

READING COMPREHENSION

According to Spears (2000: 7), reading comprehension states eight crucial reading comprehension skills that help the learners read more systematically.

Reading comprehension happens when the person understands the texts and assigns them to mean the written symbols in the text. Reading is also useful for all people in getting a piece of information from the book. Likewise, reading is being done by some students in the classroom. Therefore, some teachers have a good trick at applying the learning process in a group style. According to Nur Devi Sinta (2018: 22), Reading comprehension is about understanding a text, which is read through constructing meaning from a text. Comprehension is a constructing process because it involves all elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

For the teacher to teach in the classroom, especially in the reading process, comprehension is needed to get the goal of reading; according to

Grabe & Stoller (2002:17), reading ability needs to understand or gain information from the text. It means reading is not to get the information but also comprehend the text. Nur Devi Sinta (2018: 22) reading comprehension makes sense of written ideas through meaningful interpretation and interaction with language. Additionally, student's reading comprehension skill means how far they can understand what they are reading. In Fact, the students in the classroom Cannot acquire the aspect of language well. Most of them were still confused to comprehend an English text. It means that their reading comprehension is still low. For this reason, the writer applied "Summarizing Techniques in Teaching Reading Comprehension". Moreover, the conclusion is that the ability to read is critical to be applied in learning by the writer for applied for all teacher, with the help of summarizing techniques applied to help students' difficulties in the classroom.

TEACHING

READING COMPREHENSION

In this article, Teaching reading comprehension is a teaching and learning activity in the understanding text applied by the teacher to his students to read a textbook while in the classroom. According to Brown (2000: 7), "learning is acquiring or getting knowledge of a subject and skill by a study, experience or instruction." Teaching is part of the teaching process generally applied in the classroom by the teachers to their students. Potential teachers are significant in the classroom because it helps communication interactions that produce knowledge for their students. The teacher's primary goals are no more than honing the extent of the student's understanding to receive the English language lesson matter that the teacher provides in the classroom. Based on information from English, some students do not understand foreign language lessons, especially reading skills. The students' reading ability is still weak because some students still do not understand English material vocabulary.

The teacher teaching in the classroom must create an idea again

to make the classroom atmosphere less bored and speed up the teaching process for the students' sake so as not to waste more than enough energy. From that problem, a teacher applies his method to facilitate the classroom's teaching and learning process.

Based on the explanation above, Teaching Reading is the process of teaching-learning on the English language applied by the teacher to students to understand the teacher's material with a particular method brought by the teacher in the classroom. Teaching reading has many stages; according to Brown (2001:315), there are three stages of teaching reading:

A). Pre-Reading.

This stage is the first in teaching reading to make some students activate their brainstorming in the classroom's reading learning process.

B). During-Reading.

This stage is the second, and the teacher teaches students in the classroom to develop reading comprehension.

C). Post-Reading.

In the last stages the teacher must follow up on the students' learning after reading the teacher's text to give the procedure.

I. METHOD: SUMMARIZING TECHNIQUES CONCEPT

In the teaching-learning process on the English language, Summarizing Techniques is learning activities that take specific points and conclude an understanding in the form of reading texts in electronic and non-electronic media.

The summarizing technique is a reading comprehension strategy that consists of four steps:

Review the passage.

- Evaluate the paragraph.
- Answer with a paraphrase.
- Determine a passage summary.

Summarization can be considered quite mystifying and puzzling to students who are not familiar with the strategy (Wormeli, 2005).

The summarizing rules arranged according to the common teaching

approach were taught to the experimental group students following the classroom plan summarized by students. Steps determined by Senemoglu (2013) were employed in the teaching process. The summarizing technique is where the learning process shortens the time in the short point to point contained in the English language's reading text. The summarizing techniques can also be implemented everywhere. It can be inside and outside the classroom. Some of the references that strengthen the technique of summarizing the ones we have quoted are bellowed.

"Research suggests instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content ..."

Duke and Pearson (2002) in Cameron (2009:66) that quoted by Middle Years.

From the statements above, summarizing techniques collect several essential points and concludes using the language understood from oneself or done in one group. The summarizing technique also shortens

the time to understand the text by drawing only a few conclusions. Duke and Pearson (2002) suggested that instruction and practice in summarizing improve students' ability to summarize the text and their overall comprehension of text content. Pardis Zafarani. Sajad Kabgani (2014) instruction in summarizing techniques can be considered to meet dual purposes: improve ESP students' ability to summarize text and improve their ability to comprehend text and recall.

II. RESULT FINDING:

In teaching reading class, using summarizing techniques can use follow the procedures. The study from Naseri, Assaadi & Zoghi (2013:78) said that the proposed study showed that comprehension strategies such as summarizing could be considered an effective teaching and learning reading skills method. It means that the strategy is affecting reading comprehension. Application of the initial steps by steps on summarizing techniques by the teacher in the classroom are, 1) The First, Teacher given the materials a

lesson English language in the classroom. 2) Then, the students listen to the teacher giving the materials in their teaching in front of them. 3) Then, the teacher asks the student to form study groups and discuss reading text materials with their groups. 4) Students begin to summarize the readings that have been read and written from their group mates, Then given them to their groups' representatives. 5) Then, the representative from several groups of students came to the front of the class and presented the summarized conclusion from several groups in their languages. These steps are:

A). Students read the entire reading text and then take some parts of the words they think are essential when reading it. The first paragraph took a few words and then transcribed some of them to collect ideas from their respective groups.

B) Collect this word, and throw out some words that are not too important to discuss, then they begin to summarize the first paragraph, and a paragraph is written from the summarizing activity.

C) Then, the students continue for the second paragraph and summarize some of the words that have been sorted by them and collected in one complete paragraph from the word by word from the selection process, then translated into English and concluded.

D) Then, students continue to summarize the activity by writing their ideas in books, which are then collected to one of their groups to share ideas from their group again and collect ideas from their group and then to collect the ideas of one group in their language then summarize them and are ready to be presented.

E) They write the conclusions made on the whiteboard. Before they explain one by one, they return to sit down after they have finished explaining their respective concluding ideas.

According to articles from (Zana Chobita Aratusa, 2017) and some reference from Hayes (1989), the procedure is practiced in four stages as follows:

1. Prepare the students to start learning

2. Have students read the main point

3. Help students group the main point of the subject in the text

4. Show students how to turn these main points into an excellent summarizing

The training was based on Wormeli's model of teaching summarizing strategy consisted of four stages: 1) Review the Passage, Evaluate the Paragraph to find the main idea and important details, 2) Answer with a Paraphrase, and Determine a Passage Summary. The researcher conducted the Review the Passage activities, such as look for clues. When the students finished this task, 3) the teacher modelled the following Reading strategies: 'What is this paragraph mostly about?' and 'what are some important details?'. 3) The Teacher modelled the last step of the strategy and determined a passage summary for all the paragraphs by answering two critical question.

