

**A STUDY ON THE ABILITY IN SUMMARY WRITING BY THE
FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM
FKIP UNIVERSITAS RIAU**

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Abstract: *This descriptive quantitative research is aimed at finding out the ability of the fourth semester students of English Study Program, FKIP-Universitas Riau in summary writing. The samples of the research are 39 fourth semester students in academic year of 2019/2020 who are chosen by using cluster random sampling technique. The data were obtained from students' performance in summary writing. There were two paragraphs used as the test to assess the students' ability. The time allocation was 60 minutes for the entire test. The data were graded by three raters by using analytical scoring system that assesses some aspects of writing: focus and organization; elaboration, support, and style; grammar, usage and mechanics. The finding shows that the students have quite good ability level in summary writing with the mean score of 69. Besides, it is found out that the students' ability in terms of grammar, usage and mechanics is the highest among other aspects with the mean score of 77. The lowest score is in terms of elaboration, support, and style with the mean score of 64. This study suggests that the students need to do more practice and be concerned more toward every aspect of writing, particularly in terms of elaboration, support, and style.*

Keywords: *Study, Writing Ability, Summary*

SEBUAH STUDI TENTANG KEMAMPUAN MENULIS RINGKASAN OLEH MAHASISWA SEMESTER EMPAT PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS RIAU

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Abstrak: Penelitian deskriptif kuantitatif ini bertujuan untuk mengetahui kemampuan mahasiswa semester ke-empat Program Studi Bahasa Inggris, FKIP Universitas Riau dalam menulis ringkasan. Sampel berjumlah 39 mahasiswa semester keempat tahun ajaran 2019/2020 yang terpilih dengan teknik sampel acak kelompok. Data dikumpulkan dari kemampuan mahasiswa dalam menulis ringkasan. Ada dua paragraf yang digunakan sebagai tes untuk menilai kemampuan siswa dalam menulis ringkasan. Alokasi waktu dalam tes ini adalah 60 menit. Data diperiksa oleh tiga penilai menggunakan sistem penilaian analisis yang mencakup 3 aspek menulis yaitu: fokus dan organisasi; elaborasi, pendukung, dan gaya; tatabahasa, penggunaa, dan mekanisme. Hasil menunjukkan bahwa kemampuan mahasiswa dalam menulis ringkasan berada pada level *cukup baik* dengan mean 69. Aspek tertinggi yang dicapai adalah aspek tatabahasa, penggunaa, dan mekanisme dengan mean 77. Aspek terendah adalah elaborasi, pendukung, dan gaya dengan mean 64. Mahasiswa direkomendasikan agar lebih memperhatikan tiap-tiap aspek menulis, terlebih dalam aspek elaborasi, pendukung, dan gaya.

Kata Kunci: Penelitian, Kemampuan Menulis, Ringkasan

INTRODUCTION

The writing demand for higher education students is academic writing. Oftentimes, academic writing requires students to present data, facts, and other supporting materials to support the proposed ideas or opinions (Oshima & Hogue, 2006). This can be done by restating statements or ideas of others. In some academic writing cases, there is the practice of taking other people's ideas or opinions without any acknowledgement or reference to the original source. The term that can be used for this practice is plagiarism.

Plagiarism is a frequently discussed issue that has been a concern especially in higher education. Plagiarism itself refers to the conscious action of taking and using other people's works, ideas, or opinions then claiming it as one's own works without any acknowledgement to the original source either the rightful owner (Neville, 2010). To prevent this practice of plagiarism, there are four ways to restate statements of others by direct quoting, indirect quoting, paraphrasing, and summarizing.

Summary writing itself is an important instrument in academic writing. As stated by Swales and Feak (1994), summary writing is an opportunity to present the comprehension of the material provided. Summary writing means being able to clearly state the main points of information. Writing a summary is supposed to be presented in our own language. Using the same language as the original text and do not refer to the source can be categorized as the action of plagiarism (McCormack and Slaght, 2009).

