

**TEACHING READING COMPREHENSION THROUGH SUMMARIZING
TRAINING CAMP TECHNIQUE TO THE TENTH GRADE STUDENTS
OF SMA NEGERI 5 LUBUKLINGGAU IN THE ACADEMIC YEAR OF
2015/2016**

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Abstract

The problem of the study was “Is it significantly effective after the application of Summarizing Training Camp Technique on teaching reading comprehension to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016?”. The objective of this study was to find out whether or not there is significantly effective on reading comprehension after the application of Summarizing Training Camp Technique to the tenth grade students at SMA Negeri 5 Lubuklinggau. In this study, the writer proposed two hypotheses. They were null hypothesis (Ho) and alternative hypothesis (Ha). The method applied was pre-experimental with one group pre-test posttest design. The population of this study was all of the tenth grade students of SMA Negeri 5 Lubuklinggau which consisted of 245 students. The sample was taken through convenience random sampling which consisted of 40 students. The data were collected by means of test consisting 25 items of multiple choices. The data obtained were analyzed through three techniques: 1) Individual Score, 2) Conversion of Individual Score Based on Minimum Mastery Criteria, and 3) Matched t-test. The results of this study shows that the students’ mean score in the pre-test was 66.9 and those in the post-test was 76. The result of matched t-test was 6.89, which was higher than t-table value (1.684) of 39 with 95% significant level for one tailed-test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that it was significantly effective to use Summarizing Training Camp Technique in teaching reading comprehension to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016.

Keyword: *Teaching, Reading Comprehension, Summarizing Training Camp Technique*

A. INTRODUCTION

In human life, language is used as a media of communication. By using language, people can share the information, knowledge, and experience. Besides, the most essential role of language as a tool for students’ social and emotional

development. As Valenzuela (2002:1) stated that communication is any act by which one person gives to or receives from another person the information about that person’s needs, desires, perceptions, knowledge, or effective state. From the theory, it can be concluded that language is a

communication media that used by the teacher to transfer their knowledge to the students.

In the communication, English is a language that used in technology, science, economics, politics, culture, and finally the most important aspect that English is used in educations sector. In addition, Saleh (1997:1) asserts that there are many aspects that use English such as technology, science, trade, and education. Moreover, English is used as a subject in most of schools in Indonesia. As a result, English is the subject that students should learn in order to reach their goal in education aspect. In language teaching, there were four skills that students should master. They are listening, reading, writing, and speaking, (Brown, 2001:232). These four skills should be involved in English teaching and learning process in the classroom.

Dealing with four skills above, reading is included as an important component that affects students' English mastery, because reading was a process to acquire the information from the written text. According to Tarigan (2008:7), reading is a process that is carried and used by the reader to get a message that would be submitted by the author through words or written texts. It can be stated that students need reading skill to get the main idea from the text students read.

Finally, Addison (1996:23) explains that reading ability is a central role in teaching and learning process at all education. The students should more active and comprehend what the texts talk about. Therefore, the writer could conclude that in mastering English, reading is a skill needed by students. Unfortunately, reading would made the students feel

bored whenever they had the difficulties to read. Therefore, the teacher should use the technique that could make students to be interested in learning reading skill.

Based on the result of the interview with the teacher at SMA Negeri 5 Lubuklinggau, it was found out there were some problems faced by the students in reading activity. First, students had less motivation to learned English; there was no motivation to master English. Therefore, students were lazy to reading. Second, students had difficulties in comprehend the text. Third, students did not have enough ability to get the main idea because they were too lazy to read the whole text. It means that most of the students still got lower score and do not fix the requirements of good reading comprehension indicators. Therefore, their scores are still lower. It could be seen from the students' reading activity, from 36 students there was only 39% (17 students) get the passed MMC. Where as there were 61% (19 students) who still got below MMC, (see the appendix A).

