CHAPTER IV
RESULT AND DISCUSSION

This chapter dealt with the data presentation and discussion of the research. The researcher would like to consider and review what happened during the implementation of summarization technique in improving the students’ reading comprehension ability. The discussion will elaborate the glance description of research object and the answer of problem of study in the chapter I.

The justification of the research findings discusses about the result of the observation checklists from the first until second cycle, the result of the field notes from the first until second cycle, the result of the questionnaire, and the last is the result of reading comprehension test.

The discussion of the research findings section will mainly talk about the analysis of the classroom activities during the implementation of the strategy, the analysis of the students’ responses toward the implementation of the strategy in the classroom, the analysis of the influence of the strategy toward the students’ reading score, and the last is the discussion of the advantages and disadvantages of the strategy.

A. The Glance Description of Research Object

SMP 13 Jemurwonosari Surabaya is located in Jemursari II Street Surabaya.

The location of the school is so far from the main road that the situation is not
very crowded. This school is also easy to be accessed by all citizens around the town of Surabaya.

The school has many facilities, such as yard, well-built classroom, hall, laboratories, canteen, parking lot, mosque, library, computer, etc. Since the location of the school is far from the main road, all the students can follow the process of teaching and learning well. During the breaking period, students are happy to play around the yard because there are some trees that make the yard comfortable as a playground.

All the teachers of SMP 13 Jemurwonosari are very competent in their fields. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teachers, but also all the school workers consider discipline and responsibility as most important matter. The teachers and the school workers work each other to keep the school's good reputation and the students' quality.

All the students of SMP 13 Jemurwonosari are considered as selected students who have many achievements. Their interaction with their teachers is very good. One of the strategic classrooms is class VII A. There are 35 students consisting of 18 boys and 17 girls. The class is well equipped with some pictures of Indonesian hero and a white board in front of the classroom. The white board is used as the facility to explain the material during the teaching and learning process. The students of class VII A have sufficient knowledge in English skill.
B. The Description of the Teacher’s Activities in Implementing Summarization Technique

As stated in chapter III before, there were two cycles in this research. The topic was different in each cycle. The teacher had prepared the topic that will be used in implementing the summarization technique. The description of the teacher’s activities in implementing the summarization technique is explained as follows:

1. First Cycle

In the first cycle, the teacher started by saying greeting to the students and checking the students’ attendance to create conducive atmosphere. Before teaching, she had prepared the topic, which would be used to teach summarization technique. In this cycle, the teacher selected describing sport as the topic.

a. Pre – Reading Activity

In the pre – reading activity, the teacher distributed a piece of the text to the students. Then, she read the title of the text and asked the students to read together after her. Next, she asked some question related to the title. In this meeting, the teacher did not activate the students’ background knowledge.

The pre – reading activity above still was not effective to create the students’ enthusiasm to read the text. However, the teachers’ question was
understandable for the students. The students still considered reading as monotonous activity.

b. Whilst – Reading Activity

In this activity, the teacher asked two students to read the text aloud in order to correct the pronunciation. Then, the teacher explained the definition of summarization technique and the steps on how to make a good summary after reading the text. Next, the teacher helped the students to identify the general topic of the text, the main idea of each paragraph, the supporting details of each paragraph, and classify the details of each paragraph into important and not important details. The teacher also helped the students to draw a T – Chart based on the main idea and important details. The example of T – Chart made by the teacher was as follows:

**Table 4: Model of T - Chart**

<table>
<thead>
<tr>
<th>T - Chart</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>Details</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Then, she asked the students to write the summary based on the T – Chart. The teacher did not forget to monitor the students’ work by coming to their desks and giving motivation to them.
While all of the students were writing the summary, the teacher guided them by giving explanation to several students who felt difficulty to get ideas for their summary.

Whilst – reading activity in this cycle showed that the technique had not successfully helped the students to comprehend a text. This problem might be caused by the new strategy applied by the teacher in the classroom. As a result, the students still could not get the point of this activity.

c. Post – Reading Activity

After constructing the summarization technique, the teacher asked the students to collect their summary of text. Then, she reviewed the content of text, checked the students’ comprehension, and made conclusion of the text.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of summarization technique. As a result, the researcher got some information from the students’ responses. The teacher also could know how far the technique helped the students to comprehend a text. The result of dialogue could be the reflection for the next cycle.

