

**STUDENTS' ABILITY IN WRITING SUMMARY AT ENGLISH  
EDUCATION DEPARTMENT STKIP QOMARUDDIN GRESIK**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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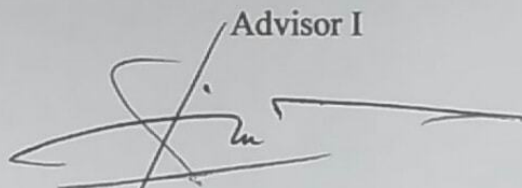
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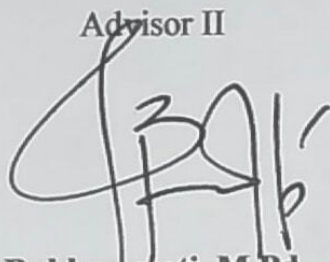
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## ABSTRACT

Maulidah, Rizqi. (2017). *Students' Ability In Writing Summary at English Education Department STKIP Qomaruddin Gresik*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Mochsalik, Rakhmawati

Key Words: *Students' ability, writing summary*

Writing summary is important skill for students because to enable students to demonstrate their understanding of reading material to their teachers. It is to know how the students can summarize the text after understanding the reading text. These activities know the students can write by using their own words. The Students must be focus on the component of writing summary are Accuracy, Length, Focus, Paraphrasing and convention. The role of this component can measure the students' ability in writing summary whether their ability is high, fair and low. The purposes of this research are to examine the students' ability in writing summary and knew the difficulties and solve the problem in writing summary. The students' ability refers to the students' ability in writing summary if the students write based on the component of good summary are Accuracy, Length, Focus, paraphrasing and convention. Whereas writing summary refers to how students write the summary based on the procedure. The difficulties and solve the problem is to know the students got difficulties after done the summarizing then students can know how to solve that problem. The researcher used qualitative descriptive in this research, because the researcher knew the phenomenon of the students product in summarizing the text. First, the researcher gave the text to summarize by the students to measure the students' ability in writing summary. And the second the researcher gave questionnaire to know the students difficulties and solve the problem. This study found the product from the students' ability that many students' have fair ability in accuracy, paraphrasing, focus and convention component of summarizing. But, students have good ability in length component because they have wrote based on the criteria. Students still fair in those 4 component they did not have wrote based on those criteria.

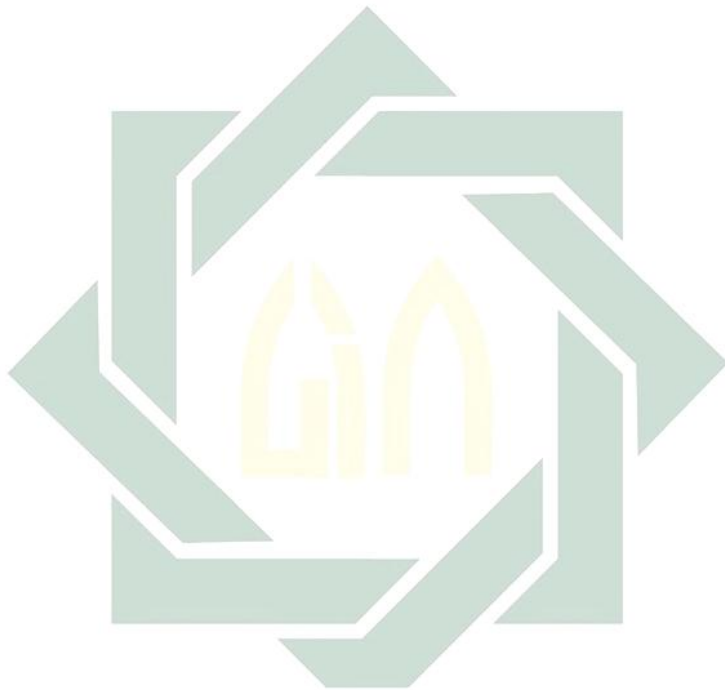
## ABSTRAK

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Kata Kunci: *Kemampuan siswa, menulis ringkasan*

Menulis ringkasan adalah keterampilan penting bagi siswa karena memungkinkan siswa untuk menunjukkan pemahaman mereka tentang bahan bacaan kepada guru mereka. Ini adalah untuk mengetahui bagaimana siswa dapat meringkas teks setelah memahami teks bacaan. Kegiatan ini mengetahui siswa dapat menulis dengan menggunakan kata-kata mereka sendiri. Siswa harus fokus pada komponen penulisan ringkasan yaitu Akurasi, Panjang, Fokus, parafrase dan konvensi. Peran komponen ini dapat mengukur kemampuan siswa dalam menulis ringkasan apakah kemampuan mereka tinggi, adil dan rendah. Tujuan dari penelitian ini adalah untuk menguji kemampuan siswa dalam menulis ringkasan dan mengetahui kesulitan dan memecahkan masalah dalam menulis ringkasan. Kemampuan siswa mengacu pada kemampuan siswa dalam menulis ringkasan jika siswa menulis berdasarkan komponen ringkasan yang baik adalah Akurasi, Panjang, Fokus, parafrase dan konvensi. Sedangkan ringkasan penulisan mengacu pada bagaimana siswa menulis ringkasan berdasarkan prosedur. Kesulitan dan pemecahan masalahnya adalah dengan mengetahui bahwa para siswa mengalami kesulitan setelah melakukan peringkasan, siswa dapat mengetahui bagaimana menyelesaikan masalah tersebut. Peneliti menggunakan deskriptif kualitatif dalam penelitian ini, karena peneliti mengetahui fenomena produk siswa dalam meringkas teks. Pertama, peneliti memberi teks untuk diringkaskan oleh siswa untuk mengukur kemampuan siswa dalam menulis ringkasan. Dan yang kedua peneliti memberi kuesioner untuk mengetahui kesulitan siswa dan memecahkan masalah. Studi ini menemukan produk dari kemampuan siswa bahwa banyak siswa memiliki kemampuan yang adil dalam akurasi, pernafasan, fokus dan komponen konvensi yang merangkum. Tapi, siswa memiliki kemampuan yang baik dalam komponen panjang karena

mereka telah menulis berdasarkan kriteria. Siswa masih adil dalam keempat komponen yang tidak mereka tulis berdasarkan kriteria tersebut.





