CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of the skills that is very important in English learning. There is strong correlation between reading and academic successful. The students who read a lot will have extensive knowledge and lead them to be successful. So, to get academic success, the students need to read a lot. The students who are good readers are more likely to do well in the school and to pass exams than those who are weak readers. The most of students who get the good achievement is the ones who often read the material of the lesson.

However, not all students are pleased to read. Nowadays, a lot of students who choose other activities that make them enjoy rather than reading, especially reading textbooks. Some students who claim that they rarely read textbooks unless they have task or examination to do. This is a problem that must be solved in order to improve the quality of the students as the next generation in this country. Every English class at both of school and college is very good to provide opportunity for someone to read as it is part of language skills. It is very important in order to improve the quality of their reading. Because reading is one of the difficult skills, it is necessary to have reading strategies to overcome the students who dislike reading and improving the quality of their reading. Moreover, if the students are good in receptive skill such as reading, it will influence their productive skill, such as speaking and writing.

There are some strategies to assist students in reading comprehension. Reading comprehension strategies include activating and connecting to the background knowledge, asking questioning, making inferences, visualizing, determining importance, and summarizing and synthesizing information¹.All of those are the way for students in achieving their reading comprehension. The students need all of those strategies to improve their reading, and to increase their critical thinking. Because reading is receptive skill, it needs high critical thinking to understand the text or the meaning of the text. If the students understand the meaning of the text, they will be able to get the main idea easily. However, when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy that will help them reconnect with the meaning of the text². In general, the students often lost their concentration when reading a long text. It means that the strategy in reading is very important for students' understanding of the text. From the strategies mentioned above, one of the strategies which is appropriate for students when reading long text is summarizing. This strategy is appropriate for college students to summarize the long text such as academic journal article. Such as in English Education Department of Tarbiyah Faculty of UIN Sunan Ampel Surabaya, in the reading class they have Summarization in their learning. They have summarized the academic journal article. Because of summarizing is one of strategy to improving

¹ Stephanie Harvey – Anne Goudvis. *Strategies that Work: Teaching Comprehension for Understanding and Engagement* (Stenhouse Publisher, 2007), 20.

²Reading Strategies., Think Literacy: Cross-Curricular Approaches, Grades 7-12

reading skill. According to Akkaya³ stated that summarizing is a strategy that activates the thinking process. Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. This statement explains that the summarizing is a strategy to activate the thinking process. There are some steps to be a critical, those are attentive reading, listing important idea, noticing key term and summarizing important quotes, crafting the essay, modeling good writing⁴.

The summarizing strategy is a good strategy for students to solve their problem in reading. Many students say that the students have problem like getting bored when they read a long text. Almost all of students say that they get bored in reading class because they must read a long text. From the preliminary research, the researcher found that most of students had difficulty to find out the main idea of the text when they were bored to read the long text. According to Gupta it is very difficult for human beings to manually summarize large documents of text ⁵. Not only is it difficult for students to summarize a long text, but also students often lost concentration when reading the long text. The reading strategy make it easier for students to get the main idea and to understand the meaning of the text quickly. Text summarization solves the problem of extracting

³Fatma Susar Kirmizi - NevinAkkaya. "A Qualitative Study on The Use of Summarizing Strategies in Elementary Education". *Hacettepe Universitesi Egitim Fakultesi Dergisi H.U. Journal of Education*. Vol.41, 2011, 268

⁴Gita Dasbender. *Critical Thinking in College Writing: From the Personal to the Academic* (Library of Congress Cataloging-in-Publication Data, 2011), 38.

⁵Vishal Gupta, "A Survey of Text Summarization Extractive Techniques". Panjab University Chandigarh. Journal of Emerging Technologies in Web Intelligence. Vol. 2, No. 3, August 2010, 258

important information from huge amount of text data⁶. So, summarizing skill is beneficial for students in their study, specially in reading.

In reading, summary is important. Smith and Zygouris-Coe say that summarizing is one of the strategies for students to get the main point of the text which they read ⁷. Before the students summarize, they must look for the main idea of the text and then rewrite it using their own words. Murno states that summarizing can be highly effective for helping students identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. ⁸

The summary is one of strategies to assist the students in learning. The summary is also one of the difficult skills, because summary makes the text shorter than the original one, but it still contains the main idea of the text. There are some charachteristic of summary. First is that summary must be shorter than original text, second is that the summary must include the main ideas of the text, third is the summary should reflect the structure and order of the original text, fourth is the summary should include the important details ⁹. So, the good

⁶Makbule Gulcin Ozsoy, et.al., "Text Summarization of Turkish Texts using Latent Semantic Analysis". Proceedings of the 23rd International Conference on Computational Linguistics. August 2010, 869

