



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Effect of The Summarising Task Technique as A Strategy in Identifying Short Story Elements

Andri Azaky*, Elmustian, Charlina

Magister Pendidikan Bahasa Indonesia, Universitas Riau, Pekanbaru, 28294

ARTICLE INFO

Article history:

Received: 11 Feb 2025

Revised: 20 March 2025

Accepted: 22 March 2025

Published online: 24 March 2025

Keywords:

Intrinsic

Reading

Short Story

Strategy

Summarising

* Corresponding author:

E-mail: andriazaky10@gmail.com

Article Doi:

Doi: <https://doi.org/10.31258/jes.9.2.p.964-974>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

Language skills are divided into receptive skills, i.e. listening and reading, and productive skills, i.e. speaking and writing. This study aims to overcome students' low interest in reading, which results in limitations in identifying the intrinsic elements of short story texts. The factors that cause this are a less supportive learning environment, teacher-centred learning methods and limited access to interesting reading materials. Using a quantitative experimental method, this research applied a one-group pretest-posttest design on students of Class XI B Madrasah Aliyah Imam Ibnu Katsir. An innovative strategy in the form of a summarising task technique was used as a learning treatment to produce post-test scores. The results showed a 50% increase in students' comprehension, with an average pre-test score of 4.3 increasing to 7.3 on the post-test, which was classified as moderate based on N-gain analysis. This strategy proved effective in improving students' ability to identify the essential elements of short story texts. The recommendations for other researchers can further develop technology-enhanced learning strategies. The aim is to increase student engagement, as well as long-term research to more fully evaluate the effectiveness of this method.

1. Introduction

Language skills are divided into 4 skills, as regulated by the government in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture and Research No. 032 of 2024, namely listening, reading, speaking and writing. These skills are divided into 2 according to their nature, namely receptive language skills and productive language skills. It is explained JW (2023) that listening and reading are receptive skills, while speaking and writing are productive skills. These skills have their own learning outcomes. Each language skill has interrelated learning objectives. If the learning objectives in the receptive skills are not understood, students may have difficulty in achieving the learning objectives in the productive skills.

Before learning productive skills such as writing, students need to understand and analyse the elements that make up the text. Awalludin, et al. (2022) explained that literary works are complex structures to understand and require good analysis of the parts or elements that make up the text. In writing to produce works such as short stories, students are expected to be able to achieve learning objectives in receptive skills first, namely reading.

The problem that often arises with reading skills is that students do not like to read and prefer to ask the teacher directly. Students want to find the solution to the problem immediately, without first reading the theory provided in the student handbook. The findings of Sari (2018) show that low interest in reading is caused by a combination of internal factors, namely low reading ability and lack of reading habits, and external factors, namely the environment and school facilities that are not yet supportive, so it requires attention to increase students' interest in reading. Some other causes that are often identified are environmental factors, lack of reading habits from an early age, limited access to interesting reading materials and teacher-centred learning methods (Anisa et al., 2021); (Supriono, 2022); (Mariskhantari et al., 2023); (Nurfaida, 2023).

Another factor that can cause problems is teachers who have not found a solution. This is explained Yusrizal (2018) that in addition to the lack of effective methods and models in delivering materials to students, teachers aggravate the situation by lacking creativity in finding solutions to the problems they face. Similarly, learning outcomes, which are a measure of the achievement of learning objectives, can be influenced by students and teachers. As Husnaeni (2022) explains, low learning outcomes, especially in literature classes, are caused by internal factors (internal influences) such as motivation, intelligence and habits, and external factors (external influences) such as teachers who guide the learning process, learning strategies, facilities and infrastructure, as well as curriculum and environment. While the demands in the 21st century, educators and educational personnel must be able to develop education by following the times, because education has an important factor as a determinant of increasing the quality of human resources (Tulhadiyah, 2022). Therefore, teachers are required to be able to determine the right approaches, methods and techniques so that the learning process is carried out as expected (Sormin et al., 2023).

