

# THE EFFECTIVENESS OF USING PAIRED SUMMARIZING STRATEGY IN TEACHING READING

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## ABSTRACT

In the process of teaching and learning, learning is an important process in teaching learning activities. Many teachers try to apply strategies to make students interested in learning reading. In this paper the researcher aims to find out whether there is a significant difference in student reading skill through Paired Summarizing Strategy. This research was conducted in two classes of 10th grade students SMA Budi Utomo Gadingmangu, Perak, namely class X IPS 2 and X IPS 3. Quasi experimental which is non-equivalent pre-test and post-test design control group design methods was applied. The data retrieval technique uses a reading test consisting of 20 multiple choice items. Furthermore, the data was be analyzed using ANCOVA in SPSS version 16 program. Based on the research results, the level of significance difference is determined by  $p < 0.05$ . The results showed that there were significant differences where  $p = 0.000$ . These result indicates that there is a significant difference between the reading skill of students taught using Paired Summarizing strategy and students who are not. In addition, the result of the study indicates that Paired Summarizing Strategy are more effective than using Lecturing Technique so that Paired Summarizing are recommended as references in teaching reading.

**Key words** : *Teaching Reading, Paired Reading Strategy.*

## INTRODUCTION

The students are expected to be able to overcome the lack of information through reading. Reading is thinking process consciously (Mikelucky, 2008). It means that reading is not only focusing in reading activity but there is thinking process that involves comprehension meaning of some resources. Indeed students do not only pay attention in their reading activity but they have to find out and recreate the meaning that is intended by the

writer so they can catch and increase any information which exists in the text. Pang et. al. (2003) also append that reading is activity to comprehend of written text. In addition, Howart in Riyanti (2011) also establishes that reading is as communicative media through texts. It means that reading be able to make interaction between the writer and the reader through a text. Thus they can understand what is writer's message based on the text. Here the students will become the reader that read his or her own text. By reading their own text, the students are expected to comprehend more about their text.

### **Paired Summarizing**

Paired Summarizing Strategy is one of reading strategies to ease the students to build their reading ability. Paired summarizing is a technique for having pairs of students read a text closely for understanding (Voughn 1986). It can be explain that by reading in pairs, it will be easier to understand the content regardless of the accuracy in reading. Alabama (2008) also suggests that paired summarizing involves partnering students in reading activities involving current evidence based practice activities such as retelling, summarizing, restating, and sustained discussion.

### **Reading**

Reading is one of language skill that can be found in every level of school in learning English language. According to Broughton, et al (2003:89), reading is a skill that builds from three components of reading skill. That is skill to recognize to correlate, and to get the meaning. Skill to recognize is skill to know what the words and sentences tell to the reader. Skill to correlate is a skill to relate words and sentences in the communication. Besides that, Stone (2009:42) says reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. From that definition it can be concluded that reading is language process that need someone ability to understand and know information provided in a passage through interaction process between reader and the text to construct the meaning and get the information from the text.

### **Procedure of Teaching Reading Through Paired Summarizing**

Paired summarizing involves partnering two students. The students read a passage and each then writes a retelling of what they have read. The partners exchange and read each other's retellings and then write a summary of what their partner has written. In discussion, the partners compare and contrast, identify similarities and differences, and ask questions of each other.

## **Advantages of Paired Summarizing**

Paired Summarizing Strategy is one of reading strategies to ease the students to build their reading ability. Paired summarizing is a technique for having pairs of students read a text closely for understanding. It can be explain that by reading in pairs, it will be easier to understand the content regardless of the accuracy in reading. Alabama (2008) also suggests that paired summarizing involves partnering students in reading activities involving current evidence based practice activities such as retelling, summarizing, restating, and sustained discussion.

Paired summarizing strategy provides such an opportunity, while giving the reader supports from a partner. Using this strategy not only stimulates the students' ability in reading but also corrects their mistake, such as how to pronounce, spelling, intonation, stress, expression and style their reading given by their friends and also to motivation study together. It happens because in paired summarizing, the teacher will pair up the students. Paired summarizing also can be used with many types of reading materials including students to produce stories, and poetry. Paired summarizing can be used with any books, taking turns reading by sentence, paragraph, page or chapter. This strategy frees up the teacher to observe paired summarizing sessions and work with different students while other students continue reading together. Paired summarizing can also be used to build oral skills that reluctant readers can work toward reading in front of a large group. So researcher take conclusion that the advantage of paired summarizing strategy is it could help students to understand the whole reading text by using the paired summarizing strategy.

