

**THE STUDENTS' READING COMPREHENSION IN
SUMMARIZING TEXT AT THE SECOND YEAR STUDENTS'
OF SMA NEGERI 14 MAKASSAR**

(A Descriptive Quantitative Research at Sma Negeri 14 Makassar Class XI Ipa 2)



A THESIS

**Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan**

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2016



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Sab 02/07/2016	IV	• Interview - Sistematika (Discussion) • Sistematika (Conclusion) - Abstract - Acknowledgment	
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ABSTRACT

Arwini, 2016. The Students' Reading Comprehension in Summarizing Text At the second year of Sma Negeri 14 Makassar. Under the thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Guided by Dr. Abd. Muin, M.Hum and Awalia Aziz, S.Pd., M.Pd.

The objective of the research is to find out the ability of the students' reading comprehension in Summarizing Text at the second year of SMA Negeri 14 Makassar.

The writer used Descriptive Research that consisted of one meeting. At one meeting there are two times. It means that there were two data in one meeting. This Descriptive Research was done at SMA Negeri 14 Makassar for English subject. As subject in this research was class second high School 2015-2016 academic year with students number as about 25 students. Those consist of 9 men and 16 women. The instruments of this research were interview and reading text or evaluation.

The findings of the research were the students' reading comprehension ability could improve with good combination of literal comprehension (main idea and summarizing Text) . It was proved by the students' achievement in score of student' literal comprehension and Reading Comprehension test, total of mean score in each literal comprehension was 5,3 and their Reading Comprehension test with combination of literal comprehension was 6,6.

Summarizing Text Strategy is one of reading comprehension teaching strategy that could improve the students reading comprehension in case of main idea and make summarizing at the second year students of SMA Negeri 14 Makassar.

ACKNOWLEDMENT



Alhamdulillah Rabbil Alamin, should be expressed for the blessings of Allah Swt for guidance and mercy, so the researcher could successfully complete this thesis. Salawat and Salam are addressed to the final and the chosen, religious messenger the prophet Muhammad SAW (peace be upon Him).

The researcher would like to express her deepest profound and gratitude to her parents, Abidin and Marlina, and her beloved cousin, Isma Safitri also all my families for prayer, financial, motivation and sacrificed for her graduation.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestions, guidances, assistances, and advices for the completion of this thesis. Therefore she would like to acknowledge them:

1. Dr. H. Abdul Rahman Rahim, S.E., M.M, the Rector of Muhammadiyah University of Makassar for his advices during her study at the university.
2. Dr. Andi Syukri Syamsuri, M.Hum, the Dekan of FKIP UNISMUH Makassar for all advices and motivation.
3. Erwin Akib, S.Pd.,M.Pd.,Ph.D, the head of English education department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing this thesis.

4. My greatest thanks are due to her first consultant Dr. Abd Muin, M.Hum as the first consultan and Awalia Azis, S.pd, M.pd as the second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.
5. Thanks to all the lecturers and staff of FKIP UNISMUH Makassar, especially the lecturers of English Department who taught me for many years.
6. Hj. Nurjanni S.pd the Head Master of SMA Negeri 14 Makasaar, and the teacher, Mercy Sumakul S.pd who gave me time for doing research in SMA Negeri 14 Makassar especially for Class XI IPA 2 who sacrificed their time and activities for being the subject of this research.
7. Special thanks to best friends (A.Nur Fitri Utami, Rina Dewi Nainggolan S.S, Hilmayanti S.Pd, Winzhuny, and Indo Upe A) and all of my best friends whose names could not be mentioned, for their friendship, togetherness, support, advice, and time.
8. Finally, for all everybody that could not be mentioned, thanks for their invaluable help, support, and suggestion. May Allah S.W.T. the almighty God be with us now and forever.

Makassar, Juni 2016

ARWINI

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication to make human interaction. People communicate and interact with others using language. In some community English has become an international language. Most of the community in the whole world use English to communicate with others who have different languages. Because of that English is very important to be taught and learned by the student, Rachmawati (2012: 1).

In learning English, there are four skill should be studied by students. They are Listening, speaking, reading and writing. As one of the skill in English, reading is the basic communicative skill, but it has a very complex process. It can be said that reading is a process in which reader finds information given by the writer the written form. In this case, reading can be said as an interactive question about what the text about, Hikmawati (2011:1).

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read. Therefore, in reading activity students have intention to obtain knowledge from

their reading. Susilawati (2012: 23). We need some strategies in order to learn and comprehend a text.

In reading strategies, one of them is Summarizing Text. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and important details that support them. It is a strategy that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering. Teaching students to summarize improves their memory for what is read.