Reading skills on short story material require students to understand the basic concepts and objectives of reading short story texts. According to Razak (2017), reading is an important activity to obtain information in the form of ideas, conclusions and different views from the ideas written by the author. As for short story reading skills described by Nurhadi (2016), there are three skills that need to be developed, namely the ability to read literal short stories, the ability to read critical short stories, and the ability to read creative short stories. According to many understandings, a short story is a short narrative with a plot problem, so it does not take a long time to finish reading. This is in line with Zulela's (2012) explanation that short stories are fictional (artificial) stories that are not produced from real events and are constructed by intrinsic elements (characters,

characterisation, plot, setting, theme, point of view and others) that can be read in a short time with limited characters focused on a single impression.

Starting from this problem, the author tries to use a feasible strategy as a solution for teachers to help students achieve learning goals in the classroom. According to Sari, et al. (2020), a strategy based on process skills is essentially a learning management that involves students actively and creatively in the process of achieving learning outcomes as the focal point. A person's competence as a teacher is not enough if it does not include strategies in planning and implementing learning in the classroom (Hamzah et al., 2023). A learning strategy is a comprehensive approach designed to achieve educational goals effectively and efficiently. According to Herlina, et al. (2023), a teacher must determine the right strategy to be used throughout the learning process because it will greatly facilitate teachers and students in carrying out learning activities. According to Susetya (2021), the success of a lesson is when the material presented can be understood by the students, therefore educators are required to be able to choose the strategy to be used in the lesson. The definition of a learning strategy, according to Sauqy (2019), is a systematic learning process for teachers and students to carry out in order to achieve learning outcomes correctly, effectively and efficiently. Meanwhile, according to Purwanto (2021), strategy is a structuring of potentials and resources to produce efficient learning and achieve results from a plan.

The identification of learning activities according to Sani, et al. (2020) has four stages. First, planning includes the design of learning activities, the preparation of syllabus and lesson plans, the preparation of observation sheets, the preparation of student worksheets and answer sheets, and text sheets for higher order thinking skills. Second, implementation includes the implementation of the pedagogical approach and the implementation of the syntax of the model used. Third, observation involves observing the implementation of the learning model, recording each activity and the changes that occur in the students. Fourth, reflection involves the process of analysing learning outcomes, discussing shortcomings and reflecting on students' thinking skills.

The challenges in the previous description require the educational world to innovate in order to offer a solution. In this regard, the summarising task technique is considered as a suitable solution for teachers to overcome students' laziness in reading. According to Wormeli (2011), summarising is a learning technique that is rarely used, but based on research it can actually increase great understanding in terms of understanding the definition and long-term memory of information. The task of summarising is explained by Purnama & Utami (2023) that summarising is the process of exploring, retrieving and presenting the information found in the form of a short and concise summary.

With a strategy that requires students to summarise what they have read, it is hoped that students will no longer be lazy readers. Similarly, the role of the teacher in supporting these innovations to enable students to achieve their learning goals. As explained by Mustafa, et al. (2018) that in implementing an innovation

in schools, teachers are the most important factor by focusing on the following: to implement directly in schools for the best results in the education of students, teachers must be the spearhead and be able to be an innovative person to find effective strategies or methods, the resulting innovation must be oriented to the learning environment in the classroom so that any process implemented can focus on the learning goals of students.

Some previous relevant studies that innovate planning in learning have had a positive impact on the learning goals achieved. Such as the research by Kusumawardani & Diyanti (2020) who applied the Cooperative Integrated Reading and Composition (CIRC) learning model to improve students' ability to comprehend the content of reading. The results showed an increase in the mean score from pre-cycle (69.67) to cycle I (72.17) and cycle II (76.17), with the percentage increasing from 33% in pre-cycle to 76.67% in cycle II. A study by Razak, et al. (2021) found that the results of the innovation of teaching materials for reading descriptive texts developed through the research and development (R&D) method proved to be effective in improving students' comprehension. Kusyaeri's article (2021) explains his findings that the application of PAIKEM strategies in learning to identify the intrinsic elements of short stories succeeded in improving students' skills. The results are evidenced by an average increase in grades of 8.2%.

