

SUMMARIZING STRATEGY AS A LEARNING STYLE AND STRATEGY

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ABSTRAK

Strategi pengajaran dan pembelajaran yang eksplisit dapat membantu pengajar-pengajar bahasa mencapai tujuannya dalam memperbaiki penguasaan bahasa target dan pembelajaran budaya target. Metode ataupun teknik ataupun model pembelajaran sangat berguna bagi para pengajar yang sebelumnya tidak berpikir serius terhadap perbedaan di antara siswanya. Lebih jauh lagi, model pembelajaran merupakan seperangkat karakter yang secara biologis dan perkembangan dipaksakan sehingga metode pengajaran nampak indah bagi sebagian siswa dan menakutkan bagi yang lain. Strategi dapat dievaluasi dengan berbagai cara, seperti diary, prosedur think-aloud, obseravasi, dan survey.

Meringkas adalah salah satu strategi pembelajaran yang membantu pengajar menemukan apa yang siswa tahu, tidak tahu, dan mengira mereka tahu, tetapi tidak. Di samping itu, ringkasan adalah suatu pernyataan yang jelas dan deskripsi dari sebagian besar ide utama. Mengetahui bagaimana membuat suatu ringkasan menjadi sesuatu yang telah dibaca, dilihat, atau didengar merupakan suatu keahlian yang berharga, sesuatu yang mungkin anda gunakan dalam banyak tugas menulis.

Kata kunci: meringkas, model pembelajaran, strategi pembelajaran

ABSTRACT

The explicit teaching and learning strategies can aid language teachers in helping students attain the goals of improving their mastery of the target language and of learning about the target culture. Learning about learning styles may be helpful to teachers who have not previously thought seriously about differences among students. Furthermore, learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations, and surveys.

Meanwhile, summarizing is one of the learning strategy that helps teachers discover what students know, don't know, and think they know, but don't. Besides, summary is a brief statement and description of most of the main ideas. Knowing how to make a summary something you have read, seen, or heard is a valuable skill, one you have probably used in many writing assignments.

Key words: summarizing, learning style, learning strategy

INTRODUCTION

Wenden (1985, cited in Griffiths, 2004) prompts us an old proverb which states: “Give a man a fish and eats for a day. Teach him how to fish and he eats for a lifetime”. Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, that are empowered to manage own learning.

Talking about learning, available at <http://www.gsu.edu/dschjb/wwwmbti.html//> on learning styles, different students prefer different learning environments, learning modalities and they all exhibit unique strengths, talents and/or weaknesses. If we are to be successful in leading our students through the task of learning we must provide a variety of learning approaches so that these differences can be recognized and provided for in every classroom. Understanding the different ways that children learn, interact with and process information can help us modify the way we teach so that all students have an equal opportunity to succeed.

The children in our classes are unique in their personalities, cultural experiences and values. We can utilize this point to give them strategy when they learn foreign language in class. The explicit teaching and learning strategies can aid language teachers in helping students attain the goals of improving their mastery of the target language and of learning about the target culture. Related to the description above, summarizing is one of the learning strategy that helps teachers discover what students know, don't know, and think they know, but don't. These summarizing strategies will help teachers and students.

WHAT IS SUMMARIZING?

Before we talk about *summarizing* more, let's see the root word of *summarizing*. The noun and adjective form of the term *summarizing* is *summary*. In Webster's New World College Dictionary in <http://yourdictionary.com/websters.html//> summary is a brief statement or account covering the substance or

main points. It is the substance or general idea in brief form. Meanwhile, Summary Street webmaster says that a summary is a concise statement of the most important information in a text. It should describe most of the main ideas. Details and repeated information should be omitted.

On the word of Free Article presented at <http://www.techervision.fen.com/>, to summarize is to put in your own words a shortened version of written or spoken material, stating the main points and leaving out everything that is not essential. It is explained as well that summarizing is more than retelling; it involves analyzing information, distinguishing important from unimportant elements and translating large chunks of information into a few short cohesive sentences. Fiction and nonfiction texts, media, conversations, meetings, and events can all be summarized.

Additionally, available at <http://www.readingquest.org/strat/summarize.html> 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. It is also revealed what we are doing when we summarize. It is showed that

We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

From the description above, the writer can accomplish that summary is a brief statement and description of most of the main idea. When we must describe, explain and restate a text is an important thing before we make a summary. Besides, topic and other pre-writing activities such as outlining, free writing and mapping can assist you to build up the analysis and obtain the thoughts.

