



**IMPROVING STUDENTS' READING COMPREHENSION BY
USING CONTENT BASED SUMMARIZING TECHNIQUE AT
8TH GRADE OF SMP WAHID HASYIM MALANG**

SKRIPSI

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ABSTRACT

Fadila, Nur. 2023. Improving Students' Reading Comprehension by Using Content Based Summarizing Technique at 8th Grade Of Smp Wahid Hasyim Malang. *Skripsi*, English Education Departement Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Dwi Fita Heriyawati, M.Pd: Advisor II: Dr. Imam Wahyudi Karimullah, S.S, MA.

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The ability to comprehend and understand written English is crucial for students. However, many students struggle with reading comprehension, which can hinder their performance in English exams and their overall understanding of the language. Traditional approaches to teaching reading comprehension, such as summarizing, have been criticized and alternative methods are being explored.

One alternative technique that shows promise is Content Based Summarizing Technique (CBST). CBST focuses on using summarization as a way to improve reading comprehension. While CBST has been effective in increasing reading comprehension in English students, its effectiveness in secondary schools, particularly in Islamic schools, has not been tested.

A study was conducted to assess the use of CBST in improving reading comprehension among 8th-grade students at SMP Wahid Hasyim Malang. The study utilized Classroom Action Research (CAR) methodology, which involved planning, action, observing, and reflecting stages. The researcher designed lesson plans, conducted reading activities, and provided recount texts for the students to read and summarize.

The results of the study showed a significant improvement in students' reading comprehension scores after the implementation of CBST. The mean score increased from 73 in the preliminary study to 85 in the final test. This indicates that CBST can be an effective technique for improving reading comprehension in English.

The study also highlighted the importance of using appropriate reading techniques in the classroom. Proper reading techniques not only facilitate reading fluency and comprehension but also help students in achieving short-term goals, such as answering questions within a limited time allocation. Additionally, these techniques prepare students for future reading needs, such as reading scientific texts in college.

In conclusion, the use of Content Based Summarizing Technique (CBST) in teaching reading comprehension has shown positive results in improving students' reading comprehension skills. It is an alternative technique that can be considered by teachers to enhance English reading skills.

CHAPTER I

INTRODUCTION

This chapter provides information on the study's background, research questions, objective, significance, scope, and research limitations, as well as definitions of key terms.

1.1 Background of the Study

People all throughout the world utilize English as their primary language of communication. English is vital since it is a language that everyone speaks. In Indonesia, English is formally taught from the elementary level through the university level and is regarded as a second or foreign language.

Students should focus on learning the following four abilities when learning English. They are speaking, reading, writing, and listening. Reading is a fundamental communicative ability in English, but it has a highly complicated process. It is possible to define reading as the process by which a reader discovers information provided by a writer in written form. In this situation, reading might be viewed as a participatory inquiry into the subject matter of the text (Hikmawati 2011:1).

The English language instruction curriculum places a high priority on students mastering the skill of reading (Ronan, 2015). However, a lot of high school pupils struggle to understand different passages in English textbooks because of their low reading comprehension skills (Chen and Chen 2015). Despite the fact that there are several effective reading techniques provided in English language textbooks, particularly those used in Islamic junior high schools, students still struggle to understand important information. The lack of reading comprehension skills not only hinders their

ability to read English textbooks but also negatively impacts their performance in various English exams, including semester and national examinations. Furthermore, inadequate reading techniques can lead to poor comprehension, as highlighted by Kispal (2008).

The reading instruction methods utilized by the teachers have a significant impact on how well reading comprehension is taught (Hermida, 2011). The classic strategy of summarizing the reading material has been adopted by teachers of English in college classrooms among other ways to improve reading comprehension.

English teachers regularly employ the summarizing strategy since it has been utilized to teach reading comprehension for a long enough time (Cahyono, 1996; Widiati and Cahyono, 2006). However, traditional approaches to teaching summarizing have been criticized and are gradually being phased out. As a result, alternative approaches to teaching summarizing have been proposed (Aratusa 2017). In short, the success of teaching reading comprehension is heavily reliant on the teacher's choice of technique, and summarizing has been a popular choice but is undergoing a transformation in its teaching methods.

The effectiveness of the Content Based Summarizing Techniques (CBST), despite being well known for increasing English students' reading comprehension, has not been tested in secondary schools. A research assessing the use of CBST for the education on English reading comprehension will be necessary in order to discover a viable reading comprehension growth approach for my secondary school students. This is especially important for pupils in Islamic schools who frequently face challenging textual content like the history and teachings of Islam (McDonald, 2014).

The researcher conducted this research due to the difficulties many students face in reading, which can be attributed to various factors. One of the significant factors is

the students' insufficient reading comprehension skills, including difficulties in grasping related ideas, understanding linguistic elements, and recognizing text structure. Consequently, these difficulties hinder their overall understanding of the text, such as identifying the topic, main idea, and other crucial aspects. To address these problems, the researcher chose to undertake this study. And the researcher made the claim that instructing Islamic junior high school pupils in using Content Based Summarizing Techniques (CBST) could improve their comprehension of reading and summarizing abilities as well as better prepare them for the challenging reading materials they will experience in subsequent classes. The study's specific premise is that students' reading comprehension greatly increases when CBST is used as a teaching tool for it.

1.2 Research Questions

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

"How can content based summarizing technique improve students' reading comprehension at 8th grade of SMP Wahid Hasyim?"

1.3 Objective of the Study

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

"To know whether in teaching using content based summarizing technique can improve students' reading comprehension 8th grade of SMP Wahid Hasyim Malang."

