



SYNTHESIZING STRATEGY AND THE EFFECTIVENESS TO STUDENTS' READING COMPREHENSION

By: Afriani Rangkuti, Eka Sustris Harida, & Sri Rahmadhani Siregar

Email: Afrianirangkuti6@gmail.com, esha_stainpasid@yahoo.com,
srahmadhani15@gmail.com

ABSTRACT

This research focused on the effectiveness of using Synthesizing Strategy on Students' Reading Comprehension Ability at Grade XI SMA N 1 Panyabungan. The problems of this research students were lazy to read, students had lack motivation in reading, the English teachers do not have good strategy in teaching reading, also students got difficulties in reading even though have read in many years. The purpose of this research was to find out the effect of using Synthesizing strategy on students' reading comprehension ability at grade XI SMA N 1 Panyabungan. This research employed experimental research. The population of this research was XI Sains grade of SMA N 1 Panyabungan. The total of population were fourth classes. Then, the sample of the research was 2 classes, experimental class (XI MIPA-3) and control class (XI MIPA-2). It was taken cluster sampling after conducting normality and homogeneity test. In collecting the data, it is used test for measuring students' reading comprehension ability. To analysis the data, the researcher used T-test. Based on the result of the research, researcher showed the description of the data was found that mean score of pre-test in experimental class was higher than control class ($52.8 > 50.13$). Then, after using Synthesizing strategy the result of mean score post-test experimental class was higher than control class ($86.04 > 78.4$), and the score of t_{count} was bigger than t_{table} ($3.056 > 2.000$). It means that hypothesis alternative (H_a) was accepted. It was concluded that there was significant effect of using Synthesizing Strategy at Grade XI SMA N 1 Panyabungan.

Key Words: *Reading Comprehension, Narrative Text, Synthesizing Strategy*



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INTRODUCTION

Reading is one of the basic skills, it is the capability in processing the comprehending to written text. People often say reading is the depot of information in the world. By reading people can add their knowledge and their insight. Nowadays, reading are not only found from the books, but also from other sources like internet, announcement, newspaper, advertisement, magazine, television, news, maps, slogan and everything in written form.

According to Neufel in Nurul Latifah and Abdul Manan's paper, comprehension is when the readers processed an understanding of a text (Latifa and Manan, 2018). In comprehending the texts, which are the appropriate advance knowledge used by the reader in understanding the text and the reader actively get involved in the text by focusing to the text being read. Students' comprehension in a text can build up their understanding of the text and also can make the relation with the first paragraph or sentence with the other.

Reading comprehension is a receptive skill when he readers try to understand the written texts (Harida, 2016). Reading comprehension is also about understanding instructions thru texts. A writer expressed his or her thoughts, ideas, and feeling through the written words. The readers' understanding of the reading text materials will be affected by the apprehend strategies and techniques.

Based on my pre-research teaching learning process happened in everywhere at school in this world. In SMA N 1 Panyabungan, teaching learning process happen every day in this school. There are many teachers teach the students in different skills and subject. In SMA N 1 Panyabugan, there are some teachers that ever teach English subject, they are Mrs. Herlinawati, Mrs. Rahmadhani, Mrs. NurAsiyah and Mr. Nikmat. Four of these English teachers, when they taught in the classroom, they did not use many strategies or methods especially in teaching reading but one of them has used many strategies in teaching reading English but the students still reading or English subject is difficult to learnt (Nasution, 2019). Some of the teacher did not have a good strategy in teaching reading and also the students did not have a strategy to learn reading.



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Beside the above problem, some problems of reading comprehension can be caused by many factors. First, the students were lazy to read because they thought that reading is boring activity. The second, the students did not have good motivation to read the text because the text was not interesting, and they should comprehend every word of the text. The third, the students were lack of vocabulary and did not have good strategy in reading, so if they want to understand the text, they must keep on looking up the dictionary to find out the meaning of the words, so the students got difficulties in reading through they had read in many years, and also they read the text without strategy. The fourth, like the researcher has explained above, the English teacher do not have good strategy to make reading is interesting. The teacher only asks the students to read like them in the first grade of elementary school after that answer the question and translate all the text. The fifth, the students not focus because their talk to the friend and like it (Rahmadhani, 2019). From all the problems above the big problem in every students were lack of vocabulary.

