CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to describe the result of analyzing the data. The finding of the result of analyzing will be answer the problem of the study. To answer the research questions, the researcher will describe the result of questionnaire in presentage. The result of questionnaire shows the answer of the first research question and second research question. The result will be described as follows:

A. RESEARCH FINDINGS

The researcher had done the research and gotten the complete data from the questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into two parts. They would be described as follows:

1. The strategy used by students to summarize the academic journal article

The aim in this part was used to answer the first research question about what the students' strategy to summarize. The data was got from the questionnaire have the students answered. The questionnaire was given to the students after the reading class was done. The questionnaire as a tool to know what the students' strategies to summarize academic journal are. It was arranged in form of rating scale. The students' answer have rated in scale strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Respondents indicated their opinion by giving sircle on the scale which most represents what they feel. The scale are:

- a. Strongly Agree = 4
- b. Agree = 3
- c. Disagree = 2
- d. Strongly disagree = 1

Then, the every single question was multiplied with score of students' answer and was looked for the percentage. Then, looked for the criterion from the percentage in each item with the following table:

Percentage	Table 4.1 e of the criteria of students' r questionnaire	espond the
Percentage	Criterion	
76% - 100%	Very Strong	
51% - 75%	Strong	
25% - 50%	Weak	
0% - 25%	Very Weak	

From the table above, the criteria of students' respond was shown that 76%-100% categorized "Very Strong", 51%-75% categorized "Strong", 25%-50% categorized "Weak", and the last 0%-25% categorized "Very Weak".The result of students answer of the questionnaire about students' strategy to summarize was multiplied using formula was described bellow:

Table 4.2The result of questionnaire

	SI	D (1)	D (2)	A	(3)	SA	(4)			
N o	$\sum R$	SR S	$\sum R$	S R S	$\sum R$	SR S	$\sum R$	SR S	∑ SRS	%SRS	Criterion
1	0	0	2	4	17	51	11	44	99	83.5	very strong
2	0	0	0	0	13	39	17	68	107	89.1	very strong
3	1	1	1	2	16	48	12	48	99	82.5	very strong
4	0	0	3	6	20	60	7	28	-94	78.3	very strong
5	0	0	5	10	18	54	7	28	92	76.6	very strong
6	1	1	0	0	15	45	14	56	102	85	very strong
7	1	1	3	6	19	57	7	28	92	76.6%	very strong
8	2	2	5	10	19	57	4	16	85	70.8	Strong
9	0	0	8	16	18	54	4	16	86	71.6	Strong

10	2	2	2	4	19	57	7	28	91	75.8	very strong
11	0	0	3	6	20	60	7	28	94	78.3	very strong
12	2	2	11	22	15	45	2	8	77	64.1	Strong
13	1	1	6	12	17	51	6	24	88	73.3	Strong
14	0	0	6	12	18	54	6	24	90	75	Strong
15	0	0	3	6	20	60	7	28	94	78.3	very strong
16	0	0	4	8	22	66	4	16	90	75	Strong
17	0	0	1	2	24	72	5	20	94	78.3	very strong
18	0	0	5	10	18	54	7	28	92	76.6	very strong
19	1	1	10	20	18	54	1	4	79	65.8%	Strong
20	Ţ	1	4	8	21	63	4	16	88	73.3	Strong
21	0	0	4	8	20	60	6	24	92	76.6	very strong
22	0	0	7	14	22	66	1	4	84	70	Strong
23	0	0	5	10	21	63	4	16	89	74.1	Strong
24	0	0	5	10	23	69	2	8	87	72.5	Strong
25	0	0	4	8	22	66	3	12	86	71.6	Strong
26	0	0	7	14	20	60	3	12	86	71.6	Strong
27	1	1	8	16	18	54	3	12	83	69.1	Strong
28	0	0	9	18	21	63	0	0	81	67.5	Strong
29	0	0	11	22	18	54	1	4	80	66.6	Strong

