

**THE USE OF SUMMARIZING STRATEGY TO ENHANCE
STUDENTS' READING COMPREHENSION IN THE TENTH
GRADE STUDENTS' OF MA NURUL ISLAM DASAN BARU,
PRINGGARATA IN THE ACADEMIC YEAR 2023/2024**



By
Asnawi
NIM. 190107017

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2023**

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Thesis of Sarjana

**Presented as partial requirements at State Islamic University of
Mataram for the attainment of the Sarjana Degree in English
Education Department**



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NIM. 190107017

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MATARAM
2023**

ADVISORS APPROVAL

Thesis by: Asnawi, Student's Number : 190107017 entitled "The Use Of Summarizing Strategy To Enhance Students' Reading Comprehension In The Tenth Grade Students' Of MA Nurul Islam Dasan Baru, Pringgarata In The Academic Year 2023/2024", has fulfilled the requirement and been approved to be examined.



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Subject: Thesis Examination

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Has fulfilled the requirements to be submitted in the thesis examination session of the Faculty and Teacher Training State Islamic University of Mataram. Therefore, we hope that this sarjana thesis will be tested soon.

Wassalamu'alaikum, Wr. Wb.


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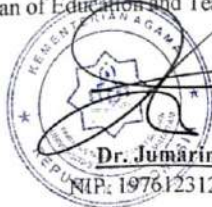
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MOTTO

If you can't bear the fatigue of learning, then you must be able to bear the pain of ignorance.

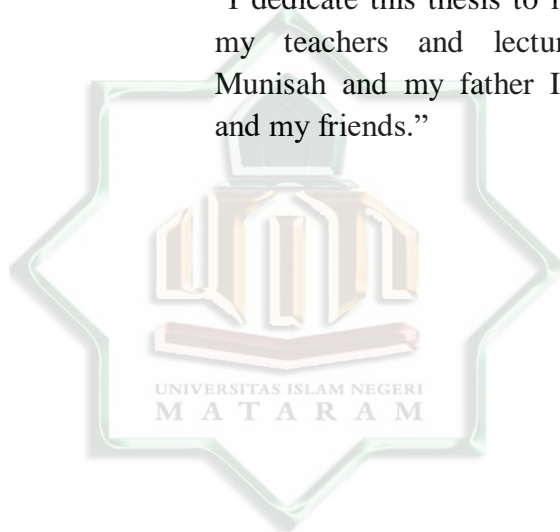
(IMAM SYAFI'I)



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DEDICATION

“I dedicate this thesis to my almamater, all my teachers and lectures, my mother Munisah and my father Ishak, my family, and my friends.”



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Bismillaahirrahmaanirrahiim,

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This thesis is arranged or made to fulfill one requirement to get the serjana degree of education in English Language Department of State Islamic University of (UIN) Mataram. The researcher realizes that he cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on this thesis. In this chance, the researcher would like to thank to:

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May goodness deeds of various parties get a double reward from Allah Almighty and hopefully this scientific work will give benefit to the universe. Aamiin

Mataram, 18 September 2023

Researcher,



Asanawi

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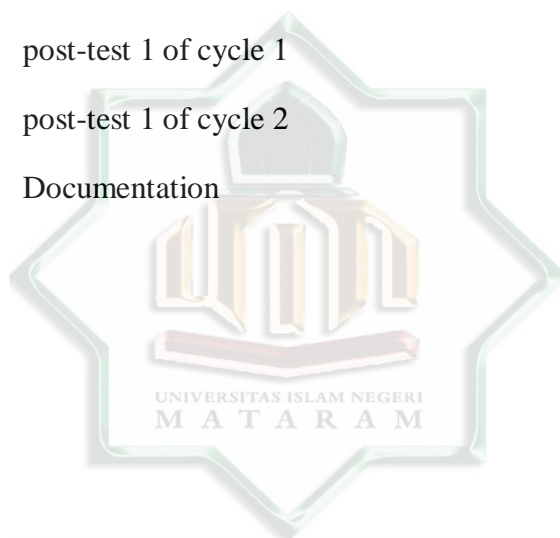
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ABSTRACT

This study concerns with the use of summarizing strategy to enhance students' reading comprehension. This study aims to enhance the students' reading comprehension through summarizing strategy. This study used classroom action research as the design of research by instruments of observation checklist, test in collecting the data. The subject of this study was the tenth grade students' of MA Nurul Islam Dasan Baru which consisted of 16 students. It could be seen from the significant improvement of results in each cycle. There were two cycles in this research those were cycle 1 and cycle 2. The results of students' observation and test scores before and after applying this strategy were the teacher activity score in cycle 1 observation was 70% and in cycle 2 was 81%, while student activity in cycle 1 observation was 69% and 85% in cycle 2. while the results of students' pre-test was 58.75, post-test 1 results were 69.37, and 80 in post-test 2. This means that students' reading comprehension increased and was successful by applying the summarizing strategy to tenth grade students of MA Nurul Islam Dasan Baru.

Keywords: Summarizing Strategy, Reading Comprehension

ABSTRAK

Penelitian ini berkaitan dengan penggunaan strategi meringkas untuk meningkatkan pemahaman membaca siswa. Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa melalui strategi meringkas. Penelitian ini menggunakan penelitian tindakan kelas sebagai desain penelitian dengan instrumen daftar cek observasi, tes dalam mengumpulkan data. Subjek penelitian ini adalah siswa kelas sepuluh MA Nurul Islam Dasan Baru yang terdiri dari 16 siswa. Hasil penelitian ini menunjukkan adanya peningkatan yang signifikan pada setiap siklusnya. Terdapat dua siklus dalam penelitian ini yaitu siklus 1 dan siklus 2. Hasil observasi dan nilai tes siswa sebelum dan sesudah menerapkan strategi ini adalah skor aktivitas guru pada observasi siklus 1 adalah 70% dan pada siklus 2 adalah 81%, sedangkan aktivitas siswa pada observasi siklus 1 adalah 69% dan 85% pada siklus 2. Sedangkan hasil pre-test siswa adalah 58,75, hasil post-test 1 adalah 69,37, dan 80 pada post-test 2. Hal ini berarti pemahaman membaca siswa meningkat dan berhasil dengan menerapkan strategi meringkas pada siswa kelas sepuluh MA Nurul Islam Dasan Baru.

Kata kunci: Strategi Meringkas, Pemahaman Membaca

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خلاصة

يهتم هذا البحث باستخدام استراتيجيات التلخيص لتحسين الفهم القرائي لدى الطلاب. يهدف هذا البحث إلى تحسين الفهم القرائي لدى الطلاب من خلال استراتيجيات التلخيص. يستخدم هذا البحث البحث الإجرائي في الفصل الدراسي كتصميم بحثي مع أدوات قائمة مرجعية للملاحظة، واختبارات لجمع البيانات. كان موضوع هذا البحث طلاب الصف العاشر في ماجستير نور الإسلام داسان بارو، المكون من 16 طالبًا. وتظهر نتائج هذا البحث زيادة كبيرة في كل دورة. هناك دورتان في هذا البحث وهما الدورة الأولى والدورة الثانية. نتائج الملاحظات ودرجات اختبار الطلاب قبل وبعد تنفيذ هذه الاستراتيجية هي أن درجة نشاط المعلم في الحلقة الأولى ملاحظة 70% وفي الدورة الثانية 81%، في حين بلغ نشاط الطالب في ملاحظة الحلقة الأولى 69%، وفي الحلقة الثانية 85%. وكانت نتيجة الاختبار القبلي للطلاب 58.75، ونتيجة الاختبار البعدي 1 كانت 69.37، وفي الاختبار البعدي 80. وهذا يعني أن الطلاب لقد زاد فهم القراءة ونجحوا في تطبيق استراتيجيات التلخيص على طلاب الصف العاشر في ماجستير نور الإسلام داسان بارو.

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الكلمات المفتاحية: استراتيجية التلخيص، الفهم القرائي

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CHAPTER 1

INTRODUCTION

A. Background of Research

Reading was developing communication skill in spoken and written forms that used in daily matters such as reading newspaper, article, journal or instruction that made the students aware how the importance of reading in order teaching reading is very important in the class. Reading will make a significant difference in the level of student knowledge because from reading there are a lot of benefits obtained from the text or books. Additionally, reading will enlarge student vocabularies which help them to improve their skill in speaking and writing.¹ Besides, from reading the students can acquire many inspirations that make them become creative. By reading, the students will get more information from several sources written by famous writers from various parts of the world. Besides, reading is able to open the paradigm of students thinking or in other words will make the students think critically.

Reading skill is very important in school environment. For academic purposes, the students must have skill in reading because most of the material presented in the form of writing and reading. The students that do not skill in reading will face serious difficulties and problems when they are in the field. In fact that, most of the teachers does not give attention to what the students' need to read and they does not build good interaction when teaching in the class. The teachers only asked the students to read textbook and asked them to answer the questions based on book's instruction without giving explanation².

In this research, the researcher did a preliminary research at MA Nurul Islam Dasan Baru. He found a lack of students'

¹ MitaEkaPurwandi, "Improving Reading Comprehension through Summarizing Activities, *Thesis*, Yogyakarta State University, Yogyakarta, 2015, pp. 1

² Kamalia, "Improving Reading Comprehension Using the Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy", *English Education Journal*, Vol. 7, No. 4, October 2016, pp. 551.

understanding in reading.³ When the researcher asked the students to read English material, they did not understand well about it. They lack of vocabularies that makes them do not understand well in reading while to comprehend a text, the readers should be mastered in vocabularies. Additionally, the students can't find the main idea and important detail in each paragraph. The next problem is coming from English teacher. The teacher does not apply appropriate technique which suitable for students and still used traditional method when he teaches in the class where after explaining the material, he gave exercise that should be answered by students or in other word it called questioning technique.

While Ajideh in Somayyeh and Hossen states that one of most problem faced by EFL students is they do not understand about the topic then should answer the question.⁴ Other than that, English teacher does not teach the students with English material based on lesson plan that needed by them while he teaches tenses with reason it is basic in English. English teacher directly begin teaching without giving motivation to the students which actually make them more passionate in learning and he does not build a good interaction and communication with student which make them inactive in following teaching and learning process.

The process of teaching and learning in the class should be interested so that the students will motivated in following the lesson and made them quickly understand the material. As well as teaching reading. Teacher should use appropriate strategy to make students interested in reading. There are many strategies that can be used to improve reading comprehension such as summarizing, visualization strategy, short answer question strategy and so on. But in this research, the researcher choose summarizing strategy as the tool of improving students reading comprehension because this strategy can help the

³ Asnawi, *Observation*, Senin, 19 Desember 2022.

⁴ Somayyeh Mousvian and Hossein Siahpoosh, "The Effect of Vocabulary Pre-teaching and Pre-questioning on Intermediate Irian EFL Learners' Reading Comprehension Ability", *International Journal of Applied Linguistics & English Literature*, Vol. 7, No. 2, pp. 58

students learn how to determine the essential ideas from the text and train them in writing skill involve determining the main idea is presenting by writer using own word.

Summarizing is how to make a text become shorter than authentic text and discriminate the most important ideas and how to ignore unimportant information in a text.⁵ The advantages of summarizing strategy include: help the students in studying how to find the main point and consolidate the important detail that support them, it enables the students to focus on the key word and the idiom that proper to remember, it teach the students how to make a long text and difficult to understand become a shorter and easy in understanding and train the students in writing skill involve determine the point is presenting by the writer using their own word.

According to Khoshsima and Tiyar states that summarizing makes the students ready to read and understand a text independently and through summarizing strategy, teacher can identify the students' weakness in reading and understanding a text which makes this strategy considers as an effective method for teaching reading.⁶ On the other hand, Ozdemir states summarizing give the significant contribution to students in understanding information and transfer it into long-term memory. Those studies show that if the students success in reading comprehension it means they also success in summarizing and summarizing strategy increase comprehension.⁷

From the description above, this research is interesting and important to do to get an overview of "The Use of Summarizing Strategy to Enhance Students' Reading Comprehension in the Tenth

⁵ Uzer, "Teaching Reading Comprehension by Using Summarizing Strategy", *Journal of English Language Teaching and Education*, Vol. 4, No. 2, 2016, pp. 6

⁶ Hooshang Khoshsima & Forouzan Rezaeian Tiyar, "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners", *International Journal of Language and Linguistics*, Vol. 2, No. 3, April 2014, pp. 138

⁷ Serpil Ozdemir, "The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text", *Universal Journal of Education Research*, Vol. 6, No. 10, 2018, pp. 2199

Grade Students' of MA Nurul Islam Dasan Baru, Pringgarata in the Academic Year 2023/2024".

B. Subject of Action

In this study, researcher examined students at tenth grade students' of MA Nurul Islam Dasan Baru, Pringgarata in the academic year 2023/2024. This class consist of 16 students which include 9 males and 7 females.

