



ENHANCING READING COMPREHENSION THROUGH THE UTILIZATION OF THE SUMMARIZATION STRATEGY

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Abstract

Summarizing strategy is an effective teaching method for improving reading skills. This study focused on enhancing the reading comprehension and learning activity of eleventh-grade students at SIJA, SMK N 9 Bandar Lampung. Classroom action research was used with 29 students as subjects. Both test and non-test instruments were employed to gather qualitative and quantitative data. The results demonstrated that the summarizing strategy effectively improved reading comprehension and learning activity for these students. English teachers can consider using this strategy to enhance the reading abilities and learning engagement of EFL students.

Keywords: CAR, Reading Comprehension, Summarizing Strategy

INTRODUCTION

The most crucial learning ability for English language learners is reading (Konza, 2014). To enhance reader competence, the majority of individuals in the world currently share knowledge to increase their comprehension and skills. Individuals can obtain expertise, amusement, and ideas by reading. Reading is an evolving process that requires readers to integrate the material's content with their prior knowledge to develop their reading comprehension. Due to this, senior high school students have been introduced to reading instruction since the beginning of the semester. Reading skills can be effectively improved whenever collaborating with listening, speaking, and writing practices. Reading might be expressed in different meanings. The adept reader can easily distinguish the contents of text and determine which portions were crucial and which were onerous to comprehend while reading. On either perspective, a poor reader could not distinguish between essential and supplementary concepts. Reading was interpreted in several different ways. As a crucial activity in the classroom, reading was not simply an origin of knowledge and enjoyment but, instead, a way to enhance one's command of the English language (Zulianti & Hastomo, 2022). Likewise, reading can



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be expressed as an action or exercise to conceive and develop meaning that implicates the relation between the reader and text (Özdemir, 2018). Students must master the four language skills, namely, reading, writing, speaking, and listening, as explained in the English lesson, which is contained in the curriculum concept. Learning English aims to develop four language skills and its language components, namely, vocabulary mastery, pronunciation (in speech) or spelling (in writing), and the grammatical structure that supports the students. Therefore, the students can be capable of mastering English properly.

Students must be competent to understand a variety of sources, and this ability is essential for ongoing knowledge. Reading can be a process of acquiring details, including evaluating a text while using written media or printed material (Zafarani & Kabgani, 2014). It was expressed that people can interact to express knowledge or ideas through reading. If reading is combined with activities involving speaking, listening, and writing, a particular ability will be effectively developed. Initial reading and reading comprehension are two different reading categories. Initial reading refers to an activity attempted by persons who cannot comprehend the text but desire to acquire knowledge while reading. (e.g., acquiring knowledge while reading, letter combinations, and basic phrases) (Brown, 2004).

The primary objective of reading in language education was to enhance one's competence in interpreting a topic or text (Hastomo & Zulianti, 2022). Reading comprehension can be interpreted as knowledge in building meanings through coordinating several complicated processes related to reading, word knowledge, and fluency (Perfetti et al., 2008). Through that statement, the students must be competent to determine the significant points in the text, in-depth knowledge, specific information, and social purpose. It means that determining the meaning of a passage and understanding it may be assumed as part of the reading phase. Reading comprehension can be defined as finding or building meanings when interacting with written texts (Vaughn et al., 2018).

Based on preliminary research on eleventh-grade students of SMK N 9 Bandar Lampung. Researchers found various difficulties experienced by students during the English lessons, specifically during reading comprehension lessons. Almost all of the students struggle to figure out a text's content entirely and the knowledge contained in a

text. Those problems make it difficult to conceive and grasp the sense inside the text when answering an exercise of reading comprehension question. In addition, several students have less appropriate ability in reading comprehension. However, understanding a whole crucial component was not easy for students. Students would find it challenging to grasp a text passage during a reading lesson if they cannot read.

The students' insufficient reading comprehension resulted in their inability to conceive the entirety of the text in detail while reading a text passage, their difficulty in understanding an implied meaning of a text and the information contained in it, their poor command of vocabulary, their lack of interest in the learning process, and their passivity during teaching and learning activity takes place (Hastomo & Septiyana, 2022). One of the issues was likely brought on by the manner and teaching strategy employed. Several students complained that reading was tedious and complicated. Moreover, several of them were still unable to respond appropriately when the teacher suggested they read a passage and then explain. Therefore, teachers must develop a strategy for learning, especially in reading lessons. The researcher offers a feasible strategy for teaching reading skills in this circumstance. A feasible strategy was using a summarizing strategy.