The research conducted by Rahayu (2021) aims to test the effectiveness of the discussion method. The method was used in learning to identify the elements of a short story theme, focusing on the short story *Juru Masak* by Muhammad Damhuri. The results showed an increase in the average score of the students from the pre-test of 71% to the post-test of 79.2%. This proves that the discussion method is effective in improving students' understanding of the intrinsic elements of short stories. Meanwhile, a study by Rosa, et al. (2024) found that the application of various innovative learning models and strategies such as gamification, project-based learning and flipped classroom can improve students' learning performance and critical thinking skills within the framework of the Merdeka Curriculum. Thus, the practice of piloting various innovations and strategies in learning to achieve learning objectives and improve students' learning outcomes has a significant positive impact.

2. Methodology

This research uses quantitative experimental methods. This is because according to Sugiyono (2019), research using experimental methods is research that is used to find certain effects (treatment) in conducting supervised research. Next, the population was sampled using probability sampling technique in class XI (eleven) B students at Madrasah Aliyah (MA) Imam Ibnu Katsir in the academic year 2024/2025, a total of 22 people using simple random sampling. The variables in this study are the summarising task technique and the ability to identify the elements of short stories. The data collection technique used a group pretest-posttest in class XI B.

The research flow of one group pretest - posttest design is shown as follows:

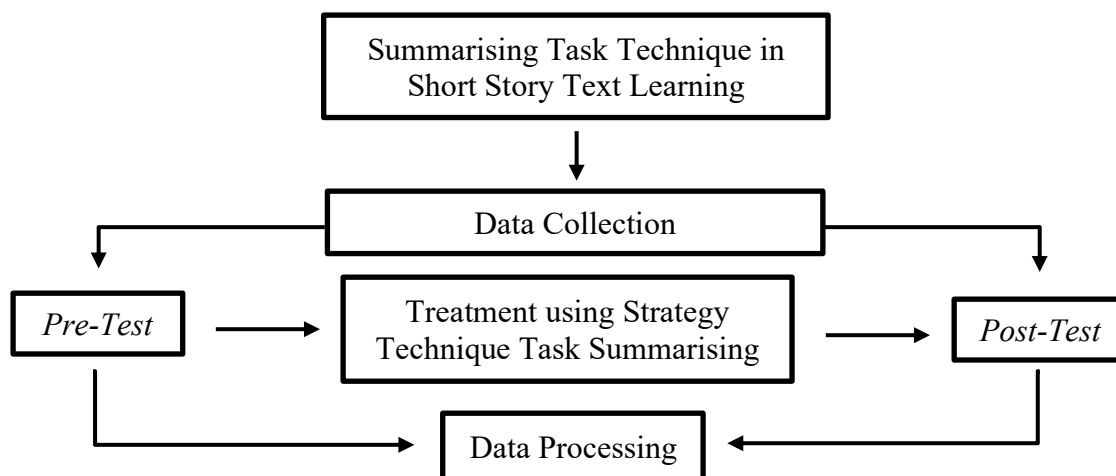


Figure 1. Research Flow

Also shown is an explanation of the one group pretest-posttest design method as follows:

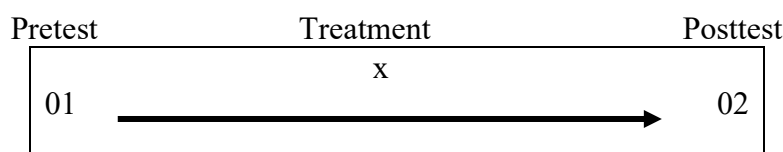


Figure 2. One group pretest-posttest design method

Description:

X : Treatment using the summarising task technique strategy

O1 : Pretest before treatment

O2 : Final test (posttest) after treatment (treatment)

The data was analysed using Microsoft Excel with the NGain criteria to determine whether or not there was a difference in the average of the two samples. The analysis for the sum of the NGain criteria is as follows:

