

The Instruction of Summarizing Strategy in Teaching of Reading Analytical Exposition Text for Eleventh Grader Students at Vocational High School

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Abstrak

Pemahaman membaca adalah bagian aspek dari pembelajaran yang mana tujuannya untuk membangun makna dari teks atau mengembangkan pemahaman pembaca. Meskipun dalam pentingnya membaca, siswa akan mengalami beberapa kesulitan. Penyelesaian dari masalah-masalah tersebut yaitu dengan mengetahui beberapa trik seperti strategi meringkas. Oleh karena itu, peneliti mendesain penelitian ini sebagai penelitian deskriptif yang tujuannya untuk mendeskripsikan pengajaran dari strategi meringkas sebagai trik untuk memfasilitasi siswa dalam memahami teks eksposisi analitis. Subjek dari penelitian ini adalah salah satu guru bahasa inggris dari kelas 11. Peneliti mengobservasi proses belajar mengajar untuk mendeskripsikan prosedur dari strategi meringkas dan kesulitan guru dalam mengaplikasikannya kedalam teks eksposisi analitis. Selain itu, peneliti juga mengadakan wawancara untuk mengemukakan kesulitan-kesulitan guru setelah proses belajar mengajar dengan strategi meringkas. Observasi menunjukkan bahwa guru mengajarkan semua langkah-langkah dengan mendemonstrasikan teks dan strategi meringkas, membimbing dan mengarahkan siswa untuk berlatih, memimpin diskusi untuk memahami teks, siswa melakukan diskusi dengan rekannya, dan siswa menggunakan strategi secara mandiri dalam membaca untuk mengelola pemahaman mereka. Selanjutnya, kesulitan dalam mengajarkan strategi meringkas yaitu siswa berpartisipasi secara pasif dan siswa menemukan beberapa kata yang tidak diketahui selama pembelajaran. Guru menyelesaikan permasalahan ini dengan mengelompokkan siswa, menebak kata-kata sulit, dan melakukan koreksi antar siswa. Singkatnya, guru sudah melakukan semua prosedur dari strategi meringkas dalam membaca teks analitis eksposisi.

Kata Kunci: pemahaman membaca, pengajaran strategi, strategi meringkas, teks eksposisi analitis.

Abstract

Reading comprehension is an aspect of learning that the goal is to erect meaning from text or developing reader's comprehension. In spite of the importance of reading, students will face various obstacles on it. The completion to the problems of reading comprehension that is by knowing the reading deceptions such as summarizing strategy. Therefore, this research is designed as descriptive research aims to describe the instruction of summarizing strategy as a trick to facilitate students in comprehending analytical exposition text. The subject is an English teacher of eleventh grade. The researcher observed the teaching and learning process to describe the procedure of summarizing strategy and teacher challenges in applying of reading analytical exposition text. Moreover, she conducted an interview to explain the teacher obstacles after teaching and learning process by summarizing strategy. The observation showed that the teacher taught all stages by demonstrating the text and summarizing strategy, guiding and directing the students to practice, leading discussion to comprehend the text, students doing discussion with their peers, and students independently use the strategy on their own reading to manage their comprehension. Furthermore, the challenges in teaching summarizing strategy that the students participate in a passive way and the students found some unknown words during learning. The teacher settled those obstacles by grouping the students, guessing unknown words, and doing peer correction. In short, the teacher has completely done the procedure of summarizing strategy in reading of analytical exposition text.

Keywords: *reading comprehension, strategy instruction, summarizing strategy, analytical exposition text.*

INTRODUCTION

In the learning process of English, reading is the skill that can be media by students to learn in the class (Panjaitan, 2006). It is the penetrating skills that need to be obtained by students. According to Tarigan (2008), reading is a process which carried out and used by reader to acquire the message of text. Through reading students

can acquire more interpretations, so that they could have more motivation to inquire out new ideas, realities, and impressions. McNamara (2007) stated that "reading comprehension is the capability to explore, to discover the ideas in a text and the relationship that exist between the text and ideas". It is a process that has been conceptualizing and illustrates other ways. It is make the students aware about main idea and exploring the

arrangement of text (Richards & Renandya, 2001). The students without good in reading will have many distresses in their learning English.

