

THE IMPLEMENTATION OF SUMMARIZATION STRATEGY IN TEACHING READING TO SENIOR HIGH SCHOOL

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Abstrak

Penelitian ini memilih membaca sebagai mata pelajaran untuk dipelajari karena merupakan keterampilan penting dalam belajar bahasa asing. Keterampilan membaca bahasa Inggris di sekolah menengah atas memiliki peran besar dalam mendukung keterampilan lain dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan implementasi strategi summarization dalam pembelajaran membaca di SMA yang dilakukan di SMAN KABUH. Kajian penelitian ini disusun dengan pertanyaan-pertanyaan sebagai berikut: (1) bagaimana penerapan strategi summarization dalam pembelajaran membaca di kelas X SMA? Dan (2) bagaimana tanggapan siswa terhadap penerapan strategi summarizing dalam pembelajaran membaca?. Penelitian ini menunjukkan bahwa strategi summarization membantu siswa memahami setelah membaca teks naratif. Penelitian ini juga membuktikan manfaat ringkasan. Hasil observasi membuktikan bahwa siswa kelas X di SMAN Kabuh mengalami kesulitan dalam keterampilan membaca. Diharapkan guru menggunakan strategi baru untuk mengatasi tantangan siswa dalam pemahaman bacaan. Oleh karena itu, guru memilih strategi peringkasan seperti yang disarankan oleh peneliti. Strategi summarization efektif untuk membantu kesulitan siswa dalam membaca, khususnya tentang pemahaman bacaan. Checklist observasi mengungkapkan bahwa kegiatan kelas terkelola dengan baik. Temuan penelitian mengungkapkan peningkatan kemampuan pemahaman membaca siswa. Hal ini terlihat dari hasil observasi dan angket siswa. Semua siswa bisa mencapai standar.

Kata kunci: strategi meringkas, membaca, teks naratif.

Abstract

This study chose reading as a subject to be studied because it was an essential skill in learning a foreign language. English reading skill in senior high school played a big part in supporting the other skills in learning English. This research study was aimed to describe the implementation of the summarization strategy in teaching reading to senior high school that conducted at SMAN KABUH. This research study structured with the following questions: (1) how is the implementation of the summarization strategy in teaching reading to the tenth grade of senior high school? And (2) how are the students' responses toward the implementation of the summarizing strategy in teaching reading? This research study showed that the summarization strategy was helping students understand after reading a narrative text. This research also proved the benefits of summaries. The result of the observations proved that the students in grade X at SMAN Kabuh had difficulty reading skills. It was expected that teachers used a new strategy to overcome the students' challenge in reading comprehension. Hence, the teacher chose the summarization strategy as suggested by the researcher. The summarization strategy was effective to help the students' problems in reading, especially about reading comprehension. The observation checklist revealed that the classroom activities were well-managed. The study's findings revealed an improvement in pupils' reading comprehension abilities. This was evident from the findings of student observations and questionnaires. All students could reach the standard.

Keywords: summarizing strategy, reading, narrative text.

INTRODUCTION

Four language skills were incorporated into English's teaching: listening, speaking, writing, and reading. The four language skills were taught and developed, but the reading skill was the most important skill that supported

the process of mastering the other skills and improved the students' knowledge (Rochimah, 2009).

Many efforts had been made to achieve the objective of the teaching of reading, such as preparing the textbook of the reading lesson, training English teachers, revising the curriculum and etc. Although teaching reading had received special focus in teaching foreign language, it was not guaranteed that teaching reading had been successful.

According to William (2010), there were two problems of students about reading. First, learning to read English had an extraordinary exertion for a few understudies. They accepted that reading was troublesome and made them feel pain from low self-esteem, causing motivation to studied English. It caused by a lack of lexicon and incompetent to read English. Secondly, the students did not have the capacity to interpret the composed word. This implies that students were incapable to get the meaning of the composed word, the word paraphrase. Without understanding decoding the written word, reading comprehension is not possible.

The reader needed to blend their reading passage with their previous reading abilities to decrypt the writing (Christen, William L. - Murphy, Thomas J.2010). Some researchers overcame these problems with the helped of suitable reading strategies.

