CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The research findings are based on the data analysis and the discussion are based on the result of the data analysis.

A. Data Presentation and Data Analysis of First Research Question

1. Data Presentation

After collecting the data by doing evaluation to summarize an article for fourth semester students of English Teacher Education Department, then the researcher presents the data. The article for evaluation is chosen by the researcher under the title "Our Ever Green World", it is taken from New York Times' website and it is science article. The researcher chooses this article because the content of the article related to the background knowledge that the students already have, although it is about science. But, in doing evaluation, the researcher asks help from the lecturers in critical reading classes to give the article to the students.

The sample of this study is sixty students from fourth semester students in critical reading classes. It is random sampling. From the data, there are three kinds of summary which done by the students; very short summary, standard summary and long summary. Twenty students have very

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'

ability in reading article comprehension as it is indicated by their summary writings. In this case, the researcher uses calculation:

$$P = \frac{F}{N} \times 100$$

Notes:

P: Percentage

F: Obtain value of respondent

N: Total number of respondent

Besides, the researcher also categorizes their scores in each criterion into four levels to ease the researcher identifying their ability. The categorization is as the following:

Table 4.1 Categorization of Students' Score

Score	Level
4	Superior
3	Good
2	Below average
1	Unacceptable

Finally, the researcher simplifies students' scores in each criterion and their ability as the following:

a. Content

This criterion tells about the students' reading article comprehension which is indicated by the content in their summary writings, whether their summary have included all of the key ideas in the article or not. According to the researcher's calculation of students' scores in content criteria, the researcher draws the result as showed in the table below.

Table 4.2
Students' Scores in Content Criteria

	Score	Frequency	Percentage
	4	9	15%
Content	3	17	28%
	2	15	250/
	2	15	25%
	1	19	32%

Regarding the content criteria, 15% students get score 4, 28% of them get score 3, 25% of them get score 2 and 32% of them get score 1.

In this criterion, students mostly get score 1 and 3. Some students

omitting three and more key ideas in the article into their summary, but some of them have good enough ability in including the key ideas in the article into their summary.

From the result above, the researcher draws the conclusion that in content criteria, the ability of fourth semester students at English Teacher Education Department in UIN Sunan Ampel Surabaya in reading article as it is indicated by their summary writings is unacceptable, because most of them get score 1.

b. Topic Sentence

The topic sentence criteria inform whether the students' topic sentence in their summary writings have stated the main idea in the article or not, as their reading comprehension to the article. Based on the students' scores of topic sentence criteria in the rubric, the researcher calculates their scores in the following table.

Table 4.3 Students' Score in Topic Sentence Criteria

	Score	Frequency	Percentage
	4	8	13%
Topic Sentence	3	15	25%
	2	28	47%

1	9	15%

For topic sentence criteria, there are 13% students who get score 4, 25% of them who get score 3, 47% of them who get score 2 and 15% of them who get score 1. In this criterion, most of the topic sentence written by fourth semester students is clear but do not state the main idea of the article.

In conclusion, fourth semester students at English Teacher Education Department in UIN Sunan Ampel Surabaya have below average ability in topic sentence criteria as the indicator to measure their reading article comprehension which is indicated by their summary writings, as the table shows that from score 4 to 1, most of students get score 2.

c. Supporting Details

This criterion tells about students' supporting details when they summarizing the article to measure their comprehension to the article. The calculation of students' scores in supporting details criteria is displayed in the table below.

Table 4.4 Students' Score in Supporting Details Criteria

	Score	Frequency	Percentage
	Δ	9	15%
	T		1370
Supporting	3	34	56%
Details	2	13	22%
		10	22,0
	1	4	7%
	3		

In supporting details criteria, 15% students get score 4, 57% of them get score 3, 22% of them get score 2 and only 7% students get score 1. In this criterion, most of students' supporting details are already in logical order, but sometimes they ignore giving transitions or conjunctions to unite the paragraphs.