30	1	1	13	26	13	39	3	12	78	65	Strong
31	1	1	3	6	20	60	6	24	91	75.8	Strong
32	1	1	7	14	12	36	10	40	91	75.8	Strong
33	1	1	7	14	12	36	10	40	91	75.8	Strong
34	1	1	1	2	19	57	9	36	96	80	very strong
35	1	1	5	10	18	54	6	24	89	74.1	Strong
36	0	0	4	8	21	63	5	20	91	75.8	Strong
37	1	1	5	10	21	63	3	12	86	71.6	Strong
38	1	1	3	6	20	60	6	24	91	75.8	Strong
39	1	1	3	6	23	69	3	12	88	73.3	Strong
40	1	1	4	8	19	57	6	24	90	75	Strong

After getting the criterion of each item, can be concluded as follow:

Very strong criterion,
$$\frac{14}{40} \times 100\% = 35\%$$

Strong criterion, $\frac{26}{40} \times 100\% = 65\%$

From the percentage of each item above, it can be found that there was 35% of respondents were favored with "Very Strong" criterion, and 65% of respondents were favored with "Strong" criterion. It means that the students was used the same strategies before they summarize, when they summarize, and after they have summarized because the most answer were agree (A) and strongly agree (SA). In other words, the results of the students' strategies in summarizing were cognitive and meta cognitive was "strong".

The detailed of the result of the students' strategy in percentage form was described bellow:

	The categorize of stra	itegy
		Students' used the
strategy	Kind of Strategy	strategy (%)
1	Meta Cognitive	83.5%
2	Meta Cognitive	89.1%
3	Meta Cognitive	82.5%
4	Meta Cognitive	78.3%
5	Meta Cognitive	76.6%
6	Meta Cognitive	85%
7	Meta Cognitive	76.6%
8	Meta Cognitive	70.8%
9	Meta Cognitive	71.6%
10	Meta Cognitive	75.8%

Table 4.3

11	Meta Cognitive	78.3%
12	Meta Cognitive	64.1%
13	Meta Cognitive	73.3%
14	Meta Cognitive	75%
15	Meta Cognitive	78.3%
16	Cognitive	75%
17	Cognitive	78.3%
18	Cognitive	76.6%
19	Cognitive	65.8%
20	Cognitive	73.3%
21	Cognitive	76.6%
22	Cognitive	70%
23	Cognitive	74.1%
24	Cognitive	72.5%
25	Cognitive	71.6%
26	Cognitive	71.6%
27	Cognitive	69.1%
28	Cognitive	67.5%
29	Cognitive	66.6%
30	Cognitive	65%
31	Meta Cognitive	75.8%
L		

32	Meta Cognitive	75.8%
33	Meta Cognitive	75.8%
34	Meta Cognitive	80%
35	Meta Cognitive	74.1%
36	Meta Cognitive	75.8%
37	Meta Cognitive	71.6%
38	Meta Cognitive	75.8%
39	Meta Cognitive	73.3%
40	Meta Cognitive	75%

From the description of the result of questionnaire above, the questions numbers 1 to 15 were strategies before do summarize which categorize meta cognitive strategies. The questions numbers 16 to 30 were strategies when students do summarize, those strategies categorized cognitive strategies. Then the questions numbers 31 to 40 were strategies after summarize which categorized meta cognitive strategies.

a. Before summarize

There were 15 strategies which students used before they produced summary. The researcher was analyzed the students strategies before summarize. The result shows what are the most strategies used of students and what strategies have they sometime used or never. The researcher was ranking the result, from the higher percentage of students' respond to the lower percentage students' respond. The result was described bellow:

The result had shown that the questionnaire number 2 was the higher score. It was described that 89.1 % the students look at the title first before summarize. Then, the students pretended to note and underline the key points and ideas, it was shown that 85% students choose this strategy. From the 30 students, 83.5% they tend try to understand first what they supposed to summarize. Than 82.5% they look for the key words and phrases that allow me to follow the general sense of the text.