SUMMARIZING STRATEGY

Summarizing is one of strategies for reading comprehension. Politicians and corporations, for example, employ people to read every newspaper and

newsmagazine and summarize relevant stories and articles. The more concise the summary the better, yet if any major details are omitted the purpose of the summary is lost--its readers will be uninformed on key aspects of the news and may make embarrassing errors as a result. Consequently, the summaries that you write in college are as important to your academic career as these summaries are to these politicians and business people, and accuracy and concision are just as important, too. Clearly, in that case, the reader's summary which he/she writes for him/herself is one of reading strategies. It is a way of understanding the text he/she is reading.

From the reasons above, the writer can keep on that the ability to write an effective summary might also be the most important writing skill a college student can possess. Moreover, the students need to be able to summarize before they can be successful at most of the other kinds of writing that will be demanded of them in college, and it is an important part of note taking, too.

Knowing how to make a summary something you have read, seen, or heard is a valuable skill, one you have probably used in many writing assignments. It is important, though, to recognize when you must go beyond describing, explaining, and restating texts and offer a more complex analysis (<http://www.unc.edu/depts/wcweb> 1998 - 2007). Furthermore, this web writes that Writing a summary of what you know about your topic before you start drafting your actual paper can sometimes be helpful. If you are unfamiliar with the material you're analyzing, you may need to summarize what you've read in order to understand your reading and get your thoughts in order. Once you figure out what you know about a subject, it's easier to decide what you want to argue. You may also want to try some other pre-writing activities that can help you develop your own analysis. Outlining, free writing, and mapping make it easier to get your thoughts on the page.

However, it must be recognized that writing summaries requires students to apply higher-level thinking skills. For example, students must analyze the information and synthesize it before they can condense it. Basically, when we summarize we take larger selections of text and reduce them to their bare

essentials. On the Reading Quest.org website, Raymond Jones defines the bare essentials as the gist, the key ideas, and the main points worth remembering.

Then, what do we really want student to achieve when we ask them to summary? As stated by Free Article presented at <http://www.techervision.fen.com/>, we can introduce summarizing to students by pointing out that they verbally summarize every day. After that, we develop a verbal summary by summarizing something you watched on television or a conversation that you had with a friend or another teacher. At last, we point out that summaries don't include opinions. More to the point, Jones proposes in Meade PASS Training that students begin to develop strong summarizations when they are able to consistently complete the following tasks:

1. Strip away the redundant and extraneous examples
2. Focus on the heart of the matter
3. Seek key words and phrase that manage to capture the gist
4. Save the main ideas and crucial details that support them

WHY IS SUMMARIZING IMPORTANT?

Summarizing and reviewing integrate and reinforce the learning of major points...these structuring elements not only facilitate memory for the information but allow for its apprehension as an integrative whole with recognition of the relationships between parts (J. E. Brophy and T. L. Good, 1986 cited in Free Article presented at <http://www.techervision.fen.com/>). Additionally, this web also gives details:

- a. Summarizing allows both students and teachers to monitor comprehension of material.
- b. Summarizing helps students understand the organizational structure of lessons or texts.
- c. Summarizing is a skill at which most adults must be proficient to be successful.

It follows that in a synthesis of the research on summarizing, Rosenshine and his colleagues (1996, cited in Free Article presented at <http://www.techervision.fen.com/>) found that strategies that emphasize the

analytic aspect of summarizing have a powerful effect on how well students summarize. Next, as indicated by Meade Pass Training, the strategy focuses on the concept of requiring students to follow a set of rules or steps that leads them to produce an organized summary. Before assigning the students to work on the strategy independently, we take the time to make the strategy “come alive” for the students. The steps that we can demonstrate with a model passage as follows:

1. Select a content-related passage. Read with students or assign to students.
2. Require students to go through the passage and delete trivial or unnecessary material.
3. Tell students to delete redundant material.
4. Remind students to substitute superordinate terms for lists (for example, substitute flowers for daisies, tulips, and roses).
5. Ask students to select or create a topic sentence.

HOW TO WRITE A SUMMARY

According to *an eHow Contributing Writer* available at <http://www.ehow.com.htm/>, a summary conveys the main idea of a body of work in an abbreviated version of the original. Follow the guidelines below, whether writing a summary on a fictional or nonfictional piece.