From the result above, the conclusion is the ability of fourth semester student at English Teacher Education Department in supporting details criteria to indicate their comprehension to the article which showed in their summary writings is good. The table shows that most of students get score 3, which means that most of them have good enough ability in arranging their supporting details when summarizing the article.

d. Paraphrase

Paraphrase is the last criterion to measure students' reading article comprehension as it is indicated by their summary writings. The researcher wants to know whether fourth semester students' paraphrase in their summary writings have indicated their comprehension to the article or not. The specification of students' scores in paraphrase criteria is displayed in the following table.

Table 4.5
Students' Score in Paraphrase Criteria

	Score	Frequency	Percentage
	4	21	35%
Paraphrase	3	25	42%
	2	6	10%
	1	8	13%

The last for paraphrase criteria, 35% students get score 4, 42% of them get score 3, 10% of them get score 2 and 13% of them get score 1. In this criterion, most of students have good score in paraphrasing, but sometimes they let to paraphrase the quotes, data and important phrases.

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

score 3, hence they are in level good. Most of them paraphrase almost all of the ideas in the article.

Indeed, knowing the students' ability in comprehending article as it is indicated by their summary writing is important, because they need to write research report for their graduation and to get information from several sources without plagiarizing. By summarizing information, students can construct their report richer and clearer.¹

B. Data presentation and Data Analysis of Second Research Question

1. Data Presentation

This section presents the answers of fourth semester students related to second research question about students' achievement in each criterion of good summary writings. The researcher wants to know their answers why they get high and low score in each criterion when summarizing article. Thirty students were interviewed as the subject of the study. The interview was done on 12th of June 2015. From the result of interview, various answers are gotten from fourth semester students based on their score.

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¹ Beatrice S. Mikulecky – Linda Jeffries, *More Reading Power* (United States of America: Longman, 2003), 141.

2. Students' Answers Based on Their Achievement in Each Criterion

a. Content

Reflecting on the result of interview with thirty students, twelve of them who got high score in content criteria stated that they have included all of the key ideas in the article into their summary. Their reasons were they read the article carefully, understand it deeply, read it repeatedly, and then start to summarize it briefly. One of them argued that when she read the article once, she had not understood the article yet, but when she read it twice, she got the idea of the article.

On the other side, eighteen of them who got low score stated that when summarizing the article they did not include all of the key ideas in the article with some reasons. Most of them said that they forgot about this assignment, consequently, they summarized the article in the day when they must submit it. Therefore, they only read the article once, moreover they only read the first and last paragraph and then summarized it. Besides, some of them stated that there were too many ideas in the article so they only took one or two ideas from the article and wrote it in their summary. In addition, they also found some difficult phrases and new vocabularies in the article.

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 they were note-taking or underlining the important ideas before they summarized the article. Then, they arranged the ideas with their own words into paragraph with transitions or conjunctions. In addition, twelve of them stated that they followed the ideas in the article, but they modified it to make it correlated each others.

For the students who got low score in supporting details criteria, eight students stated that they did not read the article carefully, therefore, in deciding supporting details they just guessed what the article was about and wrote down what they remember from it. When the researcher asked them whether they give transitions or conjunctions in their summary to connect the idea or not, most of them answered not. Once again, it was because they summarized the article in a hurry and they stated that it was because of the limited time.

d. Paraphrase

Considering the result of interview with thirty students from fourth semester, twenty two students that got high score in paraphrase criteria stated that in general they have paraphrased the ideas in the article into their own words. Ten students answered that they paraphrased all of the ideas in the article, while, twelve of them answered that they paraphrased almost all of the ideas in the article, but

they let some points such as quotes, data, important information and difficult phrases.

On the other side, eight students that got low score answered that they only paraphrased some ideas in the article. Their limitation of having vocabulary makes them confuse in paraphrasing, also, they felt difficult in finding synonym and changing the sentence structure to paraphrase the idea in the article; moreover, they summarized the article in the day when they must submit it, therefore, they did not have time for paraphrasing. According to them, paraphrasing is difficult. Some of them stated that the vocabularies or phrases in the article were also difficult to understand.

In short, fourth semester students' frequencies based on their interview answers based on their scores in each criterion displayed in the following table.

