CHAPTER I
INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms is given to avoid misunderstanding of those terms.

A. Background of the Study

Teaching English as a foreign language involves four language skills; they are listening, speaking, writing and reading. Based on the English Curriculum 2004 for Junior High School, by the end of program, the students are supposed to master those four language skills. The successful result in learning English becomes an important goal that must be achieved by educational system. In the teaching and learning process, the four language skills are taught and developed, but reading skill is the most important skill that can support the process of mastering the other skills and improving knowledge.¹ In most cases, students in English classes want to develop proficiency as a means of gaining access to information rather than of communicating socially. Great attention is therefore

paid to teaching reading. The teaching of reading in a foreign language is a hard work. The teachers’ important task is to help the students build up an adequate linguistic background based on their needs, interest and levels of understanding before they attempt any reading activities.

Many efforts have been made to achieve the objective of the teaching of reading, such as preparing text book of the reading lesson, training English teachers, revising the curriculum and the like. Above all, the role of teacher is essential for such goal to be achieved. The reasons for emphasizing reading in second and foreign language teaching are: first, many foreign language students often have reading as one of their most important goals. The second reason is that written texts serve various pedagogical purposes. Finally, reading is a skill highly valued by students and teachers.

Although the reading instruction has received special focus in foreign language teaching situations and the instructional objectives have been clearly set up, it can not be granted that the reading instruction has been successful. The teaching of reading is still facing problem that causes less sufficient reading proficiency of the students. The insufficient ability of the students may be caused by several factors. First, the students were still insufficient to find information from the text. Second, the students still had limited vocabulary. Third, the students still have low motivation in learning English, especially in reading texts. Many of students were off-task during the teaching and learning process. Reading directly for meaning, then, becomes the best strategy for reading; not a
consequence of reading words and letters, but an alternative. It is true that fluent readers can generally do all three things namely identify letters, identify words, and comprehend meaning. But, these are independent aspects of reading. Readers can not accomplish them at the same time.²

Such a condition leads the researcher to an opinion that there might be something wrong with the instruction implemented so far. Therefore, some factors affecting the success of the instruction, one of which is the teachers’ reading technique. It is neededs to be reviewed and better teaching techniques are necessary to be pursued. One of the reading strategies that can be used for bringing about an improvement in the students’ ability in comprehending a text is by using summarization technique.

According to Rick Wormeli,³ 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. Main ideas are in the original text. The result of the research indicates that the students’ summaries fall within a good category. This technique is effective in improving the students’ inferential comprehension skill to get information, which is not directly stated, in the text. In order for summarization to be effective, the student must be able to process the ideas of the

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²Frank Smith, Reading, (Cambridge: Cambridge university Press, 1985), 2nd edition, p. 120
³Http://forpd.ucf.edu/strategies/stratsummarization.html
passage and consider how they are related to one another. Based on Friend, this study strategy helps readers associate text concepts into their schemata and can extend cognitive capacity.

As stated by Harvey & Goudvis, summarization can be highly effective for helping students identify main ideas, generalize, remove redundancy, integrate ideas and improve memory of what is read. It is especially worthwhile when used with other strategies such as generating questions and answering questions, although sometimes considered similar to synthesizing. While creating a synthesis lends itself toward the achievement of creating a new perspective or thought out of what one is reading, summarizing provides more of an opportunity to understand and restate the text.

Teachers have been asking students to summarize for many, many years. Often when presented with the option to summarize, many students may become concerned that they will not be able to fulfill the task. They may worry not to choose the correct information or can be unsure about what to include and what to dismiss. They may ask themselves if they really understood the topic at all. As educators, we need to consider that perhaps our students were never directly taught to summarize effectively or provided opportunities for summarization activities that lead to a clearer understanding of the material at hand. We must acknowledge that, at first, summarizing can be daunting, but that with practice

4 Http://forpd.ucf.edu/strategies/stratsummarization.html
5 Http://forpd.ucf.edu/strategies/stratsummarization.html
and the influence of specific strategies, we can help lead our students to a successful summarization and improved comprehension.

Based on the writer’s preliminary study, there are some factors causing less sufficient proficiency of students of SMP 13 Jemurwonosari Surabaya such as the non-existance of collaboration between teacher and students and the difficulties faced by the students to comprehend texts because of limited vocabulary.

Considering these fact, the writer intends to have an action research to implement the summarization technique to improve the students’ reading comprehension.

B. Scope and Limitation

This study is focused on the teaching and learning process using a summarization technique to improve the students’ reading comprehension. It is focused on two main problems. The first concern deals with the application of summarization technique in teaching reading comprehension by using T – Chart as one of 50 summarization techniques. The second concern deals with the improvement of the students’ reading comprehension. The improvement is indicated in the form of the students’ score obtained from the reading comprehension test given at the end of each cycle.
C. Problem of the Study

In line with the background of the study, the study is directed to develop the summarization technique to improve the reading comprehension skill of the seventh grade students of SMP 13 Jemurwondoari Surabaya. Therefore, the problem of this study can be formulated as follows:

1. How is the application of summarization technique in teaching reading comprehension by using T – Chart technique?
2. How can summarization technique improve the students’ reading comprehension?

D. Objective of the Study

Derived from the above question, the study is aimed at:

1. Describing the application of summarization technique that teacher uses in the teaching of reading.
2. Testing the summarization technique whether it can improve the students’ reading comprehension.

E. Significance of the Study

Looking at the objective stated above, this study is trying to describe the model of summarization technique the teacher uses in teaching reading and develop the teacher’s teaching strategies to improve the students’ reading comprehension. The results of this study are expected to:
1) give contribution to the development of English teaching, especially to the
development of instructional strategies of reading instruction.

2) provide English teachers with the appropriate procedure of improving the
students’ reading comprehension skill through summarization technique.

3) give the students experience of a way of learning reading comprehension.

4) provide the writer with scientific knowledge on applying summarization
technique in teaching English, especially for a reading competence

F. Definition of Key Terms

The following terminology will be used in order that the readers will have the
same interpretation in understanding the study.

1) Summarization: it refers to an activity conducted by the students to select the
main ideas and the main supporting ideas from a reading text and write them
into few possible comprehensible sentences in a cohesive paragraph. It also
means short statement about something that we have read. We should use our
own words.  

2) Technique: Method of doing something that needs skill. 

3) Reading comprehension: It refers to understanding a written text that means
extracting the required information from it as efficiently as possible. 

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6 Otong Setiawan Djuharie, *Extensive Reading Top-down Reading: Teknik dan Panduan Membaca Textbooks 2*, (Bandung: Yrama Widya, 2008), cet. 2, h. 167
G. The Systematization of Discussion

Chapter I  : Introduction
This chapter provides the background of the study, the scope and limitation, problem of the study, objective of the study, significance of the study, the definition of key terms, and the systematization of discussion.

Chapter II  : Review and Related Literature
This chapter reviews the understanding theory used in the study concerning with the reading comprehension and action research. To be more specific, this review discussed about: reading, the teaching of reading, and summarization technique.

Chapter III  : Research Methodology
This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation.

Chapter IV  : Result and Discussion
This chapter is focused on data presentation and discussion of the research concerning with the glance description of the

research object, the description of teacher activities in implementing the summarization technique through T – Chart, the description of research findings and the discussion of research findings

Chapter V : Conclusion and Suggestion

This last chapter will mainly present the conclusion and the suggestions of this thesis.