

Summarizing Technique Applied by Students at The Second Grade of SMAN 3 Langsa

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Abstract

This aim of research was to find out kinds of summarizing technique that used by students at the second grade of SMAN 3 Langsa. Summarizing technique involves stating a work paragraph and main idea, simply, briefly, and accurately. The method of this study used qualitative method with descriptive design. The subject of study was 15 students of XI IPA⁷. The data were collected by using observation, interview, and documentation. Based on the result of research, the researcher found that summarizing technique that used by the students at the second grade XI IPA⁷ SMAN 3 Langsa were Precise summarizing technique. Precise summarizing technique is to read the contents of the text as a whole then to make conclusions from the text they read by using their own language as a whole. They summarize the ideas and thoughts they have compared to using the language in the text. In addition, students were also enthusiastic in reading English text because it developed their vocabulary mastery, explained their knowledge, and trained their creative thinking skill.

Keywords: *summarizing, technique.*

1. INTRODUCTION

Education is one of essential human virtue that cannot be separate from human being. It becomes a sign of freedom and a basis of a good life. Education is a must. Ajay (2016: 24). Based on Dictionari.com the definition of education is the act or process of imparting or acquiring general knowledge, developing the power of reasoning and judgment, and generally of preparing oneself or other intellectually for mature life. English is still considered as foreign language in Indonesia. It still teaches in school by teachers. Like every other language, English have speaking, writing, reading and listening skill that have to be master as a language learner. In teaching learning process, a teacher who deliver the lesson in front of the students should be able to choose the suitable teaching technique, because teaching technique has big influence in the result of

English language learner. An effective teaching and learning process will not be successful if the teacher is not able to apply an appropriate technique in presenting the subject in the classroom.

Based on the meaning above, the teacher should realize about student's condition, the teacher should understand about the students' need. Teacher should know and ask students whether they understand or not about material that teacher give. One of the techniques to know students understand in learning English is summarizing technique, because summarizing technique is able to facilitate students in improving their comprehension and focus for meaning.

Summarizing is one of the techniques that can improve students' English skill especially in writing and reading. Day and Jones cited in Moghaddam (2004: 67) declared that summarization involve additional and deliberate processing strategies than what are required in comprehension. Palmer (2007: 210) stated that summarizing is based on learning process, and the perfect comprehension of a text will be a necessary step in order to teach students to condense information in a new piece of discourse. Summarizing considered to be better at improving students' reading skill, but the application of this technique rarely performed at secondary school level. The use of summarizing technique in high school is not strictly emphasized. Making student good at summary seems difficult in many reasons. When students were asked to read and summarize a text, they usually struggle to write by themselves without the knowledge in summarizing technique (2006: 66). Usually student will just reduce the text without looking at the main point. In worse case they even remove the important parts of the text.

In fact, many students that they do not really pay attention and know how to summarize or draw conclusions from what they read, most

of the students are often confused when asked to summarize about the topics they read or write about. because students are too focused on the sentence they read, but they do not understand the meaning of the text. Based on the pre-observation at SMAN 3 Langsa the researcher this school is a well-known high school for their A-accreditation. Then, the school seem to have a good example how the student and teacher conducting summarizing. Furthermore, in this case the researcher conducted a research as follow: "The Kinds of Summarizing Technique Applied By Students at the Second Grade of SMAN 3 Langsa."

2. LITERATURE REVIEW

2.1 Summarizing Technique

2.1.1 Definition of Summarizing Technique

Buckley (2004: 26) defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, retaining main ideas. A summarizing should be able to find and master the main idea of the text, some text from the original text. According to Diane Hacker, (2008: 26) that summarizing is involves stating a work paragraph and main ideas "simply, briefly, and accurately". Make a summarizing of the text can involve the main idea in the text to be summarizing, from the summarizing of the text to be made to be precise, clear and accurate.

Summarization is a very effective learning technique that can assist students in summarizing briefly and clearly from a text. Besides, Pakzadian & Rasekh (2012: 125) said that summarizing is a technique that helps every reader understand the content of the reading because the most important point in reading is understanding the overall content being read. Meanwhile, according to Palmer in Khathayut & Karavi also says that summarizing the learning process is based on a perfect

understanding of a text and will also teach students how to understand the text by summarizing what they read.