The 78.3% students scan and skim through the whole text in order to get a general idea of what it is all about. Before summarize, 78.3% of students try to understand the whole text before writing anything. 78.3% of students, they translate the main ideas into my own language in order to understand them better. Then, 76.6% students, they look at the first sentence of each paragraph to find out what the text is saying. The students use strategy focus on examples and details was 76.6%, but focus on the meaning of sentences was 75.8%. The 75% of students determine which parts are more important than others before starting. Around 73.3% of students tend to try to relate the information to their experiences or to what they already know.

The 71.6% of students focus on words surrounding an unknown. Then, 70.8% they focus on the meaning of new words, and 64.1% of students, they think about "under-the-surface" or hidden meaning of new words.

b. When summarize

There are 15 strategies which students used when they produce summary. The researcher was rank the result, the result was described bellow:

From the higher score, the data was indicated that 78.3% students, they identify first the required information when they summarize. Then 76.6% of students, they make some notes first and same the percent with this step, the students try to use my own words in the text.

The next step is about plan on a course of action, 75% of the students use this strategy. Then, 74.1% the students try to generalize the main ideas when summarizing. The other strategies, 73.3% students make a draft and than write the final version. Than, 72.5% of students, they try to combine two or more ideas into one, which were not combined in the original. The next strategies are the students try to produce the ideas exactly as they are in the

original text, 71.6% of students used it. Than, 71.6% of students, they aim to produce the ideas in the order in which they are in the original text.

About 70% of students, they tend to rely on the words that I find in the text.Than, 69.1% of students, they often regroup or rearrange the ideas. The other strategies, the students was expanded the main ideas, 67.5% of students used it. Than, 66.6% of students, they sometimes add relevant information of my own. 65.8% of students, they was straight away write the final version from the ideas underline as notes waste time. Then, 65% os students, they often make personal comments.

c. After summarize

There are 10 strategies which students used after they summarize. The researcher was rank the result, the result was described bellow:

The higher respond of the students, 80% they was corrected the mistakes that they have notice.

There were some strategies which have same percentage of students' respond, 75.8% of students check that their summary is directed to the set task, they verify that they have not omitted the main ideas, they check that their summary read fluently, they ensure that they have included interesting information, which may

not have been in the original, and they reflect on the quality of their summary.

The other strategies, 75% students was revised the final version before submitting the summary. Than, 74.1% of students, they ensure that they have used appropriate language. The next strategies was shown that 73.3% of students, they compare the final version of their summary with the original text. The last strategies shown that 71.6% of students they was double-check that the facts are not distorted.

2. The students problem in summarizing academic journal article.

The result ofstudents answer about students' problems in summarization was described bellow:

N(1)		I(2)		S(3)		A(4)				Criterio	
No		SR		SR		SR		SRS	$\sum SRS$	%SRS	n
	$\sum R$	S	$\sum R$	S	$\sum R$	S	$\sum R$				
1	0	0	7	14	23	69	0	0	83	69.1	Strong
2	3	3	8	16	19	57	0	0	76	63.3	Strong
3	3	3	12	24	14	42	1	4	73	60.8	Strong
4	3	3	13	26	14	42	0	0	71	59.1	Strong

Table 4.4The result of second questionnaire

5	1	1	12	24	13	39	4	16	80	66.6	Strong
6	4	4	15	30	10	30	1	4	68	56.6	Strong
7	2	2	10	20	17	51	1	4	77	64.1%	Strong
8	2	2	10	20	18	54	0	0	66	55	Strong
9	6	6	10	20	12	36	2	8	70	58.3	Strong
10	3	3	11	22	16	48	0	0	73	60.8	Strong

After getting the criterion of each item, researcher presented the data in qualitative presentation to get overall criterion of the students' response

Strong criterion,
$$\frac{10}{10} \times 100\% = 100\%$$

From the percentage of each item above, it can be found that there is 100% of respondents were favored with "Strong" criterion. It means that the students have the same problem in summarizing.