Purwandani (2015), she conducted a study about reading strategy to improve the student's reading comprehension on the grade VIII. She investigated the improvement of students' comprehension through summarization strategy to the eight grade students. The amount of the participants were 20 students in grade VIII. The result of the research showed that summarizing strategy increased the students' comprehension effectively.

Based on other research conducted by Rochimah (2009), she also showed that the summarization strategy improved the students' understanding. This was evidenced by the results of the student's final assessment. The research was conducted on grade 7 junior high school students. To complete this research, the researcher used a qualitative descriptive methodology design.

According to the problem situation above, the teacher needed to use a proper reading strategy to teach reading to help students better understand. The researcher suggested the teacher to use summarization strategy. This strategy was suitable to overcome the students who had problem such as lack of vocabulary, lose the meaning of reading passage, etc. The strategy helped the students to comprehend the reading passage better.

Summarization strategy is an activity that is crucial for text comprehension and delivering information (Amsbruster, Anderson, & Ostertag, 1987; Marzec-Stawiarska, 2015; Shang, 2010; Torres, 2015). Through summarization, the students able to make meanings of a particular text for getting greater depth of knowledge and understanding the gist of the text message (Huan, 2017). The strategy requires the readers to categorize the whole text from important to unimportant ideas, summarize these ideas to construct a new text that includes the basic information from the original text (Dole, Duffy, Roehler, & Pearson, 1991; Khoshshima & Tiyyar, 2014). In line with

Friend (2001) claims that to make a good summary, the students have to relate new ideas with the prior idea and show unique ideas. For Daboer & Delmann (1960), summarization strategy is to rewrite in short the ideas of the text to help the students comprehend the gist and to help them retell the content of the text by using their own words.

According to Rick Wormali (2005), summarization is a complex action where pupils spend time restating the substance of the text or an encounter in a few words as possible or in a new, yet efficient, manner. Making a great summary needs careful instruction, and it should not be subject to a hit or miss method. summarization ability does not develop on its own, but requires training and practice more (Guide and Cowell, 1987). According to Rick Wormali (2005), he said that there are four steps on summarization. They are (1) preview, (2) main idea, (3) supporting details, (4) check and polish.

Preview steps. In this step, the pupils were asked to read the entire text, then students review the contents of the text in an outline. When reviewing a reading passage, the student's ability to review the content of the reading through the text title and keywords. The keywords are usually written in bold in the text.

Main Idea Step. After students have read the text, students ask themselves what the whole article is about and identify the author's message on the topic. The good summary should capture the essence of the topic for which you do not have direct access to the original. The students generate the main idea in their own word.

Supporting detail step. The students discovered the main information of the text and become more detailed. The students also took notes while reading the article to help them found the supporting details.

The second and third steps were in accordance with the statement of Brown and Day (1981) which states that the students who learn to summarize, they need to distinguish important and unimportant material then delete unnecessary material and delete the redundant material. The summary is written with his own words by paraphrasing or quoting sentences in the text. Students are able to summarize when they can involve the ability to integrate the author's words and ideas into one text in his own words (Cambell, 1990).

The last step, Check and polish step. In this step, students took the time to evaluate their summary and polish their thoughts. They check the sentences used were complete or not.

Summarization strategy helped students to maintain the important concepts and facts from the material. It forced the students to organize important material about what students had read. Summary was valuable for high school students, because it helped the students in reading

comprehension more accurately. Using this strategy, students' summaries were analyzed by numeration the number of main ideas and main supporting. The main ideas were in the original reading passage.

The consequence of this study pointed out that the pupils fell into an excellent category. This strategy effectively made strides in the student's inferential comprehension skills to induce information, which was not straightforwardly expressed in the text. Summarization got to be compelling when the students were able to handle the reading passage and considered how they were linked to one another.

There are many studies that discussed about reading strategy such as SQ3R, RAFT, T-Chart, and others. However, very few researchers discuss about summarization strategy. Thus, in this study, the author discussed an issue about implementing reading strategy in detail. The research entitled the implementation of the summarization strategy in teaching reading to senior high school. Researchers tried to observe and analyze the performance of senior high schools in the field of summary writing.

