

## Summarizing: A Powerful Reading Strategy for ESP Students in Online Class

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### ABSTRACT

This research aims to investigate the impact of summarizing strategy to the students' reading comprehension. This experimental study, using a one-group pre-test-post-test design, was conducted in the eleventh-grade students of Accounting Department of Vocational High School 2 Kediri. The sample was 36 students, taken using clustering technique from 144 students of four classes. Reading comprehension tests were administered to obtain the data on students' reading comprehension before and after the implementation of summarizing strategy. To analyse the data, a series of period t-tests and descriptive statistics were used. The results of data analysis showed that first, the students' find difficulty in reading comprehension was in the domain of guessing the meaning of the word. Secondly, summarizing influenced each indicator of reading comprehension especially in finding main idea, topic sentence, supporting detail and guessing meaning of the word and finally, there was significant effect of using summarizing strategy to the students' reading comprehension. This study implies that summarizing as one of the reading strategies that should be taught explicitly to the students.

**Keywords:** Summarizing Strategy, Reading Comprehension, English for Specific Purposes, Online Class

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui dampak dari strategi meringkas terhadap pemahaman membaca siswa. Penelitian eksperimental ini menggunakan rancangan one-group pre-test-post-test design, dilakukan pada siswa kelas XI Jurusan Akuntansi SMKN 2 Kediri. Sampel penelitian adalah 36 siswa yang diambil menggunakan teknik clustering dari total 144 siswa dari empat kelas. Tes pemahaman membaca diberikan untuk mendapatkan data tentang kemampuan membaca dengan pemahaman siswa sebelum dan sesudah penerapan strategi meringkas. Untuk menganalisis data, digunakan serangkaian uji-t dan statistik deskriptif. Hasil analisis data menunjukkan bahwa pertama, siswa mengalami kesulitan dalam pemahaman bacaan adalah pada ranah menebak arti kata. Kedua, summarizing mempengaruhi setiap indikator pemahaman bacaan terutama dalam menemukan ide pokok, kalimat topik, detail pendukung dan menebak arti kata dan terakhir, ada pengaruh yang signifikan dari penggunaan strategi summarizing terhadap pemahaman membaca siswa. Studi ini menyiratkan bahwa meringkas sebagai salah satu strategi membaca harus diajarkan secara eksplisit kepada siswa.

**Kata Kunci:** Strategi Meringkas, Pemahaman Membaca, Bahasa Inggris untuk Tujuan Tertentu, Kelas Online

### INTRODUCTION

Reading is an activity to obtain meaning from printed words or symbols, and how to use this ability to identify, understand, and interpret words. (Lynn & William, 2004) stated that reading is process of finding meaning in written symbol, character and to interpret and analyzing the text. Reading is

one of the important ways to improve students' English ability since reading can expand vocabulary which facilitates English production skills such as speaking and writing.

However, most students found difficulties in comprehend the text that they read (Suwanto, 2014). This case is related to the problem that faces by students' in SMKN 2 Kediri. Based on the interview to the teacher of the students at SMKN 2 Kediri, the students have a problem in understanding the text. For example, the students had difficulty when the teacher asked for information related to the English reading texts they had read.

Therefore, a strategy is needed to increase students' reading ability. (O'Malley & Chamot, 1990) describe reading strategies as special thoughts or plans that readers use to comprehend the reading texts. Furthermore, strategies are defined as comprehension processes that readers use in order to make sense of what they read (Brantmeier, 2002). Moreover, (Jones, 2006) states that the strategy facilitates students in improving their reading comprehension because it encourages students to pull out main ideas focus on key details, use key words and phrases, break down the larger ideas, and write only enough to convey the gist. Based on that situation, many strategies can be applied in reading activity. One of them is summarizing.