Table 4.6 Students' Frequencies in Interview based on Their Scores

CRITERIA	Frequency	Frequency
CRITERIA	of high score	of low score
Content	12	18
Topic Sentence	12	18

Supporting	22	8
Details		
Paraphrase	22	8

In conclusion, most of fourth semester students' answers based on the interview, their achievement in each criterion in the rubric when summarizing the article is influenced by the personal factors of each individual. In addition, some difficult phrases and too many ideas in the article are other factors that influence their achievement.

C. Discussion

This study focus on determining the ability of fourth semester students in reading article comprehension as it is indicated by their summary writings and the factors that influence students' achievement in each criterion of good summary writings.

The result of data analysis for first research question about the ability of fourth semester students in reading article comprehension as it is indicated by their summary writings shows that in content criteria fourth semester students' ability is unacceptable, in topic sentence criteria their ability is below average, in supporting details criteria their ability is good and in paraphrase criteria their

ability is good. It means that teaching learning process in English Teacher Education Department in UIN Sunan Ampel Surabaya should be improved, because most of students have low ability in content and topic sentence criteria, whereas these two criteria are the most important in reading article comprehension which is indicated by their summary writings. The lecture should guide students to the factors that influence their ability in comprehending reading passage, especially if it is indicated by their summary, because comprehension to the reading passage is essential for academic success. As mentioned in the background of the study that students should summarize the source material without plagiarizing, especially when they write research report.²

In summarizing an article under the title "Our Ever Green World", thirty students are interviewed and there are many answers provided by them related to their achievement, why they got high and low scores in all criteria in the rubric. First, in content criteria, the researcher concludes that internal factors affect students significantly in doing summarization, such as forgetting the assignment and disorganizing time management. Therefore, they did not include all of the key ideas in the article into their summary. In contrast, students who get high score could manage their time to do the assignment to summarize the article and understand it well. Indeed, during the process of summarizing, reading the

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² Sasan Baleghizadeh – Maryam Babapour, "The Effect of Summary Writing on Reading Comprehension and Recall of EFL Students". *New England Reading Association Journal*. Vol. 47 No. 1, 2011, 3

original text firstly to understand the author's intent is a crucial step because incomplete reading could lead to an inaccurate summary.³ Furthermore, lacking of motivation is the other cause that affects their low score. The students who get low score do not have enthusiasm to summarize the article; they just do it and submit it to fulfill the obligation.

Second, for topic sentence criteria, based on the rubric, most of students have effective topic sentence but do not state the main idea of the text yet. Most of them thought that the topic sentence of the article under the title "Our Ever Green World" is "green is favorite color", whereas; favorite is just one of aspects in that article. Besides, some of them also thought that the topic sentence of the article is "green" and it is too general. Actually, fourth semester students have learned about topic sentence in Writing 1 course, they ought to know that topic sentence should be specific and state the main idea of whole paragraph. In this occasion, most of them have forgotten about topic sentence lesson, so that they do not apply it maximally. Therefore, practicing and recalling what have been learned is important for students.

Third, for supporting details criteria, most of students' supporting details are already in logical order. To have good supporting details which reflect the ideas in the article, the summary writer should mark the important ideas or

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³ "Summarizing" (https://umanitoba.ca/student/academiclearning/media/Summarizing_NEW.pdf accessed on June 20, 2015)

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.⁴ 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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⁴ 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)

than who do not have, and students who have good grammar will also be easier to paraphrase the ideas in the article than students who have difficulties in studying grammar. In short, fourth semester students' problem in paraphrasing is caused by their reading rates and internal factors of each student.

In conclusion, the discussion above related to the theory about the factors that affecting reading comprehension in chapter II. Turner stated that factors which influence comprehension are reading material; the program of reading instruction; students own personality, attitudes, interest, motivation and habits; and reading rates.⁵

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⁵ Mulyadi, "The Effect of Text Familiarity and Students' Level on Reading Strategies" *OKARA Unit Bahasa STAIN Pamekasan.* Vol. 1 Tahun 4, Mei 2009, 118