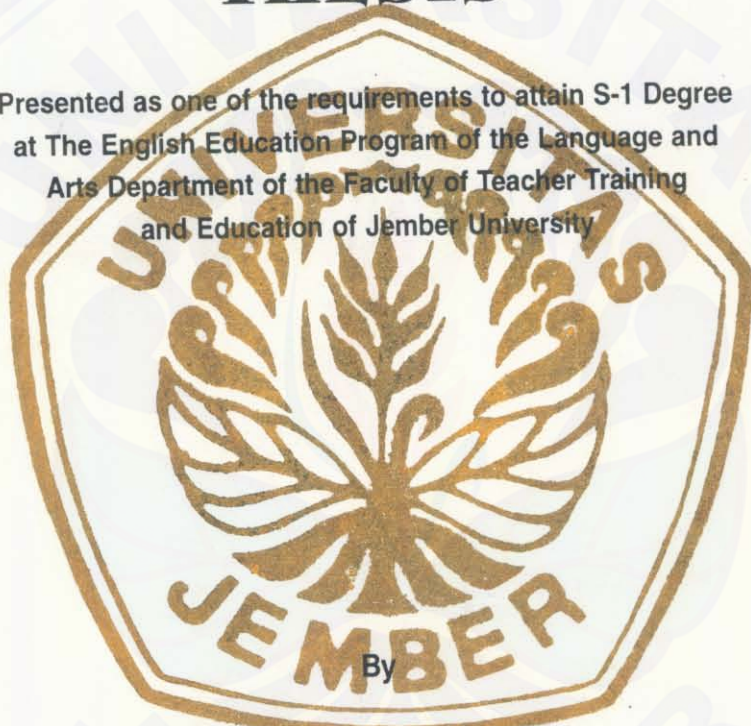




**THE EFFECT OF MAKING A SUMMARY ON READING COMPREHENSION
ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMU 1 RAMBIPUJI
IN THE 2001 - 2002 ACADEMIC YEAR**

THESIS

Presented as one of the requirements to attain S-1 Degree
at The English Education Program of the Language and
Arts Department of the Faculty of Teacher Training
and Education of Jember University



By

SELVI ANDRIYANI

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2001

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MOTTO

Experience is the best teacher

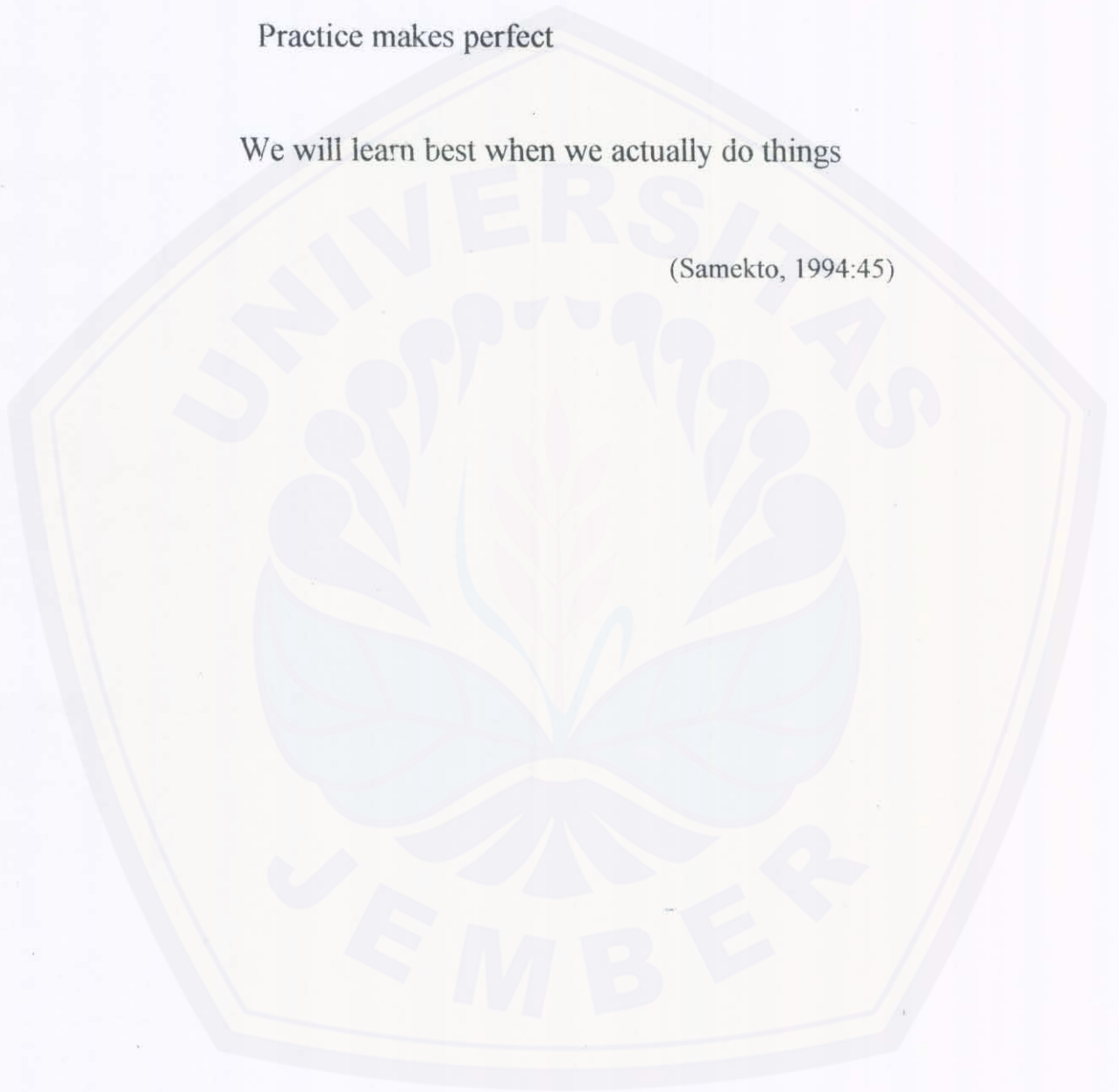
Experience is the mother of wisdom

In doing we learn

Practice makes perfect

We will learn best when we actually do things

(Samekto, 1994:45)



Dedication

This thesis is dedicated to:

1. My beloved father '*Subagio*', Thanks for your love and motivation;
2. My beloved mother '*Lilik Sumiati*' thanks for giving me invaluable affection, motivation, and assistance;
3. My beloved brother '*Yudik*' who always gives me criticism.
4. My beloved nephew '*Rifki*' who gives me laugh. You are my inspiration.
5. My beloved friends '*Noeng, Husnul, Saif, Arin*' and all students of 1996 level, thanks for your criticism, suggestion and motivation.
6. My beloved almamater.

APPROVAL

This thesis was examined by the examination committee of the Faculty of Teacher Training and Education of Jember University

On : Friday

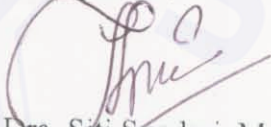
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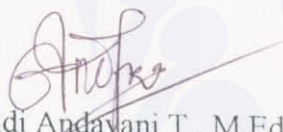
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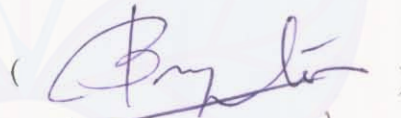
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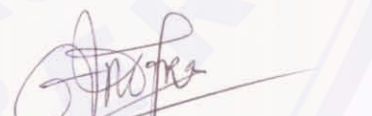
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Jember, October 2001

The writer

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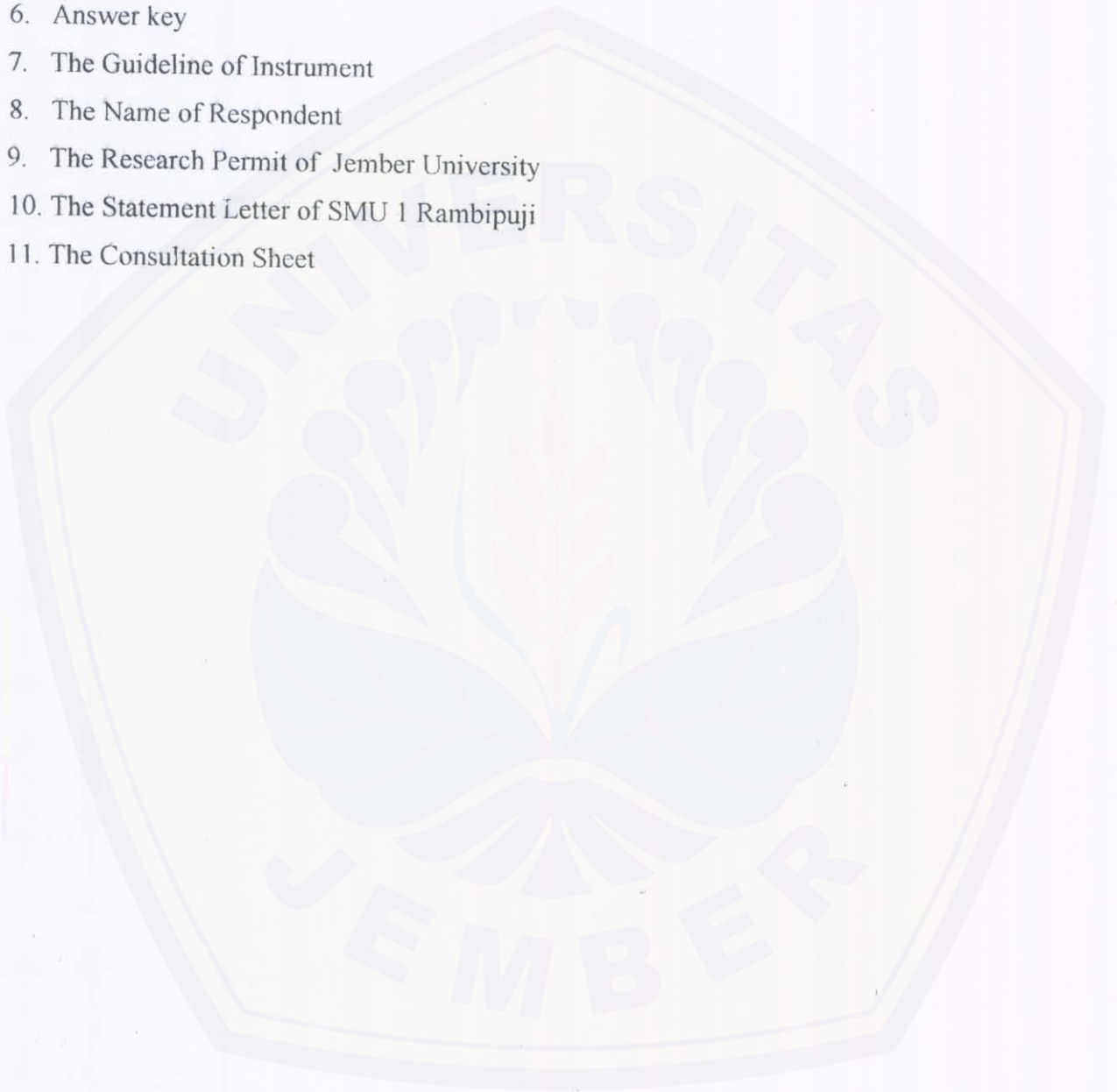
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ABSTRACT

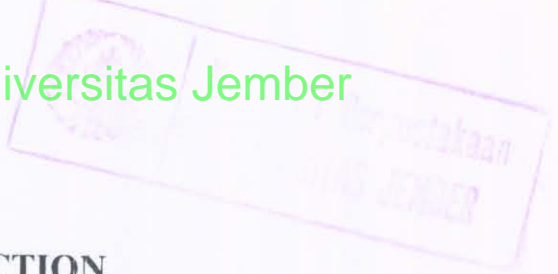
Selvi Andriyani, 1996. The Effect of Making Summary on Reading Comprehension Achievement of the Second year Students of SMU 1 Rambipuji in the 2001/2002 Academic Year.

