

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the writer presents the conclusion and the suggestions concerning to this study. She gives the summary of this study in the conclusion section and she also gives her suggestions for the English writing teachers and recommendation for further study.

5.1 Conclusion

Students are obliged to really comprehend and own deep knowledge about the lessons at school. They should be able to synthesize information that they have got from their teachers and textbooks. It is important to do so that they will not miss every part of important things that have been given to them and later can benefit them.

However, many of them nowadays often complain that they cannot follow the lessons that are given by their teachers. It can be proved by looking at their marks or grades at school. The students who get low marks or grades have their own reasons why it happens to them. Some of them complain that they cannot follow their teachers when they are explaining the lessons in front of the class. The students consider that they explain the lessons too fast. Some others also complain that when there is an exam, they cannot remember all the information in their textbook because there is too much information contained in

their textbook. Other students even have a reason that they don't know what to memorize from their book since they don't know which part is very important and which one is not.

Knowing these problems, many teachers have already suggested their students to make notes every time they listen to their teachers and every time they read a book. However, the students are still confused how to make a good note which is short but still covers the material.

From this phenomenon, summarizing ability is seen as a very important skill to study. It is beneficial to help the students use the time to study as efficiently and concisely as possible. The students at universities are usually already accustomed to use summary to study. For those who are taking Reading and Writing class, may even deal with summarizing assignment almost every day.

However, the problem is that the students still do not know how to write a good summary since their teachers or lecturers never give a guideline of the strategies of writing a summary. What they only know is that a summary should be brief and they do not really concern about what to preserve and what to delete or drop in the summary from the original text.

For the subject of this descriptive qualitative research, the writer took three classes of the second semester students of the English Department at the Faculty of Teacher Training and Pedagogy, Widya Mandala Catholic University. They were two classes from Reading I, class D and E, and one class of Writing I, that was class C as the subjects of this study. They were given two kinds of texts, narrative and descriptive text to be summarized. Later, the strategies of the

students' summaries were analyzed according to the content elements and the grammar elements using the theory of schemata, the theory of macro structure, the theory of Blanchard and Root (2004:141) and the theory of Behrens (1987:39-40).

The findings show that the summaries use the strategies of preservation, deletion, verbatim, paraphrase. From those summaries, it is known that there are some of the students who preserved and deleted the right ideas from the original text. However, there are also some of them who preserved and deleted the wrong ideas from the original text. Some of the summaries still contain specific details or examples and additional opinions that shouldn't be included and also grammatical mistakes.

Generally, the students' summaries were neither good enough nor satisfying. The writer predicted that it happened because of some factors. From the data it was found out that there were some students who preserved and deleted right main ideas of paragraphs in the texts. Most of them, who preserved them preferred verbatim to paraphrase as the strategies in writing their summaries. However, there were also many of them who preserved and deleted wrong main ideas of paragraphs. The writer predicted some factors why they made the mistakes. It could be because the students could not determine how important the main idea of each paragraph to the central idea of a selection. Another factor could be because the students did not pay attention to the direct sentences in the text, although they were main sentences. The students were perhaps also confused with the grammar and the word choice. The last factor was perhaps because they were tired while they were doing the assignment. The writer also predicted that

almost all of the students were very dependent on the text. It was proved by the big number of summaries, which used verbatim strategy instead of paraphrase and interpretation as choices.

5.2 Suggestions

Since the use of summary as a means to study and summarizing ability was found to be crucial and beneficial, the writer in this section would try to suggest to develop the students' skill in summarizing by teaching them summarization strategies and giving them summarizing assignment as frequently as possible in a Writing course. This could be an alternative way to assist students in developing their writing skill because summary writing is a part of writing for specific purposes. Moreover, it could give a variation in teaching writing in the classroom in order that the students would not get bored of always being asked to write a composition because writing a summary is not as the same as writing a composition.

However, the writer also realizes that the study she has done is far from being perfect. Therefore, she expects that there will be other researchers who will conduct a deeper study in order to get a more complete and thorough result. For further studies, there are several points that can be used as the recommendation in continuing this research. The research design of this study is the descriptive qualitative method in which the data are collected, analyzed and described. To make it better for further studies, she highly recommends that the summarization be conducted not only for analyzing the strategies used in the

students' summaries but also for analyzing about how much should be preserved and deleted from the original text. The writer would also recommend that the study be conducted to analyze the steps of writing a good summary (the process of summarization not the product as analyzed in this study). Additionally, she also recommends that other types of texts be used with suitable instruments besides narrative and descriptive ones as used in this study so that the result could be more representative.

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