

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF BUSSINESS ENGLISH STUDY PROGRAM BENGKALIS STATE POLYTECHNIC IN SUMMARIZING ENGLISH TEXT

Boni Saputra¹

¹Lecturer of State Polytechnic of Bengkalis
State Polytechnic of Bengkalis

Jl. BathinAlam, Sei.Alam – Bengkalis – Riau

Pos 28751 Telp (0766) 7008877, Fax (0766) 8001000

Email: Bonisaputra@polbeng.ac.id

Abstract: *The ability of summarizing is essential to be acquired by students. In writing, students often summarize when quoting opinions and writing papers. This descriptive research is aimed at finding students' level of ability in summarizing an English text as well as the highest and the lowest aspects of writing. Population of the research was second year students of Business English Study Program Bengkalis State Polytechnic consisting of 48 students. Technique of sampling used was random sampling technique. The chosen samples were 24 students of the population. Data and information were gathered by a writing test. The students were asked to write a good summary of a text given. The findings revealed that the ability level of students in summarizing text was in fairly good. While the second highest was in good category. This finding was based on the highest percentage of students' score in summarizing of a text. In addition, the findings also explain that the highest aspect of writing was on fluency while the lowest percentage was on organization. It can be concluded that the students have good ability in summarizing English text.*

Keywords : *Students' Ability, Summarizing, Text*

Introduction

Writing is a very useful skill for university students. However writing is also the most complicated among four language skills. In writing, students must go through processes to have good ability in writing. Hogue & Oshima (1999), state that academic writing is a complicated skill. A writer

need much practice in learning and acquiring good writing ability. In the same point, Harmer (2007) also states that unlike speaking, writing ability is learnt consciously not automatically by exposure. It means that writing is not easy. However, regular writing practice can improve students' ability in writing. Practicing writing everyday

is very important since writing is a productive skill. The students should allocate enough times to practice writing. The students should do more practice, in order to have a good writing ability.

In higher education, especially in English departments, students are taught a lot of writing skills. In Business English Study Program, Bengkalis State Polytechnic. Students learn writing in three courses. Students learn various writing skills in every level of writing course. In the lower level, the students learn how to construct simple paragraph by combining simple sentences. Then in the upper level of writing course they learn how to write summary, paraphrase and quotation. These are as the process that the students should face in order to develop themselves in practicing to create good writing.

Related to this research, in writing I and II courses, English students learn how to construct summary. According to the expectation of curriculum, English students who take writing II are expected to know how to write a good summary of an article or a text. Summary is a writing skill in which

students reproduced what somebody has written or spoken. Hughes (1981) defines summary as a brief account that contains the main points of a written passage. While Leki (1995:186) says “summaries are always quite bit shorter than the original texts”. It means that students have to extract the main ideas of the text, in this case recount, to represent the idea of the original text.

Generally the steps of writing summary are quite similar according to some experts. Oshima and Hoque (1999) states that writing summary is started by reading the original passage comprehensively to reach good understanding of the text and Then, separating the main points and supporting points of the article, after that writing the main points as a summary of the text. In the same view Hughes (1981:133) also suggests few steps in writing summary of a text “The first step is to read the passage carefully and to think about its meaning. The second step is to take notes the main ideas of each paragraph, and then compose one sentence stating the main idea of the entire passage. That sentence should serve as the topic sentence of the

summary paragraph. The other summary sentences in your summary paragraph should present the most important point that supports the passage main idea". It means that writing summary is getting the main ideas of the text from comprehensive reading. The original ideas of original writer represented in different way.

In this research, the writer used non-fiction text, recount to investigate the students' ability in writing summary. Recount is a non-fiction type of text that tells something happened in the past by chronological orders. Hartono (2005), states that recount is a kind of text that informs reader about incidents or events happened in the past. In the same idea, Derewianka (1992) states that recount text focus on reconstructions of past experience in a sequence of events over time. It tells the reader about the subject of the event, the place, the time and other information about the event. Consequently, the main ideas of recount text is about who, what, when, where, and how the event happened in the past. Blanchard and Root (2003) propose that writing summary of recount text is by thinking about who, when, where, why, what and how, the

answers of these questions are the parts of main idea of the text that should be included in the summary of the recount text.