However, not all students are exposed to their imagination to bring fictional places as well as to make sense of their world by making connections between books and their everyday life. As a result some students do not acquire fundamental behavior and skills. According to the National Center for Education in National Reading Panel (2000) states that “many high school graduates are not proficient readers causing some of them to enroll in remedial classes during their first years of college. They often lack the metacognitive awareness and critical thinking to thoughtfully read and respond the text. Simply, because the students can decode words and read phrases fluently, does not mean that they is a proficient reader.

Teaches are intended to be able to aid the students to read with understanding as stated in the standard of competence for reading. Research shows that “students’ academic achievement enlarged when educators establish the strategy instruction in the classroom” (Panjaitan, 2006). The invention Candra Kirana (2017) denotes that “apply some innovations of teaching framework that encourages students to become energetic, strategic readers by providing explicit strategy instruction. It involves making students cognitively aware of the thinking processes as they engage with text and providing them with specific strategies they can use to support and repair their comprehension as they read a wide variety of texts”. Pressley (2006) said that “using summarizing strategy could efficaciously incite learners in catch on to the passage well”. Serving students to identify which personally susceptible strategies are suitable for their learning style, and reassuring them to make strategic behaviors in sides of their learning plan (Beckham, 2002). Chunking, visualization, summarizing, PQ4R techniques, taking notes, mind mapping are some examples of tactics that are promulgate as part of strategy instruction. Hence, they are become to become good learners by furnishing it.

Summarizing strategy enable the students to make something in written form while learning and focusing on how to construct the meaning of the text. It can be highly effective to familiarize main ideas, understand the whole text, and to interpret the passage about using their own terms. The road of summarizing is to present the points of the text without changing its meaning. The site extends a simpler explanation for students, “tell what is important”. It supports students concentrate in the main idea instead the details and allows them to process by avoiding deviate information (Kamil, 2004). It is “the reduction of a large amount of information to its most important

points” (p.120). Similarly, Hidi and Anderson (2018) stated that, “a summary is a brief statement that represents the condensation of information accessible to a subject and reflects the gist of the discourse” (p.473). Buckley in Hidi and Anderson (2018), defines that “summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author’s meaning, and retaining main ideas”. Diane Hacker (2008), explains that “summarizing is the process of stating others people work or paper in simply, briefly, and accurately (p.62).

The students expected to read the text using their own words after reading to set meaning. Another circumstances, resume is an effective learning strategy that enable students to know their unaccompanied growth in reading. It is how the students take large part of passage or ignore their imitations, explains something when they, and the regards that are worth recording and reckoning.

Some researchers on the reading comprehension have been conducted that summarizing strategy can promote students’ reading ability. Gusnila Arianti and Yuli Tiarina (2014) explain that “the strategy can give good contribution to students in reading of analytical exposition text. Based on the conclusion of this study, it can be used in teaching reading analytical exposition text”. It helps students to operate their surface knowledge and can comprehend the text easily. Sori Merianda Sigalingging (2017) points out that “teacher focusing on teaching knowledge of genre because they did not provide the use of text structure which is considered as a help to enhance their apprehension”. It was due to the misperception of the concept of teaching reading comprehension. However, Candra Kirana (2017) stated that “there is any positive effect of guide reading and teaching summarizing strategy on students’ reading comprehension. On the other hands, the teacher need to apply an innovation teaching framework that motivates students to become alive, strategic readers by giving explicit strategy instruction.

Therefore, the issue that the teacher use explicit strategy instruction in reading analytical exposition text brings the researcher to conduct this research with these two research questions as follow:

1. How does the teacher teach summarizing strategy to facilitate the students in reading of analytical exposition text?
2. What are the teacher challenges when teach summarizing strategy to facilitate the students in reading of analytical exposition text?

