



# Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:

<https://journal.haqipub.com/index.php/jas/index>



## ANALYSIS OF STUDENTS' SUMMARIZING AT UNIVERSITAS PGRI SUMATERA BARAT

### ANALISIS RANGKUMAN SISWA DI UNIVERSITAS PGRI SUMATERA BARAT

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#### **Abstract**

*At the English Education Study Program at PGRI University in West Sumatra, students have a number of challenges when it comes to writing, particularly when it comes to writing summaries. These challenges inspired this line of research. This study is a descriptive one with a quantitative methodology, and its primary purpose is to investigate how students summarize information. A document consisting of twenty-two student assignments on writing summaries was obtained by the researcher from the lecturer in charge of the course. This document serves as the primary source of information for this study's findings. The researcher used a rubric to conduct an analysis, which involved analyzing the indicators that were attained from the summary writing evaluation. These indicators included the summary's length, accuracy, paraphrasing, focus, and any errors in syntax, punctuation, or spelling. The researcher will give the findings of the analysis and offer conclusions beginning with the indicators that were most successful and working their way to those that were least successful. The findings of this study suggest that students in the English Education Study Program have a summary that is 51.13 percent longer, has an accuracy rate of 95.45 percent, has a paraphrase rate of 29.54 percent, has a focus rate of 68.18 percent, and adheres to an 87.5 percent convention. The findings lead one to the conclusion that summarizing is extremely significant for the following reasons: it can increase the quality of students' work, particularly in writing; it can also help students develop their ideas; and it can make it simpler for students to comprehend the text.*

**Keyword :** writing, summary

## **Abstrak**

*Di Program Studi Pendidikan Bahasa Inggris Universitas PGRI Sumatera Barat, mahasiswa memiliki sejumlah tantangan dalam menulis, khususnya dalam menulis ringkasan. Tantangan-tantangan ini mengilhami penelitian ini. Penelitian ini merupakan penelitian deskriptif dengan metodologi kuantitatif, dan tujuan utamanya adalah untuk menyelidiki bagaimana siswa merangkum informasi. Sebuah dokumen yang terdiri dari dua puluh dua tugas mahasiswa menulis ringkasan diperoleh peneliti dari dosen penanggung jawab mata kuliah. Dokumen ini berfungsi sebagai sumber informasi utama untuk temuan penelitian ini. Peneliti menggunakan rubrik untuk melakukan analisis, yang melibatkan analisis indikator yang diperoleh dari evaluasi penulisan ringkasan. Indikator ini termasuk panjang ringkasan, akurasi, parafrase, fokus, dan kesalahan dalam sintaks, tanda baca, atau ejaan. Peneliti akan memberikan temuan analisis dan menawarkan kesimpulan yang dimulai dengan indikator yang paling berhasil dan berlanjut ke indikator yang kurang berhasil. Temuan penelitian ini menunjukkan bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris memiliki ringkasan 51,13 persen lebih panjang, memiliki tingkat akurasi 95,45 persen, memiliki tingkat parafrase 29,54 persen, memiliki tingkat fokus 68,18 persen, dan menganut konvensi 87,5 persen. Temuan membawa seseorang pada kesimpulan bahwa meringkas sangat penting karena alasan berikut: dapat meningkatkan kualitas pekerjaan siswa, khususnya dalam menulis; itu juga dapat membantu siswa mengembangkan ide-ide mereka; dan dapat mempermudah siswa untuk memahami teks.*

**Kata kunci :** menulis, meringkas

## **1. INTRODUCTION**

Writing is an essential component of communication since it helps individuals to express their information, ideas, and thoughts through the medium of written expression. Because of this, writing is an integral part of the communication process. Knowledge and information can be obtained from a variety of sources, and one can select whatever one works best for them. It is crucial to make it apparent why the information that was gained was gathered in the first place, and it is essential that the information be presented in a manner that is both clear and brief. The information is given to the reader in the form of the author's primary concept, which is transmitted based on the author's grasp of the subject matter at hand. Thinking comes first in the process of writing, which is then followed by the communication of one's thoughts in the form of written output as a result of one's thinking. The very act of writing is also a process in and of itself. Reading provides a wealth of opportunities for one to hone their writing talents through practice. When presenting information that is based on a lengthy reading, it is essential to have a summary of the material that is contained in the reading in order to guarantee that the information is presented appropriately. This will help ensure that the reading was understood by the audience. It is necessary to be able to summarize things because it is not an option to spend a significant amount of time reading the entire thing. In order to be capable of producing credible summaries, one needs to engage in a great deal of mental activity that is quite complicated (Özdemir, 2018).

