



The Effectiveness of Summarizing NLP and Manual Reading Skill in Teaching Reading Comprehension to the third semester students in University of Nahdlatul Ulama Blitar

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Abstract

English is extremely important to be used as an international language. Even many countries have applied it as their national language. Developing countries, especially Indonesia, need to master English to inflate and to improve their promotion. Moreover, by mastering English. They are able to make a good conduct and to create a good connection with mammoth or immense nations in the world. In consequence of this join, they enable to design and to come up with the new strategy to build up their state in technology sector. As people of Indonesia especially as the third semester students in University of Nahdlatul Ulama Blitar. We have to make an attempt to learn hard to encourage and to support our land promotion. The urgency to search this reading technique skill is that the writer has an intention to help students to response the development of education related to automatic strategy to learn in the class especially in solving their problem about reading difficulties. In Addition, because big parts of Students are from low level stage, The Summarizing NLP is the best solution to help them in understanding Reading text automatically. This article discussed about the effectiveness of teaching reading comprehension by using Summarizing NLP and Manual Reading Skill. The method exploited in this was a quasi-experimental method, for two groups are employed in this investigation. The first is experimental group taught using Summarizing NLP and the second is control group taught using Manual Reading Skill. The population of the study is the third semester students in University of Nahdlatul Ulama Blitar. Only two classes are taken as the sample of the research “ computer science class as an experimental group and animal husbandry class as a control group. In knowing that the sample of the research is accepted, the writer uses the homogeneity test “ F-Test” and He uses the random sampling method to choose the sample of the research. The data are taken from scores of posttest in each group and analyzed using T-Test. The result of the research explains that based on the calculation using T-Test that observable T is 9,59 and critical value of T table 1,67 on significant level 95%. Observable T is bigger than critical value of T table, it can be said that Summarizing NLP is more effective to yield better mastery in teaching reading comprehension to the third semester in University of Nahdlatul Ulama Blitar 2 %. There is definitely no deviation between English Original Source Text and Indonesian Dhammapada as Target Language. This research is useful and gives benefit not only for the researcher, the student of language but also for the reader from other studies.

Keywords: Summarizing NLP, Manual Reading Skill, Reading Comprehension

Introduction

Reading Skill is very important if you want to start absorbing English comfortably. Since reading is typically viewed as a cognitive task in which learners communicate with the script in solitude (Nunan, 1995) and (Syakur, 2019). In addition, according to (Hermer, 1998) Reading documents provides an opportunity to know aspects of the language, such as vocabulary, grammar, punctuation, and how we construct sentences, chapters, and documents. Interesting reading transcripts should introduce important issues, generate discussion and encourage imaginative feedback and fascinating learning. (Murcia, 2001) States that reading is a complex, immersive practice. Reading includes a post, a reader, and a cultural reading background. In reading, interpretation is built by interpreting the textual patterns that portray the language. Presenting is influenced by recent experience, the language sense, the social setting and the desire to understand. As we recognize, research is a form of practical communication. This ensures that learners should use message-based data and context-based information to build sense. Viewers need to use all skills in their heads to make sense of the text and give attention to the text itself by means of verbs, phrases, clauses, sentences and the relation between sentences in order to know the message.

Studying reading needs more attention related to its skills, and of course those are quite difficult to comprehend by low level students especially the third semester in University of Nahdlatul Ulama Blitar. The researcher wants to deliver good method in mastering reading text clearly. (Brown, 2007) Training is a form of practical discussions. This ensures that readers should use message-based data and context-based information to establish sense. In order to determine the text, learners must use all skills in their minds to make sense of the text and give attention to the text itself by means of terms, phrases, clauses, sentences and the relation between sentences. Moreover, based on (Johnson, 2008) Classifies training to be more than just the contact between the reader and the text. This explains reading as a mal-adaptive behavior involving the negative and positive use of a variety of strategies, particularly problem-solving approaches to create the message that the author expected. Problem-solving methods are effective in the management of many learning difficulties. Depending on the above concepts of reading, it is really complicated for pupils to

gain insight of rough text reading.