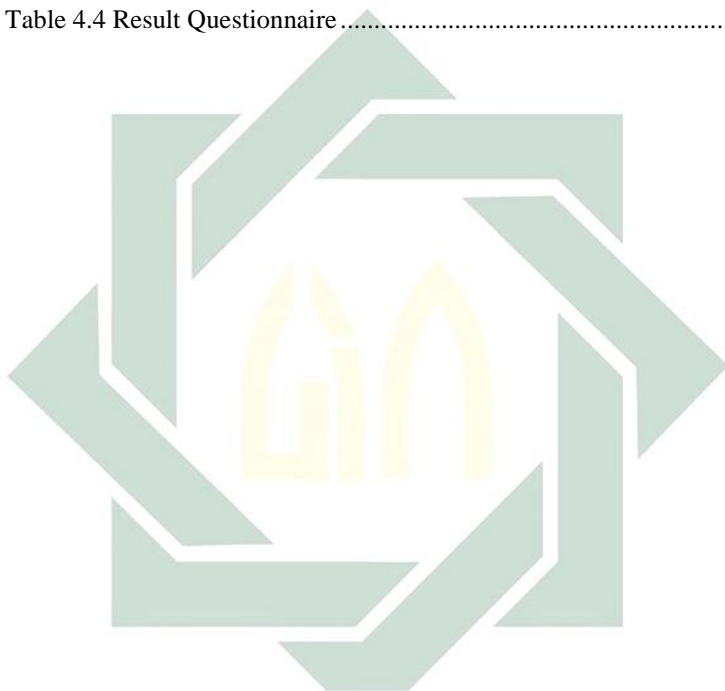
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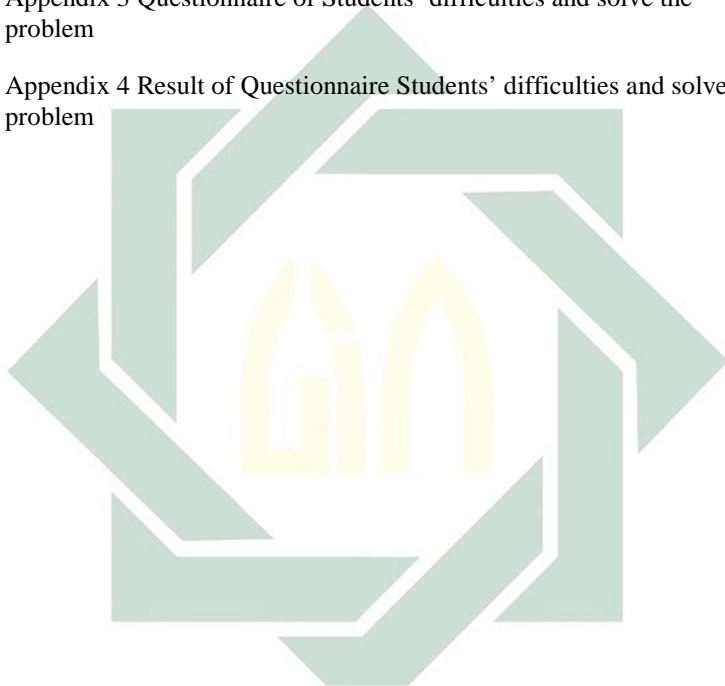
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Appendix 1 Rubric ForAssesing Summary Writing

Appendix 2 Result of Assesing Students' Ability in Writing Summary

Appendix 3 Questionnaire of Students' difficulties and solve the problem

Appendix 4 Result of Questionnaire Students' difficulties and solve the problem



# CHAPTER 1

## INTRODUCTION

This chapter present the background of the study, research questions, problem, objective of the study, the significance of the study, the scope and limitation of the research and definition key terms.

### A. Background of The Study

Summary of one kind or another is required by all the examining boards and, whether it is based on the comprehension passage or a separate passage, the summary exercise carries a high proportion of the total marks. A good performance in this branch of English language work is critical to success in the examination as a whole. The importance that the examiners attach to summary reflects its importance in everyday life. It is one of the mental activities in which we are all frequently involved, whether we realise or not.<sup>1</sup>

In tertiary education summarization is one of the essential skills since it involves many other skills including reading and writing as the two basic skills. It is a well known fact that learners have to read, or listen, in order to gather relevant information and reproduce them: may be for their future reference, as well as to exhibit their knowledge to the outside world many occasions in different forms.<sup>2</sup>

In the English curriculum, the government has regulated how to treat English as a foreign language. they must be mastered well by all students learning it. The students are expected to learn and to practice English fluently, good at listening, speaking, reading and

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<sup>1</sup>Burton S. H, *Mastering English Language*. (Mac Milan Education Uk 1984)

<sup>2</sup>Imali N.J. Bogamuwa, *Summary writing performance and the impact of instruction*, Unpublished S-1 Thesis (Srilanka: University of Sri lanka, 2011),1.

writing. Writing skill one of those four basic skills in English that plays a bird part in mastering language. Reading is also the most important of the four skills in English as foreign language. Reading and writing are two skills that can be taught in complementary process. By reading text, the students obtain comprehensible language input a chance to learn a new vocabulary in context and to see the syntax of the language. Writing allows learners opportunities to experiment with the language and try different construction to them understand.<sup>3</sup>

Summarizing needs skill both reading and writing, because reading ability will influence the product of summary writing. It implies both to complete comprehension of their text to be abridged and the necessary writing ability to create a new version of source text. Summarizing task as junctions where reading and writing taking place. Most of the students, through their academic life, have to condense information from lectures, journals, textbook etc, in their disciplines in order to fulfill certain assignment in their own field of the study.<sup>4</sup> So, the students need to be able to summarize before they can be succesfull at most of the other kind of writing that will be demanded in college.

Summarization is an important strategy that is essential in higher education as students are often expected to consult a variety of texts in order to complete assignment, supplement their lecture notes, or when studying for an exam.<sup>5</sup> Students extends her opinion that when they lack efficient summary strategy, they tend to select some sentences to copy or pharahphrase, while leaving out certain sentences which they do not understand. It is a well known fact that at tertiary level, as well as in many academic disciplines,

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<sup>3</sup>Kareviati, *Exploring Students' Difficulties in Writing Academic Paper*, Unpublished academic paer. Bandung: Indonesia, (2004).

<sup>4</sup>Juan, E.U and Silveira, J.C.P. *A Product Focused Approach to Text Summarization*.(1990).

<sup>5</sup>Bharuthram, S. (2006) Developing reading strategies in higher education through the use of integrated reading/writing activities: A study at a universityof technology in south Africa. (Doctoral dissertation, University of kwazuhu Natal, 2006).



summarization plays a very vital role since students frequently have to condense information from various texts in order to complete their assignment and assessment at different levels.<sup>6</sup> Summarization also involves a variety of different abilities such as understanding, abstraction, organization, and the reproduction of information.

Writing summary is important skill for students. It is important because to enable students to demonstrate their understanding of reading material to their teachers. The important in this research in English Education Department STKIP Qomarudin Gresik to know how students can summarize the text after understanding the reading text. Students can write the summary by using their own words. This activity will know the students ability in writing summary whether their ability is high, fair and low.

In addition, there are some research studies done to examine the differential effects of the use of L1 and L2 on summarization task. the out come of these studies has found that the level of proficiency plays a critical role in L2 summarization.<sup>7</sup>

Based on the explanation above, the researcher would like to do research to know the students ability in writing summary, the difficulties and solve the problem. So, the writer carried out of study entitled STUDENTS' ABILITY IN WRITING SUMMARY AT ENGLISH EDUCATION DEPARTMENT STKIP QOMARUDIN GRESIK.

The researcher conduct this research of students english education department STKIP QOMARUDDIN GRESIK because to explored the role of summarizing in facilitating the development of summary writing ability. This research also identified some useful criteria for profiling students' summary writing ability.

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<sup>6</sup>Alverman, D., & Qian, G. (1994). Perspective on secondary school reading: Implications for instruction. *Reading and Writing Quarterly: Overcoming learning difficulties*, 10(2), 21-38.

<sup>7</sup>Johns, A. M., & Mayes, P. (1990). An analysis of summary protocols univerty ESL Students. *Applied Linguistic*. 11(2), 253-271

### **B. Research Question**

1. How are the students' ability in writing summary?
2. What are the students' difficulties in writing summary?
3. What are the students' solve the problem in writing summary?

### **C. Objective Of The Study**

1. The research is conducted to find out students' ability in writing summary
2. To know the students' difficulties in writing summary
3. To know the students solve the problem in writing summary

### **D. Significance Of The Study**

This result of conducting this study is expected to find out the summary writing ability of student's English education department STKIP QOMARUDDIN GRESIK.

1. The lectures
  - a. The result of the study can be used by the lectures to find the best way in summary writing
  - b. The result of this research can remind the lectures to guide the students to improve their ability in writing summary
2. The students

The students can measure their ability in writing summary whether their ability is high, fair or low.

### **E. Scope And Limitation**

This study was conducted in STKIP Qomaruddin Gresik. The subject is students in fourth semester in Reading III class at English Education Department. This study focused on investigating how the students' ability in writing summary. In this research, the researcher know the ability of the students after summarizing the text based on the component of length, focus, paraphrasing and convention. The researcher also know the difficulties that students caused by language aspect, summarizing procedure, time for summarizing and intention

when writing summary and how the students can solve the problem.