2. Second cycle

In the second cycle, the teacher started the lesson not only by saying greeting and checking the students’ attendance, but also motivating the
students. The teacher had prepared the topic which would be used to develop summarization technique that had been taught before. In this cycle, the teacher chose describing animal as the topic.

a) Pre – Reading Activity

In the pre – reading activity, the teacher distributed a piece of the text to the students. Then, she asked the students to read the title of the text together. Next, the teacher gave a game related to the aim of teaching and learning English. The teacher made the statements or questions related to the topic through picture to invite the students’ background knowledge. The dialogue, which was done by the teacher and the students, was as follows:

Teacher : What is this? *(The teacher showed the picture to the students)*

Students : Elephant Mrs

Teacher : Excellent. What do you know about the elephant?

Student (1) : It is big

Student (2) : It is strong

Student (3) : It has long nose

Student (4) : It eats peanut, etc

The teacher mentioned the students’ answer related to the physical of elephant. Then, she asked the students to read the text silently.
b) Whilst – Reading Activity

In this activity, the teacher just gave the short explanation in order to help the students recall it because this technique had been taught I the students before. Then, the teacher encouraged the students to find the difficult words from the text to increase their vocabulary. Next, the teacher asked the students to summarize the text as the previous meeting. The teacher helped the students to summarize the text by drawing a T–Chart containing the topic, main idea, and details or examples. The teacher also motivated the students to summarize the text by using their own words.

While all of the students were summarizing the text, the teacher controlled the students’ work by coming to their desk and giving motivation to them.

Whilst – reading activity in this cycle had successfully helped the students not only comprehend a text but also improve their memory of what was read. As a result, the students got the gist of this activity. They were also enthusiastic to summarize the text.

c) Post – Reading Activity

After conducting the summarization activity, he teacher got the students to submit their assignment. Then, she reviewed the content of text, checked the students’ comprehension, and concluded the content of text.
Before closing the class, the teacher evaluated the teaching and learning process. Then, she asked the leader of class to distribute the questionnaire given by the researcher. The questionnaire will show the opinion of each student toward the using of summarization technique to improve the students’ reading comprehension.

C. The Description of the Research Findings

The research findings contain the data collected during the research. The data are resulted from the instruments of the research. The observation checklists and the field notes are used to collect the data about the classroom activities. The questionnaire is used to collect the data about the responses of the students toward the implementation of the strategy and the advantages and disadvantages of the summarization technique.

The indicator of this research is students are able to comprehend a reading text by making summarization and get a standard minimum score of 20 in the reading comprehension test.

1. The Result of the Observation Checklist

The observation checklist is an instrument completed by an observer to observe the teaching and learning process in the classroom during the implementation of suggested strategy. There are two observation checklists.
a. First Cycle

The first cycle was done on May 18, 2009. The text used in this cycle was a descriptive text entitled “Sport”. This meeting was the first time for the students to use the new strategy introduced by the teacher. To begin with, the teacher introduced the topic of the text. Then, the teacher explained about the using of summarization technique and gave the modeling steps on how to make a summary after reading a text. Students answered the comprehension question about the text and made a summary in the end of the process of teaching and learning. The introduction of the strategy ran well after the teacher had given example how to fill the column of T – Chart.

From the observation checklist, it could be seen that the teacher got difficulty to manage the class. She also forgot to give motivation to the students and aroused the schemata of students about the topic. One thing to be taken into consideration was that this strategy still had not motivated the students to read the text. Some of them were still confused about how to make a summary with the help of the T – Chart because they did not have the point of summarization activity.

b. Second Cycle

The second cycle was conducted on May 27, 2009. The text used in this cycle was a descriptive text entitled “Elephant”. In the second cycle,
students were no more confused with the mechanism of the strategy although the teacher gave them a new topic. There were no remarkable things to be reflected in this cycle because the summarization activity has been done by the students well. To begin with, the teacher gave motivation to the students and aroused their schemata about the topic through picture as a media to gather the students’ attention. The result of learning was that students were able to make summary not only based on the T – Chart but also by using their own words.

