

# THE EFFECT OF USING SUMMARIZING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING NARRATION

## A THESIS

As a Partial Fulfillment of the Requirements for  
The *Sarjana Pendidikan* Degree in  
English Language Teaching Faculty



By:

0335/05
22 Oktober 2004
FK-19 Suh e-1
1 (SATU)

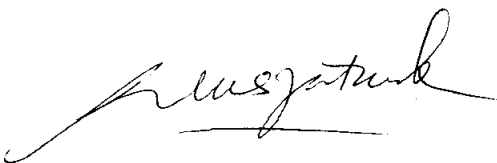
LANNY WIDOWATI SUHENDRO  
1213099009

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN BAHASA INGGRIS  
SEPTEMBER 14<sup>th</sup>, 2004

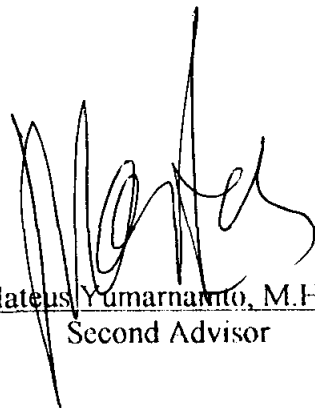
## APPROVAL SHEET

(1)

This thesis entitled *The Effect of Using Summarizing Technique on Students' Achievement in Writing Narration*, which is prepared and submitted by Lanny Widowati Suhendro, has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



Dr. Wuri Soedjatmiko  
First Advisor

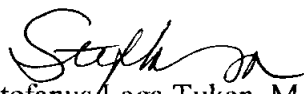



Mateus Yumarnanto, M.Hum.  
Second Advisor

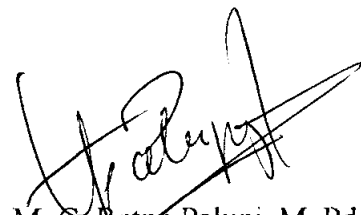
## APPROVAL SHEET

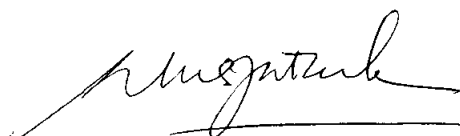
(2)

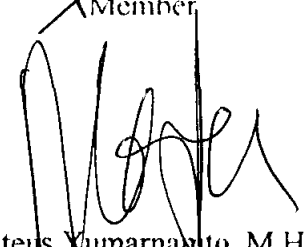
This thesis has been examined by the committee on oral examination with grade of \_\_\_\_\_ on September 14<sup>th</sup>, 2004.


  
Drs. Stefanus Laga Tukan, M.Pd.  
Chairman


  
Y. G. Harto Pramono, Ph. D.  
Secretary

  
M. G. Retno Palupi, M. Pd.  
Member

  
Dr. Wuri Soedjatmiko  
Member

  
Mateus Yumarnanto, M.Hum.  
Member

  
Dr. Agustinus Ngadiman  
Dean of the Teacher Training Faculty

Approved By  
  
Susana Teopilus, M. Pd  
Head of English Department

## **ACKNOWLEDGEMENT**

Above all, the writer would like to thank her dearest Lord, Jesus Christ whose grace, love, and companion have enabled her to finish her thesis well. In this moment, the writer would also like to express her deepest gratitude and appreciation to:

1. Dr. Wuri Soedjatmiko, the writer's first advisor, who has given her priceless time, ideas, helpful suggestions and attention to the writer to complete her thesis.
2. Mateus Yumarnamto, M.Hum, the writer's second advisor, who has patiently given guidance, valuable suggestions and encouragement to the writer in accomplishing this thesis.
3. Sister Agatha Linda Chandra, OSU, the principal of Santa Maria Surabaya Catholic Senior High School, who has given the writer a chance and permission to conduct her study in this school.
4. Drs. Harry Tumewu, the first rater in this study, who helps the writer in checking and scoring the students' post-test compositions.
5. Drs. Antonius Suharno, the second rater in this study, who has given his valuable time in helping the writer in scoring the students' works.
6. The writer's uncles and aunts, brother and cousins who have supported the writer in accomplishing her thesis.
7. All of the teachers in Santa Maria Surabaya Catholic Senior High School who have always supported the writer to finish her thesis.