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Consultants : 1. Dra. Wiwiek Eko Bindarti., MPd.
2. Dra. Made Adi Andayani T., MEd.

Reading is more than word calling. It needs the students to comprehend and interpreting the content of what they have read, even to remember it later. Besides, some of them get difficulty in finding the key words. In this research, paraphrasing and outlining were used as techniques to make a summary in comprehending the text. The objective of the research was to know whether or not there is a significant effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year. The research respondent were two classes of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year, taken by using cluster random sampling from the five classes as the population. The two classes were determined as the experimental and control groups. To achieve the research objective, an achievement test of reading comprehension was administered to get the primary data, while interview and observation were used to get the secondary data. To analyze the primary data, t-test formula was used with the significance level of t-table of 5%. The result showed that the statistical computation value of t-test was higher than that the critical value of t-table ($2.692241 > 1.990848$). It means that there is a significant effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year. Based on the result the English teachers are suggested to use summarizing technique in teaching English, especially in teaching reading to improve the students' reading comprehension achievement.

The key words: Paraphrasing, Outlining, and Reading comprehension achievement.



I. INTRODUCTION

1.1 Research Background.

Language has a very important role in human life. It is a means of communication among the society. English, for example, is one of the languages that many countries use to communicate with others. Therefore, English has been approved as one of the international languages.

Most of the formal education in Indonesia use English as a foreign language. It is given as a compulsory subject from Elementary School until Senior High School and even at the university level. According to the 1994 curriculum for SMU, English is one of the compulsory subjects given at Senior High School as a means of improving science, technology, culture, and art (Depdikbud, 1995:1).

In learning English, reading is one of the four language skills besides listening, speaking and writing. Reading is a receptive skill. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Carrell and Eskey, 1988:12). From a psycholinguistic viewpoint, reading is a problem-solving behavior that actively involves the reader in the process of deriving and assigning meaning (Rivers, 1987:70). Thus, there is an essential interaction between language and thought in reading to get meaning.

According to Burn et al. (1984:139) reading comprehension includes comprehending word meaning, comprehending sentences, and comprehending paragraphs. This means that reading is a communicative activity between the writer of the text and the reader. However, reading comprehension should be used integratedly with the other skills.

Furthermore, Grellet (1996:8) says that reading comprehension should not be separated from the other skills. Therefore, it is important to link the different skills through the reading activities chosen: (1) reading and writing (e.g. summarizing, mentioning what you have read in a letter, etc), (2) reading and listening (e.g. comparing an article and a news-bulletin, matching opinion and text, etc), (3) reading and speaking (e.g. discussion, debates, etc). In this case, the link between reading and writing in the form of summarizing will be chosen as it is easier to comprehend the text than the other linking skills.

Most students also have problem with reading because they do not only comprehend and interpret the content of the text, but they must also remember what they have read. However, making summary is a valuable skill of reading comprehension to remember what they have read and a practice of making summary will develop students' general writing habits. As Mikulecky (1990:104) states that although some people do not realize it, summarizing is an important reading skill. When readers summarize, they demonstrate their comprehension of the text. Thus, they will read the text more carefully, then they make a summary of the original text with their own words. In short, summarizing will help students to understand and comprehend what they have read.

Based on the explanations above, it can be concluded that the students, especially senior high school students who make summaries will have good reading comprehension. Therefore, it is interesting to conduct a research entitled the effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year.

1.2 Problem Formulation

Based on the background above, the problem is formulated as follows: "Is there any effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year?"

1.3 Operational Definition

It will provide a guideline to understand the concept and indicators of the study to operational form, such as making a summary and reading comprehension achievement. They are as follows:

1.3.1 Making Summary.

Making summary in this research consists of two techniques: paraphrasing and outlining (Grellet, 1996:24). It means that paraphrasing is a written skill in different way by using own words, while outlining is the list of all the important point of the text that are to be presented. In other words, the students' activity in making a summary of a reading text should represent the main idea of the writer by using their own words.

1.3.2 Reading Comprehension Achievement.

Reading comprehension achievement in this research deals with the result of the students' understanding of written material in the teaching learning process. The achievement can be seen on how far they can comprehend the text while the components of reading comprehension are comprehending word meaning, sentence, and paragraph. The result will be presented in the form of test scores.

1.4 Research Objective

The objective of this research is to know whether or not there is any significant effect of making summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year.

1.5 Research Significances

The results of this research are expected to give some significances to the following people:

a. Students

To let the students know how to make a good summary of the reading text. Thus, summarizing will help them to comprehend the text.

b. Teachers

To give an input to English teachers to improve the teaching learning process, especially in teaching reading through making summary.

c. Other Researchers

To give a useful contribution for future researchers who have similar problem with this research, such as an action research on improving students' reading comprehension through summarizing technique.

II. REVIEW OF RELATED LITERATURE

2.1 Making Summary.

2.1.1 Definition.

A summary is a brief restatement of the main thoughts of a writer (Steven and Musial, 1970:8). Furthermore, Wishon and Burks (1980:370) state that summary usually restates in different words of the main points that have been made in the developing paragraphs. Thus, summary is a brief restatement of the main points of writer's thoughts by using own words. It means that in making summary, it should contain the important ideas of the writer and eliminating any statements which are less important.

Moreover, Langan (1997:247) explains that a summary may consist of a single word, a phrase, several sentences, or one or more paragraphs. The length of any summary you prepare will depend on the instructor's expectations and the length of the original works. Concerning with the length of summary, Wishon and Burks (1980:372) say that the length of a summary is about one fourth to one third the length of the original. In this case, the length of a summary is based on the teacher as the instructor and the original text. If the text consists of one paragraph, the summary may consist of a single word, a phrase or several sentences. But, if the text consists of several paragraphs, the summary should consist of one or more paragraphs.

From the explanation above, it is concluded that making summary in this research means the students' activity in presenting a brief restatement of reading text which represent the main idea of the writer in the text as accurately as possible by using their own words.

2.1.2 Steps of Making Summary

There are several steps in making a summary. Langan (1997:247) suggests the following steps:

1. Take a few minutes to preview the work. Look at the title, subtitle, first and last several paragraphs, and other items.
2. Read the article for all you understand the first time through. Do not slow down or turn back, check or otherwise mark main points and key supporting details.
3. Go back and reread more carefully the areas you have identified as most important.
4. Take notes on the material. Concentrate on getting down the main ideas and supporting points.

The above explanation shows some steps of making a good summary. The writers have to observe the text carefully before they begin to write a summary.

Wishon and Burks (1980:372) also explain some guidelines to make a summary. They are as follows:

read the original selection carefully, search for the main idea, find the meaning of any unknown words, use the dictionary, read the selection again, determine the essential or nonessential development material, write down the key words or phrases, write the summary using the note and the meaning of the main idea.

Those quotations show that the guidelines above are needed to make a summary. It will help the students to write their summary. In general, it can be concluded that making a good summary has to follow the steps or guidelines of summarizing in order to enable the students write a summary easily. However, the problem of reader is to read the material carefully to get the important points.

2.1.3 Techniques in Making Summary.

Basically, the summary is the main or major ideas of the writer. Oshima and Hogue (1983:69) state that when you summarize, you include only the main points and supporting points, leaving out the details. As it is stated in the previous chapter that there are two techniques in making summary: paraphrasing and outlining. They are explained below:

1. Paraphrasing.

Paraphrasing is a writing skill in which information from published sources is written in different words (rephrased) without changing the meaning (Oshima and Hoque 1983:67). Meanwhile, Webster (1981:1638) explains that paraphrase is giving the meaning of a work or passage in other words. Thus, paraphrasing is a restatement of the meaning which written in different words.

In line with the definition of paraphrase, Mavor (1989:184) states that the dictionary definition of paraphrase is: to express in other words. So, it can be said that paraphrasing is giving the meaning of the passage what has been written and it is needed for the students to make a summary.

Here are some techniques to write paraphrase: use synonyms wherever possible, change active sentences to passive sentences, and change direct quotations to indirect quotations. And this is the example of paraphrasing:

Original : When the Maraccana soccer stadium (in Rio de Janeiro, Brazil) was opened to the public in 1950, Brazil lost the world cup to the Uruguayan team.

Paraphrasing : In 1950, Brazil lost the world cup in soccer to Uruguay in Rio de Jeneiro.

(Adapted from Oshima and Hoque, 1983:67)

2. Outlining.

Outlining is central to writing a good paper. It develops your ability to think in a clear and logical manner (Langan, 1997:26). In addition, Oshima and Hoque (1993:67) state that the outline is a helpful guide for you to use as you write your paragraph. It means that outlining will help the writers to organize their writing.

Furthermore, Webster (1981:1602) explains that outline is the principal feature or general principles of a subject of discussion. Whereas, Wishon and Burks (1980: 371) state that outlining will help the writer stick to the subject and force the

writer to list all idea that are to be presented. Thus, many writers make an outline before they begin to write. This is the form of a simple outlining:

- | | |
|------|-------------------------------|
| I. | Topic Sentence |
| II. | Supporting sentence |
| | a. main supporting sentence 1 |
| | b. main supporting sentence 2 |
| | c. main supporting sentence 3 |
| | etc. |
| III. | Concluding sentence |

The above explanations show that outlining will ensure that the writers will not include any irrelevant ideas and it will help the writers to write more quickly.