## **F. Definition of Key Terms**

### **1. Summary**

Summary is a shortened version of a text. It contains the main point in the text and is written our own sentences. Moreover, it reduces a long text to a short and select relevant information and we have to compress the information into the fewest possible sentences. Normally, one paragraph is enough if summarizing from short works.<sup>8</sup> In order to be able to make a good summary, it is good understand some words that specifically have closed relation with the activity of summarizing. In this study context, summary means the process of students to measure the ability by summarizing a text using their own words and rewrite with the same topics and relevant information.

### **2. Writing**

Writing is a way of sharing personal meanings and writing course emphasize the power of individual to construct his or her views on a topic.<sup>9</sup> Writing is a way to produce language and communication aslike write the feeling or idea with other on a written way. It is an action for writers to express their opinions, ideas, and feelings and organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Thus, writing is one of the important skills in learning English, which has to be mastered.

In this study writing refers to how students can do summary a text with a correct grammatical and relevant with the topic. Students also s can do summary writing with the word that have targeted.

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<sup>8</sup>Sutanto leo, dkk. *English for Academic Purpose: Essay Writing*. (yogyakarta:ANDI) 2007, 2013

<sup>9</sup>Hyland, K. 2003. *Second language Writing*. New York: Cambridge University Press.

### 3. Ability

According to Thurstone said which was quoted by tapsfield in his book defined ability is best understood.<sup>10</sup> tucker stated that the word ability refers to the capabilities of human nature. It can either be moral or immoral abilities. The ability to perform immorally derives from the physical abilities, but the decision to do so clearly issues from minds.<sup>11</sup>

In this research the term ‘ability’ means that maximal performance of students when they do writing summary. The researcher can know the students ability in writing summary if the students write based on the criteria in summary writing are length accuracy, paraphrasing, focus and convention. Summary was use by the researcher in this research is summary of the text or story.

### 4. Difficulties in writing summary

According to Kareivati, students got the difficulties caused by:

A	Language Aspect	Vocabulary and grammar
B	Summary writing procedure	Determining idea, using own words, making a sentence
C	Steps on writing summary	Direction on writing summary
D	Time for Summarizing	Time for summarizing
E	Intention	Less intention and forgetfulness

<sup>10</sup>Ian Dennis Patrick Tapsfield (Ed) *Human Abilities, their nature and measurement*. (United States of America: Lawrence Elbaum Associates. 1996),200.

<sup>11</sup>John Allen Tucker. *ItoJinsai'sGommoJigi and the philosophical Definition of Early Modern Japan*.(Brill, 1998),153.

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter discusses some issues related to the students' difficulties, solve and ability in writing summary which become the focus of this research. It contains the review of related study or calls the previous study. Some previous studies related to this research are also discussed. Another, it consists of some theory strengthening the problem discussed here.

#### A. Review of Related Literature

##### 1. Definition of Summary Writing

Summary of one kind or another is required by all the examining boards and, whether it is based on the comprehension passage or on a separate passage, the summary exercise carries a high proportion of the total marks. A good performance in this branch of English language work is critical to success in the examination as a whole.<sup>1</sup>

Based on the theory which stated by Turk & Kirkman, summary is a condensed version of the essence of a text. The goal of summarizing material is to pass along the ideas belonging to another. Another argument said by Farman defines summarizing as "the ability to 'write short' as that students must write precisely, choosing their words carefully to convey the central themes without compromising the integrity of the original work", while the national reading panel defines summarization as "in which the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole".

The importance that the examiners attach to summary reflects its importance in everyday life. It is one of the mental activities in which we are all frequently involved, whether we realise or not.

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<sup>1</sup>Burton S.H, *Mastering English Language*. (Mac Milan Education Uk 1984) 73

Summary involves many other skills including reading and writing as the two basic skills, it is a well known fact the learners have to read, or listen, in order to gather relevant information and reproduce them may be for their future reference as well as to exhibit their knowledge to the outside world on many occasion in different forms.<sup>2</sup>

## 2. Different kind of summary

### a. Précis or full length summary

Précis is a synonym for 'summary'. The word 'precis' came into the English language from French. It is useful to bear in mind that, in French, when précis is used as a noun it means 'summary', and when it is used as an adjective it means 'precise, accurate, definite'.<sup>3</sup>

When précis is required in the examination the instruction generally follow a well-established pattern. A separate passage is usually set and the candidate is instructed to reduce that passage to a third of its length (in the case of shorter passage). Or to a quarter of its length (in the case of shorter passages). Usually, the permitted number of words is stated: 'not more than 300 of your own words': in about 200 of your own words'.

### b. Selective Summary

Instead of being asked to summarize a whole passage the candidate is instructed to select from it contents the items that bear upon a specified subject and to summarise those.

The set passage may deal with two main themes, and the instruction may require a summary of one the two. A less straightforward exercise will involve the selection and summarising of material

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<sup>2</sup>Imali N.J. Bogamuwa, *Summary writing performance and the impact of instruction*, Unpublished S-I Thesis (Srilanka: University of Sri lanka, 2011),p.1

<sup>3</sup>Burton S H. *Mastering English Language*(Mac Milan Education Uk 1984) 74.



that is found here and there through the set passage. And the material for selective summarising may not be a single passage of continuous prose. It may take the form of a conversation, or a series of letters, or of notes or memoranda. But, whatever the form, the candidates will be clearly instructed what aspect of the subject matter to select and how many words to use.<sup>4</sup>

c. Short Summary Question

These are a particular kind of selective summary. They occur among and as part of the comprehension question set on the given passage. They do not differ in kind from any other exercises in summary, for they involve the same kind of mental process and the application of the same skills. But they do not always contain the instruction ‘summarise’, and this can confuse an ill prepared candidate.

d. Main Point Summary

Main point summary reads much like an article abstract, giving the most important “fact” of the text. It should identify the title, author, and main point or argument. When relevant, it can also include the text source (book, essay, journal etc). This type of summary might also use a quote from the text, but the quote should be representative of the text’s main idea or point. A main point summary is often used when writing academic papers as a way to place the main point of that source into the context of an argument or discussion of an issue.

e. Key Point Summary

This type of summary will have all the same features as a main point summary, but also include the reason and evidence ( key points ) the author uses to support the text’s main idea. This type of summary would also use direct quotes of key words,

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<sup>4</sup>Burton S H, *Mastering English language*(Mac Milan Education Uk 1984) 75.

phrases, or sentences from the text. This summary is used when it is necessary for the summary writer to fully explain an author's idea to the reader.

### 3. Guide Lines for Writing Summary

- a. Read the original text and try to understand its main purpose.
- b. Then reread it again to understand the text in more detail.
- c. Underline the sentences expressing the main issues.
- d. Search any words that we don't know.
- e. Remember that the purpose of a paragraph is dealing with one topic.
- f. Remember that the purpose of a paragraph is dealing with one topic.
- g. Draw up a list of the topics.
- h. Write a one or two sentence account of each section you identify. Focus our attention on the main point only.
- i. Use this as the starting point for writing a paragraph which combines all the points we have made.
- j. The final summary should concisely and accurately be able to portray the central meaning of the original text.
- k. Remember the summary must use our own words.

