

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the basis of communication in the society and plays an important role in our every day life. It means that, by communication we can transmit information, ideas and feeling from one person to another. If we tell someone what we think or want, that is, we are transferring that information from our mind to others.

There are many languages in the world and English is at present considered as one of the leading languages of the world. It is used as international language, and has an important role in the world. Indonesian Government accepted English as the first foreign language to be taught. English is very important for assisting students to enroll to higher education, to cope with globalization demands, high technology development, and to establish international communication. Considering the reality of the importance of English as a global language in the world, as English learners we must be able to express our ideas in correct, clear and effective English.

There are four skills in learning a language, they are listening, speaking, reading and writing. Language also has several language elements like pronunciation, vocabulary, and grammar. Learning these language elements is as important as learning the four skills. They give the same important contribution to language mastery of a language used or language learner. In fact, the message of the language can reach the listeners and readers if there is a good transferring. In this sense, the

writer and the speaker have to be good in pronouncing the words, should have appropriate vocabulary, and good grammar in writing and speaking, so that, the content and the meaning of a language become clear and understandable.

We know that there are two ways of transmitting a message or idea in communication. We can interchangeably use the medium of speaking and writing or in the form of oral and written communication. In communicating through the medium of writing, a writer is required to be able to translate his/her thoughts into language because a writer writes for readers, so he/she must encode all of his/her ideas by constructing sentences, organizing the sentence into the text, into a coherent whole which is as explicit as possible and complete in itself, that he/she is able to communicate successfully through the medium of writing.

For English department students, writing is a common subject to be taught that aims at training the students to write. In academic writing, students of English Educational Study Program are often required to write an essay in which they react to something they have read. In such a case, a summary of reading must usually be incorporated into the essay. In addition to that, the lecturer sometimes asks students to summarize what they read and then present the summary to the class or simply hand in the summary as evidence of having done an assignment. But based on the experience of the writer, there are still many students who failed in reproducing a long writing into the short one such as summarizing, paraphrasing, and writing a precis. These short forms of writing seems to be difficult for the students to do. Based on the idea and fact above, the writer tries to make research in connection with the problems of writing a summary under the title :

A STUDY ON THE ABILITY TO WRITE SUMMARY OF A READING TEXT OF THE EIGHTH SEMESTER STUDENTS OF THE ENGLISH STUDY PROGRAM OF WIDYA MANDIRA CATHOLIC UNIVERSITY KUPANG IN THE ACADEMIC YEAR 2014/2015

1.2 Statement of the Problems

This study concerns with the students' ability to write summary of a reading text. It attempts to answer the following questions.

1. Are the eighth semester students of the English Department of Widya Mandira Catholic University able to write a summary after reading text?
2. What is their level of a ability?

1.3 Objectives of the study

There are two objectives to be achieved in conducting this study :

1. To know whether or not the eighth semester students of the English Department of Widya Mandira Catholic University are able to produce a piece of writing in the form of summary based on reading text they have read, with good grammar, effecient vocabulary, correct mechanics, appropriate fluency (style and ease of communication), and good form (organization).
2. To know and measure their level of ability.

1.4 Significance of the Study

This study is important not only for the writer himself but also for the teachers of English.

1. For the writer

Through this study the writer implements his knowledge and tries to know more about how to write a summary.

2. For the English teacher

To inform the teacher of English about the students ability in making a summary. Through this study the teacher of English might be assisted in planing necessary improvement or remedial teaching of writing.

1.5 Scope and Limitation

There are two kinds of summary according to Bezerman namely informative summary and descriptive summary. But in this study the writer just focuses in descriptive summary because it is easy to summarize and the elements evaluated are grammar, vocabulary, mechanic, fluency and form.

1.6 Definition of terms

There are some terms used in this study that should be defined. The definition may help the readers understand the study as a whole. The terms that should be defined in this study are :

1. Writing

It is the act of forming graphic symbols according to certain conventions for words and words have to be arranged to form sentences (Penny Ur.1996). In this sense the writer means an act of forming a summary of a reading text.

2. Ability

It is the capacity or the power to do something physically or mentally. (Hornby, 1974: 2). The ability for this study refers to any competence of the eighth semester students as required in making summary.

3. Summary

A condensed or shortened statement of the ideas in a book, article, story, speech, or other selection: It includes only the most important facts and ideas. (Winterowd Nawwray, 1985: 147).