However, summarizing technique is called one of sentence summarize which include several steps like; (1) teacher tell students how write main idea, (2)the students read the reading text, (3) teacher asked students to mark the main idea in a sentence, (4) teacher asked about students mention toward the sentence,(5) teacher repeats steps of working on the rest of the existing texts.(1989 : 68)

From the definition above, the writer concludes that summarizing is probably the simplest pre-writing technique and is usually the first method writers use to generate ideas. It means to summary everything about the topic, the summary any source, keyword, phrase, etc. By this technique, students can easily get information and ideas to writing or composition since they will be helped by summarizing of word or phrase. Then, summarizing technique is an effective technique which make students more improving in understanding about text they read, and they know meaning of text with clearly.

2.1.2 The Kinds of Summarizing technique

There were several kinds of summarizing technique it can be described as follow: Jones (2001: 16)

1. Informal Outline

This technique is more of a format for notes. The informal outline identifies headings and key points with indentation, rather than a numbering or lettering system. This is a quick way to write down and organize information and is often used in conjunction with other note taking technique.

2. Webbing

Most teachers and students are familiar with webbing, but often kids are uncertain of the “rules” of webbing. Basically, there are no

rules, just same basic principles. In teaching this strategy, a teacher should explain to kids what a web is and model the organizational structure for students. An important tip with webbing is to know when to use it and when not to use it. The major drawbacks of webbing are that it does take up a lot of paper, and the circles or boxes do not allow a lot of room for detailed information. Webbing is particularly helpful for showing relationships between concepts and building a broad conceptual framework. Another plus for webbing is the visual representation of ideas. A feature that may make webbing attractive for teachers of children with special needs is the amount of white space around the key ideas that helps students focus on key information without getting lost on the page.

3. Combination Notes

This format is a good one as it combines standard note taking with visual representations, like webbing. This method should be modeled for kids, so that they can get the process down. Also, teachers should note that with this strategy, it is important to give kids time to reflect and to draw their visual representations. Another benefit of this method is the reflective process that students go through in summarizing the ideas.

4. Highlighting

This is a way of having a pick out information. Highlighting is a skill that should be though. This note taking strategy works especially well with produced handouts and good step in summarizing.

5. Skeleton Notes

Provides a framework for students in key information. Skeleton notes are helpful students of writing in key information and also help students organize ideas in a logical order.

6. Two-Column Notes

Two-column notes link a study strategy with the way in which information is organized and recorded. On the left-hand side of the page, students write down major topics or headings.

Furthermore, there are three kinds of summarizing technique mentioned by Nurhadi, there is follows: Nurhadi (2007 : 89)

1. abstract: is a kind of concise and concise summary in other words also known as essay essences
2. Précis : this type of Precis is looking for the overall content of the writing using your own words from the beginning of the paragraph to the end of the paragraph or it is also called cutting or trimming the contents of the summary.
3. overview: summarize by following the original arrangement of the composition or summarize using one's own order without following the original order.

Based on the kinds of summarizing technique above, the researcher wants to identification about summarizing technique that applied by students and also describe the students' reason toward apply this technique.

2.1.3 Principle of Summarizing Technique

There are some theories related to summarizing technique, such as: Human brain, theory of writing and learning technique. Human brain consists of the right brain and the left brain. The right brain of the brain focuses on the visual, and processes information in an intuitive and simultaneous way, looking first at the whole picture then details. The left brain focusses on the verbal and analytical. (2020: 23) Writing is visual as well as verbal, design elements are key to the success of many documents.

Andrea (2010: 24) They were writing variables (consist of: knowledge, motivation, reason, technique, and the text variable

Summarizing technique is one of writing technique of many technique that can influence students' in writing a text or information, because it contains some steps that support the students to be more active in comprehending the text better than another technique.

Design of Summarizing Technique

The design of summarizing technique is learning objective, learning activities, roles of students, role of teacher, and arranging material. The role of students in learning writing. According to walker, students were observed under baseline, summary strategy, and follow-up conditions (independent reading condition only). Walker (2007: 10) All training occurred in a group setting, and maintenance and generalization were assessed in an individual setting. Student then worked independent on a related reading and writing assignment. It is important note that, following the guidelines provided.

The role of the teacher in writing learning is as the centre to guide the students to comprehend the text by using summarizing technique guidance. An important role of the teacher is as a facilitator of learning process. Harmer (2007: 51) say that there are several roles of teacher in the teaching and learning process, controller, organizer, assessor, participant, resource, tutor and observer.