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> $NPP = NP_o - NP_r$ $IC = 100 - NP_r$ $NG = NPP/IC$ </div>	
Keterangan:	
NPP	: Pretest and Posttest difference values
NP_o	: Posttest Score
NP_r	: Pretest Score
IC	: Ideal C
NG	: N Gain

The following is the Ngain table to determine the criteria:

Tabel 1. Kriteria NGain

N-Gain Value	Criteria
High	$G > 0,7$
Medium	$0,3 \leq G \leq 0,7$
Low	$0 \leq G \leq 0,3$
Failed	$G \leq 0$

3. Results and Discussion

The results of this study obtained data in the form of pre-test and post-test scores. The results of the accumulation of pre- and post-test scores using Ngain are shown in the table below:

Tabel 2. Pre-Test & Post-Test Score

No	Responden	Pre-Test Score	Post-Test Score	Post-Pre	Ideal C	N Gain
1	AF	4	7	3	6	0.5
2	AH	2	6	4	8	0.5
3	ARB	4	9	5	6	0.8
4	BSW	4	6	2	6	0.3
5	DAJA	6	8	2	4	0.5
6	FWA	4	5	1	6	0.2
7	FIR	5	7	2	5	0.4
8	IS	4	7	3	6	0.5
9	LE	3	8	5	7	0.7
10	MHAT	6	9	3	4	0.8
11	MT	5	8	3	5	0.6
12	MDA	3	7	4	7	0.6
13	MFA	5	8	3	5	0.6
14	MGAA	3	8	5	7	0.7
15	MHA	6	9	3	4	0.8
16	MRM	5	6	1	5	0.2
17	MSA	5	8	3	5	0.6
18	MZK	4	7	3	6	0.5
19	MZH	6	8	2	4	0.5
20	RA	4	7	3	6	0.5
21	SUL	3	5	2	7	0.3
22	ST	4	7	3	6	0.5
Average		4.3	7.3	3	5.7	0.5

Table 2 shows the pre-test and post-test scores in this study. Based on the analysis, it was found that the learning that took place was moderately effective in improving the students' skills. This is reflected in the average N-Gain score which reached 0.5, with an increase in the average score from 4.3 in the pre-test to 7.3 in the post-test.

On closer inspection, there were interesting variations in student performance. Three students namely ARB, MHAT and MHA recorded the highest improvement with an N-gain of 0.8, indicating very significant progress in their learning. On the other hand, two students namely FWA and MRM recorded the lowest N-gain of 0.2, indicating a relatively small improvement. The majority of students, approximately 82% of the total, showed improvement in the medium to high category with an N-Gain of greater than or equal to 0.3, indicating the success of the learning method applied. It is interesting to note the variation in Ideal C scores (maximum score), which ranged from 4 to 8, indicating differences in the level of difficulty or assessment criteria applied to individual students. The difference between post-test and pre-test scores also varied from 1 to 5 points, illustrating the different levels of progress made by individual students. Nevertheless, the consistency of learning was well maintained, as indicated by the distribution of N

gain scores, the majority of which were in the moderate category, with 32% of students achieving an N gain of 0.5.

The calculation data in the N-gain table, as a test of the effectiveness of the effect, obtained an increase value of 0.5. Thus, students' understanding of identifying the elements of short story text has increased by 50% with a moderate category. This is a result to answer the problem of this study, namely that there is an increase in students' understanding in identifying the elements of short story text by using a strategy in the form of a summarising task technique.

Tabel 3. Normalitas Test

Normality Test Results				
Tests of Normality				
		Shapiro-Wilk		
	Statistic		df	Sig.
Pretest	0.916		22	0.064
Posstest	0.915		22	0.061