Determined on the background of the study stated above, the research question attempted to reply in this study was defined, as follows:

1. How is the implementation summarization strategy in teaching reading to senior high school?
2. How are the students' responses toward the implementation of the summarizing strategy in teaching reading?

METHOD

In this research, a descriptive qualitative research was employed in order to accomplish the objective of the research. Besides, a descriptive qualitative research used since the study observed on the implementation of summarization strategy in reading. A study on the quality of relationships, activities, circumstances, and matters called descriptive qualitative research, Jacob Jacob (2010). As in experimental studies, there was no control of treatment.

The aim of this study was to describe how the students implement summarization strategy in reading to senior high school and to identify the students' response in detail toward a new strategy, summarization strategy. Descriptive qualitative research is used to explain and describe the situation of the research through a note of words.

The investigator was indeed able to recognize the students' replies to the summarization strategy, which was employed in the teaching of the reading recount text. In this study, the researcher accumulated the data information through observation and students'

questionnaire. The observation was carried out by utilizing an observation checklist to record the activities that occur in the classroom during the teaching and learning process.

The researcher marked the 'Yes' or 'No' column on it to indicate whether or not the pointers on the observation checklist were accomplished. The observer additionally recorded information on the field note that was not included in the observation checklist.

Furthermore, the decision to flourish in carrying out the activity was founded on the outcome of the students' summaries. When the teaching learning activity was completed, the observer spread a questionnaire with thirteen questions. That was the last stage in the data collection process that the researcher accomplished.

It's intended to learn about the learners through the use of summarization. The questionnaire included multiple-choice questions. The pupils chose the answer based on their own thinking, with no interference from the observer or the teacher.

After gathering all of the necessary data, the researcher conducted a qualitative descriptive analysis of the data using words and phrases. The data were collected in the classroom during the teaching and learning process.

The analysis was conducted based on the observations and summaries provided by the students. The data from this study was analyzed in three steps. The first phases were selected and identifying data. The data was gathered and identified by the researcher using an observation checklist, field notes, and a questionnaire. Those tools were relevant and appropriate for the topic of interest in this study. Using such devices, the researcher was able to describe more accurately characterize and deduce the data.

The data was presented at the second phase. In this study, the data formed a summarization of reading recount text doing by the students. The responses to the questionnaire were analyzed to determine the students' reactions to the implementation of the summarization strategy.

The final phase was drawing the conclusion. The evaluation of all the data obtained from instruments resulted in a good deduction. The deduction addressed in this study's research question.

RESULTS AND DISCUSSION

This section regarding data presentation and research discussion. During the implementation of the summarization strategy focusing on improving the student's reading comprehension abilities, the researcher considered and reviewed the research in deep. There were two meetings in this research. The topic was different in each meeting. The topic for which the summarizing strategy was employed had been prepared by the teacher.

The description of the teacher's activities in implementing the summarization strategy is explained as follows:

In the first meeting that was conducted on Saturday, March 05th 2020 at 08.15 to 09.45 am at SMAN Kabuh. The session began a quarter-hour late because the previous instructor had not finished her explanation when the English instructor arrived. While waiting for the previous instructor to finish her explanation, the English instructor double-checked her teaching preparation. After the earlier teacher exited the class, there was a repairman that servicing class equipment for 15 minutes in the classroom. The teacher waiting in front of the classroom. When the clock showed 08.45 a.m., the teacher delivered the lesson.

The teacher started by saying greeting to the students and checking the students' attendance to create conducive atmosphere. Before teaching, she had prepared the learning theme, that used in teaching English with summarization strategy. The recount text was chosen as the topic for this meeting by the teacher.

Pre – reading activity

In the pre – reading activity, the teacher spread a slice of paper that contain a printed out of recount text to the students. Then, she read the title of the text and asked the students to read together after her. Next, she asked some question related to the title. During this discussion, the teacher did not draw on the pupils' prior knowledge.

This activity showed that the students implemented the first step of summarization strategy, preview step. The students previewed the reading passage. The students read and discussed the title of the text together with the teacher.

The pre – reading activity above still was not effective to create the students' enthusiasm to read the text. However, the teachers' question was understandable for the students. The students still considered reading as monotonous activity.