Based on the discussion above, it can be concluded that writing summary is important for English department students. Curriculum of English department expects the students to learn writing summary. Consequently, the ability of writing summary is really important for students to have. However, There is no scientific study about the students' ability in summarizing English text. That is the reason for the writer to conduct the research entitled "A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF BUSINESS ENGLISH STUDY PROGRAM, BENGKALIS STATE POLYTECHNICIN SUMMARIZING ENGLISH TEXT".

LITERATURE REVIEW

Writing

Writing is one over the four important language skills in learning language. Writing is the activity of combining letter, word, sentences, longer combining paragraph become a meaningful text. While, in different

view Coulmes (2005) tries to define writing as several definitions. There are at least six definitions of writing as follows:

- 1) A system of recording language by means of visible or tactile marks;
- 2) The activity of putting such a system to use;
- 3) The result of such activity, a text;
- 4) The particular form of such a result, a script style such as block letter writing;
- 5) Artistic composition;
- 6) A professional occupation.

Based on these definitions, it can be concluded that writing is an activity of recording language, using script block, letter writing in creating composition. In sum, writing is an activity of creating an arranging written composition in certain language.

Writing is a hard skill, frustrating, complicated and un-fun activities. This activity often bother writer especially newly writer who just started to learn writing. However, spending more time in writing and using time efficiently, will make writing easier and less oppressive. (Silvia, 2007: 4). It is In line with Hogue & Oshima (1999) that state

writing is a complex skill. A writer requires much practice in learning and acquiring good writing ability. In the same point, Harmer (2007) also states that written skill should be learnt in purpose not automatically by exposure like learning oral language skill. It means that writing is not instant. It required writer to train himself to acquired good writing.

There are several steps for good writing. Zemach and Rumisek (2005), explain that the steps in writing are:

1. Pre-writing. In this process, a writer needs to choose a topic, gather some ideas, and organize which idea will be used, which idea to talk about first, next, and last.
2. Drafting. The writer starts writing the paragraph or essay from start to finish.
3. Reviewing and revising. The writer needs to check the result of writing by reviewing the structure and contents.
4. Rewriting. After reviewing, the next step is revising the structure and contents, proofreading (read the text again while checking for the spelling, grammar, and word choice), and the last is make final corrections. Then the text is finished.

After all processes have been done by the writer, writing is assumed to be better than free writing.

Summary

Writing summary is an activity of reproducing written or oral text in which writer what somebody has written or spoken. According to Hughes (1981) summary is a brief account that rewritten the main points of a written passage. In addition, Leki (1995:186) states that summaries are shorter form of original texts that retell the main points of that. It means that students have to extract the main ideas of the text, in this case recount, to represent the idea of the original text. However in writing summary, there are several phase that should be done.

Generally the steps of writing summary are quite similar according to some experts. Oshima and Hoque (1999) states that writing summary have several processes:

1. Reading the original passage comprehensively to reach good understanding of the text and
2. Then, separating the main points and supporting points of the article,
3. After that, writing the main points as a summary of the text.

In the same view Hughes (1981:133) also suggests few steps in writing summary of a text “The first step is to read the passage carefully and to think about its meaning. The second step is to take notes the main ideas of each paragraph, and then compose one sentence stating the main idea of the entire passage. That sentence should serve as the topic sentence of the summary paragraph. The other summary sentences in your summary paragraph should present the most important point that supports the passage main idea”. It means that writing summary is getting the main ideas of the text from comprehensive reading. The original ideas of original writer represented in different way.