The act of reporting on an event that occurred over a significant amount of time in a manner that is conciser than the original version is referred to as summarizing. This process takes place. Examining and taking into account the significance of the original text is done at each and every stage of the process of developing the summary. As a result of this, the material that is included in the product's final version is delivered in a style that is more succinct in contrast to the one that was initially offered. After we have obtained a general understanding of it, it will be rewritten in a format that is more concise in order to meet our requirements. This will be done in order to satisfy our needs. This is something that can be accomplished. One of the reasons why summarizing is done is because using a summary makes it feasible for a person to read a book in a way that is both more effective and efficient with their use of time. This is one of the reasons why summarizing is done. People need to be able to take advantage of this benefit of using a summary, which is why summarizing is done in the first place. Reading something and then quickly analyzing what you've

read is supposed to help you become more familiar with the subject matter so that you can react more easily to the questions that occur after you have presented the topic. This is so that you can become more knowledgeable about the subject matter so that you can become more knowledgeable about the subject matter. This is done so that you can get more aware about the subject matter in order to react with more ease to the questions that arise after you have presented the topic that you will be discussing. Because of this, it is of the utmost importance for students to be able to summarize the material that they have read in order to improve the breadth as well as the depth of their understanding of the topic (Pečjak & Pirc, 2018).

A good summary is concise but dense in content. A good summary contains the values and abilities contained in a reading (Kissner, 2006). Be certain that the material that is included in the summary is interesting even if it is only read once, and be certain that you accomplish this without leaving out the most significant components of the part that is being summarized. If the material has been well summarized, the reader ought to have a considerably simpler time assimilating the information that has been offered to them because of how easy it will be to do so. Before attempting to effectively describe the material that they have been taught, students need to first demonstrate that they have a good knowledge of the content. Reading too much, having trouble concentrating, not having an interest in learning other languages, and other concerns could make it challenging for students to assimilate useful information from reading sources. Students who consume an excessive amount of reading material could discover that it makes it more challenging for them to read. When reading in English, some of the challenges or issues that may present themselves include not being familiar with the meanings of the words that are being read, reading an excessive quantity, and reading for an extended period of time. Other potential challenges include reading for an excessive amount of time. Students who are unable to comprehend the content in the reading are also unable to comprehend the objectives and goals of the reading because they are unable to comprehend the information in the reading because they are unable to comprehend the meaning of the words in the reading (Alfaki, 2015).

Reading materials that are regularly offered for English classes at school contain language that is difficult for children to comprehend, and these resources can sometimes be problematic. Because of this, it is far more difficult for students to comprehend the relevance of the readings that have been assigned to them. For this reason, it is essential for students to have the ability to summarize the reading in order to get the appropriate meaning from it. According to the preliminary findings of researchers at the PGRI University of Sumatera Barat, when students are asked to summarize the material that they have read, they frequently do little more than rewrite the text that they have already read. This is indicated by the fact that when asked to summarize the material that they have read. This was found to be the case in the research that was carried out, therefore take those findings as authoritative. Even though it is true that the purpose of education is for students to comprehend the subject and be able to express it to others in a manner that is more clear and succinct, it is also true that the act of learning itself serves this purpose. Students will sloppily pick a few sentences from the text in order to finish the summary while you are busy doing something else. While you are busy doing something else, students will do this. These are the students who have no idea what the reading is trying to teach them or how it relates to their lives in any way. In order to effectively summarize the information that is presented in the text, it is absolutely required to have an awareness of the significance of the information that is contained inside each sentence. This is due to the fact that the information is delivered in the form of text. Because the researcher wants to give the students an account of the topic that is factual as well as useful, he or she is interested in the students' previous experiences in writing summaries.

