

The Effect of Synthesizing Strategy on Students' Reading Comprehension on Tourism at the English Class of Economic Students

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Keywords: Reading Comprehension on Tourism, Synthesizing Strategy.

Abstract: This study focused on finding out the Effect of Synthesizing Strategy on Students' Reading Comprehension on Tourism at English Class of Economic students of UHN Medan. Nowadays Indonesian government focus on improving Tourism and all the people support the government decision. There are ideas and one of them is by putting the topic of tourism text in some curriculum of English reading subject. Using the tourism text in the reading text. This study was conducted in experimental Quantitative design. The population of this research are 45 students. There were 38 students of the Economic Department students as the sample of research. This study was conducted with two randomized groups namely Experimental Group and Control Group. The experimental group was taught by using Synthesizing Strategy, while control group was taught without Synthesizing Strategy. The instrument of collecting the data was a multiple choice test. The data were analyzed by using t-test. The calculation shown that t-observed (3.65) was higher than t-table (1.68) at the level of significance (α) 0.05 with the degree of freedom (df) 58. It means that there was a significant effect of Synthesizing Strategy on students reading comprehension. The null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

1 INTRODUCTION

Indonesia is a lovely country so many beautiful islands, places than can become interesting tourist destination. Nowadays Indonesian government focus on improving Tourism and all the people support them so the topic of tourism need to put in some curriculum of English subject, such as using the tourism text in the reading text.

Based on the writers observation in the class some the teacher teach them and only focus on the grammar of the text not to the meaning of the text. Most of the students become passive in the class, in the process of teaching reading comprehension. The students only read the text and answer the question based on their English book without knowing how to elicit prior knowledge and find spesific information from the reading text and it can make them getting bored.

This study intends to find out whether synthesizing strategy can affect the students in

Reading comprehension on Tourism at the English Class of Economic students of UHN Medan

1.1 The Significances of the Study

The finding of the study are expected to be useful:

- 1) Theoretically: the finding is useful as the model of analyzing strategy. Using Synthesizing Strategy in teaching Reading Comprehension is also an experiment in improving teaching reading, as an input to do further research related to this study.
- 2) Practically, the finding of this research would be a good contribution to enrich students' knowledge on Tourism.
- 3) To plan a better teaching learning English using synthesizing strategy in Reading Comprehension and for students, and for English teachers to increase their understanding about Synthesizing Strategy.

The hypothesis of this study can be formulated such as:

Ha: There is a significant effect of Synthesizing Strategy on students' Reading Comprehension on Tourism at the English Class of Economic students of UHN Medan.

Ho: There is no significant effect of Synthesizing Strategy on students' Reading Comprehension on Tourism at the English Class of Economic students of UHN Medan.

1.2 Level of Reading Comprehension

Furthermore, Burns Paul (1984) states that there are four types in level of comprehension skill, they are:

1. Literal Level

This level is the simple. The reader should recognize stated main ideas, details, causes and effects, sequence and through understanding of vocabulary, sentence meaning and paragraph meaning is important.

2. Interpretive Level

This level the reader should drawing inferences, tapping into prior knowledge or experience, attaching new learning to old information, making logical leaps and educated guesses, and reading between the lines to determine what is meant by what is stated.

3. The Critical Level

This level, the students learn to evaluate and judge the information and the author's presentation of it. The reader must be an active reader questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

4. The Creative Level

This level requires the students' should think creative about image or information of the text, creative imagination is a concern with the production of new ideas, the development of new insights, fresh approaches, and original construct.

1.3 Synthesizing Strategy

Synthesizing can be uses for understanding Reading Comprehension. Moreillon (2007) stated that Synthesizing strategy is waive light on the significance of texts from the reader's point of view. Synthesizing also involves bringing together information from several sources. When the readers synthesize, they sort and evaluate information, they may find agreement among texts, or they may find out conflicting "facts" like determining ideas and the readers make it in a value of judgments. Students access information efficiently and effectively, to

evaluate information critically and competently, and to use information accurately and creatively.

According to Shannon Bungarner (2014) "Synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion or to generate insight."