Summarizing is one of the reading strategies that can be applied. Cordero-Ponce (2000) states that summarization is considered to be the most significant and encompassing of all reading strategies available to the learner for effective studying and comprehension. It is supported by (Brown & Day, 1983) who stated that summarization is a strategy that enables students to understand what they are reading. Therefore, summarizing can help them retain important ideas and information given in a particular text. Another point of view for summarizing information is that readers should not only restate the text after reading, but also design their own text based on the content of the reading (Fountas & Pintell, 2001). Summarizing strategies can make students focus on the important parts while ignoring the secondary parts, so that students can effectively understand the reading text, and then rewrite it using their own words.

Previous studies showed that summarizing is effective in helping students focus on finding gist information and improve their reading comprehension (Murniyati, 2018; Khoshsima & Tiyyar, 2014). Different from those previous researches this research focuses on finding the effect of summarizing strategy to the four aspects of reading comprehension namely; the ability to get the main idea, topic sentence, supporting details and finding the meaning of the word.

Summarizing strategy offers a suggestion for understand a message from a passage that we read. Summarization is the process of identifying important information, topics, and ideas in the text, and integrating them into a clear and concise statement that conveys the basic meaning of the text. Based on the statement above, summarizing strategy can help the students to increase their reading ability. The steps of summarizing strategy includes; (1) to observe the main idea and the supporting details of each paragraph in the text, (2) to observe the most significant paragraph in the text, (3) to observe the main idea of the text in general, (4) to write their own words by referring to the concepts and ideas in the text while writing a summary (Wormeli 2004; Garcia & Michaelis, 2001). Applying summarizing strategy has

some advantages, such as (1) students can spot or get main ideas. (2) students can link the main ideas. (3) students can eliminate unnecessary information. (4) students can recall what they read, (Adler, 2001). Therefore, the students understand what they read and they get the competence as objective of reading. By focusing on those three dimensions the teacher can get clearer references about the use of summarizing strategy in improving the students' reading comprehension.

This study was implemented in the vocational students when they studied in online class conducted through g-meet application. It is based on the consideration that there is no previous research that studied the implementation of summarizing strategy to ESP students in online class. Moreover, reading at vocational senior high school is not the same as reading at senior high school. It has specific goals to facilitate the students with the reading materials that those reading texts will link the senior vocational school students to the workplace they are going to do. This differences and students' needs have to be considered by the teachers of vocational high schools. As mentioned before, teaching english in vocational education, should be taken into account as English specific purpose (ESP) program, (Widodo, 2016). According to (Dudley & Jo, 2007), teaching English for Specific Purposes should reflect the students' need in order to make students become more interest to the teaching-learning process and it should have more specific interaction between teacher and learners. In addition, teaching English for Specific Purposes is to be more expected on the process of social learning that take places when people cooperate and communicate in specific or professional contexts, (Knapp & Seidlhofer, 2009). Besides, in teaching English for specific purpose the teachers must prepare their material development to know what are the needs of students in the learning process. (Byram, 2000) points out teaching material development is a process to find out of students' need and to tailor of design material to fit those needs. It means that teaching material development in English for Specific Purposes not only focus on providing material but also analysis of students' need.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018, the curriculum objectives include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. Especially in vocational high school, in the knowledge competence, there is discusses understanding, applying, analyzing, and evaluating factual, conceptual, basic procedural and metacognitive knowledge according to the field and scope of English language studies at the technical, specific, detailed, and complex level, relating to science, technology, arts, culture, and humanities in the context of developing self-potential as part of the family, school, world of work, national, regional and international community members. In short, teaching at vocational high school should support the specific skill that studied by students, In teaching reading, the teachers should synchronize the students' need and the material provided.

This research intends to investigate the impact of summarizing strategy to the students' reading comprehension in the aspects of a) getting main idea, topic sentence, supporting detail, and guessing the meaning of a word. Specifically, the study proposes the following questions: 1) how are the students', of the Eleventh Grade at SMKN 2 Kediri reading comprehension before using summarizing strategy? 2) how are the students', on the Eleventh

Grade at SMKN 2 Kediri reading comprehension after using summarizing strategy? and 3) is there any effect of summarizing to the students’, on the Eleventh Grade at SMKN 2 Kediri reading comprehension?