### 4. The Difficulties in Writing Summary

According to Kareivati there are some the difficulties about students difficulties in writing summary.<sup>5</sup>

A	Language Aspect	Vocabulary and grammar
B	Summary writing procedure	Determining idea, using own words, making a sentence
C	Steps on writing summary	Direction on writing summary
D	Time for Summarizing	Time for summarizing

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<sup>5</sup>Kareivati, *Exploring Students' difficulties in writing academic paper*, unpublished academic paper. Bandung: indonesia, 2004)

E	intention	Less intention and forgetfulness
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- a. Students admitted that their difficulties on writing summary of english text are caused by language aspect. The students faced the difficulties in summarizing the text because of the problem in vocabulary and grammar. The problem and grammar and and vocabulary makes them difficult to understand the content of the source text.
- b. Students has difficulties on summary writing procedure, aslike: comprehending the text , determinining main idea, using own words, making sentences. Actually, the students have difficulties in comprehending the text. Because of that, they had the difficulties in summarizing the text. Most of the students spent more time in comprehending the source the text. They need more then two times for comprehending the text.
- c. Lack of knowledge about the steps on writing a summary was procedural factors that cause the difficulties for all students.Students lack of knowledge about the steps in summarizingaslikeRead the original text and try to understand its main purpose, Reread it again to understand the text in more detail, Underline the sentences expressing the main issues, Search any words that we don't know and Remember that the purpose of a paragraph is dealing with one topic.
- d. They did not understand the steps or directions on writing a summary whereas the steps in summary writing very important.
- e. Time for summarizing the text was one of the factor that causes the difficulties for all students.The students needs time about two hours to summarize the text, more over until one day. In other words, the students needs a long time to finish a summary. it

happens because they have difficulties in summarizing.

- f. Students were also influenced by their intention such as forgetfulness in the process of summary writing. Students realize that their mistakes are caused by their intention such as forgetfulness in the process of summary writing. They did not careful in writing a summary.

## **5. The Solution to Solve the Problem in Writing Summary**

According to kareivati there are some of the way to solve the problem and difficulties when writing summary.

- a. Reading, discussion and translating were the ways that were used by the students to over come their difficulties in writing summary. The solutions that emerged from the students are reading, discussion and translating. Those ways can help the students to cope with their difficulties in writing summary of english text.
- b. Students used dictionary as one of reading solution to cope with their difficulties in writing summary. Students have problem in vocabulary. In other words, they did not master vocabulary yet. So, to overcome their difficulties, they used dictionary to find one the meanings of vocabularies that they did not know.
- c. The students apply all the steps or produces on writing a summary to make a good summary.
- d. The students need to have a lot of practice in making the summary. If they have more practices in making the summary, they will make a better summary
- e. Translating is one of the solutions that areused by some students to overcome their difficulties on writing summary. Making english sentences is a problem for some students. So, if they want to make sentence. The write the sentence in indonesia, and then they translate in into english.

## **6. The Component to Asses the Students Ability in Writing Summary**

According to Nancy Frey, Douglas Fisher, and Ted Hernandez stated that there are 5 components including length, Accuracy, Paraphrasing, Focus and convention.<sup>6</sup> The function of this component to know the students' ability of writing summary in every component.

a. Length

It is about the sentences how students can write summarize until 6-8 sentences.

b. Accuracy

The statement must be accurate and verified by a story.

c. Paraphrasing

Using the own words when summarize and no more than words in a row taken directly from story.

d. Focus

Discuss the main idea in summary writing and summary must consist of main idea and important details only.

e. Convention

Punctuation, grammar and spelling its assess in writing summary. While doing the summary students must no more than one punctuation, grammar, or spelling error in summary writing.

## B. Previous Study

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<sup>6</sup>Frey, Nancy D.K. (2003) Writing instruction for struggling adolescent writers: a gradual release model. *Journal of Adolescent and Adult Literacy*, 46, 396-407.

Journal articles entitled “ *investigating the summary writing performance of university students in Taiwan* “. This paper explains the initial findings of ongoing investigating in to the summary writing performance of university students in Taiwan. Forty six students at the high –intermediate and advanced level of proficiency participated in this study, in which they were asked to read two argumentative English text and write a summary in English for each source text.

The result showed that the high-intermediate level students, compared to their advanced-level counterparts, include fewer main ideas and more extraneous ideas in their summaries. The former group also appeared to be more constrained by lexical and grammatical deficiencies than the latter group did while writing summaries, resulting in more ideas. Both groups needed more training on how to rearrange and reorganize the ideas extracted from a source text to compose a coherent summary text with adequate rhetorical fluency. The paper concludes with suggestion for teaching and further research.

The similarities between his research and researcher are on the research question. In that study focus on students’ ability in summary writing. The subject of this study is students in reading class at English education department STKIP Qomarudin Gresik.

A thesis entitled “ *Summary Writing performance and the impact of instruction: Exploratory study using upper Intermediate ESL Students* “. By :Imali N. J. Bogamuwa. This study examines the summary writing skills of 36 Sri Lankan upper intermediate ESL University students. The participants completed a pre-test summary task before they were taught summary writing in the advanced reading class of the diploma in English programme in the open University of Sri Lanka. This was followed by a post-test summary after providing summarizing instruction. The pre and post=test summaries were analysed in terms of 1) quality of the summary: the number of main ideas presented in each summary and the appropriate length; 2) summarizing strategies used: copy



verbatim, generalization of information in a single sentence, and combination of two main ideas in a single sentence; 3) the role of extra textual information; and 4) the rhetorical structure followed by the students.

The similarities of that thesis is how to know the students' ability in summary writing. And the differences of this thesis shows that this thesis focus on students summary writing and the impact of instruction, but this research Automatically, researcher just explain about how students' ability and the difficulties in summary writing without giving instruction in the beginning.

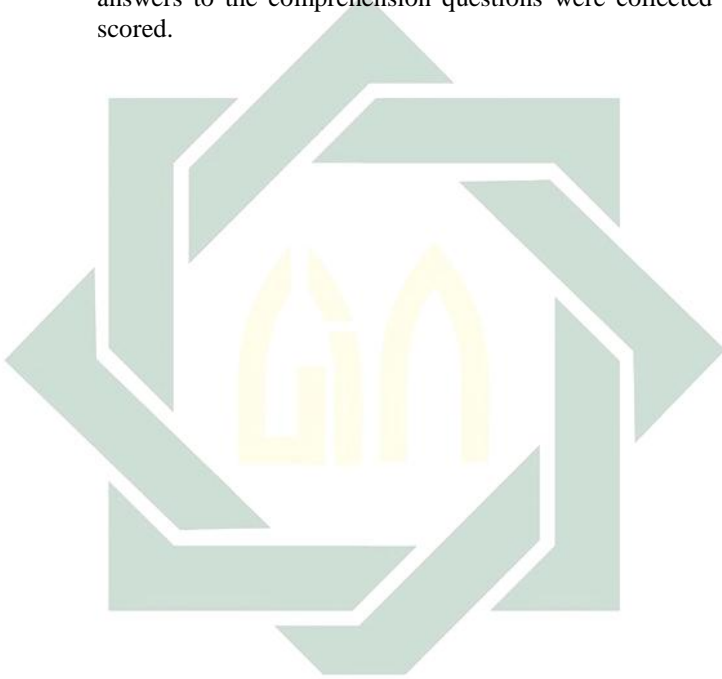
Journal articles entitled "*The analysis of students' difficulties on writing english text summary*" by ine Efrillianti. This study focus to find out kind of students' difficulties, factors that cause the difficulties and the solution to cope with their difficulties in writing summary. The subject of this study were five students who were taking writing v subject in english department of STKIP siliwangi bandung.

The similarities of that thesis is how to know the students difficulties and how students solve the problem in writing summary. the differences of this thesis show that this thesis also investigated how students ability in writing summary, but this jurnal only focus on difficulties and problem solving.

Journal articles entitled "*Exploring the relationship between summary writing ability and reading comprehension*" by Samiha Mokeddem. This study examine the extent to which EFL learners' summary writing ability correlates with their comprehension of the original reading material. In order to carry on the study, sixty EFL university students at intermediate level of language proficiency were involved.

The similarities between this journal and this research is to know the students ability in writing summary after reading the text. The differences of this journal and this research is in this research the researcher do observation by

giving text to know the students ability in writing summary. But in this journal the researcher give explicit instruction on summarizing, then were subject to a text summarizing assignment, then the post summarizing reading comprehension test involving the same text used in the summarizing assignment. Students written summaries as well as their written answers to the comprehension questions were collected to be scored.