C. The Statement of Problem

Based on the presentation above, the researcher formulated the statement of the problem: How can the use of summarizing strategy enhance students' reading comprehension in the tenth grade students' of MA Nurul Islam Dasan Baru, Pringgarata in the academic year 2023/2024?

D. Objective of Research

With regard to the illustration above, the objective of this research to find out whether or not summarizing strategy can enhance students' reading comprehension.

E. Significance of Research

This research has two significances that very important which include theoretical and practical significance. Both of the significance will be discussed:

1. Theoretical Significance

The researcher hopes this study can support recent research about the importance of using summarizing strategy in teaching and learning reading.

2. Practical Significance

- a. This research will give the students' new experience about how to study about improving reading comprehension easily.

- b. This research will give the alternative solution for the English teachers in teaching reading and motivate them to apply several techniques to enhance students reading comprehension.
- c. This research will give the inspiration for other researcher to conduct the research related to the problem by using summarizing strategy or others strategy and gives them the additional knowledge about how to improve students' reading comprehension.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Research

In this research, there are relevant studies so that can be used as a comparison. Relevant research in this research, among others:

The first research with title “improving students reading comprehension through summarizing strategy” was conducted by Asty with aimed whether the summarizing technique can improve the students reading comprehension or not. This study was classroom action research with instrument was observation, test, and questionnaire. The result of this research showed that the implementation of summarizing strategy was successful in improving students reading comprehension. This success was confirmed by increasing student average score during cycle 1 to cycle 2. The average score during cycle 1 is 64.13 and 69.88 in cycle 2⁸.

In the first research, there are the differences and similarity with recent research. The previous research use observation, test, and questionnaire to collect the data while this research only use observation checklist and test. Additionally, both of the research have different setting and subject of research. The similarities between both of the research are used classroom action research as design of research and focus on variable that is improving students reading comprehension through summarizing.

The second research with title “improving reading comprehension through summarizing technique” was conducted by Adwiyah. This research conducted to describe whether summarizing technique can improve reading comprehension in eight grade of MTs NW Jauhar Pelita. This research used classroom action as the data analysis to measure the data, This research consists of two cycles and each cycle has the instrument

⁸ Herfyna Asty, “Improving Students Reading Comprehension through Summarizing Strategy”, *Journal Pelangi*, Vol. 6, No. 1, December 2013.pp. 1 & 8.

those were observation checklist and test. The result of this research showed that summarizing strategy could improve students' reading comprehension. It could be seen from the significant improvement of result in each cycle. There was two cycle in this research those are cycle 1 and cycle 2. The result of students' score before implementing the strategy was 58, the result in post-test 1 was 69 and 82 in post-test 2⁹.

The difference between the two previous studies and this research is the subject of the research where the previous research chose 2nd grade junior high school students as participants while this latest research conducted research in 1st grade high school. In addition, the two studies used different instruments to collect data. Previous studies used observation checklists, tests and questionnaire, while this study used instruments to collect data, namely observation checklists and tests.

Additionally, "improving students' reading comprehension through summarizing strategy" was conducted by Nurlaila. The aim of this research is to prove if using Summarizing strategy can improve reading comprehension of the eighth grade students of SMP Negeri 19 Palu, The researcher applied quasi experimental research design which involved experimental group and control group. The samples were VIII C as the experimental group and VIII B as the control group. They were selected by using cluster random sampling technique. In collecting the data, the researcher gave pre-test and post test for both groups. The mean score of experimental group before the treatment is 59.1, while the control group is 70.2. After the treatment, the mean score of experimental group in post-test is 84.41 and the control group is 78.17. Thus From the data generated, the use of summarizing strategy can improve students' reading comprehension¹⁰.

⁹ Rabiatal Adwiyah, "mproving students' reading comprehension skill through summarizing strategy", *Thesis*, State Islamic University, Mataram, 2019, pp.1.

¹⁰ Nurlaila, Ferry Rita, and Nursehang. 2019. "Improving Students' Reading Comprehension Through Summarizing Strategy." *E-Journal of ELTS (English Language Teaching Society)* 7 (1): 1-7.

In the first study there was a significant difference with the latest research. Previous research used a quasi-experimental research design involving an experimental group and a control group, while this study only used observation lists and tests. In addition, the two studies have different settings and research subjects. The similarities between the two studies are that they use classroom action research as a research design and focus on variables, namely increasing students' reading comprehension through summarizing.

B. Theoretical Framework

This section discusses theories related to this research. The discussions are divided into four main topics those are reading skill, reading comprehension, summarizing strategy, and the use of summarizing strategy in teaching reading.

1. Reading

a. Definition of Reading

Carnie in Nurainun states that reading is an activity to get appropriate information from the text and interpretation. Daiek in Nurainun says reading is an activity that consists of how the author conveys the meaning and how the readers' ability creates the meaning¹¹. Reading is one of the four language skills. Reading is a process that is carried out in understanding and finding the meaning contained in a reading, reading is an interaction between the readers with the text. In reading process, the readers also think what the text is means to them, how it related to what they know and what they expects to the next in the text¹².

With the definition above, it can be summarized that reading is the process to get the author's idea or try to

¹¹ Nurainun, "Improving the Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction", *A Thesis*, State Islamic University of North Sumatera, Medan, 2017, pp. 13

¹² Herliyanto, *Membaca Pemahaman dengan Strategi KWL (Pemahaman dan Minat Membaca)*, (Sleman: DEEPUBLISH, 2019), p. 6.

comprehend the text through interpreting, reading experiences, background knowledge, and the aim of reading are influenced in reading process.

b. The Importance of Reading

Nowadays, the students face the demands of high reading activity because all knowledge is in form of written. To find the main idea of the text, the student should have good ability in reading. Prihastuti said that reading is important skill in all of the aspect particularly in educational aspect¹³. In addition, Harrison in Prihastuti argues if reading not only connected to the development of knowledge but also it is influence to how the people ability to think. This skill will establish who the person would be and it will be the basic developing of moral, emotional, and verbal intelligence. Likewise in academic, reading helps to improve comprehension necessary to frame arguments and helps to increase the amount of academic vocabulary acquired. Additionally, reading academic texts especially written by experts facilitates university students to engage in academic culture, discourse community and conventions¹⁴.

To conclude, reading is significant for student knowledge and their critical thinking including their moral, verbal intelligence and emotional.

c. Types of reading

Brown states that there are three types of reading those are.

¹³ YuliSusantiPrihastuti, "Improving the Reading Comprehension by Using the Visualization Strategy", A *Thesis*, Yogyakarta State University, Yogyakarta, 2013, pp.8

¹⁴ Özdemir, Serpil. 2018. "The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Success." *Universal Journal of Educational Research* 6 (10): 2199–2209.
<https://doi.org/10.13189/ujer.2018.061018>.

- 1) Academic reading defined as reading with a specific purpose such as academic and educational aim.
Example: Textbooks, papers, reference, thesis, essays, material, editorials and the like.
- 2) Job-related reading is describing the importance of good reading and writing skills related to job performance.
Example: Letters or emails, reports, schedules, applications, and so on.
- 3) Personal reading is defined as personal responses that enable the reader to get in touch with a text to reflect on their reading process and understand the reading in their own lives.
Example: Short stories, invitations, newspaper, magazine, novels, and others¹⁵.

d. Types of Classroom Reading Performance

There are two types of classroom reading performance according to Brown such as oral and silent reading. Oral reading is suitable for the beginning and intermediate levels which suitable use for evaluative bottom-up skill and pronunciation skill even it will make other students lose their concentration when one student is reading orally and oral reading is not a very authentic language activity¹⁶.

Brown divided silent reading into intensive and extensive reading. Intensive reading is classroom-oriented which the students focus on semantics or linguistic details, grammatical forms, discourses maker and structures so that to understand the meaning, rhetorical relationship, implication and so on. Extensive reading is usually used to get general understanding of longer text like long article, essay, book, novel, etc. It can be done outside of classroom by pleasure with their own way. Extensive reading

¹⁵ H. Douglas Brown, "Teaching by Principles an Interactive Approach to Language Pedagogy", in Longman , 2nd edition, (San Fransisco: 2001), pp. 312-313

¹⁶ H. Douglas Brown, et .al "Teaching by Principles an, pp. 313

sometimes help learner get away from their inclination to overanalyse or looking for words they don't understand¹⁷.

e. Teaching reading

Kimble and Purwandi state that teaching is a process of helping the learners to learn how to comprehend something, giving instruction, giving knowledge, and guiding. Klingner et al. suggest four ways to improve students' reading comprehension that have to do by the English teachers¹⁸.

- 1) Observing students' advancement and making adjustment.
- 2) Designing the effective principle of direct instruction.
- 3) Applying an effective teaching strategies which is already proven in improving reading comprehension.
- 4) Giving support, guiding, practice, feedback and giving an opportunity to practice in all text types.

On the other hand, in Purwandi assert again five keys in improving reading comprehension that must be applied by the teacher. There are as follows¹⁹:

- 1) Giving new material including an example and showing what the students need to do.
- 2) Asking some question to know the students understanding
- 3) Giving correction and feedback.
- 4) Reviewing the daily material taught to make sure the students mastering.
- 5) Assessing and evaluating the aim of learning and pointing what the students will be learnt.

2. Reading Comprehension

a. Definitions of reading comprehension

¹⁷ H. Douglas Brown, et .al "*Teaching by Principles an*", pp. 313

¹⁸ Mita Eka Purwandi, "Improving Reading Comprehension through Summarizing Activities", *Thesis*, Yogyakarta State University, Yogyakarta, 2015, pp. 8.

¹⁹ *Ibid.*, pp. 8-9

There are many definitions of reading comprehension suggested by the experts. Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text²⁰. It means that a reader must be able to interpret what the meaning of the text well.

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

Purwandi explains that comprehension is the process of apprehending words, sentences and connected text. He says that comprehension is the process of deriving the meaning from one word to another in a text. The readers usually utilize vocabulary, grammatical knowledge, background knowledge, experience with a text, and others strategies to help them understand a text²¹. According to Grabe and Stoller in Nurainun, reading comprehension is an ability to understand or to get the information from a text.

²⁰ *Partnership for Reading*. [Http://www.nifl.gov/partnershipforreading/](http://www.nifl.gov/partnershipforreading/). Accessed on January 5th 2017

²¹ Mita Eka Purwandi, "Improving Reading Comprehension through Summarizing Activities", *Thesis*, Yogyakarta State University, Yogyakarta, 2015, pp. 10.

Furthermore, partnership for reading says that reading comprehension is the understanding of the text we read or the process of constructing the meaning of the text. It means that the reader must be able to interpret the meaning of the text well²².

In conclusion, reading comprehension is the skill of constructing the meaning of the text. The essence of reading comprehension is understanding all of information delivered by the writer. It also refers to the ability to connect one word to another, one sentence to another and understand the main idea that conveyed in a text.

b. Factors Affecting Reading Comprehension

Prihastuti there are some factors from readers' basic skill which cause the difficulties in reading comprehension. Those are word reading, fluency, vocabulary mastery, and world knowledge. The readers will hard to understand the meaning when they have difficulties in decoding or reading word. When they read slowly and inaccurately, it will make the interference in their reading comprehension. The vocabulary mastery and background knowledge about the topic discussed also influence in reading comprehension. Although the reader has high fluency, it will make the difficulties in understanding a text without having knowledge about words in the context²³.

Snow in Prihastuti stated that two factors that include in reading comprehension those are the text and the reader. The text influences the reading

²² Nurainun, "Improving the Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction", *A Thesis*, State Islamic University of North Sumatera, Medan, 2017, pp. 13

²³ Yuli Susanti Prihastuti, "Improving the Reading Comprehension by Using the Visualization Strategy", *A Thesis*, Yogyakarta State University, Yogyakarta, 2013, pp.8.

comprehension in how the text builds by the writer. The readers affect their reading comprehension through the information that they have in their background knowledge because every reader has different understanding of meaning based on their background knowledge²⁴.

In conclusion, there are some factors affecting in reading comprehension those are vocabulary, world knowledge, background knowledge and the text. Those aspects have variation in every reader in order that they have various steps of comprehension.

c. **Strategies in Reading Comprehension**

To help the reader build the meaning of the text easily, Brown offers five strategies that enable students to comprehend the text²⁵.

1) Identifying the purpose in reading

The readers will more enjoy the reading activity when they understand the aim of the text firstly in order that they can predict the meaning of the text.

2) Skimming strategy for ideas

This strategy really helps the first strategy. The aim of this strategy is to find the purpose of the text. By using it, the reader will find the main idea and get the purpose of the text.

3) Analysing vocabulary

The reader should understand first about linguistics knowledge to guess the meaning of the word. Analysing

²⁴ Yuli Susanti Prihastuti, "Improving the Reading Comprehension by Using the Visualization Strategy", *A Thesis*, Yogyakarta State University, Yogyakarta, 2013, pp.8.

²⁵ H. Douglas Brown, "*Teaching by Principles an Interactive Approach to Language Pedagogy*", in Longman , 2nd edition, (San Fransisco: 2001), pp. 312-313

vocabularies helps the reader in guessing the meaning of the text.