## Research Methods

### Research Design

This study is an experimental study using one-group pre-test-post-test design. The sample was 36 students, taken using clustering sampling technique from 144 students of the eleventh-grade students of Accounting Department parallel classes in the SMKN 2 Kediri.

**Table 1**  
**Research Design**

Pre-test	Treatment	Post-test
O	X	O
Reading Comprehension Test	Summarizing Strategy adopted from Wormeli (2004) and Garcia & Michaelis (2001): (1) identify the main idea and the supporting ideas of each paragraph (2) locate the most important paragraph in the text, (3) get the main idea of the text in general, (4) use their own words by referring to the concepts and ideas in the text.	Reading Comprehension Test

### Research Instrument

In this research, the researchers administered pre- and post-test in the form of multiple choice reading comprehension test that consisted twenty items. There are ten multiple choices question and ten essay question. The multiple choice questions contain four questions about main ideas, one question on topic sentences, three questions on supporting details and two questions on guessing the meaning of word. The essay question contains four questions on main ideas, two questions on topic sentences, and four questions on supporting details.

### Technique of Analyzing the Data

The data obtained from research result students test that were analyzed quantitatively. Quantitative analysis was done using scoring and statistic which is called statistical analysis. The technique was used to find the significant difference on students reading ability before after use summarizing strategy. The data were collected from students score in pre-test and post test, each items has 20 score. To determine students' score, the researchers used the following formula:

$$S = C \times 5$$

S = Score  
C = Correct Answer

After getting the scores, the researchers put them into categories the level of mastery.

**Table 2**  
**The Levels of Mastery (Haris, 1969:134 in Shofia, 2014: 39)**

The Percentage	Level of Mastery
80 - 100%	Excellent
60 - 79%	Good
50 - 59%	Average
0 - 49%	Poor

The data that was obtained from pre-test and post-test were analyzed statistically by using *Paired Sample T-Test* through IBM SPSS 23.

## Research Results and Discussions

### Research Results

This study aims to investigate if there is an impact of summarizing strategy to the students' reading comprehension in the aspects of getting main idea, topic sentence, supporting detail, and guessing the meaning of a word. Specifically, the goal of this research is to know: 1) The students of the Eleventh Grade at SMKN 2 Kediri reading comprehension before using summarizing strategy and 2) The students of Eleventh Grade at SMKN 2 Kediri reading comprehension after using summarizing strategy, then to know 3) whether there is any effect of summarizing to the students' of the Eleventh Grade at SMKN 2 Kediri reading comprehension.

### The Students' Reading Comprehension Before Using Summarizing Strategy

Pre-test was administered to measure the students' reading ability in understanding the report text on the context before using summarizing strategy. The test consisted of 20 questions (10 multiple choice questions and 10 essay questions). The indicators of the test included main idea, topic sentence, supporting detail, and guessing the meaning of a word.

**Table 3**  
**Score of Pre-test**

	Frequency	Percent	Valid Percent	Cumulative Percent
45.00	1	2.8	2.8	2.8
50.00	2	5.6	5.6	8.3
55.00	8	22.2	22.2	30.6
60.00	6	16.7	16.7	47.2
Valid 65.00	2	5.6	5.6	52.8
70.00	15	41.7	41.7	94.4
75.00	1	2.8	2.8	97.2
85.00	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Table 3 shows that one student (2,8%) got forty-five (45), it is categorized as poor. Then two students (5,6%) got fifty (50), there were eight

student (22,2%) got fifty five (55) categorized as average. There was six students (16,7%) who got sixty (60), there were two students (5,6%) got sixty five (65), there was fifteen students (41,7%) got seventy (70), and there was a student (2,8%) got seventy five (75) categorized as good. It means that the students' reading comprehension was on average criteria. Furthermore, the result of the students' correct answer analysis found that the highest total score of the students' answer was in answering supporting detail (71,6), followed by students' correct answer about main idea (62,5) and topic sentence (58,3). The lowest total score was guessing the meaning of word (19,4). This lowest score proved that the students' main difficulty in reading comprehension was in getting the synonym of the word in the text.