Based on the results of the normality test carried out using the Shapiro-Wilk method on the pre-test and post-test data, the results show that both data are normally distributed. In Table 3, for the pretest data, the Shapiro-Wilk statistical value is 0.916 with degrees of freedom (df) of 22 and a significance value (Sig.) of 0.064. Meanwhile, for the post-test data, the Shapiro-Wilk statistical value is 0.915 with degrees of freedom (df) 22 and a significance value (Sig.) of 0.061. Since both significance values are greater than the 0.05 significance level ($\alpha = 5\%$), it can be concluded that the pre-test and post-test data meet the normality assumption. This indicates that the distribution of the data in both tests follows a normal distribution pattern, allowing the parametric statistical analysis to proceed to the next hypothesis test. These results also show that there are no significant deviations in the distribution of the data, which means that the data are representative and suitable for further analysis. Thus, the assumption of normality in the pre-test and post-test scores in class XI B MA Imam Ibnu Katsir is fulfilled, so the next test of parametric statistical analysis can be continued.

Tabel 4. Homogenitas Test

Homogenitas Test		
Test	Levena Test	Sig.
Pretest dan Posstest	0.004	0.949

Based on the results of the homogeneity test carried out using the Levene test for the pre-test and post-test data, the Levene statistic is 0.004 with a significance value (Sig.) of 0.949. This significance value is much higher than the significance level of 0.05 ($\alpha = 5\%$), which provides strong evidence that both groups of data have homogeneous variances. This result indicates that the distribution or diversity of the data between the pre-test and the post-test is relatively the same or equivalent. By satisfying this assumption of homogeneity, together with the results of the previous normality test, the data have met the requirements for further parametric statistical analysis. This demonstrated homogeneity of variance also indicates that the difference in variability between the two groups is not

significant, which means that the comparison between the pre-test and the post-test can be made validly and reliably.

Tabel 5. Paired Sample T Test

<i>Test</i>	<i>N</i>	Paired Sample T Test				
		Descriptive Statistics	Paired T-Test			
		Average	average difference	T count	df	Sig (2-Tailed)
<i>Pretest</i>	22	4.3182	2.95455	12.232	21	0.000
<i>Posstest</i>	22	7.2727				

Based on the results of the paired sample t-test analysis in Table 5, a significant difference was found between the pre-test and post-test scores. The data shows that the mean pre-test score was 4.3182 and increased to 7.2727 in the post-test, with a mean difference of 2.95455. Statistical analysis resulted in a calculated T-value of 12.232 with a degree of freedom (df) of 21 and a significance value (Sig. 2-tailed) of 0.000. This significance value, which is much lower than the significance level of 0.05 ($\alpha = 5\%$), provides strong evidence to reject the null hypothesis and accept the alternative hypothesis that there is a significant difference between the pre-test and post-test scores.

The increase in the mean score of 2.95455 points indicates a significant positive effect of the treatment or learning method used. The positive and large T-value (12.232) indicates that the change is a consistent and meaningful improvement. With a sample size (N) of 22 students, this result can be considered representative enough to illustrate the effectiveness of the treatment given. Overall, the results of this statistical test provide strong empirical support that the learning method of using a summarising task technique as a strategy for identifying short story elements was successful in significantly improving students' skills and understanding.

4. Conclusion

This research identifies some basic problems in Indonesian language learning, especially in the skills of reading and understanding short stories. The main problems are students' low interest in reading, lack of reading habits from an early age, and students' inability to identify the intrinsic elements of short stories. The causes include a less supportive learning environment, teacher-centred learning methods and limited access to interesting reading materials. The use of the summarising task technique strategy as an innovative solution showed a positive effect. Students' understanding in identifying short story elements increased by 50% in the medium improvement category. This is evidenced by the increase in the average pre-test score from 4.3 to 7.3 in the post-test, with the majority of students scoring above the minimum passing criteria (KKM). The researcher recommends that teachers continue to develop innovative learning strategies, especially the summarising task technique, and integrate digital technology to increase students' interest and understanding in reading and analysing literary texts. Further research with a longer time span, wider scope and a wider variety of

strategies is needed to gain a comprehensive understanding of the effectiveness of learning methods in improving students' literacy skills.

