

## The Utilization of Text Summary Techniques to Improve Students' Reading Comprehension Skills

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### Abstract

*This study aims to improve students' reading comprehension skills using the text summarization technique in the 5th grade of SDN Kasunyatan. The subjects of this classroom action research (CAR) involved forty students. The data was collected using learning observation, reading comprehension tests, and documentation. The analysis of these data uses both qualitative and quantitative descriptive approaches. This study uses a text summarization technique as an action. The text summarization technique has four syntaxes. First is monitoring, which means that students read the text until they understand the reading material. Next is trimming down to take keywords from each paragraph, then combining these keywords and creating mind mapping. The last is calling; it means that students rewrite all things they remember about the reading text. This research shows that the text summarization techniques improved students' reading comprehension skills, indicating an increase for each indicator.*

**Keywords:** *reading comprehension, text summarization technique*

### INTRODUCTION

The use of Indonesian is crucial since Indonesian is the national language. It is meaningful in students' intellectual, social, and emotional development. Language teaching is expected to help learners understand themselves, their culture, and others. Language is used as an overflow of feelings.

Indonesian learning aims to improve their knowledge and language skills and have good behavior and respect for fellow human beings and human values. Learning Indonesian also increases students' skills in a good and correct language. In Indonesian learning, reading skills are the main thing. Reading comprehension is



the process of understanding and identifying the text and relaying back the content of the text. Reading comprehension is an activity of collecting clear information and understanding the content of the text. Understanding the content of the reading also requires good skills. Students are said to have comprehension reading skills if they understand the meaning of words according to the use of text. They also understand the structure of the text and the relationships between its parts, understand the main ideas expressed in the text, and can answer questions whose answers are clearly stated in a discourse.

Reading skills allow students to assimilate the content of inspiration or ideas implied or expressed in the text. Thus, reading comprehension becomes very important because it is one of the results of reading activities that can be measured in learning. Teachers play an essential role in learning by being an information centre for students and guiding students to develop their abilities and skills, including reading comprehension.

The teacher in the 5<sup>th</sup> grade of SDN Kasunyatan stated that the ability to read students' understanding in the Class was still low. Only 30% of students showed the ability to understand the content of the text, while the others were still unable to understand the content of the text. Several results studies mention several factors that cause this phenomenon: the lack of concentration while reading; and the embarrassment of asking teachers or friends. The teacher also says that she has performed some efforts to improve students' skills, such as: guiding each student while learning, re-explaining the subject, and explaining related questions if there is an assignment.

Teachers have made various efforts in learning, but there are still students who do not understand the content of the text. Teachers hope that other efforts can improve the ability of students' reading comprehension because students are required to meet the minimum criteria (aka KKM). Students with difficulty in reading comprehension will be left behind in the academic aspect, making it difficult to get into the next level of education. In addition, students will have difficulty in their social life if they cannot understand the text because almost all information obtained through printed media requires understanding the content.

Based on this, the teaching of Indonesian in 5<sup>th</sup> grade to improve the skill of students' reading comprehension needs attention. Teachers need efforts to improve student reading comprehension by implementing the proper techniques or strategies for learning Indonesian in 5<sup>th</sup> grade. Many strategies and techniques can improve reading comprehension, one of which is using text summary techniques. The text summary is a recommended learning technique, especially in reading comprehension. This technique can make students easier to understand the main idea in a text.

The summary is a brief representation of the original writing. One thing to note

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when creating a summary is maintaining the order of the content and the author's perspective (Dalman, 2018). According to Keraf in Zulkifli Musaba & Moh. Siddik stated that a summary is an effective way to present a long manuscript in a shorter form. Making a summary will involve the process of reading and choosing keywords that are important as a link or combination. This keyword (underlined word) is the 'anchor' of memory. Especially when choosing keywords, we do not have to separate the words from the initial text but give a highlighter or underscore to the words in the text that are considered essential.