8. All of the lecturers of English Department of Widya Mandala Surabaya Catholic University who have taught the writer valuable knowledge during her study in this university and also have given their time and attention to remind her to finish her study soon.
9. The librarians who have helped her in finding numbers of important books and references for this study.
10. The students who have participated in this study by giving attention and cooperation during the treatments and the post-test given.
11. The writer's friends, who cannot be mentioned one by one here, for their love, friendship, prayers, and laughter during this time.

Finally, the writer's sincere gratitude also goes to some other people whom she cannot mention one by one. She really thanks them for their cares, encouragement, and companions that are always there whenever she needs them. Thank you so much.

The writer

## TABLE OF CONTENTS

	Page
<b>APPROVAL SHEET (1)</b> .....	(i)
<b>APPROVAL SHEET (2)</b> .....	(ii)
<b>ACKNOWLEDGEMENT</b> .....	(iii)
<b>TABLE OF CONTENTS</b> .....	(v)
<b>LISTS OF TABLES</b> .....	(ix)
<b>ABSTRACT</b> .....	(x)

### CHAPTER I: INTRODUCTION

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Objective of the Study.....	6
1.4 Assumptions .....	6
1.5 Hypotheses .....	7
1.6 Significance of the Study .....	8
1.7 Scope and Limitations of the Study .....	8
1.8 Theoretical Frameworks .....	9
1.9 Definition of Key Terms .....	10
1.10 Organization of the Study .....	11

## **CHAPTER II: REVIEW OF RELATED LITERATURE**

2.1 The Nature of Writing .....	12
2.2 Types of Writing .....	15
2.2.1 The Nature of Narration .....	16
2.3 The Writing Techniques .....	19
2.3.1 Controlled Writing .....	19
2.3.2 Semi-Controlled Writing .....	20
2.3.3 Free Writing .....	20
2.4 Problems in Writing .....	21
2.5 Teaching Writing at Senior High School .....	24
2.6 Reading for Writing .....	26
2.6.1 The Reading Passage Criteria .....	28
2.7 Summarizing Technique .....	29
2.8 Question-Answer Technique .....	33
2.9.Previous Studies .....	35

## **CHAPTER III: RESEARCH METHOD**

3.1 Research Design .....	38
3.2 Population and Samples .....	39
3.3 Variables .....	41
3.4 Treatments .....	41
3.5 Instrument .....	43
3.6 Material .....	44
3.7 Time Allocation of the Study .....	45

3.8 Post-Test .....	46
3.9 Procedure of Collecting the Data .....	47
3.9.1 The Teacher .....	48
3.9.2 The Raters .....	49
3.9.3 Techniques of Scoring .....	49
3.10 Procedure of Analyzing the Data .....	50

## **CHAPTER IV: DATA ANALYSIS AND FINDINGS**

4.1 Data .....	52
4.2 Findings and Discussions .....	52
4.2.1 Findings in Terms of Total Score .....	53
4.2.2 Findings in Terms of Content Component .....	54
4.2.3 Findings in Terms of Organization Component .....	55
4.2.4 Findings in Terms of Vocabulary Component .....	55
4.2.5 Findings in Terms of Language Use Component .....	56
4.2.6 Findings in Terms of Mechanic Component .....	57
4.3 Hypotheses Testing .....	57
4.4 Interpretation of the Findings .....	58