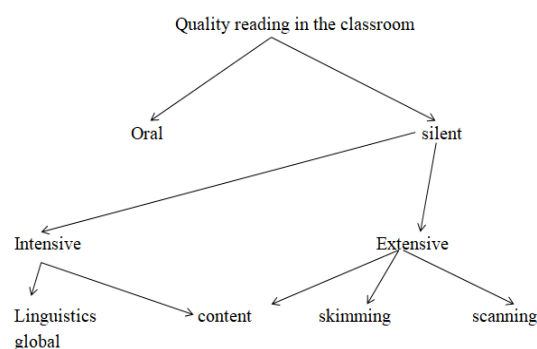


Figure 1. Quality reading in the classroom

Based on Figure 1, it needs more intention to comprehend reading text manually, of course, students have to prepare many times to study one by one instruction, whereas the time for completing the subject of study is very limited. so that the new method of teaching about reading is implemented in this research named summarizing NLP. According to (Nelson, Smith, & Dodd, 1992) Summary practice can be used by the instructor to enhance students' reading comprehension, particularly when deciding the main point of the document. He also conducted qualitative research on the impacts of instructional approaches on students classified as living with disabilities on their interpretation of the science language. Based on (Carnine, Silbert, & Kameenui, 1990) It has been argued that tendencies such as summarizing, paraphrasing, retelling, self-assessing, forecasting and verifying, reading aloud and re-reading or reading to explain definition are commonly applied to as meta-comprehension objectives. In addition they mentioned The overview not only allows students to recognize key points, but also eliminates the details in the paragraph to core concepts that students will recall. whereas (Cassaza, 1993) It said that strong readers are able to differentiate the most useful ideas in a paragraph and summarize them according to an adequate administrative sequence. Furthermore she said The learning to summarize boost their interpretation of the text of the study. And (Dole, Roehler, & Pearson, 1991) It has been reported that summarizing involves carefully to distinguish between crucial and unimportant strategy. Moreover, (Zafarani & Kabgani, S, 2014) Examined the potential results of the success of the main concept plan, the summarization strategy, and the explicitness of the instruction to enhance awareness of the English literary resources of Iranian ESP learners, and it found that . A specific strategy overview guidance can successfully re-

spond to improve the capacity and aptitude of ESP learners to understand reading and can help them develop a positive attitude towards English reading in the Iranian setting.

Based on the information and advantages of summarization technique, this aim of this study is to know whether there is a significant different in the students' reading comprehension between before and after being taught by using summarization technique. The study investigated as follows : which of the two methods, Summarizing NLP and Manual Reading Skill, is more effective to teach reading comprehension to the third semester in University of Nahdlatul Ulama Blitar ? the population of this study is the third semester students in University of Nahdlatul Ulama Blitar, Only two classes are taken as the sample of the research " computer science class as an experimental group and animal husbandry class as a control group.

Material and Methods

The method exploited in this was a quasi-experimental method, for two groups are employed in this investigation. The first is experimental group taught using Summarizing NLP and the second is control group taught using Manual Reading Skill. The population of the study is the third semester in University of Nahdlatul Ulama Blitar. Only two classes are taken as the sample of the research " computer science class as an experimental group and animal husbandry class as a control group. In knowing that the sample of the research is accepted, the writer uses the homogeneity test " F-Test" and He uses the random sampling method to choose the sample of the research. And also to make sure that the sample is normal, the writer uses normality test to set up that the test is very good to be used. (Arikunto, 1997) stated that normality test is to analyze and to comprehend the normality of the sample in the research or the test.

There are two variable chosen in this study namely : 1) Summarizing NLP and Manual Reading Skill , and 2)Reading Comprehension. In this study, method of teaching ,Summarizing NLP and Manual Reading Skill, function as independent variable, because both of them are going to influence the teaching

learning process. Whereas the reading comprehension functions as the dependent variable. The instrument of the study to collect the data is the reading test. The purpose of the test is to compare the student mastery and it is constructed in the form of multiple choice test.in addition, the writer uses content validity to measure the test. According to (Margono, 1991) said that content validity focuses to the instrument that has the correlation of the subject matter in measuring what to be measured. Moreover, to get the reliability of the test, the writer uses the spearman brown. The data are taken from scores of posttest in each group and analyzed using T-Test.