2. The Result of Field Notes

When the teacher implemented the strategy in the classroom, the observer monitored the teaching and learning activities by making notes on some important to be discussed in the reflection stage. The result of the field notes would be used to add some information that might not be covered by the items in the observation checklist. In the reflection stage, the result of the field notes was considered for the next cycle of the research. Below is the field note of the first and second cycle.

a. First Cycle

1) Teacher and Students’ Activities in Teaching and Learning Process

In the beginning of the meeting, teacher also explained the students about the purpose of teaching. Since the mechanism of the
strategy was conducted in pairs, the teacher had prepared the hand out (text) well. Students’ responses were good, but they were not active in the class. Several students correctly answered some questions about the topic.

However, there were still some things to be considered more on the next cycle, for example the classroom domination, students’ attitude when strategy was implemented in the classroom, and students’ problem with the mechanism of strategy.

2) Comments from Observer about the Teacher and Students’ Activities

Generally, the teacher had briefly explained the material. However, the aim of the implementation of summarization technique had not been achieved well because the students were not accustomed to make summary of text. For the next cycle, the teacher should motivate the students, pay attention to the students’ interaction and create a good atmosphere so that the students will participate more actively in the class.

b. Second Cycle

1) Teacher and Students’ Activities in Teaching and Learning Process

As a pre – teaching activity, the teacher used picture as a media to activate background knowledge of students so that the students were
more active than before. In the whilst teaching, the teacher asked the students to find some difficult words and discuss them. In the last activity, the teacher polished the students’ thought before making summary so that the students were no more confused and were able to make a summary by using their own words.

2) Comments from Observer about the Teacher and Students’ Activities

In this cycle, the observer has found some meaningful development in the classroom activity, the teachers’ preparation, and the responses of the students. The students had no more nervousness because the teacher did not dominate the classroom very much. When the results of the test in this cycle increases, it is possible that this cycle will be the last cycle of this research.

3. The Result of Questionnaire

The questionnaire concerns about the development of the classroom activity after the implementation on summarization technique. This development includes the students’ point of view on using summarization technique in teaching and learning process, the topic of the text, the teacher’s role, and the advantages and disadvantages of summarization technique.

The questionnaire consists of 15 questions. The question number 1 up to number 2 concerns about the students’ opinion of English lesson especially
the reading activity. The question number 3 up to number 6 concerns about the students’ opinion of using summarization technique through T – Chart. The question number 7 up to number 9 concerns about the students’ opinion of the topic of the text. The question number 10 up to number 13 concerns about the teacher’s role. In addition, the question number 14 up to 15 concerns about the students’ opinion of the advantages and disadvantages of summarization technique.

The following is the result of questionnaire in the form of number and percentage.

Table 5: The Results of Questionnaire

<table>
<thead>
<tr>
<th>Number of Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>18</td>
<td>10</td>
<td></td>
<td>35</td>
</tr>
<tr>
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</tr>
<tr>
<td>15</td>
<td>11</td>
<td>21</td>
<td>3</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>
a) The Students’ Responses of Reading Activity in English Lesson

<table>
<thead>
<tr>
<th>Matters</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Lesson</td>
<td>20%</td>
<td>51, 43%</td>
<td>28, 57%</td>
<td>-</td>
</tr>
<tr>
<td>Reading activity</td>
<td>23%</td>
<td>60%</td>
<td>14, 3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

b) The Students’ Responses of Summarization Technique

<table>
<thead>
<tr>
<th>Matters</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique’s interest</td>
<td>14, 3%</td>
<td>65, 7%</td>
<td>20%</td>
<td>-</td>
</tr>
<tr>
<td>The implementation of technique</td>
<td>25, 7%</td>
<td>57, 1%</td>
<td>17, 1%</td>
<td>-</td>
</tr>
<tr>
<td>Technique’s level</td>
<td>5, 7%</td>
<td>57, 1%</td>
<td>37, 1%</td>
<td>-</td>
</tr>
<tr>
<td>Technique’s function</td>
<td>23%</td>
<td>60%</td>
<td>17%</td>
<td>-</td>
</tr>
</tbody>
</table>

c) The Students’ Responses of the Topic

<table>
<thead>
<tr>
<th>Matters</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic’s interest</td>
<td>14, 3%</td>
<td>57, 1%</td>
<td>28, 6%</td>
<td>-</td>
</tr>
<tr>
<td>Topic’s level</td>
<td>11, 43%</td>
<td>25, 7%</td>
<td>14, 3%</td>
<td>48, 6%</td>
</tr>
<tr>
<td>Technique’s necessity in summarizing</td>
<td>25, 7%</td>
<td>65, 7%</td>
<td>8, 6%</td>
<td>-</td>
</tr>
</tbody>
</table>

