THE EFFECTIVENESS OF IMPLEMENTING SUMMARY WRITING TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract, Students' reading comprehension cannot be measured only by answering the questions, but it could be seen through summary writing as a product of integrating reading and writing skills. This study aims to see the effectiveness of implementing summary writing in improving students' reading comprehension. There were 35 students as a sample and the research employed Experimental research with pre-test and post-test used to take the data. The description of statistics and inferential statistics were used to analyze the data, and the SPSS program also was used in the process of data analysis. The results show that the maximum pre-test score is 2.000, while the maximum post-test score is 4.000. Furthermore, the mean score of the pre-test is 1.890 with a deviation standard is 0,323, whereas the mean score of the post-test is 3,030 with a deviation standard is 0,453. After doing the requirement test of normality and homogeneity, the mean difference test is done by using the Mann-Whitney Test (assumption that data is not normal) with the SPSS program. The result of the *Mann-Whitney Test* shows that the significance value is smaller than 0,05 means that H1 is accepted. To sum up, this indicates that there are significant changes between the data in the pre-test and post-test after getting treatment using summary writing to improve students' reading comprehension.

Keywords: effectiveness, summary writing, reading comprehension

EFEKTIVITAS PENERAPAN MENULIS RANGKUMAN UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA

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Abstrak: Pemahaman membaca siswa tidak dapat diukur hanya dengan menjawab pertanyaan, namun dapat dilihat melalui penulisan rangkuman sebagai produk pengintegrasian keterampilan membaca dan menulis. Penelitian ini bertujuan untuk melihat efektivitas penerapan menulis rangkuman dalam meningkatkan pemahaman membaca siswa. Sampel berjumlah 35 siswa dan penelitian ini menggunakan penelitian Eksperimental dengan pre-test dan post-test yang digunakan untuk mengambil data. Statistik deskripsi dan statistik inferensial digunakan untuk menganalisis data, dan program SPSS juga digunakan dalam proses analisis data. Hasil penelitian menunjukkan bahwa nilai maksimum pre-test adalah 2.000, sedangkan nilai maksimum post-test adalah 4.000. Selanjutnya nilai rata-rata pre-test sebesar 1,890 dengan standar deviasi sebesar 0,323, sedangkan nilai rata-rata post-test sebesar 3,030 dengan standar deviasi sebesar 0,453. Setelah dilakukan uji syarat normalitas dan homogenitas, dilakukan uji beda rata-rata dengan menggunakan Uji Mann-Whitney (asumsi data tidak normal) dengan program SPSS. Hasil Uji Mann-Whitney menunjukkan nilai signifikansi lebih kecil dari 0,05 berarti H1 diterima. Singkatnya, hal ini menunjukkan bahwa terdapat perubahan yang signifikan antara

data pada pre-test dan post-test setelah mendapatkan perlakuan menggunakan menulis rangkuman untuk meningkatkan pemahaman membaca siswa.

Kata Kunci: efektivitas, menulis rangkuman, pemahaman bacaan

INTRODUCTION

In the context of teaching reading, Harmer (1991) proposed the purposes of reading 1). Reading for information. This activity teaches the recognition and interpretation of text type, which contains information. An overall emphasis on topics within each text type. 2). Reading for meaning. This is purposed to teach the recognition and interpretation of the relationship between form and text. 3). Reading for pleasure. This is a benefit to teach the recognition and the ways of reading those texts often associated with reading for pleasure.

Although reading is important, it still becomes a crucial skill for students especially those who study English as a foreign language. In line with this, Pardede (2019) gives some reasons. First, students can usually perform at a higher level in reading than in any other skill. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or thoroughness. Such condition will undoubtedly enhance their motivation to learn. Second, reading necessitates very minimum requirements. Different from speaking which requires opportunities to interact with a sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is a service skill. After learning how to read effectively, students will be able to learn effectively by reading.