## **RESEARCH METHOD**

The researcher used quasi-experimental design that is non-equivalent pre-test and post-test design control group. This approach was used because the researcher was permitted by the school to conduct the research based on the class which was selected and without random. According to Latief (2013: 95) in educational setting is very impossible to take classes randomly. They usually can take the sample of all the population students or some class which are available. This research also was conducted in the 10<sup>th</sup> grade of SMA Budi Utomo Gadingmangu Perak academic year 2018/2019, especially for 10 IPS 2 class and 10 IPS 3 class that consist of 76 students.

Table 1. The sample of SMA Budi Utomo Gadingmangu Perak students

No	Class	Number of The Students
1	X IPS 2	38
2	X IPS 3	38
<b>Total</b>	<b>2</b>	<b>76</b>

This research used test formed in multiple choice questions test through Descriptive text of place. Ary et.al. (2009: 201) state that the test is a series of evaluations given based on the results of reflection and response based on a given numerical value. Measurement supplies the numbers we use in quantitative analyses.

The instruments both pre-test and post-test were 20 items of reading test in the multiple choice question, the questions in pre-test and post-test are different. Before the research conducted, the author prepared the instrument of the text.

## FINDING AND DISCUSSION

ANCOVA is used to assess the technique in achieving student reading by comparing the mean posttest score of different techniques after controlling the influence of the pretest score. The experimental group was treated using the Paired Summarizing Strategy and the experimental group given Lecturing Strategy as an alternative technique. The mean of experimental group that gave an Paired Summarizing Strategy was 65,3 and mean of control group that gave Lecturing Strategy was 64,8. So the mean of experimental class was higher than control group. It can be presented through this following table:

**Table 2. Tests of Between Subject Effects**

Dependent Variable: Kelas

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11,258 <sup>a</sup>	13	,866	6,935	,000	,593
Intercept	,367	1	,367	2,936	,092	,045
Background_Knowledge	,312	1	,312	2,497	,119	,039
Teaching_technique	11,200	12	,933	7,474	,000	,591
Error	7,742	62	,125			
Total	190,000	76				
Corrected Total	19,000	75				

a. R Squared = ,593 (Adjusted R Squared = ,507)

Furthermore, there are two ways in making decision of research hypothesis. The first way is done through comparing F value with F table. In this case, there are two requirements. First, when the F value is greater than F table, it means that the independent variable influences the dependent variable. In contrast, if the F value is lower than F table means that the independent variable does not influence the dependent variable. The second way can be done by concerning on the significance level. If the significance value is lower than 0,05 means that the independent variable influences the dependent variable. Afterward, if the significance value is greater than 0,05 means that the independent variable does not influence the dependent variable. However, the researcher tested the hypothesis by comparing significance values.

As a result, the researcher found that the significant value was lower than  $0.000 < 0.05$ . In final consideration, the researcher concludes that the independent variable named Paired Summarizing Strategy influences the dependent variable that is the students' reading skill. On the other hand, the skill of reading students is not only influenced by the paired summarizing strategy but also influenced by extraneous variables because the pretest also gives the same effect as the paired summarizing strategy. But to distinguish which larger researchers need to show the Partial Eta Squared value. Partial Eta Squared value for Independent variable is 59.1% while for extraneous variable is 39%. This shows that extraneous variables have a great impact on students. But that does not mean independent variable does not give impact. There remains an impact given even though only 39%.

## **CONCLUSION AND SUGGESTION**

Paired Summarizing Strategy can be used in teaching English, especially in teaching reading, this makes students more interested in reading activities, it is evident that there are students who are taught using the Paired Summarizing Strategy has better reading achievement than those who do not. By applying the Strategy Summarizes in pairs, students can be actively involved in communicative activities in the classroom.

Considering the technique, the authors suggest that English teachers should consider applying techniques that are appropriate to the subjects to be taught, not always using lecture strategies. One technique that can be used is Paired Summarizing Strategy because the learning process must be motivated, educated, fun, interesting and can reduce students' boredom. Furthermore, this technique is not only applied to teaching reading, but also applied to other competencies such as teaching speaking, listening, or writing. This strategy is also not always used in text descriptive, but also applies to other types of text. Research currently

only carried out in high school and the material used by researchers is one of the texts, namely descriptive text of place in teaching reading. Other researchers can choose the Paired Summarizing Strategy as a reference (previous study) to do another. Other researchers can take studies in different classes and use reading genres, namely Narrative, Procedure, and Recounting, and other researchers are expected to be able to apply Information Transfer in different skills, namely Speaking, Listening, and Writing.

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