

**THE EFFECT OF APPLYING SUMMARIZATION STRATEGY ON THE
STUDENTS' READING ACHIEVEMENT IN IDENTIFYING MAIN
IDEA OF NARRATIVE TEXT AT SMK TAMAN SISWA MEDAN**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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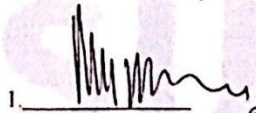

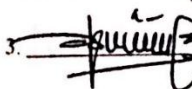
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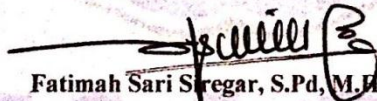
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ABSTRACT

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The objective of this research was to investigate the effect of applying summarization strategy to the students' reading achievement in identifying main idea. This research applied experimental research. Population of this research was the second year students of Senior High School in SMK TAMAN SISWA Medan at Jl. Sabarudin No. 08 Sei Renggas Permata Medan Kota in the academic year 2019/2020 with the total population was 145 students. This research used experimental research design namely One group pre-test and post-test. The sample consisted of 30 students in class XI-AP1. The experimental group was taught by applying summarization strategy. The instrument of collecting data was multiple choice which consisted of 20 items. The experimental group was given pre-test and post-test. After the data had been collected, there were analyzed by using t-test formula. The result of analysis showed that the t-observe ($t_o = 7,0$) was higher than t-table with the level of significant $\alpha = 0.05$. The last hypothesis showed that H_o was rejected and H_a was accepted. It means that there was a significant effect of applying summarization strategy to the students' reading achievement in identifying main idea.

Keywords : Summarization strategy, Main idea of a narrative text, Reading.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of the most used languages in the world, English is a necessity to be able to communicate and understand each other by the communication process in different languages in various countries. In Indonesia, it has long included English subjects in formal and non-formal schools ranging from the basic level to the top level. Students in the learning process must go through four basic skills in mastering English, there are Writing, Listening, Speaking and Reading.

One of the complex language skills, reading in the learning process of English is an understanding of the contents of the reading itself. Reading is a form of non-verbal communication, reading allows students to understand and understand language through the form of text or important parts in reading. Reading skills are important because can help students find information about general knowledge or school subjects (Barbara 1980 : 34). However, it can not be denied that there are still many students who have difficulty understanding an English reading, even though the school has repeatedly learned reading or reading achievement.

Based on the researcher's in the pre-observation about reading, many students low difficulties to understand the reading materials to the students. The first, students lack vocabulary, they can not read and build sentences well, students also difficult in expressing main ideas, beside of that students are feel

bored when reading the English text. This is caused by teacher mismatch in using teaching techniques. English language teaching techniques are needed to develop reading skills or reading comprehension of students, because teaching techniques affect students learning outcomes, so teacher must determine methods or learning strategies that are suitable to be applied to students. One of the learning strategies for solving this problem is research with summarization strategy (Jones 2006) defines summarization strategy as a reading 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. The reason teachers use summarization strategy is to help students “focus on the heart of the matter”(Jones,2007). Teachers want their students to capture the main message or idea , and often comprehending is hard for struggling readers. However using this strategy will help students be accountable for recalling what the story was about and sharing what they believe it was about.

This research also stress the importance of teachers understanding how to teach, model, and scaffold this strategy as well as any reading comprehension strategy (Block and Paris,2008). The reason use summarization as a reading comprehension strategy is because we want students to pull out main ideas of the text, focus on specific details that make the text make sense. Even though summarization is typically written, it can also be used orally and visually, which can help those struggling readers who have a hard time with spelling and writing (Miller and Vetch,2011).

Summarization teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage , summarization helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering. Summarization have many advantages in reading comprehension. That is the student was creative to summary the text with their own language and they was motivation to study and read the material well. Of course, they will get many new English vocabulary. It can be effective because the summarization technique gives a positive change in teaching learning process it can be seen from the students' motivation. Beside on explanation and problem above the researcher want to see the effect of applying summarization strategy to the students' reading achievement in identifying main idea.

Based on the explanation above, the researcher fell be excited in conduction experiment research by summarization strategy. Therefore, reasearch entitle : “
The Effect of Applying Summarization Strategy on the Students' Reading Achievement in Identifying Main Idea of Narrative Text at SMK Taman Siswa Medan “

B. Identification of the Problem

The identification of the problems were :

1. The students' can not read and build sentences well into a text.
2. The Students also felt be difficult to expressing ideas.
3. The Students feel bored when reading the English text.

C. Scope and Limitation

The Scope of the research was focused on reading skill, and limitation of problem was related to the selection of problem from various problem that have been identified. This research was limited on the effect of applying summarization strategy on the students' reading achievement in idetifying main idea of narrative text at SMK Taman siswa medan.

D. Formulation of the Problem

Based on the identification of the research, the formulation of the study was formulated as the following is any there significant the effect on applying summarization strategy to the students' reading achievement in identifying main idea of narrative text.

E. The Objective of the Study

Based on the formulation of the study, the objective of this study was to investigate the significant effect of applying summarization strategy on the students' reading achievement in identifying main idea of narrative text.

F. Significance of the Study

The findings of this research were expected to be useful for.

a. Theoretically:

To add knowledge, experience in teaching reading achievement especially in teaching main idea by applying summarization strategy.

b. Practically:

1. For students, to increase or develop their skill in reading main by applying summarization strategy.
2. For teachers, to develop the English teacher to plan and conduct better and excited learning process, especially in teaching main idea , and
3. For the researchers, who is interested in conducting the same field and may be useful for the next researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This research will be related to the accumulated ideas from various theories. In doing research, the purpose must be in order to make the same perspective of the implementation in the field. The terms, which is specifically, which are important to make clear from the start in order to prevent possible miss understanding between the researcher and the reader about the convey. There are many points in this study would be present.

1. Effect

The effect of this examination has implication for increasing capacity after understanding something. According to Richard and Plat (1992) the impact is characterized by changes in capacity possessed by students using certain educational procedures. This is usually an exploratory system in research in which a thought or theory is applied or examined by setting circumstances where relationships between various subjects or variables can be resolved.

Consequently, the effect can be characterized as the consequenced of the result of training that is appeared by the difference in the capacity. It tends to be reason for some elements, with the aim of strategies or technique for teaching to have a big job in making students' abilities improve.

2. Applying

Application is practice. Based on definitions, it can conclude the application made both individuals and groups with a view to achieving the goals that have been formulated. As for the elements implementation are :

- a. Any programs that are implemented
- b. The presence of the target group, namely the people who are targeted and are expected to later benefit from this program
- c. The presence of excellence, whether the association or the person responsible for administration, implementation and supervision of use procedures

3. Achievement

Learn a procedure in individuals who collaborate with their achievements to get a change in their behavior. These achievement are thought to reflect the reasons for students achievement that instructors are changes that include individuals to change in their dispositions and behaviour. The intention of the training is a reason that illustrates learning, abilities, thinking frameworks that must be taken by students who are appropriate (instructions brought in behavior that can be watched and predicted.

Affective was the change in behavior that influences someone to demand something. There is recognition, signing with recognition by utilizing their abilities and reactions. Choice, choose a problem with basic to complicated. Psychomotor is the talent to achieve something, ready to do it based on physical and feelings, wisdom and tendencies. Therefore, it is assumed that the attainment

arrives at a certain goal, statue or standatd especially with the exertion of energy, strong mental abilities, and so on.

From the explanation above, achievement will be obtained from student achievement tests related to cognitive domains in teaching and learning . the purpose of teaching is a goal that describes a knowledge, skills, attitudes that must be possessed obtained by students as a result (teaching reffered to in behavior that can be observed and measured). It was obtained in the from of a score. Students can get a good achievement test in reading comprehension if the teacher provides motivation, the level of understanding of the text is interesting and suitable for students. In achievement, teachers are required to be creative in creating better strategic techniques. This means that the teacher plays a major role in determining the effectiveness of the reading program.