The writer had self experience when read a book without any comprehension tends to feel sleepy and bored. The long article, story or a text will make students more difficult to understand. There was no interest to know and it means there is no information or knowledge that they could get. Therefore, it is very essential for the teachers to create a good classroom atmosphere and to avoid students from getting bored. Reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson.

Nowadays, technology has grown. There are many reading activity via smartphone, notebook, or Personal computer (PC) not only in a book. We could find information instantly and quickly by internet. The students would be helpful and comfortable with the internet usages but they will be more lazy. Some student says that reading usually about learning some keywords or difficult words, so they prefer to use translator on the internet but it did not too

help them to comprehend whole of the text because the internet words edited by machine so they have to check it again to be a good sentences.

Realizing that the Students' ability to summarize a text still low, the writer was interested to observe this research which entitled : *“Students' Reading comprehension in Summarizing Text at The Second Year Students of SMA Negeri 14 Makassar.”*

B. Research Questions

Based on the background above, the researcher formulated research questions as follows:

1. How is the ability of Summarizing Text in learning Reading Comprehension at second year students of SMA Negeri 14 Makassar?
2. What difficulties are faced by second year students at SMAN 14 Makassar in learning Reading Comprehension?

C. Objective of the Study

Based on the research question above, the objective of the research :

1. To know the ability of Reading Comprehension by using Summarizing Text at the second year students of SMA Negeri 14 Makassar.
2. To know the difficulties of summarize a text in learning Reading Comprehension at the second year students of SMA Negeri 14 Makassar.

D. Significance of the Study

The result of the study expected to be useful information for the English teacher in general, English teacher for SMA particular. It is also useful for the quality improvement of English teaching especially the teaching of reading

comprehension in Summarizing Text.

The writer believed that each of study deeply makes sense to both teachers and students. This research will be useful for the teacher in improving the achievement of teaching English reading by using Summarizing Text. For the students, it is hoped that will be a good reference in learning reading.

E. Scope of the Study

The writer was interested in finding out the students' difficulties might face in summarizing narrative text. In this case, the writer focused on the ability of students' Reading Comprehension in Summarizing Text and the problem in finding out information about literal comprehension here was main idea. Reading comprehension here means that the students' proficiency to summarize the narrative text, and answer the question.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There have been some researches related to the reading comprehension by improving literal comprehension. Some of them are quoted below:

Brown and Day (1983) and Kintsch and Van Dijk (1978) in their Journal "Macro-rules for summarizing texts: The development of expertise". They found that three kinds of operations which take place during reading are taken into account by these models including: (1) the elements of meaning are integrated into a coherent whole; (2) the whole meaning of the text is compressed into its main idea; and (3) the gist is used to modify those elements which have previously been constructed and to have an effect on those yet to be constructed. In other words, readers engage in the comprehension process by constructing a text-based representation of the selection they are reading; they process the individual elements and integrate them for inter-sentence consistency; they mentally summarize all of the elements into a gist and construct a situation model.

Doctorow, M.J, Wittrock, M.C & Marks, C.B.(1978)in their journal, "Generative processes in reading comprehension". They found that Instructing students to generate summaries of texts has been shown to improve comprehension. Wittrock and his colleagues suggested that the process

of generating summaries helps readers build relations among concepts contained in a text as well as link these concepts to prior knowledge. Others have suggested that summarization improves comprehension by helping readers to focus attention on the more important information of a text (Anderson & Armbruster, 1984; Pearson & Fielding, 1996).

Anderson & Armbruster, (1984); Pearson & Fielding, (1996) in their Journal “Does text structure / summarization instruction facilitate learning from expository text?” found that More relevant to the present research, others have suggested that summarization improves comprehension by promoting selftesting during reading which may signal comprehension breaks and invite readers to initiate fix-up strategies to repair breaks in comprehension Thus, summarizing texts may also improve comprehension by improving metacomprehension accuracy and increasing the effectiveness of self-regulated study.

After reviewing the previous related researches finding above, the writer concluded that reading comprehension in literal problem and the most happened were main idea and summarizing. So the writer not only researched the reading (narrative text) Literal Comprehension (Main idea and summarizing) but also the problem in summarize a text at second year of SMA Negeri 14 Makassar because the previous research just observed the ability of students in literal comprehension.

B. Concept of Reading

1. Definition of Reading

According to Nuttal (1982:14) reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

Reading is a complex, dynamic process that involves bringing of meaning to and getting meaning from the printed page (Rubin in Sugiratna 2011: 6). Reading is an exercise dominated by the eyes and the brain, the receive message in the brain then has to work out the significance of these messages.

Stenberg (1982:192) states that reading is a form of communication the goal of which is reception of information through written forms. It means a teaching program, consequently, should direct it self to the realization of that goal.