One example of an effective learning habit is developing a neat and good summary so that it is easy when to recall or revise for an exam and re-disclose it properly. There are many text-summary techniques; one of them is using the **4P** technique. The 4P is an abbreviation from Indonesian, namely: **Pantau** (monitor), **Pangkas** (trim), **Padukan** (combining), and **Panggil** (Recall). **Monitor** means that students read until they understand the text's type and contents. **Trim** means searching and selecting keywords from the text. **Combining** means combining keywords and creating a map of his mind and then pasting the summary or writing it in another media so that it is easy to see or carry everywhere. **Recall** means testing memory skills and checking how much students can remember well (Olivia, 2009)

The use of text-summary techniques aligns with several research results carried out. Tria Lutmila researched to improve reading comprehension through a scientific approach in 5<sup>th</sup>-grade students of Pondok Labu State Elementary School 12 Pagi South Jakarta. Mieske Wungkana researched the PQ4R Method to improve comprehension reading skills in 5<sup>th</sup>-grade students of SDN Inpres Tatura. Khasanah and Cahyana also researched *the Question-Answer Relationship* (QAR) strategy in 5<sup>th</sup>-grade elementary school students (Khasanah & Cahyani, 2016). Specific methods or techniques can improve students' understanding of reading. Mieseke's research results demonstrate that reading comprehension using the Preview, Question, Read, Reflect, Recite, and Review (PQ4R) method can improve students' reading comprehension skills in 5<sup>th</sup>-grade SDN 1 Inpres Tatura. The number of proficient students in learning increases from 12 students in the first Cycle to 14 students in the second and 17 students in the third Cycle (100%). Thus, specific methods or techniques can improve the ability to understand students.

Based on the problems mentioned above, teachers need to improve students' reading ability using text-summary techniques in the 5<sup>th</sup> grade of SDN Kasunyatan Serang.

## METHOD

This research was conducted at SDN Kasunyatan Serang in Indonesian subjects during the second semester of the 2019/2020 academic year, starting from January 2020 to February 2020. The type of this research is Classroom Action

Research (CAR) with Kemmis and McTaggart's model. CAR is research that aims to improve the teaching and learning process to be more qualified. (Supardi & Suharjo, 2012). The Kemmis and McTaggart models start from action planning, application of actions and observations, and reflection to achieve the expected result. The comprehension reading ability test is held at the end of each Cycle, which aims to determine the extent to which students can understand the reading of the learning material after the action. The assessment format is adjusted based on the ability to be achieved after learning. Then, observation of teaching and learning activities is tried to obtain a reflection, universal or unique, regarding aspects of the approach process developed. The aspects seen include student activities in learning and teacher activities in planning and applying to learn, the last documentation of activities. In this study, one Cycle was said to be successful if at least 70% of students achieved completeness for each indicator of reading comprehension and students obtained a minimum score of 70 from the test.

## RESULT

### 1. *First Cycle*

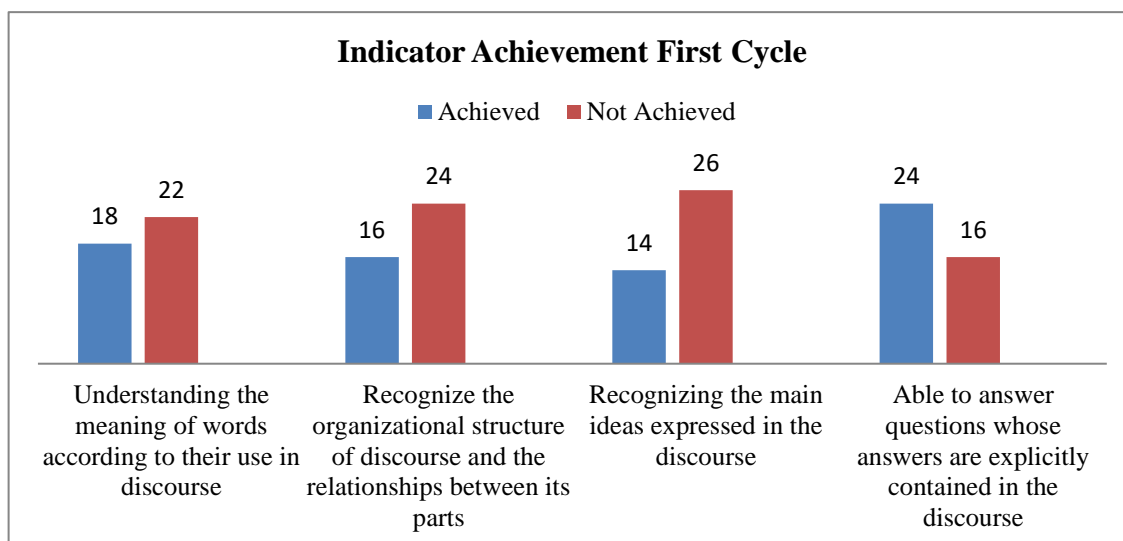
Learning activities in each Cycle emphasize text summarization techniques with the methods. The same action is in the steps of the text summarization technique. First, the teacher explains how to summarize the text to understand the main idea of the reading material. This action aims to give students a good example. Second, students try to find keywords from a reading text. The easiest way to write a summary is to learn the basic principles of working with keywords. Students are asked to search for keywords in each reading text paragraph. Then the researcher asks two or three students to mention the keywords in the first paragraph, check them with the other students, and then the second paragraph until the last paragraph. Third, in each group, students complete worksheets using text summarization techniques. In the worksheet, students are asked to read a text entitled 'The Early Days of the National Movement,' summarize the text using the text summarization technique, and then write the summary into the main column of thoughts in each paragraph on the worksheet.

