

3 Skripsi Tika

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the introduction those are:

4 a) Background of the problem, b) Identification of the problem, c) Limitation of the problem, d) Formulation of the problem, e) Purpose of the problem, f) Significance of the problem, and g) Definition of key term.

A. Background of the Problem

Reading is an activity to get information from a text and to understand the message in a words. According to Tarigan (2008) Reading is a process that readers carry out in order to understand the author's message as it is conveyed via the use of words or written language. This process allows readers to see and know the message conveyed by the writer through words. Reading involves deriving meaning from written words or symbols, and it teaches readers how to identify, comprehend, and interpret words. Furthermore, Lynn & William (2004) said that finding meaning in written symbols, characters, and interpreting and evaluating the text are all parts of the reading process. Reading skill is an important skill for students, because reading skills make them more sensitive to specific information. This will also help students have a sharp thoughts. In addition, 4 reading is one of the important ways to improve students' general language ability in English. Reading can also expand their vocabulary.

Besides, it helps them improve their production skills including speaking and writing. Through reading, students can get a lot of inspiration and can be more creative, also the students can understand the meaning of the text clearly.

Richards and Schmidt (2002) define reading skills as skills required for proficient reading, such as recognizing main ideas, understand sequence, pay attention to specific details, draw conclusions, make comparisons and predictions. Reading ability is a way to discover new ideas, facts and experiences.

According to a survey conducted by Suwanto (2014) it was found that some students did not understand what they were reading well. This situation shows that some students' reading ability is still very low. This case is related to the problem that faces by students' in SMKN 2 Kediri. The students have a problem in understanding the text. For example, the students had difficulty when the teacher asked for information related to the English reading texts they have read. It is caused by the low level of students' interest in reading.

Therefore, a strategy is needed to increase students' reading ability. O'Malley and Chamot (1990) describe reading strategies as special thoughts or plans that readers use to comprehend the reading texts. Furthermore, Reading comprehension techniques that readers use to make sense of what they've read are known as strategies. (Brantmeier, 2002). Moreover, Jones (2006) states that because it encourages students to

identify key concepts in a text, the approach helps pupils to improve their reading comprehension. Break down the main ideas, pay attention to the important details, use essential words and phrases, and write simply enough to get your point across.. Based on that situation, many strategies can be applied in reading activity. One of them is summarizing.

Cordero-Ponce (2000) states that summarizing is likely the most important and comprehensive reading strategy, the students can use for efficient learning and understanding. It is supported by Brown (1983) summarization is a strategy that enables students to understand what they are reading. Therefore, it can help them retain important ideas and information given in a particular text. Another point of view for summarizing information is that readers should not only restate the text after reading, but also design their own text based on the content of the reading (Fountas & Pintell, 2001). It can be inferred that summarizing is an important thing in reading. Summarizing strategies can make students focus on the important parts while ignoring the secondary parts, so that students can effectively understand the reading text, and then rewrite it using their own words.

There are some researchers who have used summarizing strategy in their research. And their research finding really interest the researcher to use this reading strategy in this research. The first, Murniyati from IAIN Salatiga ¹ entitled "The Effect of Using Summarizing Strategy of Intermediate EFL Learners in Reading Comprehension". The research was

done on 2018 in MAN 2 Semarang. The purpose of the research was to evaluate the impact of the summarizing approach on reading comprehension in intermediate EFL learners. The findings of the study shows that students' concentration on the main points of the content and understanding may be improved by using summarizing strategies. The kids' scores revealed that the method had a positive impact. Then the second researcher who also use summarizing strategy in their research was Khoshsima and Tiyar from Chabahar Maritime University in Iran entitled "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners". The research was done on 2014. The result of the research shows that summarizing strategies could have a substantial impact on students' reading comprehension skills and improved their reading performance statistically.

Based on the explanation above, the researcher interested to do the research about summarizing strategy. Considering the results of previous studies, that summarizing strategy is effective when implemented in public schools, the researcher focused on vocational high school (SMK) and this research conducted in online class. Besides, in this research the researcher explains in more detail what indicators increase students' reading ability. Therefore, the researcher intends to conduct a research entitled "The Influence of Summarizing Strategy to the Student's Reading Ability of the Eleventh Grade at SMKN 2 Kediri in Academic Year 2021/2022".

The purpose of this study is to find out whether the use of summarization strategies will influence students' reading ability at SMKN 2 Kediri.

B. Identification of the Problem

Based on the background above, the researcher identified some problems. The first is some students have difficulties in understanding what they read and their reading ability is still low. Secondly, teaching reading strategy is needed to improving students' reading ability. Summarizing strategy one of the teaching reading strategy that has effective results. In this research the researcher focuses on the implementation summarizing strategy to improve students' reading ability.

C. Limitation of the Problem

It is necessary to limit the problems to avoid the broadness of the problem. In this research, the researcher want to limit the scope of the research into strategy use that is in the form the paragraph summarizing strategy and the student's reading ability includes the ability to get the main idea, topic sentence, supporting details and guessing the meaning of a word in factual report text. This research also limits in the eleventh grade students of SMKN 2 Kediri in academic year 2021/2022.

D. Formulation of the Problem

Research problem of the study formulate in the following question:

1. How is the students' reading ability before being taught using summarizing strategy on the Eleventh Grade at SMKN 2 Kediri in academic year 2021/2022?
2. How is the students' reading ability after being taught using summarizing strategy on the Eleventh Grade at SMKN 2 Kediri in academic year 2021/2022?
3. Is there any influence of summarizing strategy to the students' reading ability on the Eleventh Grade at SMKN 2 Kediri in academic year 2021/2022?

E. Purpose of the Problem

This research has three aims:

1. To know the result of students' reading ability before being taught using summarizing strategy on the Eleventh Grade at SMKN 2 Kediri in academic year 2021/2022
2. To know the result of students' reading ability after being taught using summarizing strategy on the Eleventh Grade at SMKN 2 Kediri in academic year 2021/2022
3. To know whether there is any influence of summarizing strategy to the students' reading ability on the Eleventh Grade at SMKN 2 Kediri in academic year 2021/2022

F. Significance of the Problem

¹ This study is conducted in order to give theoretical and practical significance, they are:

1. Theoretical significance

Hopefully, the result of this research will be an inspiration for further research. This study provides readers with additional information; they will learn about the influence of summarizing strategy on students' reading ability.

