



## Writing Summary as An Alternative Strategy to Comprehend the Text

**Dian Permatasari Sucita<sup>1</sup>**

*Pattimura University, Indonesia*

**Salmon J Hukom<sup>2\*</sup>**

*Pattimura University, Indonesia*

Corresponding e-mail: [sjhukom@yahoo.com](mailto:sjhukom@yahoo.com)

### Abstract

This paper is purposed to explain the use of Writing Summary as an alternative strategy to comprehend the text in teaching reading. Some researchers have applied writing the summary strategy to increase students' reading comprehension. Based on the results of those researches, showed that writing summary could effectively encourage students in comprehending the text well. Writing summary can help students enhance understanding of what is read. The strategy requires that students rewrite or outline only the important parts of the passage. Writing summary encourages students look for the most important parts and determine what parts of a passage are less important and what should be ignore. By using this strategy, the students need to read the whole text in order to make a summary using their own words. So, by writing summary based on what they read, they can comprehend a passage.

**Keywords:** *Teaching reading, reading comprehension, writing summary.*

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### INTRODUCTION

Reading is a complex skill. Reading is not only about getting information, but it needs understanding and comprehension to get some points from the text. (Nunan, 2003) argues that the goal of reading is comprehension. It was supported by Duff (2009), who clearly stated that "Comprehension is the essence of reading because the goal of written language is the communication of messages. If we do not understand the message, we are not reading". In other words, comprehension is an essential aspect of reading. Reading cannot be separated by comprehension. Reading comprehension is necessary in languages for people to be able to make sense of what they are reading. (Glisan, Uribe, & Adair-Hauck, 2007) "reading comprehension is the process of understanding and constructing meaning from the text. Ultimately, the goal of all reading instruction is helping a reader comprehend the text." Furthermore, (Gardon, 2007) stated that reading comprehension is a complex process that comprises the successful or unsuccessful use of many abilities. In line with the statements above, reading comprehension does not focus on pronunciation or load reading, but it focuses on understanding the main idea and related details.

Considering the importance of reading skills, the teaching of reading in the classroom is very influential. The reading activities in the classroom should be meaningful for the students. It means that the reading activities in the classroom should not merely read the texts, but there

should be a variation of learning activities. The classroom reading activities can influence the students to read. When they find that reading is enjoyable and it can give benefits for them, their reading motivation will increase.

Writing summary is a strategy requires students to rewrite or outline only the important parts of a passage or a text. According to (Mikulecky & Jeffries, 2004) , summarizing is the process of retelling the important parts of a passage in a much shorter form. Summarizing is a strategy in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas. It requires readers to determine what is important, to condense this information, and to state it in their own words (Harvey & Goudvis, 2007) . By using this strategy, the students need to read the whole text in order to make a summary using their own language. It was a strategy that enable students to focus on keywords or phrases of a text, so it can help them to be easier in comprehending a text.

Summarizing has many advantages in reading comprehension. The students will be creative to summary the text with their own language and they will be motivated to study and read the material well. Of course, they will get many new English vocabularies. It can be effective because the summarization technique gives a positive change in the teaching learning process. This strategy is meant to avoid a conventional strategy has not been interesting. Usually the teacher gives the students a text; they are asked to read the text silently and answer the questions. However, in summarizing the students identify and condense most important aspects of a reading.

Some researchers applied writing summary strategy in order to increase students' reading comprehension. First, (Purwandani, 2015) conducted a research about solving students' problem in getting the point of the text of third grade students. She focused on reading narrative text. The result showed that by using summarizing activities in teaching reading, the students can get the point of the text easily. The second one is research which conducted by (Kirmizi & Akkaya, 2011). Their research entitled A Qualitative Study on The Use of Summarizing Strategies in Elementary Education. The third one is research which done by (Nurhayati & Fitriana, 2018). They researched the Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students. Based on those researchers, the findings showed that using summarizing strategies could effectively encourage students to comprehend the text well. There was a significant influence of using the summarization technique of reading comprehension on students. Another research is done by (Kathayut P, 2011). The title is Summarizing technique: The effective indicators of reading comprehension. It conducted in Junior high school and he found that the students still have difficulties in finding main idea and writing the summaries. In this case, he used summarizing technique to overcome the problem and the result shows that summarizing techniques have obvious effects to the subjects' reading comprehension and their summaries, especially in cases of finding the main ideas, committing plagiarism and committing distortion.