Spat (2010) also believes that when writing summary, the process of recording an understanding of the information is being tested. Writing summary of a source usually means condensing the ideas or information. Main idea and important information of the text are the items that will be taken into writing summary by putting aside unnecessary information. When writing a summary, it is not justified to add information that is not written in the source or to make other interpretation to the original meaning. But it is permissible to change the order of these ideas to make the sentences coherent.

However, according to Anderson and Hidi (1988), writing a summary is not the same with other kinds of writing. Writing normally requires students to generate main ideas, supporting ideas and others, and then create a paragraph based on their own ideas. In the process of creating proper English sentences, they need to be careful in choosing vocabulary, spelling, mechanics, and style, as a result, their writing performances are affected by the complexity of the writing skill (Eliwarti & Maarof, 2017). While in writing a summary, it is based on what has been written. Summary writing requires students to select which parts that should be included and which are not, how to organize the information, and convince that the summary is in accordance with the original writer's intention.

The fourth semester students at English Study Program have already taught how to summarize a paragraph in Writing II Class. The researcher interviewed some students from writing II class in November 2019 and they argue that writing a summary is quite challenging since they are required to completely understand the provided text in the first place. Unlike the other kinds of writing where they are required to generate and express their own ideas, in writing summary they are not allowed to include their own ideas.

Hence, there are several reasons for conducting this research. The first reason is the importance of referring to source and its advantages for the students and the second

is the fourth semester students have already taught and studied about summary writing in Writing II Class but the fact that writing summary is not an easy matter for the students raises the researcher's curiosity towards their ability in writing summary. Based on the previous explanation, those matters encourage researcher to discover their ability in summary writing. The researcher wishes to know the real performance of the fourth semester students in summary writing.

RESEARCH METHODOLOGY

The data of this research was conducted to the fourth semester students of English Department of Teachers Training and Education Faculty of Universitas Riau. In this study, the population of this research was the fourth semester students of English study program FKIP Universitas Riau in academic year 2019/2020. Where the fourth semester students consist of three classes and the population is 110 students of English department Universitas Riau. This research used cluster random sampling techniques to choose the class to be the sample. Class B was selected as the sample. There are 39 students in the class, and all of them was taken as the sample of this research.

In conducting the research, the researcher collected the data by testing the students using two paragraphs. The data of this research analyzed by 3 raters and the data was calculated by using Microsoft Excel.

RESEARCH FINDINGS

Findings

After the data were analyzed by the researcher, the result shows that the students' ability in summary writing are in *quite good* category level with the range score of 50-69. The percentage of the students' ability in summary writing can be seen in the following table:

Table 1. The Percentage of Students' Ability Level in Summary Writing

No	Classification		F	P
	Score	Category		
1	85 - 100	Excellent	0	0%
2	70 - 84	Good	17	44%
3	50 - 69	Quite Good	22	56%
4	35 - 49	Fair	0	0%
5	0 - 34	Poor	0	0%
Total			39	100%

Table 1 displays that from 39 students, 22 students are in *quite good* category level and 17 students are in *good* category level for their ability in summary writing. None of the students are in *excellent*, *fair* nor *poor* category level. It can be concluded

that in general, the students are able to write summaries but they are still lacking and need to improve their ability.

The students' ability can also be seen from the average score for each summary writing aspect as in the following table:

Table 2. The Students' Average Score for Each Aspect of Writing

Aspect of Writing	Average Score	Category
Focus and Organization	68	Quite Good
Elaboration, Support, and Style	64	Quite Good
Grammar, Usage, and Mechanics	77	Good
Average	69	Quite Good

Table 2 shows that the students' score in terms of each summary writing aspect is in *quite good* level or in the range of 50-69. The students' achievement in terms of each aspect of summary writing is not very different. Those three aspects of the ability are spread out in *good* and *quite good* level. Hence, it can be stated that the students' score for each aspect of writing tend to be lower with the lowest score 64 for elaboration, support, and style and the highest are 77 for grammar, usage and mechanics.

