

10	2	2	2	4	19	57	7	28	91	75.8	very strong
11	0	0	3	6	20	60	7	28	94	78.3	very strong
12	2	2	11	22	15	45	2	8	77	64.1	Strong
13	1	1	6	12	17	51	6	24	88	73.3	Strong
14	0	0	6	12	18	54	6	24	90	75	Strong
15	0	0	3	6	20	60	7	28	94	78.3	very strong
16	0	0	4	8	22	66	4	16	90	75	Strong
17	0	0	1	2	24	72	5	20	94	78.3	very strong
18	0	0	5	10	18	54	7	28	92	76.6	very strong
19	1	1	10	20	18	54	1	4	79	65.8%	Strong
20	1	1	4	8	21	63	4	16	88	73.3	Strong
21	0	0	4	8	20	60	6	24	92	76.6	very strong
22	0	0	7	14	22	66	1	4	84	70	Strong
23	0	0	5	10	21	63	4	16	89	74.1	Strong
24	0	0	5	10	23	69	2	8	87	72.5	Strong
25	0	0	4	8	22	66	3	12	86	71.6	Strong
26	0	0	7	14	20	60	3	12	86	71.6	Strong
27	1	1	8	16	18	54	3	12	83	69.1	Strong
28	0	0	9	18	21	63	0	0	81	67.5	Strong
29	0	0	11	22	18	54	1	4	80	66.6	Strong

strategies used of students and what strategies have they sometime used or never. The researcher was ranking the result, from the higher percentage of students' respond to the lower percentage students' respond. The result was described bellow:

The result had shown that the questionnaire number 2 was the higher score. It was described that 89.1 % the students look at the title first before summarize. Then, the students pretended to note and underline the key points and ideas, it was shown that 85% students choose this strategy. From the 30 students, 83.5% they tend try to understand first what they supposed to summarize. Than 82.5% they look for the key words and phrases that allow me to follow the general sense of the text.

The 78.3% students scan and skim through the whole text in order to get a general idea of what it is all about. Before summarize, 78.3% of students try to understand the whole text before writing anything. 78.3% of students, they translate the main ideas into my own language in order to understand them better. Then, 76.6% students, they look at the first sentence of each paragraph to find out what the text is saying. The students use strategy focus on examples and details was 76.6%, but focus on the meaning of sentences was 75.8%. The 75% of students determine which parts are more important than others before starting. Around

Table 6*The rank of the result students' problem*

NO.	Students problem	Percentage
1	I have difficult to understand the content of the text	69.1%
2	I have difficult to get the meaning of the text if there are unkown words	66.6%
3	I have difficult to identify the important information	64.1%
4	I have difficult to scand and skim when I read the text	63.3%
5	I have difficult to find out the key word of the text	60.8%
6	I have difficult to use my own word to summarize	60.8%
7	I have difficult to find out the main idea	59.1%
8	I have difficult to make note when I read the text	58.3%
9	I have difficult to distinguish the main idea and supporting idea	56.6%
10	I have difficult to arrange the main point in my summary	55%

From the table above can be concluded that the students have problem in summarizing. The percentage was shown the problem faced by the students. It was shown that the most problem of students is about understanding the content of the text, and the problem was infrequently faced by students when they summarize is arrange the main point in their summary. From the result of the data had shown above, the percentages in every item of

cognitive and meta cognitive was “strong”, also the student’ problem was strong.

The previous research in Botswana University under title “*A Study of the Summarizing Strategies Used by ESL First Year Science Students at the University of Botswana*” the research analyze the strategy used in different proficiency students, low, average and high. The result of those recently research that the low proficiency students tend to copy and paste the general idea from the original text in their summary. Low proficiency students are noticeably unable to exploit pre-summarizing cognitive strategies such as discriminating, selecting, note-making, grouping, inferring meanings of new words and using synonyms to convey the intended meanings. The students who use their reservoir of meta cognitive skills they difficult to direct their summaries to the demands of the task and unable to check the accuracy of their summaries. The finding show that some of the high proficiency students and many average and low students distort idea units, find it difficult to use their own words and cannot distinguish between main and supporting details.

In this research, the researcher not classified the proficiency of students. The sample in this research is all of students in one class which has mix of proficiency of the students. The result was shown that the students was use both of cognitive and meta cognitive strategies. The

- a. Focusing of the meaning of new word
- b. Focusing on words surrounding an unknown
- c. Think about under-the-surface or heading meaning of the new words
- d. Relating the new information to the students' experiences or to what they already know
- e. Determining which parts are more important than others before writing
- f. Planning a course of action
- g. Straight away from the final version from the ideas underlining as notes waste time
- h. Make a draft and write the final version
- i. Tend to rely on the words that found in the text
- j. Generalize the main idea
- k. Combine two or more ideas into one, which not combined in the original
- l. Try to produce the ideas exactly as they are in the original text
- m. Produce the ideas in order which they are in the original text
- n. Regroup or rearrange the ideas
- o. Expand the main idea
- p. Add relevant information of my own sometimes
- q. Make personal comments
- r. Check the summary is directed to the set task
- s. Verify that I have not omitted the main idea

- e. Skimming to note text characteristics
- f. Determining what to read
- g. Using text features (e.g.tables)
- h. Using context clues
- i. Using typographical aids (e.g.italics)
- j. Critically evaluating what is read
- k. Resolving conflicting information
- l. Predicting or guessing text meaning
- m. Confirming predictions
- n. Reading slowly and carefully
- o. Trying to stay focused on reading
- p. Adjusting reading rate
- q. Paying close attention to reading
- r. Pausing and thinking about reading
- s. Visualizing information to read
- t. Re-reading for better understanding
- u. Guessing meaning of unknown words
- v. Taking notes while reading
- w. Reading aloud when text becomes hard
- x. Summarizing text information
- y. Discussing reading with others
- z. Underlining information in text

- aa. Using reference materials
- bb. Paraphrasing for better understanding
- cc. Going back and forth in text
- dd. Asking oneself questions

From the explanation above was concluded that the result of finding have similar with the strategy in the theory of Ilknur and ismail. The finding show that the some of students' strategies in summarizing same with the strategies by Ilknur and Ismail. The strategies are: previewing text before reading, checking how text content fits purpose, skimming and scanning the text, determining what to read, make personal comment, predicting or guessing text meaning, trying to stay on reading, make note while reading, underlining information text.

The second result, the data was shown that the problem of students when summarizing was strong. It was shown that the students have difficult in summarizing as follows:

- a. The students have difficult to understand the content of the text
- b. The students have difficult to get the meaning of the text if there are unkown words
- c. The students have difficult to identify the important information
- d. The students have difficult to scand and skim when I read the text
- e. The students have difficult to find out the key word of the text
- f. The students have difficult to use my own word to summarize