To anticipate the case above, it is very important to overcome the problems. It is thought that the important things are how to increase the students' interest in studying English and to avoid the students' boredom. In this case, the writer tries to give a solution for students to make them more interesting in learning reading comprehension. It is by using Summarizing Training Camp Technique. Summarizing Training Camp is the technique that found by Zwiers that would help the students to comprehend over all of the text by summary. The Summarizing Training Camp Technique made the students to be easy to see what is the important

and comprehend the words from the texts.

From the explanation above, the writer was interested in conducting a research entitled: Teaching Reading Comprehension through Summarizing Training Camp Technique to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016.

B. RESEARCH METHODS

In this study, the writer used pre-experimental method. According to Sugiyono (2011:109), the pre-experimental design is not yet a truly experimental. There are external

variables that also affected the formation of the dependent variables. Similarly Arikunto (2010:123) found that the pre-experimental method is often seen as an experiment that is not true. Fraenkel and Wallen (1990:235) also note that these method are referred to as “weak” because they do not have built-in controls for threats to internal validity.

The procedure for testing a hypothesis is used by setting up a situation which consists of pre and post test. The diagram of this design as following:

Table 3.
One Group Pre-test and Post-test Design

Pre – test	Treatment	Post – test
T_1	X	T_2

Where:

- T_1 : Pre-test
- X : Treatment (teaching reading comprehension through Summarizing Training Camp Technique)
- T_2 : Post-test

In this study, the pre-experimental method in the one-group pretest-posttest design, because the writer wants to find out the effectiveness of summarizing training camp technique that used to teach reading comprehension. The writer did the study during three times. If the time in the teaching learning process is not enough to do the study, the writer asked the teacher to give the additional time. So, the writer can do the study well.

C. FINDINGS AND DISCUSSION

A. Findings

1. The Students' Score in The Pre-test

The pre-test was given to the students before treatment. The number of students who were given pre-test was 40 students, the mean score of the students was 66.9. This score was obtained by dividing the total number of the individual score number of the students (40) that is $2676:40=66.9$. It means that the average ability of the students in pre-test was “Failed”. Since there were 22 students who still did not pass the test. The higher score that was 92 reached by four students and the lowest score was 36 reached by two students.

The details of the students' score and the students' qualification in the pre-test in mastering reading

comprehension before treatment can be seen on the table (see table 4.1) in the appendix C.1. Based on the table

(see table 4.1), and then the writer calculated the percentage of students, score categories as shown in chart:

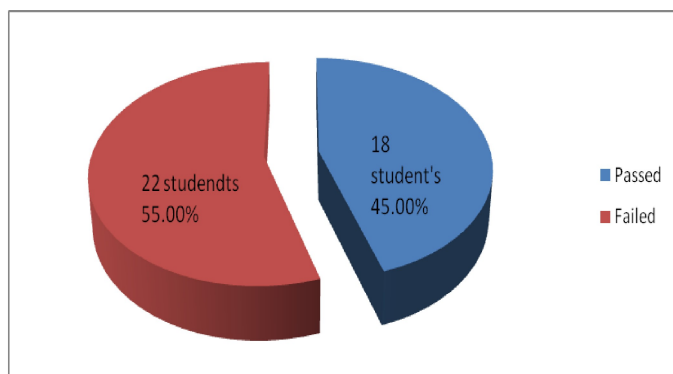


Figure 4.2 The Percentage of The Students' Conversion in the Pre-Test

Based on the figure above, it can be seen that there were 18 students or (45.00%) in the "passed" qualification, and 22 students (55.00%) in the "Failed" qualification. It means that more than a half of the students did not pass the test. Therefore, they need treatment to improve their achievement on the Reading comprehension.

2. The Students' Score in the Post-Test

The post-test was given to the students after the writer had done the experimental treatment. The test items in the post-test were same as the ones given in the pre-test. The

score was obtained by dividing the total number of individual score (3044) by the number students (40) that was $3044:40=76.1$. It means that the average ability in the post-test was higher than the average score in pre-test. In addition, it was found the high score was 96 reached by five students, and lowest was 40 reached by only one student.

The result of the students' score in the post-test and the result of students' qualification in the post-test in the teaching reading comprehension after treatment can be seen on the table (see table 4.2) in the appendix C.2. Based on the table (see table 4.2), and then the writer calculated the percentage of students, score categories as shown in chart below:

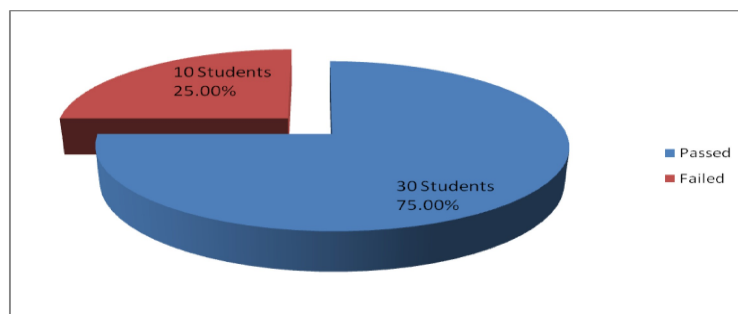


Figure 4.3 The Percentage of The Students' Conversion In The Post-Test

Based on the figure above, it can be seen that there was only 10 students or 25% who were categorized in “failed” criteria. In addition, there were 30 students or 75 % who passed the test. It means that there were significant differences or changes of the students’ achievement on reading comprehension.

3. The Result of the Match t-Test Calculation.

The result of the test in this part includes the students’ score in the pre-test, the students’ score in post-test and the result matched t-test calculation. The chart shows the comparison between the students’ score in the pre-test and those in post-test

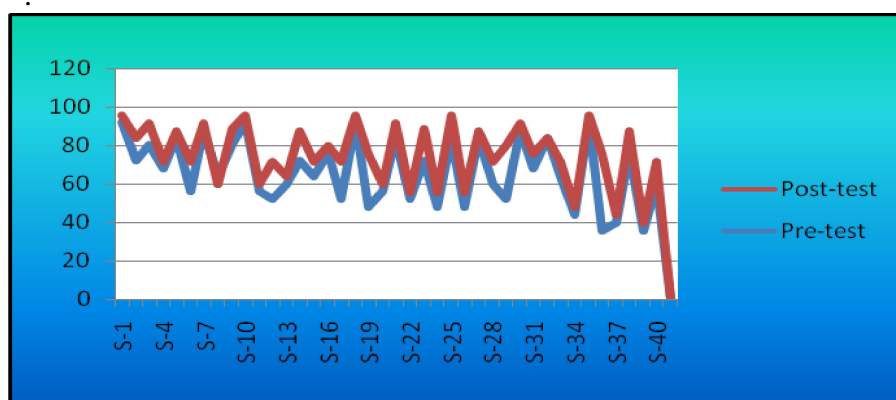


Figure 4.1. The Comparison Between Pre Test and Post Test

Based on the figure of comparison between pre-test and post-test above it was found that the students’ mean score in the pre-test was 66.9(see appendix C.7), and the mean score in post-test was 76.1 (see appendix C.8). Referring to those mean scores both in pre-test and post-test, it was found that the students’ mean score in the post-test was higher than the students’ mean score in the pre-test.

The result of matched t-test calculation was 6.89. Meanwhile,

4. Normality Testing

Furthermore, the writer determined the normality of the test. Those normality and were tabulated based on the students’ scores in the pre-test and students’ scores in the post-test.

the critical value or t-table was 1.684. It means that the null hypothesis (H_0) was rejected and automatically the alternative hypothesis (H_a) was accepted. In other words, it was significantly effective to use Summarizing Training Camp Technique in teaching reading comprehension to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016.

a. Normality of the Pre-test Score.

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It is assumed that the normality of the data become a requirement to determine what kinds of statistics would be used in analyzing the next data. And the

writer would like to show the students' data of the pre-test in reading comprehension achievement.

Before calculating the normality, the writer found that the highest score in the pre-test was 92 who were gotten by 4 students, and the lowest score was 36 who were gotten by 2 students. Then, the writer shows the steps in calculating the test normality of pre-test can be seen in the appendix:

- 1) calculated determined mean scores in the pre-test can be seen in the appendix it was known that $N= 40$, $\sum x = 1385$ and the result was 60.21.
- 2) In the pre-test, it was known that $N= 40$, $\sum x = 2676$ and $\sum x^2 = 190128$. Then, the written calculated the standard deviation (SD) can be seen in the appendix, and the result the standard deviation was 16.87.
- 3) Make list of the observation frequency and expectation frequency in the pre-test can be seen in the appendix. In dividing the Interval Class it know that $\log (40) = 1.60$ and the result was 6, the result of Distance was 56, and the result Long Interval Class (p) was 9. The list of observation Expectation frequency was presented on the table 4.5 in appendix. The explanations of the calculation of the table 4.6 in appendix.

Based on the data of the table of The List Frequency of Observation and Expectation of the Students' Scores in the Pre-Test (see table 4.6 in the appendix), the writer find out that $\chi^2_{obtained} = 9.838$ with degree of freedom (df) = 8 (9-1). Since level is 95 % (0.05), and the $\chi^2_{table} = 15.507$.

The data was normality, because $\chi^2_{obtained} < \chi^2_{table}$.

b. Normality of the Post-test Score.

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It is assumed that the normality of the data become a requisite to determine what kinds of statistics that was used in analyzing the next data. And the writer shows the students' data of the post-test in writing achievement.

Before calculating the normality, the writer found that the highest score in the post-test was 96, it was research by 5 students and the lowest score was 40, it was reached by 1 student. Next the writer shows the steps in calculating the test normality of post-test can be seen in the appendix C:

In the post-test, it was known that $N = 40$, $\sum x = 3044$ and $\sum x^2 = 240880$.

- 1) Calculated determined mean scores in the post-test can be seen in the appendix 7. it was known that $N= 40$, $\sum x = 3044$ and the result was 76.
- 2) In the post-test, it was known that $N = 40$, $\sum x = 3044$ and $\sum x^2 = 240880$ Then, the written calculated the standard deviation (SD) can be seen in the appendix, and the result the standard deviation was 15.38.
- 3) Make list of the observation frequency and expectation frequency in the pre-test can be seen in the appendix. In the dividing the Interval Class it know that $\log (40) = 1.60$ and the result was 6, the result of Distance was 56, and the result Long Interval Class (p) was 9. The list of observation Expectation

frequency was presented on the table 4.5 in the appendix. The explanations of the calculation of the table 4.6 in the appendix.

Based on the data of the table of The List Frequency of Observation and Expectation of the Students' Scores in the Pre-Test (see table 4.6 in the appendix), the writer find out that $\chi^2_{obtained} = 5.0711$ with degree of freedom (df) = 8 (9-1). Since level is 95 % (0.05), and the $\chi^2_{table} = 15.507$. The data was normality, because $\chi^2_{obtained} < \chi^2_{table}$.

4. Matched t-test

The writer calculated the matched t-test. It was done to see whether or not teaching reading comprehension Summarizing Training Camp Technique was significantly effective. Then, the result of match t-test calculation can be seen in the table 4.7 in appendix.

From the table the result of matched t-test calculation in appendix, it was found that the number of the subject (N) is 40 students, the sum of the difference is 380, and the squared sum the difference is 6176, and the result of Standard Deviation (SD) was 9.18,

After the writer found the result of the standard of deviation, then the writer found that the result of standard error differences was 1.45. Standard error of differences had been found; next the writer calculated the matched t-test. The matched t-test of pre-test and post-test that found by the writer was 6.89.

Standard Error of Differences between Two Means (\overline{SD}) was 1.45, and the t-test was 6.89. The critical value at margin of error 0.05 with degree of freedom (df) 39 (40-1) is 1.684. The null hypothesis (Ho) is

rejected and the alternative hypothesis (Ha) is accepted. The writer found out that it was significantly effective to use Summarizing Training Camp Technique in teaching reading comprehension to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016.

B. Discussions

In the result of the study, the writer would like to discuss the findings after the writer did the experiment in teaching reading comprehension through Summarizing Training Camp Technique. It was found that the students' achievement in reading comprehension increased. It could be seen from the difference between students' average score obtained in the pre-test and the post-test. In the pre-test, the students' average was 66, before being taught, their average score of reading comprehension was "failed" criteria based on the students' score range. On the other hand, in the post-test, their average score increased to be 76, it was in "passed" criteria, it means that after the students were taught through Summarizing Training Camp Technique the students' reading comprehension achievement got improvement.

Based on the calculation in appendix C.1, the highest score in the pre-test was 92, it was achieved by four students and the lowest score was 36, it was gotten by two students. Then, there were 22 students (55%) who were still in "failed" criteria. It means that the students' achievement in the pre-test was below than Mastery Minimum Criteria that was expected. Therefore, it was necessary for the writer to presents the causes why the students could not pass the

MMC (72) the following reasons show those factors.

First, the students were not able to find the exact definition of words. It means that the students did not know well the meaning of words that they learn. Therefore, they did not answer correctly to the questions of reading comprehension in the pre-test. This opinion was also supported by Burns and Page (1985:46), "a definition of comprehension stresses the importance of vocabulary knowledge". In other words, the students were difficult to find out the basis words meaning of a sentence. In addition, without knowing the definition of words that they encounter in the text books the students were hard to explore the words to the sentences that have to answer

Second, the students were lack of input, lack of comprehension, and lack of output in learning reading text. It means that the students did not listen effectively the words of the text that have been taught by the teacher. Therefore, the input of comprehension of the text that they have on their mind was very less. In other sides, they were not interested to comprehend the content of the text that they got instead just ignoring the words or phrases. Furthermore, the output of the comprehension of the text that they have were not exposed well to others. It means that the students did not get the main idea in a text.

Third, the problem was the students did not know well about spelling and the pronunciation. It means that most of the students ever heard about the words but they were not sure about the spelling and its handwritten then, they were confused when they were asked to answer the

questions. In line on this problem Scot and Yterberg cited in Yuliawati (2008:10) states that the common problems happened when a learner studies reading comprehension is the spelling and handwriting, the learners usually have to write the words that they learned. In addition, some of the students cannot determine the meaning of a simple word, although the words that they have to answer have been learned and known by them. It means that they had no idea how to find the meaning of the words that was stated in the questions. As Phillip (1996:197) states that students who are asked to determine the meanings of a simple questions usually tend to have problems since they are not taught yet the strategy to solve the problems.

Finally, the teacher did not provide mush opportunities for the students to read, comprehend and find out main idea. In other words that was stated that students were not exposed too much on the comprehension that they learned. They were not trained extensively to use the words in a sentence. In line on this problem,

In contrast, the highest score in the post-test was 96, it was achieved by four students and the lowest score was 40, it was gotten by one student. So, it was obvious that in the post-test most of the students could make better achievement than in the pre-test. In addition, in the post-test, there were only 10 students or 25% who were included in "failed" criterion. Yet, there were 30 students or 75% who were categorized in "Passed" criterion the better achievement of this post-test were also caused by some factors:

First, Summarizing Training Camp Technique was proven to bring the students not only read the text but

also enjoy the comprehend the text. It means that by participating in Summarizing Training Camp Technique the students can create their minds in an enjoyable situations then it made them easy to comprehend any text taught by the teacher. Besides, there was any links or communication among the students who were taken part on the comprehend the text. In line the teaching through this technique can be enjoyable and valuable activities. This statement is also strengthen by Jeef (2004:50), Summarizing Training Camp is the technique that help the students to quickly see what's important, reduced it to a memorable chunk, and related it to main idea.