## CHAPTER III

### RESEARCH METHOD

The method used by the researcher is very important in every research as a guidelines to attain the objective of the study. Chapter three elaborates information dealing with the procedure of the research that the researcher applies while conducting this study. It covers approach and research design, researcher presence, research location, data and source of the data, research instrumen, method of data collection and data analysis, checking validity of findings, and research stages

#### A. Research Design

According to Robert K Yin, most of researches seek to use strong design to strengthen the validity of their studies and to ensure that the data to be collected properly address the research topic being studies<sup>1</sup>. In this study the researcher used qualitative design by using descriptive approach since the purpose of this study to understand and describe the phenomenon that happens to the subject being observed in natural contexts. This descriptive study is used to gain certain information about a certain phenomenon that happens when this study is conducted.<sup>2</sup> Moreover, this study is designed to obtain information and description concerning to the students' ability in writing summary.

While according to Tayie, qualitative research viewed from the reality dimension, there is no single reality. Each observer creates reality as part of research process; it is subjective and exist only in reference to the observer. Furthermore, the qualitative researcher examines the entire process believing that reality is holistic and cannot be subdivised. The qualitative researcher believe that human beings are fundamentally different and cannot be pigeonhole that makes the qualitative scholars

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<sup>1</sup>Robert K.Yin, *Qualitative Research: From start to finish* ( Newyork: the Guilford press, 2011), 75

<sup>2</sup>Bogdan an Biklen.*Qualitative Research for education* (United States of America: Pearson. 2007).11.

attempt to produce a unique explanation about a given situation or individual. The setting of qualitative research is conducted in field, or in natural surroundings which has purpose trying to capture the normal flow of events without trying to control the extraneous variables.<sup>3</sup>

This research use descriptive qualitative because the design of this research used case study. Case study is a kind of qualitative research which makes an individual or certain unit as the research object.<sup>4</sup> Case study aims to investigate a bounded system (activity, event, process, or individuals) based on extensive data collection.<sup>5</sup>

In short, this researcher represented the phenomenon of students' ability in writing summary and the way to solve the problem. The researcher choose this study as explanatory case study since the aim of this study were to explain the students' ability in writing summary. The researcher given a text then students summarize the text. The researcher investigated the process of students were doing the summary. After giving the text the researcher given the questionnaire to know the difficulties and solve the problem when the students do summary writing. the research was done, then the researcher calculate the product of the students summary based on the criteria of summary writing and counting the students repond by anwerung the questionnaire based on the table that the resercher used. After that the reseracher describe by detail description based on the students product in writing summary and the difficulties and also the problem solving.

Descriptive qualitative research was a research that describe a natural phenomenon. In line with the definition , the researcher would describe the real situation and condition that the researcher faced in the field of students' ability in wiritng summary.

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<sup>3</sup>SamyTayie.*Research Method and Writing Proposals*(cairo:cairo University press.2005), 85-87.

<sup>4</sup>Lexy J Maleong. *Metodologi Penelitian Kualitatif* (PT Remaja Rosda Karya: Bandung, 2005).6

<sup>5</sup>John W. Creswell. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson, 2007).465

## **B. Subject And Setting Of The Study**

This study conducted in English Teacher Education Department, faculty of Education and Teachers Training STKIP Qomaruddin Gresik. The subject of the study is students in the fourth semester in Reading III class. There are 20 students in the class in academic year 2017.

The process of this research was begin with doing a test for the students by summarizing a text. After doing a test the students answer the questionnaire.

## **C. Data and source of The Data**

### **1. Data**

Data is everythings that taken from the observation whether they are facts or numerical sources, According to Arikunto as quoted by Suhardi'thesis.<sup>6</sup> The result of the observation, ability in writing summary that made by the students are processed as data. The data explains and answer the research question about the students' ability in writing summary and the difficulties in writing summary.

### **2. Source of the data**

The researcher decided that the sources of the data that were test and questionnaire in reading class STKIP Qomarudin Gresik. The researcher who was taken as source of the data was students at english education department at reading class STKIP Qomarudin Gresik that used authentic test and giving quetionnaire. Thus, the subject of this research was the students in reading III class STKIP Qomarudin Gresik.

### **3. Data Collecting Techniques**

In this research, data had been collected by giving questionnaire, and giving test. First, the researcher given questionnaire to students at reading class. the researcher

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<sup>6</sup>Suhardi. *The implementation of teaching Grammar at MAN Sumenep*, Unpublished S-1 Thesis (Surabaya:IAINSunanAmpel,2009),p.34

observed by giving a test for students. basically the process of collecting data is spesified below.

### 1. Assessment (test)

A test is method of measuring a persons' ability, knowledge, or performance in a given domain.<sup>7</sup> this research, the test is used to answer the research question number one the students' ability in writing summary. The researcher give a text with the tittle " school fete" taken from BBC Skill Wise [http:// www. Bbc.co.uk](http://www.Bbc.co.uk).

### 2. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire.<sup>8</sup> According to sugiyono there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnre will help the respondent to answer quickly, because the researcher gives an alternative answer to them.<sup>9</sup>

In this research the researcher used close form questionnaire, the students were given some questions with alternative answer, (agreement and disagreement) which had to be chosen by the students. The questionnaire was distributed after the students did the test. This questionnaire is expected to answer the research question number two about students' difficulties in writing summary and how the students' solve this problem.

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<sup>7</sup>H. Douglas. Brown, *Language Assessment Principle and Classroom Practice*. (Longman,2004),3.

<sup>8</sup>Dr. Juliansyah. Noor, SE,M.M. *Metodologipenelitianskripsi, Tesis, Disertasi, dan karyailmia*,87

<sup>9</sup>Prof. Dr. Sugiyono, *MetodePenelitianKuantitatifKualitatifdan R&D* (Bandung:Alfabeta,2009),63



#### **D. Research Instrumen**

##### **1. Assessment (test) sheet**

This instrument was used a sheet of a reading text. The text is to measure the students ability in writing summary by summarizing the text. This test is to answer the first research question about students ability in writing summary. After summarize the text, the researcher know the ability of students in writing summary.

##### **2. Questionnaire**

To bring the data together by means of questionnaire, the researcher must make some questions. This instrument was used to gather other information related students ability in writing summary. The researcher provided the questionnaire that consists of some questions related to it. This questionnaire was also use a self assessment for the sudent's whether they know their difficulties in writing summary.

##### **3. Documentation**

The researcher used documentation the way to collect the data. For documentation, the instrument is the document of process of doing test. The instrument of document analysis is to describe all of about students ability in writing summary. The researcher take the documentation about the product of students in summarizing the text. The researcher assessing based on the rubric for assessing summary writing. The product can be seen on the appendix 2.

#### **E. Data Analysis Techniques**

In this study, the researcher analyzed the data by using descriptive qualitative. All the data obtained by the researcher are presented in the form of description. The researcher analyzed the data which is earned from the assessment and questionnaire. The answer of the assessment and questionnaire are identified by the researcher in order to answer research question about the students ability in writing summary and their difficulties. After identifying the data which are

obtained from assessment and questionnaire , the researcher describes the students' ability in writing summary.

From the initial data above, the researcher tabulated the data by counting the response from each data. To know the percentage of data from test and questionnaire, the researcher used formula from Arikunto a stated below.<sup>10</sup>

Options	Frequently	Percentage
Strongly Agree		.....%
Agree		.....%
Neither Agree or Disagree		.....%
Disagree		.....%
Strongly Disagree		.....%

The data taken from questionnaire and analyzed by using a simple using the formula below:

$$p = \frac{F}{N} \times 100\%$$

p = percentage of students'

F = number of frequency of the respondent answer

N = number of respondents

In conclusion, the researcher begins to describe the findings in a chart percentage and present the data obtained descriptively. The description made by the researcher based on the data collection. Then the researcher analyzed the data in specific but brief clear description.

