

**THE USE OF SUMMARIZING TECHNIQUE  
IN TEACHING READING COMPREHENSION  
AT 7<sup>th</sup> GRADE OF SMP AL – IRSYAD AL – ISLAMIYAH  
PURWOKERTO**



**AN UNDERGRADUATED THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic  
University Prof. K.H. Saifuddin Zuhri Purwokerto as the Requirement for  
Writing an Undergraduate Thesis**

**By:  
SALAMATUN RISKA FATIN  
S.N. 1817404041**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMENT  
FACULTY OF TARBİYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
2024**

## STATEMENT OF ORIGINALITY

Here with I,

Name : Salamatun Riska Fatin  
Student Number/S.N : 1817404041  
Grade : Undergraduate  
Faculty : Tarbiya and Teacher Training  
Study Program : English Education Study Program

Declare that the thesis I have comlited with the title, “**The Use of Summarizing Technique in Teaching Reading Comprehension at 7<sup>th</sup> Grade of SMP Al – Irsyad Al – Islamiyah Purwokerto**” is truly my own work and not a plagiarism of someone else’s thesis. I am fully awere that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my own statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, October 8<sup>th</sup> 2024

I Who Declare



**Salamatun Riska Fatin**  
S.N. 1817404041

**PAGE OF APPROVAL**

This thesis, entitled

**THE USE OF SUMMARIZING TECHNIQUE IN READING COMPREHENSION AT 7<sup>th</sup> GRADE AT SMP AL – IRSYAD AL – ISLAMIYAH PURWOKERTO**

Written by Salamatus Riska Fatin (Student Number 1817404041) English Education Study Program Education Department, Faculty of Tarbiyah and Teacher Teaching, State Islamic University Prof K.H Saifuddin Zuhri Purwokerto has examined on November 22<sup>th</sup> and declared qualified for achieving *Sarjana Pendidikan* (S.Pd) degree by examiners.

Purwokerto, 22 November 2024

Approved by :

Examiner I/ Head of examiner

Desi Wijayanti Ma'rufah, M. Pd.  
NIP. 19921215 201801 2 003

Examiner II/ Secretary

Irra Walidiyati, M.Pd.  
NIP. 198811302019082001

Main Examiner,

Muflihah, S.S., M.Pd.  
NIP. 19671207 200003 1 001

Legalized by :

Head of Education Department,



Dr. Maria Ulpah, M.Si.  
NIP. 198011152005012004

## OFFICIAL NOTE OF SUPERVISOR

To :  
The head of Education Department  
Faculty of Tariyah and Teacher Training,  
University Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto  
in  
Purwokerto

*Assalamualaikum Wr. Wb.*

After conducting guidance, review, and correction, then through this letter  
I convey that:

Name : Salamatun Riska Fatin  
Student Numer : 1817404041  
Department : Education  
Study Program : English Education  
Faculty : Tarbiya and Teacher Training  
Tittle : The Use of Summarizing Technique in Teaching Reading  
Comprehension at 7<sup>th</sup> Grade of SMP Al – Irsyad Al –  
Islamiyah Purwokerto

I recommended the thesis to be submitted to the Head of Education Department  
Faculty of Tarbiya and Teacher Training, University Islam Negeri Profesor Kiai  
Haji Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana  
Pendidikan (S. Pd.) / Undergraduate Degree in English Education.*

*Wassalamu'alaikum Wr. Wb.*

Purwokerto, October 8<sup>th</sup> 2024

Supervisor,



**Desi Wijavanti Ma'rufah, M.Pd.**  
NIP. 19921215 201801 2 003

## **MOTTO**

*“Everyone has their own time. No need to rush, wait. The opportunity will come by itself.”*

*- Gold D Roger*



## DEDICATIONS

I dedicate this study for my beloved parent, my father (Khaerus Shaleh) and my mother almh. (Nur Khasanah). Thank you for all the prayer and support.

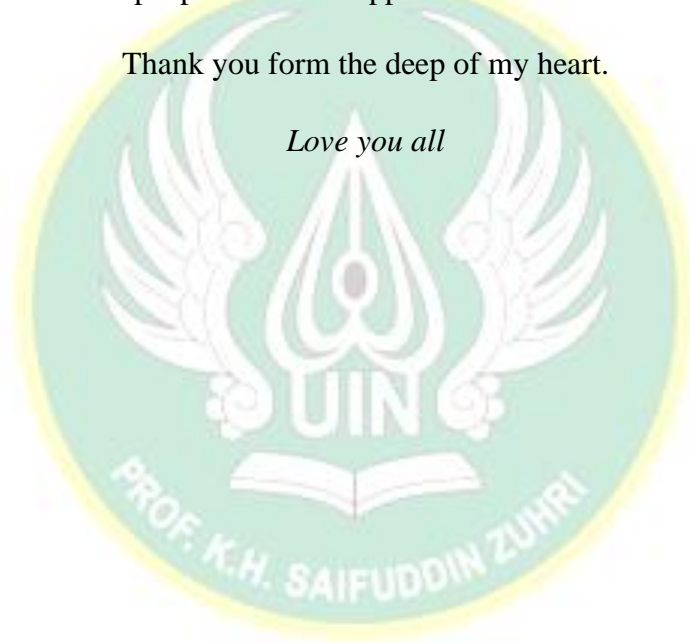
It is for my brothers and sister, Putri Anissatul maghfiroh, Achmad Muzzamil, and Achmad Maulana Riva'i.

For the most precious person, myself, who has worked hard to complete this thesis.

For all of the people who has support me to finished this thesis.

Thank you form the deep of my heart.

*Love you all*





## ACKNOWLEDGEMENT

First of all, the researcher would like to thanks almighty god, Allah SWT, the most merciful and the most gracious who has given mercies and blessing that the researcher could finish this thesis entitled " The Use Of Summarizing Technique In Teaching Reading Comprehension At 7<sup>th</sup> Grade Of Smp Al – Irsyad Al – Islamiyah Purwokerto" as a final assignment in achieving Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, peace and salutation always be upon to our beloved prophet Muhammad SAW, his family and his companion who guide the way of life for us.

The researcher realized that this thesis would never been accomplished without the guidance and motivation from many people. In this great occasion, the researcher would like to express the deepest thanks to:

1. Prof. Dr. H. Fauzi, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto who had approved this thesis.
2. Prof. Dr. Suparjo, M.A., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M.Ag., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., as the Head of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Abdal Chaqil Harimi, M.Pd.I., as the Secretary of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
7. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Study Program and my supervisor who always patient, support, and motivate for finishing this thesis.
8. All lectures of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto especially lectures of English Education Study Program, who always patiently conveys the knowledge and open up the insights of provisions for the future.

9. All of the staffs and officials of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
10. Mustamin Luthfi, S.Pd. I., the headmaster of SMP Al – Irsyad Al – Islamiyah.
11. Nurlaela, S. Pd. Gr., the English Teacher of SMP Al – Irsyad Al – Islamiyah.
12. All the students of the seventh grade of SMP Al – Irsyad Al – Islamiyah who gave me the chance to do experiments in them.
13. My beloved parents who always support me a whole time and always encourage me to do my best, and also for my brothers and sister that I loved.
14. Thank you for my brother Achmad Maulana Riva’i who always supported me.
15. Thank you for Khaulah, Putri, and Haya for always give me some good advice.
16. Thank you for Muhammad Fargas Al – Riffa for always be my support system.
17. Thank you for Lalisa Manobal for being my support system.
18. Thank you for my cat, Loui, for always being my comforter when I felt down.
19. *Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for all doing this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for just being me at all times.*

Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, October 8<sup>th</sup> 2024  
I Who Declare



**Salamatus Riska Fatin**  
S.N. 1817404041





**THE USE OF SUMMARIZING TECHNIQUE  
IN TEACHING READING COMPREHENSION  
AT 7<sup>th</sup> GRADE OF SMP AL – IRSYAD AL – ISLAMIAH  
PURWOKERTO**

**SALAMATUN RISKA FATIN  
S.N. 1817404041**

**English Education Study Program  
State Islamic University Prof. Kiai Haji Saifuddin Zuhri Purwokerto**

**ABSTRACT**

**Abstract:** Summarizing technique is one of the learning methods that can facilitate educators in optimal teaching and learning activities, especially in comprehensive reading. The purpose of this study was to analyze the use of summarizing techniques in reading comprehension and to find out how the difficulties in summarizing techniques from the teacher's perspective in reading comprehension in grade 7 students of SMP Al - Irsyad Al - Islamiyah Purwokerto. This study used qualitative descriptive techniques. Data collection in this study used the results of observation, interviews, and documentation. The findings showed that out of seven indicators, teachers in class A only carried out six indicators in summarizing while teachers in class B applied all indicators in writing summaries. On the other hand, the difficulty in using summarizing techniques in students' reading comprehension showed that both teachers and students did not experience difficulties during the learning process.

**Keywords:** *Reading comprehension, reading skill, summarizing technique*

## TABLE OF CONTENT

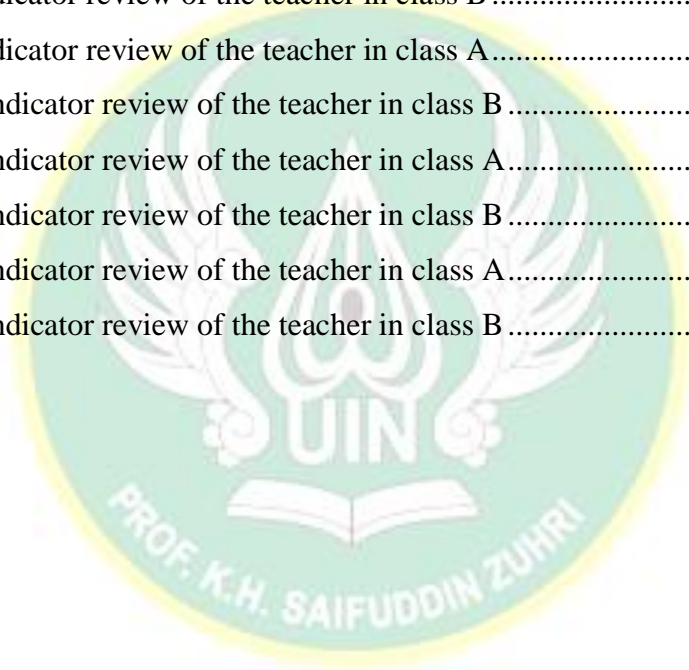
|   |      |
|---|------|
| <b>COVER</b> .....  | i    |
| <b>STATEMENT OF ORIGINALITY</b> .....                     | ii   |
| <b>PAGE OF APROVAL</b> .....                              | iii  |
| <b>OFFICIAL NOTE OF SUPERVISOR</b> .....                  | iii  |
| <b>MOTTO</b> .....  | iv   |
| <b>ABSTRACT</b> .....                                     | x    |
| <b>TABLE OF CONTENT</b> .....                             | xi   |
| <b>LIST OF TABLES</b> .....                               | xiii |
| <b>LIST OF PICTURES</b> .....                             | xiv  |
| <b>LIST OF APPENDICES</b> .....                           | xv   |
| <b>CHAPTER I INTRODUCTION</b> .....                       | 1    |
| A. Background of Study .....                              | 1    |
| B. Conceptual Definition.....                             | 6    |
| C. Research Questions .....                               | 7    |
| D. The Objectives and Significances of The Research ..... | 8    |
| E. Systematic Discussion .....                            | 8    |
| <b>CHAPTER II LITERATURE REVIEW</b> .....                 | 10   |
| A. Summarizing Technique.....                             | 10   |
| B. Reading Comprehension.....                             | 14   |
| C. Review of the Relevant Studies .....                   | 20   |
| <b>CHAPTER III RESEARCH METHOD</b> .....                  | 24   |
| A. Research Design .....                                  | 24   |
| B. Research Site and Participant.....                     | 24   |
| C. Objects and research subjects.....                     | 25   |
| D. Data collection techniques.....                        | 25   |
| E. Data Analysis Techniques .....                         | 28   |

|  |     |
|--|-----|
| <b>CHAPTER IV FINDING AND DISCUSSION</b> .....   | 29  |
| A. Finding .....                                 | 29  |
| B. Discussion .....                              | 45  |
| <b>CHAPTER V CONCLUSION AND SUGGESTION</b> ..... | 53  |
| A. Conclusion.....                               | 53  |
| B. Suggestion .....                              | 54  |
| C. Research Limitations.....                     | 54  |
| <b>REFERENCES</b> .....                          | 55  |
| <b>APPENDICES</b> .....                          | 59  |
| <b>BIOGRAPHY</b> .....                           | 105 |



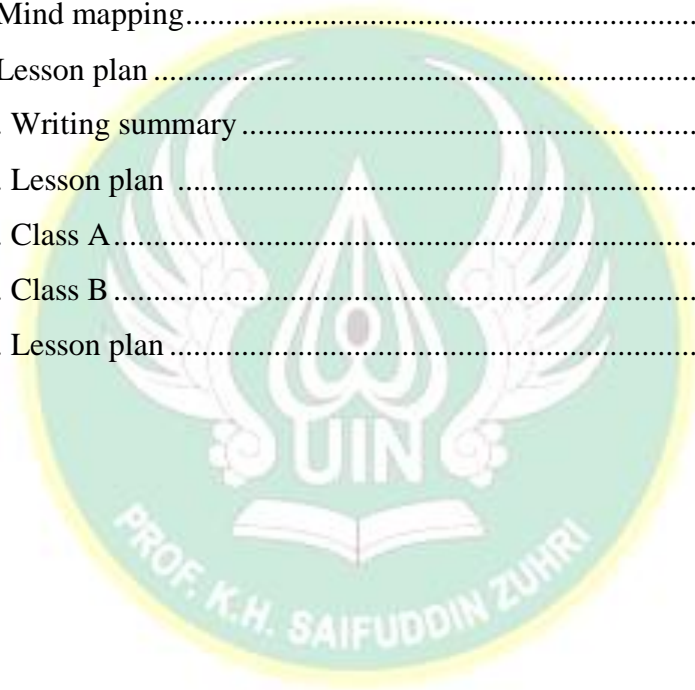
## LIST OF TABLES

|  |    |
|--|----|
| Table 4.1 Indicator review of the teacher in class A.....  | 30 |
| Table 4.2 Indicator review of the teacher in class B.....  | 31 |
| Table 4.3 Indicator review of the teacher in class A.....  | 33 |
| Table 4.4 Indicator review of the teacher in class B.....  | 33 |
| Table 4.5 Indicator review of the teacher in class A.....  | 34 |
| Table 4.6 Indicator review of the teacher in class B.....  | 34 |
| Table 4.7 Indicator review of the teacher in class A.....  | 36 |
| Table 4.8 Indicator review of the teacher in class B.....  | 37 |
| Table 4.9 Indicator review of the teacher in class A.....  | 38 |
| Table 4.10 Indicator review of the teacher in class B..... | 38 |
| Table 4.11 Indicator review of the teacher in class A..... | 40 |
| Table 4.12 Indicator review of the teacher in class B..... | 41 |
| Table 4.13 Indicator review of the teacher in class A..... | 42 |
| Table 4.14 Indicator review of the teacher in class B..... | 42 |



## LIST OF PICTURES

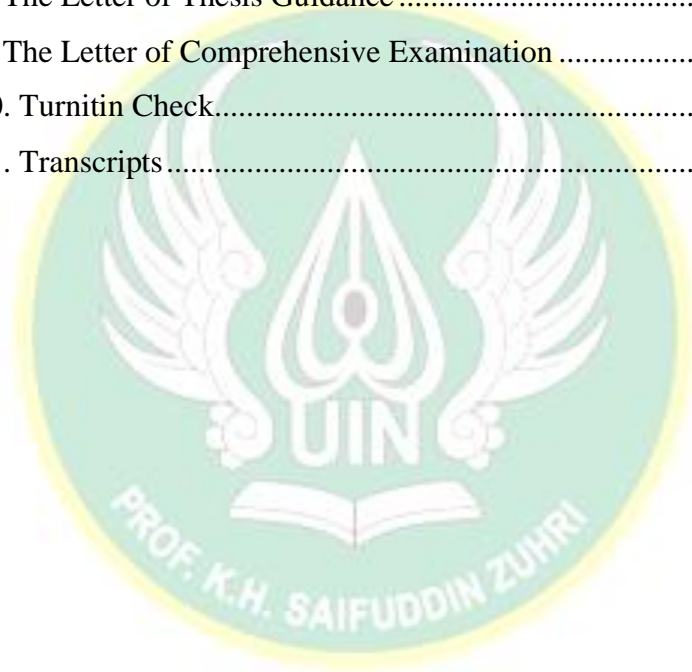
|  |    |
|--|----|
| Picture 4.1. Reading text in class A .....                         | 31 |
| Picture 4.2. Reading text in class B.....                          | 32 |
| Picture 4.3. Lesson plan .....                                     | 32 |
| Picture 4.4. Underline the important information of the text ..... | 34 |
| Picture 4.5. Lesson plan .....                                     | 36 |
| Picture 4.6. Make note .....                                       | 37 |
| Picture 4.7. Lesson plan .....                                     | 38 |
| Picture 4.8. Mind mapping.....                                     | 39 |
| Picture 4.9. Lesson plan .....                                     | 40 |
| Picture 4.10. Writing summary .....                                | 41 |
| Picture 4.11. Lesson plan .....                                    | 41 |
| Picture 4.12. Class A.....   | 42 |
| Picture 4.13. Class B.....   | 43 |
| Picture 4.14. Lesson plan .....                                    | 43 |





## LIST OF APPENDICES

|   |     |
|---|-----|
| Appendix 1. Interview Guidance .....                            | 60  |
| Appendix 2. Observation Checklist .....                         | 66  |
| Appendix 3. Pictures of Observation .....                       | 71  |
| Appendix 4. Lesson Plan.....                                    | 72  |
| Appendix 5. Observation Permit Lette.....                       | 95  |
| Appendix 6. The Official Letter of Research Conduction .....    | 97  |
| Appendix 7. The Official Letter of Thesis Proposal Seminar..... | 99  |
| Appendix 8. The Letter of Thesis Guidance .....                 | 100 |
| Appendix 9. The Letter of Comprehensive Examination .....       | 101 |
| Appendix 10. Turnitin Check.....                                | 102 |
| Appendix 11. Transcripts .....                                  | 103 |



## CHAPTER I INTRODUCTION

### A. Background of Study

English is one of the compulsory subjects in junior high school. Based on the Junior High School Competency Standards and Basic Competencies (SKD), the objectives of learning English are to develop oral and written communication skills in order to achieve functional literacy levels (language is used to communicate and deal with everyday problems, such as reading newspapers, manuals, or instructions), build students' awareness of the importance of English to compete in the global arena, and increase students' insight into the relationship between language and culture. Strengthening the ability to use English in six language skills—listening, speaking, reading, viewing, writing, and presenting—in various types of texts is the main objective of language learning. The Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) and level B1 are the minimum learning outcomes for the six English skills. Level B1 (CEFR) reflects the specifications that can be seen from students' abilities for the following: (1) maintaining interaction and conveying something desired, in various contexts with clear articulation, (2) expressing the main points to be conveyed comprehensively, and (3) maintaining communication even though there are sometimes pauses<sup>1</sup>.

Based on the junior high school curriculum, there are four language skills that students need to learn, namely listening, reading, speaking, and writing. In addition, Johnson mentions 2 conventional ways to divide the four skills. The first way is to divide the skills into media: oral media (listening and speaking) and written media (reading and writing). The second way is to divide them into receptive skills (listening and reading) and productive skills

---

<sup>1</sup>Nurliana Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)', n.d.

(speaking and writing)<sup>2</sup>. In general, this type-based approach is used in teaching English. This approach refers to instruction that focuses on texts in various media, including written, oral, visual, audio, and multimodal. There are four stages in the text-based approach, and all four stages are carried out in discussing the same topic as follows: (1) Building Knowledge of the Field (BKOF): The teacher builds students' knowledge or background knowledge about the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text being taught, (2) Modeling of the Text (MOT): The teacher provides a model/example of the text as a reference for students in producing work, both oral and written, (3) Joint Construction of the Text (JCOT): The teacher guides students and together produces text, (4) Independent Construction of the Text (ICOT): students produce oral and written texts independently<sup>3</sup>.

English learning in Junior High Schools (SMP) cannot be said to have achieved the expected learning objectives. One of them is the obstacles faced by students in learning English. Some of these obstacles are as follows; difficulty in reading English texts. Many students still have difficulty reading English texts, especially at the junior high school level. They still need help from teachers to read the text, both word by word and sentence by sentence. The next obstacle is pronunciation. Junior high school is the next level of learning after Elementary School (SD). They face many obstacles, especially pronunciation in reading or speaking. In Indonesia, some English teachers still use traditional or conventional methods in teaching reading. This method can usually make students feel bored, because the method used feels monotonous and makes students passive, interactions between students feel boring, so that students get bored quickly. Thus, making students enjoy learning and reading is a challenge for teachers to make students more active and able to

---

<sup>2</sup> Johnson, Andrew, P. 2008. *Teaching Reading and Writing: A Guided Book for Tutoring and Remediating Students*. USA: Rowman and Littlefield Education

<sup>3</sup> Hutapea. '(A Study At The Tenth Grade Students' of Sma Negeri 5 Padangsidempuan)'

understand the material given by the teacher. In this case, English teachers must be more creative in using teaching strategies in teaching English<sup>4</sup>.