2.1.4 Procedure of Summarizing Technique

summarizing, like paraphrasing, is a technique used to obtain the essential part of an original source. In other words, it is a concise statement of the most important points taken from another text. It is a good technique to use when writing a research paper. Follow this procedure (2007: 90)

- a. Read and understand the prompt or writing directions. Write a summary of the article. Your writing will be scored on how well you: State the main ideas of the article, identify the most important details that support the main ideas, write your summary in your own words, except for quotations, express the underlying meaning of the article, not just the superficial details.
- b. Read, think about, and understand the text. Review the material to make sure you know it well. Use a dictionary or context clues to figure out the meaning of any important words that you don't know
- c. Take notes. Write down the main ideas and important details of the article
- d. Write a thesis statement. In a single sentence, state the main idea of the article. The thesis statement should mention the underlying meaning of the article, not just the superficial details.
- e. Organize and outline ideas. Write down the important details you need to include in the summary. Put them in a logical order
Topic Sentence: Evidence: #1:, #2:, #3:
- f. Write your essay. Your summary should be about one third of the length of the original article, focus on the main point of the article and the most important details, use your own words, avoid copying phrases and sentences from the article unless they're direct quotations.
- g. Proofread and edit. Check your spelling, grammar, and punctuation
- h. Write your draft. Use blue or black ink. Skip lines. Write on one side of the paper only. Include a title on the top line

- i. Read your summary one last time before you turn it in. Look for careless spelling, punctuation, and grammar errors, especially omitted words or letters. Cross out errors neatly with a single line and write the correction above.

2.1.5 Summarizing Technique and Writing Achievement

Summarizing is a skill that enhances students' writing and comprehension because it requires reprocessing information in a written text or heard in a listening task and requires expressing that information in their own words to reconstruct the meaning in a condensed form, Nia, Khoshsima.(2014 : 263) Therefore, summarize has relationship with writing Achievement.

They are added that summarizing can improve comprehension accuracy of written performance. Summarizing, one of the primary writing-to-read strategies in academic settings, offers tremendous opportunities for writing to enhance reading. Kintsch & Van Dijk, Trites & McGroarty, in Mokeddem & Houcine, Rabani. (2016: 205) Summary have relation with assessing writing. According Ratih Purwati (2017: 67) said that in analytical scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. She also said that depending on the purpose of assessment, scripts might be rate on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics.

According to Harris (2010: 89) some component in good writing are content, form, grammar, style, and mechanic. The explanation of the component above are:

a. Content

The substance of writing the ideas expressed. Writing must convey the main idea, or an attentive reader should be able to grapes the writer purpose.

b. Form

The organization of the content in writing should be logical or associative connection and transition which clearly express the relationship of the idea described.

c. Grammar

The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time Style

The choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise.

d. Mechanic

The use of graphic convention of language in writing must use a good spelling punctuation, and tidy and clean writing.

3. METHODS

In this study the researcher used descriptive study with qualitative approach. Qualitative research was used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved. (2010 : 453) The central purpose of this study was to understand the world or the experience of another. The ultimate goal of this kind of research was to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research focused on the describing and analyzing a phenomenon that were about kind of summarizing technique applied by students.

Qualitative research discusses a variety of strategy, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical research,

descriptive research, document or content analysis, naturalistic observation, and focused interviews. This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on.

4. FINDING

4.1 Result of Students Interview

To know kinds of summarizing technique used by the students at the second grade of IPA ⁷ The researcher used depth interview with students. Almost all students said they like English lessons. Then, some of them said they did not like it. However, the researcher found more answers to students who like English lessons. Some of them expressed their opinion about the difficulties in learning English. Many students said that English is a difficult subject.

a. Students opinion about technique summarizing

Some students said that although it was difficult, but the English lessons were interesting like. A student said:

"In my opinion, English lessons are difficult. Because we must have a lot of understanding vocabulary to be able to understand the language well. However, if we had a large vocabulary it will look very good and it will not be difficult to understand the language.

Other students said:

"English is difficult for me, but I like to learn it because English is a world language that is good for us to learn

The statement means that according to the English students it is a difficult subject, but they are interested in learning the lesson.

b. How students comprehend an English text

There were who expressed disinterest in English because it was difficult for them to understand. One of students said that:

“Right, I think English is one of the most difficult lessons, especially talking about grammar. It made me very confused and even now I found it very difficult to understand parts of grammar.”