2.2. Reading Comprehension Achievement.

The important thing in reading comprehension is understanding what we read. Nuttal as it is quoted by Simanjuntak (1988:27) defines that reading is meaningful interpretation of the printed or written verbal symbols. Thus reading need achievement to comprehend the written materials.

In line with the achievement, Webster (1997:10) states that achievement means succeed in doing. Achievement is the act of achieving. Meanwhile Hornby (1983:8) explains that achievement is something achieved with effort and skill. It can be restated that achievement is how to do something successfully. In this case, reading comprehension achievement is the result of the students' comprehension in understanding a reading text.

2.2.1 Comprehending Word Meaning

To comprehend what the writer means in the text is to understand the meaning of the written word. As Froe (1962:208) says that if your understanding of word is limited, you will have many difficulties in grasping the author's message; however, if you know what the word means, you will be able to read along easily. In addition,

Kustaryo (1988:15) also states that in order to understand a paragraph, the reader must have an appropriate understanding about the meaning of words (1988:15). Thus, it is important for the reader to understand the meaning of the written words in the text in order to comprehend the message of the author of the text.

Furthermore, Robinson (1975:68) suggests some strategies to recognize the meaning of the word.

1. Students examine the word for familiar parts.
2. If they recognize a part as familiar but do not know its meaning, they try to think of other words in which the part appears, then reason out the meaning of the part.
3. Returning to the context, they combine contextual clues with structural to try to work out the word's meaning.
4. They check with the dictionary when they necessary within the classroom, the students should come to apply their techniques of structural analysis habitually.

The above quotation means that the students should think the appear meaning of the word, and check it with the dictionary to make sure the word meaning. So, it is important for the reader to understand the meaning of the word because it is essential in reading comprehension.

2.2.2 Comprehending Sentence

Comprehending sentence is needed to develop the students' ability in analyzing the content of the words in a sentence. Whorter (1989:95) says that along with words and phrases, sentences are basic units of meaning to consider when we try to improve our reading. Clear, accurate understanding of sentences is essential to all other comprehension skills and to the effective reading and study to the text. It means that the meaning of sentences is needed to understand and to comprehend the reading text.

Furthermore, whorter (1989:95) explains that a sentence is commonly defined as a group of word that express a complete word, sentence of the text keep

the message or idea of the author. Therefore, it is necessary to develop the ability to identify the parts that convey the essential meaning of the sentence.

In line with those explanations, Burn et al. (1984:163) also explain that a number of types of sentences, including those with relative clauses, complex sentences, in the passive voice, containing pronouns, missing words, and implicit relationships have been found to cause comprehension difficulty for the student. Thus, it is very important for the reader to learn how to search the information in the sentence.

To understand the meaning of a sentence, the students have to develop their ability in recognizing the meaning of the unfamiliar words. They also have to analyze the context of the words in a sentence so that the meaning can be found when they are associated with others in a sentence.

2.2.3 Comprehending Paragraph

The paragraph can be defined as a group of related sentences about a simple topic (Whorter, 1986:131). In other words, paragraph consists of sentences that build one main idea. Meanwhile, Simanjuntak (1981:101) says that

in order to be able to understand a paragraph, the first thing to do is to know what the paragraph tells about. Then they have to understand each of the sentences and what they are saying. Next, we have to consider what all the sentences, taken together, mean, in order to understand the main point of a paragraph.

The statement above shows that it is very important to find out the main point of the paragraph because the students can comprehend the text easily.

Sometimes a student gets difficulty to comprehend the paragraph because he/she does not know the organization on the paragraph. Simanjuntak (101-107) states that a paragraph has three essential parts, they are:

1. Topic.

The topic is the one thing of a paragraph tells about. Every sentence in a paragraph explains the topic. According to Hancock (in Simanjuntak, 1988:104), since the topic sentence which tells the main idea could be found anywhere in the paragraph, we should have a place to facilitate finding the

topic sentences. It can be said that the topic is as a subject of the entire paragraph.

2. Main idea.

The main idea is the essence of paragraph or what the author wants a reader to know about. So the main idea is the important idea that the author develops throughout the paragraph. Every sentence that express this idea is called the topic sentence where it can be located anywhere in the paragraph. Usually in the first sentence or even in the middle of the paragraph.

3. Supporting details

Supporting details are those facts and ideas that explain the main idea of the paragraph. Details are necessary in order to explain the ideas or to know about the main idea.

From the quotation above, it can be concluded that a paragraph consists of some related sentences which explain about one topic that contains the main idea. Meanwhile, details are meant to support the main idea and make the material more readable.

2.3 Teaching Reading Comprehension at SMU Based on the 1994 Curriculum.

In the teaching of English at SMU, reading is one of the skills that should be learned by the students. The activity of teaching reading in SMU is based on the curriculum and the Basic Course Outline 1994.

Further, the objective of teaching reading according to the 1994 curriculum are as follows:

- Finding the specific information;
- Getting the general figure about the content of the text;
- Finding the explicit main idea;
- Finding the implicit main idea;
- Finding the explicit supporting details;
- Getting the implicit information;
- Interpreting word meaning, phrase and sentences related to the text;
- Getting pleasure.

In addition, in the 1994 English curriculum for the second year students of SMU, the point of reading materials are as follows:

Cawu	Theme
The first Cawu	<ul style="list-style-type: none">- Geography- Culture and Art- Agriculture
The second Cawu	<ul style="list-style-type: none">- Welfare- History- Communication and Technology
The third Cawu	<ul style="list-style-type: none">- Occupation- International Cooperation

(Depdikbud, 1995:35-37)

In this research, the teaching materials of reading used are the first Cawu, and the theme chosen was Geography.

2.4 The Effect of Making Summary on Reading Comprehension Achievement.

Making summary brings together of important reading skill. To condense the original material, you must preview, read, evaluate, organize, and perhaps outline it (Langan, 1997:247). While Grellet (1981:23) says that making summary is one of the study skills proposed in understanding meaning. In line with those statements, it can be said that summary can be an aid to understand the reading material and reduce its meaning to a few words.

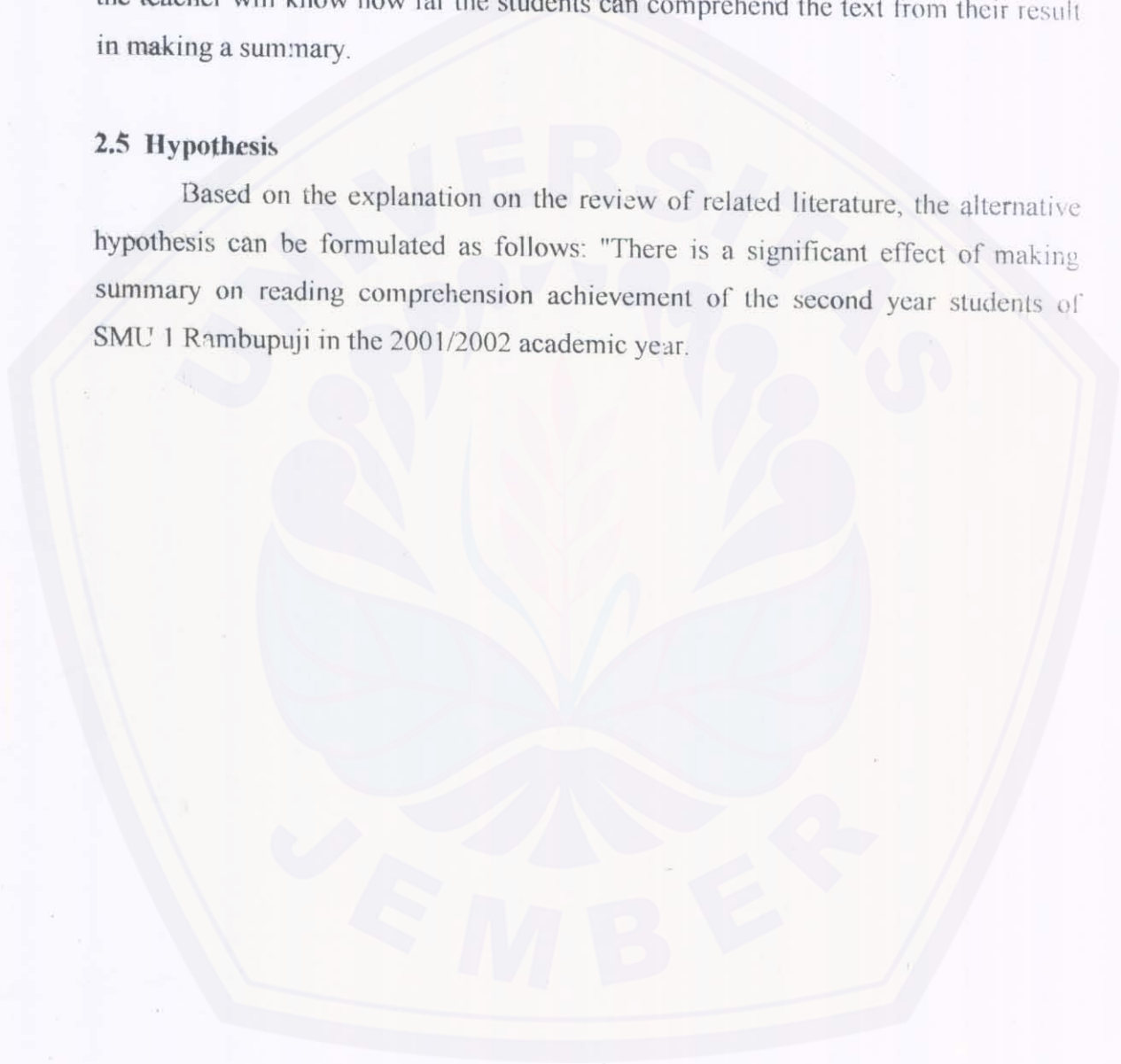
In reading, the students are motivated to pay attention to their understanding of what they are reading and try to remember what they have read. In this case, summarizing has been introduced to the students as a technique of reading comprehension. Further, Mickulecky (1990:104) says that summarizing can help us

to demonstrate our comprehension of the text. In fact, by summarizing, the students are encouraged to understand the text carefully and can remember what they have read.

In relation to this study, one technique that can be used in teaching reading is making summary. It is proved to be able to help the students in comprehending the text, because it will make them successfully master the reading skill. In other words, the teacher will know how far the students can comprehend the text from their result in making a summary.

