

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF FOREIGN LANGUAGES AND COMMUNICATION STUDIES

DEPARTMENT OF APPLIED LINGUISTICS

MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE



**EXAMINING SUMMARY WRITING AMONG THIRD YEAR STUDENTS OF ASSIN
NORTH SENIOR HIGH TECHNICAL SCHOOL**

RAYMOND FRIMPONG

AUGUST, 2018



CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter deals with the introduction to the study. It comprises the background to the study, statement of the problem, the objectives, research questions, limitations, delimitations and organization of the study.

1.1 Background to the study

The need for students at all levels to acquire the ability to write good summary cannot be treated as a trivial issue. Over the years students' inability to write good summary has been a problem to both teachers and external examiners of various examination bodies. Summary writing has been seen as an integrative skill that includes the interaction of two capabilities- the skill to comprehend the main ideas and rhetorical organization of a passage and the skill to come out with a succinct and coherent restatement of the author's opinion, (Adika-Lavoe,2009). It therefore stands to reason that an in-depth knowledge of summary writing on the part of students is very necessary.

It is important to realize that summary writing is not only important in examination, but also in real life. This is because it helps to secure the ability of differentiating between very relevant information from less relevant ones. Sackeyfio (1999), states that everyone should develop the skill of summarizing. This is because summarizing is required for all the purposes that involve

studying and should, therefore, be transferred and applied to all subjects in the school curriculum.

Summary writing is relevant in our existence. The need to study summary writing seriously is, therefore, serious for Senior High School students as well as all students at all levels of education. This is because an effective summary is as concise as possible. The growing status and essence of the English Language in Ghanaians' day to day activities demand our ability to function effectively and efficiently in almost all spheres of life. To be able to do that depends fundamentally on our language skills. The need to learn and master summary writing is very necessary. Since English is the official language of most public institutions, the learned professions, the media, business, the importance of learning how to summarize long talks, lectures, and news plays a vital role. Adika- Lavoie (2009 Pg. 1) says "except from primary one to three (i.e. lower primary), English is the medium of expression of formal education at all levels in Ghana". Summary writing becomes relevant to students in higher education, as it is said, brevity is the soul of the wit. It is therefore necessary for students to develop the habit of learning the best way to summarize.

What this means is that a thorough understanding of the English language on the part of students is very essential. Students' performance in English especially at their final examination in the West African Senior Secondary Certificate Examination level over the years has not been encouraging. There are a lot of factors responsible for this trend of affairs but summary writing happens to be the major. The ability to present or write a summary is central to the use of English. This is because 'summarizing has to do with two basic aspects of English: comprehension and composition,' Fei-Donkor (2007:48). The students' ability to write a good summary in effect means that they understand what they read implicitly and explicitly. This

means that poor reading affects summary writing. Thus (Reading) comprehension is an integral and vital part of summary writing. The students' ability to restate what they have read is another crucial aspect of English language. This analysis presupposes that one's ability to conveniently deal with summary is a prerequisite for doing some Reading Comprehension and essay writing. It is interesting to know that in the West African Senior Secondary Certificate Examination (WASSCE), summary makes (30) marks. It follows, therefore, that students' chance of doing well in examination depends to a large extent on their ability to write a good summary. No wonder, according to Djikunu (2006:215) some students call the summary paper "the master stopper" and "Chief Decider". Students need this skill in every single subject in their curriculum. It is not only in the English language subject do students need to make use of summary, but in all other disciplines. This is because in every subject, most of the time, the rubric asks you to list the main points of the topic under consideration. And, the main points are nothing but the summary of the topic in hand.

According to Adika- Lavoe (2009), the essence of summary writing in our daily life is very necessary and not only in examination, learning how to write summary prepares us to acquire the skill of discriminating important and relevant points from less important ones. It helps students at tertiary level in note –taking and note –making during lectures and from books. One of the most highly valued skills in any workplace that generates a lot of words is the ability to effectively summarize information into a more concise and readable form. This is why summary writing is very necessary. Good summaries are valuable because they keep busy readers informed without demanding more time than necessary to get the information they need. For example, Administrators may deal with reports, proposals, policy documents and briefing notes that together easily reach hundreds of pages. A good summary tells readers enough about a topic that

they can decide whether they need to read more. This is because irrespective of one's profession, almost all educated people adopt summary writing in their daily pursuits especially people whose profession has to do with writing. In every case, a student has to sort through the original information, extract the essential details from all the rest and then create a coherent abbreviated version of the information that the reader can rely on as an accurate representation of the most important points. It is therefore imperative that special attention is given to the teaching and learning of summary writing in our Senior High Schools. However, over the years, especially at Assin Senior High Technical School, students' mastery on summary writing has not been effective. Students have had serious problems when it comes to summary writing and this problem still persists.

In the first place, a description of the problems can actually help bring out the students' weaknesses in summary writing. The study can, thus, serve as a guide and source of remedy for students in this aspect. Final year students of Assin North Senior High Technical School have a weighty problem when it comes to summary writing. The problems they face include the following: Students end up writing phrases instead of sentences, students end up copying whole paragraphs for answers, they are unable to identify topic sentences, and students are not able to paraphrase answers thereby writing word for word. The problem of bad summarizing came to bare when the researcher went through marked scripts of his final year students to ascertain what was causing the poor performance in the English Language paper. The researcher had marked their scripts on summary for the first term examination. The difficulties these students encountered in summary writing would be ascribed to the fact that they had no prerequisite knowledge of these basics skills in summary writing. The problems they encountered in summary writing may to some degree be associated to the fact that summary writing is not taught

in the Junior High school level, also, the syllabus in the system does not adequately deal with this particular part of the English language, as this aspect is all together absent. As language teaching is both an art and science, teachers, as well as students need to be made aware of the scientific and empirical study of the problems in summary writing. This way, students will be relieved of these problems.

The importance of summary writing is acknowledged widely in academics as it 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 how to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. According to the Chief examiners report (2013), candidates should be reminded the summary answers, by their nature, are expected to be in short sentences in cooperating just the main ideas, each answer should not be more than alive and a half, a summary question is not like a comprehension one where the candidate is virtually at liberty to quote whole sentence as answers.

From the above foregone, one realizes that the purpose of a summary is to give a reader a condensed and objective account of the main ideas and features of a text. Mostly, a summary has between 450 to 600 words, depending on the length and complexity of the original essay and the intended audience and purpose.

1.2 Statement of the problem

Majority of the form three students of Assin North Senior High Technical have serious problems when it comes to summary writing. Their performance in summary writing is not encouraging. Their weak performance in summary writing affects their general performance in their end of

term English language examinations. This difficulty in answering summary questions well poses a serious problem to the students. This study, therefore seeks how to enhance the writing of summary at Assin North Senior High Technical School and also makes suggestions as to how these learners could be assisted to enhance their skills in summary writing.

1.3 Objectives of the study

The current research aims to achieve the following objectives:

1. To find out the types of summary writing problems that occur among third year students of Assin North Senior High Technical School
2. To find out the causes of errors that students commit in summary writing.
3. To determine the strategies that will help students to learn summary writing with ease.

1.4 Research questions

In order to achieve the objectives, the following research questions guided the research:

1. What are the types of summary writing problems that occur among students of Assin North Senior High Technical School?
2. What are the factors responsible for the poor summary writing among the students?
3. What strategies can be adopted to overcome these problems?

1.5 Limitations

The research had a challenge of time constraint, in that the study was carried out during school hours. The participants for the research had to be pulled from their normal class schedules in order to participate. This made it difficult for some participants to fully participate in the study. Also, the researcher's own schedules as a teacher took away some time which could have been used for the research. The study was limited to only the 2017/2018 third year students of Assin North Senior High Technical School. The final year class was chosen because they would soon

be writing their final examination and the research intends to correct any anomaly that would be seen after marking their end of term scripts before they finally go in to write the West African Senior School Certificate Examination. As a result, it made the generalization of the results problematic.

1.6 Delimitation

The study is centered on Assin North Senior High Technical School third year students. Though there were other senior high schools in the Assin North Municipal they were not included in this study. So the results are generalized to Assin North Senior High School only. The study was restricted in scope to only Assin North Senior High school third year students. The study focuses on problems of summary writing and suggestions for good summary. Other issues like grammatical errors and reading comprehension were not examined in this study.

1.7 Significance of the study

The research work stands to benefit both teachers and students and even other researchers at the senior high school level since the work focuses on problems of summary writing and suggestions for good summary writing. The study equips students with the necessary skills to write good summary in the English language paper and the result of this is an improved performance for the school.

Also, the findings of this study is expected to show what causes students poor performance in summary writing. Findings of this study will add to the already existing knowledge in summary writing by which further studies could be carried out.

1.8 Organization of the study

The research is made up of five chapters. Chapter one deals with the background to the study, the statement of the problem, purpose of the study, research questions, limitation, delimitation and significance of the study. Chapter two comprises review of related literature which is relevant to the study and chapter three focuses on methodology. Chapter three gives a vivid description of the methodology, the population sample and sampling procedures, data gathering instrument and data collection procedures of the study. Results and discussions of the findings are the subject of chapter four. Finally, in chapter five can be found the summary of findings, conclusions (interpretation of what the findings mean) recommendations and suggestions.



CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter is about review of related literature on the topic. Here, the researcher hopes to cite what other authorities have said about ‘summary writing’. It will review literature on the topic under the following:

2.2 Definition of Summary

Summary is a shorter account of a longer text. This confirms what writers had proposed. It is clear from most works that almost all proponents share same thoughts. Warriner (1986:218), asserts that summary is ‘a brief composition that gives the most important points of a longer passage work’.

This means that to arrive at the most important points call for critical skills. Warriner’s opinion can partly be accepted due to the fact that summary writing has to do with the relevant points in a passage. However, I am of the opinion that the type of summary Warriner is explaining here is the précis type and not the directed summary that is written today by our students. He argues that an important critical thinking skill in writing a summary is analyzing ideas to determine their relationships. Warriner posits that one must distinguish between the main ideas and the supporting ideas or details.