Method

This is a descriptive qualitative research. Gay (2000:275) states “a descriptive study determines and describes the ways things are”. This one variable research was conducted to measure the students' ability in summarizing English text as well as the highest and lowest aspect of writing summary of the text. This research was conducted at Business English Study Program, Bengkalis

State Polytechnic in 2016. Subject of the research were second year students of the Business English Study Program Bengkalis State Polytechnic in academic year 2014. The samples taken were 24 over 48 students.

Data in the research was gathered from the students' writing test result. Students were asked to write summary of English text based on the original text handed out before. The text used in this research was non-fictional text, recount that consists of three or four paragraphs. Based on Hughes (1981) summary of three or four paragraphs text can be done in only one paragraph. Therefore, the writer expected students to write one paragraph summary of the recount text given. While, the time allocated for doing the test was 30 minutes.

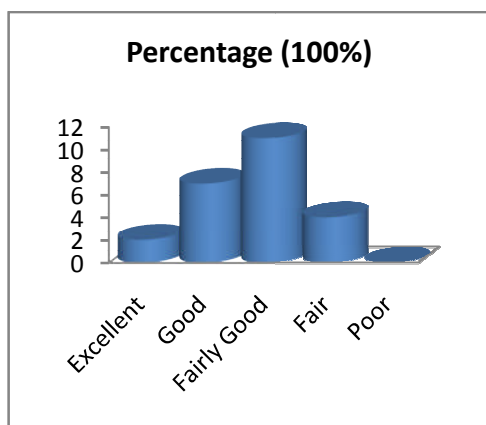
After all, the students' writing test result was evaluated by three raters. The scoring rubric used for analyzing the students' writing was developed by Hughes (2003). Hughes proposes five components of writing; Grammar, Vocabulary, Mechanics, Fluency, and Form. While the scores for each component of writing ranged from 1 up to 6. This score will be converted to real score by adding all

scores from each components of writing divided by the highest possible scores that is 30 multiplied by 100%. Finally, the writer used formula developed by Hatch and Farhady (1982: 43) in order to find the percentage of the students' ability in summarizing the text.

Findings and Discussion

The research was conducted to measure how good the second year students of Business English Study Program Bengkalis State Polytechnic in summarizing an English text. The writer also wanted to find out the highest as well as the lowest aspect of writing for the second year students of Business English Study Program in writing summary of the text. In reaching the purposes of this research, the writer collected data about the students' ability in writing the summary of the text. The data gathered was analyzed by three raters. The mean score result of the data analysis could be described as in the following graph and table:

Graph. 1 The Overall Mean Score of the Students' Writing



Based on the above graph, out of 24 students who took the test, 4 students (16.67%) were in Fair category, 11 students (45.83%) were in Fairly good category, 7 of the students (29,16%) were in Good category while only 2 of the students (8.33%) were in Excellent category, and none of the students (0%) was in Poor category. The highest percentage of the graph shows that most students could reach fairly good category and the second highest percentage was in good category.

The research finding indicates that the ability level of the second year students of Business English study program, Bengkalis state Polytechnic in writing summary of a recount text was in fairly good category. This finding was based on the score that most of the students could reach. The highest percentage that is (45.83%) of

the students were in this category. Moreover many of the students can also reach good category. In sum, the finding of the research found that the students could write the summary of the text.

The first finding of the research found that the second year students of English study program Bengkalis State Polytechnic could write the summary of the text. While, the highest level of ability was in fairly good category. Then this study should also revealed about the second research finding; to find out the highest as well as the lowest aspect of writing for the second year students of Business English Study program, Bengkalis state Polytechnic in writing summary of the text. Finally, the second research finding could be observed in the following table:

Table. 1 The Overall Mean Score for Each Aspect of Writing

No	Aspects	Score	Grade
1	Grammar	68,5	Fair
2	Vocabulary	80,85	Good
3	Mechanics	75,2	Fairly good
4	Fluency	85,3	Good
5	Organization	66,17	Fair
Total		376.02	
Average		75.204	Fairly good

The above table shows the mean score of each aspect of writing based on three raters. Based on the table above, the highest score that the students could reach were in Fluency. Meanwhile, the lowest score that the students got were in organization. This finding indicates that the second year students of Business English Study Program Bengkalis State Polytechnic were able to write summary of text fluently. However, the students were weak in organizing and managing the things to be written in the summary. In addition, grammar was also a problem for the students. The writer assumed that this was also one thing that causes lack of good organization that the students used. However the second finding also supports the first finding of the research. It could also be observed that the mean score of students' ability in summarizing the text was in fairly good category.