Synthesizing is a process of ordering, recalling, retelling, and recreating information into a coherent whole. Keene and Zimmermann in Moreillon (2007) stated that Synthesizing requires that readers use the strategies offered in this book to read, evaluate, and to use ideas and information. Synthesizing requires longer-term, in depth learning. When students are exploring curriculum-based subject or independent inquiry topics, the teacher-librarian can over expertise in teaching information literacy skills and strategies.

In synthesizing information students must make it in their own word. They must develop all of the reading comprehension strategies to know the meaning. They must connect the information that they found in various resources and interpret it, and put it back together into a transformed and coherent whole. Students who master this strategy are proficient in comprehending the texts that they read, combining information from multiple source and passing that information through their own interpretations. Students must creates, develops, and revies their schemas to synthesizing a text.

1.4 How to Teach The Strategy

According to Moreillon (2007), Synthesizing is a process of learning from others ideas and transforming those ideas through analysis and interpretation to offer a new meaning. Through synthesizing the learner makes information and ideas his own. Synthesis reminds educators of the importance of providing students with opportunities to express their responses to the texts they read. If students have been sharing, writing, drawing, and using other sign systems to respons to texts, then synthesizing is a natural outgrowth of their prior literacy learning experience. A simple way to express the components of synthesizing that may be particularly appropriate to younger readers is

Information + Response = Synthesizing

Synthesizing requires that readers determine main ideas from multiple sources, summarize information and add their own interpretations. Synthesizing strategy can help the readers record main ideas and surprising information as well as their connections, respons and interpretations.

Bringing these strategies can help readers to see how comprehension strategies are related and to help the readers be aware of the print and text features that presents new information.

According to Stahl (2005), the researchers concluded that explicit instruction on how to use and evaluate information from multiple sources should begin in elementary school. Teaching reading comprehension strategy of synthesizing using multiple text is a place to begin.

When more advanced readers interpret texts, they explain meaning in relation to their own beliefs, judgments or circumstances. To that end, another way for students to conceive of synthesizing is

Information + Interpretation = synthesizing

Unit design is one way to ensure that students incorporate their own interpretations into their synthesis projects. Assignments must require that students do more than cut and paste information and call it a report. Designing instruction so that the students are required to think about the ideas and information they read is fundamental. Involving students in asking authentic questions, analyzing information and transforming it through synthesis means expecting them to do more than regurgitate facts. Loertscher (2004) stated is an exemplary resource for guiding classroom collaboration to help students achieve synthesis.

All of the print and electronic information seeking skills can be teaching during instruction that focus on synthesis. Resource location and skills and using the text features of informational books are tasks that may be required for students engaged in learning this strategy. Teaching students how to evaluate resources, for authority, accuracy and currently is easily integrate into synthesis lesson. For students, practicing synthesis requires them to master a valuable set of subskills and strategies, may of which can be teach most effectively .

When choosing text for the purpose of synthesizing ideas and information, educators can provide students with carefully selected text sets of resources at various reading levels, in multiple genres, and in a variety of formats, including websites and other technology sources. One educator may be particularly knowledgeable in the area of print resources, the other may be savvy about websites. One may be more familiar with fiction titles, the other may be more versed in informational sources. Together, educators can develop engaging text sets for students explorations.

Ultimately, educators must give students the responsibility to develop their own text sets on a particular topic or theme. By collecting and

evaluating resources, students can demonstrate what have learn about strengths of various genres in supporting research and inquiry projects. They can assess the works of favorite authors, illustrators, and web based resources for their usefulness in achieving their learning objectives. After classroom lecturer have modeled collecting and using text sets, students are ready to assume responsibility for this aspect of the research process, and educator can serve in an advisory role. By guiding students through the information literacy process and requiring their own interpretations of the ideas and information they read and view, educators can help students develop the critical-thinking skills they need to negotiate the challenges of the future.

This strategy overcome students difficulties in getting some interesting message or information of reading text and also give the teacher easily to prepare the material and comprehensive in their teaching reading comprehension.

Therefore, there are some purposes of Synthesizing Strategy such as the students can uses their prior knowledge or their experience in class and they can improve their knowledge from other source such as library and web source and they can make one main idea base on their prior knowledge. Through these purpose, so the students get some benefits from this strategies. They are interactive and engaging, involved task that challenges students thinking, requires students to think on their own, active involvement in lessons, focus their attention for better comprehension, and better cooperative with other students.