From the result above, the researcher can be described that all of students have problems which mentioned in the questionnaire. The detail of result of the students' problem in percentage form was described with ranked bellow:

Table 6

The rank of	of the 1	result	studen	its'	probl	ет
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	· · ·	
NO.	Students problem	Percentage
1	I have difficult to understand the content of the text	69.1%
2	I have difficult to get the meaning of the text if there are	66.6%
	unkown words	
3	I have difficult to identify the important information	64.1%
4	I have difficult to scand and skim when I read the text	63.3%
5	I have difficult to find out the key word of the text	60.8%
6	I have difficult to use my own word to summarize	60.8%
7	I have difficult to find out the main idea	59.1%
8	I have difficult to make note when I read the text	58.3%
9	I have difficult to distinguish the main idea and	56.6%
	supporting idea	
10	I have difficult to arrange the main point in my summary	55%

From the table above can be concluded that the students have problem in summarizing. The percentage was shown the problem faced by the students. It was shown that the most problem of students is about understanding the content of the text, and the problem was infrequently faced by students when they summarize is arrange the main point in their summary. From the result of the data had shown above, the percentages in every item of problems has little upper of the average (50%). So, not all of students has problem which mention in every item above.

To make the data more accurate, the researcher was shown the students answer of the questionnaire in every number of problems through the following pie chart:



Chart of students' answer in problem of content

From the chart above, it was shown that there was 7 of students infrequently faced the problem about understanding the content of the text, and 23 of students sometime faced those problem. There was shown that no one of students which they never faced the problem in understanding the content of the text, and also no one of students which always faced this problem.



Chart 4.2

Chart of student' problem in unknown word

From the chart above, there was 3 of students never has problem about difficulty to get the meaning of the text if there are unkown words. But there was 8 of students infrequently faced this problem, and 19 of students was sometime faced this problem, and 0 of students was always difficult to get the meaning of the text if there are unknown words.



Chart 4.3

Chart of students' answer about the problem in identify the important

information

The chart was shown that there was 3 of the students from 30 students never has problem in identifying the important information of the text. 12 of students was infrequently faced this problem, 14 of students sometime faced this problem, and 1 of the students always difficult in identifying the important information of the text. So, the most of students was sometime has difficult to identify the important information, sometime not.



Chart 4.4

Chart of students' problem in scanning and skimming

The chart was shown that there was 3 of the students from 30 students never has problem in scanning and skimming when they read the text. there was 13 of students was infrequently faced in scanning and skimming, 14 of students sometime faced this problem, and there was no students that always difficult to scanning and skimming when they read the text. So, the most of students was sometime has difficult to scan and skim the text, sometime not.



Chart 4.5

Chart of students" problem in find out the key word

From the chart above, there was 1 of students never has problem about difficulty to find out the key word on the text. But there was 12 of students infrequently faced this problem, and 13 of students was sometime faced this problem, and 4 of students was always difficult to find out the key word on the text.



Chart 4.6

Chart of students' problem in using students' own word

The chart was shown that there was 4 of the students from 30 students never has problem in using their own word to summarize. There was 15 of students was infrequently faced this problem, 10 of students sometime faced this problem, and there was 10f students that always difficult to summarize the text using their own word. So, the most of students was sometime has difficult to use their own word, sometime not.



Chart 4.7

Students' problem to find out the main idea

The chart was shown that there was 2 of the students from 30 students never has problem to find out the main idea on the text. There was 10 of students was infrequently faced this problem, 17 of students sometime faced this problem, and there was 1 of students that always difficult to find out the main idea on the text. So, the most of students was sometime has difficult to find out the main idea the text, sometime not.



Chart 4.8

Students' problem in making note

The chart was shown that there was 2 of the students from 30 students never has problem in making note when they read the text. There was 10 of students was infrequently faced this problem, 18 of students sometime faced this problem, and there was no students that always difficult to make note when they read the text. So, the most of students was sometime has difficult to make note when they read the text, sometime not.