2.5 Hypothesis

Based on the explanation on the review of related literature, the alternative hypothesis can be formulated as follows: "There is a significant effect of making summary on reading comprehension achievement of the second year students of SMU 1 Rambupuji in the 2001/2002 academic year."



III. RESEARCH METHOD

3.1 Research Design

The design of this research is experimental with post-test only control group design. It is used to know whether or not there is an effect of making summary on students' reading comprehension. In this research, two classes out of five were chosen as the experimental and control group after giving a homogeneity-test. Next, a treatment of making summary in teaching reading was given to the experimental group. Then, a post-test was given to both the experimental and control groups to find the difference of mean score. The formula used for testing the significant difference of mean score is t-test. The design is as follows:

	Random	Time Treatment	Post-test
Experimental	R	X	O
Control	R	-	O

(Fitz and Morris, 1987; 56)

Note:

- R : Respondents
- X : Treatment
- O : Post test

The procedures of the research are as follows:

1. Analyze the test by using Anova with f-test to know the significance mean difference of the existing classes.
2. Choose the subjects by using cluster random sampling after knowing the result of the homogeneity- test.
3. Determine both two classes for the research; use one of them as the experimental group and the other one as the control group by lottery.
4. Give treatment to the experimental group only for four times.
5. Give post-test to both the experimental and control groups.
6. Find the mean difference of each group.
7. Analyze the data by using t-test formula.

3.2 Area Determination

The area of this research is SMU 1 Rambipuji. It is directly determined based on some considerations; such as time, fund, energy, and permission to conduct the research easily.

3.3 Respondent Determination

The research respondents were the second year students of SMU 1 Rambipuji. There were five classes of the second year students of SMU 1 Rambipuji in the academic year 2001/2002. As Arikunto (1998 : 120) states that if the population is more than 100, we can take 10% - 15 %, or more as the sample. Since the number of the second year students of SMU 1 Rambipuji is more than 100, two classes were chosen as the experimental and control groups by using cluster random sampling. The classes were determined based on the result of the homogeneity-test. The formula applied for evaluating the homogeneity-test scores is Anova by Microsoft Excel-Application. The result was used to find the mean difference of the five classes. The information about the result of homogeneity-test could be seen in the following table:

Table 1. The Scores of Homogeneity-Test of the Second Year Students of SMU 1 Rambipuji

No	Class II.1	Class II.2	Class II.3	Class II.4	Class II.5
1.	55	70	65	80	40
2.	70	65	60	65	70
3.	80	90	80	85	65
4.	80	70	80	65	50
5.	50	90	75	45	65
6.	40	80	60	65	80
7.	95	70	85	65	70
8.	75	55	75	80	40
9.	45	70	70	85	65
10.	70	70	80	80	50
11.	60	80	80	65	70
12.	70	70	85	65	65
13.	70	90	70	65	80
14.	75	70	80	80	70
15.	75	55	80	65	65

No	Class II.1	Class II.2	Class II.3	Class II.4	Class II.5
16.	50	45	80	85	70
17.	70	70	60	80	65
18.	75	70	75	80	80
19.	85	70	70	80	50
20.	65	70	65	75	80
21.	55	70	40	80	40
22.	70	90	80	80	85
23.	50	80	70	80	70
24.	75	70	80	45	65
25.	80	70	75	80	40
26.	70	80	90	80	95
27.	65	70	80	80	90
28.	90	70	75	60	90
29.	65	70	65	65	80
30.	75	70	65	55	50
31.	75	70	65	80	40
32.	60	70	70	80	60
33.	75	65	65	45	70
34.	60	80	80	65	65
35.	70	70	70	80	85
36.	70	70	75	50	90
37.	75	70	60	95	70
38.	80	70	65	65	65
39.	65	90	65	75	85
40.	65	70	70		65
41.	60				95
42.	95				85
43.	50				95
44.	70				

It means that the result of F-test is nonsignificant. In other words, there is no significant ability of the students on the English subject, especially on reading comprehension among the five groups or classes. So, the second year students of SMU 1 Rambipuji are homogeneous. That is why two classes were taken as respondents randomly. Then, one class was determined as the experimental group (II-2) and the other class as the control group (II-3) by lottery.

3.4 Research Instrument

3.4.1 Test

Test was used to measure the students' reading comprehension achievement. The achievement test was used to know how far the students could comprehend the reading text. Then, a teacher-made test was given and was constructed based on the Basic Course Outline (GBPP 1994).

Then, the objective test applied was in the form of multiple-choice, which is widely used in measuring students' reading comprehension achievement with the consideration that it can be scored easily and quickly. The test consisted of 20 items constructed from 4 different texts. Every text consisted of 5 items having 5 options each. The allocated time to do the test was 45 minutes.

A good test should be valid and reliable. Hughes (1984:22) states that a test is said to be valid if it measures accurately what it is intended to measure while a test is reliable if it measures consistently. Then, the validity used is content validity. As Morris et al. (1987:99) state that content validity refers to the representative sample of questions included in the instrument. It means that the content validity should contain a representative sample of language skills based on the syllabus. In this case, the test items were constructed based on the general instructional objective and the specific instructional objectives. Besides, the test items were consulted with the English teacher of the second year students of SMU. Therefore, the test that was administered in this research was valid. Since the test is valid, it must also be reliable. As Heaton (1988:15) says that reliability is a necessary characteristic of any good test; for it to be valid at all, a test must be reliable. It can be said that if the test is valid, it is also reliable.

3.4.2 Interview

In this research, interview was be applied to get the data needed. Furthermore, the interviewee was the English teacher of the second year students of SMU 1 Rambipuji, and the data taken were the methods of teaching used in reading comprehension used by the teacher and the books used in teaching reading.

3.4.3 Observation

The observation method was used to observe the students' learning process as supporting data, and to obtain the data of the circumstances of the school at SMU 1 Rambipuji. Besides, the observation was used to observe the school facilities.

3.5 Data Analysis

The result of the post-test of both the experimental group (treated by making summary) and the control group was then analyzed by using t-test. The formulation of the test used in this research is as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{\sum X_a^2 + \sum X_b^2}{na + nb - 2} \right] \left[\frac{1}{na} + \frac{1}{nb} \right]}}$$

Note:

- Ma : mean of the experimental group
- Mb : mean of the control group
- Xa : individual score deviation Ma
- Xb : individual score deviation Mb
- na : number of subject in experimental group
- nb : number of subject in control group.

(Hadi, 1991:443)

T-test was used to check the effectiveness of the treatment and the result was tested by using t-table of 5% significance level.

IV. RESEARCH RESULTS AND DATA ANALYSIS

4.1 The Result of Primary Data

4.1.1 The Result of Post-test

The post test was given on July 30th to the two classes of the existing classes that had been by lottery. The first Class (II-2) as an experimental group treated by making a summary, while the second class (II-3) as the control group was not. The treatment was given to the experimental class for four times. The schedule of teaching English for both of the experimental and control groups were as follows:

No	Date	Time	
		Experimental Class	Control Class
1.	17 - 07 - 2001	08.15 - 09.45	10.00 - 11.45
2.	19 - 07 - 2001	10.00 - 11.30	06.45 - 08.15
3.	24 - 07 - 2001	08.15 - 09.45	10.00 - 11.45
4.	26 - 07 - 2001	10.00 - 11.45	06.45 - 08.15

The result of post-test is used to know the significance mean difference between the experimental and control groups. The result of post-test was analyzed by using t-test. The distribution of the scores can be seen on Table 4.

Table 4. Simplification of Analysis of the Scores of Experimental and Control Groups

No.	Control	Treatment
1.	65	65
2.	60	55
3.	70	60
4.	65	65
5.	55	80
6.	45	85
7.	70	65
8.	65	70
9.	40	55

No.	Control	Treatment
10.	60	60
11.	65	75
12.	55	50
13.	35	75
14.	60	75
15.	50	70
16.	75	60
17.	60	70
18.	55	70
19.	65	65
20.	80	60
21.	50	60
22.	70	65
23.	60	60
24.	75	65
25.	65	75
26.	80	70
27.	70	65
28.	55	80
29.	60	60
30.	70	70
31.	60	60
32.	60	55
33.	70	90
34.	75	60
35.	50	65
36.	65	90
37.	55	60
38.	65	95
39.	65	80
40.	60	70

Table 5. t-test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	68.125	62
Variance	107.2917	99.74359
Observation	40	40
Pooled Variance	103.5176	
Hypothesized Mean Difference	0	
Df	78	
t statistical	2.692241	
P(T<=t) one – tail	0.004341	
t Critical one – tail	1.664625	
P(T<=t) two – tail	0.008683	
t Critical two –tail	1.990848	

From the computation above, it is known that the value of t-statistical was 2.692241 and the value of t-table with the significance level 5% was 1.990848. It shows that the results of t-statistical computation above were higher than that of the critical value.

It is proved that the nuli hypothesis (H_0) is rejected, so that the alternative hypothesis (H_a) which is formulated: "There is significant effect of making summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year" is accepted. It means that making summary significantly affects the students reading comprehension achievement. In other words, there is a significant effect of making summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year.

4.2 The Result of Secondary Data.

The secondary data were obtained by using some methods; they were interview and observation. Here are the results.

4.2.1 The Result of Interview

The interview was conducted on July 20th 2001 at SMU 1 Rambipuji, and it was done with the second year English teacher of the school. According to the teacher, in teaching reading, he applied discussion method. In the class, the reading activity could be done by asking the students to answer the questions related to the text and discuss it together.

Dealing with the English material, he said that the teaching materials used was English for Senior High School 2 published by Depdikbud as the compulsory book, while PR Bahasa Inggris Kelas 2 published by PT Intan Pariwara was used as the supplementary one.

4.2.2 The Result of Observation

Observation was conducted to observe the teaching learning process and the school facilities. In teaching learning process, especially on reading, the techniques applied are pre-reading, whilst-reading and post-reading. In pre-reading, the activity is done to make the students interest with the topic that will be discussed. As William (1984:38) says that students are required to create expectations and arouse their interest with the topic that will be discussed. Here, the strategy can be carried out by asking some leading questions, guessing text contents, showing pictures, etc. It is usually done orally in order that the students predict the topic that will be discussed. The next is whilst-reading. In this step, the students are required to understand the text given widely concerning with the writer's purpose, text structure and the content (William, 1984:38). In this research, the teacher gave the reading text by providing exercises, such as asking the students to answer the questions related to the text. The last is post-reading. This step has some kinds of follow-up task related to the text (Harmer, 1991:189). To develop this phase of reading, the students need to relate the content or idea of the text to their own knowledge, interests, or views (William, 1984:39). Furthermore, the activities can be applied by giving opinions, completing tables, rearranging sentences, etc. In terms of this research, the students are provided some problems related to the text, such as finding the main idea of each paragraph and discussing about the topic of the text.