From his research above researcher did research with the different strategy in the same object of narrative text. The strategy used by researcher is synthesizing strategy. Gerald G Duffy says that Synthesizing is most often used after reading. In the lower grades, synthesizing may combine ideas from within a single text (Duffy, 2009). From the Gerald G Duffy's theory the researcher interest to evidence the theory is it good or not for reading comprehension. Researcher show related finding to support a statement Gerald G Duffy in Jenny Rohrbaugh's paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading comprehension skills among low performing third grade students (Rohrbaugh, 2009). So, form related finding synthesizing strategy support a statement form Gerald G Duffy.

Base on explanation above, the researcher wants to conduct a research to prove the theory and solve students' problems in reading comprehension. Moreover, the researcher want to examine the significant of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all



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researches that already exists have evidenced that synthesizing strategy is significant on reading comprehension.

LITERATURE REVIEW

Reading Comprehension

Comprehension is capability to understand the meaning of the text. Furthermore according to Thomas G Gunning that comprehension is a constructive process in which students creates meaning based on their background knowledge (Gunning, 2010). So, comprehension is he process of making sense of the words, sentences and connected grammatical knowledge, experience with the text and other strategies to help them understand written text.

Reading comprehension means the perceiving of the vocabularies which are used in a written text and making a relationship between them to reach a comprehensive understanding. Furthermore, reading comprehension is a complex skill because it needs other skills such as vocabulary and decoding skills (Takaloo and Ahmadi, 2017). However, for just read it's a book without comprehend the meaning or identify the text we need many vocabulary. So, reading comprehension will build up our vocabulary.

According to Keith Rayner in Ibrahim and Ahmed Gumaa's paper give the statement that reading comprehension is the process using syntactic and semantic information found in printed text to reconstruct in the reader mind (Alfaki and Siddiek, 2015). Reading comprehension is a capability of reading that is being taught to senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of curt functional text and simple essay.

Synthesizing Strategy

Synthesizing is a way of processing by ordering, recalling, retelling, and recreating ideas into a coherent whole. Synthesizing strategy is waive light on the significance of texts from the reader's point of view (Tampubolon and Rajagukguk, n.d.). Synthesizing is about inventing/creating something new by



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bring together many different pieces of information and continually having our thinking depending on new information.

According to Duffy state that synthesizing is most often used after reading (Duffy, 2009). In the lower grades, synthesizing may combine ideas from within a single text. For example, students could create a new story character embodying traits of the two main story characters. Most often, however, synthesizing involves combining ideas across texts. For instance, sixth-grade students may create a composite of life in ancient Egypt after reading three different texts on early Egyptian times, one a short expository article in an anthology, one a textbook chapter, and one a historical fiction.

There are the procedures of teaching reading by using synthesizing strategy which is introduced by Andie Cunningham:

- 1) Pre-Teaching
 - a) The topic are chosen by the teacher or students
 - b) The strategy is introduced to the students, such as how the strategy works.
- 2) While-Teaching
 - a) Reading the book is a started whatever the students or the teacher as reader.
 - b) Teacher and the students look at the cover and prediction is made.
 - c) The teacher making group discussion
 - d) The students discuss about what they know about the author
 - e) The ideas of the students will share to the others.
- 3) Post-Teaching
 - a) The teacher and students look at back the information from the book and recall the ideas before that they do thinking changed
 - b) Teacher makes sure they are documenting their own changes in thought (Cunningham and Shagoury, 2005).

So, from above there are some of procedures of synthesizing strategy but the researcher used Andy Cunningham theory, his theory of procedures synthesizing makes students inteset in reading.



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REVIEW RELATED FINDINGS

This research is not the first research that had been done, there are some research related to this research the first is Sharon Vaughn et al., included if they measured the effects on reading comprehension. Twenty-nine studies were located and synthesized. Thirteen studies met criteria for a meta-analysis, yielding an effect size (ES) of 0.89 for the weighted average of the difference in comprehension outcomes between treatment and comparison students. Word-level interventions were associated with $ES = 0.34$ in comprehension outcomes between treatment and comparison students (Vaughn et al., 2009). Implications for comprehension instruction for older struggling readers are described.