There are 6 factors inhibiting reading for students in Indonesia, (1) Misperceptions about the concept of reading ability in most people including students and teachers, (2) Developing reading skills is still perceived as part of the responsibility of language subjects only, (3) Process elementary school learning still does not utilize models, methods, strategies and learning media that are diverse and appropriate for learning reading comprehension, (4) Reading materials, learning activities and practice/evaluation questions in teaching materials in schools tend to still focus on skills low-level thinking, (5) school library facilities and services as a center for developing students' reading skills, and (6) the School Literacy Movement Program (GLS) has not shown the expected progress<sup>5</sup>.

Talking about reading problems, according to Hodgson reading is a process of obtaining messages conveyed by writers through media in the form of words or written language<sup>6</sup>. Pearson also stated that reading is the practice of using text to gain meaning<sup>7</sup>. Reading in Anderson's eyes is an interaction between 4 objects, namely, readers, reading materials, fluency, and reading strategies. While in his view, according to Kim, reading is a solitary activity that takes place in the reader's head and does not necessitate interpersonal engagement in the same way that speaking does<sup>8</sup>. The definition of reading was also conveyed by R.R Day & Robb as indicating that reading is an activity that may be done separately in times and locations of the doer's favor, he/she does not require a person to create the communication via reading

---

<sup>4</sup>Dwi Astuti Wahyu Nurhayati and Maylia Wilda Fitriana, 'Effectiveness Of Summarizing In Teaching Reading Comprehension For Efl Students'.

<sup>5</sup>Lilik Tahmidaten and Wawan Krismanto, 'Permasalahan Budaya Membaca di Indonesia (Studi Pustaka Tentang Problematika & Solusinya)', *Scholaria: Jurnal Pendidikan dan Kebudayaan* 10, no. 1 (24 January 2020): 22–33, <https://doi.org/10.24246/j.js.2020.v10.i1.p22-33>.

<sup>6</sup>Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)'.

<sup>7</sup>Cahyati, 'ANALISIS KEBUTUHAN SISWA DALAM MATERI BUKU TEKS BAHASA INGGRIS TINGKAT SMK'.

<sup>8</sup>Musahrain Musahrain, Nunuk Suryani, and Suharno Suharno, 'Analisis Kemampuan Membaca Siswa Pada Pembelajaran Reading Comprehension', *Teknodika* 16, no. 2 (15 September 2018): 30, <https://doi.org/10.20961/teknodika.v16i2.34776>.

happens<sup>9</sup>. The ability to read proficiently lays fundamental to a student's future academic achievement, as much of the school curriculum relies heavily on reading skills. Extensive research supports the idea that good reading skills are closely related to academic achievement, while poor reading skills are closely related to overall decline in academic achievement. Reading skills serve as the foundational skill for all learning in the school environment; without good reading skills, an individual's prospects for success in educational and professional pursuits are limited<sup>10</sup>. Based on the description above, it can be concluded that reading is an exercise that can be done in the head to get the meaning contained in the reading text.

Reading comprehension is a process of compiling meaning from reading material by combining previous knowledge and experience, the information contained in the text, and the views of the reader relating to the text he is reading<sup>11</sup>. While reading comprehension according to Anderson and Cheng is a complicated mental process that requires cognitive involvement, namely from top to bottom (top-down) or vice versa from the bottom up (bottom-Up)<sup>12</sup>. Besides that, the understanding or view of reading comprehension also comes from Rand who argues that reading comprehension is a process of eliciting and making meaning by engaging or interacting directly with written language<sup>13</sup>. Therefore, teachers have an important role to teach in dealing with situations in the classroom. To foster reading comprehension in students, teachers are expected to be able to help students

---

<sup>9</sup>Maulana Mualim and Feisal Aziez, 'Reading Portfolio As A Supplementary Activity To Leverage Students' Reading Competency', *Jurnal Basis* 7, no. 2 (23 October 2020): 245, <https://doi.org/10.33884/basisupb.v7i2.1850>.

<sup>10</sup>Pipit Muliyah, Desi Wijayanti Ma'rufah, and Mustangin, 'Quora: A popular platform to promote students' reading comprehension skill' (28 Desember 2023).

<sup>11</sup>Duke, N, 'Comprehension Instruction For Informational Text. Presentation At The Annual Meeting Of The Michigan Reading Association, Grand Rapids, Mi' 2003.

<sup>12</sup>Dwi Astuti Wahyu Nurhayati and Maylia Wilda Fitriana, 'EFFECTIVENESS OF SUMMARIZING IN TEACHING READING COMPREHENSION FOR EFL STUDENTS', *IJOLTL: Indonesian Journal of Language Teaching and Linguistics* 3, no. 1 (1 January 2018): 33–50, <https://doi.org/10.30957/ijoltl.v3i1.403>.

<sup>13</sup>Musahrain, Suryani, and Suharno, 'Analisis Kemampuan Membaca Siswa Pada Pembelajaran Reading Comprehension'.



during the learning process by implementing structured teaching instructions<sup>14</sup>.

There are many English learning methods, here are some English learning methods: Grammar Translation Method (GTM), Direct Method, Audio-Lingual Method, Total Physical Response (TPR), Silent Way, Suggestopedia, Lexical Syllabus, Bilingual Method, Communicative Approach, Genre-based Approach<sup>15</sup>. One of the learning methods that can facilitate educators in optimal teaching and learning activities is the summarized learning method. The use of the summarizing technique is expected to help students understand the essence of ongoing learning activities. In compiling more interesting learning products, summarizing can be one of the systematization strategies. Because through these students can demonstrate the main ideas of the material presented and can also focus on the content or core of learning. This is expected to be able to cut or minimize the difficulties experienced by students in understanding the material introduced<sup>16</sup>. Research done by Block and Parris, states what comprehension strategies should be taught, how, and why. It states that every year students need to learn, recap, and use 45 different strategies for reading and reading comprehension. One of those is summarizing, because teachers need to use strategies that permit students to understand the content and encourage their thinking. Although summarizing is usually written, it can also be used verbally and visually<sup>17</sup>.

Carnie, Silbert, and Kameenui also introduced a summarizing technique that resembles content-based summaries. The summarizing technique is called a one-sentence summary. The procedure for teaching this

---

<sup>14</sup>Windhariyati Dyah Kusumawanti, and Dwi Anggani Linggar Bharati, 'The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highy and Lowly Motivated Students'.

<sup>15</sup> Saepudin, 'An Introduction to English Learning and Teaching Methodology' 2014

<sup>16</sup>Dea Novita Anwar, 'PRODI PENDIDIKAN AGAMA ISLAM FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA', n.d.

<sup>17</sup> Block, C., C. & Parris, S., R. 'Comprehension Instruction, Second Edition: Research-Based Best Practices, Guilford Press', 2008, ISBN-10: 1593857004, ISBN-13: 978 1593857004



technique includes several steps: (1). A teacher tells students how to write the main ideas, (2). Students read reading texts, (3). The teacher asks students to mark the main sentences along with the main ideas in the sentences, (4). The teacher asks students to say sentence (5). The teacher repeats these steps by working on the rest of the text, (6). Finally, the teacher asks students to write the main idea for each paragraph<sup>18</sup>. Based on this understanding, it can be concluded that summarizing is considered to facilitate students in the process of learning English. So that students can easily understand the essence of English reading.

Based on preliminary research that has been carried out, researchers found that students are still unable to interpret, master and understand the meaning of words presented in English reading texts. This is known based on interviews conducted by researchers with grade 7 English teachers at Al - Irsyad Al - Islamiyah Middle School, Purwokerto. Based on this background, researchers are interested in studying the summarizing technique in grade 7 students at Al - Irsyad Al - Islamiyah Middle School, Purwokerto. To prepare the writing of this thesis, the author formed a thesis with the title "Use of Summarizing Techniques in Teaching Reading Comprehension in Class 7 of SMP Al - Irsyad Al - Islamiyah Purwokerto".

## **B. Conceptual Definition**

### **1. Summarizing Technique**

Summarizing technique is a technique that teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way<sup>19</sup>. During the process of summarizing, students will be able to distinguish the main ideas from supporting ideas. Distinguishing related from unrelated knowledge is another point in the summarizing process that

---

<sup>18</sup>Zana Chobita Aratusa, 'THE USE OF CONTENT-BASED SUMMARIZING TECHNIQUE IN IMPROVING STUDENTS' READING SKILLS OF MADRASAH', *IJEE (Indonesian Journal of English Education)* 4, no. 2 (28 December 2017): 208–20, <https://doi.org/10.15408/ijee.v4i2.6153>.

<sup>19</sup>Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)'.

will help student ability to increase text comprehension. Summarizing is a strategy that helps students to organize ideas even in long readings which are usually perceived as a threat to students<sup>20</sup>.

## 2. Reading Comprehension

Reading comprehension can be concluded that a very complex mental process that is related to or related to the making and arrangement of meaning involving cognitive aspects through combining experience and previous knowledge with the knowledge obtained at this time (from reading material) either by using top-down or bottom reading models. -up by interacting or engaging directly with written language or text<sup>21</sup>. The main purpose of reading is to understand the text read. Everyone would probably agree that interpreting a passage of text well requires more than being able to identify certain words or even understand them as they are read. All models of comprehension recognize that the reader must create a mental model of the text, a process which that requires the integration of multiple sources of information<sup>22</sup>.

### C. Research Questions

Based on the background of the study, the following are the formulation of question.

1. How does the teacher use the summarizing technique in English lessons in the classroom of class 7<sup>th</sup>students of SMP Al – Irsyad Al – Islamiyah Purwokerto?
2. What are the teacher difficulties of the use of summarizing technique in reading comprehension of class 7<sup>th</sup>students of SMP Al – Irsyad Al – Islamiyah Purwokerto?

---

<sup>20</sup>Hülya Küçükoğlu, 'Improving Reading Skills Through Effective Reading Strategies', *Procedia - Social and Behavioral Sciences* 70 (January 2013): 709–14, <https://doi.org/10.1016/j.sbspro.2013.01.113>.

<sup>21</sup>Musahrain, Suryani, and Suharno, 'Analisis Kemampuan Membaca Siswa Pada Pembelajaran Reading Comprehension'.

<sup>22</sup>Estika Satriani, 'Reading Comprehension Difficulties Encountered By English Students Of Universitas Islam Riau'.

#### **D. The Objectives and Significances of The Research**

1. The Objectives of The Research
  - a. To analyze the use of summarizing technique in reading comprehension of class 7<sup>th</sup> students of SMP Al – Irsyad Al – Islamiyah Purwokerto
  - b. To discover the difficulties of the summarizing technique from the teacher's point of view in reading comprehension on class 7<sup>th</sup> students of SMP Al – Irsyad Al – Islamiyah Purwokerto
2. Research Significance of the research
  - a. Theoretical Significance
    - 1) This research can be used as a reference for assessing students' reading comprehension
    - 2) This research can be used as a reference for information about the implementation of students' reading comprehension
  - b. Practical Significance
    - 1) For English teachers, this research can help students learn how to understand English reading using a summarizing technique.
    - 2) For readers, knowing information about students' understanding of reading uses the summarizing technique.
    - 3) For researchers, it can show the level of achievement of students in understanding English reading using the summarizing technique.

#### **E. Systematic Discussion**

The following is the research's structure:

This study is begun by cover, a page of thesis title, a Statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgments, abstract and keywords, table of content, list of tables, list of an appendix of the research.

The main parts of this research consist of:

Chapter I presents the introduction. Contains the research background, conceptual definitions, research questions, research objectives, and significance and research structure.

Chapter II explains the theories related to the implementation of the summarizing technique in reading comprehension.

Chapter III is a research methodology that describes the type of research, time and place of research, data sources, data collection techniques, and analytical techniques used in research.

Chapter IV this chapter describes the results of research that discusses the application of the summarizing technique in reading comprehension.

Chapter V contains research conclusions and research suggestions.

The final part of this research includes a bibliography, as a reference for this research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Summarizing Technique

##### 1. Definition of Summarizing Technique

Summarizing techniques are techniques that teach students how to distinguish the most important ideas in a text, how to ignore irrelevant information, and how to integrate central ideas in a meaningful way. Teaching students to summarize improves their memory of what was read. Summary techniques can be used in almost all content areas<sup>23</sup>. Students may learn how to identify the most crucial concepts in a book, filter out unimportant material, and combine the main ideas in a meaningful way by using the summarizing strategy<sup>24</sup>.

According to Kissner Summarizing technique involves taking the main ideas from a piece of text in different forms and explaining it in your own words. A summary is significantly shorter than the original text and to give an overview of what you may have experienced, read, heard or watched. It is an important skills that is often used when gathering and presenting information<sup>25</sup>. Summarizing is a short text based on the material. Defines a state summary as a condensed form of written or spoken material that states the main points while leaving out everything else. The summary means reviewing material, identifying essential from irrelevant elements, and compressing large quantities of information into brief phrases<sup>26</sup>.

Summarizing is an effective technique that can be used to facilitate understanding of the contents of the text, making it easier to remember the

---

<sup>23</sup>Nurhayati and Fitriana, 'Effectiveness Of Summarizing In Teaching Reading Comprehension For Efl Students'.

<sup>24</sup>Hutapea, '(A Study At The Tenth Grade Students'of Sma Negeri 5 Padangsidempuan)'.

<sup>25</sup> Kissner, Emily, 'Summarizing, Paraphrasing, and Retelling: Skills for Better Reading, Writing, and Test Taking' Canada. Person Education

<sup>26</sup> Mita Eka Purwandani, 'IMPROVING READING COMPREHENSION THROUGH SUMMARIZING ACTIVITIES TO THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 8 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014'



main points or ideas of the text. With this strategy, students can easily get information and ideas for writing or composing because they are helped by summarizing words or phrases<sup>27</sup>.

## 2. Steps of the Summarizing Technique

According to McDonough et al, summarize involves reworking the reading's message by summarizing its key ideas. Rereading the book and making a list of significant terms are two crucial steps in summarizing it. Before summarizing the text, the first step is to understand it. The second strategy is to make the major idea of the statement clear. This indicates that we must have a goal in mind while summarizing a work; readers are not permitted to include their own ideas in the summary<sup>28</sup>. Carnie, Silbert, and Kameenui also introduced a summarizing technique that resembles content-based summaries. The summarizing technique is called a one-sentence summary. The procedure for teaching this technique includes several steps: (1). A teacher tells students how to write the main ideas, (2). Students read reading texts, (3). The teacher asks students to mark the main sentences along with the main ideas in the sentences, (4). The teacher asks students to say sentence (5). The teacher repeats these steps by working on the rest of the text, (6). Finally, the teacher asks students to write the main idea for each paragraph<sup>29</sup>.

Summarizing steps: Find and highlight key ideas. Make a summary and note the highlights in each section. Write down the key points found. If necessary, create a mind map to make it easier to see the relationship between concepts. In light of this, the author believes that summarizing is a useful strategy for teaching reading comprehension. It is also an

---

<sup>27</sup> Rachmy Doni, 'The Influence of Summarizing Technique Towards Students' Writing Ability at SMPN 17 Makasar'

<sup>28</sup>Kim McDonough, William J. Crawford, and Jindarat De Vleeschauwer, 'Summary Writing in a Thai EFL University Context', *Journal of Second Language Writing* 24 (June 2014): 20–32, <https://doi.org/10.1016/j.jslw.2014.03.001>.

<sup>29</sup> Zana Chobita Aratusa, 'THE USE OF CONTENT-BASED SUMMARIZING TECHNIQUE IN IMPROVING STUDENTS' READING SKILLS OF MADRASAH', *IJEE (Indonesian Journal of English Education)* 4, no. 2 (28 December 2017): 208–20, <https://doi.org/10.15408/ijee.v4i2.6153>.



intriguing technique with clear instructions that will aid students in comprehending their reading comprehension<sup>30</sup>. Reading the material and making a note of select essential terms are two crucial steps in the summary process. Before summarizing the text, the first step is to understand it. To make your major idea in your own words is the second step. This means that while summarizing a work, we must be neutral and refrain from including the reader's personal ideas<sup>31</sup>. Based on the above understanding, it can be concluded that the summary is finding important information, in which the author is prohibited from adding his opinion in the summarize.

### 3. Advantages of Summarizing Technique

There are some advantages of summarizing technique as mentioned; the advantages are as follows: (1) Summarizing technique is good in developing student main ideas in writing, summarizing technique is a good way to make a limitation in writing (2) Students can develop their ideas focused on one topic (3) Summarizing technique can be useful to develop main ideas or create key word of writing (4) Students may use summarizing technique to facilitate discussion for generating innovative ideas for writing (5) This technique helps them search for a better understanding of a topic by eliciting diverse smaller topic and ideas on the given topic<sup>32</sup>.

According to Zafarani & Kabgani, the summarizing technique can benefit pupils in retaining the knowledge they have learned in their long-term memory. Students learn how to read for understanding and discern significant concepts by summarizing. Express knowledge using their own

---

<sup>30</sup>Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)'.  
<sup>31</sup>Siti Mafulah and Maria Purnawati, 'STRATEGI SUMMARIZING DALAM MENINGKATKAN PEMAHAMAN BACAAN PADA KELAS EXTENSIVE READING', *JURNAL ILMIAH BAHASA DAN SASTRA* 7 (2020).

<sup>32</sup> Rachmy Doni, 'THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT SMPN 17 MAKASSAR'.

language. This gives pupils the opportunity to deepen the text's meaning<sup>33</sup>. Moreover, summarizing provides opportunity to communicate what is important, assist the students in finding the main ideas expressed through the text, and allows the students to express how they interpreted what is happening in text in their own words. Not only for students, had summarizing activities benefits to the teachers it provides evidence of the students ability to select important information and reveals a students ability to priorities and sequence<sup>34</sup>.

#### 4. Disadvantages of Summarizing Technique

Disadvantage of summarizing technique is every person learns differently; they have different background knowledge. When a student learns something new, they build on existing knowledge. Writing notes in their own words links the new information much more solidly and clearly to their existing knowledge, and is therefore less likely to be forgotten. It is vitally important that teachers are able to paraphrase, to ensure explanations or sections of textbooks are understood by each student<sup>35</sup>.

According to Huan, summarizing has the disadvantage that it takes a long time to think and arrange the lines in sentence structure. Students find unfamiliar vocabulary and are not enough to write it down from memory<sup>36</sup>. The disadvantages of summarizing technique, such as: (1) The students may find that summarizing procedure nothing more than an article of main ideas; (2) It requires a dedication to quantity rather than quality; (3) Because it rests on free associations, summarizing technique can lead the students far astar from an assigned topic<sup>37</sup>.

---

<sup>33</sup>Pardis Zafarani and Sajad Kabgani, 'Summarization Strategy Training and Reading Comprehension of Iranian ESP Learners', *Procedia - Social and Behavioral Sciences* 98 (May 2014): 1959–65, <https://doi.org/10.1016/j.sbspro.2014.03.629>.

<sup>34</sup> Rachmy Doni, 'THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT SMPN 17 MAKASSAR'

<sup>35</sup>Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)'.

<sup>36</sup> Huan, N. B. (2017). Summarizing strategy: potential tool promotes English as a foreign language (EFL) students' reading comprehension at a vocational school Vietnam. *European Journal of Education Studies*, 3 (8).<https://doi.org/10.5281/zenodo.834902>

<sup>37</sup> Rachmy Doni, 'THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT SMPN 17 MAKASSAR'.

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading comprehension can be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text. The brain goes through a number of processes sequentially when reading (simultaneously). The process of reading begins with the reader quickly recognizing words in the text. Next, the reader breaks down sentence structures into chunks of phrases and clauses in order to piece together the structure's overall meaning while simultaneously recalling the known words and storing the unknown ones in working memory<sup>38</sup>.

### **2. Types of Reading**

According to Brown there are four types of reading as below.

#### **a. Perceptive Reading**

Perceptive readings involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemes' symbols. Bottom-up processing is implied.

#### **b. Selective Reading**

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

#### **c. Interactive Reading**

Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

---

<sup>38</sup>Mualim and Aziez, 'READING PORTFOLIO AS A SUPPLEMENTARY ACTIVITY TO LEVERAGE STUDENTS' READING COMPETENCY'.

#### d. Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour<sup>39</sup>.

According to the aforementioned statement, there are four different forms of reading: perceptive reading, selective reading, interactive reading, and extensive reading. While reading with perception, children are asked to examine each letter, word, and symbol independently. Selective reading is the method of understanding the grammar or the text in the brief excerpt. The purpose of interactive reading is to get pupils to read and extract information from a text. Because extensive reading focuses on larger texts, this demands pupils to have the capacity to comprehend the entire book.