RESEARCH METHODOLOGY

This research aimed to describe the strategy instruction of summarizing strategy to facilitate students in comprehending analytical exposition text for vocational high school. In order to obtain the research objectives, research method of this study was qualitative. While the model of this study was descriptive qualitative research. This study also called a basic qualitative study that is the common clinking studies used in a variety of course, including education. Ary et.al (2010:454) stated that the studies provide by some descriptive paragraph targeted to understand an event, process or point of view from other scenery. The reason is to grasp the world or impression of another. The questions are to asking about how events, procedure, and activities that are recognized by participants using variety data collection techniques belonging to field notes observation, non-participatory observation, and semi-structured interview.

This study conducted at one of the eleventh classes in Vocational High School of 3 Boyolangu, Tulungagung. The researcher chooses this school since it belonged to the best ten school in East Java. This school applied the curriculum 13 recently and the English teachers there already applied this strategy (summarizing strategy) well. The investigator also choose eleventh grade because the materials were suitable to be taught using this strategy. Based on those reasons above, Vocational High School of 3 Boyolangu was chosen as the setting of this research. The subject was one of English teachers' eleventh grader in Vocational High School of 3 Boyolangu, Tulungagung who is using summarizing strategy for teaching reading of analytical exposition text. The teacher had applied this strategy to teach analytical exposition text about four years. The teacher spoke fully English in teaching and learning. The investigator chooses eleventh grader because the pupils learned Analytical Exposition text as stated in Permendikbud No 24 Lampiran 47 Tahun 2017. The class that used was XI TOI consists of 38 heterogeneous learners with various English proficiency.

In this study the researcher used some research instruments to collect the data in order to answer the research questions. The first instrument of this study is field notes observation to answer as this study belongs to qualitative research. It is considerably as a means of vindicating needed contextual particulars (Phillippi and Lauderdale, 2017). The researcher has seen and heard while taking notes when observing the teaching and learning process in the classroom. It is in the form of descriptive and the researcher writes anything when she observe. It was helpful to get information about the teaching material, teacher implementation, the entrant's

occupation during the process as indicators of field notes observation.

The researcher also uses non-participatory observation for answering the first research question. The researcher would rather "sit on the sidelines" rather than actively participate that being observe (Fraenkel et.al, 2012). It goes accordingly on a plan and involves specific information of topic that to be inspected and explanation to be recorded (Ary et.al, 2010). The operations which are decided well after being examined and noted or recorded for some features. Non-participatory observation helps the researcher to get the specific information about the teacher activities when implementing summarizing strategy. It leads the teacher to do for the first, second, third and so on to implement that strategy. It takes a period of days or weeks depends on the questions (Liu & Maitlis, 2010).

The researcher also use of interview to answer some questions through a conversation between interviewer and interviewee. It is towards regarding knowledge which sign by seeing and hearing human utterances as simply manipulable and the data belongs to individual's assumption (Kvale 1996: 11). Accordance to Bernard (2006), the researcher used when she won't get more than one chance to interrogate someone then will be sending several interviewers out into the field of collecting data. Semi-structured interview provides a distinct set of instructions for interviewers that reliable, comparable qualitative data. They are very useful for getting information to test certain hypotheses that are in the mind of the researcher. Semi-structured interview contain few questions and can be added when necessary, depend on the answer a person who being interviewed. All of the data of this study descriptively in the form of words. While the source of data were by looking and listening teacher's oral explanations, words, phrases, teacher utterances, teacher movements and also her expressions that can add meanings. Those were that the educator used when instructs certain strategy during the process of preaching of the lesson.