According to Jeremi (1992:214) that reading as an exercise which is dominated by the eyes and the brain. The eye receive the massage in the printed page and the brain than has two work out or process the significance of the massage.

Many students said that they have read one book, but when they were

asked about the main idea of the book, they said nothing. It is not reading at all, except parroting. Read one book without any comprehension of this reading cannot be called as reading.

2. The purpose of reading

According to Grellet in Hasmawati (2011: 8), there are two main reasons for reading, they are :

1. Reading for pleasure
2. Reading for getting information

Both depend on the readers. reading for pleasure is done without other people' order, while reading for getting information in most cases, relevant to a current study of the reader.

C. Reading comprehension

Smith (1980:33) states that comprehension involved understanding the vocabulary, seeing the relationship among that words and concepts, organizing ideas, recognizing the author purpose, making judgment, and evaluating.

Tinker (1962: 185) defines that comprehension is essential in using reference materials. The comprehension in reading means that the child can accept the materials through ideas, emotion, plan or actions. The reader must to know the analysis procedure in comprehending what they read. David (1983:11) assumes that during reading comprehension process, the students must have full concentration in order to able to catch all ideas written in the passages. He assumes that a student's reading ability is very important in

reading comprehension because he can comprehend the text if he is able to understand the meaning among them.

Dorothy (1982:205) states that reading comprehension is an understanding, evaluating, and utilizing of information and ideas gained through the interaction between the author and the reader. This means that the reader in this case, tries to understand what the author really means and what he states.

From the points above, the researcher concludes that reading comprehension is very important because the reader can catch the writer's idea if he/she can understand what he/she read.

The following level comprehension according to Smith (1969) and Carnie (1990). Levels of reading comprehension according to (Smith and Wine in Hikmawati (2011: 10) are:

1. Literal comprehension, which is the skill of getting the pr mar-v direct literal meaning of a word, ideas, or sentences in context.
2. Interpretation, that is identify ideas and meaning that are not explicit stated in the writing text.
3. Critical reading, that is to evaluate what is read and to examine critical the thoughts of the writer.
4. Creative reading, that is to apply ideas from the text to new situation and recombine author's ideas with other ideas to front files concepts or to expand old ones.

D. Developing Reading Comprehension

There are some methods for improving reading comprehension. According to the language expert, Smith in Nurhayati (2011:13) states that there are five comprehension skills that the students need to learn to become good readers these are;

1. Most of the students learn to read sentences with appropriate intonation patterns. Oral reading is probably the only way to teach students to read with appropriate intonation patterns but it should always be followed by silent reading for specific purposes.
2. Most of the students learn from mental pictures of situations or a large passage. Forming mental images as one reads is important because many written materials require visualization in order to be comprehended.
3. Most of the students learn to answer questions about the facts or details presented in a sentence or a large passage. Students are often given not only a general impression from the material they read and for some materials and for certain reading processes, but also factual information and many details are important for a good understanding of the subject matter.
4. Most of the students learn to recall with a minimum of prompting the facts and details in a sentence or a longer passage. Post-reading discussions in which the students are asked to recount the selection in as much detail as they can remember are helpful in developing the students' recall power.
5. Most of the students learn to paraphrase the central thoughts or main ideas in a passage. The best manifestation of true understanding of the main ideas in

the passage is the ability to put the passage aside and express the essence of the message, using one's personal vocabulary and personal manner of expression.

E. Teaching Reading Strategies

Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional students practice. Pressley (2006: 6), there are specific comprehension strategies that some teachers are now using in the classroom:

1. Teach students about prior knowledge is using what you already know to help understand something new.
2. Making a connection is when can relate a passage to an experience, another book, other fact about the word.
3. Questioning is another strategy that will greatly benefit a students. There are several types of questions that a teachers should focus on: remembering, testing understanding; application or solving; invite synthesis or creating; and evaluation and judging.
4. Visualization is when a students can create picture or movie in their mind while reading text.
5. Inferring is figure out what it really means from clues in the text.
6. Summarization is a comprehension strategy that also needs to be taught.
7. Evaluation is about making judgements on what we read and then explaining why we made those judgements.

8. Synthesizing is putting the pieces together to see them in a new way. Students will take what they already know about a subject along with their reflections from the book to create their own interpretation and ideas about a certain text.