An assessment is held to determine the achievement of each indicator of the results of the action. Students are given a written test. The assessment sheet contains questions intended to measure the first, second, third, and fourth indicators to be achieved in each item of the question.

The achievement of students' comprehension reading ability is marked by the achievement of the KKM score on the results of the reading comprehension test to be an expectation based on the actions taken. The results of the comprehension reading test obtained in the first Cycle are as follows :

**Figure 1***Chart of each indicator at First Cycle*

Source: Student's test result for the first Cycle



Based on Figure 1, it is concluded that the reading comprehension result did not reach the minimum criteria. Many students are still getting scores below 70. Furthermore, the indicator of successful reading comprehension is still below 70%. Thus, it is necessary to make corrective in using text summarization techniques to improve the ability to understand a text's main idea. From the analysis, it is necessary to re-examine the things that can be improved in the next Cycle.

**Table 1***The reflection of the first Cycle*

Analyze	Evaluation	Revision
1. The teacher tells how to summarize the text and explains how to implement it in a hurry	1. The teacher explains slowly so that the students understand	1. The teacher explains slowly and writes it on the blackboard
2. The teacher explains once in front of the Class	2. The teacher demonstrates more than once	2. The teacher explains repeatedly
3. Many students are allowed to leave the Class so that disturbing the others	3. Teachers give out-of-class rules	3. The teacher makes a rule for permission to leave the classroom
4. some students still have difficulty	4. Teachers go around and allow students to ask questions	4. The teacher goes around and allows asking questions if there are difficulties

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summarizing the  
content of the text

Source: Observation notes for the First Cycle

According to the reflections on the First Cycle, it can be concluded that the behavior needs to be improved in the next Cycle and the student's reading comprehension needs to be improved as follows:

- a. The teacher demonstrates the technique of slowly writing it down on the board
- b. Teachers demonstrate more than once
- c. Teachers make rules in Class
- d. Teachers go around the classroom, and students are allowed to ask questions if they experience difficulties

## **2. *Second Cycle***

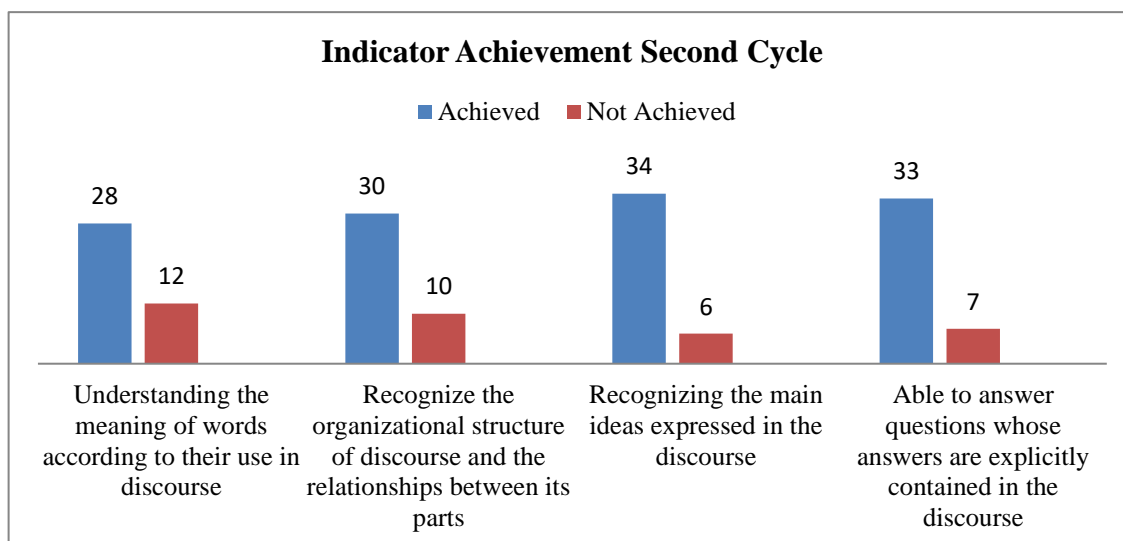
Some of the revisions implemented in the Second Cycle are as follows:

- a. The demonstration step explains how to use the text summarization technique on the board slowly and in detail. In addition, the teacher and students are allowed to ask questions if they still have difficulty understanding the summarized technique demonstrated. The teacher goes around the classroom to monitor the extent to which the student understands the text summarization technique. Next, the students are divided into four groups. In each group, students receive a worksheet containing the text. Students were asked to read the text at least three times. While reading the text, students were asked to find keywords from each paragraph and underline them. Students are asked to understand and associate the keywords in each paragraph with the text. Then students rewrite the text as a new paragraph by recalling the keywords in each paragraph.
- b. While one student tries to present a keyword from the text, the teacher allows another student to express their opinion, and the activity is repeated.
- c. The teacher focuses on providing support and guidance so that students do not create mistakes using text summarization techniques.

After implementing the revised action, students' reading comprehension ability increased, indicated by an increase in the score of the test results for each indicator.

**Figure 2***Chart of each indicator at the Second Cycle*

Source: Student's test result for the second Cycle



Based on the test results of the second Cycle of action, it can be concluded that the reading comprehension ability has been increased. All of the indicators of reading comprehension ability show that at least 80% of students score more than 70. This result shows that text summarization techniques turned out to have a good influence on improving students' reading comprehension skills. By summarizing the text, a student may understand and know the content of his reading.

## DISCUSSION

In the first Cycle, many students are allowed to leave the classroom so that the delivery of information from the teacher is not conveyed. There are students still chatting while studying, which makes the concentration of other students feel disturbed, then there are students who are still confused about learning but hesitate to ask the teacher or their mates. Confusion or inability to understand only arises after a word that cannot be found in its definition or has not been understood means that it causes a student to no longer to learn a subject and leave the Class. Just leaving like this is "discouraged" (Olivia, 2009).

In the second Cycle, revision of actions taken to improve the reading comprehension ability are:

- a. The teacher demonstrates the technique of slowly writing it down on the board
- b. Teachers demonstrate more than once
- c. Teachers make rules in Class
- d. Teachers go around the classroom, and students are allowed to ask questions

if they experience difficulties

By explaining more than once and writing down the idea on the board, students might understand the step to work in summarizing the text and working on the student worksheets. While teaching making rules to the students, the students become more disciplined in learning so that the concentration is more focused on the learning activities. Also, the learning process is carried out in groups or with peers, which has several advantages. In short, the peers' language is more understandable so that the communication between students can be successful, and students can ask their colleagues if they have been challenged. Children can communicate well with peers and older/younger ones during this time. (Iskandarwassid; Dadang Suhendar, 2016).

The steps in the text summarization technique use the left and right brains. Students use the left brain to select keywords as memory anchors and discard unimportant or irrelevant information. Then, students activate the right brain to remember the quintessence or idea, illustrate the main idea, and pour out a summary by creating lines interlocking as external memory. Drawing the actual keyword activates the right cortex while writing the keyword activates the left cortex. When students receive information, this technique makes their minds multidimensional, associative, critical, analytical, and imaginative (Olivia, 2009).

## **CONCLUSION**

According to the discussion, text summarization is one technique to improve students' reading comprehension. The use of text summarization techniques for learning in this study involves three main steps. First, the teacher explains the steps to summarize the text slowly and in detail to find the main idea of each paragraph. In this step, the teacher gives an initiation so that students understand how to summarize the text for easy and correct reading. In order to attract the student's attention to the teacher's demonstrations, teachers give jargon or greetings to students so that students' attention can be drawn back. Second, Several students were asked to stand up and answer the questions given. This process must be carried out repeatedly. Third, the teacher must intensively accompany the students while they solve the instructions given in the worksheet.

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