The researcher analyzed the data by reading and rereading reminder and transcripts, viewing and reviewing, and listening repeatedly to audiotapes. All data organize in file, categories by people, place (where collect data), interview and etc. Describe descriptively and highlight if necessary. The data were familiarizing based on the needs of research questions on Chapter 1. Those are familiarizing based on field notes and non-participatory observation. The resource then grouped into several portions for example teacher utterances, conversation between teacher and students, teacher explanation and the result of the description based on the

field notes that dish up nonverbal information (e.g., gestures and laughter) which can add importance.

The researcher began to code the data to identify of the categories based on the topic. This is the nucleus of qualitative analysis. Wiersma (2000, p. 203) suggests that coding is a glance to getting ready for a frisk auction. It is about thriving concepts from the unripe figures. Give a marks or coded symbols to facilitate analyze the data. All of the unit of labels should be understandable without additional particular. After all are coded, the investigator places all units having the same coding. The researcher breaks down a huge amount of data into several categories then try to find relationship among categories.

The words and acts of the participants are reflecting. It is the second step which the investigator generalizes based on the connections and common aspects among the units. It can develop hypotheses that increase the criticism. The particulars are bringing out the meaning, tell the history in the classroom, provide an explanation, and developing explanations (Ary et.al, 2010). The product of reducing was interpreted based on real result of teaching summarizing strategy. The researcher interprets the particulars by analyzing the subject words and act which are the participant say and do. Interpreting brings out meaning and provides explanation. The data would be described and explained in details then represented in form of descriptive.

RESULT AND DISCUSSION

Teaching Summarizing Strategy in Reading of Analytical Exposition Text

According to Randall Vander Mey, et al (2007), summarizing strategy is compress the main points in a passage. The things that to be important are rereading and put on paper few keywords. It means that summarizing should be objective that do not permitted to compound the reactions with summary. The learners should uses quotation marks or highlight and inspect around any precise phrases after the learners borrows. William Quezada and Flores (2006), summarizing belongs to cognitive strategy which learners develop their thinking to solve problem, complete a task or study successfully. The procedure in teaching summarizing strategy of analytical exposition text was divided into five steps based on the theory proposed by William Quezada and Flores (2006). Based on the observations, the result described as follow:

Step 1: Teacher Demonstration

The teacher designed primarily for using summarizing strategy with analytical exposition text. Introducing the material and topic to the students by

brainstorming to attract their attention and active their prior knowledge of previewing the materials. The teacher taught by displaying the strategy, directed and indicated learners, and then she began to do students groups watering them become viable to use it as self-determined. First, the teacher started by noticing the preceding material about last material. The students were asked to give their opinions. Second, by showing video or viewing some pictures. Students only predict as part of the video that making information what they think what they learn. Third, the teacher gave a text of analytical exposition text. The students were asked whether they still remember the text or not. Based on the students answer, the teacher wanted to recall student's memory about analytical exposition text. Third, she gave clarification about social function, generic structure, and language merits of analytical exposition text. Fourth, the teacher started to models strategy as trick to comprehend analytical exposition text. Giving elucidation of the strategy that stimulate the students to get the big picture of strategy. These activities in demonstrating summarizing strategy and analytical exposition text could be in form of:

a. Showing Video (first meeting)

In this activity, the teacher started the lesson by showing short video about the current issue entitled the impacts of watching TV for children and Tsunami. In those video there were children's who less socialize with others, lazy for doing homework which distract their health such as weak eye-sight at young age. Other impact that they will follow their favorite actor or actress clothes, attitude or may be try to speak like him or her. Besides, for video of tsunami there were many people who passed away. After playing video, the teacher explained about negative effects of two videos. Then teacher asked them about their opinions based on the video. Some of them replied about the negative effects of watching TV besides they told it happened in their life.