## **DISCUSSION**

Reading is one of the ways to get information and knowledge. Most of information and knowledge is written in a text or a book. If the people want to know and understand them, they must read first especially the learners. They must read more and more. Reading is useful for language acquisition if students more or less understand what they read, the more they read, the better they get it. Reading is the fundamental skill upon which all formal education depends. (Grabe, 2009) argues that students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The student should have a good reading ability to discover the content of the text. In addition, (Horrison, 2004) argues that the importance of

reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

### **Kinds of Reading**

According to (Brown,1993) mentioned that in teaching reading there are three kinds of reading that can improve skills of reader, they are reading aloud, silent reading and speed reading.

#### *Reading Aloud*

Reading aloud is an important thing to do in reading where the students who are known as reader are required it read aloud to practice their tongue about have to pronounce every word found in the reading text, the main point of focus in reading aloud is not catching their ideas every word in a sentence.

#### *Silent Reading*

Silent reading is frequently practice by a reader who wants to comprehend text in reading process. Silent reading means reading by gears, where no voice expressed. This type of reading aims it find out the word and how express the word as in reading aloud. Reading silent needs a reader should have a full concentration.

#### *Speed Reading*

Speed reading is used to improve speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension it depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading scientific material.

### **Types of Reading**

According to Brown (2001), there are some types of reading:

#### *Perspective*

Perspective reading task involve attending the components of larger stretcher of discourse: letter, words, punctuation and other graphemic symbols.

#### *Selective*

This category is largely an artefact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

#### *Interactive*

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must. In a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and it takes is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and

description, excerpts from longer texts, questionnaires, announcements, directions, recipes, and the like.

### *Extensive*

Applies to the text or more than a page, up to and included professional articles, essay, technical reports, short stories, books.

## **Purposes of Reading**

As stated by (Aebersold, 1997) people read because they have a purpose. Some people read the text because their purposes want to find information of the text. Some linguists have explanation about the purpose of reading. According to (Nuttal, 2005) the main purpose of reading is to get meaning or the message from the text.

In reading activity the readers have the major purpose to get the information of the text. Another idea stated by (McDonough J, 2003) that, generally the mainly purpose of reading is to get new information and pleasure. Based on McDonough & Shaw, reading activity is not merely getting the point of the text but also provides fun. The readers purpose may want to gain meaning and pleasure.

In addition, (Williams, 1984) usefully classifies reading into:

- a. Getting general information from the text.
- b. Getting specific information from a text.
- c. For pleasure or for interest.

Based on that, in can be sum up that reading has two main purpose. Those are reading for getting information and for pleasure.

## **Teaching Reading**

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read but more of it. Comprehending the text is one of the reading's goals. According to (Tankersley, 2000), teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills. It means that the teacher must be know how to approach all types of text to help and teach students and make them understand the meaning of the text.

Based on those explanations, it could be concluded that teaching reading is the process of teacher for helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

In addition, the teacher needs to notice the principles that can be as a guideline in teaching reading. The principles in teaching reading according to (Harmer, 2003) are as follow:

*Principle 1:* Reading is not a passive skill

*Principle 2:* Students need to be engaged with what they are reading.

*Principle 3:* Students should be encouraged to respond to the content of a reading text, not just to the

language.

*Principle 4:* Prediction is a major factor in reading

*Principle 5:* Match the task to the topic

*Principle 6:* good teachers exploit reading texts to the full.

Teaching reading is not a vacuum activity. Students must enjoy during the reading process. As we know the advantages of reading, so we must pay attention to how to increase reading text in the classroom. Teaching reading needs more than only read the text. According to Brown (2001), there are 3 stages in teaching reading, they are: (1) Pre-reading activity, this activity is designed to prepare the students for the actual reading of the selected materials. (2) Whilst-reading activity, in this activity is the core activity in the teaching-learning process. (3) Post-reading activity, it is an activity in teaching reading to comprehend the text.

## **Summary Writing Strategy**

### **Definition of Summarizing**

A summary is similar to a paraphrase except that a summary is usually shorter (Uzer, 2016). When will summarize, compress large amounts of information into the fewest possible sentences. In other to do summarize the students include only the main points and main supporting points.