d) The Students’ Responses of the Teachers’ Role

<table>
<thead>
<tr>
<th>Matters</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s explanation on topic</td>
<td>20%</td>
<td>48, 6%</td>
<td>31, 4%</td>
<td>-</td>
</tr>
<tr>
<td>Teacher’s</td>
<td>20%</td>
<td>48, 6%</td>
<td>31, 4%</td>
<td>-</td>
</tr>
</tbody>
</table>
e) The Students’ Responses of the Advantages of Summarization Technique

<table>
<thead>
<tr>
<th>Matters</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique’s role</td>
<td>42, 3%</td>
<td>54, 3%</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>The advantages of technique</td>
<td>31, 4%</td>
<td>60%</td>
<td>8, 6%</td>
<td>-</td>
</tr>
</tbody>
</table>

4. The Result of Reading Comprehension Test

In this research, there are two scores from the students. These scores come from the results of the two cycles of the research. The indicator of this research is that students are able to comprehend a text by making summary of the text through T – Chart and reach the standard minimum score of 20.

Generally, all of the students have reached the standard score determined by the researcher in criteria of success. The result between the first and second cycle are varied, some marks are increasing, others are decreasing, and there are stagnant marks in which the students did not make any
increasing or decreasing result. The result of second cycle has showed an increasing score. All the students have been able to reach the indicator stated.

D. The Discussion of the Research Findings

In this section, the discussion will be divided into four matters, namely the discussion of the classroom activities during the implementation of the strategy in the classroom, the discussion of the students’ responses toward the implementation of the strategy, the discussion of the results of reading comprehension test, and the discussion of the advantages and disadvantages of summarization strategy. The explanation of each discussion is described as follows:

1. The Discussion of the Classroom Activities During the Implementation of the Strategy in the classroom

In this part, the discussion will be divided into three matters. First is about the teacher’s preparation, the second matter is about the application of summarization technique, and the last one about the topic selection. However, the result of field notes will be used to provide some information that may not be covered by the items in the observation checklists.

First is about the teacher’s preparation. In the first cycle, the teacher’s preparation was not good. The teacher forgot to motivate the students and arouse the students’ schemata about the topic that was going to be learned so
that the students could not focus on the lesson well. While in the second cycle, there was advancement in teachers’ preparation. The teacher had prepared the lesson well. Before beginning the lesson, the teacher motivated the students and activated their background knowledge by using picture as a media of teaching.

The second matter is about the application of summarization technique. In the first cycle, the students might a little bit confusing with the implementation of strategy because it was the first time for them to apply such strategy and the teacher much more dominated the classroom. On the contrary, in the second cycle, the teacher showed improvement in implementing the strategy. The teacher also no more dominated the classroom so that the students were motivated to read the text. They were also active to participate in the classroom.

The last one is about the topic selection. The choice of topic is expected to be understandable, suit with the students’ level, improve students’ vocabulary, motivate students to learn, and fit with the students’ interest. However, it is not easy to choose the appropriate topic to support the teaching and learning activity. In the first cycle, although the topic was quite understandable and in line with the students’ level of proficiency, it was not in line with the students’ interest and with the theme that should be given. Therefore, the students were less motivated to learn the text. In the second cycle, the students did not face some problems about the topic. The result of
questionnaire showed that the topic was relevant with students’ interest and easy to understand. Thus, it improved their vocabulary and motivated them to learn.

2. The Discussion of the Students’ Responses toward the Implementation of the Strategy

In the description of the research findings, the result of the questionnaire has been briefly explained. The result of the questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into five matters. The first is about the students’ responses of English lesson especially in the reading activity, the second is about the students’ responses of using summarization technique through T-Chart, the third is about the students’ responses of the topic of the text, the fourth is about the students’ responses of the teachers’ role, and the last is about the students’ responses of the advantages of the technique.

The first is about the students’ responses of English lesson especially in the reading activity. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson. Although 28, 57% of the students stated that they rather liked English lesson, 60% of the students admitted that they liked learning English especially in reading activity.

