select the topic that matches with the students' interest and knowledge.

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CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter will mainly present the conclusion and the suggestions of this thesis. The analysis in the previous chapter will be concluded and finally the researcher will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially teacher or other researcher who is going to conduct the research in the same field.

A. Conclusions

This study focuses on the implementation of summarization technique to improve students' reading comprehension through T – Chart. Based on the result of the study, it can be concluded that:

1. There are three parts of activities in the implementation of summarization technique through T – Chart in SMP 13 Jemurwonosari Surabaya. They are described as follows:

   a) Pre – Reading Activity

      In this activity, the teacher starts the teaching by asking the students to read title of text together. Then, she asks the students some questions

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related to the title. After that, she gives the statements related to the topic to invite the students' background knowledge

b) Whilst – Reading Activity

In this activity, the teacher asks one of students to read the text once or twice aloud. Then, she explains the use and the model of summarization technique through T – Chart. She asks them to identify the general topic of the text, main idea of each paragraph, and supporting details of each paragraph. Next, she asks the students to classify the details of each paragraph into important and not important details. After that, she draws a T – Chart based on the main idea and the important details. Finally, she asks the students to summarize based on the T – Chart.

c) Post – Reading Activity

In this activity, the teacher asks the students to submit their summary test. Then, she reviews the content of text and checks their comprehension. After that, she makes conclusion of the content of the text. She also asks the students their difficulties and their responses toward the using of summarization technique.

2. Summarization can be used as an alternative reading technique to improve students' reading comprehension, especially to the seventh grade students of SMP 13 Jemurwonosari Surabaya. It is shown in the data from the result of questionnaire and the result of reading comprehension test. The result of questionnaire showed that 65, 7% of the students could follow summarization

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activity easily. In addition, the result of reading comprehension test showed that 100% of the students could get the standard minimum score achievement in the second cycle. Therefore, the summarization technique could minimize the students' problem they faced in reading.

B. Suggestions

In this research, the researcher is attempting to solve the problem of reading comprehension in the Junior High School community. To solve the problem, the researcher is applying a strategy called Summarization technique. Since this strategy has 50 techniques, the researcher only takes T – Chart technique to be implemented in the classroom. This technique is proven as a good strategy in improving the students' reading comprehension especially for students of Junior High School.

The researcher expects that this research will be the beginning of teaching innovation. There should be real steps to improve teaching and learning process. In this case, teacher should get more guidance about how to make an innovation in teaching.

For teacher or another researcher who is going to conduct a research on the same field, the researcher has some important suggestion that could be taken into consideration. The material chosen must be attached to the

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students' level and the classroom activity must be able to grasp the students' attention. One thing, which is also remembered, is that in the classroom, students are much more important than everything is.

The finally yet importantly, the researcher expects that this thesis will give advantages to many aspects, especially in the educational world.

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