Table 1. Experimental Group (Summarizing NLP)

No	Name of Students	X ₁ (post-test)	X ₁ ²
1	Asna Andi Auladi	20	400
2	Moh. Sugiarto	18	324
3	M. Maulana Ikhsan	19	361
4	Citra Mirnawati	18	324
5	Utrodus Said Al Baqi	19	361
6	Muhammad Yusuf Ashari	20	400
7	Muhammad Lutfi Ashari	17	289
8	Dewi Lestari	20	400
9	M. Naufal Sa'id D	16	256
10	Muhamad Rizal Syahkoni	15	225
11	Muh. Fatwa Zayyini Fathi	19	361
12	Iqbal Fikri Al Hadi	18	324
13	Mujawadatul Khuluq	17	289
14	Choirunnufatul Chusna	21	441
15	Endah Sri Wahyuni	18	324
16	Faturrahman	17	289
17	Walidatul Isna Khasanah	18	324
18	Mhd. Hasby Nazarudin	19	361
19	Zainul Muttaqih Sph	22	484
20	Dhiazme Ayu Ningsih	18	324
21	Muhamad Ro'uf Firnanda	19	361
22	Iqbal Mubaroq	21	441
23	Neni Febiani	18	324
24	Izulma Sultan Aqil	22	484
25	Miftakhul Ulum	18	324
26	Berly Dhana Ilyasa	20	400
27	Muhammad Riski Balian	17	289
28	Ike Wahyu Septiani	22	484
29	Muhamad Chirzudin	19	361
30	Kana Achsanur Rijal	23	529
31	Safrinadi Ilham	16	256
32	Alfian Dwi Susilo	19	361
33	Mochamad Buqo	21	441
34	Anita Lestari ri Muslim	18	324
35	Zidni Fima	20	400
36	Khoiro Sholihah	19	361
37	Kanti Rahayu	20	400
38	Jessica Adisti	22	484
39	Oryzanda	19	361
40	Naumi Asfarina	18	324
		760	14.570

Result and Discussion

Tabulated data were obtained from the experiment that has been conducted. the data of the result of the student test is in the form of numerical scores.

$$\begin{aligned} \text{Mean } X_1 &= \frac{\sum X_1}{N} \\ &= 760/40 = 19 \\ JK_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{N} \\ &= 14.570 - (760^2/40) \\ &= 14.570 - 14.440 \\ &= 130 \end{aligned}$$

$$\begin{aligned} \text{Mean } X_2 &= \frac{\sum X_2}{N} \\ &= 703/40 = 17,58 \\ JK_2 &= \sum X_2^2 - \frac{(\sum X_2)^2}{N} \\ &= 12.469 - (703^2/40) \\ &= 12.469 - 12.355,23 \\ &= 113,77 \end{aligned}$$

The Formula of T-Test

$$\begin{aligned} t &= \frac{\frac{\sum X_1 - \sum X_2}{N_1 + N_2 - 2} + \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}{\frac{JK_1 + JK_2}{N_1 + N_2 - 2} + \left(\frac{1}{40} + \frac{1}{40} \right)} \\ &= \frac{19 - 17,58}{\frac{130 + 113,77}{40 + 40 - 2} + \left(\frac{1}{40} + \frac{1}{40} \right)} \\ &= \frac{1,42}{\frac{243,77}{78} + \left(\frac{2}{40} \right)} \\ &= \frac{1,42}{2,97(0,05)} \\ &= \frac{1,42}{0,1485} \\ &= 9,56 \end{aligned}$$

Critical value of T table is 1,67

Table 2. Control Group (Manual Reading Skill)