¹ 2. Practical significance

This result of this research is expected to be useful for teachers, students and the other researchers.

a. Teachers

⁵ The teacher can apply summarizing strategy in their teaching-learning process after knowing the influence of summarizing strategy in teaching reading.

b. Students

The students can understand that summarizing strategy can influence their reading ability.

c. Other Researchers

The result can be used by other researchers as a reference to conduct a further research in another skill.

G. Definition of Key Term

1 Summarizing Strategy

The process of summarizing concentrates attention on the key ideas of the texts and gives the reader a conceptual framework that speeds up both memory and comprehension. It helps pupils concentrate on important words and phrases in a given book that are worth remembering (Khoshima & Tiyar, 2014).

2 Reading

Finding meaning in written symbols, characters, and interpreting and evaluating the text are all parts of the reading process. (Lynn & William, 2004).

3 Reading Strategy

Reading strategies is a special thoughts or plans that readers use to comprehend the reading texts (O'Malley and Chamot, 1990).

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about: a) Teaching reading, b) Teaching reading at vocational high school, c) Reading ability, d) Teaching reading using summarizing strategy, e) Rationale, f) Review of related research, and g) Hypothesis.

A. Teaching reading**1. Definition Teaching Reading**

According to Brown (2000) teaching is an activity by which the teacher guides the learning, enables students to learn and set standards for learning. Teachers cannot do these things without guidance. Teachers need to guide students to gain all kinds of knowledge. In addition, in order to allow students to learn, teachers should adopt innovative methods, such as unnatural orientation and unusual processing of what they have learned. Other experts explained the terminology of teaching reading, which can be discussed further here. Furthermore Nuttal (1982) states one of the functions of reading for non-native language students, especially in foreign languages such as English, is to enable them to understand the text while engaging in foreign language learning. You can able to read at a reasonable pace, quietly, and with reasonable comprehension.

Based on the explanation above, teaching is an activity where teachers teach and provide some materials for the teaching process. The students have to train themselves in a foreign language. Furthermore, the teacher can help the students to explain and create their own summary of what they have read. Reading learning itself focuses on students' understanding of the information conveyed by the writer in reading.

2. Teaching Reading Strategies

Aswan (2010) states that teaching strategy is the plan made by teachers to achieve the set goals ¹⁰ in the process of teaching and learning. In other words, teaching strategies are methods of teaching students. The teacher must balance between the methods that they use and how they implement the material. Teaching reading strategies should be appropriate in arrange to accomplish the anticipated results. In addition, Nunan (1999) point out that teaching strategies are one of the numerous variables that influence teaching success. Reading instruction takes up more time than other subjects, which is probably accurate. Meanwhile, many strategies ¹² can be used by the teacher in teaching reading. Block & Israel (2005) in their research state that there are 6 strategies to improve reading comprehension, such as ⁷⁶ predicting, making connections, visualizing, inferring, questioning, and summarizing.

7 It can be concluded that teaching reading strategy is needed by teachers to reach their goals and also they must prepare the material following the strategy implemented.

3. Summarizing Strategy

Brown (1983) states that summarization is a strategy that enables students to understand what they are reading. Therefore, it can help them retain important ideas and information given in a particular text. Besides, summarizing strategy is a summarize process that draws attention to key points in the text and provides readers with a conceptual framework that accelerates memory and comprehension. It enables students to focus on key words and phrases of the specified text that are worth remembering (Khoshima & Tiyar, 2014). Furthermore, Moghaddam (2007), said that summarizing is condenses in your own words the main points in a passage. Consistent with that statement, Senemoğlu (2001) pointed out that summary helps students get meaning from information and stores it effectively in his long-term memory. Summary enables students to: (a) read for understanding (b) Distinguish important ideas (c) Use his own words to express information. These enable students to understand the meaning of the text. In addition, according to Friend (2001) 22 summarizing is a challenging skill for students since it calls for (a) a summary to be concise, (b) a summary to include the writer's key concepts, (c) a summary to be written in the students' own terms, and 18

(d) a summary to include the material that students need to study. On the other hand, the steps a learner must take when learning how to create a summary are: (1) to identify the main idea and the supporting ideas of each paragraph in the text, (2) to identify the most crucial passage in the text, (3) to identify the text's overall thesis, and (4) to use his own words while referencing the concepts and ideas in the text when composing a summary (Wormeli, 2004).

Related to the statements above, summarizing strategy is the process of identifying important information, topics and ideas in the text, and integrating them into a clear and concise statement, conveying the basic meaning of the text. In summarizing, it is required to separate the important ideas from the unimportant one.

B. Teaching Reading at Vocational High School

Reading in senior high school and reading in vocational high school are very distinct things. It serves specific educational aims by introducing senior vocational school students to the positions they will hold through reading materials that relate them to those jobs. The teachers of vocational high schools have to be consider the particular needs of the learner. As aforementioned, teaching english in vocational education, should be taken into account as English specific purpose (ESP) program, (Widodo, 2016).

According to Dudley and Jo (2007), In order to increase student engagement in the teaching-learning process and to have more focused interactions

between the teacher and learners, teaching English for Specific Purposes should take into account the needs of the students. Moreover, teaching English for Specific Purposes is to be more expected on the process of social learning that take places when people cooperate and communicate in specific or professional contexts, (Knapp and Seidlhofer, 2009). Besides, in teaching English for Specific Purpose the teachers must prepare their material development to know what are the needs of students in the learning process. Byram (2000) points out what the needs of the students are and then customizing the material to meet those needs is the process of developing instructional materials. This implies that the creation of teaching materials for English for Specific Purposes includes both a study of the needs of the students and the provision of material. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018, the curriculum objectives include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. Especially in vocational high school, in the knowledge competence, there is discusses understanding, applying, analyzing, and evaluating factual, conceptual, basic procedural and metacognitive knowledge according to the field and scope of English language studies at the technical, specific, detailed, and complex level, relating to science, technology, arts, culture, and humanities in the context of developing self-potential as part of the family, school, world of work, national, regional and international community members. And this research focuses on it.