4) Using graphemic rules and patterns

This strategy is suitable for the beginners. The readers only need to comprehend the text from the smallest part.

5) Scanning strategy for specific information

In this strategy, the reader should find specific information that include in the text. The goal of this strategy is to help the reader correlate information to general topic.

d. Process of Reading Comprehension

There are three processes in reading comprehension those are bottom-up, top down, and interactive process.

- 1) Bottom-up means the text itself is the starting point. The readers must identify every letter word in the text then they identify the words. The words are connected together then form a sentence. Afterwards, sentences are connected to form of paragraph to form a complete text. Harmer states that in bottom-up process, the reader must focus on the words and phrases and they reach comprehend by mentioning the detail elements to build the whole²⁶.
- 2) Top-down is the process that used by the readers to comprehend a text through their background knowledge. They exploit their background knowledge to receive an idea in a text. According to Nunan, young readers can be taught about top-down process by using their background knowledge,

²⁶ *Ibid.*, pp. 18

skimming, scanning, identifying the genre of the text and determine which one is more and less important information. In addition, Tindale states that top-down is guessing the meaning from a context that support by background knowledge. In this process, the reader analyse the part of a text from the highest to the lowest one²⁷.

- 3) Interactive processing. This process is the combination between bottom-up and top-down processes. Murcia and Olshest explain that interactive process is the combination between bottom-up and top-down which consolidate skill in reading itself and use the background knowledge to comprehend the text²⁸.

On the other hand, there are three processes to comprehend the idea in the text those are bottom-up, top-down, and interactive process. Reading process is where the readers mind involves in the text. In engaging their mind to the text, they use the background knowledge to make sense the ideas that presented in a text.

e. Assessing Reading Comprehension

Reading comprehension is process to get meaning involving knowledge and experience that reader has and connect with the text. Reading is a complex ability, not just looking at the written symbols but the various aspects are needed by a reader to master in reading comprehension like word meaning, finding main idea, answer specific text-based questions, authors' purpose and conclude the writing so listener can understand.

David states seven factors involves in assessment of reading comprehension such as word

²⁷ *Ibid.*, pp. 19-20

²⁸ *Ibid.*, pp. 20

meaning, word meaning in context, main thought, answer specific text-based question, text-based question with paraphrase, draw inference about content, and author's aim. In this case, the researcher will assess reading comprehension in summarizing strategy with some aspect like finding main idea and the important detail²⁹.

The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature³⁰. An inability to comprehend may thus be traced to a need to enhance a test-takers strategies for achieving ultimate comprehension. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not exercised certain strategies for noting the discourse conventions of that genre, misunderstanding may occur.

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²⁹ P. David Pearson, "The Assessment of Reading Comprehension: A Review of Practices-Past, Present, and Future", *Article*, Research Gate, January 2005, pp. 21

³⁰ P. David Pearson et. al, "The Assessment of...",pp. 23

Table 1

Reading Comprehension Assessment³¹

Aspects	Excellent	Good	Satisfactory	Less
Main idea	Find the main idea in a text and each paragraph	Find the main idea in each paragraph	Find the main idea in a few paragraph	Find the main idea only in one paragraph
Important detail	Knowing all the important detail in a text	Knowing all the important detail in each paragraph	Knowing the important detail in some of paragraph	Knowing the important detail only in one paragraph

3. Summarizing Strategy

a. Concept of Summarizing

Summarizing is one of the most effective strategies in teaching reading. This strategy can distinguish between important and unimportant ideas in reading that has been read and make main ideas as short as possible³². Wallace, Pearman, Hall, & Hurst in the article *“Writing for Comprehension”* stated summarizing is compress a big part into smaller one. Hamida et al. says in summarizing the students

³¹ P. David Pearson et. al, “The Assessment of...,pp. 25

³² Amelia Hamida, ZainuddinAmir &Fitrawati, “The Effect of Applying Summarizing Strategy toward Students’ Reading Comprehension in Exposition Text: An Experimental Research”, *Journal of English Language Teaching*, Vol. 1, No. 1, September 2012, pp. 90.

should dig out very deep information in the text and have more than basic understanding about what are the text says and the meaning of main idea then paraphrase the information into a coherent summary³³.

Robin A. Belue, James Martinez, Regina Suriel, and Ellice P. Martin says summarizing strategies encourage students' comprehension in reading in helping the student to establish the relative importance of ideas and helping the student monitoring for understanding³⁴.

Summarizing is not giving our ideas or opinion but telling an idea in the text by using our own word which include the importance detail of the text³⁵. Based on West Virginia Department of Education, summarizing is the main idea that rewritten as soon as possible that can be done in writing or orally through individually or groups³⁶.

In short, summarizing is making original text become shorter that leaving out unimportant things and retelling importance one and interpreting large information into short sentences.

³³ Teresa Day, "Ninth Grade Student Reaction to Using Summarization and Annotation", *Dissertation*, Hamline University, 2018, pp. 31

³⁴ Robin A. Belue, James Martinez, Regina Suriel, and Ellice P. Martin, "Summarizing Instruction in 11 th-Grade U.S", *Journal of Multicultural Affairs*, Vol. 3, No. 1, August 2018, pp. 4

³⁵ Rochimah, "Using Summarization as a Technique of Teaching English to Improve the Students Reading Comprehension", *Thesis*, State Institute for Islamic Studies Sunan Ampel Surabaya, Surabaya, 2009, pp.21.

³⁶ Amelia Hamida et.al, *The Effect of ...*, pp. 93

b. Principle of Summarizing

Purwandi states that in summarizing the reader should understand the importance of principle. They are as follows³⁷:

- 1) The main ideas in the text should involve in a summary

This part is most important in summarizing because without including the main idea in the text will not mean anything. The main idea is difficult to find when the author presents the main idea in implicit like usually happened in fiction.

- 2) A summary shorter than authentic text

In summary we only need to write or tell main ideas to make the text shorter by using our own word.

- 3) Important details should be included in a summary

In a summary, we do not need to write all the information that present in a text. We must be able to distinguish which information is important and unimportant to make a good summary including the main idea.

c. Procedures in Summarizing

To achieve a good summary, a reader or writer should know a good procedure in summarizing process. Below are the procedures in summarizing such as³⁸:

- 1) Read a text repeatedly.
- 2) Check the vocabularies that do not understand in dictionary and write it down in a piece of paper.

³⁷ Mita Eka Purwandi, "Improving Reading Comprehension through Summarizing Activities", *Thesis*, Yogyakarta State University, Yogyakarta, 2015, pp.30

³⁸ Mita Eka Purwandi, "Improving Reading Comprehension through Summarizing Activities", *Thesis*, Yogyakarta State University, Yogyakarta, 2015, pp.31-32

- 3) Remember 5W+1H questions (who, what, why, where, when, how) to make it easier in finding the main idea in a text
- 4) Identify and underline the key word in a text and write it down in other paper.
- 5) Use the notes above like finding the difficult vocabulary and underlining the key to make the paraphrase draft.
- 6) Reread the original text and compare your paraphrase with it and make sure the main idea is involve in your summary.

On the other hand, Teresa clarifies the procedres in summarizing including³⁹:

- 1) Read a part of the text.
- 2) Discuss into group and establish the main point and write it on a small note.
- 3) Repeat the process many times for all parts then combine all the small note become a summary of the paragraph

4. The Use of Summarizing Strategy in Teaching Reading

a. Summarizing Strategy in Teaching Reading

Summarization teaching is not asking students to only write and read a summary, but it is necessary to teach students what to do, how to do it, and which strategies to use.⁴⁰ The summarizing strategy can

³⁹ Teresa Day, "Ninh Grade Students Reaction to Using Summarization and Annotation", *Dissertation*, Hamline University, 2018, pp. 32.

⁴⁰ Nurlaila, Ferry Rita, and Nursehang. 2019. "Improving Students' Reading Comprehension Through Summarizing Strategy." *E-Journal of ELTS (English Language Teaching Society)* 7 (1): 3.

facilitate students to comprehend a reading text effectively by leading them to focus their attention on the important parts and skip the less important ones.⁴¹

b. Text Structure in Teaching Reading

In the use of summarizing strategy in teaching reading, it is also important to know other text structures apart from knowing summarization strategies.⁴². Explanatory and narrative texts have different structures. Summary is an abbreviation made by preserving the original structure of the main text. For this reason, it is necessary for the students to know text structures for a good summary. The narrative text is written to make the reader feel him/herself in an event. An event or chain of events is conveyed from the point of view of a narrator depending on place, time and people.

Summarization of narrative texts aims not to make the reader feel him/herself in the event, but to give information about that text. The summary of the narrative text is structured in the introduction, development and conclusion paragraphs⁴³.

c. The Advantages of Summarizing Strategy in Teaching Reading

- a. Help the students in studying how to find the main point and consolidate the important detail that support them.
- b. It enables the students to focus on the key word and the idiom that proper to remember.

⁴¹ Özdemir, Serpil. 2018. "The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Success." *Universal Journal of Educational Research* 6 (10): 2199–2209. <https://doi.org/10.13189/ujer.2018.061018>.

⁴² Özdemir, Serpil. 2018. "The Effect of...,pp2200

⁴³ Özdemir, Serpil. 2018. "The Effect of...,pp2201

- c. It help the students to reduce unimportant point in a text to make a better understanding in order that the students can achieve the goal of the writers.
- d. It teach the students how to make a long text and difficult to understand become a shorter and easy in understanding.
- e. Train the students in writing skill involve determine the point is presenting by the writer using their own word⁴⁴.

C. Hypothesis

Hypothesis is a temporary answer about some problems that usually happen in every research. The hypothesis from this research was: There is improvement in students' reading comprehension through summarizing strategy at Ma Nurul Islam Dasan Baru, Pringgarata in the academic year 2023/2024.

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⁴⁴ Amelia Hamida et.al, The Effect of ..., pp. 95

CHAPTER III

RESEARCH METHOD

This section discussed research method that will be used in this study including setting of research, object of research, plan of action, instrument of research, phase of action, phase of monitoring and data analysis.

A. Setting of Research

This research conducted students at tenth grade students' of MA Nurul Islam Dasan Baru, Pringgarata in the academic year 2023/2024. The researcher chose this school because the location is accessible for researcher's so that the researcher do the final more easily.

B. Object of Research

The object of this research is the summarizing strategy to enhance students' reading comprehension.

C. Design of Research

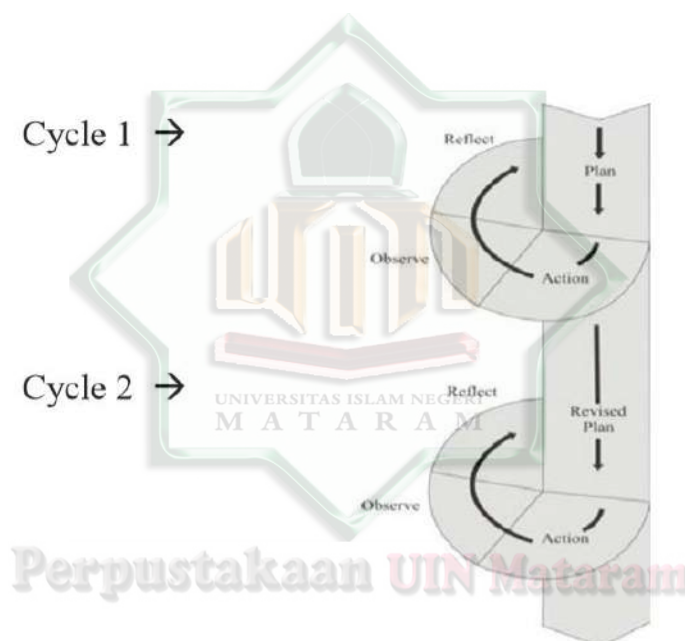
This type of research used in research this is a classroom action research (CAR). Classroom action research is research conducted with the aim of improving the quality of learning in the classroom. This research focuses its research object on all existing things in theclass, both physical and non-physical. This means that all the things that happen in the classroom when learning takes place. Classroom action research consists of four series of activities carried out in a repetitive cycle, namely planning, acting, observing and reflecting⁴⁵.

The classroom action research design (CAR) used in this study was the Kemmis and Taggart model which consisted of four components, namely planning, action / action, observation and reflection. This research was conducted in two cycles and each cycle will be carried out in two meetings. In simple terms, the

⁴⁵ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2014), p. 11.

principle of implementing classroom action research according to the Kemmis and McTaggart model is carried out in the form of a cycled assessment process consisting of four stages which is described as follows⁴⁶:

In simple terms, the principle of implementing classroom action research according to the Kemmis and McTaggart model is carried out in the form of a cycle assessment process consisting of four stages which is described as follows:



Design of Classroom Action Research from Kurt Lewin

Kurt Lewin is sometimes described as the father of research which described action research that can be achieved in terms of planning, observing, acting, and reflecting⁴⁷.