4. Summarization Strategy

Summarization strategy gives student opportunity to share ideas based on their knowledge. A reading strategy that teaches children to see how the parts of a story are connected will help them better understand the text. The technique called *summarization* is such a method. Because not all students' learn how to summarize a story on their own, it is necessary to specifically teach some children how to do this. Summarization is an effective strategy to help students enchance understanding of what is read. The method requires that a student rewrite or outline only the important parts of a passage. Summarization encourages a student to look for the most important parts and determine what parts of a story are less important and what should be ignored. This also helps students see how different

parts of story relate to each other, including how parts of the text fit with the title or main topic. Jones (2006) defines summarization strategy as a reading 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 nothing and remembering. Webster's calls a summary the " general idea in brief form", it's the distillation, condensation, or reduction of a larger work into its primary notions. Readers strip away the extra verbiage and extraneous examples. They focus on the heart of the matter. They try to find the key words and phrases that, when uttered later, still manage to capture the gist of what they have read. Finally, we can say that summarization strategy is a strategy that can be used by the teacher in teaching reading to determine their ideas and gives student considered every meaning of the word in subject.

4.1 Step Summarization Strategy

1. Students and teachers discuss the of reading to be readed.
2. Students are asked to determine the ideas of the entire reading selected given.
3. Have the students help write a general statement about the story.
4. Students are asked to list the main ideas with two or three supporting ideas for each main idea.
5. Students are give each part of the story a heading and record important details that the students help to identify.
6. Students are asked to what information is and is not important.

Students are asked to describe the parts of the passage.

7. Relate the important parts of the passage to the main topic or the title.
8. Students are asked to write a summary that includes each of these parts.
9. Students are asked to check the summary against what was read to see if anything important was left out.

4.2 The Advantages and Disadvantages of Summarization Strategy

1. The Advantages

- a) Student center, summarization strategy foster active learning , improved understanding and retention and strategy development of life long learning skills.
- b) Integration, summarization strategy facilitates and integrate core curriculum.
- c) Motivation, summarization strategy problem is fun for students and tutors and the process requires all students to be engaged in the learning process.
- d) Generic competencies, summarization strategy allows students to develop generic skills and attitude in their future practice.
- e) Deep learning, Summarization strategy foster deep learning (students interact with the learning, relate concept to everyday activities, and improve their understanding.
- f) Summarization strategy will help the student to connect with students to pull out main ideas focus on key details, use key words and phrases, break down the larger ideas, and write only enough to convey the gist.

2. The Advantages

a) Students unpreparedness

Students who have a simultaneous processing weakness may have a particularly difficult time reading for understanding or comprehending all the parts of a story and how they relate to each other.

4.3 Purpose of Using Summarization Strategy

Teacher education, as well as public education, has seen numerous reform efforts. Current reforms are remarkably similar : most are grounded in underlying cognitive or reflective theory of learning that states that teachers must think critically and reflectively about their own practice. Teaching is no longer seen as simply a set of learned skills, but rather as using teaching skills through a decision-making, problem-solving approach.

Consequently, the modeling summarization strategy is very important. Because, understanding new information and remembering it when necessary are crucial for academic success. Summarization is a learning strategy that increases both understanding and memory. Strategy learning is based on taking as model.

5. Reading

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability. The assessment of

reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature.

Brown (2004) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts that they read. It can be said that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

5.1 Purpose of Reading

The people read they have direction. The reason for perusing is not only to get data but also to have happiness when reading. As Mc Donough and Shaw said that “ the basic reason for all reading in general is to get new data and also for pleasure, not to discuss what is known as now or what is not relevant to the user in any case”. While Harmer separates the motivation behind careful reading into two general objectives, “ first of all, read carefully. People who read the material are fun, for example, joking, books, or magazines. Second, read carefully to help content. Individuals read because they need the data contained in the content, for example, books, reference books, papers and articles ”. in other words, the unique reason for perusing is related to the various types of content that is being searched by the user.

The purpose of reading can be explained according Grabe and Stoler (2002) are :

- a. Reading to search for simple information and reading to skim :

Careful reading to find data directly is a typical reading capacity. In discussing it must filter content for explicit data. Chances are skim reading is one of many business endeavors and valuable talent in yourself. This includes a mixture of procedures for thinking about where significant data might exist in the content, and after that using important perceptual abilities on parts of the content to encourage general framing. This means careful reading is a gesture to help readers read the data they need by filtering through content reading.

- b. Reading to learn usually occurs in academic and professional contexts in which a person need to learn the informations from a text. It requires to :

- a. Keep in mind principle thoughts just as number of subtleties that expand the primary and supporting thoughts in the content.
- b. Recognize and builds the frames that organize the information in the text.
- c. Link the text readers' knowledge base,

Reading to learn to make inferential requests that are more down to earth than general requests that are more down to earth than general requests for awareness to associate data with the information foundation.

- c. careful reading to support data requires additional choices about the overall significances of the data that is appropriate, supporting or bending and redeveloping the appropriate problem of explaining to organize data from various

sources. These capabilities are unavoidably needed for basic data. Thus , readers can choose what data to enter and how to coordinate it for customer purposes.

d. Reading for general comprehension

General reading comprehension has been intentionally has two reasons. First , it is the most basic purpose for reading, underlying and supporting the most other purpose for reading. Second , general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension has the skill that must have by the fluent reader, it requires very rapid and automatic processing of the words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many process under limited constrains.

5.2 Genre of Reading

Each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticate. Consider the following abridged list of common genres, which ultimately form part of the specifications for assessments of reading ability.

1. Academic reading

General interest articles (in magazines, newspaper,etc.), technical reports (e.g lab reports), professional journal articles reference material (dictionaries, etc), textbooks, theses essays, papers test directions, editorials and opinion writing.

2. Job-related reading

Messages (e.g., phone messages), letters/emails, memos(e.g., interoffice), reports(e.g., job evaluations,project reports), schedules, labels, signs, announcements forms, applications, questionnaires, financial documents(bills, invoices, etc.) directories (telephone, office,etc.), manual, directions.

3. Personal reading

Newspapers and magazines letters, emails, greeting cards, invitations messages, notes, lists schedules (train,bus,plane,etc.) recipes, menus, maps, calendars advertisements (commercials, want ads), novels, short stories, jokes, drama, poetry, financial documents (e.g., checks,tac forms,loan aoolications), forms, questionnaires, medical reports, immigration documents, comic strips, cartoons.

5.3 Levels of Comprehension

Grab and Stoller defined comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggest that comprehension is achieved when a reader succesfully extracts the useful knowledge from a text into a new understanding of their town . furthmore Day and Park (2005) also purpose several types of comprehension, as :

1. Literal compehension. This is to have a direct understanding of the meaning of the text. Such as questioning the main ideas, detail, effect causes and vocabulary they are not understood in the text.
2. Inferential comprehension. It summarizes information from various parts of the text and builds new information that is not explicitly stated in the text.

3. Reorganization. It rearranges information from various parts of the text in it to get new information.
4. Predictive comprehension. This is an integrated reader understanding of a text and their own knowledge of the text to determine what might happen next or after completion.
5. Evaluative comprehension. This is like an inferential understanding but an evaluation of understanding is needed for a comprehensive reader.

5.4 Process of Reading

Reading comprehension as a complex intellectual process involving a number of abilities Rubin in Westwood (2001), paying attention to perception is an intellectual, persuasive, and full feeling. This implies why they are keen and eager to use content as a method of getting data, adapting new thinking, managing problems and springs of pleasure.

a. Micro process

In this procedure the peruser must choose which lumps of the content or which subtleties are critical to recall. When perusing just one sentence, it is generally simple to review subtleties, however recollecting turns out to be progressively troublesome in the wake of perusing a long entry. For instance: Michelle put the yellow roses in a jar. For this situation the peruser will simply recollect that detail. In any case, the peruser might possibly recollect later that roses were yellow in a long section on the grounds that they might believe that a yellow rose is simply irrelevant detail.

b. Integrative process

In managing integratives must have the option to discuss and overcome pronoun references and have the option to consider causes or groupings. For example : michael quickly sees the entrance and closes the window. He is worried. As a consequence, great people know that he is in the next sentences alluding to michael in the main sentence. What is more, benevolent people induce michelle to look at the entrance and close the window because she has a problem. This implies between users also making associations across sentences and discussing the relationship between provisions.

c. Macro process

The reader does this by outlining the main thoughts that are read. The person in question can choose deliberately or accidentally the most important data to be remembered and deleted. In this procedure, the practical user also uses a hierarchical example structure to support the person constructing their thoughts.

d. Elaborative Processes

When we read, we tap into our insight and cause derivations past focuses to depict explicitness in the content. We make ends that could conceivably relate with those expected by the creator. For example , in the two sentences gave about michael, we dont have the foggiest idea why he was apprehensive, yet we can foresee that maybe he was stressed that somebody had tailed him at home, or possibly a tempest was preparing and he was worried about solid breezes. It is on the grounds that the peruser has a similiar encounter eith the creator.

e. Metacognitive Processes

Metacognitive is thinking about thinking. In this process the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive process include rehaersing (repeating information to enhance recall), reviewing, underlining important words or section of a pasage, note taking, and checking understanding.

