

A CASE STUDY ON STUDENTS ABILITY IN READING SUMMARY OF DESCRIPTIVE TEXT

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Abstract

Teaching English consist of four language skill, they are: listening, speaking, reading and writing. The writer limits the reseach by choosing one of the aspects is reading. Teaching English reading is one of the important components in learning English. However, many students still have difficulties in understanding the English, because the students think that English is difficult. The role of this component can measure the students'ability in reading summary whether their ability is high, fair and low.The purposes of this research are to examine the students' ability in reading summary. The students' ability refers to the students' ability in reading summary if the students write based on the component of good summary are main idea, facts, context, grammar, structure, Panctuacion and conclusion.The researcher used qualitative descriptive in this research, because the researcher know because it is explored the role of summarizing in facilitating the school of summary reading ability. Based on the preliminary reseach there was a tendency that they have difficulties in understanding the reading text. There is in seventh grade the students are to have difficulties in understanding English reading text becouse there scores are less than the minimum passing standart (school's KKM). Therefore these students will be given a test to find out their difficulties in understanding the text.This research will also identify some useful criteria for profiling students' summary reading ability.

Keyword: Reading Summary, Descriptive Text

A. Introduction

English has been commonly accepted as an active universal language in the world.Moreover because English is an International language. Therefore, nowadays many people wants to master English.

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since Kindergarten until the higher education level. According to Kennedy (1981:5) reading is the ability of an individual recognizing a visual form to associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand and interpret its meaning. Based on the explanation, reading is an individual ability in understanding and finding the message written by the author.

Summary is one of the kinds of reading comprehension that required by all the examining boards, whether it is based on the comprehension passage or a separate passage, the summary exercise carries a high proportion of the total marks. A good performance in this branch of English language work is critical to success in the examination as a whole. The importance of the examiners

attach to summary reflects its importance in everyday life. It is one of the mental activities in which we are all frequently involved, whether we realise or not.

In tertiary education summarization is one of the essential skills since it involves many other skills including reading and writing as the two basic skills. It is a well fact that learners have to read, or listen, in order to gather relevant information and reproduce they may be for their future reference, as well as to exhibit their knowledge to the outside world many occasions in different forms.

Summarizing needs skill both reading and writing, because reading ability will influence the product of summary reading. It implies both to complete comprehension of their text to be abridged and the necessary reading ability to create a new version of source text. Summarizing task as junctions where reading and writing taking place. Most of the students, through their academic life, have to condense information from teacher, journals, textbook etc. in their disciplines in order to fulfill certain assignment in their own field of the study. So, the students need to be able to summarize before they can be successful at most of the other kind of reading that will be school.

Summarization is an important strategy that is essential in higher education as students are often expected to consult a variety of texts in order to complete assignment, supplement their lecture notes, or when studying for an exam. Students extend their opinion that when they lack efficient summary strategy, they tend to select some sentences to copy or paraphrase, while leaving out certain sentences which they do not understand. It is a well-known fact that at tertiary level, as well as in many academic disciplines, summarization plays a very vital role since students frequently have to condense information from various texts in order to complete their assignment and assessment at different levels. Summarization also involves a variety of different abilities such as understanding, abstraction, organization, and the reproduction of information.

Reading summary is important skill for students. It is important because to enable students to demonstrate their understanding of reading material to their teachers. The important in this study in MTs. Ma'arif NU Sumurber to know how students can summarize the text after understanding the reading text. Students can read the summary by using their own words. This activity will know the students ability in writing summary whether their ability is high, fair and low.

In the English curriculum, the government has regulated how to treat English as a foreign language. They must be mastered well by all students who are learning it. The students are expected to learn and to practice English fluently, good at listening, speaking, reading and writing. Reading skill one is of those four basic skills in English that in mastering language. Reading is also the most important of the four skills in English as foreign language. Reading and writing are two skills that can be taught in complementary process. By reading text, the students obtain comprehensible language input a chance to

learn a new vocabulary in context and to see the syntax of the language. Writing allows learners opportunities to experiment with the language and try different construction to them understand.

In addition, there are some study studies done to examine the differential effects of the use of summarization task. Based on the explanation above, the writer would like to do this study to know the students ability in reading summary, the difficulties and solve the problem. So, the writer carried out of study entitled A Case Study on Students' Ability in Reading Summary of Descriptive Text at Seventh Grade of MTs. Mua'arif NU Sumurber Panceng Gresik.