Overall, the students' ability is at *quite good* category level as can be seen from the means score achieved by the students. The students get a good score in terms of grammar, usage, and mechanics with the score 77 but they are still lacking in terms of focus and organization with the score 68, and in terms of elaboration, support, and style with the score 64. Hence, it can be concluded that the ability in summary writing by the fourth semester students of English Study Program FKIP Universitas Riau is *quite good*.

After knowing the students' ability in summary writing generally, it is important to know the detail of students' ability in summary writing in each aspect of summary writing. The researcher presents the students' summary writing ability level in each aspect of summary writing as follows:

The Students' Summary Writing Ability in Focus and Organization Aspect

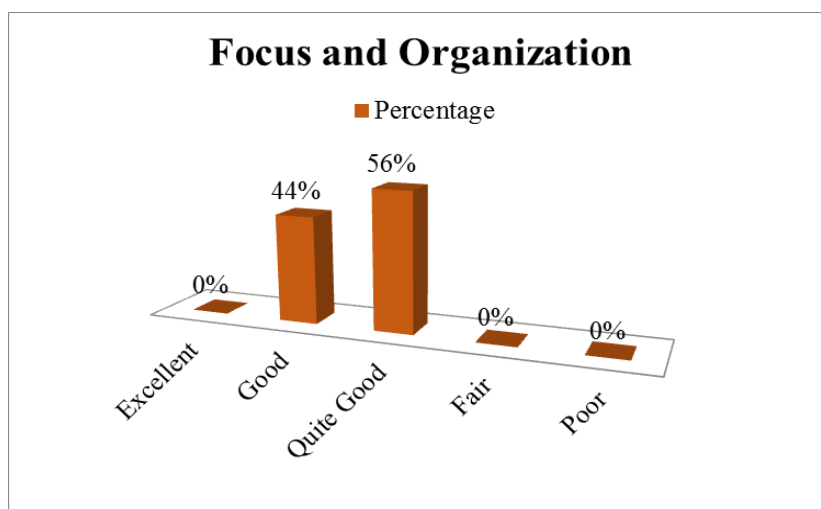


Image 1. Chart of the Students' Summary Writing Ability in Focus and Organization Aspect

Image 1 presents the students' summary writing ability in terms of focus and organization. From 39 students, 22 students (56%) are in *quite good* level and 17 students (44%) for are in *good* level. There is no student in neither *excellent*, *fair* nor *poor* category level. In addition, the average score achieved by students in term of focus and organization is 68, which are in the range of 50-69. It means that generally, the students' ability in focus and organization is *quite good*. The lowest score in terms of focus and organization is 56. The highest score is 80. In short, the students' summary writing ability in focus and organization aspect is in *quite good* level.

The Students' Summary Writing Ability in Elaboration, Support and Style Aspect

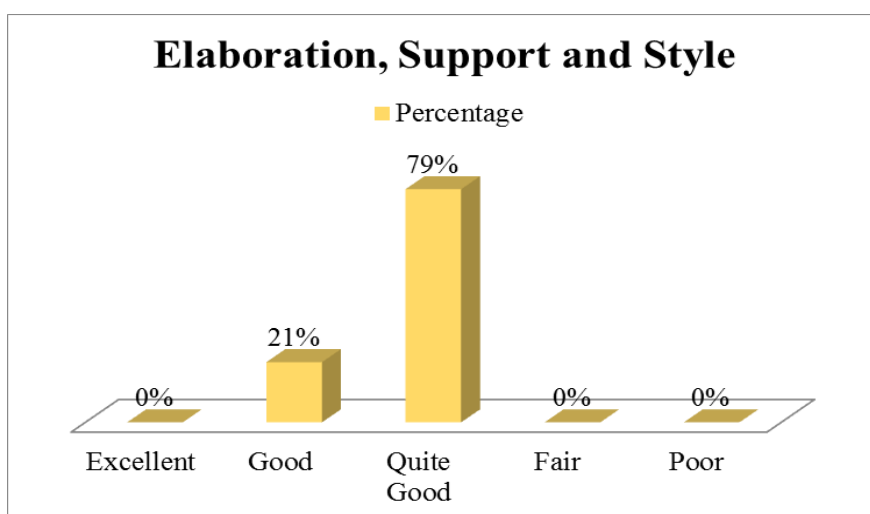


Image 2. Chart of Students' Summary Writing Ability in Elaboration, Support and Style Aspect