### 3. The Purpose of Reading

According to Grabe William and L. Fredrika, the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

#### a. Reading to find simple information

Reading for simple information is a common reading skill that is often practiced, although some researchers consider it a relatively independent cognitive process. This technique is often used in reading assignments that may be best suited for the type of reading ability.

#### b. Quick skimming

Quick skimming is a distinctive component of many reading assignments and a valuable skill in its own right. This requires a mix of procedures to determine which sections in the book could be important, followed by applying basic reading comprehension techniques to those sections until broad understanding is established.

---

<sup>39</sup>H\_Douglas\_Brown\_Language\_Assessment\_Prin.Pdf, n.d.

c. Read to learn from the text

Reading to learn typically occurs in academic and professional settings when it is necessary to learn a lot of information from a book. This type of reading calls for the retention of key ideas, the capacity to identify and create rhetorical frameworks, and the ability to relate the text to a reader base.

d. Reading to integrate information

Reading to integrate information necessitates further judgments on the relative value of supplementary, mutually supporting, or conflicting information as well as possible reorganization of the rhetorical framework to accommodate information from many sources.

e. Read to write and read to critique texts

Reading, writing and reading critical texts can be variants of reading assignments to integrate information. Both require the ability to structure, select, and critique information from a text.

f. Read for general understanding

When performed by proficient fluent readers, reading for general understanding calls for highly automated and quick word processing, considerable aptitude for creating general meaning representations of important concepts, and effective coordination of multiple processes within extremely constrained time limitations<sup>40</sup>.

The purpose of reading has benefits for society at large as well as for pupils. For information and expertise about social life, they must read extensively. This can assist someone in keeping up with the social, political, and economic concerns facing his nation.

#### 4. Reading Technique

There are various kinds of reading techniques that we can use to make it easier for us to read. According to Mikulecky and Jeffries, reading can help more if we can read well. The technique is:

---

<sup>40</sup>William Grabe and Fredricka L Stoller, (2002). 'Teaching and Researching Reading Applied linguistics in action Teaching and Researching Reading'.



- a. Scanning is a technique we often unknowingly use when looking up words in the phone book or in a dictionary. The steps for scanning are:
  - 1) State the specific information you are looking for.
  - 2) Try to anticipate how the answer will appear and what clues you might use to help you find the answer. For example, if you're looking for a specific date, you'll soon be reading paragraphs just looking for numbers.
  - 3) Use headings and other aids to help you identify which sections are likely to contain the information you are looking for.
  - 4) Selectively read and skip parts of the passage.
- b. Skimming is a technique used to quickly get the main ideas from a text. The steps for skimming are:
  - a) Read the title.
  - b) Read the introduction or first paragraph.
  - c) Read the first sentence of every other paragraph.
  - d) Read all headings and sub-headings.
  - e) Read the summary or last paragraph<sup>41</sup>.

## 5. Teaching Reading

Harmer said teaching is not easy work, but it is necessary work, and it can be very rewarding when we see our students' progress and know we have helped make it happen. It's true that some students can be difficult and stressful at times, but it's also worth remembering that the best teaching can also be a lot of fun. There are several reasons why reading English texts is an important task in a teacher's job. First, some of them want to be able to read English texts for career, study, or just for fun. What can we do to make it easier to read.

Another purpose of reading, any exposure to English texts (if students can understand more or less) is a good thing for students, because some languages are embedded in their minds as part of the language acquisition process. Reading also provides a good model effect in English

---

<sup>41</sup>Mikulecky, B. & Jeffries, L (2004). 'More reading power. Pearson ESL'.



writing. Reading texts also provides benefits in learning a language: vocabulary, grammar, strokes, and the way we structure sentences, paragraphs, and texts. Finally, a good reading text can introduce an interesting topic, spark discussion, elicit imaginative responses, and serve as a springboard for a thorough and rapid lesson<sup>42</sup>.

## 6. The Principles Behind the Teaching of Reading

There are some principles to teaching reading:

- a. Reading is not passive skill.

Reading is an incredibly active occupation. To do it successfully, we must understand what the words mean, see the picture the words are painting, understand argument, and work out if we agree with them. If we do not do these things and if the students do not do these things, then we only just scratch the surface of the text and we quickly forget it.

- b. Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

- c. Students should be encouraged to respond to the content of the text.

Of course, it is important to the study reading text for the way use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.

---

<sup>42</sup> Jeremy Harmer, 'How to Teach English Harmer, Jeremy.Pdf', n.d.

d. Prediction is a major factor in reading

When we read text in our own language, we frequently have a good idea of the content before we read. Book covers give us a hint of what is in the book, photographs, and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint-the book cover, the headline, the word-processed page-our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students „hints“ so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

We would give students Hamlet’s famous soliloquy “to be or not be” and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be a reason for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are. Once decision has been taken about reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, engaged and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenge tasks.

f. Good teachers exploit reading text to the full.

Any reading text is full of sentence, word, ideas, descriptions etc. It does not make sense just to get the students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for study and later activation.

There are certain guiding principles for reading instruction, as previously mentioned. Reading is not a passive ability, students must be engaged in the material, students must be encouraged to respond to the substance of a reading text rather than simply the language, prediction is a key component of reading, connect the assignment to the topic, and effective teachers must fully utilize the reading text<sup>43</sup>.

### **C. Review of the Relevant Studies**

There are some previous studies that relate with the topic, those are:

1. Based on Maylia Wilda Fitriana's research entitled "Effectiveness of Using Summarization Technique in Teaching Reading Comprehension to Second Grade Students of MTs N Pucanglaban Tulungagung in the 2012/2013 Academic Year". Many students have difficulty in learning English, especially in reading comprehension. As English teachers, we must be able to find interesting strategies or methods in teaching English, especially in reading comprehension. The formulation of the research problem is: 1) How is the students' reading comprehension before being taught using the summarization technique? 2) How is the students' reading comprehension after being taught using the summarization technique? 3) Is there a significant difference between students' reading comprehension before and after using the summary technique? The objectives of this study are to: 1) find out students' reading comprehension before being taught using the summary technique, 2) find out students' reading comprehension after being taught using the summary technique, 3) find out the difference in students' reading comprehension before and after using the summary technique. Research methods: 1) The research design in this study is a pre-experimental study with one group pre-test, post-test design, 2) the population of this study were all second grade students totaling 34 students, 4) the research instrument was a test, 5) data analysis using the t-test. The results showed that the average score of students in teaching reading comprehension before they were taught using the summary

---

<sup>43</sup> Jeremy Harmer, 'How to Teach English Harmer, Jeremy.Pdf'.

technique was 84.37. While the average score of students after they were taught using the summary technique was 90.43. By comparing the level of significance in the t table at 0.05, it is known that the t count is greater than the t table. This means that  $H_a$  which states that there is a significant influence of the use of summary techniques in teaching reading comprehension for second grade students is accepted. While  $H_o$  which states that there is no significant influence of the use of summary techniques in teaching reading comprehension for second grade students is rejected. Meanwhile, this study examines how the use of the summarizing technique using qualitative descriptive to determine students' reading comprehension in general context texts at SMP Al - Irsyad Al - Islamiyah Purwokerto.

2. Based on Nuralea Hutapea's research entitled "Effect of The Use of The Summary Technique on Students' Reading Comprehension of Student Recount Texts (Studies in Class X Students of SMA Negeri 5 Padangsidempuan)". The purpose of this study was to determine: 1) the application of the use of summarizing techniques, 2) reading comprehension of recount texts before and after using students' summarizing techniques, 3) whether is there a significant effect of using summarizing techniques on students' reading comprehension of recount texts in class X SMA Negeri 5 Padangsidempuan. Data collection is done employing observation and tests. After the data is collected, the average description of the application using the summarizing technique is 3.50. Categorized as "Very Good". The average reading comprehension of students' recount texts before using the summarizing technique was 71.14. It is entered as "Fine". The student's reading comprehension of recount text after using the summarizing technique was 84.71. Categorized as "Very Good". The t table result is 8.15, and the 5% t table significance level is 2.03. This means that there is a significant effect of the use of summarizing techniques on students' reading comprehension of recount texts in class X SMA Negeri 5 Padangsidempuan. Meanwhile this study

examines how the use of the summarizing technique using descriptive qualitative to determine students' reading comprehension in general context texts at SMP Al – Irsyad Al - Islamiyah Purwokerto.

3. Based on Dwi Astuti Wahyu Nurhayati & Malia Wilda Fitriana's research entitled "Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students" The problem solved in this research is the low reading comprehension of students at MTs N Pucanglaban Tulungagung caused by (1) students' difficulty understanding the meaning in the text; (2) difficulties in reading and spelling students correctly both orally and in writing; (3) lack of vocabulary. The results showed that the student's average score in reading comprehension before being taught using the summary technique was 84.37. While the average value of students after being taught using the summary technique is 90.43. By comparing the t table significance level of 0.05 it is known that the t count is greater than the t table. The summary technique can be used as a teaching alternative to disallowing reading comprehension to students at the junior high school level. Meanwhile this study examines how the use of the summarizing technique using descriptive qualitative to determine students' reading comprehension in general context texts at SMP Al – Irsyad Al – Islamiyah Purwokerto.
4. Based on Zana Chobita Artusa research entitled "The Use of Content - Based Summarizing Technique in Improving Student's Reading Skill of Madrasah". Previous studies argued that summarizing techniques can improve students' skills to comprehend a reading text, but those studies did not address what type of summarizing techniques and how to apply them, in Islamic schools' context in which their students often study rich textual documents. With the experimental method, this study implemented Content-Based Summarizing Technique (CBST) in teaching English reading skills at two State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Palu, Central Sulawesi. After 12 weeks of teaching, this study found that students who were taught by using CBST had significantly



improved their reading skills to comprehend a reading text. Meanwhile, the non-CBST treatment students' reading skills remained stable. This study concludes that the use of CBST in teaching English reading can be used as a new alternative technique in teaching English. The limitation of this study is that the treatment might not be long enough and the sample is small. Future research needs to involve more samples and apply longer treatment periods. Meanwhile this study examines how the use of the summarizing technique using descriptive qualitative to determine students' reading comprehension in general context texts at SMP Al – Irsyad Al – Islamiyah Purwokerto.





## CHAPTER III RESEARCH METHOD

### A. Research Design

This study employed descriptive qualitative research. Descriptive research is study that is undertaken to determine the value of an independent variable, either one or more variables, without making comparisons or relating them to other variables<sup>44</sup>. A qualitative method is one that seeks to comprehend the phenomenon of what research subjects experience, such as behavior, perceptions, interests, motives, and actions, with words and language.

Following data collection, a qualitative descriptive analysis technique, essentially an analysis technique in the form of explaining or disclosing the characteristics of the variables on which the researcher focuses, is offered.<sup>45</sup> In this study, by revealing things related to the use of summaries in learning to read texts in learning English in the classroom, especially in class 7<sup>th</sup> SMP Al – Irsyad Al – Islamiyah Purwokerto.

### B. Research Site and Participant

This research was conducted at Al-Irsyad Al-Islamiyah Purwokerto Middle School, this school was chosen because the English language skills of most students are quite good, as evidenced by the many student achievements at the regional level. The ability of teachers in teaching English is also quite good, as evidenced by the many variations of teaching fashion. Learning activities are carried out with the Active Learning, Learning by Doing, Quantum Learning and Quantum Teaching approaches. Through this model it is expected to be able to produce high absorption of material. The reason for using summary techniques is because the summary technique is included in active learning activities. Active learning are all forms of learning allows

---

<sup>44</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).

<sup>45</sup>Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

students to play an active role in the process itself is in interaction between students and students and teachers in the learning process<sup>46</sup>. Participants in this study were English subject teachers and 7<sup>th</sup> grade students of SMPN Al-Irsyad Al-Islamiyah Purwokerto. This research was conducted on January 16 - March 16, 2024, divided into interviews with teachers, as well as class observations conducted in two different classes, and also carried out documentation as evidence of data validity.

### **C. Objects and research subjects**

The subjects of this study were English teachers who taught class A and class B and 7<sup>th</sup> grade students as the main subject in this study. Class A and class B were chosen as a comparison of how the teacher's strategy in implementing the summarizing technique in teaching reading in both classes and the responses of class A and class B students to the methods used. The object of this study is the summarizing technique used by the teacher in teaching reading in the classroom, how the method is implemented in the classroom and how students respond to the method used, this is the main discussion in this research.

### **D. Data collection techniques**

Data collection procedures are the processes and methods employed to collect the required data. Every research, whether qualitative or quantitative, employs procedures to acquire the necessary data to aid the authors in obtaining authentic data<sup>47</sup>. In this study, three methods were employed to collect data, those are:

#### **1. Observation**

Observation is the systematic observation and recording of the factors that emerge in a symptom in the target of inquiry. Based on the expert's explanation, it is possible to infer that observation is study conducted by witnessing and documenting directly or indirectly that arises

---

<sup>46</sup> Denik Wariati, 'STRATEGI PEMBELAJARAN ACTIVE LEARNING BAGI GURU SD SEKECAMATAN SEYEGAN'

<sup>47</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).

in a symptom on the target of research<sup>48</sup>. The observation process begins with identifying the place to be studied. After the research location has been identified, it is followed by making what is sought, so that a general description of the research objectives is obtained. The purpose of using observation as a research method is to find out the teacher's approach in implementing the reading learning method, namely the summarizing technique, and how student learning outcomes are with that method approach.

This observation was made when the first semester started, on 16 January – 16 March 2024. The observation was made class A two times during English lesson every Tuesday and class B two times during every lesson every Friday. This observation was carried out to find out how the teaching and learning activities at SMP Al – Irsyad Al – Islamiyah Purwokerto were, and to find out how the teacher implemented the summarizing technique in learning to read. During the observation, field notes were also made for each class. This data is displayed and used as a discussion in this study.

## **2. Interview**

Interview is a technique to get information from informants to give and answer questions. Questions are very important to capture people's perceptions, thoughts, opinions, feelings about a phenomenon, event, fact, or reality<sup>49</sup>. By asking questions the researcher enters other people's thinking, gets what is on their mind and understands what they think. Because people's perceptions, feelings, thoughts are very meaningful, understandable and can be expressed and analyzed scientifically. This activity is to support data from informants related to research. This study used semi-structured interviews. This technique is to get in-depth information about the topic.

---

<sup>48</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).

<sup>49</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).

The informants were an English teacher and 7<sup>th</sup> grade students, as well as supporting informants such as school principals and vice principals in curriculum areas. Interviews were conducted on 16 January 2024 – 16 March 2024 to find out the strategies used by teachers in implementing the summarizing technique in learning reading, how students respond to the methods used by the teacher, and how the impact is felt by the teacher and students with the learning methods that have been applied by the teacher in learning. The findings from the interviews will form the basis for the discussion of this study. The teacher was chosen as an informant because she has experience teaching English more than 5 years, and uses various teaching methods, such as is the summarizing technique, 7<sup>th</sup> grade students are new students for the 2023/2024 school year so they can provide answers as they are according to their respective learning experiences. The researcher conducted a structured interview with the English teacher consisting of 10 questions conducted with the English teacher. The purpose of the researcher using a structured interview is to facilitate data collection. In the interview activity, the researcher used books and stationery to record and summarize the results of the interview.

### **3. Documentation**

Documentation is the act of collecting, analyzing, and selecting papers that present evidence regarding evidence, such as quotes, images, newspaper clippings, and other reference materials<sup>50</sup>. This document serves as a more accurate source of data because it is based on certain standards such as the minimum index value of students. The data that will become the material for this research include the lesson plan, the reading text used by the teacher, and the summary result text completed by student. This document is a clear measurement instrument for how the outcomes of the summarizing technique implementation are used in learning.

---

<sup>50</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).

## **E. Data Analysis Techniques**

Qualitative analysis consists of three stages according to Miles and Huberman<sup>51</sup>, those are:

### **1. Data reduction**

Data reduction refers to the process of selecting, condensing, simplifying, abstracting, and modifying material from field notes or written transcriptions<sup>52</sup>. This study seeks information about the teacher's strategy in implementing the summarizing technique in teaching reading in class, how students respond to the method used and how the impact of the method has on learning outcomes.

### **2. Data display**

Data display is an activity when a set of information is compiled. Concise and tidy collection of facts that allows conclusions to be made and action taken. This contributes to data from field notes, interview transcripts and selected information concepts in brief descriptions to analyze the steps that the teacher takes in implementing the summarizing technique in classroom learning.

### **3. Conclusion and verification**

The conclusion is verified as the analyst proceeds with the results. Data verification is carried out to obtain valid data and ensure the authenticity of the data obtained in the field<sup>53</sup>. The verification process carried out was by triangulation between researchers. Data findings from observations and interviews for discussion of the use of summarizing technique in teaching reading comprehension at 7<sup>th</sup> SMP Al – Irsyad Al – Islamiyah Purwokerto are compared with data found through a documentation approach so that the data obtained is more valid.

---

<sup>51</sup>Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

<sup>52</sup>Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

<sup>53</sup>Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

The results of research on the use of the summarizing technique in English classes for grade 7 students will be presented. Data was obtained through interviews with teachers and also observations carried out in two classes, namely students in class 7 A and class B. Researchers discussed the results of field research conducted at SMP Al – Irsyad Al – Islamiyah Purwokerto class 7 for the 2023/2024 academic year. The data discussed regarding the use of the summarizing technique in English class A and class B, will be discussed further about the strategies used by teachers to implement the summarizing technique and what the impact is on student learning outcomes in accordance with the teacher.

##### **1. The Use of Summary Technique in English Lesson in The 7<sup>th</sup> Grade**

The use of summarizing techniques in learning English for grade 7 can be seen from the steps used by teachers during learning. It will be explained about effective classroom management, starting from how teachers create optimal learning conditions, how teachers should behave towards students who behave challengingly, and also how teachers are able to restore optimal learning conditions, especially in class 7 of SMP Al-Irsyad Al-Islamiyah Purwokerto. Based on previous combined theory from Hutapea and Siti Mafulah, the steps to summarize: Find and highlight key ideas. Make a summary and note down important things in each section. Write down important points found. If necessary, make a mind map to make it easier to see the relationship between concepts. Based on this, the author argues that summarizing is a useful strategy for teaching reading comprehension. It is also an interesting technique with clear instructions that will help students understand their reading



comprehension<sup>54</sup>. Reading the material and noting down some important terms are two important steps in the summarizing process. Before summarizing a text, the first step is to understand it. Putting the main idea in your own words is the second step. This means that when summarizing a work, we must be neutral and not include the reader's personal ideas<sup>55</sup>.

The teacher used several strategies in implementing the summarizing technique, as follows:

- a. Ask students to read the text that have been given by the teacher.

The first step that used by the teacher was ask students to read the text that have been given. They can read the text aloud or read the text silently. In class A, the teacher asked students to read the text carefully, so that they can continued to the next steps. It can be shown by the indicator review bellows.

**Table 4.1 Indicator review of the teacher in class A**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 1   | Teacher asks students to read the text that has been given | √      |    |

Based on the observation, when English learning takes place in class A, the teacher gives texts to students. The teacher asks students to read the text that has been given. The text given is a recount text containing 3 different people, namely Max, Tom, and Kate.

<sup>54</sup> Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)'.  
<sup>54</sup>Siti Mafulah and Maria Purnawati, 'STRATEGI SUMMARIZING DALAM MENINGKATKAN PEMAHAMAN BACAAN PADA KELAS EXTENSIVE READING',  
*JURNAL ILMIAH BAHASA DAN SASTRA* 7 (2020).



**Picture 4.1. Reading text in class A**

Besides that, in class B, teacher also give the text to the students and asked them to read the text carefully. It can be shown by the indicator review bellow.

**Table 4.2 Indicator review of the teacher in class B**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 1   | Teacher asks students to read the text that has been given | √      |    |

Meanwhile the observation in class B showed that the teacher gives the text to the students. The teacher also asks students to read the text that has been given. The text provided is a text about the biography of a badminton player named Kevin Sanjaya, and a soccer player named Lionel Messi.



**Picture 4.2. Reading text in class B**

According to the interview, the teacher also stated that the first step before writing summary was ask students to read the text.

*“Langkah awal yang dilakukan yaitu siswa diminta untuk membaca dulu, bisa dengan cara membaca by heart atau reading aloud atau juga kadang menggunakan metode jigsaw.”*  
 (“The first step taken is that students are asked to read first, either by reading by heart or reading aloud or sometimes using the jigsaw method.”)

**Kegiatan Inti  
(65 menit)**

**Pre- Reading**

Pre-reading

1. Guru memberikan text yang akan dibaca oleh siswa
2. Siswa diminta untuk membaca dengan seksama text yang telah diberikan
3. siswa diberi beberapa pertanyaan terkait text yang telah diberikan

**Picture 4.3. Lesson plan**

- b. Ask students to understand the text they have read

After read the text, the students should understand the text that they have read. To make sure that the students was understand the text, teacher would like to ask some questions which is related to the text. The result of this step in class A is follows.