In relation to the observation, the school facilities are also used to support the teaching learning process. In this research, SMU 1 Rambipuji has 15 classes from the first level up to the third level. Every level consists of 5 classes each. The school also has a library and two laboratories. They are a laboratory of computer and a laboratory of natural sciences (chemistry, biology, and physics). Hopefully, those facilities have a very important role on the teaching learning process. In teaching English, for example, the facility, such as a library is needed for the students, because students can borrow some dictionaries or English books from that place.

4.3 Discussion

Based on the result of the tests, making summary has positive effect on the students' reading comprehension achievement. It can be seen through the result of t-test on the experimental group. The statistical computation of t is higher than that of t-critical values ($2.692241 > 1.990848$). It means that the result of the statistical computation of the t-test supports the working hypothesis of the research which says there is a significant effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year. It also means that the results of the statistical computation of the t-test support the theory which says that the best way to demonstrate the students' comprehension of the information and the ideas in any piece of writing is to compose accurate and clearly written summary of a paragraph, a chapter, an article or a book (Behrens and Rosen, 1985:3). It means that it is beneficial for the students to write a summary of the content of a passage to express that they have understood the text well. Besides, Smith and Johnson (1980:143) state that "perhaps the best indication of the students' comprehension of a passage is ability to summarize it".

In addition to that, there were some research results that support the theory saying that making summary gives better reading comprehension achievement. A research conducted by Astutiani on "A Correlation Between Reading Comprehension and Writing Summary of the A4 Third Year Students of MAN 2 Jember in 1995/1996" found out that student who has a good reading comprehension tends to make a good summary and that by Hermin Agustini on "The Effect of Summary Assignment on Reading comprehension

Achievement of the Second Year Students at SMUN Kalisat in the Academic 1996/1997" found out that summary gave positive effect on reading comprehension achievement.

From those ideas, it can be concluded that summary is a good device in learning English, especially in developing students' reading comprehension.





V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the result of the data analysis and hypothesis, it is found that the statistical value of t is higher than the value of t -table ($2.692241 > 1.990848$). Thus, it is concluded that there is a significant effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year.

5.2 Suggestions

Based on the result of the study, the following suggestions are addressed to the teacher, students, and other researchers.

a. The English Teacher.

It is better for the teacher to ask the students to make a summary after giving the passage or reading text, because it will help them to increase their reading comprehension achievement.

b. Students.

By making summary, the students are greatly expected to try or practice to summarize the reading text in order to increase their comprehension on reading texts.

c. Other Researcher

Other researchers can use this research result as a consideration to conduct an action research on how to improve students' reading comprehension achievement through summary technique.

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RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Making a Summary on Reading Comprehension Achievement of the Second Year Students of SMU 1 Rambipuji in the 2001/2002 Academic Year.	Is there any significant effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the academic year 2001/2002?	1. Making a Summary 2. Reading comprehension achievement	- Paraphrasing - Outlining - comprehending word meaning - comprehending sentence - comprehending paragraph	1. Respondents: The second year students of SMU 1 Rambipuji 2. Informant: - The English Teacher - The Administrative Staff	1. Area Determination Purpose 2. Respondent Determination Cluster Random Sampling 3. Data Collection - Observation - Interview - Test 4. Data Analysis	There is a significant effect of making a summary on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2001/2002 academic year.

$$f = \frac{Mc-Mb}{\sqrt{\frac{\sum Xc^2 + \sum Xp^2}{nc+nb-2} \left[\frac{1}{na} + \frac{1}{nb} \right]}}$$

Note:

Ma : mean of the experimental group
 Mb : mean of the control group
 Xa : individual score deviation Ma
 Xb : individual score deviation Mb
 Na : number of subject in experimental group
 Nb : number of subject in control group.

(Hadi, 1991:443)

Homogeneity Test

Class: The Second Year Students of SMU 1 Rambipuji

Time: 45 minutes

Instruction!

Write down your name and number in your answer sheet.

Read the text carefully and choose the correct answer!

Text 1

Walking through a Southeast Asian forest, you might sniff a disgusting smell like rotting meat. This stench would lead you to one of the strangest plants on earth. A scientist named it Rafflesia after Sir Thomas Stamford Raffles, the British colonial governor who found Singapore. People also call it the stinking corpse lily, but Rafflesia is not a lily, *nor* is it like any other ordinary flowering plant.

You will see no stem, and there are no leaves or roots. The whole plant consists of long, thin threads hidden from sight and one huge flower up to 90 centimeters across, the largest flower in the world. With five reddish "petals" resembling slices of raw meat, the flower is very heavy too. A large specimen may be the same with than a one-year-old child.

Rafflesia has a flower almost as big as a bus wheel but no roots, stems or leaves for making food. This parasite steals ready-made nourishment from another plant.

From the sticky see produced by female flowers spout the threads that form a new Rafflesia plant. The threads burrow through the rough bark of a jungle. Nine months later, a new flower bud bursts open.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

1. Where does a Rafflesia grow?
 - a. Only in Singapore
 - b. In the vases
 - c. In southeast Asian forest
 - d. In all forest
 - e. In certain forest

2. Who is Sir Thomas Stamford Raffles?
 - a. The man who found Rafflesia
 - b. The man who spout the flower
 - c. The man who found Singapore
 - d. The man who plant Rafflesia
 - e. The man who named Singapore

3. Sir Thomas Stamford Raffles founded
 - a. Singapore
 - b. Asian forest
 - c. Rafflesia
 - d. Earth
 - e. British

4. These are the characteristics of Rafflesia, **except**
- a. There are no roots
 - b. It has a very huge stem
 - c. It is heavy flower
 - d. The largest flower in the world
 - e. The plant are long and thin
5. The size of Rafflesia can be found in paragraph?
- a. 2
 - b. 1
 - c. 5
 - d. 4
 - e. 3

Text 2

Many civilizations develop folk art-those useful crafts and decorative arts unique to one people. North and South America are rich in folk art-perhaps because so many settlers came from different lands, bringing their folk arts with them. Skills of many peoples blended together to produce some folk arts found only on these two continents. In Mexico and Guatemala, for example, new settlers blended their skills with the arts of American Indians to produce beautiful folk art.

The newly arrived American colonists found a great demand for their skill. The carpenter, blacksmith, sailmaker, and the cooper (barrelmaker) were very important people. In this wild, new land almost everything had to be made by hand. The woman who could embroider a beautiful sampler, do crewel embroidery, or fashion gaily colored patchwork quilts to brighten the dark, long winters was much admired. Much of the simple, practical furniture colonists made was beautifully designed and carefully built. Settlers made ladderback chairs, carved chests, spacesaving trundle beds, and sturdy, all-purpose tables. Early metal workers made useful and handsome weathervanes. Every farmer hoped to get a sturdy iron or copper vane to put on the high point of his barn. Some were made in the design of a cock, others as an angel blowing a trumpet. Museums such as the Smithsonian in Washington D.C preserve these useful craft items as examples of early American folk art.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

6. The correct statement based on the text is
- a. North and South America are rich in folk art because so many people came from different lands
 - b. North and South America are rich in folk art because people brought their folk arts to different lands
 - c. North and South America are rich in folk art because many peoples blended together to produce some folk arts
 - d. North and South America do not have any folk arts
 - e. North and South America are rich in folk art because they bought folk arts from other countries

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7. In Mexico and Guatemala, for example, new settlers blended (Paragraph 1 last sentence).
The word **settler** means
- a. colony
 - b. colonist
 - c. colonize
 - d. colonnade
 - e. colonial
8. The main idea of the second paragraph is
- a. American folk art
 - b. a practical furniture colonist
 - c. barrelmaker colonist
 - d. American colonist
 - e. useful craft
9. Practical furniture colonists made was beautifully designed and carefully built by.....
- a. women
 - b. settlers
 - c. early metal workers
 - d. farmers
 - e. carpenters
10. What is the topic of paragraph 1?
- a. settlers
 - b. civilization
 - c. crafts and decorative
 - d. art of America
 - e. folk art

Text 3

There is a kind of writing not in verse. It is freely written. This kind of writing is called prose. It can be narration, exposition, argumentation, and description or mixed up among them. Novel is one example of a prose. It's difficult to find only one style of writing in a novel. Usually those styles are mixed up to create good novel. A novel focuses on one problem. This problem can be happy ending or sad one. A novel is long enough to be bound as a book. But sometimes a novel is too short to be bound. It is usually inserted in a magazine. It is called a novelette. A person who writes a novel is a novelist.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

11. A novel is written
- a. in verse
 - b. with rhyme scheme
 - c. without rhyme scheme
 - d. with syllable pattern
 - e. without beautiful language
12. This item is not the form of a prose.
- a. verse
 - b. description
 - c. argumentation
 - d. exposition
 - e. narration

13. A novelette is usually
- a. in verse
 - b. with rhyme scheme
 - c. with syllable pattern
 - d. without beautiful language
 - e. inserted in magazines
14. A composition that consists of storytelling is a prose in the form of
- a. description
 - b. narration
 - c. exposition
 - d. argumentation
 - e. poem
15. The text tells us about
- a. prose
 - b. novel
 - c. exposition
 - d. argumentation
 - e. poem

Text 4

As one of the tourism resorts in Indonesia, Bali is famous not only for its beautiful scenery, but also for its dances, music, customs, etc. One of the famous Balinese dances is the Barong dance. Several people perform the dance and the Balinese gamelan orchestra accompanies it. Bells, drums, and gongs make up the orchestra and they set the various moods of a Barong dance.

These Balinese describe Barong as a mythical creature whose magic power is concentrated in his beard. The Barong dance shows the struggle between the forces of harmony and discord. The struggle reaches its climax with a fight between the Barong and the witch, Rangda.