Chart 4.9

Students' problem in distinguish between main idea and supporting

idea

The chart was shown that there was 6 of the students from 30 students never has problem in distinguishing the main idea and supporting idea. There was 10 of students was infrequently faced this problem, 12 of students sometime faced this problem, and there was 2 of students that always difficult to distinguish the main idea and supporting idea. So, this problem was different from others because the most of students was infrequently difficult to distinguish the main idea and supporting idea.



Chart 4.10

Students' problem in arranging the main point

The chart was shown that there was 3 of the students from 30 students never has problem in arranging the main point in their summary. There was 11 of students was infrequently faced this problem, 16 of students sometime faced this problem, and there was no students that always difficult to arrange the main point in their summary. So, the most of students was sometime has difficult to arranging the main point in their summary, sometime not.

B. DISCUSSIONS

The focus of this research are to know what the most summarizing strategies students used, and their problem faced when they summarize. The result of the research finding, it was known which the most strategies used by students when they before summarize, when summarize, and after summarize. The results of the students' strategies in summarizing are cognitive and meta cognitive was "strong", also the student' problem was strong.

The previous research in Botswana University under title "A Study of the Summarizing Strategies Used by ESL First Year Science Students at the University of Botswana" the research analyze the strategy used in different proficiency students, low, average and high. The result of those recently research that the low proficiency students tend to copy and paste the general idea from the original text in their summary. Low proficiency students are noticeably unable to exploit pre-summarizing cognitive strategies such as discriminating, selecting, note-making, grouping, inferring meanings of new words and using synonyms to convey the intended meanings. The students who use their reservoir of meta cognitive skills they difficult to direct their summaries to the demands of the task and unable to check the accuracy of their summaries. The finding show that some of the high proficiency students and many average and low students distort idea units, find it difficult to use their own words and cannot distinguish between main and supporting details.

In this research, the researcher not classified the proficiency of students. The sample in this research is all of students in one class which has mix of proficiency of the students. The result was shown that the students was use both of cognitive and meta cognitive strategies. The result was shown that 35% of students are very strong in using some strategies as follows:

- a. Try to understand first what they supposed to summarize.
- b. Look at the title first.
- c. Look for the key words and phrases that allow the students to follow the general sense of the text.
- d. Scand and skim through the whole of the text
- e. Look the first sentence of each paragraph to find out what the text is saying.
- f. Note and underline the key points and ideas
- g. Focusing on example and details
- h. Focusing on the meaning of sentences
- i. Try to understand the whole of the text before writing
- j. Translating the main ideas into own language in order to understand them better
- k. Identifying the required information first
- 1. Making some note first
- m. Trying to use own words in the text
- n. Correcting mistakes

The result was shown that 65% of students categorized strong. In other word, the data show that the students use all of strategies as follows:

- a. Focusing of the meaning of new word
- b. Focusing on swords surrounding an unknown
- c. Think about under-the-surface or heading meaning of the new words
- d. Relating the new information to the students' experiences or to what they already know
- e. Determining which parts are more important than others before writing
- f. Planning a course of action
- g. Straight away from the final version from the ideas underlining as notes waste time
- h. Make a draft and write the final version
- i. Tend to rely on the words that found in the text
- j. Generalize the main idea
- k. Combine two or more ideas into one, which not combined in the original
- 1. Try to produce the ideas exactly as they are in the original text
- m. Produce the ideas in order which they are in the original text
- n. Regroup or rearrange the ideas
- o. Expand the main idea
- p. Add relevant information of my own sometimes
- q. Make personal comments
- r. Check the summary is directed to the set task
- s. Verify that I have not omitted the main idea

- t. Check that my summary reads fluently
- u. Ensured of using appropriate language
- v. Ensured of included interesting information
- w. Double check that the fact are not distorted
- x. Reflect on the quality of summary
- y. Compare the summary with the original text
- z. Revise the summary before submitting it

The strategies were related with the theory of Ambrose about cognitive and meta cognitive strategies. Cognitive strategies have included note making, grouping, common attributes, resourcing or recombining, contextualization, repetition, and inferring. Meta cognitive strategies have included planning, selective attention, and self-evaluation¹. The other theory by Ilknur and Ismail about meta cognitive strategies explained in the chapter 2 was supported this result which the meta cognitive strategies used by students, those are:².