Summary writing refers to the writing of the most sensitive or important points from a text, without this essential point in the passage, there cannot be summary writing, and this is what Arthur-Sarpong (2000: 111; 2005:147) posits, that when we talk of summary it is’’ a gist of the main point of a story, a passage, or a lesson’’. What it means is that we are to extract and present

the most important parts of the passage. Here, both Warriner and Arthur-Sarpong contended that summary should be a brief account of a longer text.

Every article or passage has a topic. In most academic writings, there are major sentences that summarize the most important ideas of a paragraph. Knowing well that no topic or an article or passage is an island on its own, but will have to be developed by other idea(s), the summarizer should be able to identify the main idea(s) the writer makes about the topic. The summarizer should be able to locate supporting ideas, or details, which may explain, describe, exemplify or support the main ideas. When this is done, one is sure to write a good summary, signifying that one has been able to utilize their critical thinking skills to the maximum.

From the related literature of both Arthur-Sarpong and Warriner, concerning their understanding of summary, it is obvious that summary writing has to do with picking of the salient points in a longer text. In most cases, summary writing involves the writing back of the main ideas from a text and this is what Winterowned & Murray posit. Winterowned & Murray (1985), have this to say; a summary is a concise retelling or rewriting of the main ideas in a book, article, story or speech. It answers the six basic questions: who, what, where, why and how. Because a summary gives only the most important ideas from the original source, it is no more than one fourth to one-third the length of the original text.

A summary is also a record in a reader's own words that gives the main points of a piece of writing such as a newspaper article, the chapter of a book, a passage, or even a whole book. According to Winterowned and Murray, it is also possible to summarize things that one hears and things that one sees. A summary omits details, and does not include the reader's interpretation of the original. Newmonic (2009) contends that when all these pieces of elements are put together one is likely to hit the target as far as summary writing is concerned. Summary

can be said to be a way of picking only relevant points from a text or the important information and this is confirmed by Dennis & Sharp (1979). They say that summary is one vital part of the processes of the election of significant debris and consequently the rejection of the less important materials which surround it.

From the suggestion made by Sekyi-Baidoo (2003) I wonder if he really took into consideration all his readers those at the time he wrote his book and those yet to come. This is because his submission is more of the summary taken by tertiary students during lectures. Sekyi-Baidoo (2003:122) says summary is the “commonest form of note taking, involves putting down salient points of a lecture or reading”.

Summary is a short, clear description that gives the main facts or ideas about something and this is what Yemeh (2007:70) says. He contends that, ‘summary is a short version of a longer text’. It contains all the main points of the original version. It is clear that Yemeh agrees on the fact that summary writing is a short, clear description that gives the main facts or ideas about something. A summary must always be concise, brief and clear. It is exactly what Ndahi and Ayodele (2007:76) contend, that summary is ‘a shortened account of any piece of writing or of any event’. Here it is clear that most proponents of summary agree with the fact that it is a brief account of longer text.

It is clear that summary writing gives only the main points of something and not really the details. A summary can also be said to be the writing of the most relevant points or the main idea of a longer text. Djikunu (2006:249) says that ‘summary is the gist or main theme of a passage expressed in as few words as possible’. It should be lucid, succinct and full (i.e. including all essential points), so that anyone who reads it may be able to grasp the main points and general effects of the passage summarized. Djikunu argues that summary writing is also a very good

exercise in writing a composition and that is right on point. However, the researcher does not totally agree with Djikunu as he seeks to portray it. This is because the researcher is of the opinion that summary writing is not as easy as Djikunu wants to promulgate it and this is why students have difficulty writing it. This is because most often students have the difficulty of expressing their thoughts in a concise manner, without excessive length. If indeed summary writing is as easy as Djikunu says it, then students would have no challenges at all. Summary writing requires one to express one's thought clearly, concisely and effectively. Nobel (1981) also agrees on this point by saying that summary is a brief composition that gives the most important points of a longer text, which the writer agrees to it.

It is clear that summary writing is meant to teach how to detect relevant ideas in a passage. Sam (2008: 2) says that "summary writing is....to test our ability to state the main points in a concise form".

From the various literature reviewed, all authorities concurred on two main thoughts; that summary contains only the main ideas of a longer text or passage: and also, summary is brief and concise.

2.3 Types of summary writing

There are several views on the types of summary writing. However, in this work I shall consider only the two main types which are: Précis and Directed summary writing. After the two main types, the researcher will discuss a few minor ones.

According to Dzikunu (2006:249), the précis form of summary is a type that a student is expected to reduce the passage in length and whole to a certain proportion while the answer is written in a prose form. This type of summary requires the candidate to shorten a given passage while retaining the salient points in it. This type of summary may involve a restatement of the

given passage. The candidate should be able to distinguish important or relevant material and unimportant or extraneous material. Also, they should be able to distinguish between mandatory or compulsory material and optional material.

Otoo (1999) posits that there are two types of summary. He supports the idea of Djikunu that in the directed summary, a single question may be asked and students will be asked to provide three or sometimes more of the ideas that are related to the question. However, Otoo explains the précis as a concise summary which consists of all the important ideas in a complicated sentence. On the same précis, Djikunu posits that the passage is reduced to say 30 or 35 percent of a given passage.

On the other hand, the type of summary set in the West African Senior School Certificate Examination is the guided or directed summary. It is different from the traditional one called précis. In the directed summary, a candidate is asked to pick out the central idea and set it out clearly as the final answer, discarding the examples and illustrations made by the writer except the candidate is required by the question to use an example or illustration to answer a particular question. From this statement by Dzikunu (2006), it is clear that in summary writing, a candidate is not to use examples set out by the writer unless he is told so.

Arthur-Sarpong (2007), however, holds a different opinion with regard to the kinds of summary that we have. He contends that there are three types of summary writing. These are: main point summary, key point summary, and outline summary.

2.3.1 Main Point Summary

He posits that this kind of summary is often used in academic writing papers. According to Arthur-Sarpong (2007), this kind of summary reads much like an article abstract, giving the

most important “facts” of the text. It identifies the title, author, and main important or argument. According to him, when relevant, it can include the text’s source like book, essay, periodical, and journals.

2.3.2 Key Point Summary

Arthur-Sarpong says this kind of summary usually has the same features of a main point summary, but also includes the reasons and evidence the author uses to support the text’s main idea. He says this kind of summary uses direct quotes of key words, phrases, or sentences from the text.

2.3.3 Outline Summary

This type of summary imitates the structure of the text being summarized. This is a sure strategy to use when there is the need to analyze what the respondents have said. Summary writing is either directed or guided. Djikunu (2006) suggests that this is the kind of summary students at the senior high schools write in their exams. Djikunu made it clear that in either the Directed or Guided, students are expected to provide three or four ideas or more that are important and put them into sentence forms in their own words to a single question.

2.4 Main Differences between Précis summary and Directed Summary

The two forms of writing summary are not the same. They differ in form. The passages for directed summary will usually be more difficult and longer than that of précis. According to Grieve & Pratt (1984:173), “in a précis, you are required to reduce the whole part of a passage to, say 30- 35 percent of its length and you must set down your answer in the form of connected statement.....”However, in the directed summary, a student is supposed not to write his or her

answer in a continuous prose. Also, in character, précis maintains main ideas, and major details, but directed summary maintains only main ideas.

2.5 Difficulties students face in summary writing

Some of the difficulties that are face by students in summary writing are not difficult and unlikely to be true. Olusegun (2001) is also of the opinion that if many students had the chance, they would have removed summary writing from the English language paper. It is to be pointed out that students own attitude towards the learning of summary is very negative. This is because they have already pre-conditioned their minds that summary writing is very difficult since the rules of grammar apply equally to summary writing. The fear students have attached to the learning of summary has become a sort of difficulty for them to master the writing of summary.

The syllables for teaching English language excludes first years from taking summary writing. Due to this, summary teaching starts from second year and this affects students, students are made aliens to summary writing. That means students have only two years to learn summary writing before sitting for their examinations. During the second year, it is spelt that students be taught the rubrics or techniques involved in summary writing be taught at different levels. So, frankly speaking, if one looks at how summary writing is taught in our secondary schools then it is clear that summary writing is done only in the third year. And this is one of the difficulties students face in summary writing.

A critical observation from my research reveals that sometimes some teachers do not teach this lesson at all and if it is even done, it is done ineffectively.

2.6 Characteristics of a good summary

A good summary has three basic characteristics; conciseness, accuracy, and objectivity.

Dzikunu (2006) posits two main characteristic. He emphasizes that: it is shorter than the original work and it repeats the ideas of the sources in different phrases and sentences. Banjul (2007)

proposes four features instead; brevity, relevance, satisfactory, and clarity. He argues that a relevant summary reflects the parent work. This is when the concept of one topic is connected to another topic in a way that makes it useful to consider the second topic when considering the first.

By satisfactory, Banjul (ibid) contends that summary should include all the relevant points. While clarity implies that the summary should be devoid of ambiguity, it must be clear. He, therefore, argues that anything that makes a summary work wordy and not direct should be done away with. Summaries identify the source of original text, summaries demonstrate a person's understanding of a text's subject matter, summaries are shorter than the original text, they omit the original text's examples and rhetorical strategies, summaries differ from paraphrases. Summaries focus exclusively on the presentation of the writer's main ideas.

2.7 Skills in summary writing

A student's ability to write a good summary demonstrates that he clearly understands a text and that he can make his readers also understand what he is trying to say. A summary can be tough to write at first as it is often seen in students' work. They either include too much or too little information.