After showing videos, the teacher gave analytical exposition text and demonstrated about social function, generic structure, and language features of the text. After that, she gave explanation about a strategy that being taught to make students easy to know a lot of things, topic, moral value, and etc. She explained how to comprehend analytical exposition text using summarizing strategy they should decide whether they were in pros or cons side. The teacher teaches summarizing strategy in depth. Therefore, to ensure that they have understood the characteristics, the teacher asked students to read text that have already given to be discussed. Then, the teacher gave explanation about summarizing strategy and told them what to do during the activity of making a summary. The teacher will direct them to discuss and practice by dividing them into several groups.

b. Reviewing previous lesson (second meeting)

The teacher started by asking them about the other sources that support their summary. Next, she reviewed the previous lesson by giving them several questions related to the previous material in the first meeting. Some of them answered her questions and explained about analytical exposition text, strategy that her teacher given and how to make summary as they have did in the last meeting. Before that, she gave them multiple choices questions to stimulate them about analytical exposition. The questions consists of ten multiple choices questions. The students work individually.

Step 2: Direct Instruction and Guided Practice

In this procedure the teacher teach summarizing strategy more depth. The teacher explains how to use summarizing strategy and support the students and reminder them as they attempt the strategy. Teacher gave direct instruction and guided the students to practice by dividing the students into several groups. Each group consist of four to five students. The teacher gave them an example summary of "Impacts of Watching TV for Children", that they've already read. She asked them to look at the original text and the example of summary. Something different with those two texts. She asked them to read the origin text "Impacts of Watching TV for Children", then found the main idea and details information including the example within the text.

Then, the teacher asked them to work in group and discuss about the structure and language features of the text. The teacher leads the discussion. This activity to leads the study to deliver students opinion based on the teacher command. The teacher could be their facilitator in comprehending something that allows them to use their background knowledge. This activity make the students are struggle to explore their thoughts. When the members of others group told the result of finding, the others took notes about what they have explained. The teacher asked students whether they have question or not about what their friends already explained. It makes the students feel free to ask and deliver their questions, opinions, comments, and suggestions. The teacher gave a chance to everyone who wants to show up themselves.

Step 3: Teacher-Students Group

In this step the teacher leads discussion about the text in small group, prompting students to use summarizing strategy and continuing to provide support and feedback as needed. The teacher gradually withdraws assistance as students become more proficient. Students will fell helped and dominate more. Student can ask about matters and exchange their invention which can be refined by the teacher. With the direction they were also moved to contribute in that hustle. The teacher gave students two different analytical exposition texts. After

that, each group chooses one of the text. Immediately some of them read the text and looked for some things that are important. The students work in group to locate the main idea and underpin information of the text. Students work in group and discuss about the fabric and language features of the text. The teacher always motivated them that they were able to summarize the text given. Although, they were not easily use summarizing, but they were interested in learning the summarizing strategy. The teacher was more appreciating to students own words rather than copied work from the text. The students should not afraid of making mistakes while they were summarizing and the important thing was they made resume based on their comprehension of the text that they had read by themselves.

Step 4: Students-Groups

The students took turns leading discussion about the text and encouraging their peers to use summarizing strategy. Students gave feedback to each other on uttering opinions and using the strategy. The teacher provide reliefs as students needed. The teacher asked them to share their summary with others group. The other groups gave feedback for other group's summary. Then, the teacher also contributes as they needed to give some suggestions for them. The teacher told students should read aloud for some texts or books to make good summary or they have a lot of knowledge about something. It will make them comprehend easily. Before continuing the lesson the teacher gave students multiple choices questions to stimulate about analytical exposition text. The questions consists of ten multiple choices questions. The students work individually. The multiple choice questions is to measure the ability regard to specific content of analytical exposition text. It has a stem which asks questions, explain the issue or present the data about the information or situation on the text that has already summarized. The teacher wants to recall items using simply questions.