F. Narrative Text

Parera (1993: 5) states that a narrative was one of the forms of developing reading, for example characters told the history of something based on the development of reading from time to time. According to Charles, et al, (1985:129) that most narratives have the following characteristic:

- a. It tells story of an event or events
- b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

G. Summarizing Text

Summarize is reading a text to get some information and express the messages or the purpose of the text by own words. A reading strategies web site for teachers and students, explains that when readers summarize, they “identify key elements and condense important information into their own words during and after reading to solidify meaning.” The site offers a simpler definition for students: “Tell what’s important.” Summarizing is important because students construct personal meaning. Students create a schema for the information and remember it better and longer and they find out what they understand and what they still need to know or have explained. Summarizing

also the part of After reading process related in conclusion of a text (Fathur 2010: 11).

Summarizing Text is a strategy in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas. It requires readers to determine what is important, to condense this information, and to state it in their own words. (Harvey & Goudvis, 2007: 27).

Why is summarizing difficult for students? For starters, it requires students to apply the skill of determining importance in text and then express the important ideas in their own words. Many times, as students learn to summarize, their first attempts are a collection of details, rather than the main ideas of the passage. Other student-produced summaries are too vague and do not include enough detail. Teachers need to devote time to explicit instruction and modeling on both determining importance and Summarizing Text to help students become proficient with both strategies.

1. Importance of summarizing

- 1) It helps students learn to determine essential ideas and consolidate important details that support them.
- 2) It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
- 3) It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

2. Characteristics of a Summary

The purpose of a summary is to give a reader a condensed and objective account of the main ideas and features of a text. Usually, a summary has between one and three paragraphs or one hundred to three hundred words, depending on the length and complexity of the original essay and the intended audience and purpose. Typically, a summary will do the following:

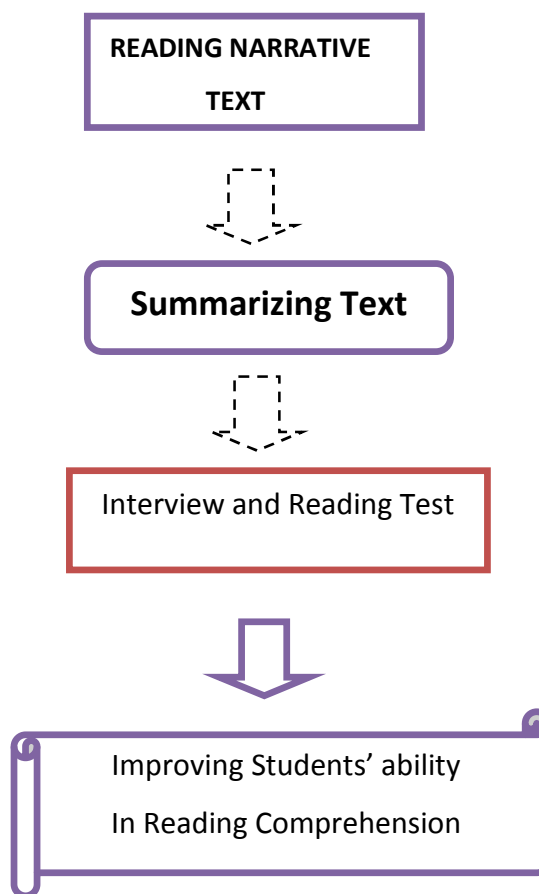
1. Cite the author and title of the text. In some cases, the place of publication or the context for the essay may also be included.
2. Indicate the main ideas of the text. Accurately representing the main ideas (while omitting the less important details) is the major goal of the summary.
3. Use direct quotations of key words, phrases, or sentences.
4. Quote the text directly for a few key ideas; paraphrase the other important ideas (that is, express the ideas in your own words.)
5. Include author tags. ("According to Ehrenreich" or "as Ehrenreich explains") to remind the reader that you are summarizing the author and the text, not giving your own ideas.
6. Avoid summarizing specific examples or data unless they help illustrate the thesis or main idea of the text.
7. Report the main ideas as objectively as possible. . . . Do not include your reactions; save them for your response, (Reid, 2003: 5).

D. Benefits of Summarizing text

Summarizing Text builds comprehension by helping students to reduce confusion. Teachers train students to process the information they read with the goal of breaking down content into succinct pieces. This strategy can be used with the whole class, small groups, or as an individual assignment. Summarizing text by using writing activities builds on prior knowledge, helps improve writing, and strengthens vocabulary skills.

H. Conceptual Framework

The theoretical framework in this research is shown in the diagram as follows:



The conceptual framework above tell us about the observation process

1) Narrative Text

Reading texts are the texts that must be learned by the students as reading materials. According to the related material in Senior High School, the writer wants to make limit investigate is reading narrative text

2) Summarizing Text

There are many strategy of reading comprehension. As one of them, Summarizing is a strategy in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas.

3) Interview and reading test

The writer made a limited investigation was the ability of summarizing text and got data by interview and reading test.