According to Fei-Donkor (2007), summary writing calls for different language skills. These are: the ability to understand what is said; and grabbing explicit and implicit meaning. Banjo (2007) agrees with Fei-Donkor by saying that if one understands how a passage is organized, he finds it easier to understand. This still points to the fact that clarity and brevity are necessary skills in summary writing. A summary essay should be organized so that others can understand the source

or evaluate the comprehension of it. Fei-Donkor (2007) suggested some skills in the writing of summary. They are:

- I. the ability to understand what is read
- II. ability to grab the explicit and implicit meaning
- III. the ability to rewrite the meaning in ones' own words
- iv. the ability to possess a repertoire of vocabulary

2.8 Importance of Summary

The skills of summary writing cannot be treated as a trivial matter. This is because summary writing plays a major role in academic setting and students use it in their various academic careers. For students, summary writing helps to improve their writing skills tremendously. It helps them to select main ideas from not too important ones, it also improves their vocabulary skills. Summary task will normally facilitate the holistic development of students' reading with comprehension and good writing as well as contentment area study skills Radmacher et al (1995;2001).

According to Otoo (1999), summary writing is an important assignment that is very necessary in our day to day lives. He proposes that summary writing helps students to gain the ability of being able to differentiate important ideas from less important ones.

Otoo continues by saying that the witing of summary helps students to identify that which is relevant to their lives and studies. Otoo is saying that summary helps to give brief accounts of events in our lives and goes on to say that summary is an everyday activity. Sekyi-Baidoo (2003) agrees that making summary notes saves one's time .In the studies conducted by Cohen (1994)

and Sarig (1993), in reading and writing by students' they both agree that it improves students' abilities to read. Sarig goes on to elaborate the need for reading exercise in summary writing. He contends that no one can do effective summary if one cannot do proper reading to grasp the source of the passage. One must be able to read a passage, decode it and later translate it into his own words as he understands the passage. This really means that learners who are being taught how to write summary must be able to rewrite the facts in simple sentences. This is because sometimes the complicated answers that students will only adulterate the meaning of the sentence.

2.9 The use of paraphrase in summary writing

Paraphrasing is considered to be an important skill for academic writing, in the sense that the teaching of paraphrasing helps students avoid copying from source texts. In his investigation, Keck (2006) found different degrees of paraphrasing in students experiments and pointed out the danger of being accused of plagiarism in cases of insufficient paraphrasing.

This shows the relevance of good summary writing. Summary writing is often used in research because language borrowing occurs more frequently in summaries than in other types of writing. Rogers (2007) recommended changing sentence structures from direct speech to indirect speech, or using other structures appropriately and correctly while summarizing. Focusing on the fundamental of grammar is one approach to teaching summary writing. But it is by no means the dominant one. What this means is that writing is a complex intellectual task involving many component skills, some of which students may have only partially mastered. These skills involve, among other things: Reading comprehension and Analytical skills.

There are essential skills needed for the writing of summary. Djikunu (2006) suggests that a successful summary writing would depend on factors such as these: that learners do well to understand the passage set before them; which suggests that students possess a good stock of vocabulary to assist them. Understanding the passage is a key principle to effective summary writing. This is because if a student does not understand a passage that is set before him or her then the only thing that can be expected is the student having to do whole lifting.

Having a good stock of vocabulary is a sure way to effective summary writing. This is because the learner may need in some instances to replace a whole lot of words sometimes with just a word. This means that without a good stock of vocabulary learners suffer. It is a fact that in any summary a student needs to understand the passage before attempting to write down their answers. One of the points Djikunu agrees with is inadequate stock of vocabulary on the part of students. This is often the reason why students tend to do wholesale lifting. He argues that if students possess a good stock of vocabulary, they will not fall to the prey of lifting whole answers from the passage. He goes on to say that analytical thinking is an ability that is needed in summary writing. He asserts that it includes the skill to engage in reflective and independent thinking. A student with analytical skill he or she is able to understand the logical connections between ideas.

Warriner suggests the teacher to adopt a text not too difficult for the class, but it should not be a lengthy one and discuss it with his learners. In the course of the discussion, there should be copious exemplification to guide learners to understanding. The teacher should have students underline the main ideas as they read. The teacher should take this opportunity to teach students about the importance of marking texts marked up, there should be an open discussion of summaries, discuss what it is, and offer a vivid example of its importance. The researcher also

believes that at this point, the teacher should ask his or her students to discuss the ideas which they have underlined in their readings. It is due to the fact that the main ideas are drawn from different sections of the text and distinct from each other.

2.10 Using one's own words

It is very relevant that in trying to do summary writing, students try as much as they could to restate the main ideas in their own words. Djikunu (2006) suggests that the student must do their best possible to use their own words in summary writing. From the works of most students, it could be seen that some of them do not go by the laid down procedures. Those who try to use their own words do so to distort or bring out of shape the original content of the message. It is clear that these are not what the different propounders of summary writing suggest. Students of Assin North Senior Technical School do not follow the laid down procedure in this area.

In trying to use their own words which clearly shows their understanding, students should be taught never to distort the original message. In trying to use their own words in summary writing, students must use objective language that accurately represents the author's angle of intentions. Students should not simply substitute words as they often do. The summarizer is expected to change up the sentence structure and should realize that the end results need to capture all the main points but also in his own words.

2.11 Organization of summary passage

Banjo et al (2007) suggest that when one really comprehends the way a passage or text is written, students will normally not find it difficult to answer in as much as summary writing is concerned. They therefore posited that all passages have unique style of writing them, that is, the

way ideas are put in the passage for easy comprehension. They propounded the following patterns:

Topic Sentence Pattern: the main function of the topic sentence here will be to establish the main idea of a paragraph in order that the reader might understand what each paragraph is really about. In this situation, the topic sentence does not necessarily have to be the very first paragraph, but it should be near the beginning. If this happens, it becomes very easy for the student to answer any questions on it.

Mixed Patterns: Banjo et al assert that this pattern of sentence is the one with incompatible elements that begin with one type of sentence structure and shifts to another type of structure. Whilst a question might be seen a particular section of the text, the others may have their answer scattered over the rest of the passage.

Suggestive Patterns: in suggestive sentence, the answers are not explicitly stated in the passage. What it means, therefore, is that a student is supposed to rack his brains to infer its true meaning.

A critical look at all these pieces reveal that irrespective of the angle from where summary is viewed in terms of definition and types, all the authorities agree on four paradigms –brevity, clarity, relevance and use of the summarizer’s own words. All the authorities agree that the summary of anything; be it an event, a book, a passage, a speech or whatever, should be shorter than the original material.

This in fact, calls for the reduction in length, space, or time of the parent material.

It does not call for elaboration of points. If students learn how to answer summary questions and make a serious attempt to understand the passages and questions they will do well in the

examination. However, the researcher believes that there can be no better remedy for the students' weaknesses than a serious study of the rudiments of the summary paper.

2.12 How to summarize

Banjul (ibid) posits that while reading the original work, the summarizer has to take note of what or who is the focus and ask the usual questions that reporters use; who, what, when, where, why, and how. Using these questions to examine what the reader is reading can help them to write the summary. Arthur-Sarpong (2007) posits that summary writing must follow a process. The processes he listed are just like those that Djikunu had listed.

Djikunu (2006) proposes one of the easiest means when summarizing a passage. Sometimes, the central idea of the piece is stated in the introduction or first paragraph, and the supporting ideas of this central idea are presented one by one in the following paragraphs. Students should use the techniques of skimming and scanning to identify functional words and phrases which express essential points.

- 1) A summarizer must do well to go through the passage for the first time before attempting to write. However, this should be done quickly in order to get the main idea the text is talking about.
- 2) During the second time, a summarizer needs to do it slowly and carefully as this will afford the opportunity to understand the general idea or identify themes and functional words from given passages before making any attempt to answer summary passages, and also identify ideas in paragraphs, locate key words and phrases which express the main ideas in a given text.

3) Student must do well to eliminate all that is not necessary. From the above information, it is necessary students learn the following

I. Identify the basic topic sentences that summarize each major paragraph for writing the summary.

II. Distinguish between main and supporting ideas from passages.

III. Identify key words and phrases in passages.

VI. Identify the topic sentence from selected paragraphs and state them in their own words.

After going through the passage for the second time, the student can then go through the questions and try to understand what he is being asked to do. It is advisable that after going reading the questions a student goes through the passage again for the third time, but this time to identify important ideas from unimportant ones.

2.13 Discussion approach to Summary

This type of summary take the form of conversation without any restriction on students and it is meant to allow students to freely say what is on their minds and those of their friends. Petty (2004) says it is to allow them express their ideas without any hindrances. In the course of doing this, learners learn to listen to others views, find out more about what they think, become tolerant to others thoughts and they also have the chance to express views.

However, they believe that in such a discussion, there should be some strategies to control it. Here, the teacher could make use of questions and they are meant to guide the discussion of the learners along the ways the teacher intends it to go. It is more of a learners centered approach

method. In this discussion, the facilitator, who is the teacher in this case, sets out the objectives and the central ideas of this session. Some of the importance of this technique are that learners have clear understanding when issues talked about are being discussed. During this discussion, learners acquire deep insight from the diverse points of views, learners develop the skills needed to communicate and it is purely learners centered due to the fact that students are very much involved in it.

2.15 Role-play as an approach to summary writing

According to Petty (2004), the role-play approach of teaching has a significant role to assist students develop their interpersonal skills in learning. He contends that as learners assume characters either in real or imaginary situations, they sharpen their abilities to communicate in a free environment without any restrictions. He posits that this role-play can be used to enhance students' skills to learn summary writing. This is due to the fact that when learners practice role-play, they put away real self in order to assume a role either intentionally or unintentionally such as in a drama where characters often take on the role of others.

Nevertheless, the role-play approach has its own disadvantages that need to be guarded against. It is not just any topic at all that can be used in role-play. The teacher will have to pay particular attention as students could thwart the intended purpose and take it for fun and may not learn alongside. Also, during the debriefing, if care is not taken, learners can assume different roles.