The second is about the students’ responses of using summarization technique. Based on the result of the questionnaire, it could be concluded that the
technique applied by the teacher was interesting. Although 20% of the students admitted that the technique was not too interesting, 65.7% of the students admitted that the implementation of the strategy was easy to be followed. In addition, most of the students considered that the technique was appropriate and able to help them explore their opinion. This could be seen from the result of questionnaire that 60% of the students could get their idea by using this technique.

The third is about the students’ responses of the topic of the text. Based on the topic’s level in the result of the questionnaire, the data showed that 57.1% of the students admitted that the topic was interesting and 48.6% said that the topic was not difficult. It could be concluded that the topic was interesting and easy to understand since the topic presented by the teacher was in line with the students’ level of proficiency.

The fourth is about the students’ responses of the teachers’ role. Based on the result of questionnaire, the data pictured that there were 48.6% of the students stated that the teacher could briefly explain the lesson. In addition, there were 54.3% of the students considered that the teacher mastered the strategy well. It could be concluded that the teacher’s role was really good in the class that the students could comprehend the material well.

The last is about the students’ responses of the advantages of summarization technique. After the implementation of the strategy, there were 54.3% of the students who stated that that this technique was necessary to be
implemented in SMP 13 Jemurwonosari Surabaya. In addition, there were 60% of the students agreed that this technique was beneficial to improve students’ reading comprehension. Based on the result of questionnaire, it could be concluded that this technique has many advantages for the students in enhancing their reading competence.

In conclusion, the above discussion showed students’ responses toward the implementation of the strategy was gradually good because the students admitted by themselves that this strategy was useful for them.

3. The Discussion of the Results of Reading Comprehension Test

The researcher would like to analyze the result of the students’ reading comprehension. In this analysis, the researcher will present the result of reading of reading comprehension test in the form of percentage. The discussion is divided into two kinds, namely the achievement of standard minimum score and the recapitulation of increasing score between first and second cycle. There are two scores to be analyzed. The result of the students’ score can be completely seen in the appendix 10.

a. The Achievement of Standard Minimum Score

Based on the summarization rubric, the standard minimum score of this research is 20, while the maximum score is 40. Since the standard
minimum score of this research is 20, the cycle of this research will be stopped when all the students have reached the standard minimum score.

In this research, the second cycle is considered as the last cycle because all the students have achieved the standard minimum score. The result of standard minimum score percentage can be completely seen in the appendix 11. Below is the diagram of students' standard minimum score achievement from the first cycle until the second cycle in the form of percentage.

**Diagram 1: Diagram of Standard Minimum Score Achievement**

In the first cycle, the above diagram showed that 80% students were able to get score more than 20. While in the second cycle, all the students got the standard minimum score. The increasing percentage of the
standard minimum score between first and second cycle is 20%. It means that all the students can accept the summarization technique through T – Chart well because all the students have been able to reach the standard minimum score.

b. The Recapitulation of Increasing Score

In this section, the researcher will analyze the percentage of the first and second cycle score. Below is the diagram of increasing score recapitulation.

Diagram 2: Diagram of Increasing Score Recapitulation

Description:
A = increasing mark
B = stagnant mark
C = decreasing mark

Between the first and second cycle, the researcher found that there were some developments on the increasing score. The percentage of the increasing score was 97.14%, another 2.86% got stagnant score, and no one of students got decreasing mark.

The result of this recapitulation can be used to see the enhancement of students after the application of this strategy. There was a remarkable enhancement on the increasing score. This revealed that the strategy was extremely well accepted by the students. They were also attempting to adapt this strategy during the classroom activity.

The complete recapitulation of increasing percentage between first and second cycle result can be checked in the appendix 12.

4. The Discussion of the Advantages and Disadvantages of Summarization Technique

According to the discussion of the result of questionnaire and the observation checklist, there are many advantages of summarization technique. They are mentioned as follows:

a) The students will have more confidence in uttering their opinion in the classroom.

b) Since the topic is interesting, the students will be curious and much more motivated to read.
c) If students are accustomed with this strategy, they will need less time to read the text.

d) The students will be more active to take a part in the classroom.

e) The students will be accustomed to summarize.

f) The students will be able to improve their memory.

g) The students will be able to enrich their vocabulary.

The advantages of this strategy come from the choice of the text. This technique will be difficult for the students if the teacher is unable to select the topic of the text based on the students’ level of proficiency. Therefore, the teacher should be able to select the topic that matches with the students’ interest and knowledge.