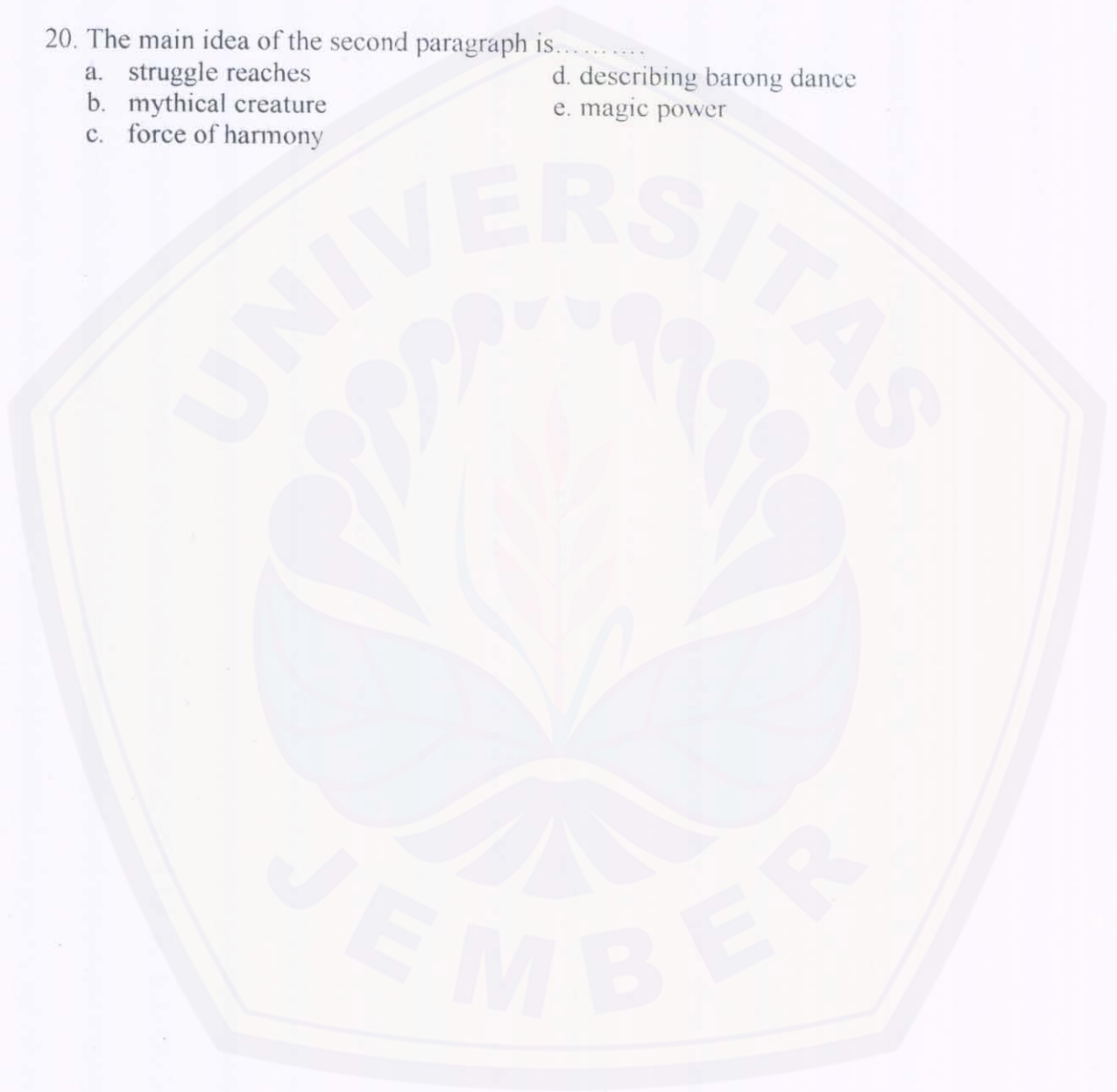
The fight is not leading to a clear result. Therefore, the Barong leaves the stage to call his followers. They attack Rangda, but she rallies and casts a spell. The spell causes them to turn their knives upon themselves. The witch goes away in joyful satisfaction, but the Barong's magic protects the men so that the blades do not harm them. Finally the Barong and a Pemangku release them from trance.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

16. The Balinese gamelan can be found in paragraph.....
- a. 5
 - b. 4
 - c. 3
 - d. 2
 - e. 1
17. The sentence is not included in Barong dance is.....
- a. has magic power
 - b. release the magic
 - c. shows the force of harmony
 - d. reaches Rangda
 - e. a mythical creature

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18. Magic power of Barong is concentrated in the
- a. beard
 - b. orchestra
 - c. dance
 - d. struggle
 - e. show
19. How does Barong againts Rangda?
- a. He rallies spell
 - b. He turn the knive
 - c. He attack Rangda
 - d. He calls the follower
 - e. He protect the men
20. The main idea of the second paragraph is.....
- a. struggle reaches
 - b. mythical creature
 - c. force of harmony
 - d. describing barong dance
 - e. magic power



The Answer key

Homogeneity-test

1. C
2. C
3. A
4. B
5. E
6. A
7. B
8. D
9. B
10. E
11. C
12. A
13. E
14. B
15. A
16. E
17. D
18. A
19. D
20. D



LESSON PLAN

Subject	: English
Level/Cawu	: II/1
Theme	: Geography
Sub - Theme	: Natural disasters
Skill	: Reading and Writing
Time	: 2 x 45'

I. General Instructional Objective.

By mastering 2500 new vocabularies in the level of vocabulary about 3000 and grammar which is suitable with the theme and sub - theme that has been chosen, the students are able to read, to listen, to speak and to write.

II. Specific Instructional Objective

- The students are able to paraphrase the text.
- The students are able to outline the text.
- The students are able to make a summary well.

III. Material Description

A. Read the text carefully !

Forest Fires

Huge clouds of smoke are billowing over Sumatra's Riau province, March 2000 and there are fears of a repeat of the 1997 jungle blazes which engulfed neighbouring Singapore and parts of Malaysia in thick smoke.

"it is already an emergency", Minister Soni Keraf told reporters just before going into a cabinet meeting where issue will be discussed He said there were hundreds of hotspots on the two islands. "We don't know yet whether it's deliberate or not. But we will find out," Keraf said. Just over two years ago, the fires spewed smog into the region, causing widespread health problems and damaging tourism.

The fires then were blamed on logging companies and farmers clearing land. The fires occur every dry season, but 1997 was the worst year in recent times. The Sumatran Environmental Supervisory Agency accused palm oil plantations in the island province of Riau of deliberately starting the fires there. Riau is on the east coast of Sumatra and faces Singapore.

Ardi Yusuf, with the agency's forestry division, told Reuters teams from his agency had video tapes of fires in the plantations. "The major fires were located in the area of Kampar and Bengkalis, around eight hours from (Riau capital) Pekanbaru.

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Locals said the air quality in Riau on Wednesday morning had improved though a thin veil of haze still blanketed the Oil City. "It's a bit hazy but I don't think a mask is needed," one local resident said.

However, Khodijah Nurhadi, from the environment agency's air monitoring division told Reuters that residents still needed to be careful. "The conditions are still very unhealthy," she said. Tests on Tuesday showed the pollution index at up to 313 she said. A reading of over 300 is considered hazardous to health. A normal level is below 50.

B. Paraphrase the text on paragraph 1 by using your own words!

C. Make an outline of the important points of the text!

D. Make a summary of the text not more than 100 words!

III. Teaching Learning Activities.

Approach : Meaning Based Approach

Procedures :

Experimental group	Time
1. Set Induction <ul style="list-style-type: none">❖ Greeting❖ Asking leading question to arouse the student's interest with the text.❖ Telling the topic that will be discussed.	5'
2. Main Activities <ul style="list-style-type: none">❖ Asking the students to open the LKS book and asking them to read the text about	5'

forest fires.	
❖ Asking the students to paraphrase the text on paragraph 1.	15"
❖ Asking the students to make an outline of the important points of the text.	15'
❖ Discussing the students' work.	15'
❖ Asking the students to make a summary of the text.	30'
3. Closure	5'
❖ Reviewing the material by asking some questions about forest fires orally	
❖ Parting	

V. Sources

- a. Media : PR Bahasa Inggris Kelas 2 Cawu 3 SMU, PT. Intan Pariwara
- b. Method : Communicative and Meaning Based Approach

VI. Evaluation

Written test

LESSON PLAN

Subject	: English
Level/Cawu	: II/1
Theme	: Geography
Sub - Theme	: Natural disasters
Skill	: Reading and Writing
Time	: 2 x 45'

I. General Instructional Objective.

By mastering 2500 new vocabularies in the level of vocabulary about 3000 and grammar which is suitable with the theme and sub - theme that has been chosen, the students are able to read, to listen, to speak and to write.

II. Specific Instructional Objective

- The students are able to find the main idea of each paragraph in the text.
- The students are able to answer the questions correctly.

III. Material Description

A. Read the text carefully !

Forest Fires

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However, Khodijah Nurhadi, from the environment agency's air monitoring division told Reuters that residents still needed to be careful. "The conditions are still very unhealthy," she said. Tests on Tuesday showed the pollution index at up to 313 she said. A reading of over 300 is considered hazardous to health. A normal level is below 50.

B. Match the English with the Indonesian equivalents.

- | | | | |
|-------------|---------|---------------|---------|
| 1. Hotspot | = _____ | 6. deliberate | = _____ |
| 2. billow | = _____ | 7. spew | = _____ |
| 3. fear | = _____ | 8. veil | = _____ |
| 4. blaze | = _____ | 9. hazy | = _____ |
| 5. engulfed | = _____ | 10. hazardous | = _____ |

- | | | | | |
|---------------|------------------|----------------|--------------|--------------|
| a. berbahaya | c. berkabut | e. disengaja | g. selubung | i. ketakutan |
| b. lautan api | d. menggelembung | f. menimbulkan | h. titik api | j. melanda |

C. Mark true (T) or false (F) for the statements below according to the text!

- The capital city of Pekanbaru is Riau.
- Soni Keraf is the Indonesian's state minister of the environment.
- Forest fires also engulfed Singapore and Malaysia.
- Huge clouds of smoke could cause widespread health problems and damage tourism.
- Soni Keraf is sure that the forest fires were started deliberately.

D. Complete each sentence with the word provided in the box.

- The _____ from the mountain went down to the village covering almost all roads with mud.
- An active volcano often _____ lava, hot liquid rock.
- The two days wind _____ the crops of the farmers was called a typhoon.
- Beside the prosperity of land, farmers near Merapi Central Java had a great _____ caused by volcanic eruption.
- The greatest _____ of the town mountains in Indonesia happened in 1883 at Krakatau.

5. The greatest _____ of the town mountains in Indonesia happened in 1883 at Krakatau.
6. Earthquake sometimes makes _____ in many part of high lands.
7. The people who works on volcano are doing _____
8. The total _____ of the town caused by the earthquake will take on year to rehabilitate it.
9. The flood on Bengawan Solo, in one side, brings to houses, but in another, it makes the lands _____
10. Its eruption made an _____ not only in Indonesia but also in parts of India.