2.16 Reading Comprehension in Summary Writing

According to Yankson, (1994), the first skill a person must have before attempting to do a summary writing is the ability to read and understand the passage before him or her. This is because if the person cannot read and understand, they cannot answer the summary passage set

before him or her. One must realize that reading comprehension and summary writing are two inseparable skills one cannot do away with. Whether one likes it or not reading comprehension forms part of summary writing. This means that one needs to read well in order to understand what a passage is about before one can answer, it is therefore, necessary to read with understanding. The act of being able to comprehend in unambiguous way what is written in a text and express the main ideas concisely is imperative

2.17 Effects of poor writing skills

Brown (1987) argues that English today is an international language today. Apart from the over 400 million speakers who are natives, there are more than 800 million people globally who speak the language. There is, therefore, the need for students to pay much attention to its usage. Students could do better in summary writing if special attention is given to the learning of the language. Students perform poorly due to the fact that serious attention has not been given to English which has become today's global Lingua Franca.

The researcher agrees with Arisan(1991) who spoke of classroom assessment and the essence of the English language. There is increasing fear among scholars of the English language that the standard of English even among Senior high school students in Ghana is taking an ugly turn each year. And this goes to affect all the other aspects of the English language paper. Yankson also confirms this.

Students do not pay attention to the use of the English language and this is what is affecting their performance in summary writing. They probably think that English could be used as any other language and so carefulness is not attached to the language. For instance students end up writing

phrases when they are asked to write sentences, students are unable to identify topic sentences, major and minor ideas.

2.18 How to Present Summary Answers

The syllabus does not specify one particular way for the presentation of summary answers. However, there are two that are commonly used during examinations. These are the use of the straight method and the use of preamble. Otoo (1999) and Sam (2008) suggest that there are several means by which summary answers may be presented in sentence form. Otoo explained that preambles are allowed in the presentation of summary answers in examination whilst Sam gives his view that the straightforward method sentence answer is also allowed. These are the two ways summary answers are usually presented in summary.

2.18.1 The straight forward answer

The straightforward technique, unlike the preamble one, does not take any introduction. In this way, the answers are written in such a way that they form sentences by their nature. They do not take any introduction for them to become meaningful and they form discrete or separate answers.

The straightforward answers may be presented like these:

- I. Teaching is a good profession.
- II. She is a doctor of English.
- III. She cooks for her family every day.

2.18.2 The use of preamble

This is another option students may choose to present their summary answers in examination. According to Otoo, this option of presenting an answer will usually start with a common

introduction that must be linked to the points in the sentence which the student is going to write. Sam supports this option of presenting the summary answer and added that the answer should be meaningful. Preambles are usually used to eliminate repetition. The following is an example:

The causes of teenage pregnancies include:

- I. young people influenced by their peers
- II. many parents have neglected their responsibilities

2.19 Related Works on Summary Writing

A research was carried out by Adika-Lavoe (2009) on summary writing at Sefwi-Wiawso in the Western Region of Ghana. The study was carried out at Sefwi-Wiawso Senior High School. In his works, he came out with some of the weaknesses of students in summary writing. For instance, he mentioned the fact that student were writing phrases instead of sentences in, and requested teachers to direct students to concentrate on sentences writing. In his research, he did well by bringing out some of the errors students made during his studies, but nothing was said about teachers who were handling these students and so I strongly feel that his work is not complete.

This is because it could be that the teachers who were handling these students were even not competent; could not even handle this aspect of the English paper well. It is due to this shortfall that in my research, some of the teachers who handle these students were interviewed and also observed during their lessons. The researcher holds the belief that students alone cannot be responsible for their inability to write good summary.

Baiden (2015) carried out a similar studies at Kwanyako Senior High School in the Central Region of Ghana. His purpose was to improve summary writing among his students. It is clear from his targeted group that he included teachers in his work. Unlike Adzila-Lavoe, whose work was solely on students’.

2.20 Summary of the Literature

Looking at the extensive analysis of various literature, it is obvious that a lot of work has been done by many writers on the subject of summary writing. Best practices to summary teaching have been extensively discussed in this work to help both students and teachers.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter is about the kind of method adopted for the research. The study type and design, target population, sample size used, sampling technique, tools employed to gather data for the study, data analysis and data presentation are considered in this chapter. Ethical issues were considered.

Basically this research is an Action Research. Elliot, (1999:69) refers to an Action Research as “the study of a social situation with a view to improving the quality of life within it”. This means that it is a panacea oriented research.

Sagor (2005) asserts that it is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving and or refining her actions. Researchers who engage in action research inevitably find it to be an empowering experience. He goes on to say that perhaps even more important is the fact that action research helps educators be more effective at what they care most about. The focus of this chapter, therefore, is to bring to the fore, the set of methodologies that the researcher adopted for the identification and discussion of the problems that the students’ encountered in summary writing.

3.2 Population

A population of study can be described as a set of individuals that has characteristics in common that are of interest to the researcher. All individuals or objects within a certain population usually

have a common binding characteristics or traits. Usually the description of the population and the common binding characteristics are the same. The target population for the study were the third year students of Assin North Senior High Technical School. This school as indicated is situated at Assin Assempanaye, in the Assin North Municipality. Thus the target population of the study was (400). The researcher reliance on this group was necessitated by his closeness to the students as their English language teacher and also as a member of staff.

3.3 Sample and Sampling Technique

Sample size refers to the actual number of members or individuals taken from the target population. According to Best et al, (1989), a sample in research study is, therefore, a subset of the elements in the population and a sample size refers to the number of sample measurements. The sample for this research project however, consisted of two groups in the school, Assin North Senior High Technical School. They are: English language teachers and students. The sample size is (120). Since two categories were considered in the study, the researcher chose (5) teachers and (115) students for the study. These one hundred and fifteen students represented three Science (3 science), Arts 'A' (3 Arts A) and Technical 3 out of the one hundred and fifteen students. The choice of the (115) respondents was informed by the limitedness of the researcher's relationship with his third year students and also the time frame within which the study must be completed. The researcher requested the ten classes of forty (40) students each comprising the whole third year class to nominate a representative for them. In all, there were eight pieces of paper in a bowl which was raised above them. All eight representatives came forward to pick a piece of paper each. The representatives of the classes who chose between 1 40, 41 80, and 81 115 were selected for the study.

Baker (1998) also describes sampling as an orderly method of selections. These classes were: Science 3, Arts 3A, and Technical 3. There were forty students in each class. The total number of students therefore was one hundred and twenty (115). This figure represents 30% of the population.

3.4 Instrument (Data Collection Method)

Data collection method refers to the various techniques adopted to gather data from respondents for the research survey. Saunders (1997) recommended that the method of data collection must have a link with the research question and objectives. Hence, the data collection methods the researcher employed for this research were a test, observation, interview and questionnaires. The researcher used the four methods in order to have more information. For the students, the researcher administered a test, interview and observation, whilst the interview and observation were administered on the teachers of the department.

3.4.1 Test

According to Owu-Ewie (2018: 329), 'a test is a procedure used to elicit certain behavior from which one can make inference about certain characteristics of an individual'. Owu-Ewie went on to say that tests are meant to find out what learners have been taught. In a similar vein, the researcher conducted two tests for his students. The tests were to help the researcher to discover the degree of the problems that students are faced with in summary writing. According to Mehrens et al, (1977) test is the presentation of series of questions given to the testees to answer. It was a test conducted mainly for the students. In the test all the one hundred and fifteen students were given a short passage to work on. The purpose of the test was to find out the

degree of the problem students had so that an intervention could be looked for. The passage was taken from an English text book. Below is the passage:

‘Agriculture plays a vital role in the economic development of this country. However, there are certain setbacks inhibiting the growth of this important sector of the economy. The roads linking the various parts of the rural areas are in a bad state. As a result, most of their produce get rotten in their farms. Also, the persistent rise and fall in the prices of agricultural produce in both the domestic and world markets is a contributory factor.’

There was only one question on the passage.

Question: In two sentences, one for each, state two major problems retarding the growth of the agricultural sector.

The scripts were then collected from the one hundred and twenty students, assessed, and scored them. The results were disheartening as only four students got the answers right, twenty six got one answer right, and the rest ninety got both answers wrong.

3.4.2 Observation

Observation is a tool for collecting data in qualitative research studies, (Kawulich, 2005). The researcher had the chance to observe three English language teachers during their lessons. The researcher went there as a passive observer just to see how different teachers go about their summary lessons. During one of his observations, he realized that a particular teacher asked the class prefect to give out the text books to members of the class, mentioned the page and did the first reading. After that, he asked a member of the class to also read the same passage. The

teacher went ahead to explain the key words in the passage in the context of the passage. He then took them through the summary exercise. The second one I visited was a female teacher. It seemed to me that my presence there was making her feel uncomfortable although I had informed her I would visit her to see how she goes about her summary lessons delivery. She only brought in some printed materials, distributed them to her students and wrote one of the answers on the board for the student to find the rest of the answers from the passage. The researcher was very much baffled by what he observed.

When she was asked if that was how she taught her summary lessons, she said she had previously taken them through summary writing and there was no need going over it again. The third one actually did well just as the first one. She was also a female teacher. She mentioned the page to the students and wrote all the difficult words on the board and explained them in light of the passage to the students. She then took her students through the first two questions and then asked the class to answer the rest of the questions on the passage.

3.4.3 Questionnaire

One of the methods used by the researcher was questionnaire. Questionnaire is a tool which is used to gather data from different groups. The questionnaires were given to all five English teachers to find out their views on the degree of the problems students are faced with in summary writing. The researcher chose this diagnostic method because it helps to reach a larger respondents within a short period of time, information is collected in a standardized way, and also, they are straight forward to analyse.

3.4.4 Interview

Interview was one of the diagnostic tools the researcher used to gather his data. Nworgu (1991) views interviews as way of getting information form a respondent through dialogue between the interviewer and the respondent. Fontana et.al, (2005), also posit that interviews can be done in groups or as individuals. During the interview, questions were asked and answers were given. It was a one-on- one conversation with the teachers. The purpose of the interview was to find out the problems both students and teachers encounter when it comes to summary writing, what are the factors responsible for the poor summary skills, and strategies that could be put in place to minimize these problems. The researcher chose this diagnostic method due to the following advantages: interviews usually achieve a high response rate, interviews are not influenced by any other group, and helps to do away with ambiguities since it is a one-on-one activity, and it also helps to probe further if something is not clear. The interview was done for student respondents and teachers. These were the questioned that students were asked:

Do you have English textbook?

Do you read it?

What do you remember from the book?

How many books have you read since you entered this school?

Do you visit the school library?

Do you know what summary writing is?

Do you take active part when it is time for summary writing?

Do you have interest in it?

What are some of the difficulties you face with summary writing?

What do you want your teacher to do to make the learning of summary easier for you?

When the researcher had finished with the students, he then proceeded to the teachers to begin their interview. Below were the questions teachers were asked:

What programme did you study at the university?

Have you any training with regard to language teaching?

Do you teach all the aspects of English language?

Do you have any other responsibility apart from teaching?

Did you specifically learn summary writing at the university?

Has the school organized any in-service training for you on language teaching, specifically in English language?

What are the types of summary writing problems that occur among your students?

How many periods are assigned to the teaching of summary writing on the timetable?

What are the factors responsible for the poor summary writing among the students?

What strategies can be adopted to overcome the problems in summary writing?

3.5 Intervention

This is a clinical study that seeks to put in place strategies and plans to the group that participated in the test to help bring to a minimal level the problems learners face with summary writing. According to Kumar (2015), it includes one step after another which would be continually

monitored over different periods of time by various strategies. The researcher realized during his interview that the problem that existed among students pertaining to summary writing was very serious. However, the researcher felt that it was due to psychological issue. This is because majority of them claimed that others have told them that the summary passage remains the most difficult aspect of the English language paper. Having realized this the researcher counselled his students.

Again the intervention mechanisms are supposed to help in better delivery and enhancing students' ability to understand and write summary with ease, by doing away with the fear students attached to summary writing. Two of the interventions the researcher put in place included: Role- play approach and Educational games and summarizing process.

3.6.1 The summarizing process

Before they began the work, they were instructed to read quickly through the passage first. This activity was meant to help students identify the relevant points or the major ideas in the text. Students were told to identify the topic sentences in the passage and give particular attention to it since they usually give a clue to important points.

Learners were told to go over their passages for the second time with special attention to sentences that began paragraphs. At this time, the researcher asked his students to read their questions and begin to underline their answers in the passage. After taking them through this, he then asked them to write down their answers in their own words.

3.6.2 Role-play approach

Petty (2004) says when learners take on roles by acting, it helps them. I therefore made one of the female students dress like a medical doctor with a clinical jacket and a stethoscope on. Upon entering the class, they started shouting. While others acclaimed her, some were of the view that they do not like female medical doctors. When asked why some women choose to become medical doctors, some of the students were of the opinion that it is because of money. They enter the profession to acquire wealth. It also enhances to their dignity. Some of girls in the class were of the opinion that they prefer male doctors to female doctors.

The researcher then ask them: ‘what are the disadvantages of being a medical doctors’? Some of the students said:

Female medical doctors have very little time for their families,

They do not normally get husbands because men shy away from them due to their level of education,

Female medical doctors are not as brave as men.

Women who study to become medical doctors are viewed by the society as arrogant.

When all these were said the researcher then asked his students to read the passage of the day speedily. It was again read for consolidation by the students and after that the researcher took it upon himself to lead the discussion with his learners. That was the time I taught my learners how to write their answers. The researcher explained in detailed how summary answers could be written. They were taken through the preamble method first. I showed them on the board how the preamble approach is used in summary writing to present the answers.

3.6.3 Educational Games

Petty (2004) makes assertion that educational games play an effective role in the teaching of language. The researcher observed that educational games are a major role in encouraging students to put up their best in a particular situation. In the game approach, the researcher first showed his students the ice creams he had in his ice chest. He told them any group which was able to do well the task he was about to give them would take nine packs out of the 25 packs of ice creams. I then grouped them into three classes. They were given a task on summary writing to answer. The following were the questions:

- In three sentences, one for each, state why the Roman Empire was defeated.
- In three sentences, one for each, state how the Roman Empire was captured.

At this juncture, students had no difficulty since they had already been taken through the process thoroughly. It became therefore a competition among all three groups because each group wanted to take the larger portion of the ice creams. When the researcher took the scripts from them after the work, all three groups had the answers correct and the ice creams were shared equally among them.

3.7 Data analysis method

Statistical software package known as Statistical Package for Social Science (SPSS) was used to analyze data collected from the field. In the processing and analyzing of the data collected, standard editing procedures were used. Once the field work was completed, the data processing began with editing and coding procedures. After this exercise, the researcher used the Statistical Programme for Social Science (SPSS) to generate the appropriate tables for the analysis. An

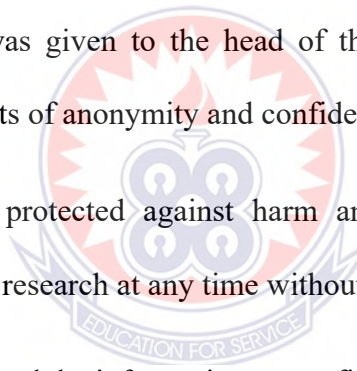
expressive description of the table was done to better enhance the comprehension and usage of the information in decision making.

3.8 Ethical Considerations

Ethical consideration refers to the appropriateness or acceptability of the researcher's behavior, and this is generally affected by broader social norms or behavior (Zikmund, 1994). A social norm demonstrates the type of behavior which a researcher has to adopt in a particular situation

The researcher used the following ethical measures:

- Participation by respondent was voluntary and informal
- A consent form was given to the head of the school before the questionnaire assuring participants of anonymity and confidentiality
- Participants were protected against harm and were given an opportunity to withdraw from the research at any time without penalty.
- The researcher treated the information as confidential and used them solely for the purpose for which it was collected.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter is dedicated to the presentation and analysis of data of the study. The results or outcomes from the interviews, questionnaires, observations and tests were interpreted. Also in this section, the researcher made presentations of the results of the findings got from the field work on the basis of views and information given by respondents regarding the research objectives. They are presented in the form of tables with a written description to better enhance comprehension in making informed choices.

The analysis was meant to find out the real difficulties that third year students of Assin North Senior High Technical School were faced with in the writing of summary. The results showed many poor pedagogies, poor attitude of learners toward summary writing, the lack of competence on the part of some teachers and the insufficient periods allocated on the timetable for the teaching of summary writing, lack of textbooks, and teachers who were not trained yet handled this subject.

4.2 Analysis of Questionnaire for Five Teachers

In all, five English language teachers were interviewed. It was revealed that out of the five English language teachers who were interviewed, two teachers, representing 40% were professionals and three of them, representing 60% were non-professional English language teachers. The professional English teachers claimed that the high presence of the non-professional English language teachers had dire influence on the teaching of English language,

especially on summary writing in the school. This came to light when the researcher sought to know which programmes these teachers offered at the university.

The five teachers, who were interviewed and observed offered different programmes at the university level. For instance, the two who offered English at the various universities, one held a B.Ed.in English from the University of Cape Coast, whilst the other held a B.A (English Education) from the University of Education, Winneba. These teachers raised the issue of workload they had to carry out every week. That was one of the factors that militated against effective delivery. It was due to the fact that some of them taught 32 periods and still had other responsibilities which had to be performed such as form masters/mistresses, houses masters and entertainment masters. They had to carry out all these responsibilities in the course of the week and sometimes on weekends.

The other three non-professional english teachers who were interviewed offered different programmes at the university level. One held a B.Ed in Management Studies from the University of Cape Coast, another held a B.A (Philosophy) from the University of Ghana, and the last one held a B.Ed, Asante Twi. The researcher asked them how they got themselves into the English department and all three of them said the same thing. When they were sent to the school, the school needed English language teachers so they were asked if they could teach English since the other departments were all full and they responded in the affirmative and have since been teaching English language.

From the foregoing discussion, it was clear that the poor performance of students in summary writing that had affected them in the previous examinations they had written cannot be wholly blamed on the students. The competence of the teachers who handled these students should also

be questioned. The professional English teachers said the school really needed to have examined the competence of teachers who taught in the school, more so when the school was aware it had asked some teachers to teach certain subjects that were not within their area of expertise. It was made clear by the teachers who were interviewed that only one of them had undergone an in-service training. During the interview, teachers themselves said their development was very necessary in the delivery of quality education since teaching was a profession that was an ongoing activity rather than something that could be achieved once and for all. They said they wished there could be fresher courses for them to develop with the passage of time as new pedagogies towards teaching and learning are discovered. They claimed that the school had not done anything of that sort for them. They contended that it was the duty of the school to offer in-service training for them. They made this claim to buttress the point that teachers' development programmes sought to improve teaching and learning practices in the classroom through developing interactive pedagogies that will engage students in effective learning.

Out of the (115) students who were tested, only (15) of them representing 17.25 % according to the students themselves claimed that they did not have difficulties with summary writing. It meant there was a serious problem when it came to summary writing. But that proved otherwise when the researcher gave them a test to do to ascertain the fact. The results from their marked scripts were clear that almost every one of them struggled with summary writing.

All five teachers who were interviewed said that the periods allocated for the teaching of summary writing were insufficient. They claimed that whilst essay and grammar were given two periods each on the timetable, the period allocated for summary writing was just a period. In this situation, all five of them concurred that the periods should be looked at again.

Textbooks

Textbooks are very necessary in every school. However, students complained that they did not have textbooks. They claimed the little textbooks were not enough to cater for every student. They said sometimes if two or three classes had English language at the same time, only the class that was able to get to the office had access to the textbooks. They were rather given supplementary books. They said the school had rather asked parents to purchase some of these recommended textbooks for their wards. Some of them claimed they did not even possess a single textbook though they had been in the school there for almost three years. They claimed it had really affected their performance in summary writing.