⁷Smith, L. - Zygouris-Coe. "Summarization" Reading Strategy of the Month.(<u>http://forpd.ucf.edu</u>, accessed on March 25, 2014)

⁸John Munro. "Summarize the text : A key comprehending strategy" (<u>http://www.aiz.vic.edu</u>, accessed on April 01, 2014)

⁹ Emily Kissner. *Summarizing, pharaprasing, and retelling: skills for better reading, writing, and tast taking.* (Portsmouth: Library of Congress Cataloging-in-Publication Data, 2006) 9.

summary is the one that contains of those characteristic. Like the Fried states about characteristic of summary as follow:

Summarizing is a difficult skill for students as it requires that: a summary must be short, a summary must include the writer's most important ideas, a summary must be written in students' own words, and a summary must include the information that students need to study.¹⁰

In order for summarization to be effective, the student must be able to precede the ideas of the passage and consider how they are related to one another. This strategy helps readers associate text concepts into their schemata and can extend cognitive capacity¹¹. It is very important to make the summary contain of passage which related to other sentences and readable. Therefore, the reader get many important points in the summary. The students needed the strategy to make good summary, because the summarizing strategy influences the students' summary. The summarizing skill is important to students in reading achievement.

Based on the explanation above about summarizing, the researcher wanted to conduct the research under the title "Students' Summarizing Strategy in the Reading Class of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya". Furthermore, the researcher conducted

¹⁰ Fried, "Teaching Summarization as a Content Area Reading Strategy". *Journal of Adolescent and Adult Literacy*. Vol. 44 No. 4, 2001, 320

¹¹Fatma Susar Kirmizi – Nevin Akkaya, "A Qualitative Study on The Use of Summarizing Strategies in Elementary Education". *HacettepeUniversitesiEgitimFakultesiDergisi, Journal of Education*. 2011, Vol.41, 2011

this research to know the students' strategy of summarizing the text in the reading class, and to find out their problem when summarizing.

B. Statement of Problems

- 1. What are the students' strategies of summarizing academic journal article?
- 2. What are the problems faced by students in summarizing academic journal article?

C. Objective of the Study

The objective of this research is to help the future lecturers and the current lecturers especially the reading lecturers to know the students' strategy of summarizing, the students' problem in summarizing.

In specific, the researcher's objectives are:

- 1. To know the strategy used by the students to summarize the academic journal article.
- 2. To find out the problem faced the students in summarizing academic journal article.

D. Significance of the Study

This research is very important to conduct because it gives theoretical benefits and practical benefits.

- 1. Theoretical benefits
 - a. The result of the research can be useful for teaching reading, especially for summarizing.

- b. The result of the research can be useful to help the teacher/lecturer who tech reading to give more strategies to summarizing.
- c. The result of this research can be useful as the reference for future researchers who want to conduct research on strategies in summarizing. Hopefully the future research gives more detiles about how the quality of the students' summary based on the strategy that used.
- 2. Practical benefits
 - a. Students will know and be aware of the strategy in summarizing that assist them to increasing their reading skill. Furthermore, the researcher hopes that of the students can improve their strategy when summarizing academic journal.
 - b. The result will help the students and other students to know the students' problems in summarizing academic journal.
 - c. The result will help the .students to encourage their strategy to summarize the academic journal.

E. Scope and Limit of the Study

This research only observed the students of English Teacher Education Department especially the fourth semester students in the reading class. They focus on the reading of academic journal article as the material for their learning. The research only focused on the students' strategy in summarizing of academic journal article in the reading class. The last concern of this research is the students' problem in summarizing academic journal

F. Definition of Key terms

To avoid misunderstanding in the way of understand the study, the writer needs to give definition of terms that are often found in the study, such as:

1. Summary

A summary can be defined as a text that is produced from one or more texts which contains of the most important information of the original text, and the summary is shorter than the original text.¹²

2. Summarizing Strategies

The plann of students to summarize the academic journal article. According to Fred, the strategy includes a plan, perspective, position, and pattern.¹³

3. Academic Journal Article

Scholarly journals (also described as "academic" or "peer reviewed") contain various types of articles. A research article reports on an original experiment or study designed to investigate certain questions or problems.¹⁴

¹² Hovy. *Automated Text Summarization*. (The Oxford Handbook of Computational Linguistics, Oxford University Press, 2005) 583.

¹³ Fred nickols. *Strategy: definition and meaning*. (Distance Consulting LLC, 2012) 6.

¹⁴ TheunsKotze. "Guidelines on Writing a First Quantitative Academic Article". University of Pretoria 2^{nd} Edition, 2007