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<sup>10</sup>SuharsimiArikunto, "prosedurpenelitian (suatupendekatanpraktik)", jakarta: RinekeCipta,2006) p.152

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter present the research findings and discussion of the study. The researcherdescribed the data result in findings part. While in discussion, the researcher deduced the findings about the students ability in writing summary and the students difficulties in writing summary and the problem solving in English education department STKIP Qomaruddin Gresik.

#### A. Research Finding

This research has been conducted by the researcher in 10 july 2017 – 11 july 2017 by employing the techniques of collecting the data as stated in the research method. The data collected were utilized subsequently to answer two research questions of this study. The first question is related with how students ability in writing summary. While in the second research question is how about the difficulties that students faced in writing summary and how to solve the problem. To present the result of this study suitable, the researcher sorts them based on the research questions.

The researcher distributed the questionnaire to the students in reading class off STKIP Qomaruddin Bungah Gresik.<sup>1</sup> The questionnaire distributed to the students to know the students difficulties and to solve the problem. In this research, this questionnaire distributed after the students doing the test. The researcher tooke score for the students' difficulties by using 8 items questionnaires that are question number 1 up to number 8. For the students solve the problem by using 5 items questionnaires that are number 9 up to number 13.

The questionnaires was distributed to one class that is reading class there are 20 students. We can see detail of sample in the following table:

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<sup>1</sup> The questionnaire was conducted on 10 July 2017

Table 4.1:

## Data Respondent

Grade	Class	Total Respondent
Fourth semester	Reading class	20
Total		20

### 1. Students' ability in writing summary

In this research, test is used by the researcher to know the students' ability in writing summary. The test was given on 11 juli 2017. In the test students were ask to summarize the text based on the text that given by the researcher. The text is from BBC Skill Wise <http://www.Bbc.co.uk>. From the summary that have been made by the students measured to know the ability of student in summarizing the text based on the criteria of good summarizing aslike length, accuracy, paraphrasing, focus and convention.

Based on the rubric for assessing summary writing the researcher find the product of students summary writing based on the criteria of length, accuracy, paraphrasing, focus and convention. the students have different ability in summarizing the text. The product can bee seen on the appendix 2.

#### a. Length

Based on the students product on summarizing the text, the researcher described how the students ability based on the criteria of "Length" on writing summary. We can see on the appendix 2 that from 20 students who did the test write the sentence about 6-8 sentences. It mean that students understand what sentence that must write on criteria of a good "length". In this criteria all the students got

a high score. The high score based on the rubric is 4 score. It means that from 20 students fulfill the standard of length.

b. Accuracy

Accuracy mean that all statement that students summarize must be accurate and verified by story. from the 20 students that did the summarizing have a different ability in this component. The students who got the 4 score is only 1 students. The students who got 3 score is 12 students. students who got the 2 score is 7 students and there is no students who get a 1 score. From the score of students summarizing the researcher can take the conclusion that the students ability based on the criteria of “accuracy” is fair because from the 20 students 19 students got 3 score and 2 score. It means that it is the fair score and have not fulfill the standard of accuracy. They have not write all the statement accurate and verified by story. from the expalanation above the students should be write all the statement accurate and verified by story to get a high a score.

c. Paraphrasing

Paraphrasing on summarizing it's mean that how students take and write the sentences directly from the story. Based on the product of students sumarizing, the researcher knew the students ability based on this criteria “paraphrasing”. We can see on the appendix 2 of the product of students ability in writing summary. From the 20 students who did the summarizing the text only 3 students who got 4 score in this paraphrasing component. The students who got 3 score is 6 students, 7 students got 2 score and 5 students got 1 score. The researcher can tooke the conclusion that the ability of 20 students is “fair”. It can conclude because the total of students who got 3 and 2 score is 13 students. It can categoriez of fair

skill. From the explanation above only 4 students who can write no more than 4 words in a row taken directly from story. so, in this component students must try and understand what a good criteria that must do by the students in this component.

d. Focus

Focus on summarizing means that students must write focus only with the main idea and important details. Based on the product of students summarizing the text, the researcher knew the ability of the 20 students in summarizing the text. The ability from all the students are different. There is no students who got the 4 score in this component. Students who got 3 score is 7 students and 2 score is 13 students. From the score the researcher can concluded that students' ability is "fair" because we can see the totally of students a got the 3 and 2 score. It is categorize in fair ability. In this component a high score if students can write summary consist of main idea and important details only but in this component all the students summarize contains main idea and some minor details.so, from the explanation about all the students must try to understand and try to summarize with good criteria in focus component.

e. Convention

in this component, a good summarizing is when students write the summary no more than one punctuation, grammar, or spelling error. Students have different ability in this component. Based on the product of the students in writing summary there are 5 students got 4 score it means that they write with a correct grammatical, punctuation and spelling error. There are 9 students who got 3 score, 6 students got 2 score and students who got 1 score is 0. From all the score the researcher took the conclusion about the ability of 20 students based on this component. The

ability of students are “fair” because almost the students got 3 and 2 score that it categorize is fair ability. Students who got 3 score they wrote the summary with 2-3 punctuation grammar, or spelling errors and students who got 2 score it means that they wrote 4-5 punctuation, grammar and spelling errors. So, from the explanation above the students must carefully when wrote the sentence, try to wrote with a good grammatical and punctuation. this component is important to make the students summary good without spelling error and error grammatical and also the punctuation.

## 2. Students’ difficulties in writing summary and how students solve the problem

To determine the types of students difficulties in writing summary, the researcher used questionnaire. Based on the kareivatitheory Students get difficulties are caused:

A	Language Aspect	Vocabulary and grammar
B	Summary writing procedure	Determining idea, using own words, making a sentence
C	Steps on writing summary	Direction on writing summary
D	Time for Summarizing	Time for summarizing
E	intention	Less intention and forgetfulness

Questionnaire 1-8 had been difficulties that faced by the students, it indicated that those difficulties about students faced in writing summary. On the other hand, if the questionnaires 9-13 had been solving the problem, it automatically indicated that how students can do when get the difficulties in writing summary. The questionnaire had been given 20 students in reading class. to answer the second and third

research question, the researcher displays the frequency distribution by this table below:

Table 4.2:

Frequency Distribution of students' difficulties

Option	1	2	3	4	5	6	7	8
	Frequency							
<b>SA</b>	5	4	4	5	7	6	3	5
<b>A</b>	6	8	9	4	4	5	6	9
<b>NAD</b>	7	1	3	3	4	6	7	3
<b>D</b>	1	5	3	3	4	2	2	2
<b>SD</b>	1	2	1	4	1	1	2	1

**SA** = Strongly Agree

**A** = Agree

**NAD** = Neither Agree or Disagree

**D** = Disagree

**SD** = Strongly Disagree

This table show the number of respondent by answer the questionnaire about difficulties in writing summary. After giving the questionnaire the researcher display it in that table.



Table 4.3:

Frequency Distribution of students' solve the problem

Option	1	2	3	4	5
	Frequency				
<b>SA</b>	4	2	6	5	7
<b>A</b>	9	10	6	6	7
<b>NAD</b>	2	3	2	4	1
<b>D</b>	3	4	1	4	2
<b>SD</b>	2	1	5	1	3

**SA** = Strongly Agree**A** = Agree**NAD** = Neither Agree or Disagree**D** = Disagree**SD** = Strongly Disagree

This table shew the number of respondent by answer the questionnaire about difficulties in writing summary. After giving the questionnaire the researcher dispalyed it in that table.

Then, the researcher determines the type that indicated as causing difficulties in writing summary and how to solve the problem by displaying the result of questionnaire. The result had been displayed in this table.