4) The students' ability in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the writer used Descriptive quantitative method. The writer used the descriptive principle to collect the data.

B. Population and Sample

1. Population

The population of this research was the second year students of SMA NEGERI 14 MAKASSAR. Academic year 2015/2016. The second Class consist of five classes.

Class	XI IPA 1	XI IPA 2	XI IPA 3	XI IPA 4	XI IPA 5
Total number of Students	30	30	30	30	30
Total	150				

2. Sample

Based on the population above, the writer used purposive sampling technique to select the sample. In this case, the writer choosed XI IPA II class, in this class has 30 students as a sample. Based on the information from the

teacher that they have low score in reading. So the writer took the class to know their problems and ability in reading comprehension.

C. Research Instrument

In this research, the writerer used two instruments to collection data:

1. Reading test

The reading test aimed to get about the students' reading comprehension especially literal comprehension through Summarizing Text:

- 1) Asking about the main idea of paragraph in the text.
- 2) Asking about the summary of the text.

2. Interview

The writer used interview to gain the students' response and got more information about the problem in summarize a text it was about 5 students in XI IPA 2.

3. Scoring the students' correct answer in reading comprehension:

No.	Criteria	Score
1.	The answer, grammar, and vocabulary used is correct.	4
2.	The answer and grammar are correct, vocabulary used is incorrect.	3
3.	The answer and vocabulary are correct, grammar incorrect.	2
4.	The answer, grammar and vocabulary are wrong.	1
5.	No answer	0

Maximum score: 4

$$Score = \frac{\text{student's answer}}{\text{maximum score}} \times 100 \text{ (Debdikbud in Budiyanto, 2004: 27) .}$$

D. The Procedure of Collecting Data

The data of the research is collected by following procedures :

- 1) The writer gave an Interview about the difficulties in summarizing narrative text to students.
- 2) The writer gave reading test.
- 3) The writer analyzed the data related to the students ' ability in Reading Comprehension.

E. Technique of Data Analysis

1. Data gained from the test analyzed by using the following formula:

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

Notes :

P = Percentage

F = Frequency of item

N = The total Respondents (Sudijono, 2014:43).

2. Calculating the mean score using formula:

$$\bar{X} = \frac{\sum x}{n}$$

Notes:

\bar{X} = The mean score

$\sum x$ = Total score

n = The total of number (Gay, 1981: 298).

3. Classification of achievement students on reading test :

No.	Classification	Range
1.	Excellent	9.6-10
2.	Very Good	8.6-9.5
3.	Good	7.6-8.5
4.	Fairly Good	6.6-7.5
5.	Fairly	5.6-6.5
6.	Poor	3.6-5.5
7.	Very Poor	0-3.5

(Layman, 1972:16).

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The ability of the students' reading comprehension at the second year students of SMA 14 Negeri Makassar result of the students' assessment, described as follow :

- a. Table 1 : the mean score of Student's Literal Comprehension.

Mean score		Total	Classification
Main ideas	Summarizing Text		
2,7	2,6	5,3	poor

The table indicated that total score of main ideas was 2,7 and the summarizing text was 2,6. The table indicated that was a weakness in students' literal comprehension especially in summarizing text where the mean score of main idea 2,7 it was higher than summarizing text where 2,6.and the means score is 5,3 and the classssification was poor.

- b. Table 2 : the students' mean score of Reading Comprehension in Summarizing Text.

Total Score	Mean score	Classification
165,3	6,6	Fairly Good

The table 3 above shows the means score of the students' reading comprehension. In the students' reading test, the means score is 6.6, The classification was fairly Good.

The table indicated that the best score in reading comprehension was related to the combination of Literal Comprehension were Summarizing Text and main idea.

- c. Table 3 : The criteria and percentage of the students' achievement in reading comprehension.

No	Classification	Range	Reading Comprehension	
			F	%
1	Excellent	9.6 – 10	0	0
2	Very good	8.6 – 9.5	7	28
3	Good	7.6 – 8.5	0	0
4	Fairly good	6.6 – 7.5	2	8
5	Fair	5.6 – 6.5	12	48
6	Poor	3.6 – 5.5	3	12
7	Very poor	0 – 3.5	1	4
Total			25	100

Based on the table above, there were no student get excellent and good, the table 3 show that there were 7 students (28%) got very good score ,

2 students (8%) got fairly good score, 12 students (48%) got fair score, 3 students (12%) got poor score and 1 student (4%) got very poor.