Furthermore, when researcher asked about reading English texts, they were all interested in reading English texts. According to them, reading frequently will increase students' knowledge and information in understanding all the reading they read. As one student put it

“I really enjoy reading English texts. I think reading is a very fun thing even though in reading English texts I have difficulty understanding vocabulary that I do not understand. However, the more I read it will make it easier for me to remember the vocabulary and I would be often look for words that I do not understand. So, reading English text is not only fun but also a challenge for me personally.”

Other students said that:

“I really like reading English texts, in addition to making me more think about the words written in the text, my curiosity will also arise about words that I do not know. so, I think reading English text is very fun.”

Moreover, to understand the content of the text as a whole, students prepared to read the text from beginning to end. That way, it would be easier for them to understand the text as a whole.

4.2 Result of Teachers interview

The researcher used interview to know summarizing technique that applied by the second grade students XI IPA⁷. The first step, the researcher wanted to get information from Mr. Ilham, M.Pd as their English teacher about the process of learning English and summarizing techniques.

a. Process teaching and learning English at the second grade of XI IPA⁷

Based on interview with the English teacher at SMAN 3 Langsa the teacher said

“Well, first before starting the study I did important processes like praying and so on. Furthermore, I do not immediately start the learning process, but I rather review the previous learning then I ask the students to explained again about the previous lesson. Only after that I associate with the next learning.

The teacher explained that he did not immediately start the material rather than repeated or reviewed previous learning to see students understanding before continuing the next material. Then, the interaction in teaching and learning process were the following explanation:

“For interaction in the learning process, there science very far differences, for example, for teaching Sains study (IPA) the students were enthusiastic in class, active and they also the learning process took place well. However, for social studies (IPS), I had to be more patient in building interactions with students because these differences were a common thing. So I can made sure the interaction in class XI IPA 7 was very good in the learning process.

Based on the statement from the English teacher that the learning process in each class was different and also the interactions that were built up in each class were also in accordance with the grade level being taught, and according to Mr. Ilham to teach science class was easier to build good and communicative interactions.

b. Technique taught in teaching summarizing

Summarizing is something that is familiar in the process of learning English. In this study, researcher obtained answers from the teacher related to summarizing English texts. The teacher stated:

“I never apply specific technique in teaching summarize. However, I asked students to review the text they read. For example, the students read about a reading and then I asked them to review and write again with their understanding and draw

conclusions from the text they have read.

Therefore, to summarize a reading text, one must understand the theme that is being read to make it easier to summarize it. Then, the usual themes used by teachers are narrative and others. The teacher said:

“Usually it is simple, such as pre-writing, writing narrative themes and others that were familiar to students and they also understand the theme”.

Moreover, the results of the interview explained that the teacher did not use the types of technique summarization that were applied to students. But the teacher is more about discussing the material texts they are learning.

Teacher said:

“I don't used the types of summarizes that I assign students. but I prefer to explain about the text that is being studied where we know that in English there were various kinds of texts and I explained about these terms, the writing procedure, generic structures and so on. Besides, I also provide a clear explanation of the English text.”

5. DISCUSSION

The result of research focused on kind of summarizing technique that used by students at SMAN 3 Langsa. Summarizing technique is one of writing techniques that can influence students' in writing a text because it contains some steps that support the students to comprehend the text. Based on Nurhadi's theory there were some kind of Summarizing technique; (1) abstract: is a kind of concise and concise summary in other words also known as essay essence. (2) Précise : this type of Precise is looking for the overall content of the writing using your own words from the beginning of the paragraph to the end of the paragraph or it is also called cutting or trimming the contents of the summary. (3) overview: summarize by following the original

arrangement of the composition or summarize using one's own order without following the original order.

Based on the theory, the researcher found that students at the second grade IPA⁷ SMAN 3 Langsa used *Precise* summarizing technique in summarizing a text. Précis is a types summary, namely changing the overall content of a text which is then converted into their language. In addition, students found it easier to summarize through the ideas and thoughts they have compared to using the language in the text. In addition, students also enthusiastic in reading English text activities because it developed their vocabulary mastery, expanded their knowledge, and improved students' creative thinking.

6. CONCLUSION

The researcher concluded that the kind of summarizing technique that used by students at the second grade of SMAN 3 Langsa was *Precis* summarizing technique. Précis is a types summary, namely changing the overall content of a text which is then converted into their language. Students found it easier to summarize by using their own words. In addition, students also enthusiastic in English text activities.

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