The second, Eric Butler, Emina Torlak & Zoran Popović that they can conclude while we applied our system to Nonograms, we expect it to be applicable to other puzzle games as well. The system assumes that the input DSL has the basic structure of patterns, conditions, and actions, but is agnostic to the detailed constructs (Butler, Emina, and Popović, 2017). The presented system is designed for logic puzzles of this structure, but we believe that program synthesis can be used to learn human-interpretable strategies in a wider range of games and problem-solving domains.

The third, Sharon Vaughn et al., Included if they measured the effects on reading comprehension. Twenty-nine studies were located and synthesized. Thirteen studies met criteria for a meta-analysis, yielding an effect size (ES) of 0.89 for the weighted average of the difference in comprehension outcomes between treatment and comparison students. Word-level interventions were associated with $ES = 0.34$ in comprehension outcomes between treatment and comparison students (Vaughn et al., 2009). Implications for comprehension instruction for older struggling readers are described.

The third of review related findings above concluded that strategy or method is significant with reading comprehension. So, the researcher used Synthesizing strategy can prove and made the effect in their reading and also making students enjoy in reading skill and this research completed and contributed previous finding.



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METHOD

This research used quantitative with experimental method. The researcher did the research at SMA N 1 Panyabungan. This research used one group pre-test and post-test design. Two classes were chosen cluster sampling. The sample of this research was eleventh grade students of SMA N 1 Panyabungan. The sample were class XI MIPA-2 (36 students) as experimental class and class XI MIPA-3 (36 students) as control class. To collect the data, the researcher used test as the instrument to get data. The kind of the test is multiple choice test. The researcher administered test to find out whether there is a positive effect of synthesizing strategy to students' reading comprehension after the implementation of this strategy. The researcher checked the quality of the subjects firstly by giving a pre-test. Then, the researcher gave a treatment for the experimental class, in this research the researcher gave synthesizing strategy as the new treatment. Meanwhile the control class was given nothing, the researcher just taught the control class as usual. In this research, the technique for analyzing the data used quantitative data. Quantitative data is used to analyze the score of the students test.

RESULT OF THE RESEARCH

The researcher collected the data and gave the test about reading comprehension in narrative text test to the sample. Sample of this research was XI MIPA-2 as experimental class and XI MIPAI-3 as control class. The researcher gave a test to the students, than collected the students' answer sheet and the last researcher checked the students' answer sheet and gave the score. The test was divided into two aspect, they are pre-test and post-test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher describes the data as follow:



Table 1

The Pre-Test score of Experimental Class and Control class in Pre Test

Result	Experimental	Control
Total Score	1515	1.595
Highest score	75	75
Lowest score	20	20
Mean	52.8	50.42
Median	54.96	56.9
Modus	49.9	51.5
Range	55	55
Interval	9	9
Standard deviation	14.62	12.6
Variant	243.97	142.54

Based on the above table, the total score of experimental class in pre-test was 1515, mean score was 52.8, standard deviation was 14.61, variant was 243.97, median was 54.96, range was 55, modus was 49.9, and interval was 9. The highest score was 75, and the lowest score was 20.

Based on the above table, the total score of control class in pre-test was 1595, mean score was 50.42, standard deviation was 12.6, variant was 142.54, median was 56.9, range was 55, modus was 51.5, and interval was 9. The highest score was 75, and the lowest score was 20.

From the table above, the students' scores of experimental class was same with the students' scores of control class. It is categorized in low category.

Table 2

The Pre-Test score of Experimental Class and Control class in Post Test

Result	Experimental	Control
Total Score	2210	2305
Highest score	95	95
Lowest score	50	50
Mean	86.04	78.4
Median	86.95	79.68
Modus	82.7	72.82
Range	45	45
Interval	7	7
Standard deviation	10.3	11.67
Variant	138.6	81.2



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Based on the above table, the total score of experimental class in post-test was 2210, mean score was 86.04, standard deviation was 10.3, variant was 138.6, median was 86.95, range was 45, modus was 82.7, and interval was 7. The highest score was 95, and the lowest score was 50.

