

## CHAPTER I

### INTRODUCTION

#### **1.1 Background of The Study**

English is one of the compulsory subjects in senior high school. Based on the curriculum for senior high school, there are four language skills which need to be learned by students, those skills are listening, reading, speaking, and writing.

Reading is one of the receptive skills that needs to be acquired by students of senior high school. Students may have many purposes of reading. First, students need to read for academic purposes. There are many learning sources written in English so it is important for students to have a good reading skill. Thus, the students also need a reading skill in daily life to get up to date information from mass media such as newspapers, magazines, televisions, and internet. Besides reading is one important way to improve students general language skills in English, reading can enlarge students vocabulary. Furthermore, it helps the students to improve their productive skills, including speaking and writing. Through reading, students can obtain many inspirations so that they will be more creative.

Reading is a good way to find out about new ideas, facts, and experiences. In order to obtain a good output of learning English, the students should be prepared with sufficient language inputs. These inputs can be obtained from the reading process. The reading activities are supposed to help the students in learning English since they can gain a lot of language inputs from reading.

The importance of reading skills in the classroom is very essential. The reading activities in the classroom should be meaningful for the students. It means that the reading activities in the classroom should not merely read the texts, but there should be some

variation of learning activities. The teacher in the classroom reading activities can influence the students motivation of reading. When they find that reading is enjoyable and it can give benefits for them, their reading motivation will increase.

The use of reading for the students are to understand and to get the general idea, or to find the part that contains the information. For reading, students can finding the main idea, find the supporting detail, grasp the organization. Reading catch all information about what the author tries to say in the materials to comprehension and also interpretation. Reading is not only to understand the reading passage, but also to find out the ideas written by the author.

The problem is usually happened for the students when they learn reading comprehension is the students still had poor vocabulary. When they read an English text, they got difficulties in understanding the meanings of the words and the content of the text. The students got difficulty in interpreting the meanings of the difficulty words. The students also found difficulties in determining the main idea of the text. They were not able to find the detail information of a text. In teaching reading the students sometimes difficult to find out the ideas in the text, and they do not understand the meaning of a passage or sentences. This difficulty, might be caused by the students lack of practice. They are still difficult to get the ideas contained in a text, to choose vocabulary, or to use the correct structure. So, in this case the researcher use summarizing strategies in teaching reading skill.

From the The first research by Khoshima (2014) entitled the effect of summarizing strategy on reading comprehension of Iranian intermediate EFL learners. The findings showed that study was to find out the effect of the summarizing strategy on EFL learners' reading comprehension. The findings indicated that the current study put emphasize on the importance of summarizing strategy in language classrooms. That when students are exposed to summarizing strategy, they become aware of the processes that can be applied in better

understanding the reading passages and they can view the passage as a whole unit in which knowledge of the parts can be reached through regarding the preceding and following sections of the passage.

The second previous researcher Eka (2008) the researcher applied summarizing strategy in order to facilitate the students to learn English in an interactive experience. The students would read a text which could be done individually, in pairs, and the whole group member together. Applying summarizing strategies from the teacher can solve the problem for reading skill. Summarizing activities in this research were selected to be applied in Cycle 1 through 2 steps. The first step was determining the Somebody-Wanted-But-So-Then to find the detail information from a text. The next step was rewriting the detailed information to be a good summary. The students were encouraged to work in pairs, groups and individual to finish the tasks given. Sometimes, the researcher asked the students to mention the part of SWBST based on the text, so they did not only comprehend the text in writing but also they had the comprehension in their mind. The summarizing activities is applied to give the students a new experience in reading activity. The summarizing activities enabled students in comprehending a text. It was because before they made a summary based on the text, they should determine the main information from a text. Through these activities, students automatically comprehended the content of a text. The second, the implementation of summarizing activities were successful to promote the students participate in the teaching learning process of reading. The process of implementing the summarizing activities was helped by some supporting activities to reach a goal in reading.

Based on the previous researchers the summarizing strategies it's important because this strategy can help in support the activities in reading and can understanding the reading passages and view the passage as a whole unit.

The researcher used questionnaire to find the subject and the result that in Gresik there are two school that used those strategies. Those school which is implementing since teaching reading process. The schools are implied those strategies SMK Semen Gresik and MA Masyhadiyah. For SMK Semen Gresik this school has been already applied this strategies since two years and for MA mashudiyah applied this strategies since 1987. The researcher choose those subject because those school applied those strategy in teaching reading comprehension

## **1.2 The Problem Statements**

Based on the general background of the study above, the researcher want to find the answer statement of the following question:

- How are the summarizing strategies used by teacher In Senior High School Gresik at Second Grade?

## **1.3 The Purpose Of The Study**

There are some purposes from this research:

- To describe the summarizing strategies those are used by teacher In Senior High School Gresik at Second Grade.

## **1.4 Significance Of The Study**

There are some expected benefits that could be taken from this research. The significance of the study are follows :

### **1.4.1 Theoretically**

This research can give additional information and reference about the way of teacher use summarizing strategies for the students. Summarizing strategies

as an organizational in process to identified knowledge and connection the main ideas to enhance comprehension and retention.

#### 1.4.2 Practically

The references for the teacher about summarizing strategies, the teacher use summarizing strategies in teaching learning process reading comprehension.

### 1.5 Definition Of Key Study

- **Summarizing** is the process of identifying the important information and ideas within a text into a clear statement that communicates the essential meaning of the text
- **Summarizingstrategies** is a strategy by which the reader takes larger selections of text and reduces them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering