

Effectiveness Of Summarizing Strategy In Developing Reading Comprehension Among Tenth Graders At SMA Negeri 5 Palu

Fajria Dolita¹, Darmawan¹, Hastini¹, Abdul Kamaruddin¹

¹Universitas Tadulako Palu, Indonesia

*Correspondence: darmawan1981@gmail.com

ABSTRACT

The aim of this study was to find out the effect of the summarizing strategy on improving students' reading comprehension at SMA Negeri 5 Palu. This research was based on an initial study that showed many students still struggled to understand texts, had difficulty finding main ideas and detailed information, and lacked vocabulary. The researcher used the summarizing strategy as a method to help improve students' reading skills. This study used a quasi-experimental design. The population was tenth-grade students at SMA Negeri 5 Palu, involving classes X M5 and X M3, with 35 and 32 students respectively. To collect the data, the researcher used pre-tests and post-tests to measure students' abilities before and after the treatment. The results of data analysis showed a significant improvement in reading comprehension. The average score of the experimental group increased from 68.85 to 79.06, while the average score of the control group slightly decreased from 69.33 to 67.52. Data analysis showed a significance value (2-tailed) of $0.000 < 0.050$, which means that H_a was accepted. It can be concluded that the summarizing strategy significantly improved students' reading comprehension.

ARTICLE HISTORY

Published December 17th 2025



KEYWORDS

Summarizing Strategy; Reading Comprehension; Improve.

ARTICLE LICENCE

© 2025 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

Reading is an essential activity that allows individuals to gain information and develop knowledge through interaction with written texts. In educational settings, especially in English as a Foreign Language (EFL) contexts, reading is not just about pronouncing words but also understanding and interpreting meaning. Reading comprehension, therefore, becomes the main goal of reading instruction. Teachers often ask students to comprehend texts by finding main ideas, interpreting supporting details, and drawing conclusions based on the information presented. However, achieving good reading comprehension is not always easy for students, particularly those in high school (Weda et al., 21; Yaumi et al., 2023; Youngsun et al., 2024).

Reading comprehension is a complex cognitive process that involves decoding, analyzing, and synthesizing information from a text. It requires readers to connect new information to what they already know, make inferences, and understand the author's message. As Grabe and Stoller (2013) explain, reading comprehension is a central skill that determines students' academic success in almost all subjects. Unfortunately, many students in EFL classrooms face difficulties when reading English texts. These challenges often stem from limited vocabulary, lack of background knowledge, and ineffective reading strategies (Nation, 2009; Said et al., 2021; Adinda et al., 2025; Fathu & Amir, 2019).

To address these issues, teachers are encouraged to introduce reading strategies that help students understand texts more effectively. One such strategy is summarizing. Summarizing is the process of identifying key ideas in a text and expressing them in a concise form using one's own words. It is not only a strategy for checking comprehension but also a tool that helps students engage more deeply with the content. As Afflerbach, Pearson, and Paris (2008) state, summarizing is a metacognitive skill that allows learners to monitor their understanding and focus on the most important parts of the text.

Summarizing strategy encourages students to evaluate, organize, and restate the main points of a text. This process activates prior knowledge and helps students build a mental framework of the text's content. According to schema theory (Anderson & Pearson, 1984), comprehension occurs when students connect new information to their existing knowledge structures. Summarizing supports this process by encouraging students to link what they read with what they already know, enhancing both retention and understanding.

Additionally, the metacognitive theory proposed by Flavell (in Livingston, 1997) emphasizes the importance of self-awareness in learning. Students who are aware of their learning strategies and who use summarizing as a tool can regulate their reading process more effectively. They become more active readers who think critically about the text, instead of passively going through the words.

Despite its effectiveness, summarizing is still underused in many classrooms, especially in EFL settings. This may be due to a lack of teacher training, limited time, or the absence of appropriate instructional materials. However, research supports its use in improving reading comprehension. For example, Karbalaee and Rajyashree (2010) found that explicit instruction in summarizing improved reading comprehension among college students in India. Similarly, Nurhayati and Fitriana (2018) demonstrated that summarizing helped students overcome their difficulties in identifying main ideas and understanding the overall meaning of texts. More recent research confirms these findings. Yuliana et al. (2021) showed that students taught using summarizing strategies performed better in reading tasks compared to those taught using traditional methods. Meanwhile, Haris and Adha (2022) argued that summarizing fosters student engagement and independence in learning, especially when texts are long or complex.

In the context of Indonesian high schools, especially at SMA Negeri 5 Palu, many students in the tenth grade still struggle with reading comprehension. Preliminary observations and discussions with English teachers at the school revealed that students often have difficulty identifying main ideas, understanding specific information, and dealing with unfamiliar vocabulary. These problems limit their ability to understand texts effectively and make reading a frustrating experience. Therefore, there is a clear need for strategies that can help students become more confident and effective readers. This study focuses on the use of summarizing strategy as a method to improve reading comprehension among tenth-grade students at SMA Negeri 5 Palu. By teaching students how to summarize, the researcher hopes to help them identify the core ideas of a text, improve vocabulary, and enhance overall comprehension.

The purpose of this study is to investigate whether using the summarizing strategy has a significant effect on students' reading comprehension. By focusing on real classroom settings and students' needs, this research aims to provide practical insights for English teachers in similar contexts. It also seeks to contribute to the growing body of literature on reading strategies in EFL education and promote the integration of effective strategies like summarizing into daily teaching practice.

2. Methodology

This study used a quantitative research approach with a quasi-experimental design to examine the effect of the summarizing strategy on students' reading comprehension. The design involved two intact classes that were not randomly assigned. One class was selected as the experimental group and received instruction using the summarizing strategy, while the other class served as the control group and was taught using conventional reading instruction. This design was chosen to allow comparison between two groups under real classroom conditions.

The participants of this study were 67 tenth-grade students from SMA Negeri 5 Palu. The experimental group consisted of 32 students from class X M3, while the control group consisted of 35 students from class X M5. Both groups had similar academic backgrounds and followed the same English curriculum. The students in both groups were taught by the same teacher to reduce instructional differences that could affect the results.

Data were collected using a reading comprehension test administered before and after the treatment. The pre-test was given to both groups to measure students' initial reading comprehension, while the post-test was administered after the treatment to examine learning improvement. The test consisted of 30 items, including multiple-choice and essay questions. The test items were developed based on reading comprehension indicators such as identifying main ideas, understanding detailed information, making inferences, and interpreting vocabulary in context.

Before being used, the test items were reviewed to ensure clarity and relevance to the research objectives. The same test format was used for both the pre-test and post-test to maintain consistency. Students were given sufficient time to complete the test, and their answers were scored using the same assessment criteria. The test results were then tabulated for statistical analysis.

Data analysis was conducted using SPSS version 23. Descriptive statistics were used to summarize students' scores in both groups. The normality of the data distribution was tested using the Kolmogorov–Smirnov and Shapiro–Wilk tests, while the homogeneity of variance was examined using Levene's Test. Finally, an independent samples t-test was applied to determine whether there was a statistically significant difference in reading comprehension achievement between the experimental and control groups after the treatment.

3. Results and Discussion

3.1 Results

The table below presents a summary of the results from the pre-test and post-test conducted in this study. The table compares the performance of the experimental class, which received instruction using the summarizing strategy, and the control class, which did not receive this specific intervention. It includes the number of students in each group, the total and mean scores for the pre-test and post-test, and the mean gain scores. This summary helps to clearly illustrate the overall impact of the summarizing strategy on students' reading comprehension. The data indicate that students in the experimental class showed a significant improvement in their reading comprehension skills, while the control class experienced a slight decrease in their mean scores.

Table 1. Pre-test and Post-test Scores

Class	Number Students	of Total Score	Pre-Test Mean Score	Pre-Test Total Score	Post-Test Mean Score	Post-Test Mean Gain
Experimental	32	2203.33	68.85	2530.00	79.06	+10.21
Control	35	2426.67	69.33	2363.33	67.52	-1.81

Table 1 shows the comparison of students' reading comprehension scores in the experimental and control classes, both before and after the treatment.

In the experimental class, the pre-test total score was 2203.33, with a mean score of 68.85. After the summarizing strategy was implemented, the post-test total score increased to 2530.00, raising the mean score to 79.06. This indicates an average gain of 10.21 points, showing a significant improvement in students' reading comprehension after receiving the summarizing strategy intervention.

In the control class, the pre-test total score was 2426.67, with a mean score of 69.33. However, the post-test total score slightly decreased to 2363.33, and the mean score dropped to 67.52. This reflects a small decline of 1.81 points, suggesting that students in the control class did not show improvement and even experienced a slight decrease in reading comprehension.

Therefore, the data in Table 1 clearly demonstrates that the summarizing strategy had a positive effect on improving the reading comprehension skills of the experimental group, while the control group showed no significant progress. After calculating the scores obtained from the pretests and posttests, researchers obtained the maximum, minimum, and average results in descriptive statistics table below.

Table 2. Descriptive Statistics

		Pretest Experimental Class	Posttest Experimental Class	Pretest Control Class	Posttest Control Class
N	Valid	32	32	35	35
	Missing	3	3	0	0
Mean		68.8547	79.0628	69.3326	67.5243
Std. Error of Mean		1.93771	1.28083	1.72200	1.56016
Median		66.6700	80.0000	70.0000	66.6700
Mode		66.67	80.00	63.33 ^a	60.00
Std. Deviation		10.96136	7.24548	10.1875	9.23002
Variance		120.151	52.497	103.785	85.193
Range		43.33	26.67	40.00	33.33

Minimum	46.67	63.33	46.67	50.00
Maximum	90.00	90.00	86.67	83.33
Sum	2203.35	2530.01	2426.64	2363.35

a. Multiple modes exist. The smallest value is shown

Table 2 presents the descriptive statistics for the pre-test and post-test scores of both the experimental and control classes.

In the experimental class, the average (mean) score before treatment was 68.85, and it increased to 79.06 after the students received the summarizing strategy. This shows a significant improvement in their reading comprehension. The standard deviation decreased from 10.96 to 7.24, which means that after the treatment, students' scores became more consistent and less spread out. The range of scores also decreased from 43.33 to 26.67, indicating a more even performance among students.

In contrast, the control class had an average score of 69.33 on the pre-test, which dropped slightly to 67.52 on the post-test. This shows a small decrease in performance. The standard deviation also slightly decreased from 10.18 to 9.23, meaning there was still some variation in student scores, but it became slightly more consistent. The range of scores changed from 40.00 to 33.33.

The median (middle value) in the experimental class also increased from 66.67 to 80.00, while in the control class it slightly decreased from 70.00 to 66.67. This further supports that most students in the experimental class improved after the treatment.

The maximum scores for both groups were similar, but the minimum score in the experimental class improved from 46.67 to 63.33, showing that even the lowest-performing students got better. This table clearly shows that the summarizing strategy had a positive impact on students in the experimental group, while the control group did not experience the same improvement.

Table 3. Test Of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Classes	Statistic	df	Sig.	Statistic	df	Sig.
Results	Pretest Experiment	.146	32	.081	.962	32	.303
	Posttest Experiment	.145	32	.084	.952	32	.165
	Pretest Control	.138	35	.088	.963	35	.289
	Posttest Control	.135	35	.104	.952	35	.133

Table 3 displays the results of the normality tests for the pre-test and post-test scores in both the experimental and control classes. Two statistical tests were used: Kolmogorov-Smirnov and Shapiro-Wilk. These tests help determine whether the data are normally distributed, which is an important assumption for conducting further statistical analyses like t-tests.

For the experimental class, the Kolmogorov-Smirnov test showed significance values of 0.081 for the pre-test and 0.084 for the post-test. Similarly, the Shapiro-Wilk test showed significance values of 0.303 for the pre-test and 0.165 for the post-test. All these values are greater than 0.05, indicating that the data in the experimental class are normally distributed.

In the control class, the Kolmogorov-Smirnov test returned significance values of 0.088 for the pre-test and 0.104 for the post-test. The Shapiro-Wilk test showed significance values of 0.289 for the pre-test and 0.133 for the post-test. Again, all these values are above 0.05, suggesting that the scores in the control class also follow a normal distribution. Because all significance values in both tests are higher than 0.05, it can be concluded that the pre-test and post-test scores in both groups are normally distributed, fulfilling one of the key assumptions required for further parametric testing.

Table 4. Test of Homogeneity Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.487	1	65	.066
Based on Median	3.442	1	65	.068
Based on Median and with adjusted df	3.442	1	64.778	.068
Based on trimmed mean	3.642	1	65	.061

Table 4 presents the results of the homogeneity of variance test using Levene's Test. This test is used to check whether the variances of the two groups (experimental and control classes) are equal, which is an important assumption for conducting an independent samples t-test. The test shows several calculations:

- Based on the Mean
- Based on the Median
- Based on the Median with adjusted degrees of freedom
- Based on the Trimmed Mean

All of these calculations produce significance (Sig.) values higher than 0.05 (ranging from 0.061 to 0.068). For example, the result Based on the Mean shows a Sig. value of 0.066.

Because all Sig. values are greater than 0.05, it means that the variances between the experimental and control groups are homogeneous, or equal. This fulfills one of the key assumptions for running further parametric analyses such as the independent samples t-test.

In conclusion, the test results indicate that the variances of the experimental and control groups can be considered equal, allowing the researcher to proceed with further statistical testing confidently.

Table 5. Independence Sample Test

		Levene's Test for Equality of Variances			t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Std. Difference	Error Difference	
Results	Equal variances assumed	3.487	.066	5.655	65	.000	11.53853	2.04048	7.46341 15.61364
	Equal variances not assumed			5.716	63.593	.000	11.53853	2.01857	7.50547 15.57158

Table 5 displays the results of the Independent Sample t-Test, which was conducted to determine whether there is a significant difference in reading comprehension scores between the experimental group and the control group after the treatment.

From the table:

- Levene's Test for Equality of Variances shows a significance value (Sig.) of 0.066, which is greater than 0.05. This means that the assumption of equal variances is met, so the result under "Equal variances assumed" is used.
- The t-test result shows:
 - a. A t-value of 5.655
 - b. Degrees of freedom (df) = 65
 - c. A Sig. (2-tailed) value of 0.000, which is much less than 0.05

This indicates that there is a significant difference between the mean scores of the experimental group and the control group. In other words, the summarizing strategy significantly affected students' reading comprehension.

- The mean difference between the two groups is 11.53853 points.
- The 95% confidence interval for the difference ranges from 7.46341 to 15.61364, which does not cross zero, confirming that the difference is statistically significant.

In conclusion, the results indicate that the summarizing strategy led to a significant improvement in the reading comprehension of students in the experimental group compared to the control group.

3.2 Discussion

The findings of this research clearly demonstrate the positive impact of the summarizing strategy on students' reading comprehension. As shown in Table 1, students in the experimental group who received instruction using summarizing techniques achieved a significant improvement in their reading scores, with an average gain of +10.21 points from pre-test to post-test. Conversely, the control group, which did not receive this intervention, experienced a slight decline of -1.81 points in their mean score. These results suggest that summarizing is an effective strategy for helping students comprehend reading texts better.

This finding is consistent with earlier studies highlighting summarizing as a powerful reading comprehension tool. According to Grabe and Stoller (2013), summarizing helps students actively process information by extracting the main ideas and ignoring less relevant details, which deepens their understanding. Furthermore, research by Karbalaei and Rajyashree (2010) and Nurhayati and Fitriana (2018) found that explicit teaching of summarizing significantly improved students' reading performance. The current study's results reinforce these conclusions, demonstrating that summarizing is beneficial for senior high school students learning English as a foreign language.

The statistical analysis supports these findings. The normality and homogeneity tests indicated that the data met the assumptions for parametric testing, validating the reliability of the results. The independent sample t-test (Table 5) confirmed that the difference between the experimental and control groups' post-test scores was statistically significant ($p = 0.000$). The mean difference of 11.54 points suggests that the summarizing strategy had a meaningful and measurable impact on reading comprehension. This aligns with the work of Oakhill et al. (2020), who emphasize that teaching students strategies like summarizing promotes metacognitive awareness and enhances reading comprehension outcomes.

Beyond the statistical significance, the practical significance of these findings is also noteworthy. The descriptive statistics (Table 2) show not only increased mean scores in the experimental group but also reduced variability, as indicated by the lower standard deviation after treatment. This suggests that summarizing not only improved overall performance but also helped weaker students close the gap with their peers, supporting the notion that summarizing is particularly helpful for students who struggle with reading comprehension due to limited vocabulary or difficulties identifying main ideas, as noted by Nation (2009).

It is also important to recognize that the control group's slight decrease in scores could reflect the lack of engaging strategies during reading lessons, underscoring the necessity for teachers to adopt active and interactive methods like summarizing. As recent studies by Oakhill and Cain (2017) have shown, students who do not engage actively with texts often fail to construct a coherent mental model of the text, leading to superficial comprehension.