Image 2 presents the students' ability in terms of elaboration, support and style. It can be seen that most students are in *quite good* level. From 39 students, only 8 students (21%) are in *good* level. Then the rest 31 students (79%) are in *fair* level. There is no student in neither *excellent*, *fair* nor *poor* level. In addition, the students' average score achieved by students in term of elaboration, support and style is 64, which is in the range of 50-69. It means that generally, the students' ability in elaboration, support and style is *quite good*. The lowest score in terms of elaboration, support and style is 50. The highest score is 73. In short, the students' summary writing ability in elaboration, support and style aspect is in *quite good* level.

The Students' Summary Writing Ability in Grammar, Usage, and Mechanics

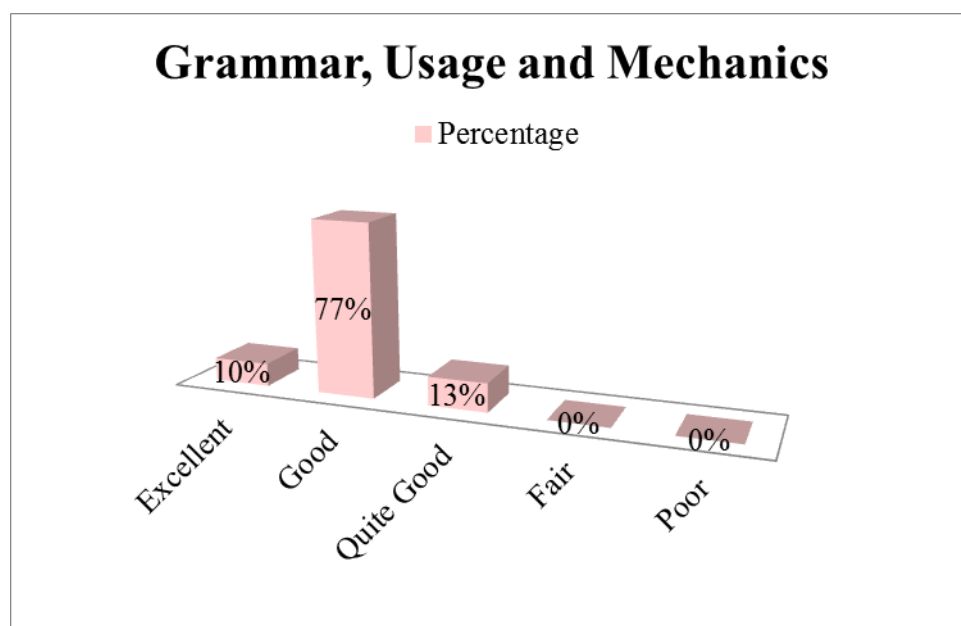


Image 3 Chart of Students' Summary Writing Ability in Grammar, Usage and Mechanics Aspect

Image 3 presents the students' ability in terms of grammar, usage and mechanics. It can be seen that most students are in *good* level. From 39 students, 4 students (10%) are in *excellent* level. In *good* level, there are 30 students (77%). There is no student in *fair* and *poor* category level while the rest 5 students (13%) are in *quite good* level. In addition, the average score achieved by the students in terms of grammar, usage and mechanics is 77 which is in the range of 70-84. It means that generally, the students' ability in grammar, usage and mechanics is *good*. The lowest score in grammar, usage and mechanics is 64. The highest score for both texts are 88. In short, the students' summary writing ability in terms of grammar, usage and mechanics is in *good* level.

Discussion

As it has been discussed in the previous chapter, the researcher tried to find out the answer to the question related to the students' ability in summary writing by the fourth semester students of English Study Program FKIP Universitas Riau. The researcher found that the students' ability in summary writing reaches the mean score of 69. Therefore, it is categorized into *quite good* level of ability. It was also found out that the highest aspect achieved by the students is in grammar, usage, and mechanics with the means score of 77 and the lowest one is in elaboration, support, and style with the mean score of 64.