Process is the stage where the researcher goes through in order to produce a reading matter. Elaborate a stage of reading process as follows :

1. Scanning : is not actually reading. It is letting your eyes run across a page to find one small bit of information.
2. Skimming : is useful when you need to cover a lot of redaing in a short time.
3. General Reading or Reading : is the most frequently processes used once you get out of school.
4. Study Reading : is the process most frequently used by students. Collage students often have low reading rates because they get into the habit of using study reading for everything.

6. Narrative Text

Narrative is a story the created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theater or dance) that describes a sequence of fictional or no-fictional events. According to Pradiyono (2007:94) he states that Narrative text is the type of text which is very appropriate to recount past activities or events, which high light the problematic experience andresolution with the intention to amuse and often intended to give moral lessons to the reader.

Hornby states that narrative text is a composition which consists of a fiction story. It means that narrative is concerned with the sequence of happenings over a period of time. Narrative text has at least three elements :

1. Plot : A plot is a sequence of events that occurs in narrative text. As narrative consists of certain events in chronological order, the plot is the form into which the author organized these events. Thus plot enables readers to follow the writer's thought from the beginning until the end of the story.
2. Setting : the setting of narrative text is the time and the place in which events occur. Setting is not only physical location like city, forest, river, mountains, etc, weather also supports the setting that describes the event story.
3. Point of view : which addresses the reader directly uses first person pronouns such as I, Me and Mine while point of view that stands back from the events uses third person pronouns such as He, She, They, refers to the characters

Type of the text that is taught in this study is narrative. Students are expected to be able to know the characteristics of narrative text below :

1. Social Function

To amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which is then found a resolution.

2. Generic Structure

1. Orientation : sets the scene, time, and place and introduces the participants

This is part in which the story tells inform the group of spectators concerning who is in the story. At the point when the story is occurring and where the

activity is going on. It can like wise be called as basic piece of story. Thusly, the reader can make sense of what will occur straight away and who are engaged with it

2. Evaluation : a stepping back to evaluate the plight
3. Complication : a crisis arises

This is the piece of story where the account tells about something that will start a chain of occasions. These occasions will influence at least one of the characters. The intricacy is the trigger. From this part, the story starts. This is where the characters throughly assume their job. This part likewise tells about occasions with the contention or issues in the story

4. Resolution : the crisis resolved

This is part that can be found in the end of the story. This is part of the narrative where the occasion is sorted our or the problem is solved insome narratives, the narrator includes the part which is called coda, if there is amoral or message to be learned from the story. That is only the optimal part of a story.

5. Re-orientation: optional (can be appear or not)

3. Significant lexicogrammatical Structure features

1. Focus on spesific and usually individualized participants
2. Use of material process
3. The use of simple past tense
4. To use of temporal conjunction
5. The use of noun phrase

The simple way, a narrative text is structured firstly by having orientation which introduces the readers about the setting of the story, either the place setting or time, or might be both of them. It is also recognize who are the characters or anyone who takes account in the story. After the orientation is set, then story flows to an introductory stage that move to the complication, where certain conflict are found between the characters the final stages of resolution is relevad as problem solving stage when the conflict is intensively down.

In conclusion, reading narrative text is the activity of getting information from the text which aims to entertain or amuse the readers through a sequence of events and ends in resolution.

B. Relevant of Study

1. Title : *The Effect of Teaching Summarization Strategies on Reading Comprehension of Science and Humanities Iranian High School Students*

Researcher : Azam sadat porhoseini maybodi, Ashraf haji mainbodi

The finding of the research :

The results of the study showed that having achieved an awareness of summarizing strategy, students can have a better command of a variety of practices that they can use for successful summaries of the passages. The findings of this study in line with the other researchers (Aghaei, & Zhang, 2012; Al-Nujaidi, 2003; Al-Seweed, 2000; Jitendraa, et al., 2006; Karbalaei & Rajyashree, 2010; Pakzadian & Eslami Rasekh, 2012; Shang, 2010; Sheorey et al., 2008;) showed that reading comprehension tests can help the students to follow the steps

of the summarizing process to identify topics, main ideas, and details, and to write summaries.

In order to find a plausible answer for the research questions, the performances of the humanity and the science groups in the pretest were compared conducting an independent-samples t-test.

Table 4.1: Descriptive Statistics of Humanity and Science Groups in Pre-test

	Group	N	Mean	Std Deviation	Std Error Mean
Pretest	Humanities	40	9.0750	2.34671	37105
	Science	40	9.3250	2.06792	32697

The findings, sufficient time is needed to develop particular reading skills and strategies such as summarizing strategy and indeed encourage content reading intending to make students ready for autonomous reading and understanding (Khoshsima & Rezaeian Tiyar, 2014). Through the summarizing strategy instruction, teachers can identify students' weaknesses in reading comprehension and make the essential efforts to solve their comprehension problems as much as possible. Besides, emphasizing the significance of individuals' differences and their various learning styles, this study can be an encouragement for high school teachers to provide opportunities for Iranian EFL learners studying in different fields to become acquainted with summarizing strategies and help them match their learning styles with this strategy. Finally, the findings obtained from this study imply that teachers need to get familiar with new techniques of commenting on the performance of EFL learners. By identifying the

problems and their sources, teachers can offer remedial strategies and tasks in order to rectify the EFL learners' difficulties and errors. Moreover, it would be reasonable to allocate some time training teachers and educators on different functions (positive and negative points) of each of these strategies. Their performance on posttest showed significant results for using this strategy and advocated the importance of students' strategy learning.

2. Title : *Improving students' reading comprehension through summarizing strategy at Junior High School*

Researcher : Herfyana Asty

The finding of the research :

The result indicated there was five problem the observations showed that there were five problems faced by the students in reading comprehension class :(1) students were lazy to read English texts; (2) students found difficulty to understand the contents of reading text because they have limited vocabulary; (3) students did not have enough time because they were busy to consult the dictionary for any difficult words they found on the reading text; (4) the students were extremely passive during the class; and (5) the teaching technique used by the teacher was not interesting to the students.

To solve the problems, a classroom action research of applying the summarizing strategy was conducted. The results showed that the application of the summarizing strategy to reading comprehension classes successfully improve students' performance on reading comprehension tests. This success was

confirmed by increasing average students score during cycle 1 to cycle 2. The average score during cycle 1 was 64.13, the average score during cycle 2 was 69.88, and that during cycle 3 was 72.38. Furthermore, students' perceptions of the application of summarizing strategy to reading classes were also improving. These were supported by average percentages of positive perception of 40.5 in cycle 1, 73.9 in cycle 2, 84.6 in cycle 3. Thus, it was concluded that the summarizing strategy is effective to improve students' reading comprehension. In addition, the strategy also enhances students' perceptions of the application of the strategy to reading classes.

Both the researchers above have differences with what this researcher wants to do. The first researcher by Azam sadat porhoseini maybodi, Ashraf haji mainbodi (2017), Used Researcher two groups of 80 female pre-university students in pre-university center in Ardakan, Yazd for and the second one applied the experimental researcher design, and The second researcher by Herfyana Asty (2013), Used researcher focused on the improve students' performance on reading comprehension tests and while the researcher refers more to the classroom action research with the aimed at learning and improving their own teaching activities. This study not much different from this research will also use experimental research with strategy summarization strategy. Additionally, the similarity between this research and both of the researches before is they have the same focus namely the use of summarization strategy.

C. Conceptual Framework

Narrative text provides all the information used to entertain the reader. In short, narrative text is a special text that is intended to be enjoyed by readers about interconnected success stories. In addition, this text consists of several paragraphs that are used to represent narrative objects. The purpose of text narrative is to have fun and attract readers with stories or stories that have problems that cause conflict and at the end of the story there are resolution or endings that are happy or problematic.