Table 4.4:

Result Questionnaire of Students' difficulties in writing summary and solve the problem

Number of the Statement	SA	A	NAD	D	SD
1	25%	30%	35%	5%	5%
2	20%	40%	5%	25%	10%
3	20%	45%	15%	15%	5%
4	25%	20%	15%	20%	20%
5	35%	20%	20%	20%	5%
6	30%	25%	30%	10%	5%
7	15%	30%	35%	10%	10%
8	25%	45%	10%	15%	5%
9	20%	45%	10%	15%	10%
10	10%	50%	15%	20%	5%
11	30%	30%	10%	5%	25%
12	25%	30%	20%	20%	5%
13	35%	35%	5%	10%	15%

**SA** = Strongly Agree

**A** = Agree

**NAD** = Neither Agree or Disagree

**D** = Disagree

**SD** = Strongly Disagree

The data from table above show that there are difficulties in writing summary and how students solve the problem. After the researcher displayed the number of respondents then the researcher found the percentage by using formula

$$p = \frac{F}{N} \times 100\%$$

p = percentage of students'

F = number of frequency of the respondent answer

N = number of respondents

From the percentage, then the researcher described the percentage from the students' difficulties in writing summary and solve the problem they are:

a. Question 1

"Most of the students spent more time in comprehending the text"

25% students strongly agree and 30% students agree and 35% neither agree or disagree and 5% students disagree and 5% students strongly disagree with this statement. This question was given information to know the students get difficulties when they do writing summary. Some of the students find it difficult to comprehend the content of the text although they have read many times.

b. Question 2

"Determining idea is one of the difficulties that students faced in writing summary"

20% students strongly agree and 40% students agree because when they write a summary they must use their idea to

rewrite with the same topic after comprehend all the text. and 5% neither agree or disagree and 25% students disagree because if we read the text accurately and really comprehend the text, we do not get difficulties to rewrite and put our idea in writing summary. and 10% students strongly disagree with this statement.

c. Question 3

“Sometimes students difficult to summarize by using their own words”

20% students strongly agree because when after read the text students confuse to use their own word to summarize and sometimes after reading the text students forget what the content of the text. So, it is difficult to rewrite with their own words. 45% students agree and 15% students neither agree or disagree and 15% students disagree and 5% students strongly disagree.

d. Question 4

“Students have difficulties in making a sentence”

25% students strongly agree because sometimes the students summarize the text it is does not have connection between first sentence to other sentence. 20% students agree and 15% students neither agree or disagree and 20% students disagree because making a sentence we just write by using our own words when summarize the text.

e. Question 5

“Students get the problem in vocabulary and grammar”

35% students strongly because when we write something we need memorize

many vocabulary and we must carefully with the grammar to make our writing easy to understand by other. 20% students agree and 15% students neither agree or disagree and 20% students disagree because if we try to write many times and memorizing vocabulary it is not problem.

f. Question 6

“Students did not understand the steps or direction on writing summary”

30% students strongly agree because to summarizing we need learn first about the step to make easier summarize the text. 25% students agree and 30% students neither agree or disagree and 10% students disagree and 5 % students strongly disagree with this statement.

g. Question 7

“Time for summarizing the text was one of the factor that causes the difficulties”

15% students strongly agree and 30% students agree because we need long time to summarize and also to read comprehend the text. 35% students neither agree or disagree and 10% students disagree because need a short time it is enough because we just write a simple text. And 10% students strongly disagree with this statement.

h. Question 8

“ students less the intention and get forgetfullness in the process of summary writing”

25% students strongly agree and 45% students agree because sometimes after read all the text students get forgetfullness content of the text and forget the step to summarize. 10%

students neither agree or disagree and 15% students disagree because we have time to read before summarize. So, we do not get forgetfulness. 5% students strongly disagree with this statement.

i. Question 9

“Reading is one of the way that students used to overcome their difficulties in writing summary”

20% students strongly agree and 45% students agree with this statement because read the text many times is to make easier to summarize. 10% students neither agree or disagree and 15% students disagree and 10% students strongly disagree with this statement.

j. Question 10

“Discussion and translating is the solution to solve the problem in writing summary”

10% students strongly agree and 50% students agree with this statement because discussion and translating is the best way to comprehend the text before we write the summary, and if we get difficulties we can discuss with other. 15% students neither agree or disagree and 20% students disagree and 5% strongly disagree.

k. Question 11

“Opened the dictionary is to find the meaning of vocabularies on writing summary”

30% students strongly agree because if we forget and do not know the meaning of vocabularies we can open the dictionary to get the meaning and also memorize the vocabulary. 30% students agree with this statement. And 10%

students neither agree or disagree and 5% students disagree and 25% students strongly disagree because it is not good way because to make us lazy and do not memorize the vocabulary.

l. Question 12

“Students apply all the steps or produces on writing a summary to make a good summary”

25% students strongly agree and 30% students agree because all the steps is must be applied to make a good summary. 20% students neither agree or disagree and 20% students disagree because and 5% students strongly disagree with this statement.

m. Question 13

“students need a lot of practice in making summary”

35% students strongly agree because a lot of practice it can make summary more better then before. 35% students agree and 5% students neither agree or disagree nad 10% students disagree because to write a summary we do not need more practice because it is easy. 15% students strongly disagree.

From the data the researcher can conclude about the difficulties in writing summary. The question number 1 there are eleven students (55%) strongly agree and disagree got difficulties about the time to comprehending the text. Twelve students (60%) of students feel difficult to determining the idea when writing summary. Twelve students (65%) students got difficulties in using their own words. And there are nine (45%) students said that making a sentence is something difficult when writing summary. There are eleven students (55%) get difficulties in vocabulary

and grammar. And eleven students (55%) stated that they are difficult on understanding the step or direction to writing summary. Nine students (45%) feel difficult on time for summarizing. Fourteen students (70%) said that they less the intention and get forgetfulness in the process of summary writing.

According to the students, the most difficulties of writing summary is less intention and forgetfulness in the process of writing summary, this answer can be seen from the result of questionnaire that 70% students less intention and get forgetfulness in the process of writing summary.

After the researcher concluded and described the difficulties, the next steps is the researcher described and concluded the way to students solve the problem in writing summary based on the question number 9-13. There are thirteen students (65%) said that reading is the way to solve. And there are twelve (60%) students has the way to solve the problem by discusing and translating the text. Then twelve students (60%) by opening the dictionary is the way to solve. Eleven students (55%) stated that applied all the steps or produce the summary to make a good summary. And the last is there are fourteen students (70%) students need a lot of practice to make a good summary.

According to the students, the most the way to solve of writing summary is need a lot of practice to make a good summary. this answer can be seen from the result of questionnaire that 70% students need a lot of practice in making summary.

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## **B. Discussion**

This section presents the discussion based on the findings of the research it is concerned with students difficulties in writing summary and how to solve the problem and also how the students ability in writing summary.