Step 5: Students Independent Use

The last procedure of teaching summarizing strategy that the students use summarizing strategy on their own reading and self-regulated their comprehension. They can monitor their own comprehension. In this stage the teacher only instruct them to summarize by giving two different texts. First, the students should work individually and choose one of the text to be summarize. Second, reminding them about the step to make summary such read passage first, gave mark or highlight as they needed, try to paraphrase based on their own words or interpretation. Third, checked the students' progress in comprehending the text using summarizing strategy. Fourth, the teacher evaluated and asked them to do peer correction to the activity of using summarizing strategy

as trick to comprehend text on that day. At last students were given some advises regarding to their topic that already chosen.

a. Giving two different texts

In this activity the teacher gave student's two different analytical exposition texts. The learners who sat on the left side have to choose text A, otherwise who sat on the right side have to choose text B. The teacher makes two different passages to know their perception of each text. Showed their differences and similarities made students learn more critic. Then, the teacher asked them to read text in heart. Some students who had read the text recognize unknown words and looked at the dictionary to find its meaning. Then, the teacher asked them to find principal idea and supporting details about the passage. The students made the summary of what they had read and wrote some notes about the text. The teacher requested them to make the summary based on the text that they have read. The summary consists of one or two hundred words used their own words. It made students know the summary with the brief explanation more appreciating rather than long description resulted from copied the text.

b. Doing peer correction

The teacher asked students to do peer correction rather than her teacher doing this. Giving explanation that after doing peer correction the students should rewrite their summary in a good paragraph based on their peer correction. The students should have good consideration whether they accepted their peer correction or not, because sometimes their peer correction were not really they should have good consideration whether they accepted their peer correction or not, because sometimes their peer correction were not really suitable with their opinions.

In this activity, the students should ask their peer about the reasons of correction, if the reasons were accepted, they could use their peer correction as their revised summary. The teacher walked around to help the students by answering their questions which were related to their correction and summary. The students had to collect their work on the teacher's table as their assignment of analytical exposition text. Based on the results of student's summary, the students can share their thoughts after reading the text. The teacher advised that when they are good in exhaustive reading they can inferred the author's message using their own prior knowledge (Later, Johnston (1984), so that the students know for the specifics and explicit message that the author build.

Strategy Instruction

With the teacher strategy instruction the students know what to do if there is a problem in learning. They

can find the best thing or way to solve their problem by themselves with the aid from their teacher. It makes them explore their thoughts or experience. Through the instruction of summarizing strategy the students also can find the unknown words so that can added their vocabularies. In some cases, good learners will use certain strategy or use substantial strategy, they know a lot of strategy but sometimes they do not know how to use it. Otherwise, poor learners use fewer strategy, they know a lot of strategy, but they do not realize it. Some of them do not know about the strategy even do not know what to do.

The teacher instruction makes them know about the strategy and how to use the strategy. Poor learners still has problem they can learn from good learners to know how to use certain strategy, and then it can help each other. So that, by teaching strategies the students learning will be more effective, because they can consider the best road to solve their problem in learning. It allows them choose which one the best way that they can use within their learning process.

Teaching strategy to the students will facilitate them to read when they are in learning. It helps the students connect their ideas or direction and information to their prior knowledge about a particular topic of the text. The steps of summarizing strategy engage the students in cognitive reflection by asking them to admit the basic idea and pieces of information that are compatible with their prior knowledge of understanding the topic. It helps them deepen in understanding the topic and become more sensible and independent learners. The strategy instruction works best after the students have already introduced to an idea or topic and they are receiving new information or perspective on their initial understanding.

As the teacher instruction procedure, at the first stage the students were divided into several groups. The teacher teaches them summarizing strategy by grouping that can encourage them in learning process. With their group they have more confident to share their opinions, experience and information that they already have on their prior knowledge. Students employ in groups which will upgrade their social support, repot the degree of satisfactions with their learning and learn better than students working as individuals.

It is important components of making class groups work that recommends assigning instruction to learn. This is allows learners to get to know some of their classmates deeply. It will manage students for class participation, interacting with mates and the teacher. Do this early is preferable on the first meeting of subject, so that an alternate culture is not established.