References

- Anisa, A. R., Ipungkarti, A. A., & Saffanah, K. N. (2021). Pengaruh Kurangnya Literasi serta Kemampuan dalam Berpikir Kritis yang Masih Rendah dalam Pendidikan di Indonesia. *Conference Series Journal*, 01(1).
- Awalludin, Nilawijaya, R., & Agustina, A. (2022). Kemampuan dan Kesulitan Siswa Kelas X SMA Muhammadiyah Baturaja Memahami Unsur-Unsur Intrinsik Cerpen. *Jurnal Lentera Pedagogi*, 6(1), 6–17. <http://journal.unbara.ac.id/index.php/fkipakad>
- Hamzah, R. A., Mesra, R., Karo, K. B., Alifah, N., Hartini, A., Agusta, H. G. P., Yusuf, F. M., Subroto, D. E., Febriyanti, Santi, Y., Laila, Lisarani, V., Ramadhani, M. I., Larekeng, S. H., Tunnoor, S., Hiola, R. B. A., & Pinasti, T. (2023). *Strategi Pembelajaran Abad 21* (Sarwandi, Ed.). PT. Mifandi Mandiri Digital.
- Herlina, I., Elmustian, & Septyanti, E. (2023). Pengaruh Strategi Pemetaan Pikiran Terhadap Kemampuan Menulis Pantun Siswa Kelas VII SMPN 2 Gunung Toar. *INNOVATIVE: Journal Of Social Science Research*, 3(2).
- Husnaeni, D. (2022). Upaya Meningkatkan Hasil Belajar Siswa Dalam Memahami Unsur-Unsur Intrinsik Cerpen Melalui Metode Jigsaw Pada Siswa SMPN 1 Kota Bogor. *Journal of Social Studies Arts and Humanities (JSSAH)*, 2(2), 105–109. <https://doi.org/10.33751/jssah.v2i2.6361>
- JW, M. A. (2023). *Membedah 5 Keterampilan Berbahasa yang Harus Dicapai Siswa*. Kompasiana. <https://katanetizen.kompas.com/read/2023/01/22/123934085/5-keterampilan-berbahasa-yang-harus-dicapai-siswa?page=all>
- Kusumawardani, S., & Diyanti, R. (2020, October 7). Peningkatan Kemampuan Memahami Isi Bacaan dengan Model Pembelajaran Cooperative Integrated Reading and Composition (CIRC) pada Siswa Kelas VB di SDN Pondok Pinang 10. *Seminar Nasional Penelitian 2020*. <http://jurnal.umj.ac.id/index.php/semnaslit>
- Kusyaeri, A. Y. (2021). Mengidentifikasi Unsur Intrinsik Cerita Pendek Menggunakan Strategi PAIKEM di Sekolah Menengah Atas. *JGI: Jurnal Guru Indonesia*, 2021(1), 10–19. <https://jurnal.ppjb-sip.org/index.php/jgi/index>
- Mariskhantari, M., Suryani, R., & Tahir, M. (2023). Peningkatan Kemampuan Membaca Puisi, Melalui Penerapan Model Problem Based Learning Dan Metode Demonstrasi Pada Siswa Kelas IV SDN 6 Ampenan Tahun 2022/2023. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3(2), 39–49.
- Mustafa, M. N., Hermendra, & Zulhafizh. (2018). *Strategi Inovatif: Gaya Guru Sukses dalam Dunia Pendidikan*. Diandra Kreatif.
- Nurfaida, A. (2023). Penerapan Model Pembelajaran Kooperatif Tipe SQ3R (Survey, Question, Read, Recite, Review) untuk Meningkatkan Hasil Belajar Kemampuan Membaca Pemahaman Siswa Kelas XII IPA 4 SMA
-