### **1. Students ability in writing summary**

According to Nancy frey stated that there are 5 components to assessing a summary. is a Length, Accuracy, paraphrasing, focus and conventions

#### **a. Length**

According to nancy frey the criteria of a good length in writing summary should be about 25-30 of the original text. Some paragraphs may be short while others are longer. it is important that the length of a paragraph in an essay matches the length of the essay. In other words, shorter essays generally require shorter paragraphs, while longer essays often require longer paragraphs that contain more information about a particular main point. It is For detail can bee seen on the finding of students ability that all students have write 25-30% from the text. It shows that the students

have good ability in this component. In this result all the students have understood what the criteria that must be done based on the criteria of length in writing summary.

b. Accuracy

From the theory of Nancy Frey in the text of summary it must contain in an abbreviated form all the important thoughts to be found in the original passage without changing their meaning. The statement must be accurate and verified by story. In this component all statements that students summarize must be accurate and verified by story. It can be concluded that students can write accurately; they will get a high score in this component. In this research the researcher found many different abilities of the students when writing summary based on this component. Good criteria and accuracy is how students can summarize all the statements accurately and verified by the story. In this result, show many different abilities when students understand about accuracy. There are some students who write some statements and cite outside information or opinion, and also there are some students who write most of the statements accurately and verified by story, and there is also the student who writes all the statements accurately and verified by story.

c. Paraphrasing

From the theory from Nancy Frey Paraphrasing is copying the sentence construction of the original. How students take a word directly from story. The criteria of good paraphrasing is no more than 4 words in a row taken directly from story. In this research the students' ability in paraphrasing shows many differentiations. But

most of the students can not paraphrase the text well.

d. Focus

From the nancy theory In the summary writing students must focus with the main idea of the text. Its mean that the student is must discuss the idea and include only one idea of the text. In this focus component the good criteria if students can summarize consist of main idea and importants detail only. There are many differentiation of students ability based on the focus component. Some of them were written the main idea with the only minor details and some of them were written the main idea and some minor details.

e. Conventions

From the nancy theory In this component students must carefully with the punctuation, grammar, or spelling error. In this finding the researcher know some of the students errorr in puctuation, grammar and spelling. No more than one punctuation, grammar, or spelling error is must do by the students in writing summary.

**2. Students difficulties in writing summary and solve the problem.**

The questionnaire was given after conducting the test. In the same place, the students were asked to fill the questionnaire based on their own ability. This questionnaire was distributede to know students' difficulties and solve the problem in writing summary

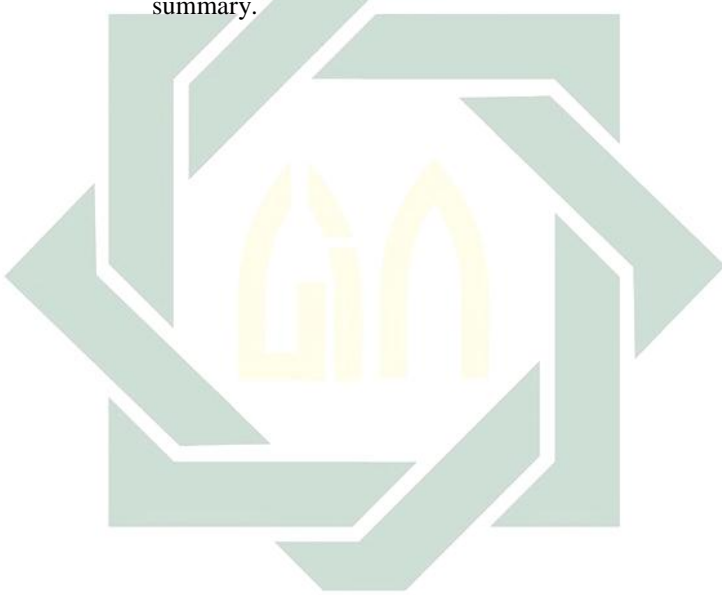
Kareivati said one of the difficulties of students difficulties in writing summary is about less intention and forgetfulness. The students realize that their mistakes are caused by their intention such a forgetfulness in the process of summary writing. They did not careful in writing a summary. According Tomitch stated that also emphasizes that one reason is for memory constraints: we can not process every lines in the text in the same fashion, if our working memory is over loaded with too much information, part of the information which is being held is displaced or forgotten. In this research, the researcher find the high percentage of students difficulties in writing summary is about less intention and forgetfulness. Based on the calculation of students difficulties in writing summary, the researcher find the percentage 70% from the difficulties about less intention and getting forgetfulness. Students over loaded their memory and can not memorize well after reading the text. So they get ba forgetfulness to write again what the text about. It show that some students in STKIP Qomaruddin have difficulties in less intention and forgetfulness It show that some students in STKIP Qomaruddin have difficulties in less intention and forgetfulness.

Kareivati said one of the problem solving that students do to solve the problem in writing summary is about need a lot of practice. From the presentation of students solve the problem in writing summary there is a one way that students do to solve the problem is about need a lot of practice to make a good summary. The students apply all the steps or produces on writing a summary to make a good summary. If they have more practices in making the summary, they will make a better summary. According to Edge stated that the procedures give the students practice in the recognitions, productions and evaluations of paragraph summarize in note form.<sup>2</sup> from the calculation of students solve the problem in writing summary, the

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<sup>2</sup> Edge, Julian. (1983). *Reading in Foreign Language*. (April, 2012)

researcher find the percentage 70% from the problem solving is about need a lot of practice to make a good summary. Students must study about all the step before writing a summary. The guide lines of a good summary must applied by the students to make a good summary. Practice a lot of time also important to make the ability in writing summary better that before. It show that some students in STKIP Qomaruddin have the way to solve is apply all the steps and need a lot of practice in writing summary.



## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter presents the conclusions that summarizes the result of the study that has been explained in the previous chapter. Some suggestion are also given to some elements reated to this study.

#### **A. Conclusion**

##### **1. Students ability in writing summary.**

This result explains the score after the researcher assess based on the rubric, the high score based on the rubric is 20 score. but in this research the high score of the students is 17 score and the low score is 14. It is show the ability of students is fair. Many different ability of students in every component when writing a text of summary.

##### **2. Students difficulties in writing summary and solve the problem.**

The researcher find the high percentage (70%) about students less intention and get forgetfullness in the process of summary writing. So, it can conclude that the students getting difficulties on less intention and forgetfullness in writing summary. Student solve the problem in writing summary. The reseracher find from the result of the questionnaire, the researcher get the high percentage is (70%). So, it can conclude that the students solve the problem by need a lot of practice to make a good summary.

#### **A. Suggestion**

Based on research finding, the following suggestion are recommended for the students, the lecture and the next researcher

##### **1. For the students**

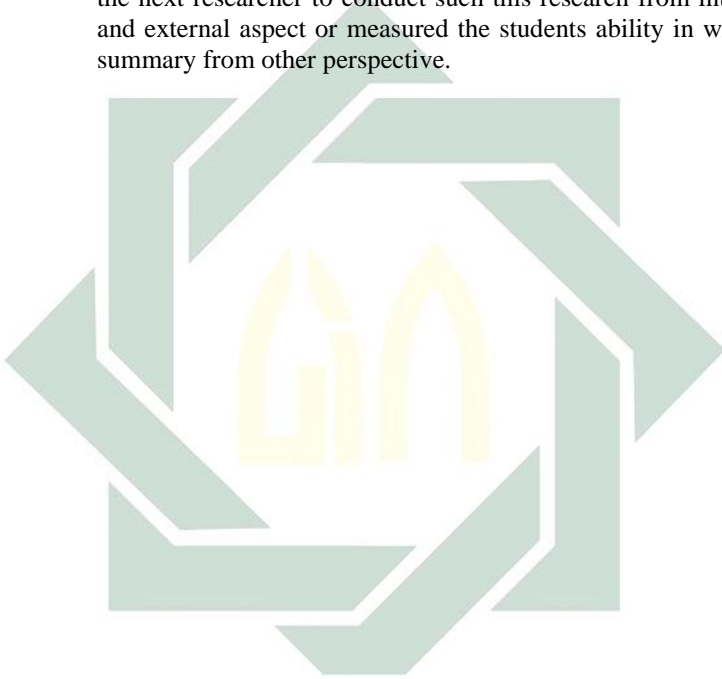
Students should try to eliminate the problem on writing summary by tryng to learn vocabulary and grammar, reading the directions of summarizing, and asking lecturer and peers. The students should apply and effective reading strategy to enable them to comprehend the text easily.

2. For the lecturer

The lecturer should guide the students to summary writing to make better than before. And give the instruction how write better summarizing and understanding the text well.

3. For the next researcher

To make this research perfect the researcher suggest to the next researcher to conduct such this research from internal and external aspect or measured the students ability in writing summary from other perspective.



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