**Table 4.3 Indicator review of the teacher in class A**

| No. | Indicators  | Aspect |    |
|-----|---|--------|----|
|     |   | Yes    | No |
| 2   | Teacher asks students to understand the text they have read | √      |    |

According to the observation, in class A, after the students read the text that has been given, the teacher asks the students several questions, such as: what did Max do yesterday? what was the title of the film that Tom watched? how did Kate feel after experiencing the 4D film? and so on to find out whether students have understood the content of the text or not. On the other hand, the result of this step in class B as follows.

**Table 4.4 Indicator review of the teacher in class B**

| No. | Indicators  | Aspect |    |
|-----|---|--------|----|
|     |   | Yes    | No |
| 2   | Teacher asks students to understand the text they have read | √      |    |

Meanwhile in class B, after the students read the text that has been given, the teacher asks the students several questions to gained theirs understanding, such as: what is the content of the text? who is Messi? who is Kevin? why is Messi called the best soccer player, and so on to find out whether the students have understood the text or not yet.

Based on the interview that has been done, the teacher stated that to gained students' understanding after read the text, the teacher asked some question that related to the text that they have read.

*“Cara lain yang dilakukan dalam menggunakan teknik summary yaitu siswa diberikan beberapa pertanyaan yang ada hubungannya dengan teks tersebut.”*

*(Another way to use the summarizing technique is that students are given several questions that are related to the text.)*

c. Ask students to underline the important information from the text.

The next step that should be done by the students before writing summary is underline the important information from the text. This step will help students in the next step. The results of the indicator review of the teacher in class A and class B are follows.

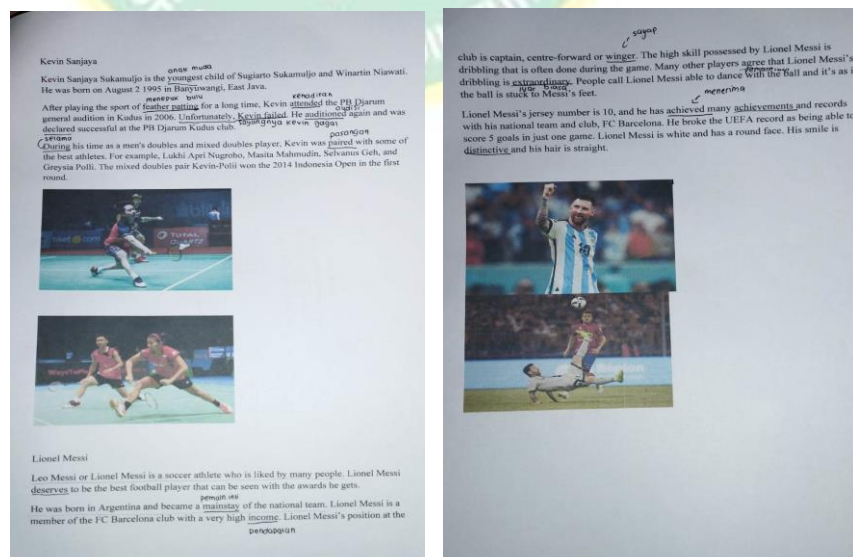
**Table 4.5 Indicator review of the teacher in class A**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 3   | Teacher asks students to underline the important information that will be written in the summary | √      |    |

**Table 4.6 Indicator review of the teacher in class B**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 3   | Teacher asks students to underline the important information that will be written in the summary | √      |    |

After the teacher ensures that students have understood the content of the text, the teacher asks students both in class A and B to underline some information that is considered important for students



**Picture 4.4. Underline the important information of the text**



The teacher explains to students how to find important parts in the text starting from the main idea in the text. Then look for things that feel important, such as in the text Lionel Messi, then students have to see why Messi can be called the best football player, and what awards has Messi won? Students must see 5W+1H (what, when, where, why, who and how) in the text. According to the analyzing of the text, the questions that can be found as follows:

- 1) What; In the text used for information reading activities, the question what is found in the sentence, "what is the name of Lionel Messi's soccer team?"
- 2) Why; In the text used for information reading activities, the question why is found in the sentence, "why does Lionel Messi get the nickname the best football player?"
- 3) Where; In the text used for reading activities, the question where information is found in the sentence, "where was Lionel Messi born?"
- 4) When; In the text used for reading activities, the question when is found in the sentence, "when was Lionel Messi born?"
- 5) Who; In the text used for reading activities, the question who is found in the sentence, "who is Lionel Messi?"
- 6) How; In the text used for reading activities, the question how information is found in the sentence, "how is Lionel Messi break the UEFA record?"

During the interview, the teacher also stated that the students can underline the words that difficult to understand. The interview was followed.

*Q: Bisakah bapak/ibu menjelaskan step-step yang digunakan Ketika mengajar menggunakan summary?*

*(Can you explain the steps used when teaching using the summarizing technique?)*

*A: "Siswa diminta membaca teks, kemudian menggarisbawahi kata-kata yang sulit, kemudian diskusi dengan teman sebelum dibahas bersama-sama dalam satu kelas."*



*("Students are asked to read the text, then underline difficult words, then discuss with friends before discussing it together as a class.")*

|                       |  |
|-----------------------|--|
| <b>While- Reading</b> | Reading teks dengan metode summary   |
|                       | 1. Siswa diminta menggaris bawah informasi penting yang ada di text tersebut |
|                       | 2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraf    |
|                       | 3. Siswa diminta untuk membuat mind mapping                                  |
|                       | 4. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri     |

**Picture 4.5. Lesson plan**

- d. Ask students to make notes about the main ideas of each paragraph

In this step, teacher would ask students to make notes about the main ideas of each paragraph. This aims to make it easier for students in writing summary. The result of indicator review of the teacher in class A as follow.

**Table 4.7 Indicator review of the teacher in class A**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 4   | Teacher asks students to make notes about the main ideas of each paragraph | √      |    |

After making points about important information, the teacher asks students in class A to make important notes about the main idea of the text.

*T: "semuanya sudah tahukan, dimana letak ide pokok?" (do you all know, where is the main idea?) S: "sudah miss" (yes, miss) T: "coba sebutkan" (Try to mention it.) S: "paragraf awal, paragraf tengah, dan paragraf akhir" ( first paragraph, middle paragraph, and last paragraph.) T: "betul, nah sekarang kalian tentukan ide pokok dari teks ini ya" ( right, now you determine the main idea of this text.) S: "baik miss" (okay miss.)*

On the other hand, this is the result of indicator review of the teacher in class B.

**Table 4.8 Indicator review of the teacher in class B**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 4   | Teacher asks students to make notes about the main ideas of each paragraph | √      |    |

As well as in class A, after making points about important information, the teacher also asks students in class B to make notes about the main ideas of the text.

*T : “Di manakah letak gagasan utama dalam sebuah teks?” (Where is the main idea located in a text?) S : “di awal paragraf”. (at the beginning of the paragraph). T : “betul, tapi ide pokoknya bisa juga terletak di akhir dan tengah paragraf. Jadi, kalian bisa mencari ide pokoknya dengan membaca awal, tengah, atau akhir paragraf.” (right, but the main idea can also be at the end and middle of the paragraph. So, you can find the main idea by reading the beginning, middle, or end of the paragraph). S : “baik, miss” (Yes, miss).*



**Picture 4.6. Make note**

|                       |   |
|-----------------------|---|
| <b>While- Reading</b> | Reading teks dengan metode summary  |
|                       | 1. Siswa diminta menggaris bawahi informasi penting yang ada di text tersebut |
|                       | 2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraf     |
|                       | 3. Siswa diminta untuk membuat mind mapping                                   |
|                       | 4. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri      |

**Picture 4.7. Lesson plan**

- e. Ask students create a mind map about important things that will be written in the summary

Create mind map is the last step before the students can write summary. Teacher would ask students to create mind map about the important things that will be written in summary. On the other hand, the result of the indicator review of the teacher in class A is follow.

**Table 4.9 Indicator review of the teacher in class A**

| <b>No.</b> | <b>Indicators</b>  | <b>Aspect</b> |           |
|------------|--|---------------|-----------|
|            |  | <b>Yes</b>    | <b>No</b> |
| <b>5</b>   | Teacher asks students create a mind map about important things that will be written in the summary |               | √         |

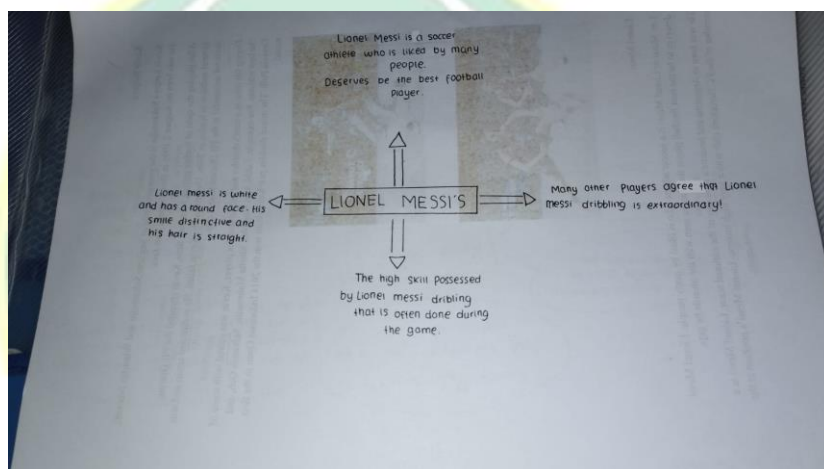
After make notes about the main idea of the text, the teacher would ask students to create mind-mapping before writing the summary. On the other hand, in class A the teacher did not ask students to create mind-mapping. Whereas the result of indicator review of the teacher in class B as follow.

**Table 4.10 Indicator review of the teacher in class B**

| <b>No.</b> | <b>Indicators</b>  | <b>Aspect</b> |           |
|------------|--|---------------|-----------|
|            |  | <b>Yes</b>    | <b>No</b> |
| <b>5</b>   | Teacher asks students create a mind map about important things that will be written in the summary | √             |           |

While in class B the teacher asks students to create a mind mapping containing the important things that will be written in the summary. Mind mapping is done in groups with classmates.

*T : “semuanya sudah tahu apa itu mind - mapping?” (everyone knows what mind mapping is?) S : "sudah miss" (yes, miss) T : “miss jelaskan kembali, mind-mapping yang akan kalian buat itu berisi hal-hal penting yang akan kalian tulis di summary. Tadi miss sudah kasih teksnya, kalian bisa membuat mind-mapping dari teks itu” (Miss, explain again, the mind-mapping that you will make contains important things that you will write in the summary. Miss has given you the text earlier, you can make a mind-mapping from that text.) S : “baik miss” (yes, miss).*



**Picture 4.8. Mind mapping**

In accordance, the teacher stated that write mind mapping can help students to be more understanding the text.

*“Untuk pembelajaran reading, siswa diharapkan mengetahui tentang isi dari teks. Jadi ketika siswa diminta untuk menceritakan kembali atau menggarisbawahi atau membuat mind mapping agar mereka lebih paham lagi isi dari teks tersebut. Ketika siswa sudah menuangkannya dalam bentuk mind mapping atau membuat rangkuman pendek, mereka akan lebih paham lagi tentang isi teks yang sudah dibaca.”*  
 (“For reading learning, students are expected to know the content of the text. So when students are asked to retell or underline or make a mind map so that they understand the content of the text better. When students have expressed it in the

*form of a mind map or made a short summary, they will understand more about the content of the text they have read”)*

|                       |  |
|-----------------------|--|
| <b>While- Reading</b> | Reading teks dengan metode summary   |
|                       | 1. Siswa diminta menggaris bawah informasi penting yang ada di text tersebut |
|                       | 2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraf    |
|                       | 3. Siswa diminta untuk membuat mind mapping                                  |
|                       | 4. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri     |

**Picture 4.9. Lesson plan**

- f. Ask students to write a summary used their own words that are easy to understand

This is the main step of writing summary. In this step, the teacher would ask students to write summary using their own words, so that they can easily understand. The result of the indicator review of the teacher in class A as follow.

**Table 4.11 Indicator review of the teacher in class A**

| No. | Indicators  | Aspect |    |
|-----|---|--------|----|
|     |   | Yes    | No |
| 6   | Teacher asks students to write a summary used their own words that are easy to understand | √      |    |

In class A, the teacher did not ask students to create the mind-mapping. The teacher asked students to create a summary of the text right after they make notes of the main idea of the text. The teacher asked students to used their own language so that it is easy to understand. On the other hand, the result of the indicator review of the teacher in class B as follow.



**Table 4.12 Indicator review of the teacher in class B**

| No. | Indicators  | Aspect |    |
|-----|---|--------|----|
|     |   | Yes    | No |
| 6   | Teacher asks students to write a summary used their own words that are easy to understand | √      |    |

According to the result, in class B after students make a mind-mapping, the teacher also asked students to make a summary text using their own language so that it is easy to understand. The students can make a summary using the mind map that they were write before. It easier for students in class B because they were having the important thing that should be written in the summary.

**Picture 4.10. Writing summary**

|                       |   |
|-----------------------|---|
| <b>While- Reading</b> | <p>Reading teks dengan metode summary</p> <ol style="list-style-type: none"> <li>1. Siswa diminta menggaris bawahi informasi penting yang ada di text tersebut</li> <li>2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraf</li> <li>3. Siswa diminta untuk membuat mind mapping</li> <li>4. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri</li> </ol> |
|-----------------------|---|

**Picture 4.11. Lesson plan**



- g. Ask students read the summary that has been written again and ensure that they have not missed anything important

The last step that used by the teacher in writing summary is make sure that the students have not missed anything important while write summary. In this ste, teacher would ask students to read again the summary that has been written. The result of the indicator review of the teacher in class A and class B are follow.

**Table 4.13 Indicator review of the teacher in class A**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 7   | Teacher asks students read the summary that has been written again and ensure that they have not missed anything important | √      |    |

**Table 4.14 Indicator review of the teacher in class B**

| No. | Indicators   | Aspect |    |
|-----|--|--------|----|
|     |  | Yes    | No |
| 7   | Teacher asks students read the summary that has been written again and ensure that they have not missed anything important | √      |    |

After both students in class A and class B make a summary using their own language, the teacher asks students to read the text they have written again to make sure they haven't missed anything important. After that, the teacher discusses together the summary results that the students have made.



**Picture 4.12. Class A**



**Picture 4.13. Class B**

|             |   |
|-------------|---|
| <b>Post</b> | 1. Siswa diminta untuk membaca kembali text summary yang sudah mereka tulis dan memastikan tidak ada yang terlewat. |
|-------------|---|

**Picture 4.14. Lesson plan**

On the other hand, according to the indicator review, the result shows that from seven indicators, the teacher in class A only done six indicators in summarizing including asked students to reading, understanding the text, underline the important information, writing a summary used their own words and also read the summary that has been written again. The teacher also ensures that the students have not missed anything important. While one other indicator was the teacher not asked the students in class A to create mind map about the important things. Meanwhile, the teacher in class B was done all of the indicators in writing summary, including asked students to reading, understanding the text, underline the important information, writing a summary used their own words, create mind map about the important things, and read the summary that has been written again and ensures that the students have not missed anything important.

## 2. Teacher difficulties in using summarizing techniques in students' reading comprehension

During the learning process, teacher has important role to help students increasing their skills. In this research, the teacher used the summary technique in students' reading comprehension. In describing teachers' perceptions of the use of summary techniques in students' reading comprehension, there are some statements that utilized in this research.

### a. Difficulties

According to the interview that has been done, the teacher stated that there are no difficulties that faced by the teacher or the students when using summary technique.

*Q: Apakah bapak/ibu mengalami kesulitan Ketika menggunakan summary?*

*(Do you experience difficulties when using the summarizing technique?)*

*A: "Tidak, karena sering digunakan jadi tidak ada kesulitan apapun karena itu hal yang familiar digunakan guru-guru. Tidak hanya guru bahasa inggris namun guru-guru pelajaran lain juga ketika ada membaca teks siswa diminta membacanya kemudian menggarisbawahi kata yang sulit, merangkumnya, ya itu hal yang biasa jadi gaada kesulitan."*

*("No, because it is often used so there is no difficulty whatsoever because it is something that teachers are familiar with. Not only English teachers, but also teachers of other subjects, when they read a text, students are asked to read it, then underline difficult words, summarize them, yes, that's a normal thing, so there's no difficulty.")*

*Q: Ketika proses pembelajaran, adakah siswa yang merasa kesulitan Ketika menggunakan summary?*

*(During the learning process, do any students find it difficult when using the summarizing technique?)*

*A: "Tidak mengalami kesulitan saat mereka hanya menggarisbawahi, mencari kata-kata yang sulit."*

*("No difficulty when they just underline, looking for difficult words.")*

According to the interview results, students did not experience difficulties during learning, because students were used to using the

summarizing technique so that students could follow the class well. Meanwhile, for learning outcomes, they received very good responses, teacher agreed that reading using a summarizing strategy made it easier for students to understand the meaning of new vocabulary, secondly, students were more motivated to study independently, thirdly it created a sense of self-confidence because they already understood the reading text and fourthly is to make students more accustomed to reading by rewriting important information in the reading to make it easier to understand the text or reading. This helps students' difficulties in understanding English reading texts.

## **B. Discussion**

Summary is one of the essential education skills to be mastered since it can be assumed as a tool to see how students' comprehension towards a reading text is in the education area<sup>56</sup>. However, writing summary is not something that can be done easily by the students.

### **1. The Use of Summary Technique in English Lesson in The7<sup>th</sup> Grade.**

The summarizing technique in accordance with the step-by-step previous research from Nurliana Hutapea which contains, "steps to summarizing: Find and highlight key ideas. Make a summary and note the important things in each section. Write down the points important points found. If necessary, make a mind map to make it easier to see the relationships between concepts. Bearing this in mind, the author believes that summarizing is a useful strategy for teaching reading comprehension. This is also an interesting technique with clear instructions that will help students understand their reading comprehension. Reading the material and noting selected important terms are two important steps in the summarization process. Before summarizing the text, the first step is to understand it. To put your main ideas into action in your own words, when

---

<sup>56</sup> Dwi Cahyani & Fitrawati. An Analysis Of Students' Ability In Summarizing Reading Passage In Critical Reading Class. *Journal of English Language Teaching*, Vol 9 No. 1. 2020



summarizing a work, we should be neutral and not include the reader's personal ideas."

According to the finding, the teacher uses several strategies in implementing the summarizing technique, as follows:

- a. Ask students to read the text that have been given by the teacher.

Based on the finding, before writing the summary, teacher ask the students to read the text that has been given both in class A and class B. the students can by reading by heart or reading aloud or sometimes using the jigsaw method. This is accordance with Ramirez-Avila's statement that reading the text carefully can help students in writing summary<sup>57</sup>. The more students comprehend text that they read, better their summary.

- b. Ask students to understand the text they have read

Then, the teacher asks the students both in class A and class B to understand the text they have read. Asnawi stated that student can write the vocabularies that they didn't understand in the piece of paper in order to help students in writing summary. Understanding the text can helps students in retain the important information in the text<sup>58</sup>.

- c. Ask students to underline the important information from the text

Underline the important information become the next step that used by the teacher after asking students to understand the text. For example, students are asked to underline unfamiliar vocabulary or they rewrite words that they think. This is also one of the way of exploring whether he students understand or not. The students can identify and underline the keyword in the text to make it clear<sup>59</sup>. With underline the

---

<sup>57</sup> Maria Rossana Ramirez-Avila & Jahaira Paola Barreiro. The Effect of Summarizing Narrative Texts to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*, Vol 6, No. 2. 2021.

<sup>58</sup> Dian Permatasari Sucita & Salmon J Hukom. Writing Summary as An Alternative Strategy to Comprehend the Text. *MATAI: International Journal of Language Education*, vol. 3) No. 1. 2022.

<sup>59</sup> Aswani. The Use Of Summariing Strategy To Enchanche Students' Reading Comprehension In The Tenth Grade Students Of Ma Nurul Islam Dasan Baru, Panggarata In The Academic Year 2023/2024. *Thesis: State Islamic Unybersity Of Mataram*.



important information, the students will know what information that will be written in the summary. Ozdemir stated that underlining the critical words in each paragraph can help students in writing summary.<sup>60</sup>

The teacher explains to students how to find important parts in the text starting from the main idea in the text. Students must see 5W+1H (what, when, where, why, who and how) in the text. Purwandi explained that how to make important part in summary, we should remember 5W+1H questions (what, why, who, when, where, how)<sup>61</sup>. The 5W1H writing approach has been used for practical purposes across a wide variety of professions and universities in the world. It is an effective procedure to gather information, make a summary, write an academic thesis, and extract news articles<sup>62</sup>. In this case, the teacher explains how to create an important part in the summary in the section on the use of 5W + 1H in accordance with previous research from Fajar Kurniadi as follows:

1) What

“What” is a question word that is often said to get a simple answer related to objects, animals, plants, etc. or events. In relation to text analysis, the question word “what” can be used to ask about events and situations that occur. According to the finding, in the text used for information reading activities, the question “what” is found in the sentence "what is the name of Lionel Messi's soccer team?"