- a. Setting purpose for reading
- b. Using prior knowledge
- c. Previewing text before reading
- d. Checking how text content fits purpose

¹ Ambrose B Chimbganda. "a study of students summarizing strategies used by ESL first year science students at the university Botswana". *Published thesis, University of Botswana*, 2006

² Ilknur yuksel, ismail yuksel. "Metacognitive Awareness of Academic Reading Strategies". *Procedia Social and Behavioral Sciences* 31 (2012) 894 – 898. 2011

- e. Skimming to note text characteristics
- f. Determining what to read
- g. Using text features (e.g.tables)
- h. Using context clues
- i. Using typographical aids (e.g.italics)
- j. Critically evaluating what is read
- k. Resolving conflicting information
- 1. Predicting or guessing text meaning
- m. Confirming predictions
- n. Reading slowly and carefully
- o. Trying to stay focused on reading
- p. Adjusting reading rate
- q. Paying close attention to reading
- r. Pausing and thinking about reading
- s. Visualizing information to read
- t. Re-reading for better understanding
- u. Guessing meaning of unknown words
- v. Taking notes while reading
- w. Reading aloud when text becomes hard
- x. Summarizing text information
- y. Discussing reading with others
- z. Underlining information in text

- aa. Using reference materials
- bb. Paraphrasing for better understanding
- cc. Going back and forth in text
- dd. Asking oneself questions

From the explanation above was concluded that the result of finding have similar with the strategy in the theory of Ilknur and ismail. The finding show that the some of students' strategies in summarizing same with the strategies by Ilknur and Ismail. The strategies are: previewing text before reading, checking how text content fits purpose, skimming and scanning the text, determining what to read, make personal comment, predicting or guessing text meaning, trying to stay on reading, make note while reading, underlining information text.

The second result, the data was shown that the problem of students when summarizing was strong. It was shown that the students have difficult in summarizing as follows:

- a. The students have difficult to understand the content of the text
- b. The students have difficult to get the meaning of the text if there are unkown words
- c. The students have difficult to identify the important information
- d. The students have difficult to scand and skim when I read the text
- e. The students have difficult to find out the key word of the text
- f. The students have difficult to use my own word to summarize

- g. The students have difficult to find out the main idea
- h. The students have difficult to make note when I read the text
- i. The students have difficult to distinguish the main idea and supporting idea
- j. The students have difficult to arrange the main point in my summary

From the result above was explained that the students faced those entire problem. According to Douglas and Nancy, a problem of students often face is writing summaries that are both of accurate and concise, it means that the students may have left out an important detail, they put in all the details, often ending up with a summary that is as long as the original text.³ From that statement, it was support of some point of problem of students faced about difficulties in identifying the important information and distinguishing of main idea and supporting idea. The other statement was support the findings is from Saovapa, he said that the students have difficulty determining which information was relevant and necessary for inclusion in their summaries, the students who do not know much about summary writing rules tend to express their own opinions into

³ Douglas fisher - nancy frey. Engaging the Adolescent Learner: Setting the Stage for 21st Century Learning. *Newark, DE: International literacy association, inc.* 2015

a summary, and the students are not able to organize the ideas with suitable connections.⁴



⁴ Saovapa Wichhadee. Improving Students' Summary Writing Ability through Collaboration: A Comparison Between Online Wiki Group and Conventional Face to Face Group. *TOJET: The Turkish Online Journal of Educational Technology.*, 13.3. 2013