According to (Vanderney, J, & P, 2007), summarizing is condensing in your own words the main points in a passage. There are two important things in summarizing a text, rereading the passage and jotting down a few keywords. The first point is aimed at comprehending the text first before summarizing the passage itself. The second is stating the main point in your own words. It means that in summarizing a text we should be objective. The reader is not permitted to mix the reactions with the summary. Then, after summarizing the text, the reader asks to check the summary and against the original. The reader should make sure that he uses quotation marks around any exact phrases that he borrows.

In line with Vanderney, J, & P, Senemoğlu as cited in (Kirmizi & Akkaya, 2011) stated that "Summarizing helps students make meaning out of information and store it in his long term memory efficiently. Summarizing causes students to; (a) read for comprehension (b) discriminate the important ideas (c) put the information in his own words". These allow students to make meaning of the text. Obtaining the meaning of words in a simple way is inadequate to the task of summarizing a text. In order to summarize a text, one of the prerequisites is to read it carefully. This requires a student to employ various mental skills efficiently. "In order to make a good summary, a student must be able to relate new ideas with old ones and put unique ideas forward (Friend, 2001:320). From their ideas, we know that summarizing can make students independent and creative in their reading comprehension.

According to (Jones, 2007), Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

Brown in (Huan, 2017) stated that Summarizing is a strategy that allows students to understand what is being read and is therefore it helps them retain important ideas and information given in a particular text. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.

(Shea & Roberts, 2016) stated that "A process for systematically assessing comprehension of text through readers' self-initiated expression of understanding is summarizing, orally or in writing. "Summarizing is when the reader is asked to restate what the author has said in a concise format" (Shea & Roberts, 2016). In summary, readers rephrase the gist of the text with a modicum of inference or none at all.

Based on several explanations above about summarizing, the writer can be concluded that summary writing is a strategy that can help the students enhance understanding of what is read. It requires students to rewrite or outline only the critical parts of passage. Summary writing encourages students to look for most the important parts and determine what part of passage are less important and what should be ignore.

### **Principles of Summarizing**

In summarizing, there are some principles that should be considered. (Kissner, 2006) explained some of the important characteristics of a summary. She argues that in summarizing a text, a reader should understand its principles. They are as follows: (1) a summary should be shorter than the original text; (2) a summary should include the main ideas of the text; (3) a summary should reflect the structure and order of the original text; (4) a summary should include essential details. A summary, therefore, is a shortened version of an original text, stating the main ideas and essential details of the text with the same text structure and order as the original.

### **The Procedure of Teaching Reading through Summarizing Strategy**

In this paper, the writer found several procedures or steps of teaching Reading Comprehension through Summarizing strategy. There are:

1. The procedure of writing summarize by (Giesen, 2001), as follow:
  - a. Have students take notes on or highlight the major ideas in a reading passage, either while they read or after reading.
  - b. Monitor the students' understanding of the reading by asking them to retell in their own words what they can remember from the reading, first in pairs and then with the whole class. Clarify any misconceptions or areas of confusion.
  - c. Ask students to work in pairs or small groups to agree on a list of the main ideas from the reading. Have them refer to their notes or their annotations in the text.
  - d. As a class, ask students to share their lists. Write their ideas on the board.
  - e. Discuss with students which ideas are the most important. Invite them to suggest any details on the list that don't contribute to the overall understanding of the text and could be eliminated.

- f. When the list of main ideas seems complete, have students work in pairs to put the ideas in a logical order. Then, come back together as a class to organize the ideas written on the board or chart paper.
- g. Go over the guidelines for writing a summary.
- h. Ask students to put aside the text and to use the ideas they listed and organized to write a paragraph summarizing the reading.

After the strategy have been taught and monitored, the steps can be given to students or posted in the room as a reminder of how to use summarization strategy. it is also important that students practice the summarization strategy and get feedback from the teacher about the quality of their summaries.

### **The Strengths and Weaknesses of Summary Writing**

(Huan, 2017) indicates several strengths and weaknesses of Summary Writing as follow:

#### *The Strengths of Writing as the Summarizing Strategy*

- a) By using a summarizing strategy that leads to encouragement to use other cognitive strategies, including questioning, predicting, rereading, verifying which are significant to comprehension.
- b) Motivate students to connect new ideas or concept in the text with their prior knowledge
- c) Writing summarizes can help students increase comprehension or comprehend texts at a great level.
- d) Students may become more critical readers.

#### *The Weaknesses of Writing Summary*

- a) It needs much time for the students to think and point in line in arranging the sentences and make summarize from the passage.
- b) The students found unfamiliar words because they do not enough vocabulary in their memory when they write.