2 RESEARCH DESIGN

The research design of this research was experimental quantitative research. Experiments carry out with a view to see the result of a treatment. If the writer uses this research design, it means that there was two group or two classes that used in this research as the samples. The first was experimental class and the second was control class. The experimental class was a class or a group which receive the treatment by using Synthesizing Strategy.

The data of the research is a test as the instrument. The form of the test is Reading test. The data was collected by conducting the pre-test and the post-test to both the classes; they were the experimental class and the control class. Pre-test is a test which is doing before conducting the treatment. While the post test, is a test which is doing after

conducting that treatment. Both of the groups got the same test either in the pre-test or in the post-test. The writer asked the students to write a main idea of the story by using their prior knowledge and web source and library source.

In getting the data, there are three procedures which was taken by the writer, they were pre-test, treatment, and post-test

2.1 The Treatment for Experimental Group

Table 2: The Treatment for Experimental Group.

Teachers activities	Students activities
Step 1: Motivation and development of background: The teacher greets and after that divides the students into groups and asked them to sit based on their group	Students sit based on their group
Step 2: Synthesizing Strategy: a.the teacher teaches the students to understand the content of the text by applying the synthesizing strategy to them b.Teacher asked the students to read aloud the reading text	Students pay attention to the teacher explanation and get involved it Students read the text
Step: 3. Strategy or skill building activities: a. the teacher asked the students to discuss the text together b. the teacher ask the students to come to front of class and asked them to tell what the story talk about with their own word c. teacher asked them to add their explanation by using source like : background knowledge,web source and library source	Students make a discussion Students tell what the story talk about Students make interpretation
Step:4.Follow-up practice: . teacher asked the students to come to front	Students come to front and tell the story POST-TEST: Teacher give test to the students.

and tell the story again with one of the source POST-TEST: Teacher give test to the students.	
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3 DATA ANALYSIS

After knowing the score of experimental and control groups in pre-test and post-test, the data were analyzed. The total score of pre-test and post-test can be seen below.

No	Students' Initial	Pre-Test (T1)	Post-Test (T2)	Deviation (d)	Deviation Squared (d ²)
1	AP	54	82	28	784
2	AJPP	46	52	6	36
3	ACS	48	66	18	324
4	AH	60	80	20	400
5	BENS	58	60	2	4
6	BMN	52	68	16	256
7	CWSP	54	64	10	100
8	DMN	60	80	20	400
9	DWT	62	68	6	36
10	FDTR	60	72	12	144
11	FLD	50	74	24	576
12	GMS	52	54	2	4
13	HIS	52	56	4	16
14	IAP	62	80	18	324
15	JMS	60	66	6	36
16	KNES	52	78	26	676
17	LTFS	40	46	6	36
18	LS	60	66	6	36
19	LMTN	48	60	12	144
20	LS	66	82	16	256
21	LSS	44	64	20	400
22	LN	54	72	18	324
23	LPP	68	84	16	256
24	MJN	50	52	2	4
25	MBAP	48	72	24	576
26	MMN	44	70	26	676
27	MGG	62	89	27	729
28	NMS	52	64	12	144
29	RMT	64	88	24	576
30	RAS	62	64	2	2
31	SAS	52	62	10	100
32	SS	62	66	4	16
33	UMWS	54	56	2	4
34	WHPS	62	76	14	196
35	YG	50	68	18	324
36	YYN	54	60	6	36
37	YS	62	72	10	100

38	YM	40	54	14	196
	Total	2082	2585	507	9247
	Mean	54,79	68,02	13,34	

1) The mean score of experimental group

$$MX = \frac{\sum X}{N}$$

$$MX = \frac{507}{38}$$

$$MX = 13.34$$

2) Standart Deviation

$$dX = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$dX^2 = 9247 - \frac{507^2}{38}$$

$$dX = 9247 - \frac{257049}{38}$$

$$dX = 9247 - 6764.4$$

$$dx = 2482.6$$

The table shows that the significant improvement of students' score in the pre-test and post-test of the experimental group. The max score of the experimental group in pre-test is 68; while the min score is 40. After giving treatment, the max score of experimental group in post test is 89; while the min score is 46.

No	Stu- dents' Initial	Pre- Test (T1)	Post- Test (T2)	Devi- ation (d)	Devi- ation Squ- ared (d ²)
1	AGIS	34	46	12	144
2	ABS	36	56	20	400
3	AOT	34	56	22	484
4	AMP	26	44	18	324
5	BGSP	30	46	16	256
6	CEH	40	62	22	484
7	DLS	54	72	18	324
8	DNS	36	46	10	100
9	DABB	44	64	20	400
10	DASS	56	72	16	256
11	DT	44	58	14	196
12	DAYT	44	62	18	324
13	DG	24	38	14	196
14	DA	64	78	14	196
15	EFS	32	54	22	484
16	FNSS	36	56	20	400
17	FNS	18	30	12	144
18	FSS	44	62	18	324
19	GN	28	48	20	400
20	IS	62	86	24	576
21	IBS	38	56	18	324
22	JRL	52	62	10	100
23	JPS	40	54	14	196
24	JSS	44	66	22	484
25	JSCT	36	62	26	678

26	JHS	40	60	20	400
27	KN	32	46	14	196
28	MHS	48	66	18	324
29	LS	52	80	28	784
30	PAS	40	20	20	400
31	REGL	24	40	16	256
32	RS	66	82	16	256
33	RSHS	26	40	14	196
34	REN	58	76	18	324
35	RS	46	70	24	576
36	SS	46	66	22	484
37	WK	46	70	24	576
38	YJAB	16	22	6	36
	Total	1536	2174	680	13,002
	Mean	40,42	57,21	7,89	

3) The mean score of experimental group

$$MY = \frac{\sum Y}{N}$$

$$MY = \frac{680}{88}$$

$$MY = 7.89$$

5) Standart Deviation

$$dY = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$dY^2 = 13002 - \frac{680^2}{88}$$

$$dY = 13002 - \frac{462400}{88}$$

$$dY = 13002 - 5254.54$$

$$dY = 7747.46$$

Table 2 presents the students' score in pre-test and post-test of the control group. The max score in pre-test is 64; while the min score is 18. The max score in post test is 86; while the min score is 20. It means that the students in experimental group had higher score than those the students in control group after giving the treatment.

Notes:

MX = The mean of experimental group

MY = The mean score of control group

dX^2 = The sum squared of standard deviation of experimental group

dY^2 = The squared of standard deviation of control group.

3.1 Validity of the Test

The test is valid if it measures what is supposed to be measured (Heaton, 1990). The study concerns with how well the test measures the subject matter and learning outcomes covered during the treatment. There are some various types of validity, namely content-validity and criterion-related validity. The validity that was used in this study is content

validity. A test will be said to have a good content validity if every item in the test represents the content material that supposed to be mastered proportionally.

3.2 Reliability of The Test

Reliability is one of characteristic of a good test. In this study, the data were obtained from try out that was given before doing the result. In this study the reliability of the test was calculated by using Kuder-Richardson Formula (KR21) and the formula is :

$$KR12 = \frac{r}{K-1} \left[1 - \frac{M(K-M)}{K \cdot M^2} \right]$$

Before calculate the reability of the test, it must be determined the value of the mean and standart deviation of try out first. The calculation of the mean and standard deviation can be seen in the following:

6) The mean score of try out class

$$M = \frac{\sum x_i}{N}$$

$$M = \frac{794}{38}$$

$$M = 20.89$$

The mean of try out class is 20,89 it is considered high.

7) Standart Deviation

$$Vt = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{N}}{N}$$

$$Vt = \frac{16260 - \frac{794^2}{38}}{38}$$

$$Vt = \frac{16260 - 16190.42}{38}$$

$$Vt = \frac{69.58}{38}$$

$$Vt = 0.80$$

After the mean and deviation was obtained, the writer calculated the reliability of the test is used. The purpose of the researcher calculate the value of reliability was that the researcher knew the consistency of the test high or not. The calculation of the reliability of the test can be seen in the following:

$$(KR21)r = \frac{r}{K-1} \left[1 - \frac{M(K-M)}{K \cdot M^2} \right]$$

$$(KR21)r = \frac{30}{48} \left[1 - \frac{20.89(20 - 20.89)}{30 \cdot (0.80)^2} \right]$$

$$(KR21)r = \frac{30}{48} \left[1 - \frac{20.89(20.49)}{30 \cdot (0.64)} \right]$$

$$(KR21)r = \frac{30}{48} \left[1 - \frac{668.1078}{32} \right]$$

$$(KR21)r = \frac{30}{48} [1 - 1.87]$$

$$(KR21)r = \frac{30}{48} [0.87]$$

$$(KR21)r = 0.88$$

Notes:

- K = The number of test item
- M = Mean of the score
- Vt = Standard deviation of the score

The calculation shows that the reliability of the test is 0.88. It means that the test is reliable because the test has high correlation coefficient. According to Arikunto's statment the reliability of the test can be categorized as follows:

- 0.00 – 0.20 = the reliability is very low.
- 0.21 – 0.40 = the reliability is low.
- 0.41 – 0.60 = the reliability is fair.
- 0.61 – 0.80 = the reliability is high.
- 0.80 – above = the reliability is very high.

3.3 Testing Hypothesis

T-test formula was used to calculate the differences of the mean score in pre-test and post-test of both experimental and control group in order to find t-observed.

The calculation of t-test is follows

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{(N_x + N_y) - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t = \frac{13.34 - 7.89}{\sqrt{\left(\frac{2482.5 + 833.6}{(38 + 38) - 2} \right) \left(\frac{1}{38} + \frac{1}{38} \right)}}$$

$$t = \frac{5.45}{\sqrt{\left(\frac{3316.1}{74} \right) \left(\frac{2}{38} \right)}}$$

$$t = \frac{5.45}{\sqrt{(44.8) (0.05)}}$$

$$t = \frac{5.45}{\sqrt{2.24}}$$

$$t = \frac{5.45}{1.49}$$

$$t = 3.65$$

From the calculation, it is found that t-observed is 3.65 is higher than t-table is 1.67.

3.4 Research Finding

For the effect size of the treatment the writer would be described the finding of the Effect size of the treatment in order to know how significant

From all the calculation of data which have been analyzed, the researcher found that there was affect of using Synthesizing Strategy on the students' reading comprehension. It was proven by the calculation of the data obtained from the score of experimental group and score of control group by

applying t-test formula. The result of the calculation of t-test presents that t-observed $t_{\text{observed}} = 3.65 > 1.68$ at the level of significance (p) 0.05 of two-tailed test and degree of freedom (df) = $N_x + N_y - 2 = 38 + 38 - 2 = 74$. If t-observed is higher than t-table, it indicates that Synthesizing Strategy gave significant effect to the students' reading comprehension.

The students who were taught by using Synthesizing Strategy got the higher score than those who taught without using Synthesizing Strategy. "Teaching reading comprehension on Tourism through Synthesizing Strategy to Economic students is more affective and it is accepted. While teaching reading comprehension on Tourism without Synthesizing Strategy to the MA1 of Economic as the control class is not affective and rejected. The writer also explained the Synthesizing Strategy and gave the example of narrative text on Tourism. Then, the students read the text and found the main Idea of the text. The next, the writer prepared Synthesizing Strategy text to the students. The writer distributed the material to each student and the students were asked to learn it together with their group.

In this research, the writer found the factors that caused and affected the results which are: The first Synthesizing Strategy could help the students to comprehend Tourism text easily, The second during the treatment, the students were enthusiastic and more interested in learning to get the information from the texts, and the third the students had knowledge about how to make a sentence be their product because in synthesizing they would work together to find out the information from the text and arranged the information in several source such as web source, background of knowledge and library source

4 CONCLUSIONS

After doing the research and analyzing data, the writer concluded that:

1. Synthesizing Strategy is one of Strategy in teaching reading comprehension in narrative text. Teaching the students how to comprehend narrative Tourism text by using Synthesizing Strategy shows the better result than not using Synthesizing Strategy.
2. The mean of post-test of experimental group is 68.02 and the mean of post-test of control group is 57.21 showed that the mean of experimental group is higher than control group. This is

supported by the result of data analysis in which t-observed (3.65) is higher than t-table (1.68) at the level 0.05 level of significance.

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