The writer conducted this study in students in MTs Ma'arif NU Sumurber Panceng Gresik, because it is explored the role of summarizing in facilitating the school of summary reading ability. Because based on the preliminary study there was a tendency that they have difficulties in understanding the reading text. There is in seventh grade the students are to have difficulties in understanding English reading text because there scores are less than the minimum passing standart (school's KKM). Therefore these students will be given a test to find out their difficulties in understanding the text. This study will also identify some useful criteria for profiling students' summary reading ability.

B. Theoretical of Study

Many experts gave definition about the meaning of reading. Reading is the important skill that the students have to be mastered, because the reading itself cannot be separated in the process of teaching and learning. Reading is the most important activity in the class, not only as a source of information, but also as a means of consolidating and extending ones idea and knowledge of language (River:1968:24. Nunan explained that reading is a process in fluently of readers combining information from a text and their own background knowledge to build meaning. Mikulecky explained that reading is a complex unconscious and conscious mental process in which the reader used a variety strategies to reconstruct the meaning that the author is assumed to have intended, based on the data of the text and from the reader's prior knowledge. According to Grellet, reading is an active skill. It constantly involves 12 guessing, predicting, checking, and asking oneself questions

A summary has condensed version of a larger reading. A summary is different of rewrite of the original piece and does not have to be long nor should it be long. To write a summary, we should use our own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing it is to give the basic idea of the original reading. What it about and what the author want to communicate. While the activity is reading the original work, take another note of what or who is the focus and ask the usual questions that reporters use: Who? What? When? Where? Why? How? Using some questions to know what you are reading can help you to write the summary.

According to Kireiveti (2004) there are some difficulties about students difficulties in reading summary.

- a. Language Aspect - Vocabulary and grammar
- b. Summary reading - Making a sentences
- c. Steps on reading summary - Direction on reading summary
- d. Time for summarizing - Time for summarizing

There are two Types of Summary

1. Précis or full length summary

Précis is a synonym for 'summary'. The word 'précis' came into the English language from French. It is useful to bear in mind that, in French, when précis is used as a noun it means 'summary', and when it is used as an adjective.it means 'precise, accurate, definite' (Burton S H. 1987).

When précis is required in the examination the instruction generally follow a well-established pattern. A separate passage is usually set and the candidate is instructed to reduce that passage to a third of its length (in the case of shorter passage). Usually, the permitted number of words is stated: the length is about200-300 word.

2. Selective Summary

Instead of being asked to summarize a whole passage the candidate is instructed to select form it contents the items that bear upon a specified subject and to summarize those.

The set passage may deal with two main themes, and the instruction may require a summary of one the two. A less straightforward exercise will involve the selection and summarising of material that is found here and there through the set passage. and the material for selective summarising may not be a single passage of continuous prose. It may take the form of a conversation, or a series of letters, or of notes or memoranda. But, whatever the form, the candidates will be clearly instructed what aspect of the subject matter to select and how many words to use.

3. Short Summary Question

These are a particular kind of selective summary. They occur among and as part of the comprehension question set on the given passage. They do not differ in kind from any other exercises in summary, for they involve the same kind of mental process and the application of the same skills. But they do not always contain the instruction ‘summarize’, and this can confuse an ill prepared candidate.

4. Main Point Summary

Main point summary reads much like an article abstract, giving the most important “fact” of the text. It should identify the title, author, and main point or argument. When relevant, it can also include the text source (book, essay, journal etc). This type of summary might also use a quote from the text, but the quote should be representative of the text’s main idea or point. A main point summary is often used when writing academic papers as a way to place the main point of that source into the context of an argument or discussion of an issue.

5. Key Point Summary

This type of summary will have all the same features as a main point summary, but also includes the reason and evidence (key points) the author uses to support the text main idea. This type of summary will also use direct quotes of key words, phrases, or sentences from the text. This summary is used when it is necessary for the summary writer to fully explain an author’s idea to the reader.

C. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Wren and Watts (2002:33) explained that descriptive text is as painting pictures with words. By doing reading descriptive text, readers automatically feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a description that classifies and describes things in general and specific terms.