INTERVIEW

The writer hold interview on May 30, 2016 in SMA Negeri 14 Makassar at 01 pm o'clock in order to measure students' problems to summarize a text. The results of data was presented by table 4 below:

QUESTIONS	NO.STUDENT	RESPONSES
<ul style="list-style-type: none"> What Are the difficulties that you found in summarize a Narrative Text? 	S-1	<ul style="list-style-type: none"> I'm difficult to read and summarize narrative which too long story and had new vocabularies. I usually open the dictionary or use google translate machine to understand the text. But i didn't get what the text tell about.
	S-2	<ul style="list-style-type: none"> I'm difficult to read and summarize narrative without understand the words which contained in the text.

		<ul style="list-style-type: none"> • I usually use google translate machine to understand the text, I didnt know how to translate it by dictionary.
	S-3	<ul style="list-style-type: none"> • I didn't understand the tenses that used in narrative text. • I usually use dictionary and translate words by words
	S-4	<ul style="list-style-type: none"> • I 'm difficult to answer without learning new vocabularies first. • I tried to translate the each of paragraph by dictionary.
	S-5	<ul style="list-style-type: none"> • I'm difficult to arrange my words into a good sentence grammatically. • I usually use google translate machine to understand the text, I didnt know how to translate it by dictionary.

Based on the table above, there were 3 students were low in vocabulary, 2 students its difficult to translate the text and 2 students had problems in grammar.

B. DISCUSSION

In this part, discussion deals with the interpretation of the findings derived from the result of statistical analysis and the writer's notes during the classroom interaction.

The description of the data collected through reading test as explained in the previous section shows that the students' reading comprehension was fairly good. It was supported by the frequency and the rate percentage of the students' score in reading test.

The writer hold interview to measure the students' problem to summarize a text in Narrative reading. After gave interview, she concluded that the problem in summarize a text by the second year students of SMA negeri 14 Makassar were: low in vocabulary, it's difficult to translate, and grammar.

QUESTIONS	NO.STUDENT	RESPONSES
<ul style="list-style-type: none"> What Are the difficulties that 	S-1	<ul style="list-style-type: none"> I'm difficult to read and summarize narrative which too long story and had new vocabularies.

<p>you found in summarize a Narrative Text?</p>		<ul style="list-style-type: none"> • I usually open the dictionary or use google translate machine to understand the text. But i didn't get what the text tell about.
	S-2	<ul style="list-style-type: none"> • I'm difficult to read and summarize narrative without understand the words which contained in the text. • I usually use google translate machine to understand the text, I didnt know how to translate it by dictionary.
	S-3	<ul style="list-style-type: none"> • I didn't understand the tenses that used in narrative text. • I usually use dictionary and translate words by words
	S-4	<ul style="list-style-type: none"> • I 'm difficult to answer without learning new

		<p>vocabularies first.</p> <ul style="list-style-type: none"> • I tried to translate the each of paragraph by dictionary.
	S-5	<ul style="list-style-type: none"> • I'm difficult to arrange my words into a good sentence grammatically. • I usually use google translate machine to understand the text, I didnt know how to translate it by dictionary.

The first problem was low vocabulary, there are 3 students said that they could not answer or read the text because they found many difficult word that appeared in the text, and they did not interested to read a long story because of bored. The second problem, its difficult to translate a text, there were 3 students said that they still difficult to translate the words. They could not understand the whole of the text because they used translation machine on internet which not grammatically editing or open the dictionary and translated words by words. Last problem here was Grammar. There were 2 students said that they were difficult to understand the text without learned the tenses that used in the narrative text.

After investigated the students, the writer gave reading test and she found that the students' Reading Comprehension at the second year of SMA negeri 14 Makassar was Fairly good, but it still must be improved. The Reading Comprehension score was: 7 students (28%) got *very good* score , 3 students (12 %) got *fairly good* score, 13 students (52%) got *fair score*, 2 students (8%) got *poor* score and 1 student (4%) got *very poor*.

The mean score of the students' literal comprehension (main idea and Summarizing Text) in *table 2* is 5,3 and classified as *poor*. It means that the students' reading comprehension was still low.

The mean score of the students' reading comprehension in *table 3* was 6,6 and classified as *Fairly good*. It means that the students' reading comprehension need to be improve. Especially in translating a text and vocabularies build as the problems that mostly appeared.

Based on the discussion above, the writer conclude that there was different result in Reading Comprehension and Student's Classified score without using summarizing Text and main Idea. The writer may say that the ability of students' Reading Comprehension was depend on the good combination in using Literal Comprehension (Summarizing Text and main ideas).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

- a. The student's problems in summarize a text were: the lack of vocabularies, structure or grammar, and translating. For the improvement of their ability in Reading Comprehension especially in Summarize a text, the teachers should be good in teaching translation, fix their articulation and teach the students vocabulary building by strategies that they used to teach in Reading Comprehension.
- b. Using Summarizing text is able to improve the students' ability in Reading Comprehension. It was proved by the students' achievement in table 2 and table 3 total of mean score in each literal comprehension was 5,3 and their Reading test was 6,6.
- c. Using Summricing Text combined with main idea is able to make the students more interested in learning process, especially in reading activities.
- d. The process of the test and data collecting were well during the research at class XI Ipa 2 because the students were spirit and enjoy to learn English. Besides that, the writer also got full support by the teachers.