Summarization strategy is an easy way to help students take the most important ideas in reading content from narrative texts in improving students reading achievement. With strategy summarization students can more easily find ideas that aim without having to master the contents of each topic of the discourse in the reading text. Each student may have a different core version of the reading. By summarizing students becoming more active in reading activities because reading by taking important core in reading makes it easier for students to remember. This activity will also help students to read narrative texts because it encourages students to use their thoughts and find new words that will help students in reading become more interesting and fill in the details they get from training activities. This will make it easier for them to organize their ideas and learn their thoughts in good narrative text after they read the text.

Summarizes the strategies used to help students find ideas, the most important points in the text, so that this strategy can greatly help students to be more active and like reading.

D. Hypothesis

Ha : “ There is a significant effect of applying summarization strategy on the students’ reading achievement in identifying main idea of narrative text at SMK Taman siswa medan ”

Ho : “There is a significant effect of applying summarization strategy on the students’ reading achievement in identifying main idea of narrative text at SMK Taman siswa medan ”

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMK Taman Siswa Medan Jalan Sabarudin No. 08, Sei Rengas Permata Medan Kota Academic year 2018/2019. The reason for choosing in this school as the location research because the students in the grade eleventh of SMK Taman Siswa Medan are still poor in reading especially narrative text based on the observation during field experience practice in this school. This research was implemented on September 2019.

B. Population and Sample

1. Population

The population of this research was taken from XI Grade students of SMK Taman Siswa Medan, which consists that consist of five classes, there were XI TKJ-1 consists of 30 students, XI TKJ-2 consists of 32 students, XI AP-1 consists 30 students, XI AP-2 consists of 33 students and XI AK consists 20 Students. So total of the population are 145 students.

Tabel 3.1
The Population

Class	Population
XI TKJ-1	30

XI TKJ-2	32
XI AP-1	30
XI AP-2	33
XI AK	17
Total	142

C. Sample

Cluster random sampling was used in this research. One class was selected as the sample. As the result, XI AP-1 consists 30 students was taken as the sample of this research, and it function as experimental group. The experimental group was taught by using applying summarization strategy.

Tabel 3.2
The Sample

Class	Population
XI AP-1	30
Total	30

D. Research Design

The research was conducted by using experimental quantitative research. There is one group of student in this study. Namely one group pre –test post –test. The design was applied in order to investigate the effect of applying summarization strategy.

Table 3.3
Research Design

Sample	Pre – Test	Treatment	Post-Test
Experimental Group	O_1	Summarization Strategy (x)	O_2

Where:

O_1 : Pre Test before giving treatment

X : Treatment by using Summarization Strategy

O_2 : Post-Test after giving treatment

E. Instrument of Collecting Data

In collecting data, the multiple choice which consists of 20 items was used in the research. The multiple choice test was given which is clearly defined to the topic which motivates them to read. Therefore the sample was asked to read narrative text which is a piece of text that tells a story and entertains the reader or listener. The data for this study was collected using a test. In collecting the data, pre-test, treatment, and post-test were used. The descriptions and explanations are as follows :

a. Pre –Test

Pre –test was administered to both experimental groups to find out the students' reading achievement in narrative text before having treatment. In this case, there were 20 items of multiple choice.

b. Treatment

The activities during the treatment was used summarization strategy in teaching reading narrative text in the experimental group.

c. Post-Test

After teaching, it was given post test to the experimental group in order to see the result whether the method give the effect or not. The test of pre-test and post test are same, they are multiple choice.

F. Technique of Collecting Data

In collecting data, some steps were applied as follows:

1. Giving pre-test to the experimental group
2. Giving the treatment to experimental group by using summarization strategy
3. Giving post-test to experimental group
4. Listing the score of pre –test and post –test into a table for the experimental group.

G. Technique of Analyzing Data

After collecting data from the test, the data were analyzed by using the test.

The following procedure were impelemented to analyze the data:

Finding the correlation of teaching method

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

1. Determining T-test by formulation

$$2. t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing linear regression

$$Y = a + b x$$

With :

$$b = \frac{n \sum x y - (\sum x)(\sum y)}{(n \sum x^2) - (\sum x)^2}$$

$$\alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

y = Individual work

α = Constant

x = Independent variable

b = Correlation coefficient

4. Finding the significant effect by formulation

$$D = r \times y^2 \times 100 \%$$

G. Statistical Hypothesis

In this research, statistical hypothesis was described the whether the hypothesis accepted or rejected. The statistical hypothesis formula is:

$$H_0: T\text{-Observe} < T\text{-Table}$$

$$H_a: T\text{-Observe} > T\text{-Table}$$

Where:

Ho: There was no significant effect of applying summarization strategy on the students' reading achievement in main idea of narrative text at SMK Taman siswa medan. (Hyphotesis is rejected)

Ha: There was no significant effect of applying summarization strategy on the students' reading achievement in main idea of narrative text at SMK Taman siswa medan. (Hyphotesis is accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The aim of the research is was to find out the effect of applying summarization strategy on the students' reading achievement in identifying main idea of narrative text at SMK taman siswa medan. This chapter the data of this study were obtained from the multiple choice test. There were two kinds of test for the experimental group, pre-test and post-test. The following was students' score on the pre-test and post-test of the experimental group. That was the results of the pre-test and post-test in the experimental group in table 4.1

Tabel 4.1
The Score of Pre-test and Post-test in the Experimental Group

No.	Students' Initial	Pre Test (O ₁)	Post Test (O ₂)
1	AP	60	85
2	AS	60	75
3	AM	65	85
4	AU	50	75
5	AR	55	80
6	DR	60	85
7	DF	55	80
8	DA	65	85
9	DH	55	80
10	DP	55	75
11	EA	55	75
12	FN	60	80
13	FS	55	80
14	FS	55	85
15	HW	50	70
16	HS	60	85

17	HS	55	75
18	JR	55	75
19	KM	65	85
20	KR	55	75
21	NN	65	85
22	NS	45	70
23	ND	65	85
24	PA	65	85
25	RA	60	85
26	RH	55	80
27	SK	45	70
28	SA	50	75
29	WS	65	85
30	YH	65	85
Total Score		1725	2395
Means		57.5	79,8

Based on the data in table 4.1 showed that mean of pre-test was 57.5 and the mean of post-test was 79,8.

B. Data Analysis

1. Finding Correlation

Tabel 4.2
The Calculation Table of Experimental Group

No.	Students' Initial	Pre Test (O ₁)	Post Test (O ₂)	X ²	Y ²	XY
1	AP	60	85	3600	7225	5100
2	AS	60	75	3600	5625	4500
3	AM	65	85	4225	7225	5525
4	AU	50	75	2500	5625	3750
5	AR	55	80	3025	6400	4400
6	DR	60	85	3600	7225	5100
7	DF	55	80	3025	6400	4400
8	DA	65	85	4225	7225	5525
9	DH	55	80	3025	6400	4400
10	DP	55	75	3025	5625	4125

11	EA	55	75	3025	5625	4125
12	FN	60	80	3600	6400	4800
13	FS	55	80	3025	6400	4400
14	FS	55	85	3025	7225	4675
15	HW	50	70	2500	4900	3500
16	HS	60	85	3600	7225	5100
17	HS	55	75	3025	5625	4125
18	JR	55	75	3015	5625	4125
19	KM	65	85	4225	7225	5525
20	KR	55	75	3025	5625	4125
21	NN	65	85	4225	7225	5525
22	NS	45	70	2025	4900	3150
23	ND	65	85	4225	7225	5525
24	PA	65	85	4225	7225	5525
25	RA	60	85	3600	7225	5100
26	RH	55	80	3025	6400	4400
27	SK	45	70	2025	4900	3150
28	SA	50	75	2500	5625	3750
29	WS	65	85	4225	7225	5525
30	YH	65	85	4225	7225	5525
Total Score		1725	2395	100215	192025	138500

$$N = 30$$

$$\sum X = 1725$$

$$\sum Y = 2395$$

$$\sum X^2 = 100215$$

$$\sum Y^2 = 192025$$

$$\sum XY = 138500$$

Based on the data in table 4.2 finding the correlation between pre-test and post test by using this formula :

Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{30(138500) - (1725)(2395)}{\sqrt{30(100215) - (1725)^2(30(192025) - (2395)^2)}}$$

$$r_{xy} = \frac{4155000 - 4131375}{\sqrt{(3006450 - 2975625)(5760750 - 5736025)}}$$

$$r_{xy} = \frac{23625}{\sqrt{(30825)(24725)}}$$

$$r_{xy} = \frac{23625}{\sqrt{(30825)(24725)}}$$

$$r_{xy} = 0,8$$

2. Determining T-test by formulation

After testing the correlation continued with determining T-test

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,8\sqrt{30-2}}{\sqrt{1-(0,8)^2}}$$

$$t = \frac{0,8\sqrt{28}}{\sqrt{1-0,64}}$$

$$t = \frac{0,8\sqrt{28}}{\sqrt{0,36}}$$

$$t = \frac{0,8(5,29)}{0,6}$$

$$t = \frac{4,23}{0,6}$$

$$t = 7,0$$

From the t-test above, $t^{\text{observe}} = 7,0$ with $df = n-2$. So, $30-2 = 18$ and the $t^{\text{table}} = 2.763$. if $t^{\text{observe}} > t^{\text{table}}$. The alternative hypothesis H_a is accepted and $7,0 > 2.763$. So, the hypothesis was accepted

3. Testing Linear Regression

$$Y = \alpha + bx$$

In finding Y find the value of α and b with the following this formula :

$$\begin{aligned} b &= \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2} \\ &= \frac{30(138500) - (1725)(2395)}{30(100215) - (1725)^2} \\ &= \frac{4155000 - 4131375}{3006450 - 2975625} \\ &= \frac{23625}{30825} \\ &= 0,76 \end{aligned}$$

$$\begin{aligned} \alpha &= \frac{\sum y}{n} - b \frac{\sum x}{n} \\ &= \frac{2395}{30} - (0.76) \frac{1725}{30} \\ &= 79.8 - (0.76)(57.5) \\ &= 79.8 - 43.7 \\ &= 36 \end{aligned}$$

After finding the value of α and b , input the value and the finding as at the following :

$$Y = \alpha + bx$$

$$Y = 36 + 0,76x$$

4. Calculating Determination

$$\begin{aligned}
 D &= (r_{xy})^2 \times 100\% \\
 &= (0,8)^2 \times 100\% \\
 &= 0,64 \times 100\% \\
 &= 64\%
 \end{aligned}$$

From the determination above it was known that the effect of applying summarization strategy to the students' reading achievement in identifying main idea was 64% and 36% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of applying summarization strategy on the students' reading achievement in identifying main idea of narrative text at SMK Taman siswa medan. It was seen from the difference of mean score of Pre-test and Post-test in experimental class. They were 57.5 in pre-test and 79.8 in post-test of experimental class, the mean of pre-test increases after applying summarization strategy from 57.5 to 79.8.

Based on the testing of hypothesis, the value of $t^{\text{observe}} > t^{\text{table}}$ it means that there was a significant effect of applying summarization strategy on the students' reading achievement in identifying main idea of narrative text at SMK Taman siswa medan. The value effect was about 64%.

CHAPTER V

DATA COLLECTION AND DATA ANALYSIS

A. Conclusion

Based on the data analyzing Chapter IV, the conclusion can be drawn as the following :

From the determination it was known that effect of applying summarization strategy on the students' reading achievement in identifying main idea of narrative text at SMK Taman siswa medan. Was 64% and 36% was influenced from other factor. Based on the result of the pre-test and post test the reseacher found there were students' in reading achievement, whice is proven from the result of the test $t^{\text{observe}} > t^{\text{table}}$ or $7,0 > 2.763$ the fact hypothesis Ha was accepted an Ho was rejected.

B. Suggestion

The study showed applying summarization strategy on the students' reading achievement in identifying main idea of narrative text at SMK Taman siswa medan. Based conclusion given, the researcher suggest that :

Based on the conclusion the researcher suggested :

1. The English teachers are expected to use Sumarization Strategy in teaching reading, especially narrative text.
2. The students are expected to use Summarization Strategy maker before reading because the strategies can help them to understand the meaning and purpose of the stories they read in improving their reading achievement, on of which is narrative text.

3. It is suggested to other researchers who are interested in doing the same research to use these findings as the source of information for further related studies.

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APPENDIX 1

The Example of Narrative Text

ORIENTATION	Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.
COMPLICATION 1	<p>One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.</p> <p>Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.</p>
RESOLUTION 1	Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us."

	<p>Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.</p>
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APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK TAMAN SISWA MEDAN

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Narrative Text

Kelas /Semester : XI-AP1

Tahun Pelajaran : 2019/2020

Alokasi Waktu : 2x40 menit

A. KOMPOTENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk fabel, sesuai dengan konteks penggunaannya
- 1.4 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi cerita narasi/ legenda berbahasa Inggris.
3. Mengidentifikasi unsur bahasa , struktur teks, kata-kata, pesan keteladanan dalam kisah ataupun dalam cerita.
4. Menyusun paragraph acak dari teks naratif ke dalam teks narrative yang baik dan benar.
5. Mencari video cerita narrative dari berbagai sumber dan menyalin unsur struktur dari teks naratif dan pesan moral dalam bentuk lisan.

C. TUJUAN PEMBELAJARAN :

Setelah melakukan pembelajaran dengan pendekatan saintifik tentang narasi, siswa diharapkan dapat:

1. Mengidentifikasi unsur kebahasaan dalam cerita narasi
2. Menemukan gagasan utama, informasi rinci, dan informasi tertentu,
3. Memberi pesan dalam cerita narasi yang ditonton berjudul
4. Membuat cerita narasi berdasarkan gambar berseri yang diberikan.

5. Mencari video cerita naratif dari berbagai sumber.
6. Membacakan segala unsur stuktur narasi dan pesan moral di dalam cerita-cerita narasi yang dibuat video dengan lisan.
7. Menambah pengetahuan siswa dengan mengetahui makna kosakata baru yang terdapat dalam text.
8. Siswa mampu mengambil ide-ide penting berdasarkan pengalaman yang telah mereka lalui

D. MATERI PEMBELAJARAN

1. Cerita “Goldilocks and the three bears”.
2. Struktur teks.
3. Teks narrative
4. Nilai moral dalam cerita.

E. METODE PEMBELAJARAN

Pendekatan : Summarization Strategy: Strategi merangkum

F. SUMBER BELAJAR

Buku bahasa inggris kelas XI

G. MEDIA PEMBELAJARAN

Teks

Infocus

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (Summarization Strategy) : Strategi merangkum	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “ <i>Good morning, students</i> ” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru	10 menit

	<p>menanyakan keadaan siswa</p> <ol style="list-style-type: none"> 2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”. 3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa. 4. Guru mengajak siswa untuk menceritakan pengalaman liburan mereka yang telah berlalu dengan menulis di selembar kertas 5. Guru menekankan topik yang akan dipelajari yaitu tentang Narrative Text 	
<p>Kegiatan Inti (Learning Issues)</p>	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan instruksi guru 2. Sambil membaca teks cerita dan siswa mengidentifikasi struktur teks dalam cerita 3. Siswa mengidentifikasi unsur bahasa/ struktur bahasa dalam cerita narasi <p>Mempertanyakan</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan instruksi guru 2. Siswa menjawab pertanyaan guru tentang orientation dalam cerita 3. Siswa menjawab pertanyaan guru tentang pesan moral yang ada dalam cerita. 4. Guru membahas cerita narasi (orientation dan unsur kebahasaannya) 	<p>60 menit</p>

Mengeksplorasi

1. Siswa secara berkelompok membaca kembali paragraf untuk membuat ringkasan yang bisa mereka ingat untuk menentukan ide terpenting dalam paragraph dengan menggaris bawah.
2. Siswa secara berkelompok diminta untuk meringkas paragraph tiap paragraph dan mencatat ide-ide terpenting kemudian peringkasan tadi dibuat menjadi satu kalimat
3. Siswa secara berkelompok menganalisis struktur teks, unsur kebahasaan dan pesan moral yang ada dalam cerita.
4. Setiap kelompok menunjuk salah satu perwakilan untuk menyampaikan hasil diskusi di depan kelas (menceritakan isi teks naratif, struktur teks, dan makna yang terkandung).
5. Siswa dari kelompok lain memberikan tanggapan atas apa yang dikerjakan oleh temannya.