---

<sup>60</sup> Ozdemir, S. (2018). Effect of summarization strategies teaching on strategy usage and narrative text summarization success. *Universal Journal of Educational Research*, 6(10), 2199-2209. <https://doi.org/10.13189/ujer.2018.061018>

<sup>61</sup> Mita Eka Purwanid. “Improving Reading Comprehension Through Summarizing Activities”. *Thesis*, Yogyakarta State University, Yogyakarta. 2015. P.31-32

<sup>62</sup> Kayo Tsuji. *Implementation of the Writing Activity Focusing on 5W1H Questions: An Approach to Improving Student Writing Performance*. 2016.

## 2) Why

“Why” is a word that requires an answer that can be analyzed into an answer. The answer to the word “why” is the word because. This word requires a cause-and-effect pattern or causes. In relation to text analysis, the question word why can be used to get logical answers and have a cause-and-effect pattern. In the text used for information reading activities, the question why is found in the sentence "why does Lionel Messi get the nickname the best football player?"

## 3) Where

The question word "where" is used to ask about the choice of a thing or item. Sometimes, the question word "Where" is added or added to the preposition "in" or "to" to become where or to which is used to ask for a place or destination. In relation to the spread of hoaxes, usually news analysts will ask "where" the incident was or where the people around the incident were. In relation to text analysis, the question word why can be used to get answers that refer to places and locations. In the text used for reading activities, the question “where” is found in the sentence "where was Lionel Messi born?"

## 4) When

The question word "when" is a question word used to ask for time. In relation to text analysis, the question word “when” can be used to get an answer to an event. In the questions used for reading activities, the question “when” is found in the sentence "when was Lionel Messi born?"

## 5) Who

The question word "who" is also a question word that is often used when getting news or new information. The question word "who" applies to asking about the perpetrator or subject in an incident. In relation to text analysis, the question word “who” can

be used to get answers to the names of characters. In the text used for reading activities, the question who is found in the sentence "who is Lionel Messi?"

6) How

The question word "How" is a question word that requires a complete and coherent answer. These question words are usually asked to obtain information in the form of a chronology of events or circumstances." In relation to text analysis, the question word why can be used to obtain answers in depth and breadth. In the text used for reading activities, the question how information is found in the sentence "how is Lionel Messi break the UEFA record?"

Using the 5W + 1H formula helps readers to get important information in reading so that readers can make important notes about the text. This can help readers to create a summary.

d. Ask students to make notes about the main ideas of each paragraph

Based on the finding, the next step that used by the teacher was asking students to make notes about the main ideas of each paragraph. Finding the main idea and make it notes become one of the complex cognitive processes in summarizing<sup>63</sup>.

e. Ask students create a mind map about important things that will be written in the summary

On the other hand, create a mind map about important things that will be written in the summary also the steps that used by the teacher. The teacher asked students in class B to create mind map, but not asking it in class A. Hutapea stated that, if necessary, create a mind map to make it easier to see the relationship between concepts.<sup>64</sup> When students have expressed it in the form of a mind map or made a short

---

<sup>63</sup> Ozdemir, S. (2018). Effect of summarization strategies teaching on strategy usage and narrative text summarization success. *Universal Journal of Educational Research*, 6(10), 2199-2209. <https://doi.org/10.13189/ujer.2018.061018>

<sup>64</sup> Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidimpuan)'.

summary, they will understand more about the content of the text they have read.

- f. Ask students to write a summary used their own words that are easy to understand

The next step is the teacher asks students to write a summary used their own words that are easy to understand. Ozdemir stated that the summary text should be written in student's own sentences as far as possible. The summary also should be shorter than the original text. This is accordance with the statement by Aswani which is stated that when writing summary, we must be able to distinguish the main idea. Furthermore, we also need to distinguish the information that important and unimportant to write a good summary<sup>65</sup>. Using their own words to write summary also help the student in increasing their vocabularies.

- g. Ask students read the summary that has been written again and ensure that they have not missed anything important

The last step in writing summary is teacher ask students to read again the summary that has been written and ensures that they have not missed anything important. In this case, the teacher only asking students in class B and did not ask it in the class A. Whereas the teacher should make sure that the students did not miss anything when writing summary. Aswani stated that students should make sure that the main ideas from the text should involve in the summary. It is because without including the main ideas, the summary text will not mean anything<sup>66</sup>.

According to the analysis, the teacher used seven steps to directing student in writing summary. This summarizing technique is

---

<sup>65</sup> Aswani. The Use Of Summarizing Strategy To Enhance Students' Reading Comprehension In The Tenth Grade Students Of Ma Nurul Islam Dasan Baru, Panggarata In The Academic Year 2023/2024. *Thesis: State Islamic Unybercity Of Mataram.*

<sup>66</sup> Aswani. The Use Of Summarizing Strategy To Enhance Students' Reading Comprehension In The Tenth Grade Students Of Ma Nurul Islam Dasan Baru, Panggarata In The Academic Year 2023/2024. *Thesis: State Islamic Unybercity Of Mataram.*

often used because it is important to know the process of understanding the text they have read.

## **2. Teacher difficulties in using summarizing techniques in students' reading comprehension**

During the learning process, teacher has important role to help students increasing their skills. It is accordance with the statement by Emaliana in Fitri which stated that teachers are accountable for overseeing class activities to ensure the classroom teaching is successful<sup>67</sup>. In this case, it is important to know teacher' perception of the use of summary techniques in students' reading comprehension. There are some statements that utilized in this research.

### **a. Difficulties**

The finding showed that neither the teacher nor the students faced any difficulties during the learning process using summary technique. Nugroho stated that a teacher should have good perception of teaching and strategies to deal with some difficulties that may arise during the reading comprehension<sup>68</sup>. It can be seen that the steps that used by the teacher can help the students in increasing their ability in reading comprehension skill. The students can easily find the main idea of each paragraph and also understanding which important and unimportant information from the text. It is accordance with the statement by Khathayul & Karavi in Aratusa which is stated that summary technique can help students in reading comprehension especially in finding the main ideas<sup>69</sup>.

---

<sup>67</sup> D. I., Fitri, & D. Ginting. EFL Teacher's Perception on Reading Strategies Taught in High Schools. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 5(2), 2021. 104-117. <https://doi.org/10.36312/esaintika.v5i2.423>

<sup>68</sup> Nugroho, T., Bharati, D., & Hartono, R. (2019). English teachers' perception on strategies in teaching reading comprehension to motivate the students. *English Education Journal*. *English Education Journal* 9 (1) 56 - 61

<sup>69</sup> Aratusa, Z. C. (2017). The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah. *IJEE (Indonesian Journal of English Education)*, 4(2), 208-220. doi:10.15408/ijee.v4i2.6153



According to the analysis, the teacher perspective of the use of summary techniques in students' reading comprehension found that neither the teacher nor the students did not experience difficulties during learning, because students were used to using the summarizing technique so that students could follow the class well. Summarizing technique also effective to encourage the students reading skill. According to Pappas in Aida, summarizing is a vital skill for learning. This approach enhances content understanding and critical thinking by requiring students to employ higher-level thinking skills<sup>70</sup>. This helps students' difficulties in understanding English reading texts.



---

<sup>70</sup> Rany Maltha. Aida The Students' Perception on Summary Writing as a Way to Learn Grammar. *Journal of English and Education*, Vol. 2(1). 2014, p. 56-63.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussions, it can be seen that the use of summarizing techniques in class by teachers of SMP Al - Irsyad Al - Islamiyah, especially in class 7 (A) and class 7 (B), teachers apply various steps in making summaries. The first step is to read the text, the teacher asks students to read the text that has been given. The second step is to understand the text, the teacher asks students to understand the text that has been given well. The third step is to describe important information, the teacher asks students to start describing information that is considered important by students. The teacher also asks students to describe vocabulary that is new to students. The fourth step is to make notes of the main idea, the teacher asks students to determine the main idea of the text, then write it down. The fifth step is to make mind mapping, the teacher asks students to form small groups consisting of 2 people, then make mind mapping with the group. The sixth step is to write a summary, the teacher asks students to write a summary of the results of the students' mind mapping. The last step is to reread, the teacher asks students to reread the text and the students' summary text to make sure nothing is missed.

Based on the results of the study, it can be concluded that the summarizing technique is suitable for use in reading comprehension, because both teachers and students do not experience difficulties during the learning process. The use of summarizing techniques in English learning can help students understand the contents of the reading, increase vocabulary, and can train students to rewrite reading texts using their own language. The impact of implementing this method is to encourage students' reading habits. The use of summarizing techniques can be applied in English reading learning.

## **B. Suggestion**

Based on the conclusions and results of the research above, the suggestions that can be conveyed by researchers are:

1. English teachers and other research based on research findings and discussions. The author suggests that teachers should use various teaching methods according to the needs of each student in the class, so that all students can be well facilitated.
2. For future researchers, especially those who have similar problems and are interested in conducting research, it is recommended that this research can be a reference for solving these problems. Researchers also hope that this research can be useful for other parties who wish to conduct comparative studies. Finally, it was also possible for researchers to get an overview of teacher behavior at Al - Irsyad Al - Islamiyah Middle School, Purwokerto.

## **C. Research Limitations**

This research is limited by only discussing the use of summaries in the classroom for reading. Only focus on the learning that takes place in the classroom. Teachers also try to ensure that the methods used can adapt to the characteristics and learning needs of students in the class. This research has achieved its objectives, but there are several limitations that cannot be avoided. First, time constraints, this research was only carried out over a period of one month, so it cannot conclude overall behavior. Second, researchers may not be able to compare the use of the summarizing technique with other teachers because it is limited to one teacher source.

## REFERENCES

- Adhitya Sujarwo, et.al. Enhancing Reading Comprehension Through The Utilization Of The Summarization Strategy. *Journal of English Language Teaching and Applied Linguistics*. 9(2), 2023 Page. 131-145
- Aratusa, Z. C. (2017). The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah. *IJEE (Indonesian Journal of English Education)*, 4(2), 208-220. doi:10.15408/ijee.v4i2.6153
- Aswani. The Use Of Summariing Strategy To Enchance Students' Reading Comprehension In The Tenth Grade Students Of Ma Nurul Islam Dasan Baru, Panggarata In The Academic Year 2023/2024. *Thesis: State Islamic Unybersity Of Mataram*.
- Cahyati, 'Analisis Kebutuhan Siswa Dalam Materi Buku Teks Bahasa Inggris Tingkat Smk'.
- Dea Novita Anwar, 'Prodi Pendidikan Agama Islam Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Sunan Ampel Surabaya', n.d.
- Dian Permatasari Sucita & Salmon J Hukom. Writing Summary as An Alternative Strategy to Comprehend the Text. *MATAI: International Journal of Language Education*, vol. 3) No. 1. 2022.
- Duke, N, 'Comprehension Instruction For Informational Text. Presentation At The Annual Meeting Of The Michigan Reading Association, Grand Rapids, Mi' 2003.
- Dwi Astuti Wahyu Nurhayati and Maylia Wilda Fitriana, 'Effectiveness Of Summarizing In Teaching Reading Comprehension For Efl Students', *IJOLTL: Indonesian Journal of Language Teaching and Linguistics* 3, no. 1 (1 January 2018): 33–50, <https://doi.org/10.30957/ijoltl.v3i1.403>.
- Dwi Cahyani & Fitrawati. An Analysis Of Students' Ability In Summarizing Reading Passage In Critical Reading Class. *Journal of English Language Teaching*, Vol 9 No. 1. 2020
- Estika Satriani. "Reading Comprehension Difficulties Encountered By English Students Of Universitas Islam Riau". *J-Shmic*. Vol 5. No 2. 2018. P. 16
- Fitri, D. I., & D. Ginting. EFL Teacher's Perception on Reading Strategies Taught in High Schools. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 5(2), 2021. 104-117. <https://doi.org/10.36312/esaintika.v5i2.423>
- H\_Douglas\_Brown\_Language\_Assessment\_Prin.Pdf', n.d.

- Hülya Küçüköğlü, 'Improving Reading Skills Through Effective Reading Strategies', *Procedia - Social and Behavioral Sciences* 70 (January 2013): 709–14, <https://doi.org/10.1016/j.sbspro.2013.01.113>.
- Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)'
- Jeremy Harmer, 'How to Teach English Harmer, Jeremy.Pdf'.
- John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).
- Kayo Tsuji. Implementation of the Writing Activity Focusing on 5W1H Questions: An Approach to Improving Student Writing Performance. 2016.
- Kissner, Emily. Summarizing, Paraphrasing, and Retelling: Skills for Better Reading, Writing, and Test Taking. Canada. Person Education. 2006
- Kim McDonough, William J. Crawford, and Jindarat De Vleeschauwer, 'Summary Writing in a Thai EFL University Context', *Journal of Second Language Writing* 24 (June 2014): 20–32, <https://doi.org/10.1016/j.jslw.2014.03.001>.
- Lilik Tahmidaten and Wawan Krismanto, 'Permasalahan Budaya Membaca di Indonesia (Studi Pustaka Tentang Problematika & Solusinya)', *Scholaria: Jurnal Pendidikan dan Kebudayaan* 10, no. 1 (24 January 2020): 22–33, <https://doi.org/10.24246/j.js.2020.v10.i1.p22-33>.
- Maria Rossana Ramirez-Avila & Jahaira Paola Barreiro. The Effect of Summarizing Narrative Texts to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*, Vol 6, No. 2. 2021.
- Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).
- Maulana Mualim and Feisal Aziez, 'Reading Portfolio As A Supplementary Activity To Leverage Students' Reading Competency', *Jurnal Basis* 7, no. 2 (23 October 2020): 245, <https://doi.org/10.33884/basisupb.v7i2.1850>.
- Mikulecky, B. & Jeffries, L (2004). More reading power. Pearson ESL
- Mita Eka Purwanid. "Improving Reading Comprehension Through Summarizing Activities". *Thesis*, Yogyakarta State University, Yogyakarta. 2015. P.31-32
- Musahrain Musahrain, Nunuk Suryani, and Suharno Suharno, 'Analisis Kemampuan Membaca Siswa Pada Pembelajaran Reading Comprehension',



*Teknodika* 16, no. 2 (15 September 2018): 30,  
<https://doi.org/10.20961/teknodika.v16i2.34776>.

Nugroho, T., Bharati, D., & Hartono, R. (2019). English teachers' perception on strategies in teaching reading comprehension to motivate the students. *English Education Journal. English Education Journal* 9 (1) 56 - 61

Nurhayati, D. W., & Fitriana, M. W. (2018). Effectiveness of Summarizing in Teaching Reading Comprehension for EFL students. *IJOLTV*, III(11), 33-50.

Nurliana Hutapea, '(A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidempuan)', n.d.

Ozdemir, S. (2018). Effect of summarization strategies teaching on strategy usage and narrative text summarization success. *Universal Journal of Educational Research*, 6(10), 2199-2209.  
<https://doi.org/10.13189/ujer.2018.061018>

Pardis Zafarani and Sajad Kabgani, 'Summarization Strategy Training and Reading Comprehension of Iranian ESP Learners', *Procedia - Social and Behavioral Sciences* 98 (May 2014): 1959-65,  
<https://doi.org/10.1016/j.sbspro.2014.03.629>.

Pipit Muliyah, Desi Wijayanti Ma'rufah, and Mustangin, "Quora: A popular platform to promote students' reading comprehension skill" (28 Desember 2023).

Rachmy Doni, "The Influence of Summarizing Technique Towards Students' Writing Ability at SMPN 17 Makassar" (2022).

Rany Maltha. Aida The Students' Perception on Summary Writing as a Way to Learn Grammar. *Journal of English and Education, Vol. 2(1)*. 2014, p. 56-63.

Siti Mafulah and Maria Purnawati, 'Strategi Summarizing Dalam Meningkatkan Pemahaman Bacaan Pada Kelas Extensive Reading', *Jurnal Ilmiah Bahasa Dan Sastra* 7 (2020).

Sri Supiah Cahyati, 'Analisis Kebutuhan Siswa Dalam Materi Buku Teks Bahasa Inggris Tingkat Smk' 2, no. 2 (2015).

Windhariyati Dyah Kusumawanti, and Dwi Anggani Linggar Bharati, 'The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highy and Lowly Motivated Students' (2018).

William Grabe and Fredricka L Stoller, (2002). 'Teaching and Researching Reading Applied linguistics in action Teaching and Researching Reading'.

Zana Chobita Aratusa, 'The Use Of Content-Based Summarizing Technique In Improving Students' Reading Skills Of Madrasah', *IJEE (Indonesian Journal of English Education)* 4, no. 2 (28 December 2017): 208–20, <https://doi.org/10.15408/ijee.v4i2.6153>.



# APPENDICES



### Appendix 1. Interview Guidance

#### INTERVIEW GUIDANCE

**Nama** : Salamatun Riska Fatin  
**NIM** : 1817404041  
**Judul** : The Use Of Summarizing Technique In Teaching Reading Comprehension At 7<sup>th</sup> Grade Of SMP Al-Irsyad Al-Islamiyyah Purwokerto

| Rumusan Masalah   | Indikator                       | Sub Indikator   | Pertanyaan  |
|---|---------------------------------|---|---|
| How does the teacher use the summary in English lessons in the classroom? | Keterampilan penggunaan summary | Penggunaan summary dalam pembelajaran reading comprehensive | <ol style="list-style-type: none"> <li>1. Apa alasan bapak/ibu menggunakan summary dalam pembelajaran reading comprehensive?</li> <li>2. Berapa kali bapak/ibu menggunakan teknik summary dalam pembelajaran reading comprehensive?</li> <li>3. Bagaimana cara bapak/ibu mengajar menggunakan teknik summary?</li> <li>4. Bisakah bapak/ibu menjelaskan step-step yang digunakna Ketika mengajar menggunakan teknik summary?</li> <li>5. Apakah step-step tersebut</li> </ol> |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>selalu dilakukan secara berurutan?</p> <p>6. Apakah bapak/ibu mengalami kesulitan Ketika menggunakan teknik summary?</p> <p>7. Apakah bapak/ibu merasa teknik summary cocok diterapkan dalam pembelajaran reading comprehensive?</p> <p>8. Ketika proses pembelajaran, adakah siswa yang merasa kesulitan Ketika menggunakan teknik summary?</p> <p>9. Apakah para siswa mengalami peningkatan dalam reading skill setelah bapak/ibu menerapkan teknik summary?</p> <p>10. Apakah bapak/ibu sebelumnya pernah menggunakan teknik alin selain teknik summary untuk pembelajaran reading comprehensive? (Jika pernah, bagaimana perbandingan menggunakan teknik tersebut dengan teknik summary?)</p> |
|--|--|--|---|



## INTERVIEW GUIDANCE

**Nama** : Salamatun Riska Fatin  
**NIM** : 1817404041  
**Judul** : The Use Of Summarizing Technique In Teaching Reading Comprehension At 7<sup>th</sup> Grade Of SMP Al-Irsyad Al-Islamiyyah Purwokerto

| Rumusan Masalah   | Indikator                              | Sub Indikator  | Pertanyaan   | Jawaban  |
|---|--|--|--|--|
| How does the teacher use the summary in English lessons in the classroom? | Keterampilan penggunaan teknik summary | Penggunaan teknik summary dalam pembelajaran reading comprehensive | <ol style="list-style-type: none"> <li>1. Apa alasan bapak/ibu menggunakan teknik summary dalam pembelajaran reading comprehensive?</li> <li>2. Berapa kali bapak/ibu menggunakan teknik summary dalam pembelajaran reading comprehensive?</li> <li>3. Bagaimana cara</li> </ol> | <ol style="list-style-type: none"> <li>1. Untuk pembelajaran reading, siswa diharapkan mengetahui tentang isi dari teks. Jadi ketika siswa diminta untuk menceritakan kembali atau menggarisbawahi atau membuat mind mapping agar mereka lebih paham lagi isi dari teks tersebut. Ketika siswa sudah menuangkannya dalam bentuk mind mapping atau membuat rangkuman pendek, mereka akan lebih paham lagi tentang isi teks yang sudah dibaca.</li> <li>2. Sering digunakan. Teknik summary seperti itu sering digunakan karena memang hal-hal tersebut penting dilakukan untuk mengetahui proses mereka memahami teksnya. Seperti siswa diminta menggarisbawahi yang unfamiliar vocabulary nya atau mereka menuliskan kembali kata-kata yang</li> </ol> |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <p>bapak/ibu mengajar menggunakan teknik summary?</p> <p>4. Bisakah bapak/ibu menjelaskan step-step yang digunakan Ketika mengajar menggunakan teknik summary?</p> <p>5. Apakah step-step tersebut selalu dilakukan secara berurutan?</p> <p>6. Apakah bapak/ibu mengalami kesulitan Ketika menggunakan summary?</p> | <p>menurut mereka. Hal itu juga merupakan cara kita menggali apakah sudah paham atau belum.</p> <p>3. Langkah awal yang dilakukan yaitu siswa diminta untuk membaca dulu, bisa dengan cara membaca by heart atau reading aloud atau juga kadang menggunakan teknik jigsaw. Langkah selanjutnya siswa mencari kata-kata yang susah dipahami. Lalu siswa diminta untuk merangkum isi dari teks tersebut. Cara lain yang dilakukan dalam menggunakan summary yaitu siswa diberikan beberapa pertanyaan yang ada hubungannya dengan teks tersebut.</p> <p>4. Siswa diminta membaca teks, kemudian menggarisbawahi kata-kata yang sulit, kemudian diskusi dengan teman sdebelum dibahas bersama-sama dalam satu kelas.</p> <p>5. Tergantung kebutuhan saja. Variasi harus ada ketika mengajar agar lebih menyenangkan.</p> <p>6. Tidak, karena sering digunakan jadi tidak ada kesulitan apapun karena itu hal yang familiar</p> |
|--|--|--|--|---|

|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>7. Apakah bapak/ibu merasa summary cocok diterapkan dalam pembelajaran reading comprehensive?</p> <p>8. Ketika proses pembelajaran, adakah siswa yang merasa kesulitan Ketika menggunakan teknik summary?</p> <p>9. Apakah para siswa mengalami peningkatan dalam reading skill setelah bapak/ibu menerapkan teknik summary?</p> <p>10. Apakah bapak/ibu sebelumnya pernah</p> | <p>digunakan guru-guru. Tidak hanya guru bahasa inggris namun guru-guru pelajaran lain juga ketika ada membaca teks siswa diminta membacanya kemudian menggarisbawahi kata yang sulit, merangkumnya, ya itu hal yang biasa jadi gaada kesulitan.</p> <p>7. Ya bisa juga.</p> <p>8. Tidak mengalami kesulitan saat mereka hanya menggarisbawahi, mencari kata-kata yang sulit.</p> <p>9. Karena tidak ada penelitiannya kurang paham mengalami peningkatan atau tidak.</p> <p>10. Seperti saya menggunakan teknik jigsaw kalau untuk reading teks, agar siswanya itu tidak jenuh memahami teks yang panjang jadi memang harus membagi-bagi perparagrafnya dengan cara cooperative learning agar bisa lebih</p> |
|--|--|--|---|---|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>menggunakan teknik alin selain teknik summary untuk pembelajaran reading comprehensive? (Jika pernah, bagaimana perbandingan menggunakan teknik tersebut dengan teknik summary?)</p> | <p>meningkatkan kemampuan memahami teks.</p> |
|--|--|--|---|--|



## Appendix 2. Observation Checklist

### Observation checklist review of the teacher

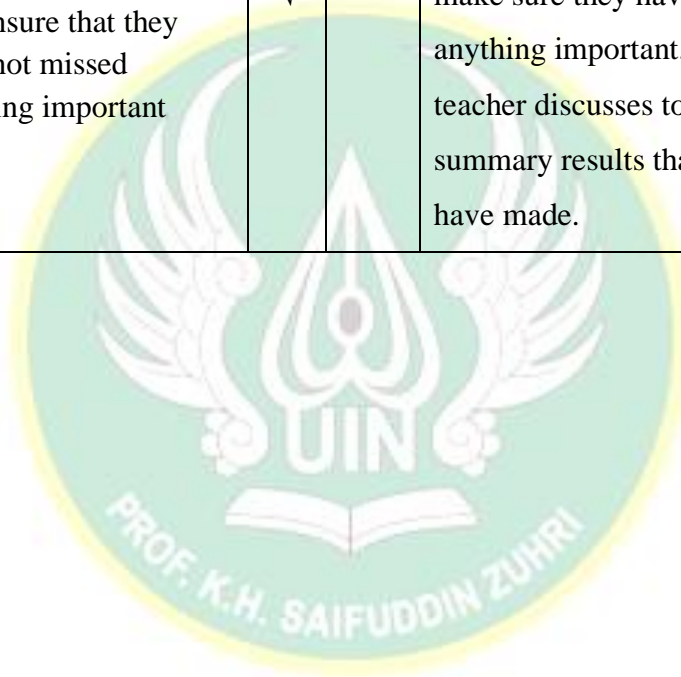
| No. | Indicators   | Aspect |    | Information |
|-----|--|--------|----|-------------|
|     |  | Yes    | No |             |
| 1   | Teacher asks students to read the text that has been given   |        |    |             |
| 2   | Teacher asks students to understand the text they have read  |        |    |             |
| 3   | Teacher asks students to underline the important information that will be written in the summary                           |        |    |             |
| 4   | Teacher asks students to make notes about the main ideas of each paragraph   |        |    |             |
| 5   | Teacher asks students create a mind map about important things that will be written in the summary                         |        |    |             |
| 6   | Teacher asks students to write a summary used their own words that are easy to understand                                  |        |    |             |
| 7   | Teacher asks students read the summary that has been written again and ensure that they have not missed anything important |        |    |             |



**Table 1.**  
**Observation checklist of the teacher in class A**

| No. | Indicators   | Aspect |    | Information   |
|-----|--|--------|----|---|
|     |  | Yes    | No |   |
| 1   | Teacher asks students to read the text that has been given                                       | √      |    | When English learning takes place, in class A the teacher gives texts to students. The teacher asks students to read the text that has been given. The text given is a recount text containing 3 different people, namely Max, Tom, and Kate. |
| 2   | Teacher asks students to understand the text they have read                                      | √      |    | After the students read the text that has been given, the teacher asks the students several questions and ensures that students have understood the content of the text.  |
| 3   | Teacher asks students to underline the important information that will be written in the summary | √      |    | After that the teacher asks students to underline some information that is considered important for students.   |
| 4   | Teacher asks students to make notes about the main ideas of each paragraph                       | √      |    | After making points about important information, the teacher asks students to make important notes about the main idea of the text.   |
| 5   | Teacher asks students create a mind map about important things that will be written in           |        | √  | In class A, the teacher didn't ask students to create mind map before writing the summary.  |

|   |  |   |   |
|---|--|---|---|
|   | the summary  |   |   |
| 6 | Teacher asks students to write a summary used their own words that are easy to understand                                  | √ | The teacher asks students to create a summary of the text using their own language so that it is easy to understand.  |
| 7 | Teacher asks students read the summary that has been written again and ensure that they have not missed anything important | √ | After students make a summary using their own language, the teacher asks students to read the text they have written again to make sure they haven't missed anything important. After that, the teacher discusses together the summary results that the students have made. |



**Table 2.**  
**Observation checklist of the teacher in class B**

| No. | Indicators   | Aspect |    | Information   |
|-----|--|--------|----|---|
|     |  | Yes    | No |   |
| 1   | Teacher asks students to read the text that has been given                                       | √      |    | In class B the teacher gives the text to the students. The teacher asks students to read the text that has been given. The text provided is a text about the biography of a badminton player named Kevin Sanjaya, and a soccer player named Lionel Messi. |
| 2   | Teacher asks students to understand the text they have read                                      | √      |    | After the students read the text that has been given, the teacher asks the students several questions to find out whether the students have understood the text or not yet.   |
| 3   | Teacher asks students to underline the important information that will be written in the summary | √      |    | After the teacher ensures that students have understood the content of the text, the teacher asks students to underline some information that is considered important for students.   |
| 4   | Teacher asks students to make notes about the main ideas of each paragraph                       | √      |    | After making points about important information, the teacher asks students to make notes about the main ideas of the text.  |

|   |  |   |   |
|---|--|---|---|
| 5 | Teacher asks students create a mind map about important things that will be written in the summary                         | √ | After students create the main idea of the text, the teacher asks students to create a mind map containing the important things that will be written in the summary. Mind mapping is done in groups with classmates.  |
| 6 | Teacher asks students to write a summary used their own words that are easy to understand                                  | √ | After students make a mind-mapping, the teacher asks students to make a summary text using their own language so that it is easy to understand.   |
| 7 | Teacher asks students read the summary that has been written again and ensure that they have not missed anything important | √ | After students make a summary using their own language, the teacher asks students to read the text they have written again to make sure they haven't missed anything important. The teacher discusses together the results of the mind mapping and summaries that the students have made. |

**Appendix 3. Picture of Observation**



Reading text Class A



Reading Text Class B



Makes Note Class A



Makes Note Class B



Writting Summary Class A



Writting Summary Class B



## Appendix 4. Lesson Plan

### MODUL AJAR BAHASA INGGRIS

#### UNIT 5 - Reading

| No. | Komponen  | Deskripsi / Keterangan                 |             |           |
|-----|---|--|-------------|-----------|
| 1.  | <b>Identitas Sekolah</b>  |  |             |           |
|     | Nama Penyusun   | Nurlaela, S.Pd.                        |             |           |
|     | Nama Institusi  | SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO |             |           |
|     | Tahun Penyusunan Perangkat Ajar   | 2023                                   |             |           |
|     | Tema  | That's entertainment                   |             |           |
|     | Fase/Kelas/Semester   | D/7/ 2                                 |             |           |
|     | Alokasi Waktu   | 2JP                                    |             |           |
| 2.  | <b>Tujuan Pembelajaran</b>  |  |             |           |
|     | 1. Dapat membaca teks sederhana dan mengekstrak detail faktual.<br>2. Dapat mencari informasi spesifik di dalam teks sehari-hari seperti menu, jadwal, dll.<br>3. Dapat mengidentifikasi informasi kunci dalam teks-teks sederhana dan faktual dari judul dan gambar.   |  |             |           |
| 3.  | <b>Skenario Asesmen</b>   |  |             |           |
|     | Jenis Asesmen:<br>a. Asesmen awal pembelajaran <ul style="list-style-type: none"> <li>- Peserta didik diberikan pertanyaan terkait film apa yang terakhir ditonton.</li> <li>- Peserta didik menentukan nama – nama jenis film yang ada di cuplikan-cuplikan film.</li> </ul> b. Asesmen Formatif <ul style="list-style-type: none"> <li>- Tes tertulis:<br/>Peserta didik menuliskan tentang informasi fakta dari dalam teks.</li> <li>- Performance test:<br/>Peserta didik menentukan jenis film yang disukai beserta alasannya secara lisan.</li> </ul> c. Asesmen Sumatif <ul style="list-style-type: none"> <li>- Performance test:<br/>Peserta didik secara berpasangan menceritakan bagaimana sebuah film dibuat menjadi lebih menarik.</li> <li>- Tes Tertulis:<br/>Peserta didik mengerjakan soal tertulis</li> </ul> |  |             |           |
| 4.  | <b>Kriteria Ketuntasan Tujuan Pembelajaran</b>  |  |             |           |
|     | Aspek   |  |             | Kecakapan |
|     | Belum Konsisten   | Konsisten                              | Layak Mahir | an        |



|    |   |   |   |  |  |   |  |
|----|---|---|---|--|--|---|--|
|    | mengidentifikasi informasi dalam teks recount yang sederhana.   | Belum menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan konsistensi kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana.        | Menunjukkan konsistensi penerapan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana | 1 |  |
|    | memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Belum menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan konsistensi dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari singkat | Menunjukkan konsistensi penerapan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari | 1 |  |
|    | membaca teks sederhana dan mengekstrak detail faktual   | Belum menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual                   | Menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual                   | Menunjukkan konsistensi dalam membaca teks sederhana dan mengekstrak detail faktual                          | Menunjukkan konsistensi penerapan dalam membaca teks sederhana dan mengekstrak detail faktual                  | 1 |  |
| 5. | <b>Kompetensi Awal</b>  |   |   |  |  |   |  |
|    | Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat   | Murid mengenal kosakata tentang nama-nama jenis hiburan.  |   |  |  |   |  |
| 6. | <b>Pemahaman Bermakna</b>   |   |   |  |  |   |  |
|    | Dengan mempelajari nama-nama jenis hiburan yang ada disekitar kita sebagai seorang muslim diharapkan dapat memanfaatkan hiburan secara bijak sesuai dengan kebutuhan. |   |   |  |  |   |  |

|     |   |   |
|-----|---|---|
| 7.  | <b>Profil Pelajar Pancasila</b>         |   |
|     | Profil Pelajar Pancasila yang berkaitan | <ul style="list-style-type: none"> <li>a. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia. Menghayati kebesaran ciptan Tuhan Yang Maha Esa</li> <li>b. Bergotong royong<br/>Melakukan kolaborasi dalam kegiatan kelompok</li> <li>c. Mandiri<br/>Memahami potensi diri dan situasi</li> <li>d. Bernalar Kritis<br/>Memperoleh dan memproses informasi serta gagasan dengan baik.</li> <li>e. Kreatif<br/>Memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan.</li> </ul>                                   |
| 8.  | <b>Model Pembelajaran</b>               | Summary   |
| 9.  | <b>Sarana dan Prasarana</b>             |   |
|     | Fasilitas                               | Komputer/laptop<br>Video dan Gambar<br>Sumber : Buku Panduan Guru dan Buku Siswa - ENGLISH Gold Experience A2+, penerbit: Pearson),   |
|     | Lingkungan Belajar                      | Kelas, lingkungan sekitar sekolah   |
|     | Catatan Tambahan                        | -   |
| 10. | <b>Target Peserta Didik</b>             |   |
|     | Kategori Peserta Didik                  | Siswa reguler   |
|     | <b>Langkah-langkah Pembelajaran</b>     |   |
|     | ❖ Pertemuan 1                           | <b>Kegiatan Pembelajaran</b>  |
|     | <b>Pendahuluan (10 menit)</b>           | <ol style="list-style-type: none"> <li>1. Guru dan siswa menyampaikan salam dan berdoa.</li> <li>2. Guru melakukan presensi kehadiran peserta didik.</li> <li>3. Guru memberikan penguatan adab dalam pembelajaran.</li> <li>4. <b>Warm up:</b> Murid diminta melihat text yang telah diberikan<br/>Do you think she is enjoying herself? What do you think she's thinking about right now? What are the people called who watch a play or a film at the cinema?</li> <li>5. Siswa menyebutkan macam-macam hiburan yang ada di sekitar</li> </ol> |

|     |   |  |
|-----|---|--|
|     |   | tempat tinggal mereka.<br>6. Siswa mengaitkan materi yang akan dipelajari dengan kebermanfaatannya di kehidupan sehari-hari.   |
|     | <b>Kegiatan Inti<br/>(65 menit)</b><br><br><b>Pre- Reading</b>  | Pre-reading<br>1. Guru memerikan text yang akan dibaca oleh siswa.<br>2. Siswa diminta untuk memaca text yang telah diberikan.<br>3. Siswa diberi beberapa pertanyaan terkait text yang telah diberikan.<br>4. Siswa menyapaikan pendapatnya tentang text yang telah dibaca.   |
|     | <b>While- Reading</b>   | Reading teks dengan teknik summary.<br>1. Siswa diminta menggaris bawah informasi penting yang ada di text tersebut.<br>2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraph.<br>3. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri.   |
|     | <b>Post</b>   | 1. Siswa diminta untuk membaca kembali text summary yang sudah mereka tulis dan memastikan tidak ada yang terlewat.<br>2. Murid menuliskan hasil pemahamannya terkait materi teks recount dalam bentuk yang bervariasi seperti mind mapping, poster, gambar, tulisan, atau video.  |
|     | <b>Penutup<br/>(5 menit)</b>  | 1. Murid dan guru menyebutkan kembali semua kosakata yang telah dipelajari dengan benar dan tepat.<br>2. Murid menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut.<br>3. Murid mengungkapkan perasaannya mengenai proses pembelajaran yang telah dilakukan.<br>4. Berdo'a dan salam |
| 12. | <b>Refleksi Peserta Didik dan Guru</b><br>Refleksi peserta didik, peserta didik mengevaluasi pengalaman belajar yang telah dilakukan, apa yang diketahui, masalah apa yang muncul dan bagaimana upaya mengatasinya. Peserta didik juga mengevaluasi manfaat yang didapatkan seorang muslim belajar tentang jenis-jenis hiburan dan bagaimana memanfaatkan hiburan yang ada di sekitar dengan bijak.<br>Refleksi Guru<br>Sejauh mana proses belajar mencapai tujuan, apakah semua murid terlibat dalam kegiatan diskusi, apa yang bisa dilakukan untuk membuat murid aktif |  |
| 13. | <b>Pengayaan dan Remedial</b>   |  |

|  |   |
|--|---|
|  | <p><b>Pengayaan</b></p> <ul style="list-style-type: none"> <li>• <b>Pengayaan:</b> Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan yang dilakukan berupa kegiatan pengembangan aktifitas yang sesuai dengan tujuan pembelajaran di Unit 5, yaitu:       <ol style="list-style-type: none"> <li>1. Murid menuliskan pendapatnya tentang bagaimana untuk membuat sebuah adegan-adegan film yang menarik?</li> </ol> </li> </ul> <p><b>Remedial</b></p> <ul style="list-style-type: none"> <li>• <b>Remedial:</b> Berisi informasi tentang kegiatan pembelajaran untuk murid yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:       <ol style="list-style-type: none"> <li>1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran.</li> <li>2. Murid melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran</li> </ol> </li> </ul> |
|--|---|

Purwokerto, 13 Febuari 2024

Mengetahui,  
Kepala Sekolah

Guru Mata Pelajaran

Mustamim Luthfi, S.Pd.I.

Nurlaela, S.Pd.



**MODUL AJAR BAHASA INGGRIS**  
UNIT 7 - Reading

| No. | Komponen                        | Deskripsi / Keterangan   |
|-----|---------------------------------|--|
| 1.  | <b>Identitas Sekolah</b>        |  |
|     | Nama Penyusun                   | Nurlaela, S.Pd.  |
|     | Nama Institusi                  | SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO   |
|     | Tahun Penyusunan Perangkat Ajar | 2023   |
|     | Tema                            | Team Spirit  |
|     | Fase/Kelas/Semester             | D/7/ 2   |
|     | Alokasi Waktu                   | 2JP  |
| 2.  | <b>Tujuan Pembelajaran</b>      |  |
|     |                                 | <p>4. Dapat membaca teks sederhana dan mengekstrak detail faktual.</p> <p>5. Dapat mencari informasi spesifik di dalam teks sehari-hari seperti menu, jadwal, dll.</p> <p>6. Dapat mengidentifikasi informasi kunci dalam teks-teks sederhana dan faktual dari judul dan gambar.</p>   |
| 3.  | <b>Skenario Asesmen</b>         |  |
|     |                                 | <p>Jenis Asesmen:</p> <p>d. Asesmen awal pembelajaran</p> <ul style="list-style-type: none"> <li>- Peserta didik diberikan pertanyaan terkait film apa yang terakhir ditonton.</li> <li>- Peserta didik menentukan nama – nama jenis film yang ada di cuplikan-cuplikan film.</li> </ul> <p>e. Asesmen Formatif</p> <ul style="list-style-type: none"> <li>- Tes tertulis:<br/>Peserta didik menuliskan tentang informasi fakta dari dalam teks.</li> <li>- Performance test:<br/>Peserta didik menentukan jenis film yang disukai beserta alasannya secara lisan.</li> </ul> <p>f. Asesmen Sumatif</p> <ul style="list-style-type: none"> <li>- Performance test:<br/>Peserta didik secara berpasangan menceritakan bagaimana sebuah film dibuat menjadi lebih menarik.</li> <li>- Tes Tertulis:<br/>Peserta didik mengerjakan soal tertulis</li> </ul> |

| 4. <b>Kriteria Ketuntasan Tujuan Pembelajaran</b>                      |   |   |  |  |                     |
|--|---|---|--|--|---------------------|
| Aspek  |   |   | Kecakapan  |  | Kriteria Ketuntasan |
|  | Belum Konsisten   | Konsisten   | Layak  | Mahir  |                     |
| mengidentifikasi informasi dalam teks recount yang sederhana.          | Belum menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan konsistensi kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana.        | Menunjukkan konsistensi penerapan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana | 1                   |
| memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari | Belum menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan konsistensi dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari singkat | Menunjukkan konsistensi penerapan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari | 1                   |



|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
|    | membaca teks sederhana dan mengekstrak detail faktual   | Belum menunjukan dalam membaca teks sederhana dan mengekstrak detail faktual  | Menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual | Menunjukkan konsistensi dalam membaca teks sederhana dan mengekstrak detail faktual | Menunjukkan konsistensi penerapan dalam membaca teks sederhana dan mengekstrak detail faktual | 1 |
| 5. | <b>Kompetensi Awal</b>  |   |   |   |   |   |
|    | Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat   | Murid mengenal kosakata tentang nama-nama jenis hiburan.  |   |   |   |   |
| 6. | <b>Pemahaman Bermakna</b>   |   |   |   |   |   |
|    | Dengan mempelajari nama-nama jenis hiburan yang ada disekitar kita sebagai seorang muslim diharapkan dapat memanfaatkan hiburan secara bijak sesuai dengan kebutuhan. |   |   |   |   |   |
| 7. | <b>Profil Pelajar Pancasila</b>   |   |   |   |   |   |
|    | Profil Pelajar Pancasila yang berkaitan   | <ul style="list-style-type: none"> <li>f. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia. Menghayati kebesaran ciptan Tuhan Yang Maha Esa</li> <li>g. Bergotong royong<br/>Melakukan kolaborasi dalam kegiatan kelompok</li> <li>h. Mandiri<br/>Memahami potensi diri dan situasi</li> <li>i. Bernalar Kritis<br/>Memperoleh dan memproses informasi serta gagasan dengan baik.</li> <li>j. Kreatif<br/>Memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan.</li> </ul> |   |   |   |   |