⁴⁶ Stephen Kemis and Robin McTaggart, "The Action Research Planner", (New york: Springer, 2014), pp. 18

⁴⁷ *Ibid.*, pp. 21

D. Planning

Planning was the first step of research procedure to give the solution of the problem and prepare to do the action. In this case, the researcher uses summarizing strategy to improve the students reading comprehension. In taking planning, the researcher prepares everything that need in learning process such as:

1. Preparing the design of lesson plan to improve students reading comprehension.
2. Preparing the students' attendance list, syllabus, score rubric
3. Setting up an interesting reading sources based on curriculum and students need for second grade of junior high school
4. Preparing a test for students in written form
5. Preparing students' and teachers' activities checklist

E. Taking Action

The researcher explains his phase of action as follow:

a. Initial Activities

- 1) Teacher starts by greeting and asking the students condition
- 2) Teacher check student attendance
- 3) Teacher reviews previous material
- 4) Teacher delivers topic and instructional goal
- 5) Teacher inform the purposes of learning while giving motivation

b. Core activities

- 1) The researcher asks the students to read the text repeatedly
- 2) The researcher asks the students to analysis the difficult vocabulary and look for it on dictionary
- 3) The researcher asked the students to underline the key word with the researcher helping

- 4) The researcher help the students to find out the main ideas
- 5) The researcher asks the students to write important details of the text
- 6) While all the students writing summary, the researcher come to every students to give direction or guide who feel difficulties in finding the main idea and important detail
- 7) The researcher asked the students to reread the original text and compare it with their summary to know whether the main idea is already in the summary or not.

c. Closing activity

- 1) The researcher invite the students to discussed together in finding main idea and important detail
- 2) Evaluating and checked the students comprehension
- 3) The teacher guides students to draw conclusions from the material that has been taught.
- 4) The teacher gives homework to students.
- 5) Before closing, the researcher will evaluate the teaching and learning process when the action is applying by asking the students difficulties and response toward the use of summarizing strategy. From the result, the researcher will know how far the strategy is influence in students' understanding and it will be reflection .

In this section, the researcher conducts all action based on lesson plan that have been prepared before or in other word, the researcher applied summarizing strategy in teaching reading with standardized competence and basic competence of English instruction for tenth grade of junior high school.

F. Observing

This stage is done in the same time when the action is occurring. The researcher and English teacher in conducting this step will be team work. It means the researcher will teach reading in the class while the English teacher as the observer will give a score during teaching and learning process by using students' and teachers' activities checklist as tool in observation.

G. Reflecting

Reflection was an activity to analyse and assess the observation result from the action that has been done. After getting the data from previous observation, the researcher calculate the score then the result will be reference in conducting further steps to achieve the purpose of the research.

The implementation was conducted into two cycles those were cycle I and cycle II. Each cycle consist of Planning, acting, observing and reflecting with quantitative and qualitative data to collect the students' score during the research process. If the problem is unsolvable in the cycle I, the action will be continued to the next cycle.

H. Instrument of Research

There are some instruments prepared to make easier in collecting the data, such as observation checklist and test. Te researcher used the following instruments:

1. Observation checklist

Observation is a method used by a researcher to retrieve data in the form of observations about the phenomena that are the target of observation. Observation checklist will be given to English teacher as the observer before the process of learning and fill it when the process of learning is occurring. The observer will fill every item at observation sheet by giving checklist sign in the column based on real condition in

the class. In this case the researcher made observations of the activities of students and teachers in the teaching and learning process.

Observation checklist will be given to English teacher as the observer before the process of learning and fill it when the process of learning is occurring. The observer will fill every item at observation sheet by giving checklist sign in the column based on real condition in the class. The teacher and student activities that will be reference in observation checklist are describe in the tables as follows:

a. Teachers' observation checklist

Table 2
Teachers' observation checklist⁴⁸

No	Activities	Score			
		1	2	3	4
1.	The teacher starts by greeting, check student attendance and asking the students condition				
2.	The teacher inform the purposes of learning while giving motivation				
3.	The teacher explains the concept and step of summarizing				
4.	The teacher distributes the text to the students and asked them to read repeatedly				
5.	The researcher asks the students to analysis the difficult vocabulary and look for it on dictionary				
6.	The teacher asks the students to underline the key word in the text				

⁴⁸ Rabiatul Adwiyah, "mproving students' reading comprehension skill through summarizing strategy", Thesis," State Islamic University, Mataram, 2019,pp.55.

7.	The teacher helps the students to find out main idea in every paragraph of a text				
8.	The teacher asks the students to try to find out the important detail in every paragraph of a text				
9.	The teacher and students together to find out the main idea and important detail in every paragraph of a text				
10.	The teacher gives evaluation and check the students comprehension				
11.	The teacher gives a motivation and reward and close the teaching and learning process				
Total score					
Percentage of activities					
Category					

Note :

Information:	Score
If there is no activity the teacher is given a score of	0
If there is partly activity the teacher is given a score of	1
If more activities are not carried out the teacher is given a score of	2
If more activities are carried out the teacher is given a score of	3
If the activities carried out by the teacher are full, they are given a score of	4

Total score is getting from every score of teacher activity that has been explained in table 2 such as giving apperception related to material will be gave, manage the class well and so on. Percentage of teacher activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of teacher activities. There are four categories of teachers' score such as:

No	Teachers' Score	Category
1	100% - 75%	Excellent
2	74% - 50%	Good
3	49% - 25%	Quite good
4	24% - 0%	Not implemented

b. Students' observation checklist

Table 3
Students' observation checklist⁴⁹

No	Activities	Score			
		1	2	3	4
1.	The students respond to the teachers' greetings				
2.	The students listen to the teachers' explanation about apperception related to material				
3.	The students pay attention to teachers' explanation about summarizing strategy				
4.	The students are active in following the learning process				
5.	The students follow the teachers instruction to read the text and pay attention				
6.	The students dare to ask about material that they have not understood				
7.	The students follow the teachers' instruction to underline the difficulties vocabularies				
8.	The students try to find the main idea of a text based on teachers' instruction				
9.	The students try to find important detail of a text based on teachers' instruction				
10.	The students give their opinion or answer when teacher invites to discuss together about the answer				

⁴⁹ *Ibid.*, pp. 58.

11.	The students listen to the teachers' motivation and reward				
12.	The students respond the closing greeting				
Total score					
Maximum					
Percentage of activities					
Category					

Note :

Information:	Score
If there is no activity the teacher is given a score of	0
If there is partly activity the teacher is given a score of	1
If more activities are not carried out the teacher is given a score of	2
If more activities are carried out the teacher is given a score of	3
If the activities carried out by the teacher are full, they are given a score of	4

Total score is acquiring from every student activities value has been explained in table 3 including the students' attention to the teachers' explanation, attention to the lesson, and so on. Percentage of student activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

The category is obtained from the students' final score of activities which include four categories those are:

No	Students' Score	Category
1	100% - 75%	Excellent
2	74% - 50%	Good
3	49% - 25%	Quite good
4	24% - 0%	Not implemented

2. Test

A tests can be used to measure students' abilities and knowledge both individually and in groups. This instrument is used to determine the difference between students' abilities before and after the implementation of the action. Researchers collected multiple choice tests because multiple choice tests have several advantages such as scoring is easy, fast, objective and can cover a wide range of material in one test. The multiple choice questions made totaled 10 questions with details of 6 multiple choice main ideas and 4 multiple choice important details. and also in this study researchers used two test instruments, namely pre-test and post-test.

The researcher will use formula below to account the score of student from the aspects that have been explained before in table 1 such as finding main idea in each paragraph and knowing the important detail in each or some paragraph.

- 1) To obtain the individual score of Reading test, the researcher used formula

$$\text{Score} : = \frac{\text{Total of Score}}{\text{Maximal Score of Five Component}} \times 100$$

To know the criteria of students score, it can be classified as follow;

Table 4
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The interpretation of students' score⁵⁰.

Percentage of scores	Criterion
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
10-20	Bad

⁵⁰ Rosma Hartiny, "Model Penelitian Tindakan Kelas", (Yogyakarta: Teras, 2010),

Students are said pass the test if they get a score 70 or more than 70 because of the criterion minimum of mastery in this school is 70.

2) The formula to calculate the students average

$$x = \frac{\sum x}{N}$$

Explanation:

$\sum x$ = Total of students' Score

N = Total of Subject

x = Average

3) The formula to calculate the students' classical Achievement is

$$PC = \frac{N}{S} \times 100 \%$$

Explanation:

PC = Percentage of achievement

N = The total of students that get more ≥ 75

S = Number of Students' in the class.

I. Indicator of success

The category of students successful in this research is when they passed the grade of KKM. The passing grade of English lesson at MA Nurul Islam Dasan Baru is 70. The researcher expected that there were at least 75% students who passed the grade of KKM. It means this research already successful to improve students' reading comprehension.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of research and discussion of the implementation of summarizing strategy enhance students' reading comprehension in the tenth grade students' of MA Nurul Islam Dasan Baru. The implementation was conducted into two cycles those were cycle I and cycle II. Each cycle consist of Planning, acting, observing and reflecting with quantitative and qualitative data to collect the students' score during the research process. The researcher analysed and know the students' ability when she was applied the summarizing strategy on her teaching practice on August – September 2023.

A. Research Findings

In this case, the researcher will present the results of his research. As stated in the previous chapter, the research method used in this research is classroom action research in cycle 1 and cycle 2 with planning, implementation, observation and reflection. Each cycle will be reflected to find out the results of the action. All stages in this research will be described as follows:

1. Cycle 1

a. Planning

In this step, the researcher made a planning for implementing the action based on the problems that faced by the students in reading comprehension. In this case, the researcher prepared a lesson plan about narrative text based on teaching materials. Other than that, the researcher also prepared a post-test 1 to find out students' ability to understand a text, especially in narrative text. and whether the students' score have progressed or not from test in cycle 1 to cycle 2.

b. Acting

The action of this cycle was conducted on August 7th, 8th, 14th, 15th 2023. In this step, the researcher act as the teacher based on the lesson plan and the English teacher act as the observer who

observes the activity during teaching and learning process. A complete explanation of this cycle will be described as follows:

1) First Meeting

The first meeting begins by providing views on summarizing strategies such as providing explanations, steps or procedures and examples of the strategy itself. In this step, the researcher builds good interaction and communication with students so that they feel they are enjoying the lesson and build an understanding of their background. Then, before moving on to the learning stage, the researcher held a pre-test for all students to find out how far the students' abilities were in summarizing a text. This is done by researchers as a first step before researchers apply summarizing techniques in learning.

2) Second meeting

The second meeting began with a discussion of summarizing strategies with the students, including explanations of the strategies' processes or procedures and examples of the strategies themselves. In this step to achieve a good summary, the researcher provides good steps in the summarizing process. such as : a) Read a text repeatedly. b) Check the vocabularies that do not understand in dictionary and write it down in a piece of paper. c) Remember 5W+1H questions (who, what, why, where, when, how) to make it easier in finding the main idea in a text. d) Identify and underline the key word in a text and write it down in other paper. e) Use the notes above like finding the difficult vocabulary and underlining the key to make the paraphrase draft. f) Reread the original text and compare your paraphrase with it and make sure the main idea is involve in your summary. And also the researcher establishes effective communication and contact with the students in order to help them enjoy the lesson and deepen their grasp of the subject. The researcher then gives the students the chance to ask questions based on the information they don't understand.

After giving explanation, the researcher invites the students together to find the main idea and important detail of a text. The researcher read a text per paragraph and asked the students who can find the main idea and important detail of a text by guiding from her. When the teaching and learning process is occurring, the researcher does the observation to know the students ability and the difficulties in finding main idea and important detail of a text as the reflection to the next cycle.

3) Third Meeting

At the third meeting, the researcher began to apply the summarizing strategy in teaching. At first the researcher asked the material that had been discussed at the previous meeting, this was done by the researcher to determine the students' ability to understand the material that had been taught. Then as an emphasis, the researcher re-explained the material from the previous meeting. After giving an explanation, the researcher distributed the text related to the narrative text to all students and directed the students to listen to the narrative text reading that the researcher would read and after the researcher finished reading the text, the researcher directed the students to read a text that had been distributed. students into 5 groups, each group consists of 3 people then the researcher directs students to discuss with the group to find the main ideas or important things contained in the text.

After that, the researcher directed one representative from each group to read the results of the discussion. When the teaching and learning process is taking place, the teacher makes observations to determine the students' abilities and difficulties in finding the main ideas and important things from a narrative text as well as observing the teachers and students during the learning process. In this case, the researcher acts as a teacher during learning while the teacher acts as an observer. When the teaching and learning process has been completed, the researcher checks the observations made by the teacher.

Finally, at this meeting the researcher reminded the students to prepare for the exam at the next meeting based on the material that had been taught previously.

4) Fourth Meeting

At the last meeting of cycle one, the researcher conducted a post-test on students' reading comprehension by asking them to answer questions on the student worksheets that had been provided by the researcher. Before dividing the text and student worksheets, the researcher gave directions to students on how to answer the questions. At this stage, the researcher supervises the student's work.

b. Observing

In this stage, the English teacher at MA Nurul Islam Dasan Baru as observer who observed the activities inside the classroom during teaching and learning process. To monitor the actions of the teacher and pupils, the observer employed an observation checklist that had been prepared beforehand. The observer just needs to assign a mark (√) based on the actual classroom conditions. Following is a description of the findings from cycle one's observation checklist:

1) Observation Checklist

a) Teacher Activities

Table 5

Teachers' activities score in cycle 1

No	Activities	Score			
		1	2	3	4
1.	The teacher starts by greeting, check student attendance and asking the students condition		√		
2.	The teacher inform the purposes of learning while giving motivation			√	
3.	The teacher explains the concept and step of summarizing			√	

4.	The teacher distributes the text to the students and asked them to read repeatedly				√
5.	The researcher asks the students to analysis the difficult vocabulary and look for it on dictionary		√		
6.	The teacher asks the students to underline the key word in the text			√	
7.	The teacher helps the students to find out main idea in every paragraph of a text				√
8.	The teacher asks the students to try to find out the important detail in every paragraph of a text			√	
9.	The teacher and students together to find out the main idea and important detail in every paragraph of a text		√		
10.	The teacher gives evaluation and check the students comprehension			√	
11.	The teacher gives a motivation and reward and close the teaching and learning process		√		
Total score		31			
Maximum		44			
Percentage of activities		70%			
Category		Good			

Total score is getting from every teacher activities such as giving apperception related to material, greeting the students and so on. Percentage of teacher activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of teacher activities. There are four categories of teachers' score such as:

No	Teachers' Score	Category
1	100% - 75%	Excellent
2	74% - 50%	Good
3	49% - 25%	Quite good
4	24% - 0%	Not implemented

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{31}{44} \times 100\%$$

$$P = 70\%$$

From the observation of teacher activities above, the result have showed that teacher percentage score was 70% which means that the teacher teach well. Yet, there are some aspects need to be improved such as the teacher explanation about the concept and step of summarizing, the teacher instruction to find main idea, important detail and difficult vocabularies, the teacher in helping the students to find out main idea and important detail and soon.

b) Students' Activities

Table 6

Students' score activities in cycle 1

No	Activities	Score			
		1	2	3	4
1.	The students respond to the teachers' greetings		√		
2.	The students listen to the teachers' explanation about apperception related to material				√
3.	The students pay attention to teachers' explanation about summarizing strategy		√		
4.	The students are active in following the learning process		√		
5.	The students follow the teachers instruction to read the text and pay attention			√	

6.	The students dare to ask about material that they have not understood		√		
7.	The students follow the teachers' instruction to underline the difficulties vocabularies			√	
8.	The students try to find the main idea of a text based on teachers' instruction			√	
9.	The students try to find important detail of a text based on teachers' instruction		√		
10.	The students give their opinion or answer when teacher invites to discuss together about the answer		√		
11.	The students listen to the teachers' motivation and reward				√
12.	The students respond the closing greeting				√
Total score		33			
Maximum		48			
Percentage of activities		69%			
Category		Good			

Total score is taken from all students' activities. Percentage of students' activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of students' activities. There are four categories of teachers' score such as:

No	Students' Score	Category
1	100% - 75%	Excellent
2	74% - 50%	Good
3	49% - 25%	Quite good

4 24% - 0% Not implemented

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{33}{48} \times 100\%$$

$$P = 69\%$$

From the observation of students' activities above, the result has showed that teacher percentage score was 69% which means that the students' participation was well. Yet, there are some aspects need to be improved such as the students' attention to teacher explanation, the students being active in learning process, the courage of students in asking the question related to the material, the students opinion when discussing and so forth.

- c) The students' score
 - 1) Pre-Test score

Table 7

The Result of Students' Pre-Test of reading comprehension Score.

NO	NAME	QUESTIONS										SCORE
		1	2	3	4	5	6	7	8	9	10	
1	ASR	1	1	1	0	1	1	1	0	1	0	70
2	AA	1	1	1	1	0	0	0	1	0	0	50
3	AR	1	1	1	0	0	0	1	1	0	0	50
4	AM	1	1	1	1	0	0	0	0	1	0	50
5	AD	1	1	1	0	0	0	1	0	1	0	50
6	A	1	1	1	0	0	0	1	0	0	1	50
7	AA	1	1	1	0	1	0	1	0	0	0	50

8	A	1	1	1	0	0	1	1	0	0	0	50
9	BN	1	1	1	1	1	1	1	1	1	1	100
10	HM	1	1	1	0	0	0	1	1	0	0	50
11	H	1	1	1	0	0	1	0	0	1	0	50
12	MH	1	1	1	0	0	1	0	0	1	1	60
13	MS	1	1	1	1	0	0	0	1	1	1	70
14	NA	1	1	1	1	0	1	1	0	1	1	80
15	SO	1	1	1	0	0	1	1	0	1	0	60
16	URW	1	1	1	0	0	1	0	0	0	1	50
Total Score												940
Means												58.75

To know the mean score of pre-test above, first step that the researcher did was calculating the students' score. The results as it can be seen below:

$$Mx = \frac{\sum x}{N} = \frac{940}{16} = 58.75$$

Next, to know the class percentage that passed the Minimum Mastery Criterion (KKM) using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{4}{16} \times 100\% = 25\%$$

Based on the result of students' pre-test scores, the data shows that the mean of the pre-test was 58.75. Only 4 students or 25% who have passed the Minimum Mastery Criterion (KKM). Meanwhile, the rest were under the criterion. The highest score was 100 and the lowest score was 50. After analysing the result of pretest, it can be concluded that most of students in x class had difficulty in reading comprehension since there

were 12 student did not pass the KKM. Thus, it needed solutions to solve the problem. The action research that was conducted by the researcher needed to improve students reading comprehension.

2) Post-Test score

Table 8

Students' Score in Post-Test of cycle 1

NO	NAME	QUESTIONS										SCORE
		1	2	3	4	5	6	7	8	9	10	
1	ASR	1	1	1	1	1	1	1	1	0	1	90
2	AA	1	1	1	0	0	0	1	1	0	1	60
3	AR	1	0	1	1	0	1	1	0	0	1	60
4	AM	1	1	1	1	0	0	0	0	1	1	60
5	AD	1	0	1	1	0	1	1	1	0	0	60
6	A	1	1	0	0	1	1	1	0	0	1	60
7	AA	1	0	1	1	1	1	1	0	0	1	70
8	A	1	1	1	0	0	1	1	0	0	1	60
9	BN	1	1	1	1	0	1	1	1	1	1	90
10	HM	1	1	1	0	0	0	1	1	0	1	60
11	H	1	1	1	0	1	1	1	0	0	0	60
12	MH	1	0	1	1	0	1	1	1	0	0	60
13	MS	1	1	1	1	1	1	1	1	1	1	100
14	NA	1	0	1	1	1	1	1	1	0	0	70

15	SO	1	1	1	1	1	1	1	0	0	1	80
16	URW	1	1	1	1	0	1	1	0	0	1	70
Total Score											1110	
Means											69.37	

To know the mean score of post-test 1 above, the step that the researcher did was calculating the students' score. The results as it can be seen below:

$$Mx = \frac{\sum x}{N}$$

$$= \frac{1110}{16} = 69.37$$

From the calculation above showed that the mean of the post-test 1 was 69.37. It indicated that there were some improvements from pre-test to post-test 1. Next, to know the percentage of students' improvement from pre-test to post_test 1, the researcher used the formulation below:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$= \frac{69.37 - 58.75}{58.75} \times 100\%$$

$$= 18\%$$

The calculation above showed that the percentage of students' reading comprehension improvement from pre-test to post-test 1 was 18%. To analyze the percentage of students who passed the Minimum Mastery Criterion, the formulation could be seen as following:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{16} \times 100\% = 43.75\%$$

According to the calculation above, 7 students, or 43.75%, have passed the Minimum Mastery Criterion (KKM). Meanwhile, the rest were under the criterion. So, the cycle in CAR was still needed to be continuing because it could not reach 75% yet as CAR criterions' target. It means the students' score had not reached the average score of KKM that was 70. And to reach the average score of KKM, the researcher should do the next cycle and test 2 to know the students' score.

d) Reflecting

In this stage, the researcher evaluated the result of the implementation of summarizing strategy in the teaching and learning process. Based on the observation checklist of students' and teacher activities, there are still many weakness such as the students not attention to the teachers' explanations, being shy to ask the question related to material that they did not understand, shy to give their opinion, the teacher often forget some steps in teaching using summarizing strategy soon.

Therefore, from the reflection above there should be more efforts to improve the students' reading comprehension through summarizing strategy in the cycle 2 like provide a more detailed explanation of summarizing strategies about narrative texts in teaching, researchers will be more focused on discussing the main ideas and important details in narrative texts and provide more motivation.

2. Cycle 2

a. Planning

After knowing the result of students' scores in the post-test of cycle one that the students were good enough in reading comprehension through summarizing strategy, the researcher decided to conduct cycle two to meet the success standard. The researcher prepared the lesson plan with the same modification in the first cycle. Additionally, the researcher prepared an observation

checklist of students' and teachers' activities. Then, the researcher also prepared post-test 2 to know the students' score.

b. Acting

1) First meeting

In the first meeting of this cycle, the researcher asked the students about what they have not understood in summarizing strategy and what the difficulties that they found when applying summarizing strategy in a text. The procedure of this cycle same as the previous cycle the researcher explained the material related to summarizing strategy and the example of summarizing a text. Afterward, the researcher asked the students to read a text and try to find out the main idea and important detail in every paragraph. In this step, the researcher also allowed the students to ask questions that have not understood and give them a chance to lay out their answers when discussing together about the main idea and important detail.

2) Second meeting

In this meeting, the researcher conducted the post-test 2 to get the students' score. Before conducting the test, the researcher reviewed the last material to remind the students understanding about summarizing strategy and then inform them about the test. The researcher divided the test among the students and gave them direction on how to answer the question and the researcher oversees the students' work.

c. Observing

1) Teacher Activities

Table 9
Teachers' activities score in cycle 2

No	Activities	Score			
		1	2	3	4
1.	The teacher starts by greeting, check student attendance and asking the students condition			√	
2.	The teacher inform the purposes of learning while giving motivation				√
3.	The teacher explains the concept and step of			√	

	summarizing				
4.	The teacher distributes the text to the students and asked them to read repeatedly				√
5.	The researcher asks the students to analysis the difficult vocabulary and look for it on dictionary		√		
6.	The teacher asks the students to underline the key word in the text			√	
7.	The teacher helps the students to find out main idea in every paragraph of a text				√
8.	The teacher asks the students to try to find out the important detail in every paragraph of a text			√	
9.	The teacher and students together to find out the main idea and important detail in every paragraph of a text				√
10.	The teacher gives evaluation and check the students comprehension			√	
11.	The teacher gives a motivation and reward and close the teaching and learning process			√	
Total score		36			
Maximum		44			
Percentage of activities		81%			
Category		Excellent			

Total score is getting from every teacher activities such as giving apperception related to material, greeting the students and so on. Percentage of teacher activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of teacher activities. There are four categories of teachers' score such as:

No	Teachers' Score	Category
1	100% - 75%	Excellent
2	74% - 50%	Good
3	49% - 25%	Quite good
4	24% - 0%	Not implemented

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{36}{44} \times 100\%$$

$$P = 81\%$$

From the observation of teacher activities above, the result have showed that teacher percentage score was 81%. It means the teacher activities when applying the summarizing strategy was improved from cycle 1 and obtained excellent category which means the teacher activities in learning process was very well and this was the last observation of teacher' activities because it was excellent.

2) Students' Activities

Table 10
Students' activities score in cycle 2

No	Activities	Score			
		1	2	3	4
1.	The students respond to the teachers' greetings				√
2.	The students listen to the teachers' explanation about apperception related to material			√	
3.	The students pay attention to teachers' explanation about summarizing strategy				√
4.	The students are active in following the learning process				√

5.	The students follow the teachers instruction to read the text and pay attention			√	
6.	The students dare to ask about material that they have not understood		√		
7.	The students follow the teachers' instruction to underline the difficulties vocabularies				√
8.	The students try to find the main idea of a text based on teachers' instruction			√	
9.	The students try to find important detail of a text based on teachers' instruction				√
10.	The students give their opinion or answer when teacher invites to discuss together about the answer		√		
11.	The students listen to the teachers' motivation and reward				√
12.	The students respond the closing greeting				√
Total score		41			
Maximum		48			
Percentage of activities		85%			
Category		Excellent			

Total score is taken from all students' activities.
 Percentage of students' activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of students' activities. There are four categories of teachers' score such as:

No	Teachers' Score	Category
1	100% - 75%	Excellent
2	74% - 50%	Good

3	49% - 25%	Quite good
4	24% - 0%	Not implemented

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{41}{48} \times 100\%$$

$$P = 85\%$$

From the observation of students' activities above, the result have showed that teacher percentage score was 85%. It means the students activities when following the teaching and learning process was improved from cycle 1 and obtained excellent category which means the students' participants was very well and this was the last observation of students' activities because the students' participant was excellent.

