

An Easy Technique to Write Summary for Teaching Writing at Junior High School.

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Summary

The purpose of writing this paper is to discuss about an easy technique to write summary for teaching writing at junior high school. As we know that English is not easy thing while we need that skill for communication better and fluently such as express an idea, feeling and opinion in writing form. When the students are confused and hard to write down summary of text in the class, absolutely the teacher teach to the students about an easy technique to write summary in learning process. It is one of the solutions in teaching writing at Junior high school. The procedure or steps of implementing an easy technique to write summary are 1) Teacher gives a short text and asks students read silently in small group, 2) Teacher explains an organizer for summarizing a text and asks the student make a summary in their own words. From the explanation above, we can conclude that an easy technique to write summary can help the students in teaching learning process effectively.

Key Words : *Writing, Summary Technique, Organize idea.*

A. INTRODUCTION

English as an International language, has developed rapidly. In Indonesia, it has been taught as one of the compulsory subjects from the first year of Junior High School until University level, even in some areas, it is introduced from kindergarten. As an important subject at school, English is expected to be mastered by students.

According to Purwanti (2013: 02), writing is one of basic skills in the language.

In addition, other skills of language are listening, speaking and reading. The four skills support each other. Therefore, if you want to master a language we have to master the four skills well.

As a productive skill, it also can create the best writer and it depends on the learners knowledge or writer about writing. Teaching writing also helps the learners to have much vocabulary and understand about grammar. Dealing with writing, students are expected

to be able to express ideas, feelings and opinions in writing form.

According to Lukman (2007: 3), writing is a process of expressing ideas or thoughts in words. Therefore, teaching writing is an important activities in language education and its purpose is to enable students to communicate in English in written.

A summary is a shortened and precise text which outlines the main points of a longer text. It should provide a comprehensive version of the significant points made in the original text, thus saving much time for the reader. Writing is categorized as a productive skill because students are required to express their ideas which derive from their mind. Relating to this, the writer proposes the use of writing summary as an easy technique of summary, as to stimulate the students' interest in writing. From this procedure, we can say that the students can express their ideas, opinion and feelings. Later, they will know how to express ideas in their mind.

The teacher should consider some aspects to give the material. One of the aspects is the technique use. The teacher should have capability to find the appropriate technique in teaching writing. Making summary from reading text seem to be one of practical ways to teach English because by having summary, students do not

only find out main ideas of text but they can also express their ideas into their own words. By making summary, students may get specific information or the important ideas from the text. Therefore, in this paper the writer would like discuss about teaching writing through summarizing reading text.

Teaching Writing

According to Harmer in Zultia (2013: 4) described that teaching writing needs consideration, which include the organization of ideas into a coherent piece of discourse. Coherence means the way to combine or join sentences into paragraph. In teaching writing there are several points that the teacher should make during the process of writing. Firstly, students should have ideas to be communicated to the readers. Secondly, students should have a clear purpose why they are writing. Teaching writing has begun to move away from concentration on the written product to emphasis on the process of writing.

Many teachers are also strongly committed to invite students to participate effectively in writing situations. Teaching writing is important because it can be developed and improved language and also help students learn to think reality.

Teaching writing has many advantages, for examples;

1. Improve the learners writing competency and prepare them to state assessment.
2. Make the most of teachers preparation time.
3. Engage the learners in writing process by focusing on specific target.

It can be concluded that teaching writing has many advantages for the learners as well as the teachers. The writer can see from the second point it makes the most of teachers preparation time.

Definiton of Summary

In essay writing, we often need some supporting ideas, evidences and examples in the form of summaries from original stories or articles. According to Students Learning Centre (SLC, 2011: 1), a summary is a shortened and precise text which outlines the main points of a longer text. It should provide a comprehensive version of the significant points made in the original text, thus saving much time for the reader. Summaries should be clear and self-contained and faithful to both the original message and to the order of information presented.

Chow (2012: 36) states that summary writing has been considered an important aspect of academic writing.

However, writing summaries can be a challenging task for the majority of English asa Foreign Language (EFL) learners. The best way to demonstrate our comprehension of the information and the ideas in any piece of writing is to an accurate and clearly written summary of the piece.

Leo (2007:154) states that summary is a short statement that gives only the main points of something, not the details. To summarize we have to compress the information into the fewest possible sentences. The summary will reflect the order in which these points are presented and the emphasis is given to them. It may include some important examples from the passage. But it will not include minor details.

Nowadays all the course books are organised into themes and they provide vocabulary according to it. If there is a theme “Animals”, then we can expect words like naming animals, also where they live, what they eat etc. Words that have quite specific meaning should be avoided with young learners. Our states the learners need to be taught the form of the word, then grammar, collocations, meaning and word formation.

Based on the explanation above, it can be concluded that summary is re-writing of the content of a text by using our own words

briefly. But it doesn't contain any of the writers' own opinions and conclusions because a good summary is brevity, completeness and objective.

Making Summary

Concerning important points of making summary, Leo (2013: 156) states that guidelines for writing a summary are as the following:

The guidelines for making summary in teaching writing activities are as the following:

- a) The information should be restated briefly or it must be much briefer than the original.
- b) Only the main points and supporting points of the original text are stated.
- c) The summary must be accurate. Make sure that the original ideas are not changed.
- d) Different words can be used rather than always using the same words as in the original
- e) Repetition should be avoided.
- f) Quotations from texts can be avoided.
- g) A summary is not an analysis.

Strategies of Making Summary

To write a good summary, the writer needs to recognize the main points of the

passage and restate them in his/her own words. Here are some strategies of making summary:

- a) Ask the students to read the passage once and then ask them try to state the points of the passage in single sentences.
- b) Ask the students to read the passage again and ask them if their statements about author's main assertion have made a sense.
- c) Ask students to go through the passage, paragraph by paragraph. For each paragraph ask them to give the main point in a sentence or two.

Ask the students to check whether their sentences may seem choppy and abrupt.

The Aims of Making Summary

Bauer-Ramazani (2006:1) states that the aim of a summary is to give a reader a condensed and objective account of the main ideas and features of a text. Usually, a summary has between one and three paragraphs or 100-300 words, depending on the length and complexity of the original essay and your purpose. Sometimes, a summary is just one or two sentences. Again, it depends on your purpose. A summary of an article is a condensation of ideas and information, so

you cannot include every detail. The best way to prepare to write a summary is to mark a photocopied article or essay, underlining key words, numbering main ideas in a series, and making notes for yourself in the margins. Then isolate each important point and its key supporting points and make a list.

Requirements of Making Summary

Requirements to write summary can be divided into several points. Swales and feak (2012: 189) states that a good summary has three principal requirements:

1. It should be focused on the aspects of the source text or texts that are relevant for your purpose.
2. It should represent the source material in accurate fashion.
3. It should condense the source material and be presented in your own words.

Summaries that consist of directly copied portions of the original rarely succeed. Such a summary may suggest that you can find potentially important information but will likely fail to reveal the extent to which you have understood it.

Alternative Steps of Easy Technique to write Summary

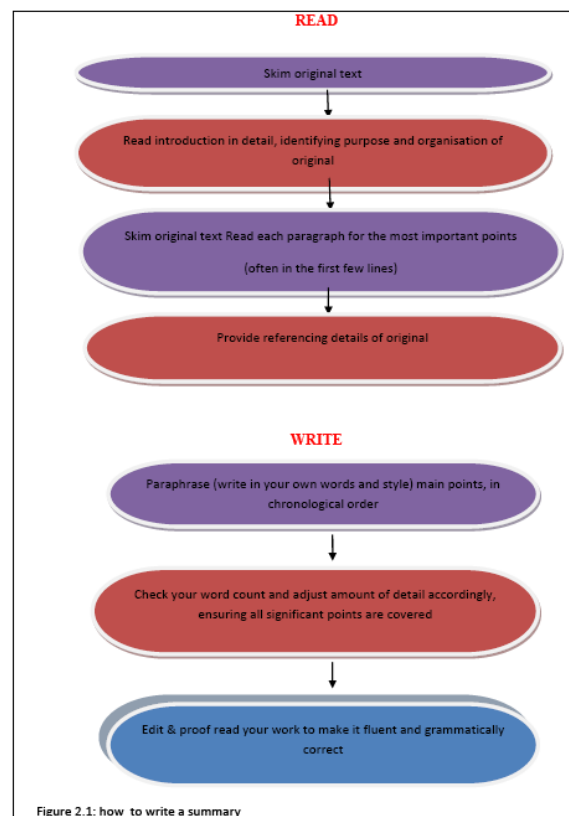


Figure 2.1: how to write a summary

According to Leo (2007: 157), the alternative steps of easy technique of summary as the following:

1. Read the text or article, at a quick pace.
2. Read the text through a second time quickly (skim reading) to find two things; the controlling idea and the subtopics (supporting ideas).

3. Decide what is essential and leave out the non-essential parts.
4. Stop reading each time you find a difficult word or phrase.
5. Guess the meaning of unknown words in context and consult their meanings in a dictionary if needed.
6. Understand every single word.
7. Understand all the details and the ideas.
8. Underline or highlight the key words or phrases.
9. Memorize every piece of detailed information
10. Write your summary using the same words as the original
11. Use your own words to write the summary
12. Write a summary which is as long as the version of the original text.

B. PROCEDURE OF IMPLEMENTING AN EASY TECHNIQUE TO WRITE SUMMARY

1. Pre – Teaching Activities

There are several alternative activities of teaching by using summary reading text as pre teaching activities in the classroom. They are as the following:

- a. Student making summary by writing proposed ideas and points of the text

in order to form a summary. The activities are as following:

- Prepare a text and ask the students to read it.
 - Do silent reading and conduct an open discussion about the main point of the text.
 - Write all the the proposed ideas and points on the board.
 - Ask the class to expand the ideas on the board in order to form summary. During the expansion stage it is recommended to ask the students to close their books to avoid any copying attempts.
- b. Student making summary by answering some questions related to the main point of the text.
 - Prepare a long reading text with some questions related main point of the text.
 - Ask the students to read text silently.
 - Ask the students to find the answer to the question.
 - Insist on full answer.
 - c. Student making summary by listing some words which are taken from the text and expanding the words in order to form summary.

- After reading a text, list five or more words on the board.
 - Insist that the students should not exceed five sentences; that is use one of the words in each sentence.
 - Make the exercise more focused and competitive.
- d. Student making summary by expanding key words of the text in order to form a summary.
- Preparing reading a text.
 - Ask the students to read the text silently.
 - Ask the students to underline the key idea words in the text.
- e. Student making summary by preparing outline as pre-writing activity
- Preparing reading a text and asking them to make outline.
 - Ask the students to read a text silently.
 - Then, ask them to make an outline of the text before making a summary.

2. Whilst Teaching Activity

In whilst teaching activity the writer makes graphic organizer for the students. Graphic organizers help students see how

ideas relate to each other, helping suggest which information is important, or which details to concentrate on. Graphic organizers are great tools for arranging information in preparation for writing an essay.

In whilst teaching activity, teacher asks the students to make a summary based upon the teaching activities above. There are two activities in pre-teaching activities. They are as follows:

Activity I:

- a. Prepare reading text with some questions related to the main points of the text.
- b. Ask the students to read the text silently.
- c. Ask the students to find the answers to the questions.
- d. Once the students finish answering all the questions, the teacher asks the students to expand the answers in order to form a summary.

The writer expanded the above graphic organizer below anchor chart to introduce this strategy to the students and to really drive home the ideas of summarizing fiction. According to Wormeli (2005: 20-21), the strategy helps students understand the various plot elements of conflict and resolution. Either during reading or after reading, students complete a chart that

identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The strategy helps students generalize, recognize cause and effect relationships, and find main ideas.

3. Post Teaching Activity

After the students finish writing the summary, the teachers should evaluate activities as follows:

1. The teacher gives an assignment derived from the text and the summary made by students.
2. The students work in pairs or small groups to make a summary.
3. The students are free to use different words in making summary, but the objective of the topic from the text may not be different
4. The teachers should give enough time to them to present the result of discussion in the classroom
5. The teacher corrects the students' summary.

C. CONCLUSIONS

Based on the previous discussion, a simple conclusion can be drawn that summary process may be one alternative technique in teaching writing activity to improve students writing skills. In teaching writing activity through summarizing

reading text the students have to learn how to get specific information from reading text to make summary.

In the strategies of making summary, students should deal with some aspects such as ability to find main points of the passage, supporting points, and leaving out the less important details and to get the specific ideas or the important ideas from reading text. In addition, the students should also be able to restate the main point of the reading text into a summary in their own words without destroying the original meaning text.

In other words, making summary from reading text is one of the alternative techniques to teach writing. Through making summary process, the students may have opportunities to practice their their ability to grasp of text oral to restate them in order to improve students writing skill and reading comprehension well.

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