- | | | | | |
|--------------------------|------------|----------------|---------------|---------------|
| a. volcanological survey | c. loss | e. eruption | g. mudflow | i. landslides |
| b. earthquake | d. fertile | f. destruction | h. throws out | j. damaging |

III. Teaching Learning Activities.

Approach : Meaning Based Approach

Procedures :

Control group	Time
<p>1. Set Induction</p> <ul style="list-style-type: none"> ❖ Greeting ❖ Asking leading question to arouse the student's interest with the text. ❖ Telling the topic that will be discussed. 	5'
<p>2. Main Activities</p> <ul style="list-style-type: none"> ❖ Asking the students to open the LKS book and asking them to read the text about forest fires. 	10'

based on the text. ❖ Discussing the students' work.	30'
3. Closure ❖ Reviewing the material by asking some questions about forest fires orally ❖ Parting	5'

V. Sources

- a. Media : PR Bahasa Inggris Kelas 2 Cawu 3 SMU, PT. Intan Pariwara
- b. Method : Communicative and Meaning Based Approach

VI. Evaluation

Written test

POST TEST

Class: The Second Year Students of SMU 1 Rambipuji
Time: 45 minutes

Instruction!

Write down your name and number in your answer sheet.

Read the text carefully and choose the correct answer!

Text !

Some animals are very rare, numbering perhaps only a few hundred in the wild. They include some very well known animals, like the giant panda or the blue whale. They are getting even scarcer and could soon disappear.

In the course of evolution, every kind of animal eventually dies out, but we humans are speeding up the rate at which many become extinct. In the past, hunters were the worst culprits, wiping out some animals for food or sport and others because they threatened people or livestock. Now wild creatures die out when farms and cities gobble up the forests, prairies and marshes where they live.

The 1990 scientists counted 5000 kinds of animals known to be at risk of extinction. More than 2000 were invertebrates (animals without a backbone), more than 1000 were birds, about 760 were fishes, about 700 were mammals, nearly 200 were reptiles and 63 were amphibians (frogs, toads, salamanders). Besides all these, millions of unknown kinds of insect could vanish forever even before we have discovered them!

By 1990 only one Sprix's macaw remained wild in Brazil. Thirty more were kept as pets. Breeding these captive birds seems the only hope of keeping this species alive.

Fewer than 300 Tonkin sub-nosed monkeys live in the wild, in four small patches of bamboo forest in Vietnam.

The Java rhinoceros is scarcest large mammal. A century ago thousands roamed the hilly forests of Southeast Asia. Then farmers cut down trees and hunters killed rhinos to sell their horns of making medicines. Only about 70 survive.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

1. Rare animals can be found in paragraph.....
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

2. Blue whales live in the
 - a. forest
 - b. sea
 - c. air
 - d. pond
 - e. mountain

3. The Java rhinoceros live in the
 - a. forest
 - b. sea
 - c. air
 - d. pond
 - e. mountain
4. This is not the reason why hunters kill animals.
 - a. The animals threaten people
 - b. The animals are dangerous
 - c. The hunters want to have an interesting sport
 - d. The hunters want to have the meat
 - e. The animals are rare
5. The second paragraph tells us about.....
 - a. Worst culprit
 - b. Course of evolution
 - c. Kind of animal
 - d. Forest
 - e. Livestock

Text 2

The Mongols were nomads who lived in tribes in northeast Asia. In 1206 they were united by a man called Timujin, who took the name Genghis Khan, "Ruler of All", and set out to conquer the world. The Mongols were expert horsemen. Their love their tough, bad-tempered ponies almost as much as they loved their own children. Their favorite weapon was the bow and arrow, which they fired at full gallop. They also had giant catapults for attacking walled cities. Under Genghis Khan they become an organized army that nobody could resist. In 1211 they attacked the Qin Empire of northern China. Sweeping across the Gobi desert, they smashed the Qin armies and took Beijing, leaving dead bodies piled in mounds. His cavalry pounded through the Middle East and across the vast expanses Russia into Europe.

The conquest of China was complete by Genghis's grandson, Kublai Khan. He has the greatest ruler in the world but the soon had difficulties in controlling such a large empire. It began to break up into separate states. In the 14th century another Mongol conqueror, Tamerlane, repeated Genghis's conquests. He was a brilliant warrior but, unlike Genghis, he was a poor governor. His empire collapsed at his death.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

6. The Mongols were **nomads**. It means that they
 - a. wandered from place to place
 - b. stayed in fixed homes
 - c. liked to fight
 - d. loved pence
 - e. horse-lovers
7. Who did call Timujin?
 - a. The man who took Beijing
 - b. The man who fired at fullgallop
 - c. The man who attacked Qin Empire
 - d. The man who united Mongol
 - e. The man who expert the horsemen

8. What is the main idea of the second paragraph?
- The conquest of China
 - Genghis's grandson
 - Genghis's conquest
 - The greatest conquest
 - mongol conqueror
9. completed the conquest of China.
- The Qin empire
 - An organized army
 - Timujin
 - Tamarlane
 - Kublai Khan
10. What paragraph which tells about the Mongols' weapon?
- 3
 - 4
 - 5
 - 1
 - 2

Text 3

A drama is composition that consists of dialogues among the characters and their explanations. It is supposed to be performed on the stage, radio, or television. The explanations are important because they describe the situation, facial expression, and gesture. If it is performed on the stage or television, the explanations should be done by the characters or should be prepared by the crew. If it is performed in the radio, the narrators should read the explanations. Usually dramatists or playwright divides a drama into some acts. Every act consists of some scenes. In these scenes the dialogues take place.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

11. A drama is a piece of writing in the form of
- verse
 - description
 - exposition
 - conversation
 - argumentation
12. The explanation doesn't include the
- situation
 - conversation
 - stage composition
 - gesture
 - facial expression
13. When a drama is performed on the stage, gesture is
- read by narrator
 - neglected
 - not important
 - left out
 - done by the character

14. What is the topic of the text?
- a. drama
 - b. characters
 - c. expression
 - d. scene
 - e. composition
15. Which one is the correct statement?
- a. A scene must be shorter than an act
 - b. An act must be shorter than a scene
 - c. There are some acts in the scene
 - d. The scene is divided into some acts
 - e. A playwright is one of the characters

Text 4

Jaipongan is an excellent example of the virility of the Indonesian people and their culture and the way in which cultural change takes place with a natural momentum.

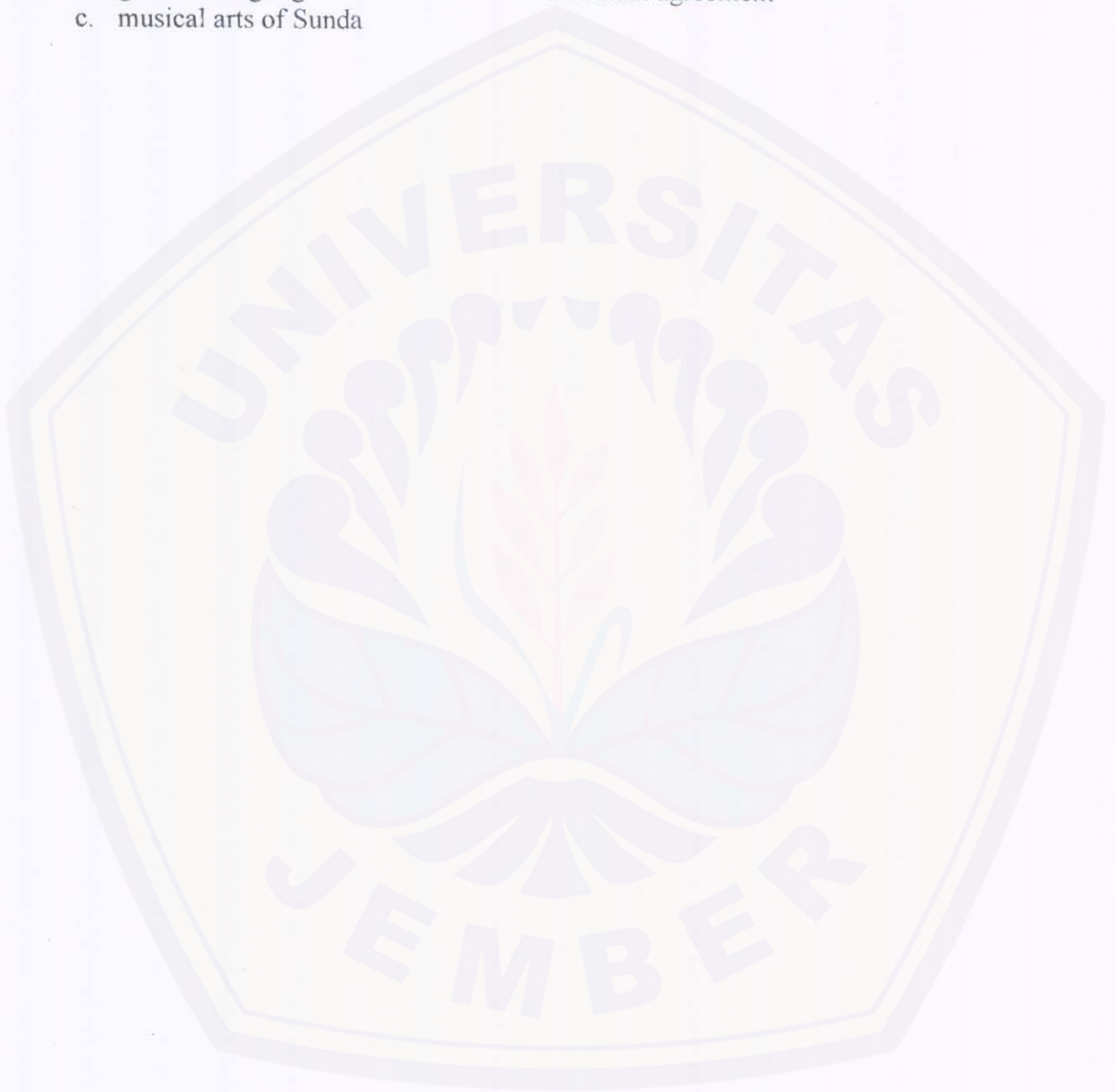
The musical arts of Sunda include some of the most beautiful sounds in the world. The gamelan Sunda, the gamelan degung, the Kecapi with either suling (flute) or vocal accompaniment all provides moments of rare musical beauty. The Kecapi, when played as a solo instrument using the sorog scale can emulate the "koto" of Japan a rival in beauty. This is the story of the birth of a dance form. Culture is the way in which people live and interact by mutual agreement. Dance and music are expressions of the emotions of a culture. The performing artist has the role of expressing the artistic and aesthetic elements from within the community. He expresses his creativity through performance and the community accepts this by showing interest and appreciation. Three factors make a performance; the performer, the performance, and the audience appreciation. The rewards of performance are gained through the design (choreography) and creativity of the performer.