B. Suggestions

In relation to the reading comprehension in terms of literal reading comprehension and summarizing in this thesis, the writer would like to give some suggestions to the students (learners), the English teacher and the next researchers as follows:

1. For the Students

Students need practice and learn more not only in the informal education, but also the formal education to improve their reading comprehension. Students need to learn the new vocabularies and structure of the sentence in order to improve their skill in translating the text that related to their lesson.

2. For the English Teacher

The application Summarizing Text as the one of Literal Comprehension was strongly suggested to be applied in teaching reading in the classroom in order to increase the students' reading comprehension.

3. For the Next Researchers

To improvement the students' reading comprehension generally, there are many cases which must be improved such as: literal reading comprehension. But in this research, the writer focused attention on students' Reading Comprehension . So for the next researcher, they can take the other case of reading to be students' reading comprehension with different discussions.

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APPENDIX

READING COMPREHENSION

(Sma 14 Makassar class XI ipa 2)

No	Students' code	Main Idea	Summarizing	Total Score (X)	Clasification
1.	FDL	1	4	6,2	Fairly
2.	RNA	1	4	6,2	Fairly
3	VNA	1	4	6,2	Fairly
4	STN	4	3	8,7	Very Good
5	FAO	2	4	7,5	Fairly Good
6	NRS	2	4	7,5	Fairly Good
7	EDS	1	4	6,2	Fairly
8	FTW	1	4	6,2	Fairly
9	NRA	3	1	5	Poor
10	EKA	4	3	8,7	Very Good
11	FTA	4	1	6,2	Fairly
12	SKS	4	1	6,2	Fairly
13	IKS	1	4	6,2	Fairly
14	MWS	4	1	6,2	Fairly
15	NFR	4	3	8,7	Very Good
16	JHA	1	4	6,2	Fairly
17	FKB	4	1	6,2	Fairly
18	AGB	4	3	8,7	Very Good
19	YRM	4	3	8,7	Very Good
20	MRR	4	1	6,2	Fairly
21	ADR	2	0	2,5	Very Poor
22	KRS	4	0	5	Poor
23	MSH	4	3	8,7	Very Good
24	MRA	3	1	5	poor
25	MDF	1	4	6,2	Fairly
Total Score		68	65	165,3	
Mean Score		2,7	2,6	6,6	Fairly Good

➤ **Total Score of Students in Diagnostics Test.**

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

➤ $= \frac{167,8}{25}$

$$= 6,6$$

a. Means Score Literal Comprehension.

1) Mean Score Main Idea

2) Means Score Summarizing

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

$$= \frac{68}{25}$$

$$= 2,7$$

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

$$= \frac{67}{25}$$

$$= 2,6$$

Students' Code

No	Code	students
1	FDS	Fadillah Salsabilah
2	RNA	Fadillah Astri oktaviani
3	VNA	Venny Amaliah
4	STN	Siti Nurhaliza
5	FAO	Rini Anriani
6	NRS	Nurul shifa
7	EDS	Ersa Dwi Saharani
8	FTW	Fitri Wulandari
9	NRA	Nurul Azizah
10	EKA	Eka
11	FTA	Fitri Anggraini. A
12	SKS	Sukmawati Sukri
13	IKS	Ikeh Septiani
14	MWS	Mawarsari
15	NFR	Nur Fajrianti Rais
16	JHA	Jihan Amir
17	FKB	Fikri Bakri
18	AGB	Agustino. B
19	YRM	Yusuf Rezki Muharram
20	MRR	Muh. Rahmat. R
21	ADR	Adiya Risbayu Esa
22	KRS	Kurniawan. S
23	MSH	M. Syukur. H
24	MRA	M. Rifki Aditya. AR
25	MDF	Muhammad Dwi Farhan

QUESTIONS	NO.STUDENT	RESPONSES
<p>What Are the difficulties that you found in summarize a Narrative Text?</p>	S-1	<p>I'm difficult to read and summarize narrative which too long story and new vocabularies.</p>
	S-2	<p>I'm difficult to read narrative without understand the words which contained in it.</p>
	S-3	<p>I didn't understand the tenses that used in narrative text.</p>
	S-4	<p>I 'm difficult to answer without learning new vocabularies first.</p>
	S-5	<p>I'm difficult to arrange my words into a good sentence grammatically.</p>

