SUMMARIZING TASK AND ITS IMPACT ON STUDENTS' WRITING ACHIEVEMENT AT NINTH GRADE STUDENTS OF SMP NEGERI 8 BUTON TENGAH

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ABSTRAK

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh tugas merangkum terhadap prestasi menulis siswa kelas sembilan di SMP Negeri 8 Buton Tengah.

Dalam penelitian ini, peneliti menerapkan desain eksperimental yang digunakan untuk menguji kemampuan siswa di kelas eksperimen yang dihasilkan dari pengajaran menulis melalui tugas meringkas dan kemampuan siswa di kelas kontrol yang dihasilkan dari pengajaran menulis dengan teknik konvensional. Subjek penelitian ini adalah 44 siswa SMP Negeri 8 Buton Tengah. Data penelitian dikumpulkan melalui pre-test dan post-test. Instrumen penelitian ini adalah tes menulis. Data dianalisis secara statistik.

Setelah menganalisis data, ditemukan bahwa ada perbedaan yang signifikan dari prestasi menulis siswa yang diajarkan melalui meringkas tugas dibandingkan dengan metode konvensional pada siswa kelas sembilan di SMP Negeri 8 Buton Tengah. Itu bisa dilihat dari hasil penelitian sig. atau p 0,013 < α = 0,05. Oleh karena itu, dapat disimpulkan bahwa penggunaan tugas meringkas dapat meningkatkan prestasi menulis siswa siswa kelas sembilan SMP Negeri 8 Buton Tengah.

Kata kunci: Tugas merangkum, prestasi, siswa, eksperimen

INTRODUCTION

Writing plays an important role for people to express and share their ideas about the development of knowledge, science, technology or art to others around the world. For many cases, writing is needed. Much information such as journals, news, articles, theses, reports, and the likes is in the form of written language. Despite the significance of writing, it is commonly known that second language learners need a long process until finally they can produce a qualified written product. Students need to follow some steps to make a good written product; those are planning, drafting, editing, and final version. This is supported by Bell and Burnaby (cited in Nunan 1989: 36) who stated that writing is an extremely complex cognitive activity, in which the learners need cognitive strategies involving the identification, retention, and retrieval of language elements.

Writing is considered to be the most difficult productive skill by the great majority of English language learners because this skill requires them not only to master the English language system but also to analyze the intervening of the different sources of the language system. Students who have poor reading habit and less language learning strategies often have difficulties in fulfilling above requirements. As a result, students usually create unacceptable written works.

Brown (2001: 336) stated that writing is indeed a thinking process. Writing is not just a product; it is a process as well. There must be some process to make a good written product. One of the ways to improve writing ability is increasing writing activities. Such process will help students to produce a text in regard to content, organization, vocabulary use, and mechanical considerations such as spelling and punctuation appropriately. Because of that, writing is important skill to be taught to the students.

But in fact, when the researcher observed to SMP Negeri 8 Buton Tengah, the researcher found that the students have difficulties to express their idea in written form. Students still faced difficulties in choosing appropriate words to express their idea in a sentence, they are confused what tenses they should use, what conjunctions should be chosen to combine one important point with other important points, and arrange them in paragraph smoothly. Furthermore, the students have difficulties in generating ideas, and how to transfer these ideas. Moreover, students have low motivation and cannot find their own strategy in learning English, especially in writing.

There are many factors affected students' writing achievement. One of them is teaching method. Teaching method consists of the teaching steps from the beginning until the end of the lesson. It also has the objective to cope with. Different method has different aims. Method considered as the main factor that the researcher concerns because without a method the objective could not be coped. There are many kinds of method. Moreover, there is no a good method or bad method, it is based on the context. So, the teacher must use the appropriate method by analyzing the context. Summarizing is one of a good technique in teaching writing. Summarizing help students to comprehend knowledge, transferring long-term memory because it leads the students to read, to understands, to distinguish important idea and to express the information by their own words (Susar & Akkaya, 2009).