### Treatments Process

After giving the pre-test, the researcher scheduled two meetings for treatments. During the treatments, the researcher taught reading through summarizing strategy. It was categorized in four aspects that contain main idea, topic sentence, supporting detail, and guessing the meaning of word. The teaching learning process in two meetings were conducted using google meet application. The students were trained to use summarizing strategy when they read the report text. The students were taught how to locate the main idea and the supporting ideas of each paragraph in the text, to get the most important paragraph in the text, to identify the main idea of the text in general, and the last use their own words by referring to the concepts and ideas in the text while writing a summary.

### The Result of Post-test

Post test items were the same in number and criteria of the pre-test. The post-test consisted of ten multiple choice questions and ten essay questions. There were included 4 indicators: identifying main idea, topic sentence, supporting detail, and guessing the meaning of word

**Table 4 Score of Post-test**  
Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
65.00	1	2.8	2.8	2.8
70.00	2	5.6	5.6	8.3
75.00	6	16.7	16.7	25.0
Valid 80.00	6	16.7	16.7	41.7
85.00	17	47.2	47.2	88.9
90.00	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Post-test is conducted to measure how far the effect of summarizing strategy to the student's reading ability. After the treatment, the score of students' reading ability improved. The result of calculation using SPSS 23 on the data after treatment (post-test) obtained the lowest score was sixty five (65), and the highest score was ninety (90). While the mean score showed that all of students were categorized excellent (90,00 ). From the table above, we could see that topic sentence has highest total score (93,5). It showed that the students started to capture the meaning of the text. The second was supporting detail and followed by main idea. In the last position, there was guessing meaning of word. In this post-test, in guessing meaning of a word the students

still had the lowest result. But some of the students got improvement, It was indicated that the summarizing strategy worked effectively.

**Table 5**  
**Differences of Pre-test and Post-test**

PRE-TEST				POST-TEST			
MI	TS	SD	GMW	MI	TS	SD	GMW
62,5	58,3	71,6	19,4	79,8	93,5	82,1	69,4

Table 5 displays the students’ ability in each aspect indicators of reading comprehension. In the pre-test SD (Supporting Detail) was the highest score than others and the students’ ability in GMW (Guessing the Meaning of the Word) was the lowest score. Meanwhile, in the post-test TS (Topic Sentence) was the higher score and the lowest score was still GMW. However, GMW experienced the highest increasing. The other significant increasing was in TS. While, MI (Main Idea) and SD experienced a slight improvement. From the 36 students, there was a student (2,6%) who got sixty five (65), two students (5,6%) who got seventy (70), and there was six students (16,7%) who got seventy five (75), based on the scoring grade they are categorized as good. Then there was six students (16,7%) who got eighty (80), seventeen students (47,2%) who got eighty five (85), and four students (11,1%) who got ninety (90) and based on the scoring grade they are categorized as excellent.

**Table 6 Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	63.4722	36	8.60394	1.43399
Pair 1 Posttest	81.6667	36	6.09449	1.01575

Table 6 shows that the mean score before being given treatment was 63,47 with standard deviation of 6,094 and after being given treatment the mean was 81,66 with standard deviation of 8,603.

**Table 7 Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	36	.540	.001

Table 7 shows Paired Sample Correlations calculation, the result presents that correlation before and after being taught using summarizing strategy was 0,540 with the significance 0,001.

Table 8 Paired Sample T-test

## Paired Samples Test

	Paired Differences					T	Df	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1: pretest – posttest	-18.19444	7.38268	1.23045	-20.69238	-15.69650	-14.787	35	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS. It showed the t-test is -14,787 with the degree of freedom 35 is 1,690 and the significant is 5%. It means that t-test is higher than t-table ( $-14,787 > 1,690$ ). It can be concluded that t-test is higher than t-table, so  $H_a$  is accepted.

In conclusion, there is significant effect of summarizing strategy to the students' reading ability at eleventh grade students of SMKN 2 Kediri.