Whilst – reading activity

In this activity, the teacher inquired two students to read the text aloud in order to correct the pronunciation. Then, the teacher explained the definition of summarization strategy and the steps on how to make a good summary after reading the text. The teacher then assisted the students in identifying the broad theme of the text, the main idea of each paragraph, the supporting details of each paragraph, and categorizing the details of each paragraph as crucial or not crucial. The teacher also helped the students to draw a draft of summary based on the main idea and important details.

Then, she inquired the students to write the summary. The teacher did not neglect to check the learners' work by paying visits to their desks and providing open-handed motivation.

While all of the students were writing the summary, the teacher guided them by giving explanation to several students who felt difficulty to get ideas for their summary.

The researcher founded that the students implemented the other steps in whilst reading. This statement was evidenced by the students' activities that identify main idea step supporting details step. The students also done the last step, check & polish step, in whilst – reading. The students write the summary, then they check and polish their word. When they got some problem to write the summary, they asked the teacher to help them. They usually felt difficult in word option, because summary emphasize the student to use their own word. According to the pre – reading and whilst – reading activity above, the students had implemented summarization strategy that balanced with the theory of Rick Wormali (2005).

Although whilst – reading activity in this cycle showed that the strategy had not successfully helped the students to comprehend a text. This problem might be caused by the new strategy applied by the teacher in the classroom. As a result, the students still could not get the point of this activity.

Post – reading activity

After constructing the summarization strategy, the teacher prompted the students to submit their text summaries. She then studied the text's contents, checked the pupils' understanding, and made a determination on the material.

Before finishing the class, the teacher assessed the teaching and learning process by asking the students about the problems and feedbacks toward the using of summarization strategy. As a consequence, the researcher acquired some evidence from the students' replies. The teacher also knows how far the strategy help out the students to understand a text. The outcome of conversation reflected for the next meeting.

The second meeting was held on Thursday, March 12th 2020 at 08.15 to 09.45 a.m. the researcher came to the classroom with the teacher same with the earliest meeting. In the second meeting, the teacher started greeting and checking the students' presence list. The teacher had prepared the lesson theme which used to develop summarization strategy that had been taught already. In this meeting, the teacher selected historical place as the lesson theme.

Pre – reading activity

In the pre – reading activity, the teacher distributed a slice of the recount text to the students. Then, she inquired the students to read the title of the text together. Next, the teacher gave a game related to the aim of teaching and learning English. The teacher made the statements or questions related to the topic through picture to invite the

students' background knowledge. The dialogue, which was done by the teacher and the students, was as follows:

Teacher: What is this? (The teacher showed the picture to the students)

Students: Borobudur temple Mrs.

Teacher: Excellent. What do you know about the Borobudur temple?

Student (1): It is the biggest temple in the world.

Student (2): It is a unique place

Student (3): It is a historical place

Student (4): It is a beautiful place

The teacher mentioned the students' answer related to the physical of Borobudur temple. Then, she asked the students to read the text silently.

Whilst – reading activity

In this activity, the teacher just gave the short explanation in order to help the students recall it because this strategy had been taught to the students before. Then, the teacher encouraged the students to find the difficult words from the text to increase their vocabulary. Next, the teacher enquired the students to summarize the text as the previous meeting. The teacher helped the students to summarize the text by drawing a draft of summary that comprising the topic, main idea, and details or instances. The teacher also encouraged the students to summarize the text by using their own words.

While all of the students were summarizing the text, the teacher controlled the students' work by coming to their desk and giving motivation to them.

Post – reading activity

After conducting the summarization activity, the teacher acquired the students to succumb their obligation. Then, she reviewed the content of text, checked the students' comprehension, and settled the content of text. The teacher evaluated the teaching and learning process.

In the second observation, the researcher found that the students implemented the preview step in pre – reading activity. They preview the text by reading and discussing the of the text through the title. In preview step, the teacher used a picture related to the text to support the students learning. The students became more enthusiasm to explore the word option that describe the picture. Preview step assisted the students to find the keywords of the text. When the students implemented preview step as well, they became absorb the text as well too.

