



short summary with only one short paragraph (*see Appendix A for sample*), thirty five of them have standard summary which contains about two to four paragraphs or one long paragraph (*see Appendix B and C for sample*), and five of them have long summary which contains five paragraphs (*see Appendix D for sample*).

Furthermore, most of fourth semester students summarize the article in paragraph form. However, three students summarize the article in point form, but it does not affect the scoring.

## **2. Students' Ability in Reading Article Comprehension as It Is Indicated by Their Summary Writings**

After the data are collected, the students' summary writings are analyzed using rubric. There are four criteria in the rubric which used by the researcher to identify the students' ability in reading article comprehension as it is indicated by their summary writings: they are content, topic sentence, supporting details and paraphrase.

From the data analysis, the researcher finds that the students' scores in each criterion are various (*See Appendix E for knowing the complete data*). Furthermore, after identifying students' scores in each criterion, then their scores are made into percentage to know fourth semester students'















In short, for paraphrase criteria, the table above shows that the ability of fourth semester students at English Teacher Education Department in UIN Sunan Ampel Surabaya is good, because most of students get score 3 in the rubric. It means that when summarizing the article, most of them only echo one or two phrases or sentences in the article into their summary.

From the tables above, the researcher draws the conclusion that the ability of fourth semester students in reading article comprehension as it is indicated by their summary writings are, in content criteria fourth semester students have unacceptable ability, in topic sentence criteria they have below average ability, in supporting details criteria they have good ability and in paraphrase criteria they also have good ability.

From these four criteria in the rubric, most of fourth semester students at English Teacher Education Department in UIN Sunan Ampel Surabaya have low ability in reading article comprehension as it is indicated by their summary writings in content criteria, most of them get score 1 and they are consequently in level unacceptable. It is because most of students omit three and more key ideas in the article into their summary. In opposite, most of students have high ability in reading article comprehension as it is indicated by their summary writings in paraphrase criteria, most of them get





**b. Topic Sentence**

For topic sentence criteria, based on the interview with thirty students, twelve of them who got high score argued that deciding topic sentence was difficult. They read the article many times to know the main idea of it and then they concluded the topic sentence. In addition, they read all of the paragraphs in the article, understood it and then decided the topic sentence effectively. But, some of them decided the topic sentence in general.

While, eighteen students that got low score had some different reasons. Some of them argued that in deciding topic sentence they read the first paragraph in the article and then concluded the idea. Besides, some of them said that they only read the first and the last paragraph to decide the topic sentence, because the middle paragraphs usually were explanation. Then, a few of them argued that when deciding topic sentence they did not think the ideas in the article, they just read the article at glance and then wrote down what they understood from the article.

**c. Supporting Details**

In supporting details criteria, from the result of interview with thirty students, twenty two students who got high score answered that













information in the article by note-taking, underlining or highlighting. It will ease them to summarize article and connect the ideas in logical order. On the other hand, there are three students who have included their opinions in their summary as the supporting details. The students should remember that they just summarizing, means they just retelling what the author said and they may not add their opinion. As Smith stated that in summarizing supporting details, the summary writer should omit personal opinions or ideas.<sup>4</sup> Therefore, comprehension is needed when summarizing.

Fourth, based on the list of students' score in paraphrase criteria, fourth semester students had good enough ability in paraphrasing the article, but most of them did not paraphrase the quotations and important points or phrases. It can be caused that they do not know about how to paraphrase such quotation. Therefore, students should be taught how to use and write quotation to avoid plagiarism. In addition, lacking vocabularies really affect students' performance in paraphrasing the ideas in the article. Some students that got low score stated that they fell difficult to find the synonym of the words in the article and change sentence structure. The lacking vocabularies of students can be caused by they do not like reading, and their difficulties in changing sentence structure caused by their grammar. Students who have richer vocabularies will be easier to paraphrase

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<sup>4</sup> Garrett Smith. "5 Check-points for writing a Good Summary" *Articlesbase*, (<http://www.articlesbase.com/writing-articles/5-checkpoints-for-writing-a-good-summary-96232.html> accessed on November 20, 2014)