Students group makes the students feel comfort to deliver their opinions. They can share opinions even their

problem so that their friends help them as they can, but if their friends do not know how to solve her problem, they will ask the teacher. With their group they have more chances and feel free to share anything. In another case, it will build a problem because some of them are passive that is expressed by sitting in the back of a large teacher banking.

Teacher Challenges in Instructing Summarizing Strategy for Reading Analytical Exposition Text

a. Student's passiveness

When the teacher teaches the strategy, the student's just silent, looking at their teacher, and just listened what their teacher said. When the teacher explains summarizing strategy they looked so quiet and looked attention to the teacher explanation. The teacher felt that actually they get the problem in learning, but they are afraid or felt ashamed to deliver their questions. It little bit difficult to direct them to be more active. When the teacher divided them in groups too, some students still passive in their group. They are just silent rather than share their opinions with their friends. The teacher thinks that the students who active in learning are the extraordinary students that they think have no other priority to them.

The problems of passive students which cause by having no interest in studying, no belief in line that being studied, was ashamed to wonder to their teacher, lack of expertise, and does not have confidence with their selves. It also comes from the diversity of family cultural backgrounds. They are who are less of knowledge, pinched of reading, and not ripe for being studied before entering the class will direct them to become dormant in class. They would rather sit and sometimes write anything notes rather than be cognizant to deliver something. This demeanor has been embedded since childhood through their families' socialization. If they are not assimilated, they would rather to ask their friend. They are prefer to ask individually with her teacher or find some references from the social media if they do not grasp or want to seek the relevant information.

Generally, they just had little dominion of the topic that being notify because they do not extract and be apt to the topic. This show that their characteristics of low self-efficacy would cause them to be passive. Fraenkel et.al (2012), that low levels of self-esteem, cannot make some preparations before the class, feel intimidate to exhibit their intelligence and feelings flustered, thus becoming less engaged in the classroom discussions. It can be up righted that students become passive due to self-division, such as cannot focus during their teacher tuition time. There are those who are not skilled with the language, but prefer to keep silent and quiet rather than laugh even just listened.

b. Difficult Words

The students still have problem when read a text or passage. They still confused and do not know what the meaning of words. When delivering their thoughts they still think about the words "*What is the best words to explain this opinions?*", because as the teacher know that they have limited vocabularies. The teacher knew that they hard to present their thoughts because the limitation of vocabularies. They still looked for the dictionary, but sometimes they did not hesitated to ask their teacher about it. However, some of them seemed passing those difficult words when reading. Whereas to deliver their opinions they can use the common or easy words that can be understood. This attitude will makes them do not about all the things within the text or passage. Students who have limit vocabularies faced a lot of obstacle when reading or comprehend something.

Teacher Settlement

With some obstacles that students faced when teach summarizing strategy, the teacher overcome it by encourage them and assist them to find the importance of the complications.

a. Grouping the students

The teacher paused her explanation then asked one of them about what she have explained before. If they are still quiet she asked their friends to explain it. It will encourage them to be more active and paid attention of the teacher. Besides, when they are in group, the students who were question by the teacher will answer it rather than just silent. The group answered to help the passive students more encourage in classroom discussions. With their behalf students who be passive will actively involve in their friends question. Also she gave marks or grade for every active participation. It makes the students motivate to tell their opinions rather than be passive in the classroom. The lecture make varieties of enlightening technique by showing the video related to the topic to guide them more active and have an idea to criticize the topic. When teaching reading, the teacher always struggling herself to find the way to help their students understand the meaning of new or unknown words that they faced during reading.

b. Guessing

First, the teacher asked them to use their memory. Asked them there were many times when they would say they had seen the word on TV for example or heard their teacher use it in a certain context. Sometimes this would give them a clue of the meaning of words. The teacher directs them to guess the meaning first rather than looking for the dictionary. Then, if they are still do not run down the significance they can open the dictionary. After that, they list the difficult words that they've found

to increase their vocabulary. However, the teacher also attracts them to have definition into their own words. It helps the students make sense of the meaning that can be guide them to comprehend the material. Another way, the teacher guide them to use the context of the text. It can makes use of the other words and information around the problematic word. Using this way, the students can find the meaning.