### **The Differences between Summarizing and Paraphrasing**

stated that summarizing and paraphrasing are both related terms. Summarizing and paraphrasing are essential techniques for an effective and efficient essay. These are an absolute must when dealing with scientific concepts. Both summarizing and paraphrasing are allowed and accepted till due credit is given to the original source, and only till the work is not copied and is free from any kind of plagiarism.

#### *Summarizing*

Summarizing is the tool in writing which is used when you need the main idea of the text. It is a condensed form of the written text in your own words with only the highlights of

the text. A summary is much shorter than the original text. It excludes the explanation of the text. Only the main idea or the basic information is included.

Summarizing is used to refer to work that culminates into the present writing that you are doing. It is sometimes used when you want to draw attention to an important point. It is also applicable when you want to distance yourself from the original text.

Summarizing is used;

- a) When only the main ideas of the writer are to be identified.
- b) When only an overview of the whole work is required.
- c) When simplification is required.
- d) When only the main highlights of the work have to be mentioned.

### *Paraphrasing*

Paraphrasing is reading over a text and interpreting it in one's own words without changing the meaning of the original text. This excludes copying of text in any form. It is like grabbing the idea about a topic from another writer's work then transforming it into your own method of thoughts and words. Paraphrased material is almost equal to or slightly shorter in comparison to the original material.

Paraphrasing is required sometimes to prove your point. It provides support and adds credibility to your own writing. It is also used to add depth to your work. Paraphrasing is used;

- a) When another writer's work has to be used.
- b) When quotes are not used in the text.
- c) When the ideas have a greater relevance than the style of writing.
- d) When you want to simplify the work of another person.

Based on the explanation above, it can be concluded that summarizing is mentioning only the main points of any work in your own words and substantially shorter than the original, summarizing also is done to mention only the major points without any kind of explanation about the matter while paraphrasing is writing any particular text in your own words and almost equal to or somewhat less than the original text also.



## Writing Summary Rubric Assessment

4 EXCELLENT	3 GOOD	2 BELOW AVERAGE	1 INEFFECTIVE
The summary begins with a clear <b>topic sentence</b> that states the main idea of the selection. <b>Title and author</b> of text are included if appropriate.	The summary begins with a topic sentence that states the main idea of the selection. Title and author of text are included if appropriate.	The topic sentence may not state the main idea clearly or the main idea may not appear at the beginning of the summary. Title or author may not be included.	The summary does not state the main idea of the original selection. Title and author are not included.
All <b>important details</b> are included.	Important details are included but some might be missing.	Some critical information is missing.	Contains only some details.
Details are in <b>logical order</b> .	Ideas are in logical order.	Ideas are in random order and not logical.	Ideas are not in a logical order.
Demonstrates clear <b>understanding</b> of information in the text.	Demonstrates adequate understanding of information in the text.	Demonstrates basic understanding of information in text	Demonstrates little or no understanding of information in the text.
Paraphrases information using <b>own words</b> .	Paraphrases information using own words, as well as phrases and sentences from the text.	Substantial copying of key phrases and minimal paraphrasing.	Substantial copying of indiscriminately selected phrases or sentences.
<b>No errors</b> exist in spelling, grammar, punctuation, capitalization, and sentence structure.	Minimal errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.	Few errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.	Numerous errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.

Taken from: Non Fiction Summary Writing Rubric.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the explanation and discussion above, it can be concluded that Summary Writing or Summarizing enables students to comprehend a text. It was because before they made a summary based on the text, they should determine the primary information from a text. Through these activities, students automatically comprehended the content of a text.

The implementation of summarizing activities in several studies showed that there were successful in promoting the students to participate in the teaching-learning process of reading. So, summarizing or Summary writing can be used as an alternative strategy to comprehend the text.

## **Suggestion**

After covering up the conclusion of the paper, the writer has some suggestions for the English teachers and further researchers to be considered.

### *For the English Teachers*

In the process of teaching and learning English, especially reading, English teachers should be able to create some activities which can accommodate the students to access their prior knowledge and connect it with the new knowledge from the new material. Such activities can help the students in understanding the text since a text does not bring its meanings by itself. Accessing prior knowledge and connecting it to the new knowledge had a big role in the process of understanding a text. So, summarizing strategy or Summary writing can help the student to comprehend the text.

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