Second, the students were easy to comprehend the text with the difficult word. It means that by joining the Summarizing Training Camp Technique, the students are exposed to get in touch closely to comprehend the meaning the difficult words that the students could not get directly from the dictionary. This opinion was in line with what Harcleroad in Indasiswini(1977:269) said that there are many advantages in using Summarizing Training Camp Technique, not only the least of which is that students become familiar with objects studied and become aware of these object are part of their environments and related to their problems and activities but also to make students themselves involved in using them to learn. Learning is successful when learners can make the change from not knowing something it well and are able to make that change permanent. The reason why the writer purposes guessing this technique because this technique can be a very useful

teaching method for the effective and joyful learning.

Third, Summarizing Training Camp Technique made the students felt more interested in learning English reading comprehension. During the treatment was being held, the student got more interesting in comprehend the text that were presented with six magic box. This magic box made the activities in Main Idea Memory Storage are easy to be introduced and to be practiced and finally it achieved the students' target in comprehend the text. This statement was also stated by Paul (2003:109), the magic box which are included in Summarizing Training Camp Technique are useful for introducing and practicing specific the target language.

Finally, by using Summarizing Training Camp Technique, the students were more creative in learning reading comprehension. This idea is in line with the theory from Moon (2000:11), having students involved in creating the visuals that are related to the lessons help engage students in learning process by introducing them to the context as well as relevant reading text. It means that the students are more likely to feel interested and invested in the lesson and will probably take a better care of the materials.

Based on the findings that the students' average score in the pre-test was 66, the highest score was 92 which were achieved by three students and the lowest score was 36 achieved by two students. Based on the average ability it can be interpreted that their vocabulary mastery was in the "Failed" before being taught by using Summarizing Training Camp Technique. It means

that more than a half of the students were failed, especially in answering the main idea of the text. After the students were guided through Summarizing Training Camp Technique, their reading comprehension increased became better. It was found that the mean score of post-test was 76, and there were four students who achieved the highest score (96) and there was only one student who got the lowest score(40). It means that almost all the students got improvement on their reading comprehension.

Finally, the result of matched t-test calculation shows that the t_{obtained} was much higher than t_{table} . The t_{obtained} was 6.89 while the t_{table} was 1.684. It means that the null hypothesis (H_0) was rejected and automatically the alternative hypothesis (H_a) was accepted. In other words, it was significantly effective to use Main Idea Memory Storage in teaching reading comprehension to the tenth year students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016.

D. CONCLUSIONS

1. Conclusion

Based on the findings and discussion in the previous chapter, some conclusions could drawn as follows Summarizing Training Camp Technique; it was significantly effective to use summary in teaching reading comprehension to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016. It was statistically proven from the students average score in the pretest was 66. And the students' average score in the post-test was 76. The student average score in the post

test was higher than the students average score in the pre-test

From the data conducted during experiment, it was revealed that the students could get better improvement on their reading comprehension mastery. Obviously, it proved that Summarizing Training Camp Technique made them interested to understand the text. Then, by using Summarizing Training Camp Technique made students enthusiastic to increase their reading comprehension achievement. It seems that the improvement was relied on the process of the treatment and the strategy done by the writer. In addition, the technique used by the writer was really effective to motivate the students to know more about reading comprehension.

In conclusion, it was statistically proven from the t_{obtained} value. It was 6.89 it was higher than 1.684 as its critical value of one tailed test. Therefore the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that it was significantly effective to use Summarizing Training Camp Technique in teaching reading comprehension to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2015/2016.

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