The research had found that the second year students of Business English study program, Bengkalis State Polytechnic could write the summary of English text well. The students' ability in summarizing the text could reach Fairly good category. It means that the students' ability is

good enough. However, only very little number of students could reach the highest category. The finding of this research is in line with some theories. Oshima and Hogue (1999) states that academic writing is a complicated skill. A writer need much practice in learning and acquiring good writing ability. In the same point, Harmer (2007) also states that unlike speaking, writing ability is learnt consciously not automatically by exposure. While, Langan (2000) states that students should have desire to learn how to write, since writing is a skill.

It is to say that, acquiring good writing ability is not so easy. However enough practice could improve the students' writing ability. This may be what happened to the students. The writer assumes that practice that the students did since they were in the beginning of writing class and time they spent doing a lot of writing home work that the lecturer given, had trained the students writing skill and increase their ability in writing. Nonetheless, it may be necessary to add more chance for students to practice so that their writing will be better.

Conclusion

Overall, the findings of the research have been clearly presented above. Based on the findings, the writer would like to highlight several conclusions about that.

1. The second year students of Business English study program, Bengkalis State Polytechnic are able in summarizing English text.
2. The students' levels of ability were in Fairly good category.
3. The highest score that most of the students could reach were in Fluency.
4. The lowest score that most of the students got were in organization.

Suggestion

The research findings show that students' ability in summarizing English text was Fairly good. It means that the students could write the summary. Yet, the ability could still be more improved. Consequently, there should be some considerations of all components of Business English study program; students and lecturers in order to improve and develop the students' ability of writing in the future. Therefore, the writer would

like to give suggestions for students as well as lecturers of Business English Study program Bengkalis State Polytechnic. The suggestions are as the followings:

1. Students should always keep practicing language skills, especially writing summary.
2. Students should learn all language skills that support the ability in writing such as, vocabulary, structure, reading and etc in order to develop their ability in written English, especially writing summary.
3. Lecturers of Business English study program should encourage students to practice in order to improve the students' ability in writing, especially writing summary.
4. Lecturers of Business English study program should encourage and give more chance for students to practice writing than to comprehend theories from the lectures.

References

- Blanchard, Karen and Root, Christine. 2003. *Ready to write, A first text composition: Third Edition*. New York: Pearson Education Inc.
- Derewianka, Beverly. 1992. *Exploring How Texts Works*. Sidney: Primary English Teaching Association.
- Gay, L.R and Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Application (6th ed)*. New Jersey: Prentice Hall.
- Harmer, Jeremy. 2007. *How to teach Writing*. Kuala Lumpur: Longman.
- Hartono, R. 2005. Genres of texts. Semarang. Unpublished
- Hatch, E and Farhady. 1982 *Research Design and Statistics for Applied Linguistics*. London: Newbury House Publishers, Inc. Rowley.
- Hughes, Donna. M. et. al. 1981. *Glencoe English, Spectrum of English*. New york: Glencoe Publishing Co, Inc.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Langan, J. 2000. *College academic writing*. Singapore: The Mc Graw companies Inc.
- Leki, I. 1995. *Academic Writing, Exploring processes and strategies. second Edition*. NewYork: ST. Martin's Press.
- Oshima, Alice and Houge. 1999. *Writing Academic English*. New York: Addison Wesley Longman.
- Silvia, Paul J. 2007. *How to Write a Lot*. Washington: American Psychological Association
- Zemach, Dorothy E. and Lisa A. Rumisek. 2005. *Academic Writing: From Paragraph to Essay*. Oxford: Macmillan Education.