PERTANYAAN	NO.SISWA	RESPON
<p>What Are the difficulties that you found in summarize a Narrative Text?</p>	Agustino	<p>Saya kesulitan membaca dan menyimpulkan narasi yang ceritanya panjang dan membosankan.</p>
	Aditya Rishaya Esa	<p>Saya kesulitan membaca narasi tanpa mengerti kosa kata yang terdapat di bacaannya.</p>
	Fitri Anggriani. A	<p>Saya tidak mengerti tentang tenses yang terdapat pada teks narasi.</p>
	Ersya Dwi Saharani	<p>Saya kesulitan menyimpulkan narasi tanpa mempelajari beberapa kosa kata terlebih dahulu.</p>
	Nurul Azizah	<p>Saya sulit menyusun kalimat sesuai tata bahasa.</p>

QUESTIONS	RESPONSES	STUDENTS				
		S-1	S-2	S-3	S-4	S-5
What are the difficulties that you found in summarize a Narrative Text?	Low in vocabulary	✓	✓		✓	
	Its difficult to translate a text			✓	✓	✓
	Grammar			✓		✓

Name : Agustino B

INTERVIEW

1. Do you understand about narrative text?

Sometimes, only by the familiar words that i ever memorize.

2. What are the difficulties that you found in summarize narrative text?

I can't read narrative which too long story and new vocabularies.

3. How could you comprehend a reading text besides summarize?

I usually open the dictionary or use google translate machine to understand the text. But i didn't get what the text tell about.

4. What are the benefits of Summarizing Text in your study?

I can comprehend the idea of the text that i've read.

5. What are your prospects for teacher in teaching Reading Comprehension?

I hope, the teacher will teach us about the difficult words and structures that related in the reading text.

Name : Aditya Rishaya Esa

INTERVIEW

1. Do you understand about narrative text?

No, i dont.

2. What are the difficulties that you found in summarize narrative text?

I can't read narrative without understand the words.

3. How could you comprehend a reading text besides summarize?

I usually use google translate machine to understand the text, I didnt know how to translate it by dictionary.

4. What are the benefits of Summarizing Text in your study?

I can comprehend at least 30% of the text.

5. What are your prospects for teacher in teaching Reading Comprehension?

I hope, the teacher will teach us more intensive in translating the text.

Name : Fitri Anggriani. A

INTERVIEW

1. Do you understand about narrative text?

Sometimes, i can comprehend it by the words that i used to hear.

2. What are the difficulties that you found in summarize narrative text?

I can't understand the tenses that used in narrative text.

3. How could you comprehend a reading text besides summarize?

I usually use dictionary and translate words by words.

4. What are the benefits of Summarizing Text in your study?

I can understand the main ideas in the reading text.

5. What are your prospects for teacher in teaching Reading Comprehension?

I hope, the teacher using good translation in teach us reading comprehension.

Name : Ersya Dwi Saharani

INTERVIEW

1. Do you understand about narrative text?

Not really, because i can't understand what the text tell about.

2. What are the difficulties that you found in summarize narrative text?

I can't answer without learning new vocabularies which appears in the text.

3. How could you comprehend a reading text besides summarize?

I tried to translate the each of paragraph by dictionary.

4. What are the benefits of Summarizing Text in your study?

I can comprehend the purpose of reading text.

5. What are your prospects for teacher in teaching Reading Comprehension?

I hope, the teacher will read the text first with good translation in order to makes the students were understand .

Name : Nurul Azizah

INTERVIEW

1. Do you understand about narrative text?

Sometimes, i am not sure with my vocabularies.

2. What are the difficulties that you found in summarize narrative text?

I can't arrange my words into a good sentence grammatically.

3. How could you comprehend a reading text besides summarize?

I usually use google translate machine to understand the text, I didnt know how to translate it by dictionary.

4. What are the benefits of Summarizing Text in your study?

I can comprehend half of the text.

5. What are your prospects for teacher in teaching Reading Comprehension?

I hope, the teacher will teach us more intensive in translating the text.





CURRICULUM VITAE

Arwini Abidin, was born on March 27th, 1992 in Makassar Capital City of South Sulawesi. She is the only one child of her marriage parents Abidin and Marlina.

In 1997 the writer registered as a students of elementary school Inpres Mariso II Makassar and she graduated in 2003. The next in the same year the writer registered as a students in SMP Negeri 3 Makassar and graduated in 2006. Then the writer registered as a student in Sma Negeri 14 Makassar graduated in 2009. In 2009, the writer registered her study as a student of English Department In Makassar Muhammadiyah University.