No	Name of Students	X ₁ (post- test)	X ₁ ²
1	Moh. Ananda Rifqi Shofi	21	441
2	Nur Hanifah	19	361
3	Valeri Dian Narotama	17	289
4	Husna Fikriya	19	361
5	Alan Ramadani	16	256
6	M. Hanif Fadhlurrahman	20	400
7	Huda Anshori	16	256
8	Andi Setiawan	16	256
9	Isna Nurul Fajriyah	15	225
10	Febriyan Adi Putra	15	225
11	M. Khoirul Abidin	17	289
12	Riska Mei Puspitasari	16	256
13	Saher	18	324
14	Muhammad Ridwan	16	256
15	Fuguh Fernandi	17	289
16	Siti Ropida	19	361
17	Muhamad Muhsin	16	256
18	Muhammad Sabiqun Nama	18	324
19	Denny Muhammad Mahabi	16	256
20	M. Yusuf Yasin	16	256
21	Mas'ud Zakqi Hupron	20	400
22	Moh Abrori Al Fahmi	18	324
23	Muhammad Nur Hasan	17	289
24	Qurrotul A'yun	17	289
25	Muhammad Sabiqun Nada	18	324
26	Muhammad Khomarudin	20	400
27	Nimas Ayu Wulansari	19	361
28	Ahmad Drajat Arifianto	16	256
29	Mohamad Khoirul Rozikin	20	400
30	Moh. Fajar Agung	20	400
31	Mohammad Iqbal	16	256
32	Andika Fajar Hadiarto	19	361
33	Siti Kolifatul Mahudah	16	256
34	Muhammad Saifudin	21	441
35	Ahmad Baitul Mustakim	16	256
36	Ahmad Misbahul Munir	16	256
37	Dian Aprilia Briliani	19	361
38	Arif Maulana A	17	289
39	Widad Azhaar Annafi'	17	289
40	Yuli Anjar Wati	18	324
		703	12.469

Table 3. The Result of computation

Respondents	Observable T	Critical value of T- table	Df
40	9,56	1,67	78

Observable T is higher than critical value of T- table. So that Summarizing NLP is more effective in teaching reading comprehension to the third semester in University of Nahdlatul Ulama Blitar. It can be shown from observable T is 9,56 and critical value of T table is 1,67. This result of the study is supported by many articles that pointed out about the advantages to use the summarization technique in teaching reading comprehension. (Nurhayati, 2018) concluded that There is a significant impact on students through

the use of the reading comprehension overview technique and some feedback as to whether there is any direct impact using the summary comprehension method in providing reading comprehension. In addition, (Ozdemir, 2018) As a result of the analysis made, An improvement in the use of summary approaches and a huge difference in benefit of the post-test summary success has been detected. Summary approaches in which the most meaningful change is seen are the "determination of the main idea, beginning with the first sentence of the introductory sentence which expresses the subject matter of the main text, summarizing in compliance with the topic or event order and time continuity", Conveying the main point of the text in the final sentence of the summary, and paying attention to the contrast between the speaker and the description in the form of the summary text. ' Summary is an indicator of the level of reading comprehension. For this reason, implementing overview approaches should be included in reading studies at all stages. (Aratusa, 2017) Says that the use Content-Based Summarizing Technique in teaching English reading can be used as a new resource technique for teaching English.. Then, (Zafarani P. , 2014) Denote that clear advice on summarizing approaches can effectively lead to improving the capacity and competence of ESP learners to understand reading and can help them build a positive attitude towards English reading in the Iranian context.. (Khoshshima & Tiyyar, 2014) Noted that the summarizing approach has a positive impact on learners ' awareness of reading. And also, (Huan & Kim Ngan , 2017) It showed how students understood the task of summarizing the technique, although there were some challenges they had to face while reading. Again, (Gorjian & Payman , 2014) The beneficial effect of the written summary of screenplays on both groups was demonstrated by the development of their writing skills at the pre-intermediate level. (Nebres, 2016) This said that there is a significant correlation between how well the students presented the observations and how well they conducted the science tests relevant to the Summary Strategy. And also, (RINEHART, 2014) indicate that summarization training is an effective tactic for strengthening reading and learning skills. The results also recommend ways to improve the summary teaching of adolescents of this generation.

Conclusion

Based on the statistical analysis using T test formula, it can be concluded that the use of Summarizing NLP is more effective in teaching reading comprehension to the third semester students in University of Nahdlatul Ulama Blitar.it can be shown from observable T is 9,56 and critical value of T table is 1,67.

The writer wants to give suggestion related to the result of this study that Summarizing NLP should be applied to all level in teaching reading to increase the student motivation and to connect between knowledge and its application to student's lives as family members, citizens, and workers. So that school activities are more active.

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