D. Methods, Sample and Procedure

The subject of this study is the seventh grade of MTs Ma'arif, the number is 15 students, they are taken to be sample of this study. In this study, the writer analyzed the data by using descriptive qualitative. All the data obtained by the researcher are presented in the form of description. The researcher will analyze the data which is earned from the assessment and questionnaire. The answer of the assessment and questionnaire are identified by the researcher in order to answer research question about the students' ability in reading summary and their difficulties. After identifying the data which are obtained from assessment and questionnaire, the researcher describes the students' ability in reading summary.

In this research, data had been collected by giving questionnaire, and giving test. First, the researcher gave questionnaire to students at seventhgrade. Second The researcher observed by giving a test for students. Third the students to write a descriptive text. Basically the process of collecting data willspecify below.

There will be some procedures to be followed during the study, in order to find out the valid data to answer the research problems.

The procedures are:

1. The writer prepares all the instruments to collect the data.
2. The writer collects all of data
3. The writer analyzes the data and make conclusion as the result of study
4. The Result

The fifth question of the test asked the students to find the reference from word in the text. The result of test can be seen in the table below.

Table 4.2 The Result of the First test in Finding Reference

Step of test	Question	N	F	Percentage (%)
1	“Most of the local people work in this factory.” What does the word “this” refers to?	15	5	33,3%
2	“It is quite easy to keep <u>them</u> ”. Who does the underlined word refer to?	15	4	26,6%

The table shows there were 5 (33,3%) of participants who cannot find the reference of pronoun in the text in the first test. The word “*this*” in first text refers to the “*cigarette factory in Kediri*” but the participant answered that it was refer to “*cigarette factory in Indonesia*”.

In the second test, the participant asked to find the reference of the word “them” in the text. The writer explained that he or she kept turtles in home so, them is refers to the “turtles”. The result shows there were four (26,6%) of participant gave wrong answer in finding the reference. It was wrong because they said that them is refers to “Rafael”.

a. Understanding the structure of the text

The last question in the test measured the participants’ understanding about the structure of the text. The result of the test shows in the table.

Table 4.2. The Result of test in Understanding the Structure of the Text

Step of test	Question	N	F	Percentage (%)
1	Why is the cigarette factory inseparable with Kediri?	15	13	86,6%
2	What would happen if the turtle do not eat for two months?	15	11	73,3%

The table shows there were 13 (86,6%) of participants who cannot understand the structure of the text in the first test. The question asked the participant to find the reason why the cigarette factory is inseparable with Kediri. Eight students identified because “it is biggest cigarette factory in Indonesia” and five students identified “Kediri is famous for its products like cigarettes”. Their answer was incorrect because the best reason is “the cigarette factory dominates the town’s economy” so, they cannot be separated.

There were 11 (73,3%) participants gave wrong answer in understanding the structure of the text. their answer was wrong because as explained by the writer in the second paragraph that “the turtles can survive without food for about two months”. From their answer, it shows that they did not understand well about the story because they just predict “the turtles will die” if they did not eat for two months.

b. Factors causing the students’ difficulties

The researcher concludes the factors causing the students’ difficulties in understanding English reading descriptive text gained from the result questionnaire which consist of twenty two items. They are about learners’ background, teaching technique, and the learners’ environment. Below the detail explanation of those three points.

Table 4.7 Learners’ background

No	Cause of difficulties	F	N	Percent age (%)
1.	Lack of interest in learning reading	10	15	66,6%

2.	No desire to read English text	11	15	73,3%
3.	Lazy to read English text	10	15	66,6%
4.	Afraid to read the English text	8	15	53,3%
5.	Lack of motivation to learn reading	11	15	73,3%
6.	Learning reading Is boring	12	15	80%
7.	Students do not know what the main idea of text is	12	15	80%
8.	Students cannot difference the main idea of the text	13	15	86,6%
9.	Students are lack of background knowledge about descriptive text	10	15	66,6%
10.	Students do not know about generic structure of descriptive text	9	15	60%
11.	Students do not know about specific characteristics of descriptive text	11	15	73,3%
12.	Students are lack of knowledge about Grammar	11	15	73,3%
13.	Students are lack of English vocabulary	13	15	86,6%
Mean				72,3%

The first factor concerned with the learners' background. There were three points contributing to this factor. They are about the learners' interest toward reading, motivation in reading, and background knowledge about reading. From the first until the fourth questions it could be explained that their interest toward reading causing their difficulties. There were ten participants (66,6%) said that the lack of interest in learning reading, eleven participants

73,3%) stated that they experienced "no desire to read English text", ten participants (66,6%) are lazy to read the English text and eight (53,3%) participants afraid to read the English text.