Table 11

Percentage of students' and teachers activities score of each cycle

Meeting	Teachers' observation checklist	Students' observation checklist
Cycle 1	70%	69%
Cycle 2	81%	85%

The score of teacher' activities in observation of cycle 1 was 70% and in cycle 2 was 81% while the students' activities in observation of cycle 1 was 69% and 85% in cycle 2. It means the teacher activities when applying the summarizing strategy was improved from cycle 1 to cycle 2 and obtained excellent category which means the teacher activities and students activities in learning process was very well, that means that the two observation checklist in the second cycle was successful.

3) Post-Test score of cycle 2

Table 12

Students' Score in Post-Test of cycle 2

NO	NAME	QUESTIONS										SCORE
		1	2	3	4	5	6	7	8	9	10	
1	ASR	1	1	1	1	1	1	1	1	1	1	100
2	AA	1	1	1	1	0	0	1	1	0,5	1	75
3	AR	1	0	1	1	0	1	1	0,8	0	1	68
4	AM	1	1	1	1	0,5	0	0	1	1	1	75
5	AD	1	1	1	1	0	1	1	1	0	0,5	75
6	A	1	1	0,5	0	1	1	1	0	0	1	65
7	AA	1	0,5	1	1	1	1	1	0	0	1	75
8	A	1	1	1	1	1	1	1	0	0	1	70
9	BN	1	1	1	1	1	1	1	1	1	1	100
10	HM	1	1	1	0	0	0	1	1	0,8	1	68
11	H	1	1	1	0	1	1	1	0	0	0,5	65
12	MH	1	0,5	1	1	0	1	1	1	0	1	75
13	MS	1	1	1	1	1	1	1	1	1	1	100
14	NA	1	1	1	1	1	1	1	1	0	1	90
15	SO	1	1	1	1	1	1	1	0	1	1	90
16	URW	1	1	1	1	0	1	1	1	1	1	90

	Total Score	1281
	Means	80

To know the mean score of post-test 2 above, the step that the researcher did was calculating the students' score. The results as it can be seen below:

$$Mx = \frac{\sum x}{N} = \frac{1281}{16} = 80$$

From the calculation above showed that the mean of the post-test 2 was 79.43. It indicated that there were some improvements from pre-test to post-test 2. Next, to know the percentage of students' improvement from pre-test to post_test 2, the researcher used the formulation below:

$$\begin{aligned}
 P &= \frac{y_2 - y_1}{y_1} \times 100\% \\
 &= \frac{80 - 58.75}{58.75} \times 100\% \\
 &= 36\%
 \end{aligned}$$

The calculation above showed that the percentage of students' reading comprehension improvement from pre-test to post-test 2 was 36%. To analyze the percentage of students who passed the Minimum Mastery Criterion, the formulation could be seen as following:

$$P = \frac{F}{N} \times 100\% \quad P = \frac{12}{16} \times 100\% = 75\%$$

Based on the calculation above, there are 12 students, or 75% who have met the Minimum Completeness Criteria (KKM). While the rest are under the criteria. Therefore, the CAR cycle no longer needs to be continued because it can reach 75% which is the target of the CAR criteria. This means that the student's scores have reached the KKM average score of 70. It can be concluded that students' reading comprehension has increased and that means that the post-test in the second cycle was successful.

Table 13

Percentage of students' score of pre-test and post-test

Meeting	Total score	Percentage
Before applying strategy (pre-test)	940	58.75
Cycle 1 (post-test 1)	1110	69.37
Cycle 2 (post-test 2)	1281	80

The result of research showed that there was improvement of students' score from the test before applying summarizing to test in cycle 1. The students' score in pre-test was only 58.75. Then, after applying summarizing strategy in post- test 1 of cycle 1 the students' score in reading comprehension was 69.37 and the score in post-test 2 of cycle 2 was 80. This means that students' reading comprehension increases using summary strategy.

d. Reflection

After conducting post-test 2, the researcher analyzed the result of the test and the researcher feel satisfied because the students have significant improvement from pre-test, post-test 1, and post-test 2. Other than that, most of the students respond to the teacher actively. After achieving the target of the research which a minimum of 75% of students passed the score of KKM, the researcher decided to stop the research because it had already succeeded.

B. Discussion

This research was classroom action research which used observation checklist list and test to collect the data. In this research, the researcher used written test to know the students ability in reading comprehension toward summarizing strategy. There was two cycle in this research those are cycle 1 and cycle 2 and each cycle has four steps including planning, observing, acting and reflecting.

Before applying the action, the researcher should do planning like prepare the lesson plan, syllabus, test, observation checklist and so forth. In cycle 1, the researcher explained what summarizing strategy is, the step of summarizing and the example of it. After that, the researcher did pre-test to know the students' improvement after applying the strategy and the students score in cycle 1 was 69.37 which did not reach average score of KKM 70 it means that the researcher should do next cycle. In cycle 2, the researcher did same thing but more emphasize in giving the example of finding main idea and important detail of a text and improved the lack of step in cycle 1 and did test 2. In test 2 the students' reached 80 score which means they reached the average score of KKM and this research was success.

Based on the result above, summarizing strategy can improve the students' reading comprehension. The improvement of students' reading comprehension was supported by the previous research, Purwandi, the implementation of summarizing activities were successful to promote the students to be participated in the teaching-learning process of reading and that summarizing activities could change behaviors on the parts of the students in making sense of texts⁵¹.

Adwiyah, state by using summarizing strategy, the students will know how to find the main idea in a text, find the information detail in each paragraph and how to discriminate the important and unimportant information in the text⁵².

In addition, Murniyati, state summarizing can help the reader to focus on main idea in order it will increase their comprehension⁵³. Those studies show that if summarizing strategy can improve the students' reading comprehension.

⁵¹ MitaEkaPurwandi, "Improving Reading Comprehension through Summarizing Activities, *Thesis*, Yogyakarta State University, Yogyakarta, 2015, pp. 103

⁵² Rabiatul Adwiyah, "improving students' reading comprehension skill through summarizing strategy" State Islamic University, Mataram, 2019, pp.81

⁵³ Murniyati, "The Effect of Using Summarizing Strategy of Intermediate EFL Learner in Reading Comprehension", *A Thesis*, State Institute for Islamic Studies, Salatiga, 2018, pp. 12

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding above, it can be concluded that the research was successful in improving students' reading comprehension through summarizing strategy. It can be seen from the improvement of students' score in every cycle of observation activities and test. The score of teacher' activities in observation of cycle 1 was 70% and in cycle 2 was 81% while the students' activities in observation of cycle 1 was 69% and 85% in cycle 2. In the final, the students score in test 2 was higher than test 1 that was 69.37 and 80 in cycle 2, Furthermore, from the data displayed, it can be concluded that the research was successful in improving students' reading comprehension through a summarizing strategy. It can be seen from the improvement of students' scores in every cycle of observation activities and tests.

B. Suggestion

With the research finding in applying summarizing strategy to enhance students' reading comprehension, the researcher offers her suggestion as follows:

1. The english teacher at MA Nurul Islam, Central Lombok especially in the tenth grade should try to apply summarizing strategy to enhance students' reading comprehension.
2. The english teacher at MA Nurul Islam, Central Lombok especially in the tenth grade must guide and establish good communication and teaching with students in class.
3. The english teacher at MA Nurul Islam, Central Lombok especially in the tenth grade should handle the students activities during teaching and learning process.
4. The researcher hopes the students at MA Nurul Islam especially in the tenth grade always do the practice that have been teach by her.

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Perpustakaan UIN Mataram



APPENDINCES

Perpustakaan **UIN Mataram**

Appendix 1

Students' Name List At Tenth Grade Students' Of Ma Nurul Islam Dasan Baru.

No	Students' name	Gender
1.	A. SYAHRUL RAMDANI	Male
2.	ABDUL AZIM	Male
3.	ABDURRAHMAN	Male
4.	ALI MUSTOFA	Male
5.	ANISA DIANTARI	Female
6.	ASROBI	Male
7.	AZIZ ARIF	Male
8.	AZIZAH	Female
9.	BAIQ NURZAHIRA	Female
10.	HENDRI MUSTIAWAN	Male
11.	HUMAIDI	Male
12.	MAISUR HADI	Male
13.	MAULIDA SAFITRI	Female
14.	NIDA ANHOFIA	Female
15.	SENDRA OLIVIA	Female
16.	ULYA RISMA WARDANI	Female

Appendix 2

Lesson Plan Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS I

Sekolah : MA NURUL ISLAM DASAN BARU
Mata Pelajara : BAHASA INGGRIS
Kelas / Semester : X / GENAP
Materi Pokok : *SUMMARIZING NARRATIVE TEXT*
Alokasi Waktu : 2 x 40 menit (4 kali Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- KD 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
- KD 4.5 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- KD 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. INDIKATOR

- Menggunakan struktur teks dan unsur kebahasaan untuk memahami dan meringkas teks naratif berbentuk legenda pendek dan sederhana
- Mengidentifikasi ide pokok pembahasan pada teks naratif berbentuk legenda pendek supaya memudahkan dalam meringkas teks
- Mengidentifikasi informasi penting pada teks naratif berbentuk legenda pendek yang dijadikan sebagai bahan untuk meringkas teks

D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami teks naratif berbentuk legenda pendek
- Dapat mengidentifikasi informasi penting pada teks naratif berbentuk legenda pendek yang dijadikan sebagai bahan untuk meringkas
- Dapat menambah kosakata terkait teks naratif
- Dapat membuat ringkasan dari teks naratif

E. MATERI PEMBELAJARAN

Meringkas teks naratif

Teks naratif adalah teks yang memfokuskan pada spesifik tokoh yang menceritakan sebuah cerita menarik

Fungsi sosial

Memperoleh hiburan dan mengajarkan nilai-nilai luhur melalui cerita legenda terdahulu

Struktur teks

- Memperkenalkan tokoh, tempat, waktu terjadinya cerita
- Menceritakan kejadian yang terjadi terhadap tokoh utama (komplikasi)
- Menceritakan akhir cerita apakah berakhir dengan bahagia atau sedih
- Memaparkan pelajaran moral dalam teks naratif

Unsur kebahasaan

- Simple Past tense, Simple Past Continuous Tense
- Nama tokoh, tempat, waktu dan situasi yang terkait
- Keterangan waktu: once upon time, a long time ago, in the morning, one day, was, were, etc
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan yang jelas dan rapi

Topik

THE STORY OF LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. His name was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

SURA AND BAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are **greedy**" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy

F. METODE PEMBELAJARAN

- Pendekatan : Scientific approach
- Model Pembelajaran : Cooperative learning
- Metode : Tanya jawab, diskusi

G. MEDIA PEMBELAJARAN

1. Media

- Teks naratif tentang legenda
 - lembar kerja siswa
 - Lembar penilaian
2. Alat
- Papan tulis
 - Spidol
 - Laptop
 - LCD

H. SUMBER BELAJAR

- Kamus Bahasa Inggris Indonesia
- Pengalaman guru dan peserta didik
- Internet

I. KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA (I)

1. Pendahuluan (10 menit)
- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
 - Guru memotivasi peserta didik
 - Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.
 - Guru memberi informasi tentang akan dilaksanakannya Pre-Test terkait materi yang akan diajarkan
2. Kegiatan Inti (60 menit)
- Guru melakukan Pre-Test
 - Guru menjelaskan tentang langkah-langkah serta peraturan dalam menjawab soal Pre-Test
 - Guru memberikan waktu kepada peserta didik untuk menanyakan hal-hal yang belum dipahami terkait Pre-Test.
 - Guru mengawasi cara kerja siswa dalam menjawab Pre-Test yang diberikan
 - Guru memberikan informasi kepada peserta didik bahwa waktu sudah habis dan jawaban mereka harus dikumpulkan.
3. Penutup (10 menit)

- Guru memberikan waktu kepada peserta didik untuk mengajukan pertanyaan.
- Guru memotivasi siswa dan memberikan pujian
- Guru menutup pembelajaran dan memberikan salam

PERTEMUAN KEDUA (II)

1. Pendahuluan (10 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
- Guru memotivasi peserta didik
- Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.