The researchers chose to summarize strategies as a learning strategy to enhance the student's comprehension, especially in the reading lesson. The researchers believe the enforced summarizing strategies significantly improve students' comprehension of reading lessons. Summarizing strategy effectively guides students in comprehending several topics (Susar Kirmizi & Akkaya, 2011). Constructing a summary can assist students in recognizing information in detail while reading a text. Furthermore, summarizing was an effective strategy that facilitated the students to improve their learning activity, especially in learning reading.

Summarizing techniques can motivate learners to understand the content and stimulate them to become imaginative in presenting summary content by employing their terms (Numan Khazaal, 2019). It also necessitates that learners understand what is crucial in their reading and then express the content in their own words. Summarizing can be used as a strategy in teaching and learning activities that assist students to eliminate insignificant details and retain critical ideas in a text to summarize (Zhao et al., 2020). The summarizing technique was indeed the reading comprehension method,

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which involved four steps: reviewing the content, evaluating the section, responding in own words, and determining a passage summary. Summarizing guidance assists learners in identifying or generating primary concepts, connecting the primary or core notion, and reducing irrelevant matter. Therefore, summarizing was an essential strategy for reading comprehension (Braxton & Jean Dreher, 2009).

Moreover, summarizing can enhance students' interest in comprehending materials with a precise meaning. The learner is required to be capable of analyzing the significant notions and figure out precisely how they pertain to other notions. Summarizing is a complicated process in which learners spend moments expanding the substance of a piece of writing or a circumstance in the form of text briefly or in paragraphs to create a more effective form (Saddler et al., 2016). This technique is possibly tricky and baffling to learners unfamiliar with the technique. Similarly, summarization was possible to say that enhancing the student's memories of the information read. They discovered that students who achieved summarizing education using guidelines or instinctive approaches could perform better in uncovering the central notion (Soleimani & Nabizadeh, 2012).

In addition, summarizing was a strategy that could assist students in understanding a reading passage correctly by guiding students' attention to the crucial sections and recognizing the most critical points from the material. Moreover, to assist English teachers in resolving the existing issues, the researcher attempted to adapt this technique to the classroom instruction of reading comprehension in vocational schools. In order to overcome an issue, the researchers focused on enhancing students' reading comprehension and learning activity by using summarizing techniques. The technique had been implemented on vocational high school students. This research aims to discover whether enforcing summarizing strategies could enhance the student's reading comprehension and learning activity (Numan Khazaal, 2019).

Due to the explanation above, the researchers of this research was interested in conducting research entitled "Enhancing Reading Comprehension through The Utilization of The Summarization Strategy." This research could overcome the issues that English teachers face in teaching and learning, specifically in reading lessons. As an outcome, this research can aid teachers in improving their students' reading

comprehension and learning activity. Therefore, this research was expected to provide essential advantages for English teachers, learners, and other researchers.

RESEARCH METHOD

This research was carried out in April 2023 to match the schedule of English lessons in the eleventh-grade students of SIJA at SMK N 9 Bandar Lampung. The researchers recognized the eleventh-grade students SIJA at SMK N 9 Bandar Lampung in the academic year 2022/2023 as research subjects.

This research was purposed to improve student's reading comprehension and learning activity in the students of eleventh-grade SIJA at SMK N 9 Bandar Lampung. In conducting research, Researchers decided to employ classroom action research as a research method. Classroom action research investigates learning processes in teaching and learning and a planned activity and proceeding in the classroom environment (Mason, 2010). This research was conducted employing the cycle concept that involved four phases and categorized as follows: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. Those activities were carried out on the students of eleventh grade SIJA using Summarizing Strategy. The researcher directly collaborated with the English teacher of the eleventh grade at SMK N 9 Bandar Lampung. The English teacher was involved in the whole process of teaching and learning as a collaborator. The first researcher performed as the actual teacher, while the English teacher performed as an observer during the research.