4.5 Overall summary of the interview and findings for teachers

Table 1: The table below indicated the number of teachers who were either professional teachers or non-professional English teachers, those who had attended in-service training and those who had not attended any, and also those who complained about the timetable.

Characters	Number of Teachers	Percentage %
Trained English teachers	2	40%
Un-trained English teachers	3	60%
Total	5	100%
English teachers who promptly mark students' assignment	0	0%
Teachers who do not promptly mark students' assignment	5	100%

Total	5	100%
Trained English teachers who have attended In-service training	1	20%
Un-trained English teachers who have not attended any In-service training	0	0%
Total	1	20%
Trained English teachers who grumbled against the timetable	2	20%
Un-trained teachers who did not grumble against the timetable	3	60%
Total	5	100%

4.6 Types of summary problems that occur among students

The analyzed data showed the following as hindrances that had inhibited the summary writing skills of Assin North Senior High Technical third year students. From the interview the researcher conducted with students, coupled with the tests they took, the following problems were identified among the students: students could not identify the topic sentence in the passage and its supporting sentences. Most of them admitted that they did not know how to answer summary questions and so they could not tell the difference between answering of summary passages and reading comprehension passages; that was why they copied sentences from the

passages as answers. Some of them wrote either a word or phrase as summary answers. Some too, could just not read whilst others lack the required vocabulary.

4.6.1 Students' Inability to write sentences

Students' inability to write sentences was one of the major problems that needed critical attention. Because students could not write good sentences, they ended up writing phrases instead. There were a lot of evidence from their own books that they were unable to write sentences and that was why they end up writing phrases instead. For instance, in the test they wrote, most of them provided such phrases as answers to the passage:

- i. the bad road network in the rural areas
- ii. the continuous price fluctuations in the domestic and world market
- iii. the network and price fluctuations in the market is a cause
- iv. the bad road network in the area
- v. rise and fall of prices
- vi. roads linking various parts of the rural areas

4.6.2 Students' inability to read

As already discussed in the previous chapter, the inability to read was one of the problems that occurred among students. This came to light when the researcher asked some of them to read, but they were not able to read the passage set out before them. Students' poor reading habit impeded their effort in summary writing. From the research carried out, both teachers and students themselves attested to the fact that reading was a very serious problem among third year

students. It was confirmed when the researcher asked some of them to read. This is because reading forms the central part of summary writing. The researcher asked the students during his interview with them whether they read their supplementary books or not. Most of them said they were not reading their books because they could just not read them. Others too claimed the words in the books were too difficult for them. A few ones said though they made the attempt to read, they had nobody to help them as soon as school closed and they went home. According to them they were given a book with the title 'Oliver Twist', yet they hardly read it. The researcher then asked if they were able to read their notes. Some of them said they only read their notes when examinations were approaching. Most of them said they could not just read and they did not know what the problem was.

4.6.3 Students' Lack of vocabulary

Owu-Ewie (2018) is of the view that vocabularies have a relevant role to play in a learner's life, this means that teachers in their effort to teach vocabulary must pay particular attention to the types of vocabularies used to sustain students' interest. For if this is not taken into consideration, learners could easily lose interest and learners may not even comprehend what they are being taught. The lack of vocabulary on the part of students is one of the hindrances to write good summary. From the test conducted for students and their Interview, it was clear that students lack vocabulary. Why do so many of these students have problems with vocabulary? The most obvious reason is that students are not doing much reading. For example, students wrote answers in the summary passage as these:

- i. Roads linking various parts of the rural areas
- ii. Rise and fall of prices

iii. The rural areas

When in effect they could have written the answers below if they had adequate vocabulary:

- i. roads network in in the countryside
- ii. price fluctuations
- iii. countryside

From my experience over the years, I have realized that students who read a lot have strong vocabularies; those who read less have weaker vocabularies. Although the school gave them supplementary books, students hardly read. The school had a well-stocked library yet students will not go there to read. This constituted to their lack of vocabulary. In the test conducted for them, most of them copied word for word which was against the rules of summary writing. The data collected revealed that students rarely paid attention to vocabulary. However, there was ample evidence that students who possessed enough vocabulary would normally did well at summary writing.

Teachers interviewed all confirmed the lack of vocabulary by students. They explained that they had always told them to read widely to possess enough vocabulary, but the students had not really paid much attention to that and so students continued to perform poorly not only in summary writing, but also in reading comprehension. Teachers confirmed that all students were given supplementary readers, but they were not reading them. The teachers said that parents of these students were not doing enough to sustain the effort of teachers. Once students closed from school, all was done about education. Parents did not take the pains to ensure that their wards will study at home. Due to this they did not want to read.

According to Marzona et.al (2005), one of the key indicators of students' success in school, on standardized tests, and indeed, in life is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information (Springer, 2013)

4.7 Factors responsible for the poor summary writing among students

4.7.1 Students' Inability to identify Topic Sentence

Another factor responsible for the poor summary writing by students was their inability to identify topic sentences as revealed in their test. A topic sentence essentially tells readers what the rest of the paragraph is about and will usually summarize the main idea of a paragraph. If students knew how to identify topic sentences, they will do better at summary writing. This was because the topic sentence summarized a paragraph, it controlled every sentence in the paragraph because it contained the main idea. The researcher explained to them the need to pay attention to paragraphs so that students did not assume it was for beautification. That was the main reason why the researcher took his time to guide his students read with attention.

4.7.2 Teachers incompetence

From the observation and interviews conducted for teachers, it came to light that the predicament of students was just not students' own doing, but teachers who taught them were a part of the problem. In the first place, a teacher himself was struggling from the observation made. According to them the school did not organize any in-service training for them. So they were just in the department to occupy vacancy.

4.6 Teaching Strategies to improve summary writing

From the review of other literature, Adika-Lavoe (2009), the researcher realized that there were three strategies that could be adopted to improve students' summary writing. He contended that these are clarity, brevity and relevance. Students should not write things that uncalled for in the examination. Teachers must do their best to teach students how to identify the main facts in a passage and present their answers briefly by avoiding irrelevant materials. Teachers should teach their learners to understand that unless they are able to identify the topic sentence and supporting sentences, they will not be able to answer summary questions effectively. They are to teach students that less relevant facts are not considered in answering summary questions. Teachers must let learners get involved in the course of teaching, thus, they should encourage students to participate fully during lesson delivery to avoid the situations where everything is done by teachers and students are seen as depository. Teachers should give enough exercises while monitoring students' participation and promptly mark them. Teachers should also give home work to students to work on at home. The researcher is of the opinion that when teachers employ all these strategies, students' performance in summary writing will be greatly improved. Students should be taught how to present their answers in clarity; avoiding unnecessary materials, and write concisely.

4.3 Pre-intervention results

The pre-intervention stage revealed that what the researcher pre-conceived was the reality. The researcher administered a test to find out the problems students had in summary writing. The test was scored over ten (10) the students were to answer a short passage that the researcher had taken from an English textbook. Students were required to write the answers in two sentences. After

the work, the researcher collected the scripts and marked them. In all, only four students scored (10) out of the 115 students, eleven scored (5) over ten. The rest scored no marks at all. Examples of the answers provided by some of the students could be seen in the pre-test. While most of them wrote phrases instead of sentences, others copied verbatim and some too, could not identify topic sentences.

Table 2. The table below shows the performance of the pre-test.

Pre-Test

Score	Number of Students	Percentage
0	98	85.22
2.5	2	1.74
5	11	9.56
10	4	3.48
Total	115	100

The table above is the performance of students in the pre-test.

4.4 Post-intervention results

The ultimate goal of the post-intervention stage in this research was to ascertain the degree the various interventions put in place to ameliorate the existing problems had yielded positive results. It was realized that there has been a tremendous improvement in students' work as far as students who did wholesale lifting, that is, students that wrote whole sentences from the text as their answers and those who wrote phrases as their answer were concerned. Though not totally

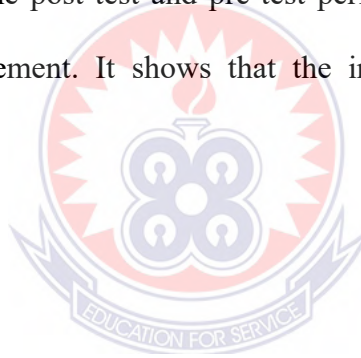
solved, majority of them said they were happy for the improvement in their summary writing which the researcher himself saw. A comparison was made between the pre-test and the post-test and the evidence was clear. Both results showed that the intervention put in place had yielded positive results. The post-intervention was very effective. It served as an evaluation of what had been done previously and not just that. I got to know where I started, where I was, and where next to go in my quest of helping them overcome the difficulties they faced with summary writing. Without the post-intervention test, one will not know whether or not there has been a transformation or a change for that matter. The table below shows the performance of students in the post-test. In the post-test, 90 students scored (5) over ten (10), which represents 78%, 6 students score (6) marks out of the total of ten (10) marks, representing 5%, 9 students scored (7) marks out of ten(10), representing 7.83%, and ten students scored all (10) marks, which represented 8.70%. It was a clear indication that the various intervention had yielded positive results.

Table 3: The table below represents the post –test results of students

Score	Number of students	Percentage
0	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	90	78.26

6	6	5.21
7	9	7.83
8	0	0
9	0	0
10	10	8.70
<hr/>		
Total	115	100
<hr/>		

A critical comparison between the post-test and pre-test performances make it clear that there had been a tremendous improvement. It shows that the interventions had really benefitted students.



CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This is the final chapter of the study undertaken. This chapter presents the findings, recommendations, conclusions and also make suggestions for future research.