The next step to the last, the students done in whilst – reading activity. The students identified the main idea and supporting detail. They learned to differentiate the important and unimportant matter. Then, they drawing a draft of summary. They wrote using their own word. They used synonym or paraphrase to help them made their word. Before they submit their duty, they checked and polished

their draft to the final draft. They checked and polish their duty by themselves, but sometimes their teacher open – handed to solve the students' problem in finishing their summary.

Based on the field observation, the researcher concluded that the students implement the summarization strategy as well accordance with Rick Wormali's theory in 2005. She also said that this strategy had successfully helped the students not only comprehend a text but also enhance their memory of what was read. As a result, the students got the gist of this activity. They were also enthusiastic to summarize the text.

Before finishing the class, she inquired the captain of class to distribute the questionnaire given by the researcher. The questionnaire displayed the response of each student toward the implementation of summarization strategy to enhance the students reading comprehension. There were tenth questions in the questionnaire which was distributed to the students.

First, the question concerned about using summarization strategy. Based on the result of questionnaire, it could be concluded that the strategy applied by the teacher was interesting. The students admitted that the implementation of the strategy was easy to be followed. In addition, most of the students considered that the strategy was appropriate and able to help them explore their opinion. This could be seen from the result of their summary that the students could get their idea by using this strategy.

Second, the question concerned about effectiveness of summarization strategy. All of students interested in used summarization as strategy to enhance their ability in reading better.

Third, the question concerned about the advantages of summarization strategy. After the implementation of the strategy, the students in major stated that that this strategy was necessary to be implemented in SMAN Kabuh. In addition, most of the students agreed that this strategy was beneficial to improve students' reading comprehension. Based on the result of questionnaire, it could be concluded that this strategy has many advantages for the students in enhancing their reading competence.

Fourth, the question concerned about the students' response of English lesson especially in the reading activity. Based on the result of questionnaire, it could be concluded that most of the students liked English lesson especially in reading activity.

Fifth, the question concerned about component of recount text. It was used to identify how much students had difficult of component of recount text. On average students had difficult to know component of recount text. They felt difficult to differentiate which was orientation, event, and re-orientation.

Sixth, the question concerned about the topic of the text based on the topic's level of the students' proficiency. The data admitted that the students was interesting and said that the topic was not difficult. It could be concluded that the topic was interesting and easy to understand since the topic presented by the teacher was in line with the students' level of proficiency.

Seventh, the question concerned about English vocabulary of recount text. It was used to identify how much students difficult reading text because of vocabulary in recount text. Meanly the student had difficult understand reading because of vocabulary in recount text.

Eighth, the question concerned about grammar. It was used to identify how much students difficult reading because of grammar in recount text. The result, the students had difficult reading recount text because of grammar in average.

Ninth, the question concerned about difficulties factor of pronunciation. It was used to know how much students difficult reading because of pronunciation. As the consequence, meanly of students have difficult reading because of pronunciation.

Tenth, the question dealt with how much students like when they were helped by teacher if they got problem in reading. In great measure the students like to be helped to overcome their problems.

The consequence all of the questions in students' questionnaire above indicated that students responses toward the implementation of the strategy was gradually good because the students admitted by themselves that this strategy was useful for them.

The observations were conducted on March, 05th and 12th 2020 that used summarization strategy to teach reading comprehension recount text to X-IPA 1 at SMAN Kabuh. In each meeting, the teacher began the class by greeting the students and the teacher gave motivation to the students before starting the lesson. The teacher also explained the students about the topic lesson and the goal of the lesson which they had to reach.

In the first observation, teacher had given motivation to stimulate students before they got the material. She explained the definition of recount text include the generic structures, the language features, and the example recount text by giving them an example of recount text in a piece of paper. Then, she asked several questions linked to the detailed of this strategy.

The faintness of the first observation was the teacher made a few puzzling in implementation of summarization strategy on the text because the teaching time was too short. There was a lot of time wasted for several reason. The reason was the previous teacher late about 15 minutes to leaving the class and there was a repairman that

servicing class equipment for 15 minutes too. The amount of wasted time was 30 minutes. these condition affected to the teacher learning plan in implementing summarization strategy. In the first observation, the teacher inactive the pupils' background knowledge.

The next observation, the teacher began the class by saying greeting, checking the students' presence list, and also inspiring the pupils.