The learner's motivation in reading is showed from the fifth and sixth questions. There were eleven (73,3%) participants said that they lack of motivation to learn reading, twelve (80%) participants stated that learning reading is boring so they do not motivate to learn it.

According to the students, learning reading in English is difficult because they do not understand about the meaning of the word in the text, in addition it has different pronunciation with Indonesian. Moreover, learning reading is boring for them, they have to read the text then

answer the question on and on. Therefore, they do not interested and motivated in learning reading.

The question number seven until number thirteen aimed at collecting information about students' background knowledge about reading. These questions are important because the background knowledge is a media to know whether or not they can understand about the reading text. The result shows that there were twelve participants (80%) said that they do not know what the main idea of text is and thirteen participants (86,6%) stated that they cannot differencing the main idea of the text. Moreover, there were ten participants (66,6%) stated that they lack of background knowledge about English text, nine participants (60%) do not know about generic structure of descriptive text and eleven participants (73,3%) do not know about specific characteristics of descriptive text. There were eleven participants (73,3%) said that they lack of grammar knowledge, thirteen participants (86,6%) agreed that they lack of English vocabulary.

The participants explained that they cannot understand the reading text because the lack of vocabulary so they usually bring the dictionary to find the meaning of unfamiliar word in the text, or ask the teacher about the meaning of the word. Moreover, they can mention kind of reading text when the researcher asks them but they do not know the specific characteristic of each text.

Table 4.8 Teaching Technique

No	Cause of difficulties	F	N	Percent age (%)
1	Uninteresting technique of teaching	10	15	66,6%
2	Unclear instruction	11	15	73,3%
3	No media use in teaching	11	15	73,3%
4	Boring activities in learning	12	15	80%
Mean				73,3%

Concerning on the table above, it could be explained that the cause of students' difficulty in understand the reading text related with the teaching technique. There were vc xgtten participants (66,6%) said that their teacher's technique is not interesting, eleven participants (73,3%) agreed that the teacher do not give clear instruction in teaching reading. the same number of participants said that the teacher do not use media in teaching, so twelve participants (80%) feel bored in learning reading.

Based on the result of the interview to the English teacher, the researcher found that teacher still use traditional technique in teaching reading where the center of learning is on the students. The students asked to read the text and then answer the question but they

allowed asking question if they do not know about something in the text. The teacher often used picture as media to teach the material in reading class and rarely use the other media.

Table 4.9 Learners' Environment

No	Cause of difficulties	F	N	Percent age (%)
1	Lack of facilities of the school	10	15	66,6%
2	Lack of English reading materials	11	15	73,3%
3	Lack of parental control	10	15	66,6%
4	No motivation from parents	8	15	53,3%
5	No help from parents to learn reading	11	15	73,3%
Mean				66,6%

The last factor causing the student's difficulties in understanding English reading descriptive text is related with the learners' environment. Responses toward this factor, the question number eighteen until number twenty two aimed to collect information whether or not their environment causes their difficulties.

According to the teacher, the school has provided the students' worksheet (LKS) and textbook but it is only little, so the teacher usually copied the material in every meeting in order to make the students easy to learn.

The question number twenty until number twenty two shows about the learners' home environment. Ten participants (66,6%) said that they lack of parental control in learning, eight of the participants (53,3%) experienced "no motivation from the parent" to learn English especially reading and eleven participants (73,3%) stated that their parents never help them to learn reading in English.

The students explained that most of their parents cannot read the English text, so they could not help them to learn. They just learn reading English text at the school.

E. Discussion

This part presents the discussion of findings of the study. It concerned about students' difficulties and the factors causing the difficulties in understanding English reading descriptive text. Students' difficulties in understanding English reading descriptive text Kuswidyastutik said that "someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions." Therefore, the students' difficulties in understanding reading text can be seen from the high total number of percentage of participants who answered by wrong answer on every question of the

test. Based on the result of the data analysis, the researcher found that the students have difficulties in three points. They are identifying main idea, identifying specific word, and understanding the structure of the text.

1. Identifying Main Idea

The result of the three times of test shows the high percentage of the participants who cannot identify the main idea of the text appropriately. There were ten (66,6%) of participants made mistakes in identifying main idea in the first test, thirteen (86,6%) participants gave wrong answer to identify the main idea of the text in the second test and twelve (80%) of participants who cannot appropriately identify the main idea in the last test. It means that they have difficulties in identifying main idea. Veneer states that identifying main idea is important because it is included the overall idea of the paragraph. Furthermore, the main idea provides the message of a given paragraph or the argument that is being made about the topic. So, if they cannot identify the main idea they will not be able to understand the whole content of the text.