-
- Negeri 1 Sebatik. *Aufklarung: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 1(9). <https://etdci.org/journal/Aufklarung/index>
- Nurhadi. (2016). *Teknik Membaca*. PT Bumi Aksara.
- Purnama, I. N., & Utami, N. N. W. (2023). Implementasi Peringkat Dokumen Berbahasa Indonesia Menggunakan Metode Text To Text Transfer Transformer (T5). *Jurnal Teknologi Informasi Dan Komputer*, 9(4).
- Purwanto, E. S. (2021). *Strategi Pembelajaran*. Eureka Media Aksara.
- Rahayu, G. (2021). Metode Diskusi dalam Pembelajaran Menentukan Unsur Intrinsik Tema di Sekolah Menengah Atas. *Jgi: Jurnal Guru Indonesia*, 1(1), 27–33. <https://jurnal.ppjb-sip.org/index.php/jgi/index>
- Razak, A. (2017). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran*. Ababil Press.
- Razak, A., Hermendra, H., & Elmustian, E. (2021). Pengembangan Bahan Ajar Membaca Teks Deskripsi Berpendekatan Konstruktivisme. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 5(3). <https://doi.org/10.33578/pjr.v5i3.8272>
- Rosa, E., Destian, R., & Agustian, A. (2024). Inovasi Model dan Strategi Pembelajaran dalam Implementasi Kurikulum Merdeka. *Journal of Education Research*, 5(3).
- Sani, M. M. R., Meha, A. M., & Nenotek, S. A. (2020). Penerapan Model Siklus Belajar 5E Untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi (HOTS) Siswa di SMP Adhyaksa 2 Kupang Tahun Ajaran 2018/2019. *Jurnal Sains Dan Edukasi Sains*, 3(1), 15–23. <https://doi.org/10.24246/juses.v3i1p15-23>
- Sari, C. P. (2018). Faktor-Faktor Penyebab Rendahnya Minat Membaca Siswa Kelas IV. *Jurnal Pendidikan Guru Sekolah Dasar Edisi*, 32, 7.
- Sari, D. P., Razak, A., & Charlina. (2020). Penerapan Pendekatan Keterampilan Proses dalam Pembelajaran Membaca Teks Eksplanasi Siswa Kelas XI MA Darul Hikmah Pekanbaru. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 4(4). <https://doi.org/10.33578/pjr.v4i2.7982>
- Sauqy, A. (2019). *Inovasi Belajar & Pembelajaran PAI (Inovatif dan Aplikatif)* (I. Choliq, Ed.). UM Surabaya Publishing.
- Sormin, R. K., Sari, I. P., & Purba, A. (2023). The Implementation Of Scientific Approach Based On English Learning Strategy (SABELS) To The Students' Ability In Reading Comprehension. *Journal of Educational Sciences*, 7(3), 518. <https://doi.org/10.31258/jes.7.3.p.518-529>
- Sugiyono. (2019). *Metode Penelitian dan Pengembangan*. Alfabeta.
- Supriono. (2022). Meningkatkan Minat Baca dan Kemampuan Membaca Peserta Didik Kelas Rendah Melalui Penggunaan Reading Corner. *Indonesian Journal of Elementary Education*, 4(2), 2722–6689. <http://jurnal.umt.ac.id/index.php/IJOEE>
- Susetya, H. H. H. (2021). Implementasi Strategi Pembelajaran Anticipation Guide pada Pemahaman Membaca Siswa. *Matapena: Jurnal Keilmuan Bahasa, Sastra, Dan Pembelajarannya*, 4(2).
- Tulhadih, Y. (2022). Implementasi Strategi Pembelajaran Discovery Learning Dalam Meningkatkan Keterampilan Berfikir Kritis Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam Di SMNP Negeri 6 Kaur. 2(3), 265–277. <http://studentjournal.iaincurup.ac.id/index.php/guau>
-

- Wormeli, R. (2011). *Meringkas Mata Pelajaran* (T. Linoto, Trans.). Penerbit Erlangga.
- Yusrizal. (2018). *Bahasa Indonesia Setengah Pasti*. CV. Cipta Media Edukasi.
- Zulela. (2012). *Pembelajaran Bahasa Indonesia: Apresiasi Sastra di Sekolah Dasar*. PT Remaja Rosdakarya.

How to cite this article:

Azaky, A., Elmustian., & Charlina. (2025). The Effect of The Summarising Task Technique as A Strategy in Identifying Short Story Elements. *Journal of Educational Sciences*, 9(2), 964-974.