1. Step 1

Read the material. This should be just a preliminary reading, to get the overall idea of the writing. If it is a longer piece of literature such as a novel or long play, break down the reading into sections of 2 hours.

2. Step 2

Re-read the material. This time take notes, underlining or highlighting main ideas.

3. Step 3

Put together a thesis statement, one sentence explaining the main purpose or central idea of the story or writing.

4. Step 4

Break the writing down into main points, or if it is a story, break it down into major events or scenes. Explain these main points or events in one to four sentences depending on the length of the summary.

5. Step 5

Reinforce the main points or main events in the story using examples and details from the writing.

6. Step 6

Write the first draft of the summary. Keep the main points and events in order. Remember the basic elements of a paper such as introduction, body and conclusion. Some summaries may only be one paragraph in length.

7. Step 7

Edit and revise the summary for completion. Check spelling, punctuation and grammar. Use transitional words and phrases. Make sure there is a logical flow of thoughts.

Meanwhile, it is said in handout and links available at <http://www.unc.edu/depts/wcweb/handout/index.html> there are some strategies that can help us avoid excessive summary as written below.

1. Read the assignment (the prompt) as soon as you get it. Make sure to reread it before you start writing. Go back to your assignment often while you write. (Check out our handout on [reading assignments](#)).
2. Formulate an argument (including a good thesis) and be sure that your final draft is structured around it, including aspects of the plot, story, history, background, etc. only as evidence for your argument. (You can refer to our handout on [constructing thesis statements](#)).
3. Read critically—imagine having a dialogue with the work you are discussing. What parts do you agree with? What parts do you disagree with? What questions do you have about the work? Does it remind you of other works you've seen?
4. Make sure you have clear topic sentences that make arguments in support of your thesis statement. (Read our handout on [paragraph development](#) if you want to work on writing strong paragraphs).

5. Use two different highlighters to mark your paper. With one color, highlight areas of summary or description. With the other, highlight areas of analysis. For many college papers, it's a good idea to have lots of analysis and minimal summary/description.
6. Ask yourself: What part of the essay would be obvious to a reader/viewer of the work being discussed? What parts (words, sentences, paragraphs) of the essay could be deleted without loss? In most cases, your paper should focus on points that are essential and that will be interesting to people who have already read or seen the work you are writing about.

LEARNING STYLE

In the last 30 or 40 years, a number of educators have proposed that teaching would be more effective if faculty members took account of differences in students' learning styles (McKeachie, 1995). He continued that a number of different conceptions of learning styles have been proposed, each with some plausibility. He also added that some teachers draw the implication that they must match their teaching to the student's particular style, and some students who have been labeled as having a particular style feel that they can only learn from a certain kind of teaching. Moreover, McKeachie described that:

Learning about learning styles may be helpful to teachers who have not previously thought seriously about differences among students. Where they go awry is when teachers become so committed to a particular set of learning style categories that they miss individual differences and changes over time. Similarly, students who believe they have a particular style that cannot be changed are likely to give up when taught by a teacher whose method doesn't match their style. Having classified the students into particular learning styles, a teacher often feels that the problem of learner differences has been solved. Some teachers become devotees of one or another learning style system.

Furthermore, learning styles are the general approaches-for example, global or analytic, auditory or visual-that students use in acquiring a new language or in learning any other subject. These styles are "the overall patterns that give general direction to learning behavior" (Cornett, 1983:9).

Dunn&Griggs, 1988:3 Scarcella & Oxford (1992, p. 63, cited in Ailesa at Oppapers.com) said that learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. According to The MBTI and Gregorc's Style Delineator, learning styles, learning modalities and learning strengths may be classified as sensory, perceptual, cognitive information processing, personality type, personal talents or situational. Each can be categorized as follows.