|     |                                     |   |
|-----|-------------------------------------|---|
| 8.  | <b>Model Pembelajaran</b>           | Summary   |
| 9.  | <b>Sarana dan Prasarana</b>         |   |
|     | Fasilitas                           | Komputer/laptop<br>Video dan Gambar<br>Sumber : Buku Panduan Guru dan Buku Siswa - ENGLISH Gold Experience A2+, penerbit: Pearson),   |
|     | Lingkungan Belajar                  | Kelas, lingkungan sekitar sekolah   |
|     | Catatan Tambahan                    | -   |
| 10. | <b>Target Peserta Didik</b>         |   |
|     | Kategori Peserta Didik              | Siswa reguler   |
|     | <b>Langkah-langkah Pembelajaran</b> |   |
|     | <b>❖ Pertemuan 1</b>                | <b>Kegiatan Pembelajaran</b>  |
|     | <b>Pendahuluan<br/>(10 menit)</b>   | <ol style="list-style-type: none"> <li>1. Guru dan siswa menyampaikan salam dan berdoa.</li> <li>2. Guru melakukan presensi kehadiran peserta didik.</li> <li>3. Guru memberikan penguatan adab dalam pembelajaran.</li> <li>4. <b>Warm up:</b> Peserta didik menceritakan kegiatan pada pelajaran PJOK yang terakhir.</li> <li>5. Peserta didik diberikan pertanyaan pemantik: <ul style="list-style-type: none"> <li>- 'What kind of exercise or sport do you find fun'</li> <li>- 'Do you prefer doing sport with friends or alone?'</li> </ul> </li> <li>7. Peserta didik menyebutkan nama olahraga dan kegiatan yang terkait latihan fisik lainnya.</li> <li>8. Peserta didik mengaitkan materi yang akan dipelajari dengan kebermanfaatannya di kehidupan sehari-hari.</li> </ol> |
|     | <b>Kegiatan Inti<br/>(65 menit)</b> | Pre-reading   |
|     | <b>Pre- Reading</b>                 | <ol style="list-style-type: none"> <li>1. Guru memerikan text yang akan dibaca oleh siswa.</li> <li>2. Siswa diminta untuk memaca text yang telah diberikan.</li> <li>3. Siswa diberi beberapa pertanyaan terkait text yang telah diberikan.</li> <li>4. Siswa menyapaikan pendapatnya tentang text yang telah dibaca.</li> </ol>   |

|     |  |  |
|-----|--|--|
|     | <b>While- Reading</b>  | <p>Reading teks dengan teknik summary.</p> <ol style="list-style-type: none"> <li>1. Siswa diminta menggaris bawah informasi penting yang ada di text tersebut.</li> <li>2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraph.</li> <li>3. Peserta didik diminta untuk memuat mind mapping.</li> <li>4. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri.</li> </ol>      |
|     | <b>Post</b>  | <ol style="list-style-type: none"> <li>1. Siswa diminta untuk membaca kembali text summary yang sudah mereka tulis dan memastikan tidak ada yang terlewat.</li> <li>2. Murid menuliskan hasil pemahamannya terkait materi teks recount dalam bentuk yang bervariasi seperti mind mapping, poster, gambar, tulisan, atau video.</li> </ol>  |
|     | <b>Penutup<br/>(6 menit)</b>   | <ol style="list-style-type: none"> <li>1. Murid dan guru menyebutkan kembali semua kosakata yang telah dipelajari dengan benar dan tepat.</li> <li>2. Murid menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut.</li> <li>3. Murid mengungkapkan perasaannya mengenai proses pembelajaran yang telah dilakukan.</li> <li>4. Berdo'a dan salam</li> </ol> |
| 12. | <p><b>Refleksi Peserta Didik dan Guru</b></p> <p>Refleksi peserta didik, peserta didik mengevaluasi pengalaman belajar yang telah dilakukan, apa yang diketahui, masalah apa yang muncul dan bagaimana upaya mengatasinya. Peserta didik juga mengevaluasi manfaat yang didapatkan seorang muslim belajar tentang jenis-jenis hiburan dan bagaimana memanfaatkan hiburan yang ada di sekitar dengan bijak.</p> <p>Refleksi Guru</p> <p>Sejauh mana proses belajar mencapai tujuan, apakah semua murid terlibat dalam kegiatan diskusi, apa yang bisa dilakukan untuk membuat murid aktif</p>   |  |
| 13. | <p><b>Pengayaan dan Remedial</b></p> <p>Pengayaan</p> <ul style="list-style-type: none"> <li>• Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan yang dilakukan berupa kegiatan pengembangan aktifitas yang sesuai dengan tujuan pembelajaran di Unit 7, yaitu:</li> </ul> <ol style="list-style-type: none"> <li>1. Siswa menyampaikan pendapatnya tentang menjadi atlet internasional dan nasional,</li> </ol> |  |

|  |   |
|--|---|
|  | <p>jika diminta memilih, mana yang akan kamu pilih beserta, alasannya.</p> <p>Remedial</p> <ul style="list-style-type: none"> <li>• Remedial: Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan: <ol style="list-style-type: none"> <li>1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran.</li> <li>2. Siswa melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran</li> </ol> </li> </ul> |
|--|---|

Mengetahui,  
Kepala Sekolah

Mustamim Luthfi, S.Pd.I.

Purwokerto, 15 Maret 2024

Guru Mata Pelajaran

Nurlaela, S.Pd.



## MODUL AJAR BAHASA INGGRIS

### UNIT 6 - Reading

| No. | Komponen  | Deskripsi / Keterangan                 |
|-----|---|--|
| 1.  | <b>Identitas Sekolah</b>  |  |
|     | Nama Penyusun   | Nurlaela, S.Pd.                        |
|     | Nama Institusi  | SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO |
|     | Tahun Penyusunan Perangkat Ajar   | 2023                                   |
|     | Tema  | Are You There Yet?                     |
|     | Fase/Kelas/Semester   | D/7/ 2                                 |
|     | Alokasi Waktu   | 2JP                                    |
| 2.  | <b>Tujuan Pembelajaran</b>  |  |
|     | 7. Dapat membaca teks sederhana dan mengekstrak detail faktual.<br>8. Dapat mencari informasi spesifik di dalam teks sehari-hari seperti menu, jadwal, dll.<br>9. Dapat mengidentifikasi informasi kunci dalam teks-teks sederhana dan faktual dari judul dan gambar.   |  |
| 3.  | <b>Skenario Asesmen</b>   |  |
|     | Jenis Asesmen: <ul style="list-style-type: none"> <li>g. Asesmen awal pembelajaran               <ul style="list-style-type: none"> <li>- Peserta didik diberikan pertanyaan terkait film apa yang terakhir ditonton.</li> <li>- Peserta didik menentukan nama – nama jenis film yang ada di cuplikan-cuplikan film.</li> </ul> </li> <li>h. Asesmen Formatif               <ul style="list-style-type: none"> <li>- Tes tertulis:<br/>Peserta didik menuliskan tentang informasi fakta dari dalam teks.</li> <li>- Performance test:<br/>Peserta didik menentukan jenis film yang disukai beserta alasannya secara lisan.</li> </ul> </li> <li>i. Asesmen Sumatif               <ul style="list-style-type: none"> <li>- Performance test:<br/>Peserta didik secara berpasangan menceritakan bagaimana sebuah film dibuat menjadi lebih menarik.</li> <li>- Tes Tertulis:</li> </ul> </li> </ul> |  |

| Peserta didik mengerjakan soal tertulis                                |   |   |  |   |                     |
|--|---|---|--|---|---------------------|
| 4. <b>Kriteria Ketuntasan Tujuan Pembelajaran</b>                      |   |   |  |   |                     |
| Aspek  |   |   | Kecakapan  |   | Kriteria Ketuntasan |
|  | Belum Konsisten   | Konsisten   | Layak  | Mahir   |                     |
| mengidentifikasi informasi dalam teks recount yang sederhana.          | Belum menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan konsistensi kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana.        | Menunjukkan konsistensi penerapan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | 1                   |
| memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari | Belum menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan konsistensi dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari singkat | Menunjukkan konsistensi penerapan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | 1                   |



|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
|    | membaca teks sederhana dan mengekstrak detail faktual   | Belum menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual   | Menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual | Menunjukkan konsistensi dalam membaca teks sederhana dan mengekstrak detail faktual | Menunjukkan konsistensi penerapan dalam membaca teks sederhana dan mengekstrak detail faktual | 1 |
| 5. | <b>Kompetensi Awal</b>  |   |   |   |   |   |
|    | Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat   | Murid mengenal kosakata tentang nama-nama jenis hiburan.  |   |   |   |   |
| 6. | <b>Pemahaman Bermakna</b>   |   |   |   |   |   |
|    | Dengan mempelajari nama-nama jenis hiburan yang ada disekitar kita sebagai seorang muslim diharapkan dapat memanfaatkan hiburan secara bijak sesuai dengan kebutuhan. |   |   |   |   |   |
| 7. | <b>Profil Pelajar Pancasila</b>   |   |   |   |   |   |
|    | Profil Pelajar Pancasila yang berkaitan   | <ul style="list-style-type: none"> <li>k. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia. Menghayati kebesaran ciptan Tuhan Yang Maha Esa</li> <li>l. Bergotong royong<br/>Melakukan kolaborasi dalam kegiatan kelompok</li> <li>m. Mandiri<br/>Memahami potensi diri dan situasi</li> <li>n. Bernalar Kritis<br/>Memperoleh dan memproses informasi serta gagasan dengan baik.</li> <li>o. Kreatif<br/>Memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan.</li> </ul> |   |   |   |   |

|                                     |                                     |  |
|-------------------------------------|-------------------------------------|--|
| 8.                                  | <b>Model Pembelajaran</b>           | Summary  |
| <b>9. Sarana dan Prasarana</b>      |                                     |  |
|                                     | Fasilitas                           | Komputer/laptop<br>Video dan Gambar<br>Sumber : Buku Panduan Guru dan Buku Siswa - ENGLISH Gold Experience A2+, penerbit: Pearson),  |
|                                     | Lingkungan Belajar                  | Kelas, lingkungan sekitar sekolah  |
|                                     | Catatan Tambahan                    | -  |
| <b>10. Target Peserta Didik</b>     |                                     |  |
|                                     | Kategori Peserta Didik              | Siswa reguler  |
| <b>Langkah-langkah Pembelajaran</b> |                                     |  |
|                                     | <b>❖ Pertemuan 1</b>                | <b>Kegiatan Pembelajaran</b>   |
|                                     | <b>Pendahuluan<br/>(10 menit)</b>   | <ol style="list-style-type: none"> <li>1. Guru dan siswa menyampaikan salam dan berdoa.</li> <li>2. Guru melakukan presensi kehadiran peserta didik.</li> <li>3. Guru memberikan penguatan adab dalam pembelajaran.</li> <li>4. <b>Warm up:</b> Murid diminta melihat text yang telah diberikan dan diberikan pertanyaan pemantik:<br/>How many type of transport can you name?, What is your favorite transport?</li> <li>5. Siswa menyebutkan macam-macam transportasi yang ada di sekitar tempat tinggal mereka.</li> <li>6. Siswa mengaitkan materi yang akan dipelajari dengan kebermanfaatannya di kehidupan sehari-hari.</li> </ol> |
|                                     | <b>Kegiatan Inti<br/>(65 menit)</b> | Pre-reading  |
|                                     | <b>Pre- Reading</b>                 | <ol style="list-style-type: none"> <li>1. Guru memerikan text yang akan dibaca oleh siswa.</li> <li>2. Siswa diminta untuk memaca text yang telah diberikan.</li> <li>3. Siswa diberi beberapa pertanyaan terkait text yang telah diberikan.</li> <li>4. Siswa menyapaikan pendapatnya tentang text yang telah dibaca.</li> </ol>  |

|     |  |  |
|-----|--|--|
|     | <b>While- Reading</b>  | <p>Reading teks dengan teknik summary.</p> <ol style="list-style-type: none"> <li>1. Siswa diminta menggaris bawahi informasi penting yang ada di text tersebut.</li> <li>2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraph.</li> <li>3. Siswa diminra untuk menulis summary menggunakan bahasa mereka sendiri.</li> </ol>  |
|     | <b>Post</b>  | <ol style="list-style-type: none"> <li>1. Siswa dminta untuk membaca kembali text summary yang sudah mereka tulis dan memastikan tidak ada yang terlewat.</li> <li>2. Murid menuliskan hasil pemahamannya terkait materi teks recount dalam bentuk yang bervariasi seperti mind mapping, poster, gambar, tulisan, atau video.</li> </ol>   |
|     | <b>Penutup<br/>(7 menit)</b>   | <ol style="list-style-type: none"> <li>1. Murid dan guru menyebutkan kembali semua kosakata yang telah dipelajari dengan benar dan tepat.</li> <li>2. Murid menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut.</li> <li>3. Murid mengungkapkan perasaannya mengenai proses pembelajaran yang telah dilakukan.</li> <li>4. Berdo'a dan salam</li> </ol> |
| 12. | <p><b>Refleksi Peserta Didik dan Guru</b></p> <p>Refleksi peserta didik, peserta didik mengevaluasi pengalaman belajar yang telah dilakukan, apa yang diketahui, masalah apa yang muncul dan bagaimana upaya mengatasinya. Peserta didik juga mengevaluasi manfaat yang didapatkan seorang muslim belajar tentang jenis-jenis hiburan dan bagaimana memanfaatkan hiburan yang ada di sekitar dengan bijak.</p> <p>Refleksi Guru</p> <p>Sejauh mana proses belajar mencapai tujuan, apakah semua murid terlibat dalam kegiatan diskusi, apa yang bisa dilakukan untuk membuat murid aktif</p> |  |
| 13. | <b>Pengayaan dan Remedial</b>  |  |

|  |   |
|--|---|
|  | <p><b>Pengayaan</b></p> <ul style="list-style-type: none"> <li>• <b>Pengayaan:</b> Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan yang dilakukan berupa kegiatan pengembangan aktifitas yang sesuai dengan tujuan pembelajaran di Unit 6, yaitu:</li> </ul> <ol style="list-style-type: none"> <li>1. Murid menuliskan pendapatnya dalam memanfaatkan transportasi publik dalam mengurangi polusi udara.</li> </ol> <p><b>Remedial</b></p> <ul style="list-style-type: none"> <li>• <b>Remedial:</b> Berisi informasi tentang kegiatan pembelajaran untuk murid yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:</li> </ul> <ol style="list-style-type: none"> <li>1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran.</li> <li>2. Murid melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran</li> </ol> |
|--|---|

Purwokerto, 25 Oktober 2023

Mengetahui,  
Kepala Sekolah

Guru Mata Pelajaran

Mustamim Luthfi, S.Pd.I.

Nurlaela, S.Pd.

## MODUL AJAR BAHASA INGGRIS

### UNIT 8 - Reading

| No. | Komponen  | Deskripsi / Keterangan  |
|-----|---|---|
| 1.  | <b>Identitas Sekolah</b>  |   |
|     | Nama Penyusun   | Nurlaela, S.Pd.   |
|     | Nama Institusi  | SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO  |
|     | Tahun Penyusunan Perangkat Ajar   | 2023  |
|     | Tema  | Wild World  |
|     | Fase/Kelas/Semester   | D/7/ 2  |
|     | Alokasi Waktu   | 2JP   |
| 2.  | <b>Tujuan Pembelajaran</b>  |   |
|     |   | <p>10. Dapat membaca teks sederhana dan mengekstrak detail faktual.</p> <p>11. Dapat mencari informasi spesifik di dalam teks sehari-hari seperti menu, jadwal, dll.</p> <p>12. Dapat mengidentifikasi informasi kunci dalam teks-teks sederhana dan faktual dari judul dan gambar.</p> |
| 3.  | <b>Skenario Asesmen</b>   |   |
|     | Jenis Asesmen:  |   |
|     | <ul style="list-style-type: none"> <li>j. Asesmen awal pembelajaran <ul style="list-style-type: none"> <li>- Peserta didik diberikan pertanyaan terkait film apa yang terakhir ditonton.</li> <li>- Peserta didik menentukan nama – nama jenis film yang ada di cuplikan-cuplikan film.</li> </ul> </li> <li>k. Asesmen Formatif <ul style="list-style-type: none"> <li>- Tes tertulis:<br/>Peserta didik menuliskan tentang informasi fakta dari dalam teks.</li> <li>- Performance test:<br/>Peserta didik menentukan jenis film yang disukai beserta alasannya secara lisan.</li> </ul> </li> <li>l. Asesmen Sumatif <ul style="list-style-type: none"> <li>- Performance test:<br/>Peserta didik secara berpasangan menceritakan bagaimana sebuah film dibuat menjadi lebih menarik.</li> </ul> </li> </ul> |   |

|    |  |   |   |  |  |   |
|----|--|---|---|--|--|---|
|    | - Tes Tertulis:<br>Peserta didik mengerjakan soal tertulis             |   |   |  |  |   |
| 4. | <b>Kriteria Ketuntasan Tujuan Pembelajaran</b>                         |   |   |  |  |   |
|    | Aspek  |   |   | Kecakapan  | Kriteria   |   |
|    |  | Belum Konsisten   | Konsisten   | Layak Mahir  | Ketuntasan   |   |
|    | mengidentifikasi informasi dalam teks recount yang sederhana.          | Belum menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana. | Menunjukkan konsistensi kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana.        | Menunjukkan konsistensi penerapan kemampuan dalam mengidentifikasi informasi dalam teks recount yang sederhana | 1 |
|    | memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari | Belum menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari  | Menunjukkan konsistensi dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari singkat | Menunjukkan konsistensi penerapan dalam memahami teks-teks singkat dan sederhana tentang aktivitas sehari-hari | 1 |



|                                    |   |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|---|
|                                    | membaca teks sederhana dan mengekstrak detail faktual   | Belum menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual   | Menunjukkan dalam membaca teks sederhana dan mengekstrak detail faktual | Menunjukkan konsistensi dalam membaca teks sederhana dan mengekstrak detail faktual | Menunjukkan konsistensi penerapan dalam membaca teks sederhana dan mengekstrak detail faktual | 1 |
| <b>5. Kompetensi Awal</b>          |   |   |   |   |   |   |
|                                    | Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat   | Murid mengenal kosakata tentang nama-nama jenis hiburan.  |   |   |   |   |
| <b>6. Pemahaman Bermakna</b>       |   |   |   |   |   |   |
|                                    | Dengan mempelajari nama-nama jenis hiburan yang ada disekitar kita sebagai seorang muslim diharapkan dapat memanfaatkan hiburan secara bijak sesuai dengan kebutuhan. |   |   |   |   |   |
| <b>7. Profil Pelajar Pancasila</b> |   |   |   |   |   |   |
|                                    | Profil Pelajar Pancasila yang berkaitan   | <p>p. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia. Menghayati kebesaran ciptan Tuhan Yang Maha Esa</p> <p>q. Bergotong royong<br/>Melakukan kolaborasi dalam kegiatan kelompok</p> <p>r. Mandiri<br/>Memahami potensi diri dan situasi</p> <p>s. Bernalar Kritis<br/>Memperoleh dan memproses informasi serta gagasan dengan baik.</p> <p>t. Kreatif<br/>Memiliki keluwesan berpikir dalam mencari alternatif</p> |   |   |   |   |

|     |                                     |  |
|-----|-------------------------------------|--|
|     |                                     | solusi permasalahan.   |
| 8.  | <b>Model Pembelajaran</b>           | Summary  |
| 9.  | <b>Sarana dan Prasarana</b>         |  |
|     | Fasilitas                           | Komputer/laptop<br>Video dan Gambar<br>Sumber : Buku Panduan Guru dan Buku Siswa - ENGLISH Gold Experience A2+, penerbit: Pearson),  |
|     | Lingkungan Belajar                  | Kelas, lingkungan sekitar sekolah  |
|     | Catatan Tambahan                    | -  |
| 10. | <b>Target Peserta Didik</b>         |  |
|     | Kategori Peserta Didik              | Siswa reguler  |
|     | <b>Langkah-langkah Pembelajaran</b> |  |
|     | <b>❖ Pertemuan 1</b>                | <b>Kegiatan Pembelajaran</b>   |
|     | <b>Pendahuluan<br/>(10 menit)</b>   | <ol style="list-style-type: none"> <li>1. Guru dan siswa menyampaikan salam dan berdoa.</li> <li>2. Guru melakukan presensi kehadiran peserta didik.</li> <li>3. Guru memberikan penguatan adab dalam pembelajaran.</li> <li>4. <b>Warm up:</b> Murid diminta melihat text yang telah diberikan dan diberikan pertanyaan pemantik:<br/>Benda apa yang digunakan? Mengapa dia menggunakan benda tersebut?</li> <li>5. Siswa menyebutkan macam-macam negara yang ada di dunia</li> </ol> |
|     | <b>Kegiatan Inti<br/>(65 menit)</b> | <p>Pre-reading</p> <ol style="list-style-type: none"> <li>1. Guru memerikan text yang akan dibaca oleh siswa.</li> <li>2. Siswa diminta untuk memaca text yang telah diberikan.</li> <li>3. Siswa diberi beberapa pertanyaan terkait text yang telah diberikan.</li> <li>4. Siswa menyapaikan pendapatnya tentang text yang telah dibaca.</li> </ol>   |
|     | <b>Pre- Reading</b>                 |  |

|     |  |  |
|-----|--|--|
|     | <b>While- Reading</b>  | <p>Reading teks dengan teknik summary.</p> <ol style="list-style-type: none"> <li>1. Siswa diminta menggaris bawahi informasi penting yang ada di text tersebut.</li> <li>2. Siswa diminta untuk membuat catatan dari gagasan utama setiap paragraph.</li> <li>3. Siswa diminta untuk menulis summary menggunakan bahasa mereka sendiri.</li> </ol>  |
|     | <b>Post</b>  | <ol style="list-style-type: none"> <li>1. Siswa diminta untuk membaca kembali text summary yang sudah mereka tulis dan memastikan tidak ada yang terlewat.</li> <li>2. Murid menuliskan hasil pemahamannya terkait materi teks recount dalam bentuk yang bervariasi seperti mind mapping, poster, gambar, tulisan, atau video.</li> </ol>  |
|     | <b>Penutup<br/>(8 menit)</b>   | <ol style="list-style-type: none"> <li>1. Murid dan guru menyebutkan kembali semua kosakata yang telah dipelajari dengan benar dan tepat.</li> <li>2. Murid menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut.</li> <li>3. Murid mengungkapkan perasaannya mengenai proses pembelajaran yang telah dilakukan.</li> <li>4. Berdo'a dan salam</li> </ol> |
| 12. | <p><b>Refleksi Peserta Didik dan Guru</b></p> <p>Peserta didik mengevaluasi pengalaman belajar yang telah dilakukan, apa yang diketahui, masalah apa yang muncul dan bagaimana upaya mengatasinya.</p> <p>Refleksi Guru</p> <p>Sejauh mana proses belajar mencapai tujuan, apakah semua murid terlibat dalam kegiatan diskusi, apa yang bisa dilakukan untuk membuat murid aktif</p> |  |
| 13. | <p><b>Pengayaan dan Remedial</b></p> <p>Bagi peserta didik yang sudah mencapai tujuan pembelajaran diberikan soal pengayaan dan yang belum mencapai tujuan pembelajaran akan dibimbing oleh guru.</p>  |  |

|   |
|---|
| <p>Kegiatan remedial dilakukan melalui kegiatan:</p> <ol style="list-style-type: none"><li>1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran.</li><li>2. Murid melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran</li></ol> |
|---|