In short, teaching at vocational high school should support the specific skill that studied by students, furthermore vocational high school implemented English Specific purpose. In teaching reading, the teachers should synchronize the students' need and the material provided.

C. Reading Ability

1 Definition Reading Ability

²⁵ Reading ability is skill of communication between the reader and the writer to get knowledge and information. Richards and Schmidt (2002) define in second and foreign language training, especially with adults, reading competency is defined as the qualities necessary for skillful reading, such as identifying major ideas, grasping sequence, recognizing precise details, drawing conclusions, establishing comparisons, and formulating predictions. Therefore, Lynn & William (2004) said that finding meaning in written symbols, characters, and interpreting and evaluating the text are all parts of the reading process. Reading skill is an important skill for students, because reading skills make them more sensitive to specific information. This will also help students have a sharp thoughts.

Based on the statements above, reading really requires high concentration to understand the ideas of the writer conveyed to the reader and the reader must be able to make conclusions from what is read.

2 Component of Reading Ability

In reading ability, there are some components to develop. According to Grabe (2002), reading comprehension skill is defined as an the capacity to comprehend and effectively interpret information from a text. Reading is mostly done to learn about the context of what is being read and to comprehend the meaning of the text. Grabe (2002) states that there are some important things about the purpose of reading, as follow:

²⁰ a. Reading to search for simple information

Reading to find simple information is a common reading skill, although some researchers view it as a relatively separate cognitive process. It's used a lot in reading tasks, so it's best viewed as a reading skill.

b. Reading to skim quickly

Skimming quickly while reading is a regular reading task and a beneficial skill in and of itself. It entails a variety of guessing techniques for key passages in the text, followed by fundamental reading comprehension techniques applied to those passages until a general idea is established.

c. Reading to learn from text

Reading to learn often takes place in academic and professional settings when one must learn a substantial quantity of knowledge from a text. Reading to learn calls on the ability to recall key ideas, identify

and construct rhetorical frameworks, and connect the ³ text to the reader base.

d. Reading to integrate information

Reading to integrate information necessitates further judgment regarding the relative value of supplementary, mutually reinforcing, or contradictory information. It may also include rearranging a ³ rhetorical frame to fit information from several sources.

e. Reading to write and reading to critique texts

Task variations of ³ reading to integrate information could include reading to write and reading to analyze texts. Both require the capacity to gather, choose, and evaluate data from a text.

³ f. Reading for general comprehension

When read aloud by a proficient fluent reader, reading for broad comprehension requires highly quick and automatic word processing, strong ability to communicate the primary idea in general terms, and effective coordination of numerous processes within a constrained time frame.

From the explanation above, reading have important role for the readers. Furthermore, the researcher focused on 4 points, that is the researcher discuss about main idea, topic sentence, supporting details and guessing the meaning of a word.

1. Main Idea

The main idea is an idea that is the core of a paragraph. Each paragraph must have a main idea so that the reader knows what the author is trying to convey in his writing. Smith (2016) states that the main idea, also called the central idea or main point, is the primary concept of a passage. In addition, according to Donahue the main idea is what the selection or the story is mostly about. The characteristics of main ideas:

- a. The main idea is usually a sentence.
- b. The main idea is sometimes found in the first sentence of a paragraph
- c. The main idea is sometimes found in the last sentence of a paragraph

2. Topic Sentence

Simple themes are depicted using only a few words, phrases, or sentences. The essay's topic sentence is a particular sentence that acts as a road map for the author and reader. It helps the essay flow from one point to the next. According to Brizee (2009), the main phrase also expresses the argument the author is attempting to make. In most cases, the topic sentence comes first in a paragraph. The first sentence of the paragraph is frequently it. The topic sentence of a paragraph needs to be broad enough to

cover the entire subject of the paragraph. According to Brizee (2009) there are several guidelines for choosing a topic sentence:

- a. The topic sentence ought to summarize the paragraph's primary points. Read the paragraph and consider its core idea and point before selecting a suitable topic sentence.
- b. The main sentence will be developed ⁴⁰ or explained by the supporting facts in the paragraph (the sentence other than the theme sentence). Consider the concepts covered in each of the paragraph's supporting details.
- c. There shouldn't be any extremes in the topic sentence. Look for a topic phrase among the alternatives that is broad enough to convey the paragraph's primary idea rather than just one of its aspects. The response must be detailed enough for the reader to grasp the paragraph's major topic.

3. Supporting Detail

After writing down the main idea and topic sentence, the writer needs to provide statements that support the idea with supporting details. According to Citing Cuesta College, details, including ⁶ major and minor, can support the main idea by showing how, what, when, where, why, and how much (how, what, when, where, why, how much, or how many). So, supporting details are usually supporting sentences that are placed after or before the main idea. It is supported by Oshima (1999) ²⁷ that supporting

sentence develops the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotation. Moreover, Further Scarry (2011) also points out that a supporting details is a piece of evidence that a writer uses to strengthen the reader's belief in and interest in the controlling notion of the main sentence.

Based on the statements above, supporting detail provides additional information from the main idea, sometimes even helping readers find the main idea that is not mention in a passage.

4. Guessing the Meaning of a Word

Guessing the meaning of a word in context refers to the ability to infer the meaning of a phrase using contextual clues. According to Çetinavcı (2014) guessing the word is very important in learning reading ability because it helps learners to understand the text. Guessing the meaning of a word as to find the closest meaning of the word being asked from the question, we can find the answer by knowing the synonym of the word. But, the students will face the difficulties to find the meaning of word, because most of them still have low ability in reading. So, it is important technique needed that will improve the reading ability through guessing the meaning of word, such as:

1. Find the word you want to search for in the part of the line that is asked in the question.
2. Read the sentence where the word is located.
3. Pay attention to what clues can be used as clues from the sentence such as restatement, punctuation or examples to help you identify the meaning of the word.
4. Choose the most appropriate answer based on the clues that have been found from the sentence.