5.2 Summary of Findings

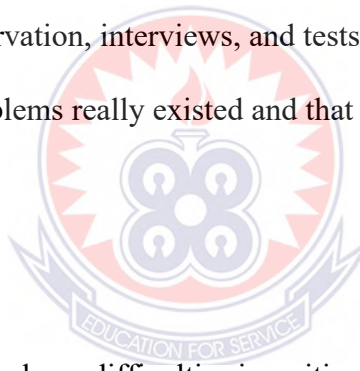
The problems and difficulties that the Third year students of Assin North Senior High Technical School encountered in summary writing led the researcher to conduct this study. The researcher used the following methods: observation, interviews, and tests. All the methods employed by the researcher confirmed that the problems really existed and that helped the researcher to come out with the following findings:

Students

- Majority of students have difficulties in writing sentences.
- Most of the students cannot read
- Most students have difficulty identifying topic sentences in a text.
- Majority of the students do not possess adequate vocabulary.

Teachers

- The use of proper pedagogies help in summary writing.



- Frequent giving of exercises and homework are effective ways in helping students overcome their difficulties.
- Getting trained English teachers to teach summary writing is the best.

5.3 Types of summary problems that occur among students

A lot of problems were identified in the course of the study which occurred among students, leading to their inability to write good summary. So serious are the problems that I had to take it upon myself to unravel the causes, and to help my students to surmount these problems.

It was realized that most of the student were not able to write simple sentences. This led to their inability to identify major sentences, minor and supporting sentences. Due to this some students wrote phrases and assumed they had written sentences. This problem arose as a result of the lack of reading. If students had developed the culture of reading, they will be able to identify what a major sentence is, and what a supporting sentence is. Also, most of the students were unable to write good sentences and so they wrote phrases or copied verbatim. In the interview, it was revealed that students did not have the right attitude towards summary writing.

5.4 Factors responsible for the poor summary writing among the students

The various outcome from the test administered, observation, and interviews helped me to understand the seriousness of the difficulties that students encounter. It was revealed that most of the teachers in the department of English at Assin North Senior High Technical School were not trained English language teachers. These were teachers who offered different programmes at the university level. However, when they came to the school, because the school was in serious need of English language teachers, they were asked to handle this subject. Students' performance

showed that it had greatly affected students' learning in the subject especially in the aspect of summary writing.

5.5 Strategies that can be adopted to overcome these problems

Some teachers said students must be encouraged to do intensive reading on their own, not only in school, but also in their homes. Some of the teachers said reading was one of the strategies that can be used to surmount these problems. If students were encouraged to read, it will broaden their minds and they will be able to acquire a lot of vocabulary and fluency. Also, with the support of their teachers, they could be helped to identify topic sentences, major and minor sentences. It was revealed in the interview conducted that teachers were calling for in-service training to enable them deliver quality teaching. Teachers said they were ready for the in-service training, but it was up to the responsibility of the school to liaise with other resource persons with the competence to be invited to do workshop for English language teachers.

Teachers must adopt the role-play and educational games in the teaching of summary writing as these have proven to be a sure way of helping students to overcome the problems they face in summary writing. For instance, teachers can watch interesting movies with their students and ask them to just restate the important points in the play. This must not necessarily be to narrate exactly what they have watched, but in their own words state some of the relevant events that took place in the movie.

Another way teachers can also teach summary is to tell their students interesting stories about something that the teachers have read. Having narrated these interesting stories to them, the stories will arouse their interest and may want to read by themselves to hear more. In this way, the teacher must guide his or her students through the reading. Perhaps, they may first do

skimming to look for certain vocabulary before asking them to summarize the passage. This is one strategy that can be adopted to overcome the problem of summary writing.

From the interview conducted, it came to light that some teachers do not make the learning of summary writing interesting to students.

One of the strategies that can be adopted is that teachers do not necessarily have to give students voluminous passages to answer. They can decide, where time may permit to perhaps just give students ten lines of a passage, the teacher should read through the passage first after they have done the skimming and scanning. The teacher may call upon two or three of the students to also read and tell them to pay special attention to words that keep repeating itself and which part of the paragraphs they could be located. After this he or she may go ahead to answer the first summary question and then ask them to do the rest. The researcher thinks this will be a very good strategy to get the students overcome their problems in summary writing.

One of the greatest strategies teachers can adopt is by focusing on more exercises and activities. In fact, this is the surest way for students to surmount their problems in summary writing. They should be given copious exercises and activities. This is because exercises allow both teachers and learners to work closely together in order to measure the level of the comprehension in a subject area. This helps teachers to make informed decisions.

5.6 Recommendations from the findings of the study

The following recommendations have been made based upon the outcome of the study:

- Teachers should devote much of their time to teach students how to answer summary questions properly.

- The school management should organize in-service training for English language teachers on summary writing.
- Students should be counselled to develop positive attitudes towards summary writing.
- Students should be encouraged to read more books to develop their vocabulary and to be able to identify topic sentences and minor sentences.
- Summary writing must be given particular attention as the other aspects of the English language.
- Summary writing should be taught from form one.

5.7 Recommendation for Further Research

The study was only undertaken at Assin North Senior High School in the Assin North Municipal in the Central Region. It cannot, therefore, be said to be the same everywhere in the Region let alone the Country. Interested researchers may take up this challenge upon themselves and carry out other methods in the teaching of summary writing.

5.8 Conclusion

From the study carried out, it was clear that the factors that militated against the writing of good summary writing were enormous. Some of these factors can partially be blamed on all stakeholders in our school system. The school management has a role to play, teachers are to be competent enough to handle their subjects, parents have a role to play; that is to make sure that their wards learn at home and students must also make the frantic effort to study well. Whenever any of these stakeholders reneges its duty, there will be a gap. English language teachers should

be up and doing and school management should also pay attention to which teacher is asked to teach which subject.



REFERENCES

- Adika-Lavoe, A. (2009). Problems in summary writing among second year students of Sefwi Wiaso Senior High School. Unpublished thesis: University of Education, Winneba.
- Arisan, P. W. (1991). *Classroom assessment*. (3rd Ed). United States: Mcgraw. Hill Companies
- Arthur-Sarpong, E. (2000). *Best guide to success in English Language for senior high school*. Accra: Extra Y, Business Ventures. Assemblies of God Literature Centre Limited.
- Baiden, W. (2015). Improving summary writing skills at Kwanyako Senior High School. Unpublished thesis: University of Education, Winneba.
- Banjo, A., & Ayodele, S., & Ndahi, K. (2007). *Exam Focus: English Language for WASSCE & SSCE (2nd)*. Ibadan: University Press PLC.
- Best, J. and Khan, J.V. (1989). *Research in Education*. (6th ed). New Delhi: Prentice-Hall, India Private Limited.
- Brown, H.D. (1987). *Principles of language learning and teaching*: Cambridge University Press
- Chief Examiner's Report (2013). West Africa Senior Secondary Certificate Examination. Accra: WAEC Council.
- Cohen, A. D. (1994). *English for academic purposes in Brazil: The use of summary tasks. From Testing to assessment: English as an International Language*. London: Longman.
- Dennis, G.W., & Sharp, D.W.H. (1979). *The art of Summary*. London: Longman group Ltd.
- Djikunu, E. J. (2006). *Last Hour Series- English Paper 1 for S.H.S*. Accra: Experience Publishers.
- Elliot, J. (1991). *Action Research for Educational Change*, Open University Press: Milton Keynes.
- Fei-Donkor, E. (2007). *English for Senior High Schools. Comprehension, Summary and Essay*, Kumasi. Approaches (Gh) Ltd.
- Fontana, A. & Frey, J. H. (2005). 'The Interview from neutral stance to political involvement. In N.K. Denzin & Y.S Lincoln, Handbook of qualitative research (6th ed) (pp 695, 727) London: Thousand Oaks: Sage Publications.
- Grieve, D. W. & Pratt, K. (1984). *Certificate English Language*. Ijeka Lagos.
- Kawulich, B. B. (2005). *Forum: Qualitative Social Research*.
- Keck, C. (2014). Copying, Paraphrasing, and Academic Writing Development: A Re-Examination of L1 and L2 Summarization Practices". *Journal of Second Language Writing*, 254-22. [http:// dx.doi.org/10.1016/j.jslw.2014.05.005](http://dx.doi.org/10.1016/j.jslw.2014.05.005).
- Kumar, K. & Roberts, C. (2015). *Students learning in interpersonal practice-based environment: What does theory say?*

- Marzon, & Pickering, (2005). *Building Academic Vocabulary: Teacher's Manual*.
- Mehrens, W. A., & Lehmann, I. J. (1977). *Measurement and Evaluation in Psychology and Education*. New York: Wiley.
- Newmonic, D. (2009). Language resources: *reading comprehension problem*
Retrieved: 23 rd August, 2011
- Noble, R.W. (1981). English comprehension and summary (New ed). London: Butler and Tanner Ltd
- Nworgu, B. G. (1991). *Educational Research: Basic Issues and Methodology*.
Ibadan: Wisdom Publishers Ltd.
- Olusegun, S. (2001). *Revision Keys on English for Senior Secondary Schools*.
Lagos: Daniel Jackson Publishers.
- Otoo, S. (1999). *A Comprehensive Examination Guide to Summary and Comprehension Papers for West African Senior School Certificate Examination- WASSCE*. Cape Coast: Catholic Mission Press.
- Owu-Ewie, C. (2018). *Introduction to Language Teaching: A Resource for Language Teachers*.
Accra: SAM-WOODE LTD.
- Petty, G. (2004). (3rd ed), *Teaching Today- A Practical Guide*
- Sackey-Fio, N. A. (1993). *Summarizing English with A Smile*: Accra: Pedacons.
- Sagor, R. (2005). *The Action Research Guidebook: A Four Step for Educators and School Teams*.
- Sam, D.J. (2008). *An Insight into Summary Writing*. U.E.W.: Winneba.
- Sarig, Y. (1993). Strategies students engage in reading and writing: Delaney
<http://www.languagetestingasia.com/content/pdf/2229-0443-4-3.pdf>.
- Saunders, L., & Stoney, S., & Weston, P. D. (1997). The Impact of the Work-Related Curriculum. *Journal of Education & Work (157-167)*.
- Sekyi-Baidoo, Y. (2003). *Learning and Communication*. Accra: Infinity Graphics Ltd.
- Springer, M. (2013). Teaching the critical vocabulary of the common core.
- Warriner, J. E. (1998). *English Composition and Grammar*. Orlando: Harcourt Brace Jovanich.
Writing Skills.
- Winterrowd, R. W., & Murray, Y. P. (1985). *English skills*. San Diego: Coronado Publishers.
- Yankah, K. E. (1994). Better English through concord for West African students. Accra:

Commercial Associates Ltd.