2. Kegiatan Inti (60 menit)

- Guru menjelaskan tentang materi pembelajaran tentang meringkas naratif teks dan strategi meringkas
- Guru menjelaskan tentang strategi meringkas
- Guru menjelaskan manfaat dari strategi meringkas teks naratif
- Guru mengarahkan peserta didik untuk membaca teks naratif
- Guru memberikan latihan kepada peserta didik untuk meringkas teks naratif kemudian membaca kembali hasil ringkasannya
- Guru memberikan waktu kepada peserta didik untuk menanyakan hal-hal yang belum dipahami terkait materi yang sudah diajarkan
- Guru mengarahkan siswa dengan teman sebangkunya untuk saling mendiskusikan kosa kata yang mereka temukan dalam teks yang disajikan kemudian mencarinya dalam kamus
- Siswa mendiskusikan tentang apa saja isi dari teks telah di ringkas
- Peserta didik menulis ide pokok dan informasi detail sesuai pemahaman mereka tentang teks narrative berbentuk legenda
-

3. Penutup (10 menit)

- Guru memberikan evaluasi dan mengecek pemahaman siswa
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru memotivasi siswa dan memberikan pujian
- Guru menutup pelajaran dan memberikan salam

PERTEMUAN KETIGA (III)

1. Pendahuluan (10 menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
- Guru memotivasi peserta didik
- Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.

2. Kegiatan Inti (60 menit)

- Guru menjelaskan kembali materi tentang strategi meringkas, manfaat dari strategi meringkat dan contoh contoh meringkas seperti pertemuan sebelumnya
- Guru mengamati sejauh mana pemahaman siswa terkait materi yang sudah di ajarkan
- Guru mengamati sejauh mana pemahaman membaca siswa pada teks naratif berbentuk legenda
- Guru mengamati sejauh mana pemahaman meringkas siswa pada teks naratif berbentuk legenda dengan menggunakan kata-kata sendiri
- Peserta didik menanyakan arti beberapa kosa kata yang masih dirasa sulit.
- Peserta didik menanyakan beberapa point yang belum di pahami dalam meringkas teks naratif berbentuk legenda
- Guru meminta kembali siswa berlatih memahami dan meringkas informasi detail pada teks naratif berbentuk legenda

- Guru memeriksa jawaban peserta didik terkait memahami dan meringkas informasi detail pada teks naratif berbentuk legenda
 - Mendiskusikan masalah apa saja yang dialami siswa dalam memahami narrative teks
 - Siswa mendiskusikan masalah yang dialami dalam meringkas teks
 - Guru memberikan kebebasan untuk siswa bertanya terkait materi yang belum dipahaminya
3. Penutup (10 menit)
- Guru memberikan evaluasi dan mengecek sejauhmana pemahaman siswa
 - Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
 - Guru memotivasi siswa dan memberikan pujian
 - Guru menutup pelajaran dan memberikan salam serta menginformasikan bahwa pertemuan selanjutnya akan diadakan Post-Test terkait materi yang sudah diajarkan.

PERTEMUAN KEEMPAT (IV)

1. Pendahuluan (10 menit)
- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
 - Guru memotivasi peserta didik
 - Guru memberi informasi tentang akan dilaksanakannya Post-Test terkait materi yang telah diajarkan
2. Kegiatan Inti (60 menit)
- Guru melakukan Post-Test kepada peserta didik
 - Guru menjelaskan tentang langkah-langkah serta peraturan dalam menjawab soal Post-Test
 - Guru memberikan waktu kepada peserta didik untuk menanyakan hal-hal yang belum dipahami terkait Post-Test
 - Guru mengawasi cara kerja siswa dalam menjawab Post-Test yang diberikan

- Guru memberikan informasi kepada peserta didik bahwa waktu sudah habis dan jawaban mereka harus dikumpulkan.
3. Penutup (10 menit)
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
 - Guru memotivasi siswa dan memberikan pujian
 - Guru menutup pembelajaran dan memberikan salam



Ahmad Zazri, S.Pd

NIP.

Mistarina Lia Widayanti, S. Pd

NIP.

Appendix 3

Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS I

Sekolah : MA NURUL ISLAM DASAN BARU
Mata Pelajara : BAHASA INGGRIS
Kelas / Semester : X / GENAP
Materi Pokok : *SUMMARIZING NARRATIVE TEXT*
Alokasi Waktu : 2 x 40 menit (4 kali Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- KD 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
- KD 4.5 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- KD 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. INDIKATOR

- Menggunakan struktur teks dan unsur kebahasaan untuk memahami dan meringkas teks naratif berbentuk legenda pendek dan sederhana
- Mengidentifikasi ide pokok pembahasan pada teks naratif berbentuk legenda pendek supaya memudahkan dalam meringkas teks
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D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami teks naratif berbentuk legenda pendek
- Dapat mengidentifikasi informasi penting pada teks naratif berbentuk legenda pendek yang dijadikan sebagai bahan untuk meringkas
- Dapat menambah kosakata terkait teks naratif
- Dapat membuat ringkasan dari teks naratif

E. MATERI PEMBELAJARAN

Meringkas teks naratif

Teks naratif adalah teks yang memfokuskan pada spesifik tokoh yang menceritakan sebuah cerita menarik

Fungsi sosial

Memperoleh hiburan dan mengajarkan nilai-nilai luhur melalui cerita legenda terdahulu

Struktur teks

- Memperkenalkan tokoh, tempat, waktu terjadinya cerita
- Menceritakan kejadian yang terjadi terhadap tokoh utama (komplikasi)
- Menceritakan akhir cerita apakah berakhir dengan bahagia atau sedih
- Memaparkan pelajaran moral dalam teks naratif

Unsur kebahasaan

- Simple Past tense, Simple Past Continuous Tense
- Nama tokoh, tempat, waktu dan situasi yang terkait
- Keterangan waktu: once upon a time, a long time ago, in the morning, one day, was, were, etc
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Topik

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man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

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F. METODE PEMBELAJARAN

- Pendekatan : Scientific approach
- Model Pembelajaran : Cooperative learning
- Metode : Tanya jawab, diskusi

G. MEDIA PEMBELAJARAN

3. Media

- Teks naratif tentang legenda
- lembar kerja siswa
- Lembar penilaian

4. Alat

- Papan tulis
- Spidol
- Laptop
- LCD

H. SUMBER BELAJAR

- Kamus Bahasa Inggris Indonesia
- Pengalaman guru dan peserta didik
- Internet

I. KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA (I)

1. Pendahuluan (10 menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
- Guru memotivasi peserta didik
- Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.

2. Kegiatan Inti (60 menit)

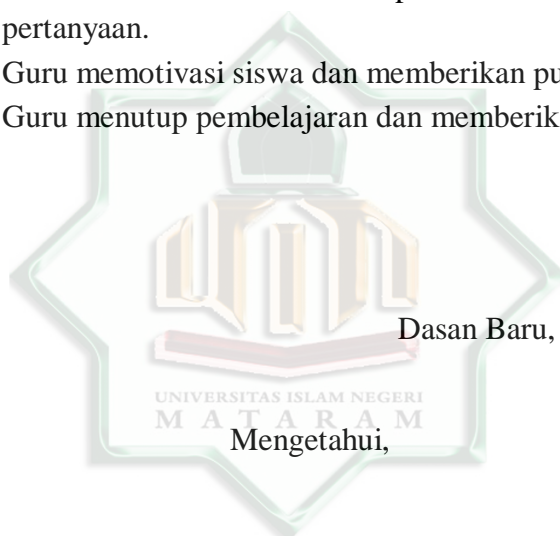
- Guru menjelaskan kembali materi tentang strategi meringkas, manfaat dari strategi meringkat dan contoh contoh meringkas seperti pertemuan sebelumnya
- Guru mengamati sejauh mana pemahaman siswa terkait materi yang sudah di ajarkan
- Guru mengamati sejauh mana pemahaman membaca siswa pada teks naratif berbentuk legenda
- Guru mengamati sejauh mana pemahaman meringkas siswa pada teks naratif berbentuk legenda dengan menggunakan kata-kata sendiri

- Peserta didik menanyakan arti beberapa kosa kata yang masih dirasa sulit.
 - Peserta didik menanyakan beberapa point yang belum di pahami dalam meringkas teks naratif berbentuk legenda
 - Guru meminta kembali siswa berlatih memahami dan meringkas informasi detail pada teks naratif berbentuk legenda
 - Guru memeriksa jawaban peserta didik terkait memahami dan meringkas informasi detail pada teks naratif berbentuk legenda
 - Mendiskusikan masalah apa saja yang di alami siswa dalam memahami narrative teks
 - Siswa mendiskusikan masalah yang dialami dalam meringkas teks
 - Guru memberikan kebebasan untuk siswa bertanya terkait materi yang belum dipahaminya
4. Penutup (10 menit)
- Guru memberikan evaluasi dan mengecek sejauhmana pemahaman siswa
 - Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
 - Guru memotivasi siswa dan memberikan pujian
 - Guru menutup pelajaran dan memberikan salam serta menginformasikan bawa pertemuan selanjutnya akan diadakan Post-Test terkait materi yang sudah diajarkan.

PERTEMUAN KEDUA (II)

2. Pendahuluan (10 menit)
- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
 - Guru memotivasi peserta didik
 - Guru memberi informasi tentang akan dilaksanakannya Post-Test terkait materi yang telah diajarkan
4. Kegiatan Inti (60 menit)
- Guru melakukan Post-Test kepada peserta didik

- Guru menjelaskan tentang langkah-langkah serta peraturan dalam menjawab soal Post-Test
 - Guru memberikan waktu kepada peserta didik untuk menanyakan hal-hal yang belum dipahami terkait Post-Test
 - Guru mengawasi cara kerja siswa dalam menjawab Post-Test yang diberikan
 - Guru memberikan informasi kepada peserta didik bahwa waktu sudah habis dan jawaban mereka harus dikumpulkan.
5. Penutup (10 menit)
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
 - Guru memotivasi siswa dan memberikan pujian
 - Guru menutup pembelajaran dan memberikan salam



Dasan Baru,

2023

Mengetahui,

Kepala sekolah Guru Mata Pelajaran

Ahmad Zazri, S.Pd

Mistarina Lia Widayanti, S. Pd

NIP.

NIP.

Appendix 4

pre- test

Choose a,b,c or d for the correct answer

Read the following Narrative Tekt to answer the question.

THE STORY OF LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. His named was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

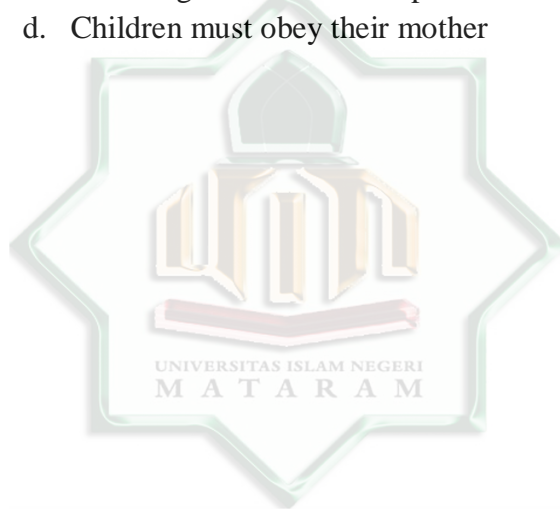
Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. When did the man catch the golden fish?
 - a. When the man planting
 - b. When he was in the river
 - c. When he was gardening

- d. When the man was fishing
2. Why Toba angry with her daughter?
 - a. Because Toba's lunch eaten by his children
 - b. Because she lates bringing her father's lunch
 - c. Because his wife told to her daughter to run up the hills
 - d. Because his wife broke the promise
3. What was the man job?
 - a. Planting and Fishing
 - b. Gardening and Teaching
 - c. Gardening and Planting
 - d. Fishing and Gardening
4. Why his wife angry with him?
 - a. Because the man broke the promise
 - b. Because the man caught her
 - c. Because children lunch eaten by her father
 - d. Because she heartbroken of her
5. Where is the complication occurs in this story?
 - a. Line 9-12
 - b. Line 12-14
 - c. Line 12-16
 - d. Line 13-18
6. Where did the background story happen?
 - a. North Sumatra
 - b. South Sumatra
 - c. West Sumatra
 - d. East Sumatra
7. A huge disaster was about to come... (Paragraph 4), "Huge" what does the similar mean?
 - a. Tall
 - b. Small
 - c. Tiny
 - d. Big
8. Why her mother told her daughter to run up the hills?
 - a. Because the man angry with his daughter
 - b. Because a huge disaster will come
 - c. Because a huge earthquake was coming

- d. Because her daughter ate her father's lunch
9. One day, his daughter was so hungry... (Paragraph 3),
"His" refers to...
- a. Children
 - b. The golden fish
 - c. The man
 - d. Mother
10. What lessons can we learn in this story?
- a. Mother's prays are God will
 - b. Father has to care to his daughter
 - c. It is not good to break our promise
 - d. Children must obey their mother



Perpustakaan UIN Mataram

Appendix 5

post-test 1 of cycle 1

Choose a,b,c or d for the correct answer

Read the following Narrative Tekt to answer the question

THE STORY OF LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. His named was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir⁵⁴.

⁵⁴ Özdemir, Serpil. 2018. "The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Success." *Universal Journal of Educational Research* 6 (10): 2199–2209.