As a receptive skill, reading is like a window, because through reading, the readers might know information from other parts of the world. Reading also has a strong position in academic life, it helps academicians to gain knowledge that is shared by the scholars in various kinds of printed materials such as books and journals. Brown (2001) states that reading is the practice of using text to create meaning. This means that through reading the students also study about structure of language, and grammar, and increase their vocabulary knowledge. Therefore, from the language acquisition side, Harmer (2001) states that the more they read, the better they understand. It means that the students as the readers might understand the message and knowledge from the reading passage.

From the previous ideas above, the researcher may state that reading is important and the students need to comprehend the content of the reading passage. In fact, it is not guranttee that many students who read well can comprehend the reading passage. For instance, the readers have good pronunciation and intonation when reading, but they have limit numbers of vocabularies and do not use appropriate reading strategies will affect their reading comprehension. Therefore, the teachers have to present appropriate strategies in class to help the students comprehending the text.

In English Education study program where the students are engaged to comprehend the text more deeply, they need a strategy that help them not only to answer the multiple choice task, essay, and other kinds of reading comprehension tasks. Hughes et al (2021) stated that the integrating reading and writing instruction can be a solution. Furthermore, Malloy et al (2020) stated that when writing is integrated into explicit reading instruction, students begin to comprehend texts from the writer's perspective.

One way of integrating reading and writing is summary writing. According to Olatunji (2011) Summary can be described as the condensed form of comprehension. It is an exercise in which one is required to reproduce what one has decoded in as few of one's own words as possible. The tradition in the old days was to ask candidates to re-write a lengthy passage in a given number of sentences. But to make the task simpler, candidates are now asked leading questions, the answer to which would form a summary of the original passage. He also adds that the need to summarise arises in different situations of our normal daily living. Summary takes a good percentage of total marks for a language test in public examinations. Therefore, it is an important aspect of the communication skills that must be developed.

Some previous researchers also conducted their study on using summary writing in reading class. First, Avila and Barreiro (2021) focused on using summarising to improve students' reading comprehension on narrative text. They used a pre-experimental study toward sixty elementary school students in Ecuador and found that there was significance improvement in students' reading comprehension of narrative text. Second, a study conducted by Dwi Chayani, Fitrawati (2020). They tried to find out the English Department 2017 academic year college students' ability to summarize a reading passage in Critical Reading class. This research is descriptive quantitative research and they found a significant improvement in students' critical thinking after applying summary writing.

Thus, based on the previous studies, the researcher would like to cunduct a study on implementing summary writing in Professional Reading class to see its effectiveness in improving students' reading comprehension. Besides that, the result of this study is used to test whether the hypothesis is accepted or not.

METHODOLOGY

This study used experimental research to see the effect of implementing summary writing to improve students' reading comprehension. This research was carried out at the third-semester students of the English Education Study Program of Pattimura University. The participants of this study are 35 students who took the Professional Reading course. Thus, the study used pre-tests and post-tests. Descriptive statistics and inferential statistics data analysis techniques are used in analyzing the data. The descriptive statistic analysis technique is used to describe the data in the form of a table and the mean of standard deviation. While the inferential statistics technique is used to test the hypothesis. SPSS program is also used in the process of data analysis. The summary writing is assessed based on five aspects, they are the main idea, details, order, paraphrasing, and conventions, and its assessment consists of four criteria, they are excellent, good, below, and ineffective.

RESULTS

The data of pre-test and post-test can be seen in table 1.

Table1. Statistical Description

NO	Measurement	Pre Test	Post Test
1	Mean	1,890	3,030
2	Variance	0,104	0,205
3	Standard deviation	0,323	0,453
4	Minimum value	1,000	2,000
5	Maximum value	2,000	4,000
6	Range	1,000	2,000

The table above shows that the maximum pre-test score is 2,000, while the maximum post-test score is 4,000. On the other hand, the mean score of the pre-test is 1,890, whereas the mean score of the post-test is 3,030. The significant changes were achieved by the students in the post-test because summary writing was given in some meetings as a treatment.