## **CHAPTER V: CONCLUSION AND SUGGESTIONS**

5.1 Conclusion .....	61
5.2 Suggestions .....	63



**REFERENCES ..... 65**

**APPENDICES**

Appendix 1: Students’ English Grade in the Previous Semester Report Book

Appendix 2: T- Test Calculation for Both Groups under the Study

Appendix 3: Lesson plan from the First Treatment up to the Fourth Treatment

Appendix 4: Post-Test Sheet

Appendix 5: The ESL Composition Profile

Appendix 6: Post-Test Calculation Based on the Total Score

Appendix 7: Post-Test Calculation Based on the Content Component

Appendix 8: Post-Test Calculation Based on the Organization Component

Appendix 9: Post-Test Calculation Based on the Vocabulary Component

Appendix 10: Post-Test Calculation Based on the Language Use Component

Appendix 11: Post-Test Calculation Based on the Mechanic Component

## LIST OF TABLES

Table 3.1: Research Design .....	39
Table 3.2: Population and Sample .....	41
Table 3.3: The Treatment Differences .....	43
Table 3.4: The Schedule of the Study .....	46
Table 3.5: The Implementation of the Post-test .....	48
Table 4.1: Post-Test Calculation on the Students' Total Score .....	54
Table 4.2: Post-Test Calculation on the Students' Content Component .....	55
Table 4.3: Post-Test Calculation on the Students' Organization Component ..	56
Table 4.4: Post-Test Calculation on the Students' Vocabulary Component ....	56
Table 4.5: Post-Test Calculation on the Students' Language Use Component	57
Table 4.6: Post-Test Calculation on the Students' Mechanic Component .....	58

## ABSTRACT

Suhendro, Lanny Widowati. 2004. *The Effect of Using Summarizing Technique on Students' Achievement in Writing Narration*. S-1 Thesis. English Department Faculty of Teacher Training and Education. Widya Mandala Surabaya Catholic University. Advisors: (i) Dr. Wuri Soedjatmiko. (ii) Mateus Yumarnanto, M.Hum.

*Key words: writing, narrative writing, summarizing technique, and question-answer technique*

As one of the language skills, writing has an important role in communication. Through writing someone can reach other people from different places and backgrounds. However, the fact shows that learning how to write is difficult, especially for EFL students. Their problems include getting ideas, producing well-organized paragraphs, choosing various kinds of vocabulary creatively and implementing appropriate structures.

To overcome students' problems above, the writer conducted a study to find out what technique might assist students in learning to write narration. The literature mentions the importance of schemata, i.e., when someone writes, he or she also uses his or her knowledge of the world that is called schemata. The schemata will help him or her to get ideas to write. One way to activate the schemata is by reading. Summarizing and question-answer techniques in reading allow students to gain information that can activate schemata helpful for developing their compositions.

In this study, therefore, the writer intended to answer the question: "Is there a difference between the achievement of the students when they learn narrative writing using summarizing technique and using question-answer technique?" Using quasi-experimental design, she gave treatment, i.e., summarizing technique before writing to the experimental group. The control group was given question-answer technique before writing. A simple random sampling was applied to choose two from the five-second grade classes of Santa Maria Surabaya Catholic Senior High School of the academic year of 2004/2005. Both groups received four times of treatments. After the period of treatments was over, the students in both groups were requested to write narrative compositions under the topic "Your Last Holiday." They had forty-five minutes to finish their compositions that consisted of at least a hundred words. The result of their writing became the data of this study to measure the students' achievement after they received several treatments.

To find out the answer to the question and to test the hypotheses of this study, the writer analyzed the results of the post-test of both groups by using t-test calculation. From the t-test calculation, the observed-t (2.40838) was higher than the t-table (1.6702). Therefore, it could be concluded that there was a significant difference between the students' achievement when they learned narrative writing using summarizing technique and using question-answer technique. The students who got the summarizing technique during the treatments wrote better narrative writing compositions in their post-test.

The writer concluded that it might happen because the students in the experimental group learn to get ideas and to organize writing from the reading passages they read. The reading passages might also trigger them to get familiar to certain vocabulary and sentential structures.

Therefore, she suggests that summarizing technique can be used as an alternative to teach narration.