Furthermore, summarization can improve the accuracy of written performance. Summarizing text with different genres can have positive effect on using the same genres and improving written performance. Giving summary writing as assignments could actually boost both reading and writing ability. On the other hand, summarization may contribute to evidently better retention and recall of the information from the reading texts. Since summarizers are required to comprehend, evaluate, select, condense and transform the reading information to produce the summary product, they can capitalize on more opportunities to process and interact with the text. Based on those facts, the researcher intended to do a research under the title "Summarizing Task and Its Impact on Students' Writing Achievement at Grade Ninth Students of SMP Negeri 8 Buton Tengah".

1. Definition of Writing

Writing is the nature of the composing process of writing. Brown (2001:335) stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skills. Brown also stated that the nature of writing has produced writing pedagogy that focuses learners on how to generate ideas, how to organize the coherently, how to use

discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Brown (2001: 336) also stated that "writing is indeed a thinking process in which the learners have to figure out what they want to write, make a plan, use an outline, and begin writing. The learners also experience with the developmental process such as when they start writing at the very beginning till their written production is being revised and edited.

Another definition of writing is stated by Richards & Renandya (2002:309). They stated that written language is not just grammar practice. According to them, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

White and Arndt in Harmer (2001: 258) stated that writing is a set of recursive stages which include: drafting, structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), and generating ideas and evaluation (assessing the draft and/or subsequent drafts). Meanwhile, Nunan (1991) stated "written language is complex at the level of clause". The complexity points to the lexical density of written text (something that makes writing seem more complex). Lexical density refers to the number of lexical or content words per clause. For instance, the syntax of written language contains more lexical items such as nouns, adjectives, verbs and adverbs in a sentence.

Nation (2009: 113) stated that writing is an activity that can be used to help the learners to support and to prepare the work of the other English skills such as listening, reading and speaking. It means that it is possible for the learners to use the words receptively and provides them back productively. Every skill is linking with others. Therefore, writing will look easier if the learners learn from a strong knowledge base.

The definitions above show that writing is a productive language skill of thinking, organizing, and revising a written text that involves many aspects: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

2. **Summarizing**

Buckley (2004) defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, and retaining main ideas. Hacker (2008: 62) explains that summarizing involves stating a work's thesis and main ideas "simply, briefly, and accurately. Furthermore Hacker explained that summarizing is a process of rewriting something in your own words but shortening it by stating only the main idea and the supporting points you need for your purposes. A summary can be just one sentence or it can be much longer, depending on whether you

are presenting abroad overview or a more thorough outline.

Summarization is a skill and requires proper guidance, constant practice, special efforts and proper training. While writing summary one has to remember that he or she is not directed or allowed to mound, alter or change the main idea and introduce new ideas. Thus, summarization is a process that requires careful attention. Hacker (2008: 68) mentions there are three important summarization techniques such as:

a. Selection

Selection is an important summarization technique. It is essential to select major idea, key words and phrases, special terms and interpretations presented in the original resource. These aspects must be considered seriously while writing these summary. It is an important summarization technique as it helps to include all major ideas in summary.

b. Rejection

Rejection is an important summarization technique. It is a process of removing unnecessary data. Students have to try to reject repetitions, examples, illustrations, anecdotes, redundant, expressions, tables and statistical data. Basically rejection helps to prepare a perfect summary.

c. Substitution

It is also an important summarization technique. Basically it includes synthesis. It is a mode of combining several sentences into one sentence. It is recommended to use sentence substitutions, short sentences to replace lengthy sentences. Use of one-word substitutions is an added advantage in the summary writing process.

Furthermore, there are five essential steps in conducting summarization proposed by Buckley (2004), they are:

1) Use perfect reading skills
   Reading plays vital role in summarization skill. In the process of summarization, it helps to segregate following aspects of reading material, facts and opinions

2) Underline or note-down main idea
   An important step in the process of summarization is to note-down or underline major ideas during the reading stage. It helps to collect and reproduce major ideas while writing summary. This stage requires best selection and perfect analytical skills. The wrong selection will be futile and create chaos. The notes taken or underlined segment will become the base of a summary.

3) Check for appropriation
   After collecting (i.e. noting-down) major points, summary writer is directed to check for appropriateness of ideas to be reproduced in the summary. If proper steps are not taken, the collected points may misguide and not help to reproduce the perfect summary.

4) Prepare the first draft
   Next important step in summary writing is the preparation of first draft. In this stage try to frame

simple, self-dependent, short sentences and club points to develop logical link. The draft must be a complete, candid and include maximum points. Enough care is required to avoid needless repetitions and omit examples, anecdotes, and other redundant data. It is also essential to develop structured paragraphs during this stage.

5) Tailor and limit summary

First draft always requires proper brush up and improvements. Hence, it is essential to check for perfectness. During this stage it is recommended to check for complete package and logical arrangement. It is recommended to select and reproduce theme and meaning or message of the story, table or statistical data, use your own language and active voice. It is also essential to write objectively and insert link between each segment with the help of words such as, therefore, because, as, nevertheless, however, on the other hand, such as and others to write a professional summary. It is also essential to adjust length of summary.

Moreover, Buckley (2004) provides some tips on how to summarize a text namely:
1. Be careful to select the theme of passage or reading material.
2. Do not reproduce sentences from original text.
3. Do not provide scope for ambiguity.
4. Include all major ideas.
5. Be objective and write summary in third person.
6. Observe proportion.
7. Do not include any redundant data.
8. Never introduce your ideas.
9. Do not criticize or change the original source.
10. Limit your summary, it must not be more than $\frac{1}{3}$rd the length of the original passage.
11. Prefer short, simple and self-dependent sentences.
12. Be stringent with words.
13. Avoid cluttering, pleonasm or redundant phrase.
14. Avoid needless repetitions.
15. Logically link each section.

METHOD OF RESEARCH

A. Design of the Research

This research used quasi experimental method by using pretest-posttest control group design. This design consists of experimental class and control class. The pretest was given at the beginning of the experiment before the treatment is begun and the posttest is given at the end of the treatment after the last treatment is given. In this research, the treatment was given for the experimental class by applying summarizing technique in the teaching and learning process and other as the control group that is given conventional learning method. The steps of giving treatment in the class as follows.
a. Learning process starts by greeting, asked students to pray together, checking students' attendance
b. Teacher explains the learning objectives

c. Teacher determines the topic related to the material
d. Teacher explains about the material
e. Teacher explains the steps to summarize a text
f. Teacher provide a text and ask the students to read the text
g. After reading the text, teacher asks students to make a summarize related to the text given
h. Teacher check the summary made by students
i. Teacher give feedback related to the summary made by students

B. The Procedures of Analysis

The instrument used to collect the data in this research is the writing ability test that focused on short essay test in the form of narrative text. 44 respondents were asked to summarize the text. There are two main stages in analyzing the data. The first is to analyze the data descriptively. The second is to answer the research hypothesis. Before testing the hypothesis the requirement analysis was done to find out the data normality and homogeneity. The computation was by the help of SPSS 20.0 version.

FINDING AND DISCUSSION

A. Finding

1. Data Description

In this section, the researcher presented the finding that include, the data of students writing achievement on pre-test for both experimental and control class, data of students' writing achievement of post-test for both experimental and control class and hypothesis testing. The summary of data description was shown on table 1.

Table 1
The Summary of Variables Description

Statistic	Experiment		Control	
	Pre test	Post test	Pre test	Post test
N	22	22	22	22
Mean	50.23	70.91	50.68	65.68
Std deviation	14.01	10.76	10.72	6.60
Median	50.00	70.00	50.00	65.00
Mode	50	60	60	70
Minimum	30	60	30	50
Maximum	75	95	70	75
Range	45	35	40	25

a. **Description of Students Writing Achievement on Experimental Class**
   1) *Description of Students' Writing Achievement of Pre-Test for Experimental Class*

In this section, it was described the students' writing achievement for experimental class before they experienced the teaching of writing with summarizing technique. The result of writing test to 22

respondents indicates that the lower score was 30 and the highest score was 75. The median was 50 and the mode was also 50. The mean score was 50.23 and standard deviation was 14.01. The detail information of descriptive statistic can be seen on table 2. And the detail information about the frequency distribution can be seen on graph 1 below.
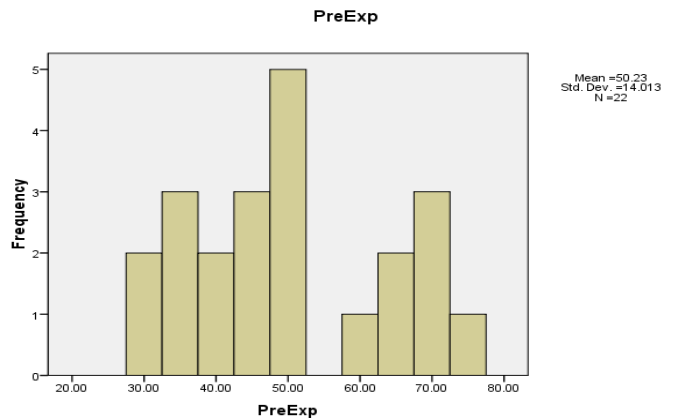
Graph 1. Histogram writing achievement of pre-test for experimental class

Table 2
Descriptive statistic of pre-test for experimental class

Mean	SD	Median	Mode	Max	Min	Range
50.23	14.01	50	50	75	30	45

Graph 1 shows that it was found that there was none (0%) of students got very good writing achievement, there was 1 (4.55%) of them got good achievement, there was 6 (27.27%) of them got average achievement, there was 8 (36.36%) got poor achievement, and there was 7 respondents (31.82%) got very poor writing achievement. Therefore, it can be concluded that the writing achievement of the ninth grade SMP Negeri 8 Buton Tengah before treatment in experiment class was poor because most of the students got poor category. The dispersion of writing achievement data of the ninth grade SMP Negeri 8 Buton Tengah before treatment in experiment class was visualized in the following graph.
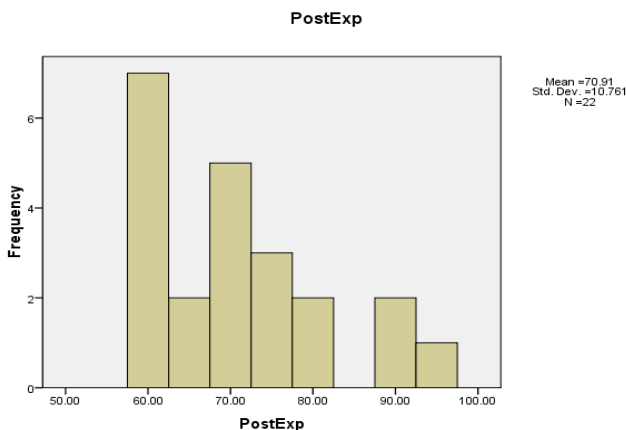
2) Description of Students' Writing Achievement of Post-Test for Experimental Class

The students' writing achievement for experimental class after they experienced the teaching of writing through summarizing task. The result of writing test of 22 respondents indicates that the lower score was 60 and the highest score was 95. The median score was 70 and the mode score was 60. The mean score was 70.91 and standard deviation was 10.76. The detail information of descriptive statistic can be seen on table 3. And the detail information about the frequency distribution can be seen on graph 2 below.

Table 3
Descriptive statistic of post-test for experimental class

Mean	SD	Median	Mode	Max	Min	Range
70.91	10.76	70	60	95	60	35

Graph 2 shows that it was found that there was none (0%) of students got poor and very poor writing achievement, there was 3 (13.64%) of them got very good achievement, there was 5 (22.73%) of them got good achievement and there was 14 (63.64%) of students got average achievement. Therefore, it can be concluded that the writing achievement of the ninth grade SMP Negeri 8 Buton Tengah after treatment in experiment class was average because most of the students got average category. The dispersion of writing achievement data of the ninth grade SMP Negeri 8 Buton Tengah after treatment in experiment class was visualized in the following graph.

Graph 2. Histogram writing achievement of post-test for experimental class

Based on the above description of students writing achievement for experimental, it can be concluded that before the

exposure to the treatment, the students' writing achievement in experimental class was poor. And the students' writing achievement in experimental class after treatment was categorized average.

b. **Description of Students' Writing Achievement on Control Class**
   1) *Description of Students' Writing Achievement of Pre-Test for Control Class*
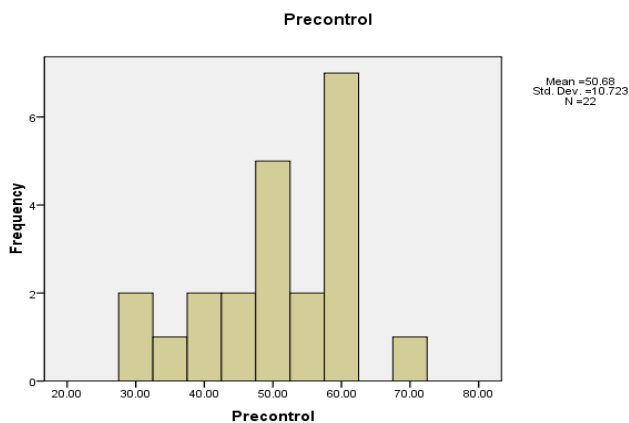
In this section it was described the students' writing achievement for control class before they experienced the teaching of writing through conventional method. The result of writing test of 22 respondents indicates that the lower score was 30 and the highest score was 70. The median was 50 and the mode was 60. The mean score was 50.68 and standard deviation was 10.72. The detail information of descriptive statistic can be seen on table 4. And the detail information about the frequency distribution can be seen on graph 3 below.

Table 4
Descriptive statistic of pre-test for control class

Mean	SD	Median	Mode	Max	Min	Range
50.68	10.72	50	60	70	30	40

Graph 3 shows that it was found that there none 0 (0%) of students got very good and good writing achievement,

there was 8 (36.36%) of them got average achievement, there was 9 (40.91%) of them got poor achievement and there was 5 (22.73%) of them got very poor writing achievement. Therefore, it can be concluded that the writing achievement of the ninth grades SMP Negeri 8 Buton Tengah before treatment in control class was poor because most of the students got poor category. The dispersion of writing achievement data of the ninth grade SMP Negeri 8 Buton Tengah before treatment in control class was visualized in the following graph.

Graph 3. Histogram writing achievement of pre-test for control class

2) The Description of Students' Writing Achievement of Post-Test for Control Class
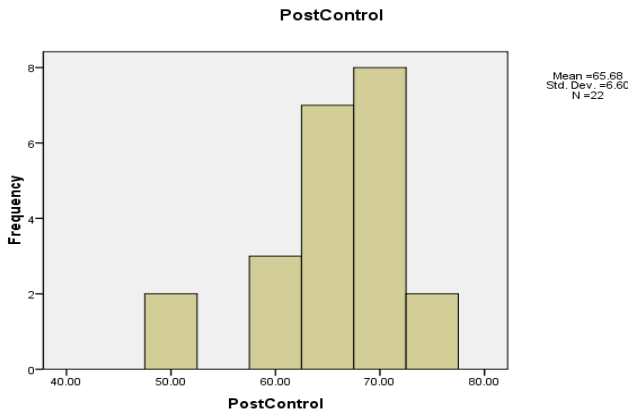
The students' writing achievement for control class after they experienced the teaching of writing through conventional method. The result of writing test of 22 respondents indicated that the lower score was 50 and the highest score was 75. The median score was 65 and the mode was 70. The mean score was 65.68 and standard deviation was 6.60. The detail information of descriptive statistic can be seen on table 5. And the detail information about the frequency distribution can be seen on graph 4 below.

Table 5
Descriptive statistic of post-test for control class

Mean	SD	Median	Mode	Max	Min	Range
65.68	6.60	65	70	75	50	25

Graph 4 shows that it was found that there was none (0%) of students got very good achievement, there was 2 (9.09%) of them got good achievement, there was 18 (81.82%) of them got average achievement and there was 2 (9.09%) of them got poor and there was none (0%) got very poor writing achievement. Therefore, it can be concluded that the writing achievement of the ninth grade SMP Negeri 8 Buton Tengah after treatment in control class was categorized average because most of the students got average category. The dispersion of writing achievement data of the ninth grade SMP Negeri 8 Buton Tengah after treatment in control class was visualized in the following graph.

Graph 4. Histogram writing achievement of post-test for control class

Based on the above description of students writing achievement for control class, it can be concluded that before the exposure to the treatment, the students' writing achievement in control class was poor and the students' writing achievement after treatment with conventional method was categorized average.

2. Requirement Test Analysis
a. Normality Test

To check whether the data has normal distribution or not, it analyzed the normality of the residual by having the statistical test of non-parametric Kolmogorov-Smirnov (K-S).

The normality of the residual is gained from having the ratio of K-S. The criteria if the sig. value is higher than $\alpha = 0.05$ H_0 is accepted or H_a is refused. It means that the distribution of data is normal. The result of normality test can be seen on Table 6.

From the table 6, it showed that the value of significance Kolmogorof-Smirnov (K-S) is higher than $\alpha = 0.05$. It means H_0 is accepted. So, it can be concluded that all data variables are considered normal.

Table 6
The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		PreControl	PostControl	PreExp	PostExp
N		22	22	22	22
Normal Parameters[a]	Mean	50.68	65.682	50.23	70.91
	Std. Deviation	10.723	6.6000	14.013	10.761
Most Extreme Differences	Absolute	.171	.232	.188	.170
	Positive	.147	.166	.188	.170
	Negative	-.171	-.232	-.127	-.155
Kolmogorov-Smirnov Z		.803	1.086	.883	.797
Asymp. Sig. (2-tailed)		**.539**	**.189**	**.416**	**.548**

a. Test distribution is Normal
b. Homogeneity test

To check whether the data has homogenous variant or not, it analyzed the homogeneity of variances by having the Levene statistical test.

The homogeneity of variance is gained from having the ratio of Levene Statistic. The criteria if the sig. value is higher than $\alpha = 0.05$ H_0 is accepted or H_a is refused. It means that the data have homogenous variance. The result of homogeneity test can be seen on Table 7.

Table 7
Test Result of Homogeneity of Variances

Writing Achievement

Levene Statistic	df1	df2	Sig.
1.248	1	42	.270

From the table above, it showed that the value of significance of Levene Statistic is higher than $\alpha = 0.05$. It means H_0 is accepted. So, it can be concluded that all data variables are considered to have homogeneity of variances.

3. Hypothesis Testing

In order to test the hypothesis it was used t-test at independent samples test. The result of the hypothesis testing might be observed in the following table.

Table 8
Group Statistics

	F	N	Mean	Std. Deviation	Std. Error Mean
Writing score	1	22	20.68	6.417	1.368
	2	22	15.00	8.018	1.709

Table 9
The Result of Hypothesis Testing

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing score	Equal variances assumed	1.248	.270	**2.595**	42	**.013**	5.682	2.189	1.263	10.100
	Equal variances not assumed			2.595	40.076	.013	5.682	2.189	1.257	10.107

Based on the above table, it might be observed that for experimental class which experienced the teaching of writing with summarizing task, the

mean score was 20.68 and standard deviation was 6.42. Next for control class which experienced the teaching of writing through conventional method, the mean was 15 and standard deviation was 8.02. Then, after analyzing the data by using t-test, it was found that t-count was 2.595 and the probability value was 0.013 consulting it to the criteria of hypothesis testing, it resulted from the fact that there is a significant difference student writing achievement taught through summarizing task in comparison with conventional one. Thus, the alternative hypothesis (H1) was accepted. So, it can be concluded that summarizing task can improve significantly the writing achievement of the ninth grade SMP Negeri 8 Buton Tengah.

B. Discussion

In this section it would be discussed the results of the experiment in relation to the data analysis.

1. Is there any significant effect of the use of summarizing task on students writing achievement at grade ninth students of SMP Negeri 8 Buton Tengah?

The students' writing achievement could be seen by comparing the result of mean score of writing on the pre-test and post-test in which on the pretest the students could get the poor achievement with the mean score was 50.23 and on the post test the student could increase significantly their achievement signified with the mean score was 70.91. Thus, it can be concluded that the teaching of writing through the use of summarizing task could increase the students' writing

achievement to the extent 20.68% at average.

For control class, the students, on the pretest, could get the poor achievement with the mean score was 50.68 and on the post test the student got an increasing with the mean score was 65.68. Thus teaching of writing through conventional method could also increase writing achievement to the extent of 15% at average. Thus, it could be concluded that the development of students' writing achievement that is resulted from the teaching of writing through summarizing task is higher than the students' writing development resulted from the teaching of writing through conventional method.

Furthermore, the result of hypothesis testing show that value of t-count was 2.595 and the probability or sig. value was 0.013. Consulting it to the criteria of hypothesis testing (sig 0.013 < α 0.05), it resulted in the fact that there is a significant difference students writing achievement taught through summarizing task in comparison with conventional one. In other words, the alternative hypothesis was accepted.

It means that there is any significant effect of the use of summarizing task on students writing achievement at grade ninth students of SMP Negeri 8 Buton Tengah. Therefore, the summarizing task needs to be considered as a crucial technique in Foreign Language teaching learning process especially in teaching writing skill, as research has shown, that explicit summarizing strategy instruction could be used effectively for

(Iranian) language teaching and learning especially for improvement of their writing proficiency and improving the strategy use (Khoshsima & Nia, 2014). Moreover, according to research conducted by Graham and Perin point out that after writing instruction, summarization instruction has shown a great effect in improving writing (in Khoshsima and Nia, 2014).

While Chimbganda (2006) detected the overall strategies used by ESL students when summarizing which involves information processing strategies (Understanding by directed attention, scanning & skimming, noting, meaning, marginal and inappropriate strategies). Summary production strategies (planning, recasting/paraphrasing, reproduction strategies) and self-assessment strategies (directed attention, verification, correction and evaluation strategies). In conclusion, summarizing helps students to comprehend knowledge, transferring it to long-term memory significantly because it leads students to a) reading to understand, b) to distinguish important ideas, and c) to express the information by using their own words (Senemoglu, in Susar & Akkaya, 2009).

CONCLUSION

Based on the result of data analysis in this research the researcher concluded that:

There is significant effect of the use summarizing task on students' writing achievement at grade Ninth of SMP Negeri 8 Buton Tengah. It can be seen from the research's result that sig. or p $0.013 < 0.05$. And the average score or progress in experiment class was 20.68 and standard deviation was 6.42. While the average score or progress in control class was 15 and standard deviation was 8.02. Therefore, it can be concluded that the use of summarizing task could increase significantly the students' writing achievement at grade Ninth of SMP Negeri 8 Buton Tengah. And it is recommended teaching writing through summarizing task can be alternative in teaching learning process especially in teaching writing skill, because writing is an important skill for students to posses.

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