The research data was attained from the test instrument and non-test instrument. The researcher used quantitative data analysis to analyze the quantitative data from the test instrument. Meanwhile, qualitative data analysis is used to analyze quantitative data from the non-test instrument. The test instrument used in this research was a multiple-choice reading test, while the non-test instrument used was students' observation sheets. The researcher calculated the average scores of students' reading tests and observation sheets in cycle 1 and cycle 2; afterward, the researcher compared the proceeds of it. Henceforth, the result attained from quantitative data analysis was employed to evidence whether students' reading comprehension has significant improvements. Meanwhile, the result attained from qualitative data analysis was employed to evidence whether students' learning activity has significant improvements.

FINDINGS AND DISCUSSION

Finding

The data was obtained from students in eleventh grade SIJA at SMK N 9 Bandar Lampung, consisting of 29 students. Cycle 1 and cycle 2 were conducted in six meetings. The first cycle was held in the three meetings, including reading test 1. Meanwhile, the second cycle was held in three meetings, and the students took reading test 2 on the last meeting of the second cycle.

The first cycle carried out in the first week was an introduction or the first meeting in cycle 1. After Eid Al-Fitr, the second and third meetings (test 1) were carried out in different weeks. Faced with schedule constraints, the researcher possessed just five weeks to conduct research. Table 1 presents the details of the research schedule.

Table 1. Research Schedule

Cycle	Description	Date
Cycle 1	First Meeting (CAR)	April, 17 th 2023 (11.00 – 14.00)
	Second Meeting (CAR)	May, 4 th 2023 (11.00 – 14.00)
	Third Meeting (CAR)	May, 8 th 2023 (11.00 – 14.00)
Cycle 2	Fourth Meeting (CAR)	May, 11 th 2023 (11.00 – 14.00)
	Fifth Meeting (CAR)	May, 15 th 2023 (11.00 – 14.00)
	Sixth Meeting (CAR)	May, 22 nd 2023 (11.00 – 14.00)

This research presented the data in quantitative and qualitative forms. A multiple-choice reading test derived Quantitative data from students' learning outcomes. Students' observation sheets were employed to acquire qualitative data from students' learning activities—the findings of this research are described in the following section.

The Implementation of Summarizing Strategy in Improving Students' Reading Comprehension

The researcher administered a reading test to the students in every cycle. The test of cycle 1 was held on May 8th, 2023, while the test of cycle 2 was held on May 22nd, 2023. The proceeds of students' reading tests from cycle 1 until cycle 2 significantly enhance significantly. According to the proceeds of the students' reading test scores obtained in each cycle, the researcher calculated the average scores of students' reading tests and the percentage of students who successfully passed the MCC in each cycle.

Table 2. Result of Students' Reading Test

Aspects	Cycle 1	Cycle 2
Total Score of Students Reading Test	1925	2295
Average Score of Students Reading Test	66.38	79.14

The data in the table above indicated that the student's reading comprehension significantly improved. It was evidenced by the students' reading test proceeds in each cycle. Calculated from the student reading test scores in the first cycle, the researcher obtained an overall score of 1925 out of 29 students who attended the test. It can be calculated that the average score of students on the reading test in the first cycle was 66.38, while the overall score of students' reading test in the second cycle was 2295 out of 29 students who attended the test. It can be calculated that the average score of students on reading tests in the second cycle was 79.14.

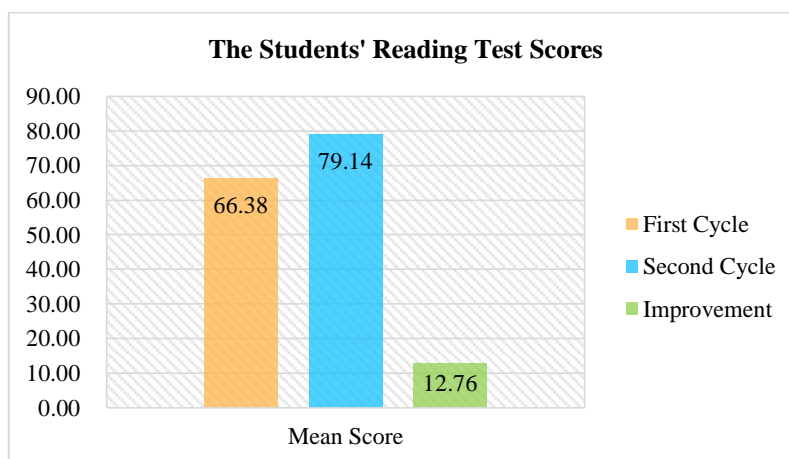


Figure 1. Reading Test Scores

According to Figure 1, it could be explained that the average scores of students on reading tests in cycle 1 and cycle 2 were 66.38 and 79.14. According to the explanation above, the researcher inferred that student reading test scores from the first until the second cycle showed an improvement of 12.76 points. It implied that students' reading comprehension has significantly improved.