1. **Sensory**

- a. Learning Style Inventory (modality)
- b. Visual, Auditory, Kinesthetic & Tactile

2. **Perceptual**

Hemispheric Dominance

- a. Differences Between Left and Right Hemisphere
- b. Hemispheric Dominance Inventory

3. **Cognitive Information-processing**

- a. Kolb's Learning Styles model (David Kolb's perception vs. processing)
- b. Learning Style Inventory (results returned to you) (active/reflective; sensing/intuitive; visual/verbal; sequential/global)

4. **Personality**

- a. Myers Briggs Type Indicator Instrument -The Use of Learning Style Innovations to Improve Retention
- b. Personality Type Summary - Descriptions of four personality types
- c. Center of Psychology Resources - *Personality*
- d. The Keirsey Temperament Sorter II

5. **Personal Talents**

- a. The Multiple Intelligence Inventory
- b. Using Multiple Intelligences
- c. Gardner's Seven Types of Intelligence
- d. Seven Styles of Learning

6. Situational

Regardless of your natural learning preferences it is important to recognize that some *tasks* demand specialized learning modalities.

In addition, Lawrence (1984, cited in Oxford,1989) explained that the term learning style is used to encompass four aspects of the person: cognitive style, i.e., preferred or habitual patterns of mental functioning; patterns of attitudes and interests that affect what an individual will pay most attention to in a learning situation; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others. Learning style is inherent and pervasive (Willing, 1988) and is a blend of cognitive, affective, and behavioral elements (Oxford & Ehrman, 1988). At least twenty dimensions of learning style have been identified (Parry, 1984; Shipman & Shipman, 1985).

Likewise, David Kolb and Roger Fry (1976, available at www.infed.org/about_us.htm/) developed a learning style inventory which was designed to place people on a line between concrete experience and abstract conceptualization; and active experimentation and reflective observation. Using this, Kolb and Fry proceeded to identify four basic learning styles.

Kolb and Fry on learning styles (Tennant 1996 available at www.infed.org/about_us.htm/)

Learning style	Learning characteristic	Description
Converger	Abstract conceptualization + active experimentation	strong in practical application of ideas can focus on hypo-deductive reasoning on specific problems unemotional has narrow interests

Diverger	Concrete experience + reflective observation	strong in imaginative ability good at generating ideas and seeing things from different perspectives interested in people broad cultural interests
Assimilator	Abstract conceptualization + reflective observation	strong ability to create theoretical models excels in inductive reasoning concerned with abstract concepts rather than people
Accommodator	Concrete experience + active experimentation	greatest strength is doing things more of a risk taker performs well when required to react to immediate circumstances solves problems intuitively

LEARNING STRATEGY

According to Scarcella & Oxford, 1992:63 (cited in) learning strategies are defined as “specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult

language task -- used by students to enhance their own learning". They persist when the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-metacognitive, memory-related, compensatory, affective, and social. Many different strategies can be used by language learners: metacognitive techniques for organizing, focusing, and evaluating one's own learning; affective strategies for handling emotions or attitudes; social strategies for cooperating with others in the learning process; cognitive strategies for linking new information with existing schemata and for analyzing and classifying it; memory strategies for entering new information into memory storage and for retrieving it when needed; and compensation strategies (such as guessing or using gestures) to overcome deficiencies and gaps in one's current language knowledge (see Oxford, 1990).

Language learning strategies are the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Rigney, 1978; Oxford, 1990). Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations, and surveys. Research both outside the language field (e.g., Brown, Bransford, Ferrara, & Campione, 1983) and investigations with language learners (see reviews by Skehan, 1989; Oxford 1989; Oxford & Crookall, 1989) frequently show that the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. More proficient learners appear to use a wider range of strategies in a greater number of situations than do less proficient learners, but the relationship between strategy use and proficiency is complex. Research indicates that language learners at all levels use strategies (Chamot & Kupper, 1989), but that some or most learners are not fully aware of the strategies they use or the strategies that might be most beneficial to employ. In other hand, learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991) cited in Oxford 2003.

CONCLUSION

Actually summarizing is not a new thing in learning and teaching process. It is one of learning strategy. As we know above, when the learners gain knowledge of language, they use learning strategies that are the often-willful steps or manners to acquire the acquisition, storage, retention, recall, and use of new information. The strategies can be such as diaries, think-aloud procedures, observations, and surveys. They include the reading strategies.

Beyond the description of learning style, summarizing can be placed as learning style since learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. In this case, the teaching method which applies summarizing also strengthens the learning of major points not only facilitate memory for the information but allow for its apprehension as an integrative whole with recognition of the relationships between parts.

Finally, summary is necessary. The learners can work on the learning strategy independently. If they get through summary wisely, the strategy will “come alive” for them. Besides, it must be known that the analytic aspect of summarizing have a powerful effect on how well learners summarize.

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