1.4 Significance of the Study

This study is aimed to give both theoretical and practical contribution as follows:

Theoretically, the use of content based summarizing technique can be chosen as an alternative and interesting learning to help students improve reading comprehension. And also, it will be a good reference in learning reading. And practically of this study is expected to be able to help teachers to apply the use of content based summarizing process to improve pupils reading comprehension and also as a reference for other references who want to discuss this topic more intensively.

1.5 Scope and Limitation of the Research

Based on the aforementioned problem's identification, the goal of this study's research is to determine how to use a content-based summarizing technique in the eighth grade at SMP Wahid Hasyim Malang to dramatically increase the students' reading comprehension.

1.6 Definition of Key Terms

To avoid misunderstanding at the term used in this study, researcher define the key terms as follow:

Reading is the process of seeing the words in a writing text to get the meaning of the text or an activity to get information from reading texts.

Summarizing technique is students' understanding and summarizing skills based on the meaning or content of reading texts.

Content based summarizing in technique to summarize a reading text based on the context.

BAB V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the finding and the discussion in the previous chapter.

5.1 Conclusion

The researcher would like to sum up her study using the Classroom Action Research (CAR) method. The focus of the reasearch is to identify the problem on students' reading comprehension. Before applying the action research in that class, the researcher did an interview and observation in the VIII-B Class. The researcher did not give the pre-test for VIII-B Class at SMP Wahid Hasyim Malang. The researcher only asked the students' preliminary score from the English Teacher. After getting the score, the researcher found that the VIII-B Class was at the lowest score. In this study, the researcher uses Kurt Lewin's design in which contains 4 phases. Those are planning, acting, observing, and reflecting. Futhermore, the researcher gets the data consist of the test, interview, and observation.

After the researcher analyze the result of action research which has been conducted to improve students' reading comprehension of SMP Wahid Hasyim Malang, it can be seen that using Content Based Summarizing Technique in teaching reading comprehension can improve students' reading comprehension. The improvement of students' reading comprehension is also supported by the result of the test score. The mean score of the preliminary score is 75 and it improves to 85 in cycle test. From the test result, it shows that there is an

improvement of students' reading comprehension after the implementation Content Based Summarizing Technique. It proves that teaching reading comprehension by using Content Based Summarizing Technique can improve students' reading comprehension.

5.2 Suggestions

Based on the Classroom Action Research results, the researcher would like to give some suggestions for the English teacher, the students, and the future researcher

5.2.1 For English Teachers

First, in studying reading skill at the classroom, the teacher is hoped to be more creative in teaching students in order to increase the students' activeness and motivation in learning. Second, when students make a prediction at the first time about the upcoming text by only reading the title. Third, in teaching reading recount text the teacher has to make sure the students could analyze the main idea that the author written. It can be proven when the step summarizing the text.

In addition, using Content Summarizing Technique, the teacher must motivate students to be active at the process to summarize the text, so the teacher must bring reward to make them silent and active at the class..

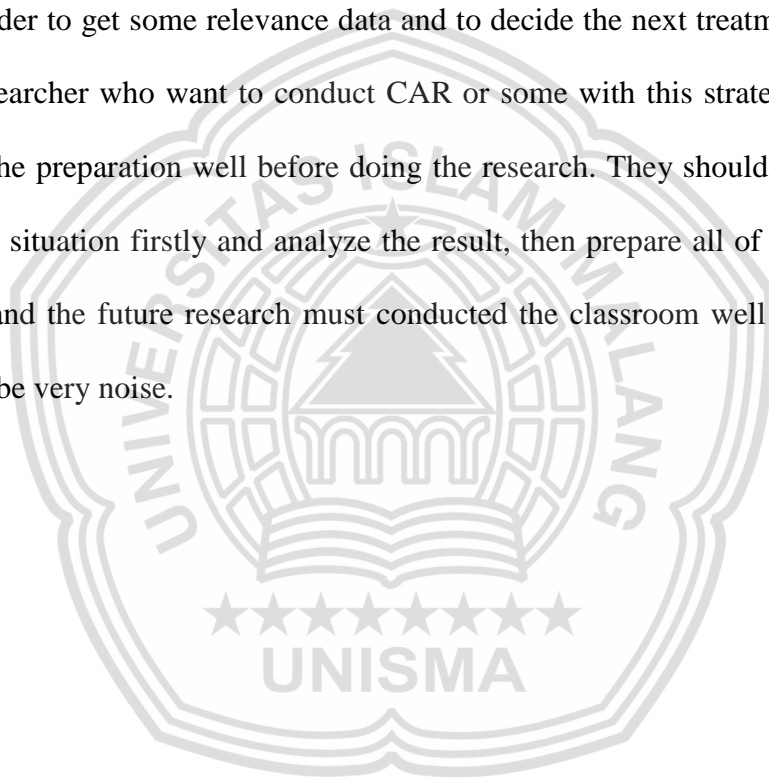
5.2.2 For Students

The students should have great motivation to learn English. Then, they should be creative to find the best way to learn English by themselves because each student has their own style in learning. They can learn by using technique or

teaching aids that are interesting for them. Content Based Summrizing Technique is an alternative and interesting learning to help students improve reading comprehension.

5.2.3 For Future Researchers

The last suggestion is for the future researcher. The result of this research can be used as the references for the next researcher who will conduct the similar research in order to get some relevance data and to decide the next treatment. For the future researcher who want to conduct CAR or some with this strategy, they should have the preparation well before doing the research. They should observe the classroom situation firstly and analyze the result, then prepare all of research instruments, and the future research must conducted the classroom well because the class will be very noise.



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