Table 3. The Student's Percentage of Learning Completeness

Criteria	MCC	Cycle 1		Cycle 2	
		The Number of Students	The Student Percentage	The Number of Students	The Student Percentage
Passed	≥ 75	11	37.9%	25	86.2%
Failed	< 75	18	62.1%	4	13.8%

The data in the table above indicated that the students' learning completeness significantly improved. The student's percentage of learning completeness in the first cycle was 37.9%. It indicated that there were 11 students succeeded in attaining the MCC target. Henceforth, the student's percentage of learning completeness in the second cycle was 86.2%, or 25 students reached the MCC target.

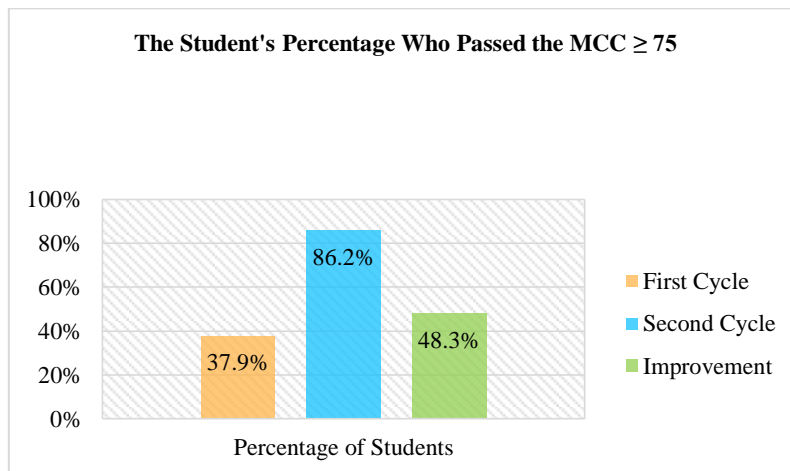


Figure 2. The Students' Percentage in The Research

According to Figure 2, it could be explained that the percentage of students' learning completeness in cycle 1 and cycle 2 was 37.9% and 82.2%. The researcher inferred that the student's percentage of learning completeness from the first until the second cycle indicated an improvement of 48%. It implied that students' learning completeness has significantly improved.

The Implementation of Summarizing Strategy in Improving Students' Learning Activity

The proceeds of students' observation sheets in the first and the second cycle could reveal details about the classroom atmosphere, students' responses, students'

activity, and how properly students' participation in teaching and learning was entirely observed by the English Teacher.

According to the proceeds of the students' observation sheet in each cycle, students' learning activity from the first until the second cycle showed a significant improvement. The researcher calculated the entire aspect on students' observation sheets and attained an average score of 6.51 in cycle 1. It indicated that the average scores of students' observation sheets in cycle 1 were in the less active category. Henceforth, the researcher calculated the entire aspect on students' observation sheets and attained an average score of 7.59 in cycle 2. It indicated that the average scores of students' observation sheets in the e 2 were the active category.