(Taken from PR Bahasa Inggris Kelas 2 Cawu 3 SMU by P.T Intan Pariwara)

16. Jaipongan is the traditional dance from
- a. East java
 - b. Central Java
 - c. West Java
 - d. West Sumatra
 - e. Maluku
17. What is mean by choreography?
- a. Means art designing
 - b. Peerformer who express creativity
 - c. Audience appreciation
 - d. design the community
 - e. rewards of performance
18. The way in which people live and interact by mutual agreement is called.....
- a. dance
 - b. culture
 - c. art
 - d. tradition
 - e. emotion

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19. To get the rewards of performance are through
- a. the performer
 - b. the performance
 - c. the performer, the performance
 - d. the performer, the performance, the audience appreciation
 - e. choreography and creativity of the performer
20. The second paragraph tell us about
- a. gamelan Sunda
 - b. gamelan degung
 - c. musical arts of Sunda
 - d. musical beauty
 - e. mutual agreement

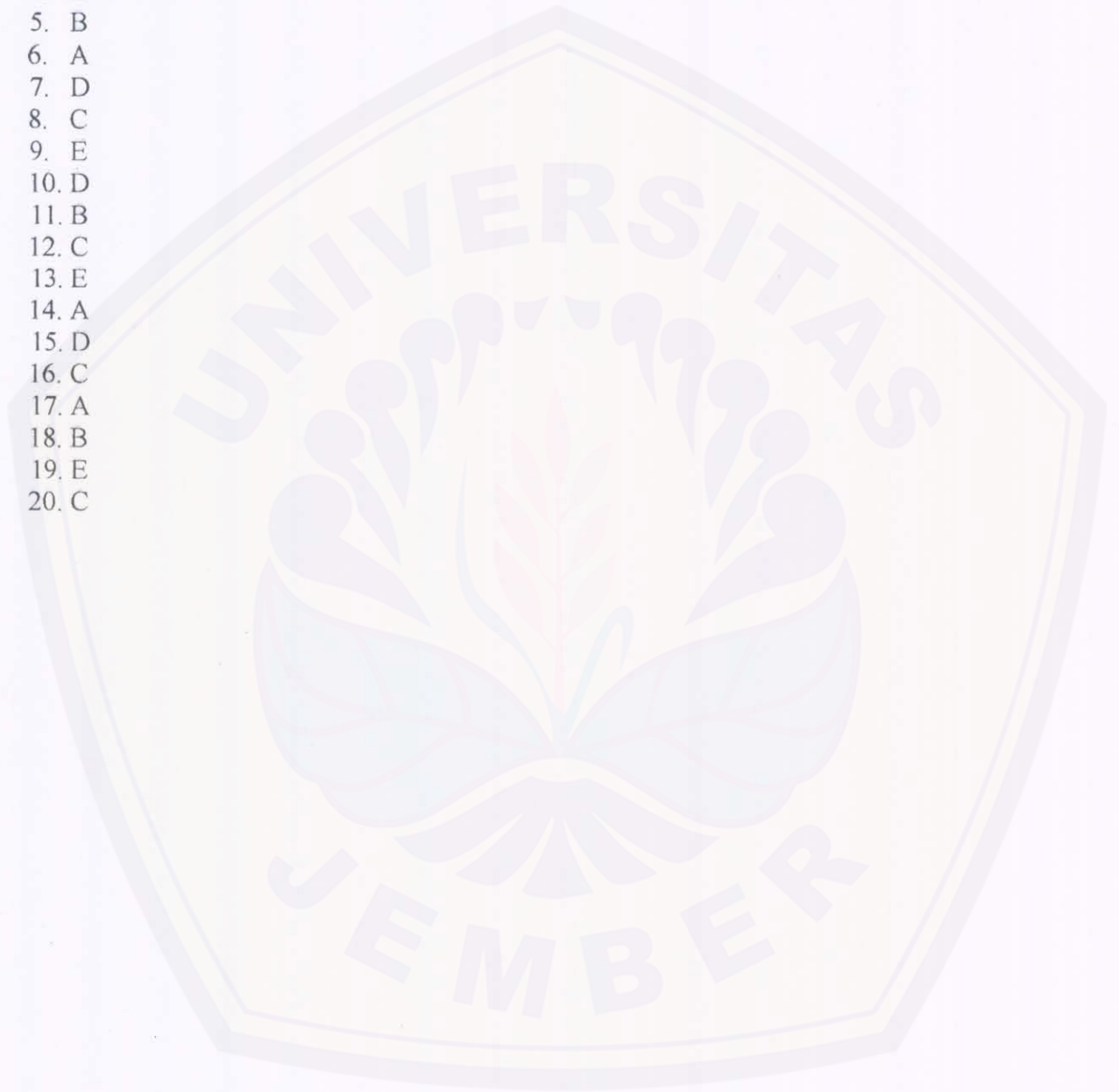


Appendix 6

The Answer key

Post- test

1. A
2. B
3. A
4. E
5. B
6. A
7. D
8. C
9. E
10. D
11. B
12. C
13. E
14. A
15. D
16. C
17. A
18. B
19. E
20. C



The Guideline of Instrument

1. Interview Guide

No	Question	Data Resources
1.	What book is used in teaching English?	English Teacher
2.	What method do you apply in teaching reading?	
3.	Have you ever taught the students' reading comprehension using the summary technique?	
4.	What exercises are given to evaluate the students' reading comprehension achievement?	

2. Observation Guide

No	The Data Taken	Data Resources
1.	Observing the teaching learning process	Respondents
2.	Observing the school facilities	

The Names of Respondents

No	Experimental Group	No	Control Group
1.	Agustina Issriyasyah	1.	Abdul Gafur
2.	Agustinus Yusmianto	2.	Abd. Munir
3.	Ahmad Pribadi Suryo Adi P	3.	Ahmad Munir
4.	Ajeng Setiyaning Utami	4.	Akhmad Sodiq
5.	Alfan Yogi Argatha	5.	Ahmad Bahrun Tamami
6.	Ana Oktavia	6.	Andry wahyudy
7.	Andrianto Cahyono	7.	Aprilia Eka Agustina
8.	Anwar Hidayat	8.	Ariek Kurnianing Tyas
9.	April Tyas Cadraningsih	9.	Didik Samsul Hadi
10.	Arief Agung Prayogo	10.	Dini Rustanti
11.	Citra Rozierlin K.W	11.	Evadi;ah Maharena Auvi
12.	Diana Rahmawati	12.	Farid Febriyanto
13.	Eka Minasari	13.	Fitroh Nur Romadhani
14.	Evi Ratna Suliawati	14.	Getti Vikasari
15.	Fatur Al amin	15.	Heru Agung Wicaksono
16.	Galih BK	16.	Hindri Susanti
17.	Hani Danu W	17.	Ida Nur Aeni
18.	Hendra Sylva Diana	18.	Imam Rofi'i
19.	Hendra Yulianto	19.	Irwan Setyo Proyogo
20.	Heri Kiswanto	20.	Iwan Agustiana H
21.	Herfin Chreestanto	21.	Kamerda Berlian
22.	Ika Yuni Tandansari	22.	Luky Andriyani
23.	Imam Hanafi	23.	Meindra Kuswardani
24.	Luluk Kristianingsih	24.	Menuk Suprihatin
25.	Moh. Yunan Kurniawan	25.	Moh Zaenuri
26.	Mukhamad Sidiq	26.	Novi Rel a Ari. dayanti
27.	Nur Hadi Jakal Satria	27.	Nur Miftahul Jannah
28.	Nurhasanah	28.	Okta Andri WD

No	Experimental Group	No	Control Group
29.	Renny Darmawati	29.	Rindang Shelvianty
30.	Rivo Adrianto Abdul Haq	30.	Rizqi Nur Amalia
31.	Rusdi	31.	Robertus Evan D
32.	Siti Aliyah	32.	Salam
33.	Siti Rosidah	33.	Siti Mariya
34.	Tri Widiastutik	34.	Tri Hastuti
35.	Wahyu Nuryus Roni	35.	Wahyu Sulistyono
36.	Yeyen Endri P	36.	Weni Elistina Dewi
37.	Yoyok Mujiono	37.	Yanuar Andi
38.	Yunita Romayanti	38.	Yuli Astutik
39.	Yutristianita	39.	Yuyun Handayani
40.	Danang Bowo	40.	Yuyun Sri Wahyuni



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 69121



124 JUL 2001

Nomor: 1935 /J25.1.5/PL5/2001

Lampiran: Proposal

Perihal: Ijin Penelitian

Kepada: Yth. Sdr. Kepala

..... MU.1 Rambipuji

di
..... Rambipuji

Dengan ini saya selaku Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa mahasiswa yang tercantum dibawah ini:

Nama: Selvi Anariyani

Nim: 960210401269

Program/Jurusan: Pond. Bahasa Inggris/ PBS

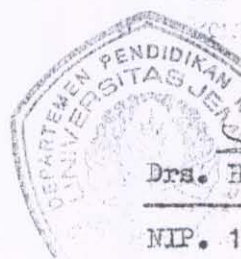
Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul:

The Effect of Making Summary on Reading Comprehension Achievement
of the second Year Students of SMU 1 Rambipuji in the 2001/2002
Academic Year

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan selalunya kami mohon bantuan informasinya.

Atas perkenan dan pertimbangannya kami mengucapkan terima kasih.



Drs. H. Misno, MPA
Dekan I

Drs. H. Misno, MPA

NIP. 130 937 191

PENDIDIKAN NASIONAL KABUPATEN JEMBER
 SMU NEGERI 1 RAMBIPUJI-JEMBER
 Jalan : Durian No.30 Telp.711173 Pacoro-Rambipuji

SURAT KETERANGAN
 Nomor : 0657/104.32/SMU.12/LL/2001

Yang bertanda tangan dibawah ini Plh. Kepala SMU Negeri 1 Rambipuji-Jember menerangkan bahwa :

Nama	:	Selvi Andriyani
Nim	:	960210401169
Program	:	Pendidikan Pns.Inggria
Jurusan	:	Pendidikan Bahasa dan Seni.
Fakultas	:	Keguruan dan Ilmu pendidikan
Tempat/tgl.lahir	:	Jember, 18 Oktober 1978
Alamat	:	Jln.Urip Sumcharjo 20 Bangsalan 1-Jember

nama tersebut diatas telah selesai melaksanakan penelitian dengan judul The Effect of Making Summary on Reading Comprehension Achievement of Second Year Students of SMU 1 Rambipuji in the 2001/2002 Academic Year.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagai na mestinya.



Jember, 10 Juli 2001
 Kepala Sekolah

SUFARNO,MM
 131 288 691.