c. Doing peer correction

The students feel motivate with the teacher helped in finding the senses of difficult words that the student's found. Teacher also gives chance to students to offer their opinions about what they have read. Based on the implementation the teacher also use peer correction to know ability of comprehending a text or passage. It makes them know their false in their summary. It makes them sincere each other rather than the teacher correction. Learners can feel less intimated being pleased by others rather than their teacher. However, some students are highly defiance that being revised rather than the teacher. With peer correction they have chances to share their opinions, monitor, evaluate and edit their texts to improve them facilitates to identify the errors. To sum up, the learners having same direction on the importance of peer correction in the learning process. However, the students prefer be in a group. It is also important to the teacher to bestow some spirits to all students to converse up about their thoughts, it will makes them to learn exceed in the learning process.

CONCLUSION AND SUGGESTIONS

Conclusion

To sum up the teacher teach summarizing strategy based on the theory proposed by William Quezada and Flores (2006) combined with Jeanne Shay (2006). The teacher began the teaching strategy using brainstorm by showing video about current issue related to the analytical exposition that can attract student's attention. Then, the teacher started by demonstrating the analytical exposition text and summarizing strategy. The teacher directed and guided them to practice comprehend analytical exposition text using summarizing strategy. Then, divided the students into several groups to communicate with each other. The last, the students have to use the strategy by themselves. It made them control their own comprehension and delivered their opinions based on their background knowledge.

The result of teacher obstacles in teaching summarizing strategy in reading analytical exposition text showed that were two challenges that the teacher faced. First, some student's still be passive participating the lesson. Passive students where students quiet in receiving information from the learning and environment.

It showed the quality and mental when entering the classroom. Second, the unknown words that students faced in reading analytical exposition text. Though, the teacher settled some obstacles with learning by grouping, guessing word and doing peer correction. This that can make the students oriented their study more intrinsically motivated to learn and had higher conceptual learning scores and perceived themselves to be more actively engaged with the environment.

In short, by teaching summarizing strategy could increase them in reading analytical exposition text that related to the current issue. It can make them understand about the generic structure, content, base idea, and specific details of text quickly. The students will be curious and much more motivate to read, especially for reading analytical exposition text. They will have more confidence in uttering their opinions during teaching and learning process in the classroom. The students are accustomed with this strategy, they will need less time to read the text. It will make them more active to take part in the classroom. The students be able to improve their memory, understanding the text, and also develop their vocabularies. It can be terminated when the students are uncovered to summarizing strategy, they become sensible of the process that can be applied in excess fathoming.

Instructing them to learn strategy the teacher provides opportunities to students various styles of learning. It denoted that the strategies such as summarizing could be considered as an endowed trick for teaching and learning of reading trade. Thus, the instruction of summarizing strategy provides the energy for students to read and construct meaning of text. It develops the cognitive skills for students reading comprehension. By maintaining and enhancing the students to learn summarizing strategy for reading is critical for students reading engagement and comprehension.

Suggestions

Based on the result and discussion, the researcher wants to give suggestions for the English teachers and forth researchers. In the process of teaching and learning English, especially for reading, the teacher should be capable to build up deeply consideration about the strategy. By using this activities which can facilitate the students to access their anterior knowledge that can be connected to the topic during learning. Besides, the teacher should be able to consider the topic that related to the students interest and their prior knowledge. If the teacher is unable to select the topic it will be difficult for students to adjust with their proficiency. As an output, the process of teaching and learning reading serves more attracting and knowing all the aspects.

Other investigators are recommended to conduct or modify the other research that use summarizing activities on different levels of education and find out the teacher challenges. The further researcher can also specify the different objectives based on their thoughts and its use to help the students in the learning process. They may also have more activities and or other types of texts in implementing summarizing strategy. There were so many elements or English skill to be conducted as a research.

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