This study contributes valuable insights into EFL teaching practices. The summarizing strategy appears to be a promising approach for improving reading comprehension among senior high school students. Teachers should consider incorporating summarizing activities into their reading instruction to enhance student engagement, promote deeper understanding, and support all learners, including those who find reading challenging.

Therefore, the evidence from this research highlights the effectiveness of summarizing as a strategy for improving reading comprehension. It suggests that teachers in EFL contexts, such as SMA Negeri 5 Palu, can enhance students' reading performance significantly by integrating summarizing into their teaching repertoire. Future research could explore how summarizing interacts with other strategies, such as questioning or graphic organizers, to further boost comprehension outcomes (Grabe & Stoller, 2019; Oakhill et al., 2020).

4. Conclusion

This study investigated the impact of the summarizing strategy on improving students' reading comprehension at SMA Negeri 5 Palu. The results showed that students in the experimental group who were taught using the summarizing

strategy achieved a significant increase in their reading scores, with an average gain of 10.21 points from pre-test to post-test. In contrast, the control group, which did not receive the summarizing strategy, experienced a slight decrease in their mean scores.

The statistical analyses confirmed that the improvement in the experimental group was significant, proving that summarizing helps students better understand reading texts by identifying main ideas and essential details. This finding aligns with previous research suggesting that summarizing is an effective reading comprehension strategy, especially for students learning English as a foreign language. Therefore, it can be concluded that the summarizing strategy is an effective technique for improving reading comprehension among tenth-grade students. Teachers are encouraged to use summarizing as part of their reading instruction to help students become more engaged and successful readers. Future studies could explore combining summarizing with other strategies to further enhance reading comprehension outcomes.

References

- Adinda, R., Sosrohadi, S., Syafitri, B. A., & Andini, C. (2025). Cognitive And Cultural Barriers In Synonym Acquisition: A Psycholinguistic Study Of Indonesian Learners Of Korean. *TPM–Testing, Psychometrics, Methodology in Applied Psychology*, 32(4), 881-888.
- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364–373.
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. *Handbook of reading research*, 1, 255–291.
- Rahman, F., & Amir, P. (2019). Trends in Reading Literary Fiction in Print and Cyber Media by Undergraduate Students of Hasanuddin University. *International Journal of Education and Practice*, 7(2), 66-77.
- Flavell, J. H. (in Livingston, J. A. 1997). *Metacognition: An Overview*. University at Buffalo, The State University of New York.
- Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading* (2nd ed.). Routledge.
- Grabe, W., & Stoller, F. L. (2019). *Teaching Reading for Academic Purposes*. Cambridge University Press.
- Haris, R., & Adha, M. A. (2022). Teaching reading through summarizing technique: Enhancing students' engagement and comprehension. *J-SHMC: Journal of English for Academic*, 9(1), 34–45.
- Karbalaei, A., & Rajyashree, K. (2010). The Impact of Summarizing on Reading Comprehension Ability of Indian Learners. *International Journal of Language Studies*, 4(3), 1-12.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.
- Nurhayati, D. A. W., & Fitriana, N. (2018). The Effectiveness of Using Summarizing Technique in Teaching Reading. *Jurnal Pendidikan Bahasa Inggris*, 6(1), 1-7.
- Nurhayati, D. A. W., & Fitriana, R. (2018). Improving students' reading comprehension through summarizing technique. *Jurnal Pendidikan*, 19(1), 78–87.
- Oakhill, J., & Cain, K. (2017). *Children's Problems in Text Comprehension: Learning Difficulties and Literacies*. Cambridge University Press.
- Oakhill, J., Cain, K., & Elbro, C. (2020). *Understanding and Teaching Reading Comprehension*. Routledge.
- Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities At Faculty Of Teacher Training And Education Tadulako University Palu. *PalArch's Journal of Archaeology of Egypt/Egyptology*.

- Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors Affecting Students' Willingness to Communicate in EFL Classroom at Higher Institution in Indonesia. *International Journal of Instruction*, 14(2), 719-734.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.
- Yuliana, S., Isnawati, I., & Fauziati, E. (2021). The effectiveness of summarizing technique in teaching reading comprehension. *JEELS (Journal of English Education and Linguistics Studies)*, 8(2), 185–200.