Mengasosiasi

1. Siswa secara individu mencari cerita narrative yang diketahuinya

	<p>(favoritnya) dari berbagai sumber serta memberi pesan pada masing masing cerita</p> <p>2. Siswa menyalin pesan moral dan unsur strturnya ke dalam bentuk tulisan.</p> <p>Mengkomunikasikan</p> <p>1. Siswa bekerja kelompok terdiri dari 4 atau 5 siswa menyamapaikan cerita narasi bertema keteladanan, sosial atau pengembangan diri, sekaligus pesan di dalam cerita tersebut dalam kelompoknya</p> <p>2. Masing –masing kelompok melaporkan pada kelompok lain tentang cerita narasi dan pesan yang telah dibuat oleh kelompoknya</p> <p>3. Antar kelompok melakukan penilaian terhadap kumpulan cerita yang sudah dianalisis tentang pesan di dalam cerita yang dibuat.</p>	
Kegiatan Akhir	<p>1. Siswa dan guru menkonfirmasi ungkapan-ungkapan khusus yang sering muncul dalam cerita</p> <p>2. Siswa secara berkelompok atas instruksi guru bekerja di rumah untuk mengerjakan soal pilihan berganda narasi.</p> <p>3. Menyampaikan tujuan pembelajaran yang akan datang</p>	10 menit

I. PENILAIAN

1. Sikap

- a. Teknik Penilaian : Tertulis
- b. Bentuk Instrumen: *Lembar Observasi*

No.	Indikator	Instrumen
1.	Menunjukkan perilaku santun dan percaya diri	- Pengamatan

c. Rubrik penilaian dan pedoman penskoran

Nama	:
NIS	:
Kelas	:

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Kesantunan					
2.	Percaya diri					
3.	Ketekunan					
4.	Tanggung Jawab					
5.	Kedisiplinan					
6.	Kerjasama					

2. Pengetahuan

- a. Teknik Penilaian: Reading test
- b. Bentuk Instrumen: Multiple choice

Indikator	Instrumen
Mengungkapkan struktur teks	- Mengerjakan latihan berupa multiple choice test tentang narrative text

c. Rubrik Penilaian

Uraian	Skor
Penerapan teks benar, tata bahasa benar	4
Penerapan teks benar, tata bahasa kurang tepat	3
Penerapan teks tidak tepat, tata bahasa benar	2
Penerapan teks tidak tepat, tata bahasa kurang tepat	1
Tidak menjawab	0

d. Pedoman Penilaian

Skor Maksimal = 4

Nilai = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

3. Keterampilan

a. Teknik Penilaian : Unjuk kerja

b. Bentuk Instrumen:

No.	Indikator	Instrumen
1.	Membacakan narrative text	1) Membacakan hasil karangan kegiatan yang telah diberikan

c. Rubrik Penilaian

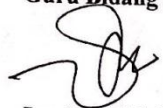
Uraian	Skor
• Ungkapan yang digunakan sesuai, pengucapan/intonasi tepat.	3
• Ungkapan yang digunakan sesuai, intonasi kurang tepat	2
• Ungkapan yang digunakan tidak sesuai	1
• Tidak mempraktikkan dialog	0

d. Pedoman Penskoran:

Skor maksimum = 3

$$\text{Nilai} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Diketahui
Guru Bidang Study



Isa Ansari S.S., M.Si

Medan, Juni 2019



Fika Pertiwi

Kepala Sekolah

SMK TAMAN SISWA MEDAN



Dra. Armavanti

NPA : 4464

APPENDIX 3

Multiple Choice

Text 1 Read the text to answer for questions 1-5

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. what is the purpose of the text above?

- a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To retell about Cinderella's experience/memory
 - e. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day ?
- a. Game
 - b. Birthday party
 - c. Glass slippers
 - d. Ball
 - e. Crown part
3. Why did the king hold the event at his palace ?
- a. To celebrate his birthday
 - b. To entertain his people
 - c. To celebrate his wedding
 - d. To show give amusement to his guests
 - e. To find his crown prince a wife
4. How was the end of the story ?
- a. The prince married Cinderella
 - b. The king gave the kingdom to Cinderella
 - c. Cinderella was killed by her step mother
 - d. Cinderella was betrayed by the king
 - e. The prince turned into a horse forever

5. “she also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
- a. Boring
 - b. Polite
 - c. Pretty
 - d. Honest
 - e. Loyal

Text 2 Read the text to answer for questions 6 to 9

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. “Good,” said the fox, “It's the best water I've tasted in all my life. Come down and try it yourself.

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.”

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, “if you only had thought carefully about getting out, you wouldn't have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

6. The text tells the story of
 - a. Fox
 - b. Fox and Goat
 - c. The goat and Old man
 - d. A Goat
 - e. An old man and the fox
7. What do we learn from the text ?
 - a. The fox's idea of how to get out of the well
 - b. how the fox helped the goat
 - c. How both the goat and the fox got out of the well
 - d. Why the fox got into the well
 - e. How the fox got out of the well
8. "The goat did as he was asked" (Paragraph 3)
What does the above sentence mean?
 - a. The goat drank enough and looked around.
 - b. The goat came down to the well and drank.
 - c. The goat called out loudly after the fox got out.
 - d. The goat waited someone who might help him.
 - e. The goat stood on his hind legs and put his forelegs against the side of the well.
9. "Come down and try it yourself." (Paragraph 1).

The underlined word refers to

- a. a well
- b. a fox
- c. Life
- d. Water
- e. a goat

Text 3 Read the text to answer for questions 10 to 12

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and

the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

10. The second paragraph is called

 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Identification
 - e. Conclusion

11. Why was it hard for the princess to choose one of the princes?
 - a. She loved all the princes.
 - b. All the princes were handsome.
 - c. All the princes were powerful.
 - d. She was afraid of the dangerous risk.

- e. Her father permitted her to marry.
12. From the text we may conclude that
- a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
 - b. Putri Mandalika was a selfish princess.
 - c. One of the princes won the heart of Putri Mandalika.
 - d. The war happened against the kingdom due to the princess' decision.
 - e. The people of Teberu kingdom hated the princess.

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

13. What type of text is the above text? It is ...
- a. a narrative text
 - b. a description text
 - c. a recount text
 - d. an anecdote text
 - e. an expository text
14. What destroyed the homes of all rats?
- a. a group of mice did
 - b. the hunter did
 - c. elephant-hunter did
 - d. a group of elephant did
 - d. elephant's herd
15. What helped the elephant's herd free?
- a. the elephant-hunter did
 - b. the hunters did
 - c. the trapped elephants did
 - d. a group of king did
 - e. entire group of rats did
16. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- a. Identification
 - b. Orientation

c. Complication

d. Resolution

e. Description

17. At the end of the story, how was the elephant's herd?

a. angry

b. sad

c. happy

d. dead

e. Disappointed

The following text is for questions 1 to 3.

Once upon a time there lived as neighbours, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretend to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into the rabbit's house and in this way the poor rabbit would get his meal unknown to the papa bear.