D. Teaching Reading Using Summarizing Strategy

The summary teaches students how to identify the most important ideas in the text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students' summaries can improve their memory of what they read. Summarization strategies can be used in almost all content areas. Teaching reading using summarizing strategy has many benefits for students there are: (1) It teaches pupils how to identify fundamental concepts and compile the crucial information that supports them. (2) It enables pupils to concentrate on important words and phrases that stand out in the given material and should be memorized. (3) It teaches students how to pick out a lot of text and distill it down to the essential ideas for a clearer understanding. The teaching of summarizing strategy based on the University of Kansas (2007) website has some steps:

- a. Provide texts for students.
- ⁷ b. Before starting, explain to them the purpose of learning how to summarize the text.
- c. Describe the strategy and list the steps on the blackboard. Ask students to write them down and write down the steps in their notes.
- d. Ask students to read the text and circle the unfamiliar words.
- ⁷ e. Ask the students to read the text again and write down the main ideas and important details as they read. They can mark on the highlight.
- ⁷ f. Instruct students in pairs and let them practice describing steps to each other. Teachers walk around in class and listen to their exercises.

⁴ Based on the explanation above, the researcher concludes that teaching reading using summarizing strategy can be well-organized. Through the steps of teaching summarizing the students can understand what they read and can capture the meaning in the text conveyed by the writer.

E. Rationale

Reading is an active activity that requires high concentration. Understanding content and being able to respond to context in reading is the purpose of reading. Therefore, many students don't know what they read. Even though, reading is a ¹¹ process of getting the author's idea through interpreting the written symbols. Furthermore, ²⁵ Reading ability is skill of communication between the reader and the writer to get knowledge and

information. There are 4 components of reading ability that is main idea, topic sentence supporting details, and guessing meaning of word. Summarizing strategy offers a suggestion for understand a message from a passage that we read. Summarization is the process of identifying important information, topics, and ideas in the text, and integrating them into a clear and concise statement that conveys the basic meaning of the text. Based on the statement above, summarizing strategy can help the students to increase their reading ability. The steps of summarizing strategy includes; (1) to identify the key idea and supporting ideas of each paragraph in the text, (2) to identify the most crucial paragraph in the text, (3) to identify the main idea of the text in general, and (4) to write a summary using his own words while referencing the concepts and ideas in the book (Wormeli, 2004). One benefit of using the summarizing technique is that students can recognize or create main themes. (2) Students are able to link the key concepts. (3) Students can omit material that is not necessary. (4) According to Adler, pupils can recall what they read (2001). As a result, the children retain what they read and achieve the reading goal of ability.

F. Review of Related Research

Research findings² showed that the use of summarizing strategy to teach reading ability was effective. The research was conducted by Khoshsima, Tiyar from Chabahar Maritime University in Iran entitled "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners". The research was done on 2014. This research purpose is to analyze the significant effect of summarizing strategy of Intermediate EFL Learners' in Reading Comprehension. The study's findings demonstrate that summarizing strategies can significantly improve students' reading skills and have a sufficient impact on their ability to comprehend what they read.

Another research was conducted by Murniyati from IAIN Salatiga entitled "The Effect of Using Summarizing Strategy of Intermediate EFL Learners in Reading Comprehension". The research was done on 2018 in MAN 2 Semarang. And the purpose of the research was to find the effect of using summarizing strategy in Intermediate EFL Learners in Reading Comprehension. The findings of the study show that summarizing strategy could help students to focus on gist information and improved their comprehension. The result of students' score indicated that the strategy had good effect.

From the previous researches, there are similarities and differences with this research. In this research, the researcher discussed "The Influence of Summarizing Strategy to the Student's Reading Ability of the Eleventh

Grade at SMKN 2 Kediri in Academic Year 2021/2022". The similarity with the previous research is about the use of summarizing strategy. Furthermore, this research is quite different from limitation of the research, the sample, time, place, and the indicators that use on reading ability. In this research, the limitation is using summarizing strategy to the reading ability in factual report text. Then, the sample is the students in eleventh grade of AK (Accounting) 1 class. Also this research was conducted in online class. The researcher do this research at SMKN 2 Kediri. The reason of this research that is useful for all people. For example, for other researchers, it can be used as a reference to conduct a further research. For the teachers, they can apply summarizing strategy in their teaching-learning process after knowing the influence of summarizing strategy in teaching reading.

⁴⁷**G. Hypothesis**

Based on the explanation above, the hypothesis of this research is formulated as follows:

I. Hypothesis (Ha)

⁴³ There is an influence of summarizing strategy to the students' reading ⁵ ability of the eleventh grade at SMKN 2 Kediri in academic year 2021/2022.

2. Hypothesis (Ho)

There is no influence of summarizing strategy to the students' reading ability of the eleventh grade at SMKN 2 Kediri in academic year 2021/2022.

CHAPTER III

METHOD OF RESEARCH

In this chapter, the researcher is going to discuss the identification of the; a) identification of the research variable, b) technique and approach of the research, c) place and time of the research, d) population and sample, e) instrument of the research and technique of collecting data, f) technique of analysis the data.

A. Identification of Research Variable

Any object that has a range of possible values is said to be variable. Numerous categories exist for dividing up variables. When they are classed as dependent variables or dependent variables, the most crucial classification is based on the basis of their application within the research under discussion (Ary, 1985).

1. Independent variables (Y) is a variable that follows from or is dependent upon antecedent variables. The treatment variable must be one of the independent variables. The experimental manipulation or treatment is administered to one or more groups. The summarizing approach used in this study to teach reading is an independent variable. Summarizing strategy is defined as a strategy that enables students to understand what they are reading, (Brown, 1983). The steps of summarizing strategy namely; (1) to identify

the key idea and supporting ideas of each paragraph in the text, (2) to identify the most crucial paragraph in the text, (3) to identify the main idea of the text in general, and (4) to write a summary using his own words while referencing the concepts and ideas in the book (Wormeli 2004).