Furthermore, the distribution of the score pre-test and post-test based on the category level of Ineffective, Below average, Good, and Excellent can be seen in diagram 1.

Diagram 1. Percentage Data of Pre-Test and Post-Test
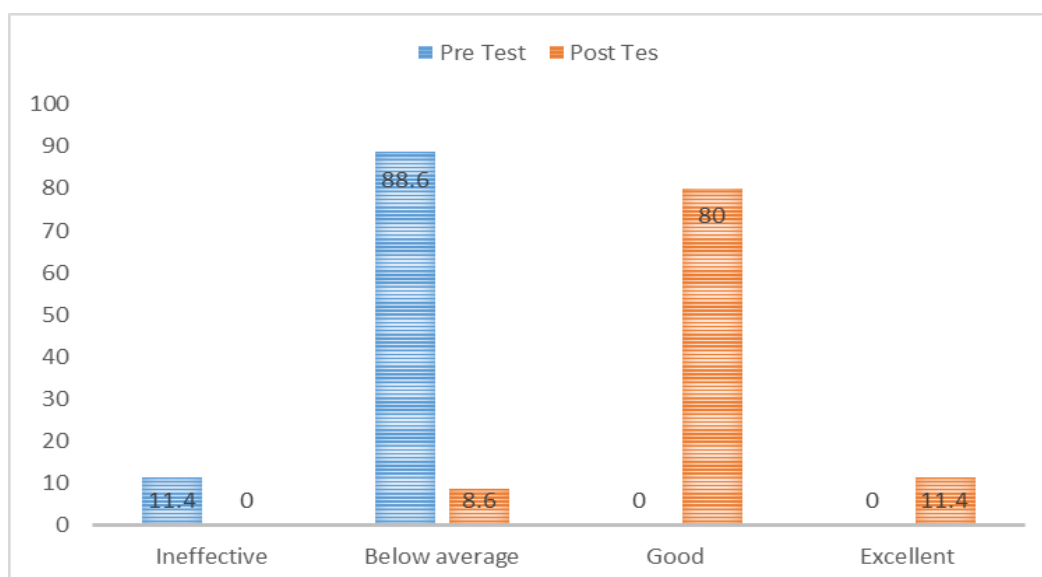
The diagram above shows that there are significant changes of categories percentage between the pre-test and the post-test, where in the pre-test, the dominant category is below average category (88,6%) and it is followed by ineffective category (11,4%). On the other hand, in post-test, the dominant category is good category (80%), it is followed by excellent category (11,4%), and below average category is 8,6%. These data is also supported with the big difference of the mean in pre-test and post-test. To prove that there is a significant difference in improvement, a statistical difference test is done.

The Analysis of variance Between Pre-test and Post Test

The purpose of testing analysis of variance is to see whether there is significance changes of students' reading comprehension before and after getting summary writing as the treatment or not. Before doing statistical tests, the normality and homogeneity of data are tested.

Normality Test

The normality test is tabulated using the Kolmogorov-Smirnov test that supported by using SPSS program with the significance level at $\alpha = 0,05$. If the significance value is smaller than 0,05 means H0 is rejected, and if the significance value is greater than 0,05 means H0 is accepted. The hypothesis test of normality is described as follow.

H_0 :   Pre-test score is normal distributed
H_1 :   Pre-test score is not normal distributed

and

H_0 :   Post-test is normal distributed
H_1 :   Post-test is not normal distributed

The result of normality test is described in the following table.

Tabel 2. The normality data test of Pre-test and Post test

Class	Statistic	Significance	Conclusion	Evidence
Pre Test	0,524	0,000	H_0 is rejected	Is not normal distributed
Post Test	0,411	0,000	H_0 is rejected	Is not normal distributed

Table 2 above shows that the significance value of pre-test and post-test is smaller than 0,05, so H_0 is rejected. This shows that the data of pre-test and post-test are not normal distributed.