The students are still lacking in each aspect of summary writing, particularly in elaboration, support, and style that is followed by focus and organization aspect. Most students were struggling to develop their summary, especially using their own words and did not input all the important details to support their summaries. Then, some students could not focus on the main idea of the paragraph and their summaries were not well-organized. It is probably because the students are rarely practice writing and reading the academic and scientific material.

It is necessary to deepen more about elaboration, support, and style aspect that is considered the most difficult aspect for the students. Although it has been good in grammar, usage, and mechanics, the aim of summary writing is to restate the original text or paragraph briefly without using the original author's words which is the weakness of the students. To write a better summary in the future, the students need to improve their ability for each aspect in which they are still lacking.

This finding is in line with a research conducted by Setra (2019), if in that research the students' achieved *fair* category level, in this research the students' ability in summary writing reaches *quite good* category level but still in the same range score. The lowest and highest aspects achieved by the students are different from this research because scoring rubric by Fisher, Frey and Hernandez was used to assess the students' summary writing ability of an article. The result of the research showed that the students' achieved the highest score in length aspect and lowest score in convention aspect.

In conclusion, after analyzing the data, the research problem that has been stated on the introduction could be answered. It can be stated that from the findings, the students' ability in summary writing is in *quite good* category level in which elaboration, support, and style as the lowest aspect while grammar, usage, and mechanics as the highest one. In other words, the students need to improve their ability in summary writing to create a better summary.

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting the research entitled *A Study on the Ability in Summary Writing by the Fourth Semester Students of English Study Program FKIP Universitas Riau*, the researcher can make some conclusions. Based on the result findings, among 39 students, 17 students (46%) are in *good* level and 22 students (54%) are in *quite good* level. None

of the students are in *excellent*, *fair* and *very poor* levels. Hence, most of the students are in *quite good* level with the mean score of 69. Therefore it can be concluded that the ability in summary writing by the fourth semester students of English Study Program FKIP Universitas Riau was not yet satisfying.

In terms of summary writing aspects, the results are different for each aspect. The mean score that the students obtained in grammar, usage and mechanics aspect is 77; it is the highest score among all the summary writing aspects that were used to assess the students' summary writing ability. Even some grammatical errors were still detected in their summary writing, the students understood about punctuation, capitalization and Standard English usage. On the other hand, the lowest score is in elaboration, support and style aspect with the mean score of 64. The students were struggling to elaborate the main ideas and did not support the main ideas or using their own words.

Although some students were able to make a good summary writing, but the mean score is in *quite good* level in the range score of 55-69. It is not a satisfactory result since summary writing is important for the students considering that in higher education, being able to make a good summary is needed. The students need more training to improve their ability in summary writing especially in elaboration, support and style aspect.

In short, this research reveals that the students have *quite good* ability in summary writing. The students were able to write summaries based on the material given. Based on the researcher's experience in conducting this research, students are lacking in elaboration, support and style aspect because they stated the main ideas unclearly and did not provide enough important details to support the main ideas.

Recommendation

Based on the conclusions, the researcher would like to offer some recommendations related to this research.

Firstly, the students are recommended to pay more attention to every aspect of summary writing. It is important to acquire every part of writing to get a satisfying result. The simple way to improve the ability is by revising carefully before it is submitted as the final product. It covers re-checking all aspect of writing and editing the content of the summary. Since writing is a process, it is better to keep revising repeatedly to get a better result.

Secondly, related to the students' major problems in summary writing in terms of elaboration, support and style, the students are recommended to focus on how to improve their ability. It is recommended for the students to learn and deepen more about supporting the main ideas and the use of transition words. They should always keep practicing to get a better written product, particularly in summary writing.

Thirdly, for teachers and other researchers who want to conduct a research dealing with summary writing ability. Different type of summary test and scoring rubric can be applied to gain more diverse result of summary writing researches. The researcher can collect the data from the summarizing process, so that the future researchers can gain insight into the processes and strategies involved in summarizing.

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