### Discussions

The purpose of the research were to find out the answer of research questions, how is the students' reading ability before and after using summarizing strategy and the impact of summarizing strategy on students' reading ability at the eleventh grade students of SMKN 2 Kediri. In this research, the research design used one group pre-test post-test design. So, the researchers only took one class to be the sample of this research.

The results of pretest and posttest analysis showed that there were having different score in each indicator. As the researcher explained before, there were four indicators as follows: 1) main idea, 2) topic sentence, 3) supporting detail, and 4) guessing the meaning of the word. (Chawwang: 2008) states that the most difficult problem is recognizing difficult words, topics, the main ideas in the text, and lack of vocabulary. It was in the same as the result of the pretest. In the pre-test, the students had difficulties at finding the synonym of word it shown in their total score which is the lowest score was 19,4. Whereas in finding main idea and topic sentence the students also had difficulties. But this problem is not as difficult as finding synonym of the word. They had average score for that reading ability. The higher score was finding supporting detail, the score was 71,6. On the other hand, in posttest result, guessing the meaning of the word still have the lowest score, but there was a significant increased than the pretest. The most significant increase was topic sentence. The other indicators as main idea and supporting detail have increased as well.



The research finding is supported by some of previous studies that related with this research. Firstly, the research conducted by Murniyati (2018) and Umi Ma'rifah (2017) showed that summarizing strategy had significant effect. However, the result of a research conducted Umi Ma'rifah (2017) also found that main idea became the significant indicator of improvement. While, in this research guessing the meaning of the word had significant improvement. Otherwise, main idea does not have significant improvement.

According to the explanation above, it can be concluded that summarizing strategy had significant effect on students' reading ability especially in the students' ability to find the topic sentence in the text.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the result of the study that had been described before, the researchers took some conclusions. The conclusions were about the students' reading ability before and after treatment and the influence of summarizing strategy to the students' reading ability of the eleventh grade students of SMKN 2 Kediri in academic year 2021/2022. The conclusions are as follows:

1. The students' reading ability before using summarizing strategy had good category. However, for students guessing meaning of the word became the most difficult aspect in reading. For the other aspects of reading, the students also found the difficulties but they were less than the aspect of guessing meaning of the word.
2. The students' reading ability after using summarizing strategy had excellent category. There was the improvement of their score, their average score increased. In the posttest, guessing meaning was still the difficult one, but there was improvement. The highest improvement was in topic sentence aspect. Main idea and supporting detail aspects also had the improvement as well. It means that there was a significant improvement of the students' reading ability after being taught using summarizing strategy.
3. The influence of the student' reading ability before and after using summarizing strategy can be known from data analysis. The implementation of summarizing strategy to the students' reading ability can help students in finding the topic sentence easier, also the students can understand the text, and then they can interpret the meaning of the text. In conclusion it can be said that there was any significant influence of using summarizing strategy to the students' reading ability of eleventh grade students of SMKN 2 Kediri at the academic year 2021/2022.

### Suggestions

Based on the result of the study which stated above, there was any influence of using summarizing strategy to the students' reading ability. It is suggested:

1. for the teacher

Use suitable strategy to increase the students' reading ability can enhance successful in reading performance. The English teacher should use appropriate strategy to help the students understand what they read. Related to the students' reading ability, guessing the meaning of word aspect was the most difficult aspect. The students also still had less understanding to know the main idea and topic sentence in the text. It was known that summarizing strategy can influence the students' reading ability.

By using summarizing strategy, the students’ reading ability had improved. For example, they knew about the meaning of the text through finding the main idea correctly in each paragraph. The students’ ability in guessing the meaning of word also showed improvement. So, the teacher has to facilitate the students to activate reading strategy when they are reading.

## 2. For Other Researcher

For the other researchers, the researchers expects that they are able to improve this research by exploring on summarizing strategy for reading. They can use other indicators that the researchers hadn’t involved in this research, such as finding specific information, identifying reference and inference in the text.

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