## 2. METHODS

The design of this research was descriptive research. The researcher chose this design because the research wanted to analyze and describe students' summarizing at University of PGRI Sumatera Barat. The research used purposive sampling to take the participant. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2013) . The researcher used this technique because it has a specific purpose, the researcher used the assignment of students who learn to write summarizing. Researchers conducted research at the English Department 2020 session B. The researcher took 22 students' in summarizing the assignment. Data on students' in summarizing assignment , researcher got from the lecturer who taught in the class. Instruments as a tool or something that is used to collect data (Airasian. Gay, 2012). Researchers used data from written assignments that have been done by students and analyzed how students writing in summarizing. Instrument are tools taken to help researchers collect data. The instrument that will be used by the researcher in this research are rubric that researcher adopted from (Frey, N., Fisher, D., & Hernandez, 2003).

## 3. RESULTS AND DISCUSSION

The researcher that worked on this thesis came to the conclusion, based on the findings, that the students were able to learn how to effectively write summaries, which lends credence to the primary claim that the thesis makes. An investigation of students' summarizing in the English Department during the academic year 2020 was carried out by the English Department, and its title is "An Analysis of Students' Summarizing in the English Department during the Academic Year 2020." In addition to this duty, the English Department is in charge of conducting the research. The purpose of this study was to investigate the grading criteria that were applied to the written summaries that the students were required to submit in accordance with the indicator for outcomes that was checked the most frequently. This study was carried out with the intention of investigating the grading criteria that were applied. A grading criteria was applied by the researcher so that she could determine the level of overall quality that could be attributed to the summaries that were turned in.

Table 1. The Results of The Rubric Analysis

No	Indicator	Percentage
1	Length	51,13%
2	Accuracy	94,45%
3	Paraphrasing	29,54%
4	Focus	68,18%
5	Convention	87,50%

After counting many ticked indicators, the researcher looked at the analysis using the percentage formula :  $F/N \times 100\%$  .

$$\text{Percentage: } \frac{\text{ticked indicator}}{\text{sum of all categories}} \times 100\%$$

F : Sum of ticked indicator

N : Sum of all categories

Then, it categorized into Hariz rating scale in (Sabu & Vernandes, 2019)

Table 2. Range of the Qualities

Percentage	Qualities
80-100%	Good to Excellent
60-79%	Average to Good
50-59%	Poor to Average
0-49%	Poor

Based on the presentation above, it can be concluded that the result of students' writing summary are 51,13% in length belonging to poor to average, 95,45% in accuracy belonging to good to excellent, 29,54% in paraphrasing belonging to poor, 68,18% in focus belonging to average to good and 87,5% in conventions belonging to good to excellent. The authors were able to determine the total number of indicators that were successfully mastered by the students by first calculating the total number of indicators that were examined and then determining how many of those indicators the students had successfully mastered. This allowed them to derive the number of indicators that were successfully mastered by the students from the table of analysis findings that was presented earlier. This indicator is made up of five different parts: its length, its accuracy, its paraphrase, its focus, and its convention. Length is the most essential of these three factors. The researcher will give the findings by providing an explanation of the indicators that were achieved; these indicators are all based on the outcomes that were found by the researcher.

First, the most commonly found indicator is the second indicator, namely the accuracy, this relates to the accuracy of the student summary based on the existing text. In this indicator, the statement must be accurate and verified by the text. (Frey, N., Fisher, D., & Hernandez, 2003) said that students need to write with precise grammar and choose their words carefully in order to accurately relay the important topics without compromising the integrity of the original work. This is because the integrity of the original work is at stake. In the event that this is not done, there is a possibility that the authenticity of the original work will be jeopardized. The vast majority of students just imitated what was presented in the course material, which resulted in an accuracy that ranged from good to extraordinary and, ultimately, led to the identification of a considerable number of these markers. In order for the researchers to carry out an examination of these indicators, they first looked for other incidents that had taken place in the field that might be compared to what was being observed here. However, they were unable to find any cases that fit this description.

Second, the convention, which is the fifth indicator, comes immediately after the third indicator and is the one that is encountered the second most frequently after that. In this area, we will fix any errors that have been made in the usage of language, punctuation, and spelling that have previously been made. When summarizing something, one must check their punctuation, grammar, and spelling more than once to ensure that they have captured everything correctly. This

indicator is also observed as a result of the fact that many students copied the material. This led to the conventions reaching good to exceptional levels because the conventions that are provided in the text are accurate, which resulted in the conventions being copied accurately by the students. This indicator is also detected as a result of the fact that a large number of students copied the information more than once.