Homogeneity Test

The homogeneity test is tabulated using levene test which is supported using SPSS with the significance level is $\alpha = 0,05$. If the value of significance level is smaller than 0,05 so maka H_0 is rejected and if the value of significance level is greater than 0,05 so H_0 is accepted. The hypothesis test of homogeneity is described as follow.

H_0 :   The variance of the pre test and post test data is homogeneous
H_1 :   The variance of the pre test and post test data is not homogeneous

Tabel 3. Homogenates Data Test of Pre-test and Post test

Levene Statistic	Significance	Conclusion	Evidence
0,062	0,804	H_0 is accepted	Data is Homogeneous

Table 3 shows the value of significance is greater than 0,05, so the H_0 is accepted. This result indicates that the data variance of varians the pre-test and post-test is homogeneous.

The T Test.

After doing requirement test of normality and homogeneous, the mean difference test is done by using Mann-Whitney Test (assumption that data is not normal) with SPSS program. The null and counter hypotheses are:

$H_0 : \mu_{pre} = \mu_{post}$

There is not any difference between the mean score of pre-test and post-test

$H_1 : \mu_{pre} \neq \mu_{post}$

Tabel 4. The T-test of the mean score of Pre-test and Post-test

Statistic Test			evidence	conclusion
Mann-Whitney Test	*Z*	*Sig. (2-tailed)*		
46,500	-7,336	0,000	H_1 is accepted	There are differences

The significant value (table 4) is 0.000(p <0.05), so the result of the pre-test and post-test have significant changes. Based on the descriptive statistic test, the result of the post-test is greater than the result of the pre-test. Thus, it can be concluded that there is significant differences between pre-testand post-test after giving treatment, it is applying Summary Writing in improving students' reading comprehension. All in all, the hypothesis of this research, "There is significant improvement of students' reading comprehension after implementing summary writing" is accepted.

DISCUSSION

Students do not always comprehend the rading passage by answering the questions or through other kinds of conventional reading tasks, but they can show their reading comprehension through integrating other language skills with reading, such as integrating reading and writing. Through the treatments in several meetings, the students learned how to get important ideas from the rading passages and then they wrote those ideas in their own words based on the summary writing format. At least, students' summary writing should have clear main idea with the supporting details. Thus, it is believed that a good writer is also a good reader, where a writer can express the ideas or messages more because he reads alot. The students can rewrite the information they get from the reading by writing the summary of the passage.

The results of this study above show that students' reading comprehension was improved through summary writing, and it can be seen from the improvement in the summary writing that students produced in the post-test after getting treatments. In post test, for example, students' could compose good summary writing because some components of good summary writing can be achieved compare to result of the summary writing in the pre-test. In line with this, Pečjaka & Pircb (2018) summarizing is considered one of the reading strategies that permits students to understand the text more profoundly, and at the same time, it works as an indicator of understanding. In comprehending the reading text, getting the main ideas and other important information stated in the reading is important. Thus, in writing a summary the students have to include these points. Therefore, Ozdemir (2018) states that summarizing also

implies identifying main ideas, deleting irrelevant information, and reconstructing arguments from original texts.

Other finding also shows that when students' summary writings were assessed it was found that some students used their own words. This is something beyond of the expectation. Harvey & Goudvis (2007) state that summary writing requires readers to determine what is important, to condense this information, and to state it in their own words.

Apart from producing good summary writing as evidence of comprehending the reading passage, summary writing also teaches students to become critical thinkers in analyzing the content of the reading passage. Critical thinking is important for students since it helps them to survive in the classroom activities such as discussion and debating. Therefore, Sapriya as cited by Ritiauw and Salamor (2016) states that inquiry and critical thinking skills thrive in the classroom when teachers assess divergent thinking, including thinking that is different from the value brought by the teacher, and encourage students to think freely.

Thus, it can be conclude that summary writing can be an effective strategy to help the students in comprehending the reading passage. Moreover, further researcher can apply this teaching strategy in other level of education.

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