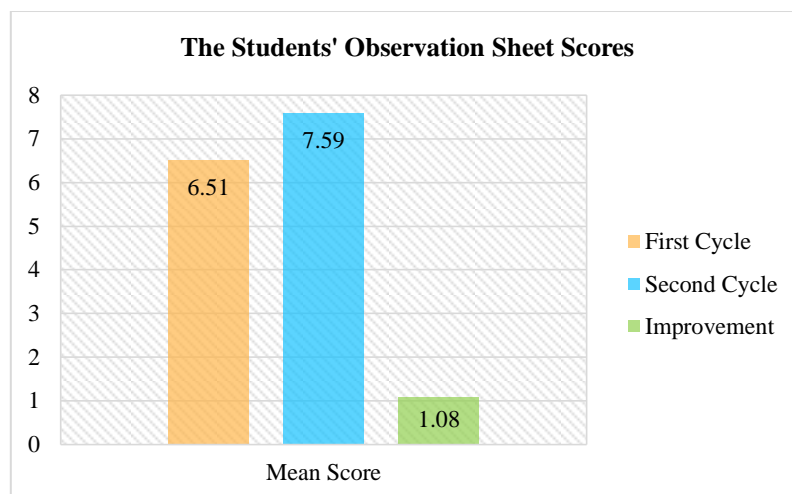


Figure 3. The Students' Observation Sheet Scores

According to Figure 3, it could be explained that the average scores of students' observation sheets in cycle 1 and cycle 2 were 6.51 and 7.59. According to the explanation above, the researcher inferred that the proceeds of students' observation sheets from cycle one until cycle 2 indicated an improvement of 1.08 points. It implied that students' learning activity has significantly improved.

Discussion

The Implementation of Summarizing Strategy in Improving Students' Reading Comprehension

According to the proceeds of students' reading tests in each cycle, the scores of students' reading tests out of cycle 1 to cycle 2 had significant improvements. The

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average score of students' reading tests in the first cycle was 66.38. Besides, the percentage who succeeded in attaining the MCC was 37.9%, or 11 students declared successful in attaining the MCC target. Henceforth, the students' average scores on reading tests in the second cycle was 79.14. Besides, the student percentage who succeeded in attaining the MCC was 86.2%, or 25 students declared successful in attaining the MCC target. It inferred that students' reading test and learning completeness out of the first until the second cycle indicated an improvement of 12.76 points, while the percentage of students learning completeness out of cycle 1 until cycle 2 indicated an improvement of 48%.

Meanwhile, the researcher evidenced that the summarizing strategy could be improved and applied in classes, especially in teaching reading comprehension. Summarizing strategies was essential for students to enhance their reading comprehension. Therefore, the researcher is interested in employing summarizing strategies in this research to enhance students' reading comprehension. According to the proceeds of the research, the researcher inferred that the students who were taught using summarizing strategies significantly improved their reading test scores in six meetings. It could be inferred that summarizing strategies can assist students in enhancing their reading comprehension.

Based on the proceeds of analysis, data, and hypothesis testing, they indicated that enforcing summarizing strategies during the reading lesson could significantly improve students' reading comprehension. That statement was supported by Zhao et al. (2020) who stated that summarizing is an effective strategy that can enhance students' comprehension, especially in reading (Zhao et al., 2020). It caused a significant gap in the students' reading comprehension before and after summarizing strategies were taught. Likewise, (Duke and Pearson 2002) conveyed that activity and exercise in summarization enhance students' ability to summarize a text passage and their knowledge in comprehending text passages. Similarly, Soleimani & Nabizadeh (2012) stated that the summarizing strategy could assist students in enhancing their comprehension and summary skills, specifically in discovering the significant notions, specific details, and essential sustaining details (Soleimani & Nabizadeh, 2012).

Henceforth, there were some advantages to using the summarizing strategy. Summarizing strategy made the students more active in sharing their opinions about the

text and made them identify the main idea and detailed information, explicit or implicit, explained in every paragraph (Özdemir, 2018). The summarizing strategy taught the students how to share their opinions and respond to other opinions. Besides the advantages, there were also disadvantages in using this strategy. First, the class was boisterous because the students discussed the text with their peers or in a group. Second, the teacher should be able to handle the classroom environment while students discuss their opinions because if the teacher cannot handle that, some students might just keep silent and do nothing in the discussion. Therefore, using summarizing strategies during the reading lesson could facilitate the students in improving their reading comprehension.

Based on the explanation above, it implied that the implementation of summarizing strategies in the reading lesson on the eleventh-grade student of SIJA at SMK N 9 Bandar Lampung in cycle 2 had succeeded in attaining the MCC target. Therefore, the English teacher could enforce the summarizing strategy during the teaching and learning process, especially for reading lessons. As an outcome, the researcher inferred that enforcing summarizing strategies in teaching and learning activities could improve students' reading comprehension skills in eleventh-grade SIJA at SMK N 9 Bandar Lampung in the academic year of 2022/2023.