18. The poor rabbit didn't taste any of the meat because ...

- a. They are already given to the butcher
- b. They are eaten by the youngest bear
- c. The bear carried all the meat home
- d. They are already dried up
- e. The bear ate all the meat

19. Which statement is NOT TRUE according to the text

- a. The papa bear was not very kind to the rabbit
- b. The rabbit got nothing from his shooting
- c. The mother bear always gives her youngest extra meat
- d. The papa bear didn't like giving the rabbit some meat
- e. The papa bear knew that his youngest child gave the rabbit some

20. The story teach us that

- a. Poverty makes people suffer
- b. We must keep our promise
- c. Being greedy makes other people happy

- d. People should love each other
- e. We must keep our relationship with others

Buku Bahasa Inggris Kelas XI, Kementerian Pendidikan dan Kebudayaan RI, 2017

APPENDIX 4

Key Answer

1. E

2. B

3. C

4. A

5. E

6. C

7. A

8. E

9. B

10. B

11. D

12. E

13. A

14. D

15. E

16. B

17. C

18. C

19. E

20. E

APPENDIX 5

SMK TAMAN SISWA MEDAN
T.A 2019 – 2020

KELAS : XI ADMINISTRASI PERKANTORAN -1
WALI KELAS : Nyi MARFAH SRI WAHYUNI, S.E

NO	NIS	NAMA SISWA	JENIS KELAMIN	KETERANGAN
1	2071.18	ADELIA PUTRI	P	<i>[Signature]</i>
2	2072.18	AISYAH	P	<i>[Signature]</i>
3	2073.18	ANIS MALAY	P	<i>[Signature]</i>
4	2074.18	ANISYA ULFADILA	P	<i>[Signature]</i>
5	2075.18	ARIF ROHANSYAH	L	<i>[Signature]</i>
6	2076.18	DESRI RAMAYANI	P	<i>[Signature]</i>
7	2077.18	DEVI FADILLAH	P	<i>[Signature]</i>
8	2078.18	DIKI ANUGHRAH	L	<i>[Signature]</i>
9	2079.18	DWIKIE HAMDALLAH POSU	L	<i>[Signature]</i>
10	2080.18	DYEA PUTRI PRADANA	P	<i>[Signature]</i>
11	2081.18	EKA ASTARI	P	<i>[Signature]</i>
12	2082.18	FARA NADIA	P	<i>[Signature]</i>
13	2083.18	FARID SYAHPUTRA	L	<i>[Signature]</i>
14	2084.18	FINA SULISTIANI	P	<i>[Signature]</i>
15	2085.18	HADWIRA WIGUNA	L	<i>[Signature]</i>
16	2086.18	HAMZAH SALEM	L	<i>[Signature]</i>
17	2087.18	HENI SARTIKA	P	<i>[Signature]</i>
18	2088.18	JULIA ROHIMA	P	<i>[Signature]</i>
19	2089.18	KEYVANI MEIDIA UTARI	P	<i>[Signature]</i>
20	2333.19	KIKI RISKI ANANDA	P	<i>[Signature]</i>
21	2090.18	ENI NOVITA	P	<i>[Signature]</i>
22	2091.18	NURLAILA SAFITRI	P	<i>[Signature]</i>
23	2092.18	NURUL DWI APRIYANI	P	<i>[Signature]</i>
24	2093.18	PUTRI APRILIANA	P	<i>[Signature]</i>
25	2094.18	RAHMYTA AULIA	P	<i>[Signature]</i>
26	2095.18	RANGGA HERMAWAN	L	<i>[Signature]</i>
27	2096.18	SUCI KHOIRANI	P	<i>[Signature]</i>
28	2097.18	SURI ANDINI	P	<i>[Signature]</i>
29	2099.18	WIDYA SYAFITRI	P	<i>[Signature]</i>
30	2100.18	YULVI HARTINISYAH	P	<i>[Signature]</i>

JUMLAH SISWA/I : 30 SISWA
LAKI-LAKI : 7 (TUJUH)
PEREMPUAN : 23 (DUA PULUH TIGA)

APPENDIX 6

SMK TAMAN SISWA MEDAN
T.A 2019 – 2020

KELAS : XI ADMINISTRASI PERKANTORAN -1
WALI KELAS : Nyi MARFAH SRI WAHYUNI, S.E

NO	NIS	NAMA SISWA	JENIS KELAMIN	KETERANGAN
1	2071.18	ADELIA PUTRI	P	<i>Adelia</i>
2	2072.18	AISYAH	P	<i>Aisyah</i>
3	2073.18	ANIS MALAY	P	<i>Anis</i>
4	2074.18	ANISYA ULFADILA	P	<i>Anisya</i>
5	2075.18	ARIF ROHANSYAH	L	<i>Arif</i>
6	2076.18	DESRI RAMAYANI	P	<i>Desri</i>
7	2077.18	DEVI FADILLAH	P	<i>Devi</i>
8	2078.18	DIKI ANUGHRAH	L	<i>Diki</i>
9	2079.18	DWIKIE HAMDALLAH POSU	L	<i>Dwikie</i>
10	2080.18	DYEA PUTRI PRADANA	P	<i>Dyean</i>
11	2081.18	EKA ASTARI	P	<i>Eka</i>
12	2082.18	FARA NADIA	P	<i>Fara</i>
13	2083.18	FARID SYAHPUTRA	L	<i>Farid</i>
14	2084.18	FINA SULISTIANI	P	<i>Fina</i>
15	2085.18	HADWIRA WIGUNA	L	<i>Hadwira</i>
16	2086.18	HAMZAH SALEM	L	<i>Hamzah</i>
17	2087.18	HENI SARTIKA	P	<i>Heni</i>
18	2088.18	JULIA ROHIMA	P	<i>Julia</i>
19	2089.18	KEYVANI MEIDIA UTARI	P	<i>Keyvani</i>
20	2333.19	KIKI RISKI ANANDA	P	<i>Kiki</i>
21	2090.18	NENI NOVITA	P	<i>Neni</i>
22	2091.18	NURLAILA SAFITRI	P	<i>Nurlaila</i>
23	2092.18	NURUL DWI APRIYANI	P	<i>Nurul</i>
24	2093.18	PUTRI APRILIANA	P	<i>Putri</i>
25	2094.18	RAHMYTA AULIA	P	<i>Rahmyta</i>
26	2095.18	RANGGA HERMAWAN	L	<i>Rangga</i>
27	2096.18	SUCI KHOIRANI	P	<i>Suci</i>
28	2097.18	SURI ANDINI	P	<i>Suri</i>
29	2099.18	WIDYA SYAFITRI	P	<i>Widya</i>
30	2100.18	YULVI HARTINISYAH	P	<i>Yulvi</i>

JUMLAH SISWA/I : 30 SISWA
LAKI-LAKI : 7 (TUJUH)
PEREMPUAN : 23 (DUA PULUH TIGA)

ANSWER SHEET FOR THE PRE-TEST

NAME : DWIE KIBHAMDAUHA POS

CLASS : XI - API

SCORE : 55

1. ~~ABCDE~~
2. ~~ABCDE~~
3. ~~ABCDE~~
4. ~~ABCDE~~
5. ~~ABCDE~~
6. ~~ABCDE~~
7. ~~ABCDE~~
8. ~~ABCDE~~
9. ~~ABCDE~~
10. ~~ABCDE~~

11. ~~ABCDE~~
12. ~~ABCDE~~
13. ~~ABCDE~~
14. ~~ABCDE~~
15. ~~ABCDE~~
16. ~~ABCDE~~
17. ~~ABCDE~~
18. ~~ABCDE~~
19. ~~ABCDE~~
20. ~~ABCDE~~

$$B = 11$$

$$\frac{11}{20} \times 100 = 55$$

ANSWER SHEET FOR THE POST-TEST

NAME : DWIEKIE HAMDALLAH POSU

CLASS : XI - API

SCORE : 80

- ✓ 11. ABCDE
- ✓ 12. ABCDE
- ✓ 13. ABCDE
- ✓ 14. ABCDE
- ✓ 15. ABCDE
- ✓ 16. ABCDE
- ✓ 17. ABCDE
- ✓ 18. ABCDE
- ✓ 19. ABCDE
- ✓ 20. ABCDE

- ✓ 11. ABCDE
- ✓ 12. ABCDE
- ✓ 13. ABCDE
- ✓ 14. ABCDE
- ✓ 15. ABCDE
- ✓ 16. ABCDE
- ✓ 17. ABCDE
- ✓ 18. ABCDE
- ✓ 19. ABCDE
- ✓ 20. ABCDE

$$B = 16$$

$$\frac{16}{20} \times 100 =$$

(80)

ANSWER SHEET FOR THE PRE-TEST

NAME : HAMZAH SALEN

CLASS : XI AP

SCORE : 60

- ✓ 1. ABCDE
- ✓ 2. ABCDE
- ✓ 3. ABCDE
- ✓ 4. ABCDE
- ✓ 5. ABCDE
- ✓ 6. ABCDE
- ✓ 7. ABCDE
- ✓ 8. ABCDE
- ✓ 9. ABCDE
- ✓ 10. ABCDE