1. Where did the background story happen?
 - a. West Sumatra
 - b. East Sumatra
 - c. North Sumatra
 - d. South Sumatra
2. What was the man job?
 - a. Gardening and Planting
 - b. Planting and Fishing
 - c. Fishing and Gardening
 - d. Gardening and Teaching
3. When did the man catch the golden fish?
 - a. When he was in the river
 - b. While the man was fishing
 - c. When he was gardening
 - d. While the man planting
4. Where is the complication steps in this story?
 - a. Line 1-2
 - b. Line 4-6
 - c. Line 12-14
 - d. Line 15-17
5. Why Toba angry with her daughter?
 - a. Because Toba lunch eaten by his children
 - b. Because she lates bringing her father's lunch
 - c. Because his wife told to her daughter to run up the hills
 - d. Because his wife broke the promise
6. Why his wife angry with him?
 - a. Because the man caught her
 - b. Because children lunch eaten by her father
 - c. Because the man broke the promise
 - d. Because she heartbroken of her
7. Why her mother told her daughter to run up the hills?

- a. Because the man angry with his daughter
 - b. Because her daughter ate her father's lunch
 - c. Because a huge earthquake was coming
 - d. Because a huge disaster will come
8. One day, his daughter was so hungry... (Paragraph 3),
"His" refers to...
- a. The man
 - b. Mother
 - c. Children
 - d. The golden fish
9. A huge disaster was about to come... (Paragraph 4),
"Huge" what does the similar mean?
- a. Big
 - b. Small
 - c. Tiny
 - d. Tall
10. What lessons can we learn in this story?
- a. Father has to care to his daughter
 - b. Children must obey their mother
 - c. Mother's prays are God will
 - d. It is not good to break our promise

SURA AND BAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are **greedy**" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the

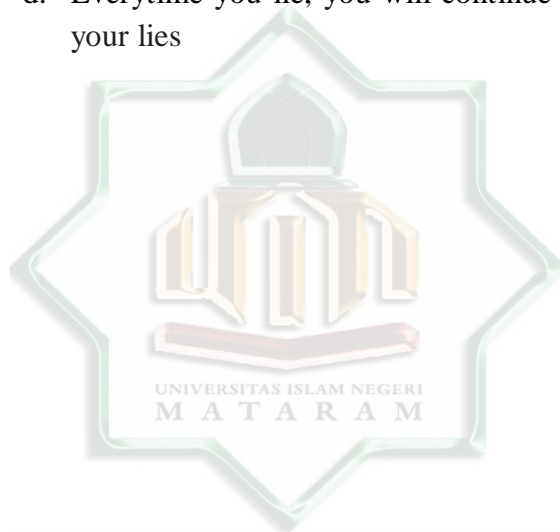
promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. **He** bit very hard until Sura finally gave up and went back to the sea. Baya was happy⁵⁵.

- a) What is the type of the text above?
 - a. Recount
 - b. Narrative
 - c. Descriptive
 - d. Spoof
2. What is the type of the text?
 - a. Science fiction
 - b. Fairy Tale
 - c. Fable
 - d. Myths
3. How many characters in this story?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
4. Why are they fighting?
 - a. Because Looking for some food

⁵⁵ Özdemir, Serpil. 2018. "The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Success." *Universal Journal of Educational Research* 6 (10): 2199–2209.
<https://doi.org/10.13189/ujer.2018.061018>.

- b. Because Sura hates Baya
 - c. Because of goat
 - d. Because hungry
5. Where did the story happen? (paragraph 4)
 - a. Forest
 - b. River
 - c. Beach
 - d. Sea
6. Who was looking for some food?
 - a. Sura and Goat
 - b. Goat and Baya
 - c. Sura and Baya
 - d. Sura, Baya and Goat
7. What was the border between Sura and Baya?
 - a. Sea
 - b. Wood
 - c. Hill
 - d. Beach
8. He bit very hard... (paragraph 4), "**He**" refers to...
 - a. Sura
 - b. Baya
 - c. Goat
 - d. Whale
9. "No way! This is my lunch. You are **greedy**".... (Paragraph 2), "**Greedy**" what does the similar mean?
 - a. Stingy

- b. Polite
 - c. Selfish
 - d. Wicked
10. What lessons can we learn in this story?
- a. Don't be greedy and keep our promise
 - b. Never forget your parents' services
 - c. Mother's prays are God will
 - d. Everytime you lie, you will continue to lie to cover up your lies



Perpustakaan UIN Mataram

Appendix 6

post-test 1 of cycle 2

Choose a,b,c or d for the correct answer

Read the following Narrative Tekt to answer the question.

THE STORY OF LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. His named was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

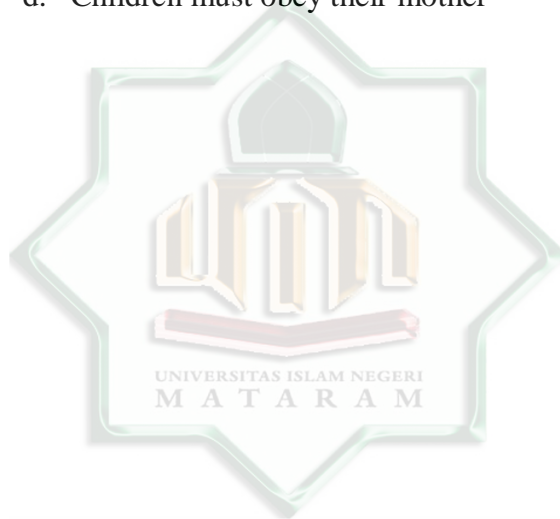
Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. When did the man catch the golden fish?
 - a. When the man planting
 - b. When he was in the river
 - c. When he was gardening
 - d. When the man was fishing

2. Why Toba angry with her daughter?
 - a. Because Toba's lunch eaten by his children
 - b. Because she lates bringing her father's lunch
 - c. Because his wife told to her daughter to run up the hills
 - d. Because his wife broke the promise
3. What was the man job?
 - a. Planting and Fishing
 - b. Gardening and Teaching
 - c. Gardening and Planting
 - d. Fishing and Gardening
4. Why his wife angry with him?
 - a. Because the man broke the promise
 - b. Because the man caught her
 - c. Because children lunch eaten by her father
 - d. Because she heartbroken of her
5. Where is the complication occurs in this story?
 - a. Line 9-12
 - b. Line 12-14
 - c. Line 12-16
 - d. Line 13-18
6. Where did the background story happen?
 - a. North Sumatra
 - b. South Sumatra
 - c. West Sumatra
 - d. East Sumatra
7. A huge disaster was about to come... (Paragraph 4), "Huge" what does the similar mean?
 - a. Tall
 - b. Small
 - c. Tiny
 - d. Big
8. Why her mother told her daughter to run up the hills?
 - a. Because the man angry with his daughter
 - b. Because a huge disaster will come
 - c. Because a huge earthquake was coming
 - d. Because her daughter ate her father's lunch

9. One day, his daughter was so hungry... (Paragraph 3),
“His” refers to...
- Children
 - The golden fish
 - The man
 - Mother
10. What lessons can we learn in this story?
- Mother’s prays are God will
 - Father has to care to his daughter
 - It is not good to break our promise
 - Children must obey their mother



Perpustakaan UIN Mataram

Appendix 7 Documentation



BIOGRAPHY

IDENTITAS

NAMA : ASNAWI

TEMPAT, TANGGAL LAHIR : DASAN BARU
17,AGUSTUS,2000

ALAMAT : DASAN BARU DESA
MURBAYA KEC.
PRINGGARATA KAB. LOTENG

NAMA AYAH : ISHAK

NAMA IBU :MUNISAH

RIWAYAT PENDIDIKAN

- a. MI NURUL ISLAM DASAN BARU, ALUMNI 2010
- b. MTS NURUL ISLAM DASAN BARU, ALUMNI 2016
- c. MA NURUL ISLAM DASAN BARU, ALUMNI 2019

ORGANISASI

- a. ORGANISASI ESC UIN MATARAM
- b. HMJ TADRIS BAHASA INGGRIS



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: ftk.uinmataram.ac.id email: ftk@uinmataram.ac.id

Nomor : 823/Un.12/FTK/SRIP/PP.00.9/08/2023 Mataram, 10 Agustus 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Kepada:
Yth.

Kepala Bakesbangpol Lombok Tengah

di-
Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Asnawi
NIM : 190107017
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MA NURUL ISLAM DASAN BARU,
Judul Skripsi : THE USE OF SUMMARIZING STRATEGY TO
ENHANCE STUDENTS' READING
COMPREHENSION IN THE TENTH GRADE
STUDENTS' OF MA NURUL ISLAM DASAN BARU,
PRINGGARATA IN THE ACADEMIC YEAR
2023/2024

Waktu Penelitian : 14 Agustus 2023 - 25 September 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan Bidang Akademik,

Dr. Sapatudin, M.Ag
NIP.197810152007011022



PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK

Jalan. Raden Puguh, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI

Nomor : 070/645/VIII/R/BKBP/2023

1. Dasar :

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri Mataram Nomor : 823/Un.12/FTK/SRIP/PP.00.9/08/2023 Tanggal : 10 Agustus 2023
Perihal : Permohonan Rekomendasi Penelitian

2. Menimbang :

Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/ijin kepada :

Nama : ASNAWI
NIM : 190107017
Alamat : Dasan Baru Desa Murbaya Kec. Pringgarata Kab. Lombok Tengah
No. Telfon : 087752400306
Pekerjaan/Jurusan : Mahasiswa/ Tadris Bahasa Inggris
Bidang/Judul : THE USE OF SUMMARIZING STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION IN THE TENTH GRADE STUDENTS' OF MA NURUL ISLAM DASAN BARU, PRINGGARATA IN THE ACADEMIC YEAR 2023/2024.
Lokasi Penelitian : MA Nurul Islam Dasan Baru Desa Murbaya Kec. Pringgarata Kab. Lombok Tengah
Jumlah Peserta : 1 (satu) orang
Lamanya : 1 (satu) bulan, mulai dari tanggal 16 Agustus 2023 s/d 16 September 2023
Status Penelitian : Baru

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

- a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan.
- c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
- d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
- e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

Perpustakaan

Praya, 15 Agustus 2023
An. Kepala Badan Kesatuan Bangsa dan Politik
Kab. Lombok Tengah
Kabid. Politik dan Ormas,



Tembusan disampaikan kepada Yth. :

1. Bupati Lombok Tengah di Praya;
2. Camat Pringgarata Kab. Lombok Tengah di Pringgarata;
3. Kepala MA Nurul Islam Dasan Baru Desa Murbaya Kec. Pringgarata Kab. Lombok Tengah di Dasan Baru;
4. Yang bersangkutan;
5. Arsip.



YAYASAN PENDIDIKAN PONDOK PESANTREN NURUL ISLAM
MADRASAH ALIYAH NURUL ISLAM DASAN BARU

Status : Terakreditasi B

Jl. TGH .ABD.Halim No. 20 Dasan Baru Desa Murbaya Kec. Pringgarata Kab. Loteng 83562

SURAT KETERANGAN

NOMOR : /MA.NI.03/P.00.23/09/2023

Yang Bertanda Tangan Dibawah Ini Kepala Madrasah Aliyah Nurul Islam Dasan Baru Desa Murbaya Kec. Pringgarata Kab Lombok Tengah NTB Menerangkan :

Nama : ASNAWI
Alamat : DUSUN DASAN BARU DESA MURBAYA KEC.PRINGGARATA
Program Studi : S1-TADRIS BAHASA INGGRIS

Bahwa Yang Bersangkutan Memang Benar Telah Melakukan Penelitian Dalam Rangka Penyusunan Skripsi Dengan Judul "The Use Of Summarizing Strategy To Enhance Students' Reading Comprehension At The Tenth Grade students' Of Ma Nurul Islam Dasan Baru In Academic Year 2022/2023"

Demikian Surat Keterangan Ini Dibuat Untuk Dapat Di pergunakan Sebagaimana Mestinya.

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Dasan Baru 23 September 2023

Kepala Madrasah Aliyah Nurul Islam Dasan Baru



Perpustakaan UIN Maram



UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No.2437/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

ASNAWI
UNIVERSITAS ISLAM NEGERI
190107017
MATARAM
FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



NPT Perpustakaan
UIN Mataram

Handwritten signature
M. Hum
197803282006042001



UPT PERPUSTAKAAN UIN MATARAM Plagiarism Checker Certificate

No.2873/Un.12/Perpus/sertifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

ASNAWI

190107017

FTK/TBI

Dengan Judul SKRIPSI

THE USE OF SUMMARIZING STRATEGY TO ENHANCE STUDENTS' READING
COMPREHENSION IN THE TENTH GRADE STUDENTS' OF MA NURUL ISLAM DASAN
BARU, PRINGGARATA IN THE ACADEMIC YEAR 2023/2024

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 15 %

Submission Date : 22/09/2023

UNIVERSITAS ISLAM NEGERI
MATARAM



UPT Perpustakaan
UIN Mataram
Sarniawaty, M.Hum
NIP. 197608282006042001

Perpustakaan UIN Mataram