Focus, which is the fourth sign on the list, is the one that is typically displayed in third place. This is because it is considered to be the most important. This is due to the fact that the capacity to pay attention is strongly linked to the ability to focus. This is because it is the indicator that occurs the most frequently, which is the reason why it is being highlighted here. This signal is associated with the manner in which the information that is presented in the original text and that is considered to be of the utmost importance is highlighted. The author introduces the reader to four major topics that should be considered in light of everything presented in this material. These topics include summaries, being selective, outlining, and being aware of when it is appropriate to use outlines. You'll discover many allusions to these topics dispersed throughout the body of the work. The overall focus of the pupils was not as strong as it could have been because some of the students did not scribble down some of the most important things in the summary. This is due to the fact that the pupils had the possibility to be even more outstanding. Despite this, though, the overall concentration that the children showed was quite commendable and impressive.

Fourth, the next most commonly found indicator is the first indicator, namely length. This indicator relates to the number of sentences contained in the student summary. (Frey, N., Fisher, D., & Hernandez, 2003) said is a version of another text that has been condensed to emphasize the most important aspects while deleting features and frills that are not necessary in order to emphasize the most important aspects in the original text. When the total number of sentences in the summary is cut down, the efficiency of the summary will improve in a manner that is directly proportionate to the amount of that cut. A couple of the pupils, in response to this signal, typed all of the information that was in the text. As a direct consequence of this, the length of the comments varied widely, from being quite brief to being rather lengthy, and the responses' overall quality was inconsistent.

The last, the next most commonly found is paraphrasing. Paraphrasing is, quite simply, restating ideas in different words (Kissner, 2006). This metric indicates the number of successive sentences that have been taken, word for word, from the content that was utilized as the primary source. The fact that the summary must be written in the author's own words and that no more than a few words in a row may be borrowed directly from the source material is the component of this criterion that is seen as being the most important part of it. This is widely regarded as the single most crucial consideration with regard to this criterion. You should avoid taking more than a few words at a time from the main body of the text and using them in another context. When it comes to this statistic, a number of children have overall ratings that aren't actually that excellent at all, which isn't a great sign at all. It's possible that this is due to a number of different things. This is due to the fact that these pupils essentially copied the content without making any attempt to paraphrase it, which resulted in an excessive amount of paraphrasing reaching an unacceptable level. As a direct consequence of this, an intolerable level of paraphrase occurred as a result of the situation. As a direct result of this, the level of improper paraphrase that has reached its present level has reached its current level.

#### 4. CONCLUSION

The findings of this study indicate that students' abilities to summarize range from satisfactory to excellent, which is based on the percentage of analysis outcomes measured by indicators taken from a rubric designed to evaluate students' writing summaries. The rubric was designed to evaluate students' writing summaries. This is because the purpose of the rubric is to assess the students' summaries that they have written for their assignments. The objective of the rubric is to serve as a benchmark against which the written summaries produced by the students can be evaluated. This is because the purpose of the rubric is to evaluate the summaries that the students have written for the assignments that they have been given, and this is exactly what the rubric is designed to do. It is incredibly heartening to see that the vast majority of the students have provided a summary that accurately describes the occurrence. According to the evidence that has been provided, it is reasonable to make the assumption that the vast majority of the students did not make an effort to paraphrase the material but rather simply copied and pasted a summary of it. This assumption is based on the fact that the information that has been presented. Because of the material that has been presented, it is possible to come to this conclusion. The fact that the vast majority of pupils were unable to comprehend the material that was introduced in the text lends credence to the contention that the situation described in the book is, in point of fact, representative of the real world. Having said that, some pupils have an innate capability from birth to process large amounts of material by chunking it down into manageable chunks and reading it in smaller increments.

#### 5. ACKNOWLEDGMENTS

The researcher would like to express her sincere gratitude to her advisor and co-advisor who have helped her in the early stages of this research accomplishment by providing her with ideas, suggestions, and direction as well as their time.

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