2. **Dependent variable (X)** is the outcome or criterion variable that is thought to be influenced or caused by the independent treatment conditions and any other independent variables. The ability to read is the dependent variable in this study. In the research students reading ability is defined as the student's ability in reading that focuses on reading factual report text with indicators namely identifying main idea, topic sentence and supporting details.

B. Research Approach and Technique

1. Approach of the Research

The approach of this research is quantitative research. Based on Ary, Jacobs, and Sorenson (2010), quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypothesis. In other words, this research to analyze the students' reading ability using summarizing strategy which is assessed from the test and it has a hypothesis.

2. Technique of the Research

The technique in this research is experimental research design. Gay (1987) the modification of independent variables, also known as treatment, is the primary trait that sets apart an experimental investigation from other types of research. In other words, experimental research involves modifying the subject of the study while regulating a certain variable (Misbahuddin and Hasan, 2013). In conducting experimental research there are some design that can be applied, according to Ary et al (2010), Pre-experimental, true experimental, and quasi experimental research designs can all be categorized according to how successfully they control the challenges to internal validity (Ary et.al., 2002). In this study, the researcher is using a quantitative pre-experimental design that takes the form of a one-group pre- and post-test.

The one-group pretest and posttest design typically entails three steps: (1) giving a pretest to gauge the dependent variable, (2) giving the participants the experimental treatment X, and (3) giving a post test to gauge the dependent variable once more. Then, by comparing the results from the pretest and post-test, differences due to the application of the experimental treatment are assessed (Ary et.al., 2010).

Experimental research seeks to confirm causal linkages by testing hypotheses. Experimental research's main goal is to evaluate whether

a certain method or approach is "better" than the "older" or more conventional method that has been the normal practice (Lodico et al, 2006). This research used pre-test and post-test to see the result of the treatment.

There two variables involved in this research. They were summarizing strategy as independent variable and reading ability as dependent variable. The experimental class which is taught reading without summarizing strategy, and then the class was given the treatment teach reading ability use the summarizing strategy.

C. Place and Time of the Research

1. Place of the research

This research was conducted by the researcher at SMKN 2 Kediri located in Jl. Veteran, No. 5 Kediri. SMKN 2 Kediri has three grade of class; there are ten grade, eleven grade and twelve grade. In this research, the researcher took the Eleven Grade of SMKN 2 Kediri.

2. Time

The researcher started the research from November 2021. There were five activities in each month and have different specific activities. On November 2021, there was designing the research. It was talking about making preparation of doing research. Next, on January 2022, there was arranging instrument. The instrument of the research was a test, there were two tests, pretest and posttest. Then on

March 2022, the researcher did the treatment to collect the data. It has finished in one month.

In the first week, the researcher gave the pretest. Then, the treatment was conducted in twice. The treatments were conducted in second week and third week. In the last week, the researcher gave the posttest. Afterwards, the researcher has to analyzed the data which finished in two months that is April and May.

The last, the researcher must be able to write the conclusion of the researcher. It explained about the resume from all of point in the research. In line with that, the researcher writes a suggestion about the weaknesses that come from this research.

D. Population and Sample

1 Population

Population refers to the wider group about which the generalization is made. Population is the overall concept that possesses specific qualities and traits. According to Ary et. al. (2010) all individuals who belong to a specific category of persons, occasions, or items are referred to as a population. Arikunto (2013) said that Population is the entire focus of the research. In this research study, the population of the study include of all the second grade students at SMKN 2 Kediri in the academic 2021/2022.

2 Sample

Sample is the small group that is observed or a portion of a population (Ary, 2010). It means that sample is the representation of the students that will be analyzed in the research. In order word sample was part of total of characteristics in population. In this research the researcher used clustering sampling. Sugiono (2009) states that clustering sampling is used to determine the sample if the object to be studied or the data source is very broad. This sample was chosen from the English teacher who handles class from the four classes of the eleventh grade students in SMKN 2 Kediri in academic year 2021/2022. In this research, the researcher took one class of eleventh grade, that is class of AK (Accounting) 3 which consists of 36 students in SMKN 2 Kediri.

E. Research Instrument and Technique of Collecting the Data

1. Research Instrument

The researcher needs to utilize an instrument to obtain better data. The research instrument is a device or setting that the researcher uses to gather data in order to obtain better results, or, to put it another way, it can be complete and methodical.

Tests are useful measuring tools for academic study. Ary et al. (2010) claim that a test is a series of stimuli given to a person in order to elicit reactions from them, from which a score may be calculated. Similar to this, Arikunto (2010) explains that a test is a series of questions, exercises, or other methods used to gauge a person's or a group's competence, knowledge, intelligence, aptitude, or talent.

In this research, the researcher gives test to the students in order to be done. The test consist 20 items. There are 10 multiple choices question and 10 essay question. The multiple choice question contain 4 main ideas, 2 topic senteces and 4 supporting details. Meanwhile, the essay question contain 3 main ideas, 2 topic sentences, and 5 supporting details. This test is to know the students achievement. (See appendix 4 for the details of the test item.)

2. ¹²Technique of Collecting the Data

In this research, the researcher used a test for collecting the data, there are two kinds of test that used in this study, those are pre-test and post-test.

1) Pre-test

Pre-test given for experimental class before the treatment begin. Pretest is done before the treatment process to find out students' understanding in reading before class begins. The researcher gave the test that contains 20 test, there are 10 multiple choice test and 10 essay test relating of factual report text.

2) Treatment

The researcher gave treatment to the students after finishing pre-test by using. The treatment use summarizing strategy to teach reading ability. The students should focus on paying attention to the material on the summarizing strategy because after the treatment, students will be given a post test.

3) Post-test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008). The researcher gave the test that contains 20 test, there are 10 multiple choice test and 10 essay test.

F. Technique of Analyzing the Data

Students' test results from the research were examined quantitatively. Statistical analysis was used to perform quantitative analysis utilizing sampling and statistics. The method was used to discover a substantial difference in the reading ability of the pupils before and after using the summarizing strategy. The data was collected from students score in pre-test and post test.

Each items has 20 score, this score will be easier to determine the level of student's reading ability. To determine students' score, the researcher uses the following formula:

$$S = C \times 5$$

$$S = \text{Score}$$

$$C = \text{Correct Answer}$$

After getting the scores, the researcher put them into categories the level of mastery.

Table 3.1 The Level of Mastery

The Levels of Mastery (Haris, 1985)

The Range	Level of Mastery
80 – 100	Excellent
60 – 79	Good
50 – 59	Average
0 – 49	Poor

To know the percentage of students' classification the researcher used the formula as follows:

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

Explanation:

P = the percentage

F = the frequency

N = the number of the subject

The data from the pre- and post-tests would be statistically examined using the Paired Sample T-Test in IBM SPSS 23. The following are the steps in data analysis:

1. The researcher launched the IBM SPSS 23 application.
2. The researcher calculated the students' pre- and post-test scores and evaluated them using the Paired Sample T-Test under Analyze > Compare Means.
3. The researcher decided to choose the 95% confidence interval option.
4. Next, click OK to view the computation's outcome.

The Norms of testing hypothesis:

- If the significance value of $t < 0.05$, then H_0 is rejected, meaning that there is significant influence between one independent variable on dependent variable.
- If the significance value of $t > 0.05$, then H_0 is accepted, meaning no there is a significant effect between one independent variable on dependent variable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided into some topics, those are: a) description of variable data, b) data analysis, c) hypothesis, and d) discussion.

A. Research Findings

This research is aimed at finding out whether the use of summarizing strategy increase the students' reading ability and to know the class situation when summarizing strategy was implemented in increasing the students' reading ability. The research was carried out at SMKN 2 Kediri especially in XI AKL 3. The researcher did the research and got the complete data from all the research instruments.

1. The description of Students' Reading Ability Before Being Taught Using Summarizing Strategy

Before showing the result, the researcher would like to explain about how to do the research to get the students' score.

The researcher did the research in one class. It was the eleventh grade of Accounting (AKL) 3 students of SMKN 2 Kediri. Firstly, the researcher conducted pre-test to measure the students' reading ability in understanding the report text based on the context before being taught using summarizing strategy. The test consisted of 20 questions (10

multiple choice questions and 10 essay questions). The students were asked to do the task and then the researcher took the score. The indicators of the test included main idea, topic sentence, supporting detail, and guessing the meaning of a word. The result of each indicator of the eleven students' reading ability at SMKN 2 Kediri is presented in appendix 7.

From the table, we can identify the highest total score was supporting detail (71,6), it means that the most of the students were understood about how to find the supporting detail. Then, in the second number, there was main idea (62,5). It was followed by topic sentence (58,3) in the third number. The lowest total score was guessing the meaning of word (19,4), It was proved that the students found difficulties in getting the synonym of the word in the text.

Table 4.1 Score of Pre-test

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
45.00	1	2.8	2.8	2.8
50.00	2	5.6	5.6	8.3
55.00	8	22.2	22.2	30.6
60.00	6	16.7	16.7	47.2
Valid 65.00	2	5.6	5.6	52.8
70.00	15	41.7	41.7	94.4
75.00	1	2.8	2.8	97.2
85.00	1	2.8	2.8	100.0
Total	36	100.0	100.0	

From the table above, we can see that there was a student got forty five (45), two students got fifty (50), eight students got fifty five (55), six students got sixty (60), two students got sixty five (65), fifteen students got seventy (70), a student got seventy five (75), and a student got eighty five (85). The students' average score was good, but they still have to increase the ability of the components indicator to improve their reading ability.

Below are the results of descriptive analysis of data from the pre-test and then interpreted using the score table as scoring by Haris (1969)

Table 4.2 The Levels of Mastery (Haris, 1985)

The Range	Level of Mastery
80 – 100	Excellent
60 – 79	Good
50 – 59	Average
0 – 49	Poor

From the table 4.3 above shows that one of the student (2,8%) who got forty five (45) based on the scoring grade they are categorized as poor. Then two students (5,6%) who got fifty (50), there was eight student (22,2%) who got fifty five (55) based on the scoring grade they are categorized as average. There was six students (16,7%) who got sixty (60), there was two students (5,6%) got sixty five (65), there was five teen students (41,7%) got seventy (70), and there was a student (2,8%) got seventy five (75) based on the scoring grade they are categorized as good.

2. Treatment

After giving the pre-test, the researcher scheduled two meetings for treatments. During the treatments, the researcher taught reading through summarizing strategy. It was categorized in four aspects that contain main idea, topic sentence, supporting detail, and guessing the meaning of word. The mistakes were discussed together in the treatment.

The first meeting in treatment was held on March 15th 2022. The teaching focused on how to find main idea, topic sentence and supporting detail in report text. It was started by the teacher give the students report text. In order, the teacher explains about main idea, and then tells how to find main idea correctly. The teacher also teach about topic sentence and supporting detail. In the whilst activity the students asked to read report text then they have to find the main idea in each paragraph and find the most important paragraph in a text. Besides, the students have to find the topic sentence in each paragraph of the text. The students also have to underline the supporting detail. The last, after get all the important point of the text, the students should make summarize by their own word. After the students finish the task, they can share their opinion through G-MEET. In addition, the teacher also asked about the students' difficulties and gave the conclusion about the lesson.

The second treatment was held on March 22nd 2022. The teaching focused on how the implementation of using summarizing strategy to understand the meaning of the report text through four aspects of reading

ability, main idea, topic sentence, supporting detail and guessing the meaning of the word with different topic. The same as the first meeting, the teacher gave the report text. At the first, the students asked to read report text then they have to find the main idea in each paragraph and find the most important paragraph in a text. Then, the students have to find the topic sentence in each paragraph of the text and have to underline the supporting detail. After do all the instruction, the students should make summarize by their own word. Most of the students begin to understand the meaning of the report text that they have read. But, there was a student that still found the difficulties on understanding the text. So, the teacher and the students were together to discussed the problem. The end, after all of material done, the teacher asked the students to give conclusion about the material they got in treatment.