Moreover, the students may confuse to see what the main idea of a passage is, and where the main idea is located because the author can locate the main idea in different places within a paragraph. It is usually in the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. It can be seen from the results of their tests; most of them only predict the main idea from the many frequencies of the word mentioned in the text.

2. Identifying specific word

A text of written may not be easy because it contains many words that are unfamiliar to the student. Therefore, sometimes the students experienced difficulties in identifying specific word in the text. It may be because they are lack of vocabulary or background knowledge about the word. Data from their test show this problem. There were thirteen (86,6%) of participants cannot identify the specific word of the text in the first test, nine (60%) of participants gave wrong answer to identify specific word of the text in the second test and eleven (73,3%) of participants who cannot appropriately identify specific word of the text in the last test. it was indicated that the students are still confuse with the vocabulary in the texts that they have read. So, they made mistake in identifying specific word in the text. Moreover, having enough understanding about the vocabulary is very important because it will support them in understanding the texts.

3. Understanding the structure of the text

The result of the test shows that the students have difficulty in understanding the structure of the text. There were 13 (86,6%) of participants who cannot understand the structure of the text in the first test, eleven (73,3%) participants gave wrong answer in

understanding the structure of the text in the second test and (73,3%) or eleven of participants have difficulty in understanding the structure of the text in the last test. Barber said that structure of text refers to the ways for that authors to organize the information in text. For example, some of texts are organized as the chronological sequence of events, while others compare two or more things. He continues that students can learn to understand and identify a text's structure by paying attention to signal words. Each structure of text is associated with different signal words. The signal words correlates ideas together, show relationships, and indicate transitions from one idea to the next. For example, the first text of the test contained of cause-effect structure with signal word of this structure is "*therefore*". The students can find it in the third line of the second paragraph (therefore, Kediri and cigarette factory are inseparable). The second text also shows about cause-effect structure, it can be seen from the signal word that is "*because*". The students can find it in the second line of the second paragraph (because they can survive without food for about two months). The last text of the test contained of description. The signal word of this structure is "*in addition*". It found in the second line of the last paragraph (In addition, it usually green when unripe, but becomes yellow or maroon when ripe).

The result of their answer revealed that the students cannot find the signal word in every text. Consequently, they made mistake in understanding the structure of text.

The factors causing the Difficulties

Westwood mentioned three factors contribute as the cause of students' difficulties in understanding text. They are located within the learner's background, the teaching technique, and the learner's environment. Therefore, the researcher used those three factors as indicator to make the questions in questionnaire.

From questionnaire the researcher categorizes them into three parts: The question number 1 until 13 asked about whether or not the learners' background causes their difficulties. The question number 14 until 17 asked about if the teacher's teaching technique of teaching causes their difficulties. The question number 18 until 22 asked about whether the learners' environment causes their difficulties.

Based on the result of data analyses that researcher conducted, it was found that 72,3% cause of students' difficulties was related to their background. It was because most of students are lack of interest in learning reading, they experienced no desire to read English text and they were lazy and afraid to read the English text.

Another cause is the students' lack of motivation to learn reading. They said that reading is boring; they have to read the text then answer the question on and on without doing another activity.

The other factor causing the difficulties is the students are lack of background knowledge about reading. The result shows that most of the students are lack of background knowledge about main idea of the text and difficult in differencing the main idea. The students are also lack of background knowledge about English text; do not know about generic structure of descriptive text, and specific characteristics of descriptive text. Finally, they are lack of grammar knowledge, lack of English vocabulary.

The result of the questionnaire shows that students experienced lack of facilities in their school. Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students also have problem in their home. They said that they are lack of parental control in learning. Most of them experienced no motivation from the parent to learn English especially reading and lack of parents' attention. The parents' attention here meant that their parents seldom gave them some supports, advices and help to learn reading.

F. Conclusion and Suggestion

Based on the result of the test, it can be concluded that the students have some difficulties in identifying main idea of the text, identifying specific word in the text and the last many students have difficulty in understanding the structure of the text. it can be seen from the high number of percentage of students who answered wrong on every question of the test.

G. References

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