









of what he will read in the text. When previewing, the readers' brain will make connection between the text and what he already know, and then his comprehension will be faster and better.

- 2) Scanning. It is high-speed reading that the reader does when he looks for a specific piece of information. When scanning, the reader only read the key words that will answer his questions, not all the words in the text.
- 3) Skimming. It is high-speed reading that helps the reader to get lot of information quickly. The reader skims to get general sense of a passage or book, not specific details.
- 4) Using vocabulary knowledge for effective reading. This strategy can be done by guessing unknown vocabularies and word meaning in context.
- 5) Making inferences. When reading, the reader thinks like detective and looks for clues in the text. The clues used for guessing the text and the writers' idea.
- 6) Finding topics. Finding topic is important to know what someone reads.
- 7) Discovering topics of paragraphs. In a paragraph, all sentences discuss the same thing. The reader will know the ideas in the text by discovering the topic in each paragraph.



- 1) Monitoring comprehension: Students who have good monitoring their comprehension will know when to understand what they read and when to ignore it, and they can fix problem in their understanding when the problem arise.
- 2) Metacognition: Metacognition is thinking about thinking. It is strategy that requires the reader to think about the idea in the text when they are reading.
- 3) Graphic and semantic organizers: other names of graphic are maps, webs, chart, frames and clusters. It is the illustration of concepts and relationships between concepts in a text.
- 4) Answering questions: the effectiveness of giving questions are students will have a purpose in reading, focus on what they learn, think actively in what they read, encourage their ability in monitoring their comprehension and help them to review the content of what they have read and relate it with their prior knowledge.
- 5) Generating questions: this strategy is used to measure whether students understand what they read or not.
- 6) Recognizing story structure: this strategy help students to identify the categories of content such as characters, setting, events, problem and resolution and to recognize the story structure using maps.















- 2) **Indicate the main ideas of the text.** Representing the main ideas of the text and leave the less important details. Main idea is the major goal of the summary.
- 3) **Use direct quotations of key words, phrases, or sentences.** A few key ideas can be quoted directly, but generally the writer should express the ideas in the text with his own words or paraphrase the text.
- 4) **Include author tags.** For example, “According to Ehrenreich” or “as Ehrenreich explains”. It is important to remind the writer that he is summarizing, not the author. He is not allowed to give his own ideas in his summary.
- 5) **Avoid summarizing specific examples or data.** The writer may not summarize specific examples or data although it helps him to illustrate the thesis or main idea of the text.
- 6) **Report the main ideas as objectively as possible.** The writer only retells the text in different and shorter format. He should avoid his reactions and responses in his summary.

These are some characteristics of good summary from various sources. By knowing the characteristics of a good summary, it will help students to write good summary and to identify which one is good summary and which one is not.



objectives of his study were to evaluate improvement of students' understanding of reading skill to change the study strategy and to know the result and the study strategy with observation. The result of findings showed that in implementing STAD technique, the teacher used two cycles. In the first cycle, in pre-reading activity, the teacher gave the short text function (announcement, advertisement and invitation) to the students, explained the STAD technique and then in group asked them to understand the content of the text. In whilst-reading activity the teacher asked one student in each group to read the text aloud to check their pronunciation, and then looked for the main idea of the short text function. In the last, in post-reading activity the teacher asked them to make short text function. This first technique had not successfully yet to make students enthusiasm in reading and to help them comprehend the text. Then, in the second cycle, in pre-reading activity the teacher gave a piece of text from newspaper, in group, the teacher asked them to look for the short text function and write the title in the paper, and then the teacher asked them to get the main message. In whilst-reading, the teacher recalled about STAD technique and asked them to discuss about the short text function. When the students were discussing, the teacher motivated them by coming to each group and asked them if there were difficult vocabularies. In the post-reading activity, each group asked to make short text function and then submit it. This second cycle was effective to create students' enthusiasm and help them to comprehend the text. Even the result of observation checklist, when doing the first cycle the teacher got difficulty to manage the







explained about the summarization technique and the steps to write a good summary, and the last she asked students to write a summary. In the second cycle, the teacher gave a text to the students, asked them to read and then she gave a game related to the topic of the day through picture to invite students' background, and the next she asked students to read the text silently. In this second cycle, the teacher gave short explanation about summarization technique and the steps to write a good summary because she have explained it before (in the first cycle), and then she asked students to find the difficult vocabularies. The last activity, the teacher asked students to write a summary. From these two cycles, the second cycle was more effective and interesting for students than the first cycle. In the second cycle the teacher could gather students' attention by picture and students could make a summary using their own words. For the second objective of the study, the writer used questionnaire to collect the data. The result was the technique applied by the teacher was interesting for students and it could improve their vocabulary and motivate them to learn English.<sup>27</sup>

The fifth study is a journal written by Maryam Babapour and Sasan Baleghizadeh under the title *The Effect of Summary Writing on Reading Comprehension and Recall of EFL Students*. The objective of this journal was to know whether summary writing have any effect on reading comprehension and

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<sup>27</sup> Rochimah, Bachelor Thesis: "*Using Summarization as A Technique of Teaching English to Improve The Students Reading Comprehension to The Seventh Grade of SMP 13 Jemurwonosari Surabaya*" (Surabaya: UIN Sunan Ampel, 2009)