3. The Result of Post-test

After the researcher gave the treatment to the students, the situation of students after being taught using summarizing strategy was good enough. The students' reading ability increased in their achievement. The students seemed more understood the meaning of the report text. They could find the main idea easily. Some students also known the meaning word of the context. It is supported by the result of post-test. The post test was the same as the pre-test, that was consist of 10 multiple choice questions and 10 essay questions. There were included 4 indicators: identifying main idea, topic sentence, supporting detail, and guessing the

meaning of word. The post-test was used to measure the students' reading ability and being compared with the pre-test. The result of each indicator of the post-test is presented in appendix 7.

From the table, we could see that topic sentence has highest total score (93,5). It showed that the students started to capture the meaning of the text. The second was supporting detail and followed by main idea. In the last position, there was guessing meaning of word. In this post-test, guessing meaning of a word still had the lowest result. But some of the students got improvement, It indicated that the summarizing strategy work effectively.

Table 4.3 Differences of Pre-test and Post-test

PRE-TEST				POST-TEST			
MI	TS	SD	GMW	MI	TS	SD	GMW
62,5	58,3	71,6	19,4	79,8	93,5	82,1	69,4

From the table above, it shows that the students' ability in each aspect indicators has increased. In the pre-test SD (Supporting Detail) has the most high score than others and the students' ability in GMW (Guessing the Meaning of the Word) has the lowest score. Meanwhile, in the post-test TS (Topic Sentence) has the higher score and the lowest score is still GMW. However, which has significant increasing is GMW. The other significant increasing is TS. While, MI (Main Idea) and SD has a slight improvement.

Table 4.4 Score of Post-test

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
65.00	1	2.8	2.8	2.8
70.00	2	5.6	5.6	8.3
75.00	6	16.7	16.7	25.0
Valid 80.00	6	16.7	16.7	41.7
85.00	17	47.2	47.2	88.9
90.00	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Post-test is conducted to measure how far the effect of summarizing mastery to the student's reading ability. After the treatment the score of students' reading ability improved. The result of calculation using SPSS 16.0 on the data after treatment (post-test) obtained the lowest score was sixty five (65), and the highest score was ninety (90). While the mean score showed that all of students were categorized excellent (90,00).

Table 4.5 The Levels of Mastery (Haris, 1985)

The Range	Level of Mastery
80 – 100	Excellent
60 – 79	Good
50 – 59	Average
0 – 49	Poor

From the 36 students, there was a student (2,6%) who got sixty five (65), two students (5,6%) who got seventy (70), and there was six students (16,7%) who got seventy five (75), based on the scoring grade they are categorized as good. Then there was six students (16,7%) who got eighty (80), seventeen students (47,2%) who got eighty five (85), and four students (11,1%) who got ninety (90) and based on the scoring grade they are categorized as excellent.

B. Data Analysis

In this section, the researcher presented the procedure of data analyze and getting the result of pretest and posttest.

1. Procedure of Analyzing Data

In this part is to answer the question about whether there is an effect of summarizing strategy on students' reading ability of 11th grade

student at SMKN 2 Kediri. The procedure of analyzing data comes from corrected in pretest and posttest. Then getting score based on each criterion that have been determined before. After that, the researcher enters the score into SPSS application version 23.

2. The result of Data Analysis

a. Mean

Table 4.6 Paired Samples Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	63.4722	36	8.60394	1.43399
Posttest	81.6667	36	6.09449	1.01575

At the first output, presented a description of the pair of variables analyzed, which includes the average (mean) before being given treatment 63,47 with standard deviation of 6,094 and after being treatment 81,66 with standard deviation of 8,603.

b. Correlation

Table 4.7 Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	36	.540	.001

In data output of Paired Sample Correlations above, the result present that correlation before and after being taught using summarizing strategy is 0,540 with the significance 0,001.

c. T-test

Table 4.8 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest posttest	-18.194 44	7.38268	1.23045	-20.69238	-15.69650	-14.787	35	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS by pretest mins posttest. It showed the t-test is -14,787 with the degree of freedom 35 is 1,690 and the significant is 5%. It means that t-test is higher than t-table (-14,787 > 1,690). It can be concluded that t-test is higher than t-table, so H_a is accepted.

In conclusion, there is an effect of summarizing strategy on increase reading ability at eleventh grade students of SMKN 2 Kediri which H_a is accepted. It means that there is an effect of reading ability

at eleventh grade students of SMKN 2 Kediri using summarizing strategy.

3. Interpretation of the Data Analysis

Based on the analyzing data from SPSS version 23, the researcher got the data which concern on the students' reading ability before and after using summarizing strategy by comparing both of them. Before using summarizing strategy students had difficulties on their reading ability, such as finding main idea, topic sentence, supporting detail and guessing the meaning of word. The table shows that guessing meaning of word had the lowest score it means the students had most difficulties in guessing meaning aspect of reading ability. The result also shows that the easiest one is finding supporting detail. After know the result of pretest, the researcher give a treatment. After using summarizing strategy, the table shows the score of each indicator had improvement. It can see that the topic sentence is the highest improvement of the aspect on reading ability. Guessing meaning of the word had still the difficult one, but it shown improvement. The last from table of t-test prove that t-test (-14,787) is higher than t-table (1,690). It can be concluded there is an effect of summarizing strategy on increase reading ability at eleventh grade students of SMKN 2 Kediri.

C. Testing of Hypothesis

Based on the hypothesis and the data which had been analyzed before, the researcher concluded that summarizing strategy have significant effect on students' reading ability at eleventh grade of SMKN 2 Kediri in academic year 2021/2022. It can be proven from the result pretest and posttest, the table of paired sample statistics shows that the posttest score is higher than pretest score. The total score of pretest was 2285, and the total score of posttest was 2940. From that explanation, the students score was increased.

