ABSTRACT


The successful result in teaching and learning English becomes an important goal, which must be achieved by educational system. Based on the English Curriculum 2004 for Junior High School, by the end of the program, the students are supposed to master four language skills, namely; reading, speaking, listening, and writing. In this thesis, reading was selected as a subject that wants to be studied because it is one of basic tools in language learning. Reading skill in teaching English for Junior High School has great role in supporting other skill in English language.

Observation result attested that the seventh grade students at SMP 13 Jemurwonosari Surabaya were having difficulties in reading skill. It was expected that the teacher will utilize a new strategy to enhance the students' comprehension competence. Thus, the researcher suggested a new strategy called summarization technique. According to Rick Wormeli, summarization can be thought of as complex processes where students spend time “restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner”. Using this technique, the students’ summaries are analyzed by counting the number of main ideas and main supporting. This strategy is very effective to enhance the students' reading comprehension skill to get some information indirectly stated in the text.

This research was a classroom action research. The main purpose of this research was to reveal the implementation of summarization technique, whether it can increase the students' comprehension competence in reading skill. There would be two problems of study in this research, they are the application of summarization technique through T – Chart used by the teacher and the assessments' result of summarization technique in improving the students' reading comprehension.

This research was carried out at SMP 13 Jemurwonosari Surabaya to the seventh grade students in the second semester year 2009 – 2010. The implementation of this strategy will be divided into two cycles. In every cycle, there will be planning the action, implementing the action, observing the action, and reflecting. For instruments used in this research were the observation checklists, field notes, questionnaire, and test.

From the result of study, it can be seen that there are three parts of activities in the implementation of summarization technique through T – Chart, they are pre – reading activity, whilst – reading activity, and post – reading activity. In general, students' activities in every cycle were the same. The students were asked to fill the T – Chart by mentioning topic of the text, main idea of each paragraph, and details of
each paragraph. After awhile, the students were asked to summarize the text based on the T – Chart.

The observation checklist showed that the classroom activity ran well. Students were following the activity enthusiastically. The result of field notes also showed that students gave better responses. In addition, the second cycle showed that there were some meaningful development in classroom activity and teacher's preparation.

The result of the research showed that there was an increasing in students' comprehension skill. This could be seen from the results of students' assessment in the end of the research (second cycle). All the students could reach the standard minimum score. Thus, the second cycle was considered as the last cycle.

Finally, it is expected to give useful contribution to the teacher and the students in English teaching and learning process. In addition, this study is expected to help the other researchers as references if they want to conduct wider investigation in the same field.