Purwokerto, 25 Oktober 2023

Mengetahui,  
Kepala Sekolah

Guru Mata Pelajaran

Mustamim Luthfi, S.Pd.I.

Nurlaela, S.Pd.



## Appendix 5. Observation Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.5447/Un.19/D.FTIK/PP.05.3/11/2023  
Lamp. : -  
Hal : **Permohonan Ijin Observasi Pendahuluan**

09 November 2023

Kepada  
Yth. Kepala SMP Al-Irsyad Al-Islamiyyah Purwokerto  
di Tempat

***Assalamu'alaikum Wr. Wb.***

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

- |                    |                         |
|--------------------|-------------------------|
| 1. Nama            | : Salamatun Riska Fatin |
| 2. NIM             | : 1817404041            |
| 3. Semester        | : 11 (Sebelas)          |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik  | : 2023/2024             |

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

- |                      |   |
|----------------------|---|
| 1. Objek             | : Guru Bahasa Inggris   |
| 2. Tempat / Lokasi   | : Jl. Prof. Dr. Suharso, Arcawinangun, Kec. Purwokerto Timur.,<br>Kabupaten Banyumas, Jawa Tengah 53113 |
| 3. Tanggal Observasi | : 10-11-2023 s.d 24-11-2023   |

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

***Wassalamu'alaikum Wr. Wb.***

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah



## مدرسة الإرشاد الإسلامية المتوسطة

YAYASAN AL IRSYAD AL ISLAMIYYAH  
SEKOLAH MENENGAH PERTAMA  
AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Jalan Prof. Dr. Soeharso Purwokerto 53113 Telp.: (0281) 638185 Fax.: (0281) 643250  
Website: www.smpalirsyadpwt.sch.id • E-mail: info@smpalirsyadpwt.sch.id

### **SURAT KETERANGAN**

No. 926/10307/L-E.4/X-2024

Yang bertanda tangan di bawah ini:

Nama : **Mustamim Luthfi, S.Pd.I**  
Jabatan : Kepala SMP Al Irsyad Al Islamiyyah Purwokerto  
Kecamatan Purwokerto Timur Kabupaten Banyumas  
Propinsi Jawa Tengah

menerangkan dengan sesungguhnya bahwa:

1. Nama : **SALAMATUN RISKA FATIN**  
2. NIM : 1817404041  
3. Prodi : Tadris Bahasa Inggris  
4. Instansi : UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto

telah melakukan observasi pendahuluan di SMP Al Irsyad Al Islamiyyah Purwokerto pada tanggal 10 - 24 November 2023.

Demikian surat keterangan ini untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 9 Oktober 2024

Kepala Sekolah



**Mustamim Luthfi, S.Pd.I**



## Appendix 6. The Official Letter of Research Conduction



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESORKIAIHAJISAIFUDDINZUHRIPURWOKERTO FAKULTAS  
TARBIYAH DAN ILMU KEGURUAN  
JalanJenderalA.Yani,No.40APurwokerto53126 Telepon  
(0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.079/Un.19/D.FTIK/PP.05.3/01/2024  
Lamp. : -  
Hal : Permohonan Ijin Riset Individu

15 Januari 2024

Kepada  
Yth. Kepala SMP Al-Irsyad Al-Islamiyah Purwokerto Kec.  
Purwokerto Timur  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |  |
|--------------------|--|
| 1. Nama            | : Salamatun Riska Fatin  |
| 2. NIM             | : 1817404041   |
| 3. Semester        | : 11 (Sebelas)   |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris  |
| 5. Alamat          | : perum Taman griya permai A10/10, kec. Kota baru, Kab. Karawang   |
| 6. Judul           | : The Use of Summarizing Technique in Teaching Reading Comprehension at 7th of SMP Al-Irsyad Al-Islamiyah Purwokerto |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |   |
|----------------------|---|
| 1. Objek             | : Guru Bahasa Inggris, Siswa kelas 7    |
| 2. Tempat / Lokasi   | : SMP Al-Irsyad Al-Islamiyah Purwokerto |
| 3. Tanggal Riset     | : 16-01-2024 s/d 16-03-2024             |
| 4. Metode Penelitian | : Kualitatif                            |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah



## مدرسة الإرشاد الإسلامية المتوسطة

YAYASAN AL IRSYAD AL ISLAMIYYAH  
SEKOLAH MENENGAH PERTAMA  
AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Jalan Prof. Dr. Soeharso Purwokerto 53113 Telp.: (0281) 638185 Fax.: (0281) 643250  
Website: www.smpalirsyadpwt.sch.id • E-mail: info@smpalirsyadpwt.sch.id

### SURAT KETERANGAN

No. 927/10307/L-E.4/X-2024

Yang bertanda tangan di bawah ini:

Nama : **Mustamim Luthfi, S.Pd.I**  
Jabatan : Kepala SMP Al Irsyad Al Islamiyyah Purwokerto  
Kecamatan Purwokerto Timur Kabupaten Banyumas  
Propinsi Jawa Tengah

menerangkan dengan sesungguhnya bahwa:

1. Nama : **SALAMATUN RISKHA FATIN**
2. NIM : 1817404041
3. Prodi : Tadris Bahasa Inggris
4. Instansi : UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto
5. Judul : *"The Use of Summarizing Technique in Teaching Reading Comprehension at 7th of SMP Al-Irsyad Al-Islamiyah Purwokerto"*

telah melakukan penelitian di SMP Al Irsyad Al Islamiyyah Purwokerto pada tanggal 16 Januari – 16 Maret 2024.

Demikian surat keterangan ini untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 9 Oktober 2024

Kepala Sekolah

**Mustamim Luthfi, S.Pd.I**



## Appendix 7. The Official Letter of Thesis Proposal Seminar



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
 Telepon (0281) 635624 Faksimili (0281) 636553  
 www.uinsaizu.ac.id

**SURAT KETERANGAN**  
**SEMINAR PROPOSAL SKRIPSI**  
 No. No. B.587.Un.17/FTIK.JTBI/PP.00.9/02/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

**"The Use of Summarizing Technique in Teaching Reading Comprehension at 10th Grade of SMK N 3 Purwokerto"**

Sebagaimana disusun oleh :

Nama : Salamatus Riska Fatin  
 NIM : 1817404041  
 Semester : 11  
 Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 17 Maret 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 17 Maret 2023


Mengetahui,  
 Kordinator Prodi Tadris Bahasa Inggris  
 Nip. 199227152018012003



Penguji

Mulfiman, S.S., M.Pd.

## Appendix 8. The Letter of Thesis Guidance



























**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
 Telepon (0281) 635624 Faksimili (0281) 636553  
 www.uinsaizu.ac.id

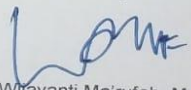
---

**BLANGKO BIMBINGAN SKRIPSI**

Nama : Salamatun Riska Fatin  
 No. Induk : 1817404041  
 Fakultas/Jurusan : Tarbiyah/TBI  
 Pembimbing : Desi Wijayanti Ma'rufah, M. Pd.  
 Nama Judul : THE USE OF SUMMARIZING TECHNIQUE IN TEACHING READING COMPREHENSION AT 7<sup>th</sup> GRADE OF SMP AL – IRSYAD AL – ISLAMIAH PURWOKERTO

| No | Hari / Tanggal   | Materi Bimbingan   | Tanda Tangan  |   |
|----|------------------|--|---|---|
|    |                  |  | Pembimbing  | Mahasiswa   |
| 1  | Rabu, 25-01-23   | background, conceptual, research, literature, research methods |    |    |
| 2  | senin, 06-03-23  | Research, literature, research methods                         |  |  |
| 3  | Jum'at, 14-03-23 | Acc Proposal   |  |  |
| 4  | Rabu, 07-06-23   | Revisi Proposal  |  |  |
| 5  | Selasa, 05-09-23 | Pengarahan untuk pedoman wawancara dan pedoman observasi       |  |  |
| 6  | Senin, 13-11-23  | Konsultasi chapter 1   |  |  |
| 7  | Selasa, 23-04-24 | Konsultasi chapter 2,3 dan hasil Penelitian                    |  |  |
| 8  | Jum'at, 14-06-24 | Pembahasan chapter 1 dan revisi chapter 2 dan 3                |  |  |
| 9  | Kamis, 22-08-24  | Pembahasan chapter 4 dan 5 dan revisi chapter 4 dan 5          |  |  |
| 10 | Kamis, 26-09-24  | Revisi Chapter 4 dan 5   |  |  |
| 11 | Selasa, 08-10-24 | Revisi chapter 4   |  |  |
| 12 | Senin, 04-11-24  | Acc Skripsi  |  |  |

Dibuat di : Purwokerto  
 Pada tanggal : 09 November 2024  
 Dosen Pembimbing

  
Desi Wijayanti Ma'rufah, M. Pd.  
 NIP. 19921215 201901 2 003

## Appendix 9. The Letter of Comprehensive Examination



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani. No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

### SURAT KETERANGAN

**No. B-1662Un.19/WD1.FTIK/PP.05.3/06/2023**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Salamatun Riska Fatin  
NIM : 1817404041  
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Senin, 12 Juni 2023  
Nilai : A-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 19 Juni 2023  
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.  
NIP. 19730717 199903 1 001

## Appendix. 10 Turnitin Check

cek turnitin.doc

### ORIGINALITY REPORT

|                  |                  |              |                |
|------------------|------------------|--------------|----------------|
| <b>21</b> %      | <b>20</b> %      | <b>8</b> %   | <b>12</b> %    |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

### PRIMARY SOURCES

|          |   |            |
|----------|---|------------|
| <b>1</b> | <b>repository.uinsaizu.ac.id</b><br>Internet Source       | <b>2</b> % |
| <b>2</b> | <b>eprints.iain-surakarta.ac.id</b><br>Internet Source    | <b>2</b> % |
| <b>3</b> | <b>repository.radenintan.ac.id</b><br>Internet Source     | <b>2</b> % |
| <b>4</b> | <b>repo.iain-tulungagung.ac.id</b><br>Internet Source     | <b>1</b> % |
| <b>5</b> | <b>repo.uinsatu.ac.id</b><br>Internet Source              | <b>1</b> % |
| <b>6</b> | <b>Submitted to Khurasan University</b><br>Student Paper  | <b>1</b> % |
| <b>7</b> | <b>journal.ipts.ac.id</b><br>Internet Source              | <b>1</b> % |
| <b>8</b> | <b>Submitted to Universitas Tidar</b><br>Student Paper    | <b>1</b> % |
| <b>9</b> | <b>ejournal.iain-tulungagung.ac.id</b><br>Internet Source | <b>1</b> % |



## Appendix. 11 Transcripts

Transkrip



### UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah  
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

### TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris  
NIM : 1817404041  
Tempat Lahir : Karawang  
Tanggal Lahir : 7 Agustus 2000  
Jenjang Pendidikan : Strata Satu  
Nama : SALAMATUN RISKHA FATIN  
Tahun Masuk : 2018

| NO | KODE     | MATA KULIAH                                  | NILAI | A.M  | SKS | BOBOT |
|----|----------|--|-------|------|-----|-------|
| 1  | INS 002  | Ilmu Kalam                                   | A-    | 3.60 | 2   | 7.2   |
| 2  | TBI 001  | Listening for Leisure                        | A-    | 3.60 | 2   | 7.2   |
| 3  | TBI 002  | Literal Reading                              | A     | 4.00 | 2   | 8     |
| 4  | TBI 003  | Speaking for Daily Communication             | A-    | 3.60 | 2   | 7.2   |
| 5  | TBI 004  | Free Writing                                 | A-    | 3.60 | 2   | 7.2   |
| 6  | TBI 014  | Essay Writing                                | B-    | 2.60 | 2   | 5.2   |
| 7  | INS 018  | Al-Arabiyyah Al-Tatthbiqiyah                 | A-    | 3.60 | 2   | 7.2   |
| 8  | TBI 006  | Listening for Factual Communication          | A     | 4.00 | 2   | 8     |
| 9  | TBI 007  | Interpretive Reading                         | B-    | 2.60 | 2   | 5.2   |
| 10 | TBI 008  | Speaking for Formal Communication            | B     | 3.00 | 2   | 6     |
| 11 | TBI 010  | Intermediate English Grammar                 | B-    | 2.60 | 2   | 5.2   |
| 12 | TIK 002  | Filsafat Pendidikan Islam                    | A-    | 3.60 | 2   | 7.2   |
| 13 | TBI 011  | Listening for Critical Thinking              | A-    | 3.60 | 2   | 7.2   |
| 14 | TBI 012  | Critical Reading                             | B     | 3.00 | 2   | 6     |
| 15 | TBI 013  | Speaking for Academic Purposes               | A-    | 3.60 | 2   | 7.2   |
| 16 | TBI 015  | Advanced English Grammar                     | A-    | 3.60 | 2   | 7.2   |
| 17 | TIK 003  | Ilmu Pendidikan Islam                        | A-    | 3.60 | 2   | 7.2   |
| 18 | INS 012  | Ilmu Alamiyah Dasar                          | A-    | 3.60 | 2   | 7.2   |
| 19 | TBI 018  | Complex English Grammar                      | A-    | 3.60 | 1   | 3.6   |
| 20 | TBI P35  | English for Young Learners                   | B     | 3.00 | 2   | 6     |
| 21 | TIK 011X | Psikologi Perkembangan Peserta Didik         | A     | 4.00 | 2   | 8     |
| 22 | TIK 019  | Statistik Pendidikan                         | B     | 3.00 | 2   | 6     |
| 23 | INS 006  | Ulumul Hadits                                | A-    | 3.60 | 2   | 7.2   |
| 24 | TBI 024  | Morphology                                   | A-    | 3.60 | 2   | 7.2   |
| 25 | TBI 025  | Developing Material Design for English       | A-    | 3.60 | 2   | 7.2   |
| 26 | TBI 026  | Teaching English as Foreign Language         | A-    | 3.60 | 2   | 7.2   |
| 27 | TBI 027  | Instructional Media for English              | A-    | 3.60 | 2   | 7.2   |
| 28 | TBI 033  | Macro Teaching                               | A     | 4.00 | 2   | 8     |
| 29 | TBI P37  | ICT (Information Communication Technology)   | A-    | 3.60 | 2   | 7.2   |
| 30 | TIK 021  | Metodologi Penelitian Kualitatif Pendidikan  | A-    | 3.60 | 2   | 7.2   |
| 31 | TIK 022  | Metodologi Penelitian Kuantitatif Pendidikan | A-    | 3.60 | 2   | 7.2   |
| 32 | TBI 029  | Seminar Proposal                             | B     | 3.00 | 2   | 6     |

| NO | KODE    | MATA KULIAH                       | NILAI | A.M  | SKS | BOBOT |
|----|---------|-----------------------------------|-------|------|-----|-------|
| 33 | TBI 032 | Micro Teaching                    | A     | 4.00 | 2   | 8     |
| 34 | TBI P38 | English for Difable               | A     | 4.00 | 2   | 8     |
| 35 | TBI P39 | Language Learning and Acquisition | A-    | 3.60 | 2   | 7.2   |
| 36 | TBI 034 | Skripsi                           | E     | 0.00 | 6   | 0     |
| 37 | INS 003 | Fiqh                              | A-    | 3.60 | 2   | 7.2   |
| 38 | INS 004 | Akhlak dan Tasawuf                | A-    | 3.60 | 2   | 7.2   |
| 39 | INS 005 | Ulumul Qur'an                     | A     | 4.00 | 2   | 8     |
| 40 | INS 007 | Islamic Building                  | A-    | 3.60 | 2   | 7.2   |
| 41 | INS 010 | Filsafat Ilmu                     | A-    | 3.60 | 2   | 7.2   |
| 42 | INS 015 | English Basic                     | A     | 4.00 | 2   | 8     |
| 43 | INS 017 | Al Arabiyah Al Asaasiyyah         | A-    | 3.60 | 2   | 7.2   |
| 44 | TIK 001 | Ilmu Pendidikan                   | B     | 3.00 | 2   | 6     |
| 45 | TIK 005 | Administrasi Pendidikan           | B     | 3.00 | 2   | 6     |
| 46 | TIK 009 | Sosiologi Pendidikan              | A-    | 3.60 | 2   | 7.2   |

Judul Skripsi : The Use of Summarizing Technique in Teaching Reading Comprehension at 10th Grade of SMK N 3 Purwokerto

KETERANGAN

SKS : Satuan Kredit Semester  
 HM : Huruf Mutu  
 AM : Angka Mutu  
 M : Mutu

Jumlah SKS Yang Diambil : 95  
 Jumlah SKS Yang lulus : 89  
 Jumlah Mutu : 312.4  
 Index Prestasi Kumulatif (IPK) : 3.29

Purwokerto, 4 November 2024

Rektor  
/

NIP.

## BIOGRAPHY

### A. Identitas Diri

1. Nama Lengkap : Salamatun Riska Fatin
2. NIM : 1817404041
3. Tempat/Tgl.Lahir : Karawang, 7 Agustus 2000
4. Alamat Rumah : Perum Taman Griya Permai A 10/10,  
Pucung, Kota Baru, Karawang
5. Nama Ayah : Khaerus Shaleh
6. Nama Ibu : Nur Khasanah

### B. Riwayat Pendidikan

1. Pendidikan Formal
  - a. SD/MI, tahun lulus : SDN Pucung 3, 2012
  - b. SMP/MTS, tahun lulus : SMPN 1 Tirtamulya, 2015
  - c. SMA/MA, tahun lulus : MA Khas Kempek Cirebon, 2018
  - d. S1, tahun masuk : UIN Prof. K.H. Saifuddin Zurhi  
Purwokerto, 2018
2. Pendidikan Non Formal
  - a. Khas Kempek Islamic Boarding School
  - b. El-Fira Islamic Boarding School

### C. Pengalaman Organisasi

Volunteer KSR UIN Saifuddin Zuhri 2020 – Sekarang

Purwokerto, 8 Oktober 2024



Salamatun Riska Fatin