The Implementation of Summarizing Strategy in Improving Students' Learning Activity

The proceeds of the first cycle revealed that the students possessed in perplexity. Because of their insufficient vocabulary, students had difficulty comprehending the text, which the teacher administered in detail. Several students had difficulties discovering the implied of unidentified words and could not answer questions about the implied vocabulary or discover the source of words. Students encountered difficulties in comprehending the central notion in a text. Several students were inactive when completing their assignments and were hesitant to answer the questions.

Henceforth, in the second, the learning process was better than in the first cycle. During the process of teaching and learning in cycle 2, the proceeds of the students' observation sheet showed that almost all students were inspired while doing assignments according to the assignments given by the teacher. Students were capable of doing the tasks assigned correctly. Students could arouse their courage and activeness to be involved in reading lessons and confident in a proffer to ask about the material

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provided. It indicated that the students immensely enjoyed learning reading using the summarizing strategy. Based on the description of cycles 1 and 2, It can be inferred that the student's reading comprehension, learning completeness, and learning activity significantly improved.

Based on the result of the student's observation sheet, the result showed significant improvements in the average score in students' observation sheet from the first until the second cycle. The students' observation sheet proceeds in the first and second cycles attained an average score of 6.51 and 7,59. It implied that the students' observation sheet proceeds from the first until the second cycle, indicating an improvement of 1.08 points. It indicated that students learning activity in the first cycle were in a less active category while the second cycle was in an active category. Meanwhile, the percentage who succeeded in attaining the MCC was 37.9%, or 11 students declared successful in attaining the MCC target, while the percentage who succeeded in attaining the MCC target was 86.2%, or 25 students declared successful in attaining the MCC target. It implied that the proceeds of students' learning completeness from the first until the second cycle indicated an improvement of 48%.

According to the result of the student's observation sheet above, this means that teaching reading through a summarizing strategy improves students' learning activities. That statement was supported by previous research which stated that summarizing is an effective strategy in a reading lesson that could improve students' learning activity in arousing interest in reading (Zafarani & Kabgani, 2014). It was evidenced that the students had more opportunities with their friends to share their knowledge and help each other to achieve their goals. This activity had a significant influence on the students' attitudes toward reading. The students were more enthusiastic and interested in reading. They no longer felt difficulties when asked to make a summary or comprehend the reading text.

The summarizing strategy required active students in their discussion, identifying information, determining the main idea, sharing opinions, and interacting with the group members or individually during the discussion class. All students are involved in the activities while the teachers monitor them in doing the activities and help them if it is needed. It could make the students more responsible for learning activities. That statement was supported by previous research which stated that summarizing strategies

are a way to assist students in acquiring knowledge in reading subjects because summarizing encourages students to identify ideas actively while reading a text (Susar & Akkaya, 2009). Furthermore, summarizing was an effective strategy that facilitated the students to improve their learning activity, especially in reading.

The utilization of summarizing strategies guided the students involved in the classroom atmosphere, the students more active in exploring their opinions about a text passage, the students could identify the main idea and detail information that was explicitly or implicitly explained in every paragraph, and the students could share their opinion and how to response other opinions. Cooperative learning would encourage the students to be more active in sharing their ideas. In this case, it implied that the implementation of summarizing strategies in the reading lesson on the eleventh-grade students of SIJA at SMK N 9 Bandar Lampung had successfully attained the MCC target. As a result, the researcher inferred that the enforced summarizing strategies in teaching and learning activities could enhance students' reading comprehension of eleventh-grade SIJA at SMK N 9 Bandar Lampunginn the academic year 2022/2023.

CONCLUSION

According to finding and discussion, the implementation of summarizing strategies can improve students' reading ability. This statement was supported by the improvement of students' reading ability in cycle 1 (66.38) and cycle 2 (79.14). Moreover, the use of summarizing strategies can also improve students' learning activities. This statement was supported by by the improvement of students' learning activities in cycle 1 (6.51) and cycle 2 (7.59). Therefore, the researchers conclude that summarizing strategies could be enforced to improve students' reading comprehension and learning activities in eleventh-grade SIJA at SMK N 9 Bandar Lampung in the academic year 2022/2023.

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