Based on the above table, the total score of control class in post-test was 2305, mean score was 78.4, standard deviation was 11.67, variant was 81.2, median was 79.68, range was 45, modus was 72.82, and interval was 7. The highest score was 95, and the lowest score was 50.

From the scores of data distribution of experimental class and control class, it can be seen from the mean score of both groups they have. From the table above, the students' scores of experimental class was higher than the students' scores of control class.

After calculated the data of post-test, the researcher has found that post-test result of experimental class and control class were normal and homogenous. The Hypothesis of the research was "there is the effect synthesizing strategy to students' reading comprehension at XI grade SMA N 1 Panyabungan". The result of t-test was as follow:

Table 3
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.71	1.67155	3.056	2.000

Based on researcher calculation, researcher found that t_{count} 3.056 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 29 + 33 - 2 = 60$. Cause $t_{count} > t_{table}$ ($3.056 > 2.000$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of using synthesizing strategy to students' reading comprehension. In this case, the mean score of experimental class by using Synthesizing strategy was 86.04 and mean score of Control Class was 78.4.



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DISCUSSION

Based on the result of this research, the researcher found that synthesizing strategy has the significant effect to teach reading comprehension. The researcher discussed the result of this research and compared with related findings. the first is Nina Khairayani in her research find that there is significant difference between students' reading comprehension taught by using Synthesizing strategy (Khairayani, 2012). Second, Resy Oktadela, M.Zaim & Hamzah they can conclude that synthesizing strategy had successfully improved the students' reading comprehension (Oktadela, Zaim, and Hamzah, 2014). Third is RiaAndriani she concluded that there is a significant effect of using synthesizing strategy (Andriani, 2018).

The last, The sixth is Yessi Van Carmelia Simbolon conclude with the result of there is a significant effect of synthesizing strategy on students' reading comprehension in recount text (Simbolon, 2016). According to Duffy state that synthesizing is most often used after reading (Duffy, 2009). To Harvey and Goudvis synthesis is the most complex of the comprehension strategies (Cunningham and Shagoury, 2005). In other hand, Moreillio state that synthesizing requires readers determine main ideas from multiple sources, summarize information, and add their own interpretations (Moreillon, 2007). Thus explanation above researcher can conclude, synthesizing strategy can help students to know well the information from the text that they can retell, recall, and react the information with their own word.

From the result of the research that is previously stated. It was proved that the students who were taught by synthesizing strategy got better result. In summary, the researcher found all the related findings support this research. It can be concluded from the above explanation that synthesizing strategy is appropriate in teaching reading comprehension to the students. It was found the significant effect of synthesizing strategy to the students' reading comprehension in this research. It can be seen from the mean score of experimental class was 86.04 and control class 78.4. It means the result and hypothesis testing showed synthesizing



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had the effect, and the hypothesis alternative (H_a) was accepted and null hypothesis (H_0) was rejected. It was indicated that score of experimental class was higher than control class ($86.04 > 78.4$), and also indicated $t_{count} > t_{table}$ ($3.056 > 2.000$). Based on the above explanation, the researcher concluded that hypothesis alternative was accepted and there was a significant effect of Synthesizing Strategy to Students' Reading Comprehension.

CONCLUSION

Based on the result of the research, the conclusions of this research are the students' reading comprehension at grade XI grade SMA N 1 Panyabungan before using synthesizing strategy was low. The students' mean score of pre-test was 52.8 in experimental class. The students' reading comprehension in using synthesizing strategy had higher score. It can be seen from the mean score of post-test, 86.04 in experimental class. The result of the research showed that synthesizing strategy give good effect to students' reading comprehension. The researcher found that the result of T-test where t_{count} was higher than t_{table} ($3.056 > 2.000$). It means that H_a was accepted and H_0 was rejected. In other words, there was significant effect of synthesizing strategy to students' reading comprehension at XI grade SMA N 1 Panyabungan. It can be seen from mean score of experimental class in post-test was 86.04, it was higher than control class ($86.04 > 52.04$). So, the researcher concluded that Synthesizing strategy had an effect or effective to the reading comprehension.



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