The teacher dispersed a slice of printed out recount text paper and demanded the pupils to read the title of the recount text. According to Renzo (1985:52) definite that, the pupils reading recount text finished, when they able to indicate the main idea and the supporting ideas. Rick Wormali (2005,32) also agree with Renzo. He said that the students implemented summarization strategy, when the pupil able to analyze the main ideas and supporting detail. The faintness of the second one observation was the teacher did not active the students' brainstorming knowledge. The teacher inactive the student background knowledge such as the students' experience in past. She started the class by distributing the pupils' work and openhanded a question whether the pupils had comprehended the matters or not.

As the consequence of the pupils' duty exposed that the pupils reading skill displayed excellent outcome based on summarize recount text. Hence, the pupils were less inspired to absorb the reading passage.

In the second one meeting, the pupils did not clear some difficulties about the reading passage. The outcome of the questionnaire indicated that the theme subject of reading passage was applicable with students' interest and stress-free to comprehend. The investigator concluded that the students liked summarization strategy in majority to help them learned reading passage.

Hence, it developed their word vocabulary and inspired them to absorb the material. Harvey & Goudvis (2007), said that the summarization strategy helped the pupils to comprehend the text, it was valuable ways to learn reading. This strategy useful to the pupils while learning reading passage.

After the students implement the summarization strategy as mentioned by one of the summarizing theorists, Rick Wormali (2005), summarization is a complex action where pupils spend time restating the substance of the text or an encounter in a few words as possible or in a new, yet efficient, manner. He states that there are 4 steps in the summarization strategy. The steps are (1) Preview, (2) Main idea, (3) Supporting details, (4) Check and polish.

- (1) Preview, the students read the entire text then the students review the contents of the text in an outline.
- (2) Main idea, the students identify the author's message about the topic in the text.

- (3) Supporting details, the students discover the main details of the text and become more specific.
- (4) Check and polish, the students take the time to check their summary and polish their thoughts. They check the sentences used are complete or not.

When the students had implemented the summarization strategy with these steps, it was found some advantages of the summarization strategy. They were declared in below:

- a) The students become more confident in expressing their opinions in English class since the students' implement summarization strategy.
- b) When the topic gets the students attention, students become more interested and motivated to read the reading passage.
- c) The summary strategy helped students understand the text more quickly. They only need a short time to read passages.
- d) The inactive students become active students in taking a role in English class.
- e) The pupils become familiarized to summarize the reading passage.
- f) The students become more easily to find the important material in the reading passage.
- g) The students able to develop their English vocabulary.
- h) Summarization strategy can enhance their memory.

The benefits of this strategy came of the text selection in the matter. This strategy became challenging to the learners when the teacher was incompetent to choose the theme subject of the text in accordance with the pupils' level of proficiency. Thus, the teacher had to competent to choose the theme subject that matches with the students' concentration and the students' level of proficiency.

CONCLUSION

According to the result and discussion written above that was stated by the author, the researcher conducted the research on 05th March 2020 and 12th March 2020, the implementation of summarization strategy in teaching reading to Senior High School developed the students' vocabulary in their memory. Summarization strategy able to develop students' reading skill in recount text. This strategy helped the students to understand the reading passage faster, and also upgrade their writing creativeness.

The pupils' replies toward the implementation of summarization strategy were the students had more self-confidence in uttering their ideas in the English class. Meanwhile the topic was interesting the pupils' attention, the students became inquisitive and more encouraged to learn the reading passage using summarization strategy.

Summarization strategy helped the students to understand the reading passage faster than they before using summarization strategy. They needed short time to read the reading passage. The inactive students become active students in taking a part in English class. The

students become familiarized to summarize the reading passage. The students become more easily to find the important material in the reading passage. The students able to develop their English word vocabulary.

Suggestions

The implementation of summarizing strategy, the teacher is required to determine topics that suitable with the students' interests and knowledge.

The summarization strategy became challenging for students if the teacher was incompetent in selecting the theme lesson based on the pupil's level of proficiency.

For another researcher, the researcher expected that in future studies other researchers would carry out other types of summary strategies and materials. This study or other research linked to this study. There were many components or English proficiency to be investigated as a topic research.

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