The result of t-test computation shows that t-score (-14,487) > t-table (1,690) with the significance level 5%. It means that there was significance effect before and after using summarizing strategy on increased reading ability. In conclusion, the Null hypothesis (Ho) was rejected and the Alternative hypothesis (Ha) was accepted. Summarizing strategy has influence to the students' reading ability in the eleventh grade of SMKN 2 Kediri at academic year 2021/2022.

D. Discussion

Based on the data that has been analyzed by using SPSS version 23 above, the purpose of the research were to find out the answer of question study were how is the students' reading ability before and after using summarizing strategy and the influence of summarizing strategy on students' reading ability at the eleventh grade students of SMKN 2 Kediri.

⁵³ In this research, the research design used one group pre-test post-test design. So, the ²⁹ researcher only took one class to be the sample of this research.

Related to hypothesis of this research, there was ² null hypothesis (Ho) and alternative hypothesis (Ha). The null hypothesis (Ho) means that there is no effect of reading ability using summarizing strategy, on the contrary ⁵⁶ the alternative hypothesis (Ha) means that there is an effect of reading ability using summarizing strategy. The researcher was analyzed the score of pretest and posttest's score by SPSS version 23. From that analyzed it ²¹ showed that t-score higher than t-table in significant level 5% ($-14,787 > 1,690$) with the degree of freedom (df) ⁵⁴ 35, so the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

Meanwhile, the pretest and posttest were having a different score in each indicator. As the researcher explained before, there were four indicators as follows: 1) main idea, 2) topic sentence, 3) supporting detail, and 4) guessing the meaning of the word. ³⁴ Chawwang (2008) states that the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. ⁷⁴ It was in the same as the result of the pretest. In the pre-test, the students had difficulties at finding the synonym of word it shown in their total score which is the lowest score was 19,4. Whereas in finding main idea and topic sentence the students also had difficulties. But this problem is not as difficult as finding

synonym of the word. They have the average score for that reading ability. The higher score was finding supporting detail, the score was 71.6. On the other hand, in posttest result, guessing the meaning of the word still have the lowest score, but there was a significant increased than the pretest. The most significant increase was topic sentence. The other indicators as main idea and supporting detail have increased as well.

The research finding supports some of previous studies that related with this research. Firstly, the research conducted by Murniyati (2018) entitled “The Effect of Using Summarizing Strategy of Intermediate EFL Learners in Reading Comprehension”. It can be showed from the result of students’ score. 43.75% the students get excellent classification and 56.25% the students get good classification. It is means the summarizing strategy having good effect. Secondly, the research from Ma’rifah (2017) entitled “Improving Students’ Reading Comprehension through Summarizing Activity at Second Grade of SMP MUHAMMADIYAH 1 Sendang Agung Lampung Tengah”. The result showed that the mean score between pretest and posttest improves from 42,57 to 74,21. She concluded there is a significant difference of students’ reading comprehension before and after being taught through summarizing activity. On the other hand, for the result of indicators of students’ reading ability has different result. In Ma’rifah (2017) the research shows that main idea becomes the significant indicator of improvement. While,

in this research topic sentence has significant improvement. Otherwise, main idea does not have significant improvement.

According to the explanation above, ⁴⁰ it can be concluded that summarizing strategy had significant effect on students' reading ability especially in the students' ability to find the topic sentence in the text.

28 CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher presents the conclusions and suggestions. The conclusions and the suggestions are created based on the result of the study. The conclusions are considered from data analysis and the suggestions are given to the teacher and the other researcher.

5 A. Conclusions

Based on the result of the study that had been described before, the researcher took some conclusion. The conclusions were about the students' reading ability before and after treatment and the influence of summarizing strategy to the students' reading ability of the eleventh grade students of SMKN 2 Kediri in academic year 2021/2022. The conclusions are follows:

1. The students' reading ability before using summarizing strategy had good category. However, for students guessing meaning of the word is the most difficult aspect in reading. Almost all the students cannot answer correctly. For the other aspects of reading, the students also found the difficulties but they were less than the aspect of guessing meaning of the word.
2. The students' reading ability after using summarizing strategy had excellent category. There was the improvement of their score, their average score increased. In the posttest, guessing meaning was still the

difficult one, but there was improvement. The highest improvement was in topic sentence aspect. Main idea and supporting detail also had the improvement as well. It means that there was a significant improvement of the students' reading ability after being taught using summarizing strategy.

3. The influence of the students' reading ability before and after using summarizing strategy can be known from data analysis. The implementation of summarizing strategy to the students' reading ability can help students in finding the topic sentence easier, also the students can understand the text, and then they can interpret the meaning of the text. In conclusion it can be said that there was any significant influence of using summarizing strategy to the students' reading ability of eleventh grade students of SMKN 2 Kediri at the academic year 2021/2022.

B. Suggestions

Based on the result of the study which stated above, there was any influence of using summarizing strategy to the students' reading ability, the researcher wants to give some suggestions relate to the statement above. The suggestions are given to the teacher, other researchers, and the students.

1. For the teacher

Using suitable strategy to increase the students' reading ability can enhance successful in reading performance. The English teacher should facilitate the students to use reading strategy when they read. Related to

the students' reading ability the aspect that had most difficulties is guessing the meaning of word. The students also still had low understanding to know the main idea and topic sentence in the text. It was known that summarizing strategy can influence the students' reading ability. By using summarizing strategy, the students' reading ability had improved. For example, they know about the meaning of the text through finding the main idea correctly in each paragraph. The students' ability in guessing the meaning of word also shows improvement. In addition, the researcher conducted the research in pandemic situation. So the data was collected through online class. In the online class there was a new problem that is sometime the class was disturb by unstable connection, so the students cannot catch the explanation by the teacher clearly. Based on that problem, the researcher hopes that the teacher will create a worksheet that can be done without face-to-face meeting, in order to the students will get a good material. So, the teacher has to facilitate the students to activate reading strategy when they are reading.

2. For other researchers

For the other researchers, the researcher expects that they are able to improve their research and make better research by exploring summarizing strategy for reading. They can use other indicators that the researcher hasn't involved in this research, such as finding specific information, identifying reference and inference in the text to understand

the text in more detail. The researcher hopes that this research is useful to become a reference of their research thesis in the future.

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