Yemeh, P. N. (2007). *Communication Skills. Vol.2.* Accra: Asante & Hittscher. Printing Press Ltd.

Zikmund, W.G. (1994). *Exploring Market Research.* Dryden Press.



APPENDICE A

INTERVIEW QUESTIONS FOR STUDENTS

I am conducting a research on 'Examining Summary writing among third year students of Assin North Senior High Technical School. In my quest to obtain information, for this thesis I find it crucial to source for information from you. You are assured that information provided will be used exclusively for academic purposes hence all information and opinions given will be treated as such.

Do you have English Textbook?

Do you read it?

What do you remember from the story book?

How many books have you read since you entered this school?

Do you visit the School Library?

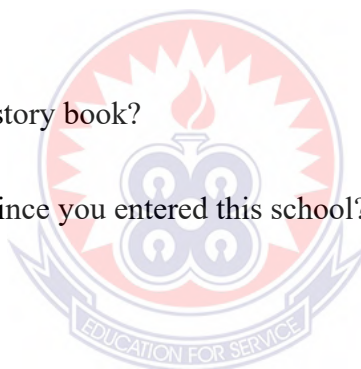
Do you know what summary writing is?

Do you take active when it is time for summary?

Do you have interest in it?

What are some of the difficulties you face with summary writing?

What do you want your teacher to do to make the learning of summary easier for you?



APPENDIX B

INTERVIEW QUESTIONS FOR TEACHERS

I am conducting a research on ‘Examining Summary writing among third year students of Assin North Senior High Technical School.’ In my quest to obtain relevant information for this thesis, I find it crucial to source for information from you. You are assured that information provided will be used exclusively for academic purposes hence all information and opinions given will be treated as such.

What programme did you read at the university?

Have you any training with regard to language teaching?

Do you teach all the aspects of English language?

Do you have any other responsibilities apart from teaching?

Did you specifically learn summary writing at the university?

Has the school organized any in-service training for you on language teaching, specifically in English language?

Do your students show interest in summary writing?

How do you intend to help them cultivate interest in summary writing?

What method do you use when teaching summary writing?

Do you think the methods you use in teaching summary writing are helpful enough?

What are the types of summary problems that occur among your students?

How many periods are assigned to the teaching of summary teaching on the timetable?

What are the factors responsible for the poor summary writing among the students?

What strategies can be adopted to overcome the problems in summary writing?



DECLARATION

STUDENT'S DECLARATION

I, Raymond Frimpong declare that this thesis with the exception of quotations and references contained in published works which have all been duly acknowledged, is my original work, and it has not been submitted, either in part or whole for, for another degree elsewhere.

SIGNATURE.....

DATE

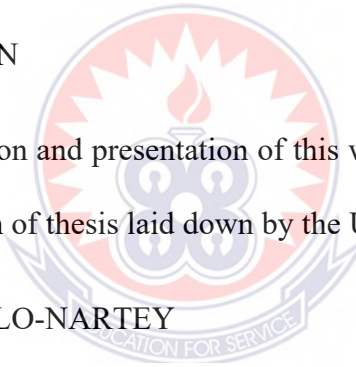
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.

DR. MRS. REBECCA AKPANGLO-NARTEY

SIGNATURE.....

DATE.....



ACKNOWLEDGEMENT

My most sincere gratitude goes to Dr. Mrs. Rebecca Akpanglo-Nartey, my supervisor, for her help and guidance. I wish to thank her for painstakingly going through the manuscript to correct this work by drawing my attention to obscurities and inconsistencies of thoughts and offering objective criticism. God bless you. I also thank Dr. Kwaku Ofori, Dr. Fofu Lomotey and Dr. Charles Owu-Ewie.

I wish to render my profound gratitude to Rev. Brothers: Michael Amakyi, Paul Kofi Mensah, Daniel Dardoe, John Badu Affum, Vincent Ntsiful, Augustus Mensah, Emmanuel Kenneth-Goode, Stephen Arthur, and all the brothers and sisters of Holy Cross for their encouragement. I owe every one of you debts of gratitude.

To all those of you who took the pain to pray and encouraged me: Rev Frs. Stephen Amoah-Gyasi, my Parish Priest, Paul Annan, Ebenezer Coleman, Frederick Kwarteng, Don. Gabriel, Benedictines Monastery, may God reward you all. My friends, Moses Tetteh, Gideon Affah, Mary Akoto, Felix Kofi Damtey, Eric Paa Kwesi Aidoo, Elijah Kusi, Paulina Arthur, Prince Ayensu, Boye, Ghunney, and my son, Raymond Atiemo, thanks to you all.

I appreciate all those whose names I am unable to mention, because of lack of space.

While thanking them for their immense help, I remain solely responsible for any shortcomings in the work.

DEDICATION

This work is dedicated to every member of my family.

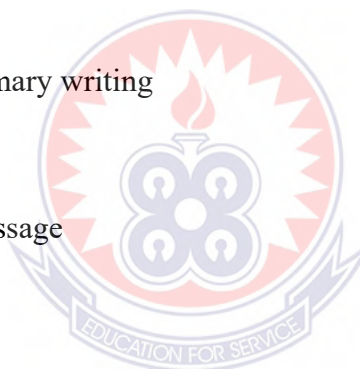


TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	
1.0 Overview	1
1.1 Background to the study	1
1.2 Statement of the problem	5
1.3. Objectives of the study	6
1.4 Research questions	6
1.5 Limitations	6
1.6 Delimitation	7
1.7 Significance of the study	7
1.8 Organization of the study	8
CHAPTER TWO: RELATED LITERATURE REVIEW	
2.0. Introduction	9



2.1. Definition of Summary	9
2.2. Types of summary writing	12
2.3. Main Point Summary	13
2.3.1 Key Point Summary	14
2.3.2 Outline Summary	14
2.4 Main Differences between Précis summary and Directed Summary	14
2.5. Difficulties students face in summary writing	15
2.6 Characteristics of a good summary	15
2.7 Skills in summary writing	16
2.8 Importance of Summary	17
2.9 The use of paraphrase in summary writing	18
2.10 Using one's own words	20
2.11 Organization of summary passage	20
2.12 How to summarize	22
2.13 Discussion approach to Summary	23
2.14. Role-play as an approach to summary writing	24
2.15. Reading Comprehension in Summary Writing	24
2.16. Effects of poor writing skills	25
2.17. How to Present Summary Answers	26
2.18. The straight forward answer	26
2.18.2 The use of preamble	26
2.19 Related Works on Summary Writing	27
2.20 Summary of the Literature	28



CHAPTER THREE: METHODOLOGY

3.0. Introduction	29
3.1. Population	29
3.2. Sample and Sampling Technique	30
3.3. Instrument (Data Collection Method)	31
3.4. Test	31
3.4.1. Observation	32
3.4.2. Questionnaire	33
3.4.3. Interview	34
3.5. Intervention	35
3.6. The summarizing process	36
3.6.1. Role-play approach	37
3.6.2. Educational Games	38
3.7 Data analysis method	38
3.8 Ethical Considerations	39



CHAPTER FOUR: RESULTS AND DISCUSSION

4.0. Introduction	40
4.1. Analysis of Questionnaire for Five Teachers	40
4.2. Overall summary of the interview and findings for teachers	43
4.3. Types of summary problems that occur among students	44
4.3.1. Students' Inability to write sentences	45
4.3.2. Students' inability to read	45

4.3.3. Students' Lack of vocabulary	46
4.4. Factors responsible for the poor summary writing among students	48
4.4.1. Students' Inability to identify Topic Sentence	48
4.4.2 Teachers incompetence	48
4.5. Teaching Strategies to improve summary writing	49
4.6. Pre-intervention results	50
CHAPTER FIVE: FINDINGS, RECOMMENDATIONS AND CONCLUSION	
5.0. Introduction	53
5.1. Summary of Findings	53
5.2. Types of summary problems that occur among students	54
5.3. Factors responsible for the poor summary writing among the students	54
5.4. Strategies that can be adopted to overcome these problems	55
5.5. Recommendations from the findings of the study	56
5.6. Recommendation for Further Research	57
5.7. Conclusion	57
REFERENCES	59
APPENDICE A	
INTERVIEW QUESTIONS FOR STUDENTS	62
APPENDIX B	
INTERVIEW QUESTIONS FOR TEACHERS	63

LIST OF TABLES

Respondents, Teachers	43
Respondent, Student	50
Respondent, Student	51



ABSTRACT

This researcher was carried out at Assin North Senior High Technical School to examine summary writing among third year students. In all 115 students were randomly selected with 5 English language teachers as respondents for the research. The research was a qualitative. The aim of the research was to explore ways of helping students to write summary with less difficulty, to find out the causes and types of errors that students commit in summary writing, and to find out the strategies that can be adopted to overcome these problems. The instruments used in this study were interviews, observation and class test. It was revealed from the research carried out that most of the students could not read properly, they could not write good sentences, they had difficulty identifying topic sentences and supporting sentences, students also did not have English textbooks. Consequently, students were taken through how to answer summary questions. Teachers also requested that in-service training be organized for them to equip them with the necessary techniques in summary teaching. A post-intervention test was conducted for students to ascertain how the various interventions introduced had been of help to them. The researcher made recommendations for teachers as how to treat summary writing by giving students copious exercises and marking them promptly, guide students to learn how to write good sentences and how to identify topic sentences in texts and supporting sentences.