- ✓ 11. ABCDE
- ✓ 12. ABCDE
- ✓ 13. ABCDE
- ✓ 14. ABCDE
- ✓ 15. ABCDE
- ✓ 16. ABCDE
- ✓ 17. ABCDE
- ✓ 18. ABCDE
- ✓ 19. ABCDE
- ✓ 20. ABCDE

$$B = 12$$

$$\frac{12}{20} \times 100 = 60$$

ANSWER SHEET FOR THE POST-TEST

NAME : HAMZAH SALEM

CLASS : XI AP'

SCORE : 88

- ~~11. ABCDE~~
- ~~12. ABCDE~~
- ~~13. ABCDE~~
- ~~14. ABCDE~~
- ~~15. ABCDE~~
- ~~16. ABCDE~~
- ~~17. ABCDE~~
- ~~18. ABCDE~~
- ~~19. ABCDE~~
- ~~20. ABCDE~~

- ~~11. ABCDE~~
- ~~12. ABCDE~~
- ~~13. ABCDE~~
- ~~14. ABCDE~~
- ~~15. ABCDE~~
- ~~16. ABCDE~~
- ~~17. ABCDE~~
- ~~18. ABCDE~~
- ~~19. ABCDE~~
- ~~20. ABCDE~~

B = 17

$\frac{17}{20} \times 100$

= 85

APPENDIX 7

DOKUMENTATION

Pre-test



Treatment





Post-test



APPENDIX 8



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6619056 Ext.22,23,30
 Website: <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua & Sekretaris
 Program Studi : Pendidikan Bahasa Inggris
 Universitas Muhammadiyah Sumatera Utara

Form : K - 1

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fika Pertiwi
 NPM : 1502050059
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 136 SKS

IPK = 3,52

Persetujuan Ket./Sekret. Program Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea	
	Application CANVA as An Alternatif a Media for Teaching Students' in Writing Announcement Text	
	The Use of Numbered Heads Together (NHT) to Improve the Students' Reading Skill through Media Charta	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Ibu saya ucapkan terima kasih.

Medan, 15 April 2019
 Hormat Pemohon,

Fika Pertiwi

Keterangan:
 Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Coret mana yang tidak perlu
 • Paraf tanda ACC (disetujui) dari Ketua/Sekretaris Program Studi pada kolom lajur yang disebelah kiri dan silang pada kolom lajur yang ditolak disebelah kiri juga

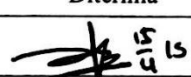


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6619056 Ext.22,23,30
Website: <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI


Dengan ini saya

Nama Mahasiswa : Fika Pertiwi
NPM : 1502050059
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea	 15 4 15

Bermohon kepada dosen pembimbing untuk mengesahkan judul yang telah di ajukan kepada prodi pendidikan bahasa inggris.

Disetujui oleh
Dosen Pembimbing


Fatimah Sari Siregar, S.Pd., M.Hum

Medan, 15 April 2019
Hormat Pemohon,


Fika Pertiwi

APPENDIX 9



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muktar Basri No. 3 Medan 20238 Telp 061-6619056 Ext.22,23,30
Website: <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.idForm

Kepada : Yth. Bapak Ketua/ Sekretaris
Program Studi : Pendidikan Bahasa Inggris
FKIP UMSU
di
Tempat

K-2

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
Assalamu 'alaikum wr. wb.

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Fika Pertiwi
NPM : 1502050059
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Fatimah Sari Siregar, S.Pd., M.Hum

Acc 30/04-2019 PF

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 15 April 2019

Fika Pertiwi

Keterangan

- Dibuat rangkap 3 :
- Asli untuk Dekan / Fakultas
 - Duplikat Untuk Ketua / Sekretaris Program Studi
 - Triplikat Untuk Mahasiswa yang Bersangkutan

APPENDIX 10



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 215 /11.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Fika Pertiwi
N P M : 1502050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect Applying Summarization Strategy to The Students' Reading Ashievement in Identifying Main Idea.

Pembimbing : Fatimah Sari Siregar, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 13 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 08 Ramadhan 1440 H
13 Mei 2019 M


Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

APPENDIX 11



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

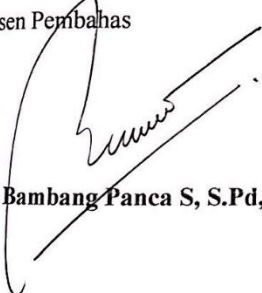
Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

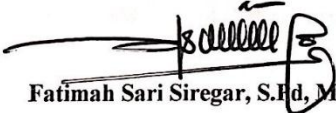
Nama Lengkap : Fika Pertiwi
N.P.M : 1502050059
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea at SMK Taman Siswa Medan


Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas : 
Dr. Bambang Panca S, S.Pd, M.Hum

Dosen Pembimbing : 
Fatimah Sari Siregar, S.Id, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

APPENDIX 12



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Fika Pertiwi
N.P.M : 1502050059
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea at SMK Taman Siswa Medan

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

APPENDIX 13

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Fika Pertiwi
N.P.M : 1502050059
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea at SMK Taman Siswa Medan

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum

APPENDIX 14



Sigat, Cerdas & Terpercaya

Sebagaimana surat ini agar disebutkan
tanggal tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : *Sily* /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 06 Muharram 1441 H
06 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Taman Siswa Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Fika Pertiwi
N P M : 1502050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Summarization Strategy to The Students' Reading Achievement in Identifying Main Idea at SMK Taman Siswa Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



[Signature]
Dr. H. H. H. Hanto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertiinggal **

APPENDIX 15



**YAYASAN PERSATUAN PERGURUAN TAMANSISWA
BERPUSAT DI YOGYAKARTA
PERGURUAN TAMANSISWA CABANG MEDAN**

Menyelenggarakan :

Bagian Taman Indria (TK) 061-7346209 ; Bagian Taman Muda (SD) ;
Bagian Taman Dewasa (SMP) 061-7320536 ; Bagian Taman Madya (SMA) 061-7346241
Bagian Taman Karya Madya (SMK) 061-7324884

Alamat : Jl. Tilak No. 133 Medan - 20214

Bank : Mandiri KCP Medan Krakatau No Rek : 70473778308

SURAT BALASAN RISET

Nomor : 612.a/TKM/AR/IX/19

Kepala Sekolah Taman Karya Madya/SMK Tamansiswa Medan, dengan ini menerangkan bahwa

Nama : Fika Pertiwi
N I M : 1502050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Effect Of Applying Summarization Strategy To The
Students' Reading Achievement In Indetifying Main Idea At
SMK Tamansiswa Medan".
Universitas : Universitas Muhammadiyah Sumatera Utara (UMSU)

Nama tersebut diatas benar telah melaksanakan Penelitian pada Tanggal 07 s/d 21 September
2019 di Sekolah Taman Karya Madya/SMK Tamansiswa Medan.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 September 2019

Kepala Sekolah
SMK Tamansiswa Medan



Nyi Dra. ARMAYANTI
N P A : 4 4 6 4

APPENDIX 16



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Fika Pertiwi
 N.P.M : 1502050059
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying Summarization Strategy to the Students' Reading Achievement in Identifying Main Idea at SMK Taman Siswa Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
22/9-19	Chapter IV, Data Collection and Data Analysis	
23/9-19	Chapter V, Conclusion and suggestion	
25/9-19	Abstrak and Acknowledgments	
ii	References	
	Appendices	
26/9-19	Table of Content.	
29/9-19	ASU	

Medan, September 2019

Diketahui oleh:
 Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

(Fatimah Sari Siregar, S.Pd, M.Hum.)

APPENDIX 17

CURRICULUM VITAE

Name : Fika Pertiwi
Place/Date of Birth : Medan, 02 July 1997
Age : 22 Years Old
Sex : Female
Nationality : Indonesia
Religion : Moslem
Marital Status : Not Married
Adress : Jl. Cei VI Pondok Damar Sampali
Hobby : Swimming , Play Music and Singing
Hp : 083198772635
Email : fikapertiwi066@gmail.com

Parents' Name

Father : Bani
Mother : Sri Minarsih
Adress : Jl. Cei VI Pondok Damar Sampali

Education

2003-2009 : SD Negeri 106810 Sampali
2009-2012 : SMP Swasta Al-fattah Medan
2012-2015 : SMK Analis Kesehatan Dharma Analitika Medan
2015-2019 : Students of English Department Faculty of Teacher Training and Education, UMSU 2019 until Reaching The Degree of Sarjana

