UNIVERSITY OF EDUCATION, WINNIBA

INVESTIGATING POOR SUMMARY WRITING SKILLS AMONG THE SECOND

YEAR STUDENTS OF DADIESO SENIOR HIGH SCHOOL

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DECLARATION

STUDENT'S DECLARATION

I, PAUL BOAHEN, declare that this dissertation, with the exception of quotations and references contained in the published works which have all been identified and duly acknowledged, is entirely my own original works, and it has not been submitted either in part or whole 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 dissertation as laid down by the University of Education, Winneba.

Name of Supervisor: DR. OBREMPONG KWAKU OFORI

Signature……………………………………………………

Date…………………………………………………..

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DEDICATION

I dedicate this write-up to my lovely wife, Gloria Assuah and my children, Lawrence

Oppong Boahen, Raymond Oppong Badu and Kelvin Oppong Kwadwo.

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ABSTRACT

The aim of the study was to investigate the summary writing mistakes that are made among the second year students of Dadieso Senior High in the Western North Region of Ghana. The main objectives addressed in the research were to find out the factors that account for the summary writing problems and to find out ways of addressing them. The instruments employed in this study included test, questionnaire, observation and descriptions. Findings of the study revealed that it is difficult for the second year students of Dadieso Senior High School to do summary writing effectively and this has gone a long way to affect students' performance in English. It was evident in the study that students are unable to identify important ideas from the irrelevant ones which makes them lift a whole sentence, use figurative languages, use modifiers and embellishments, use examples and illustrations which are not supposed to be part of summary writing. It has therefore been recommended that qualified teachers should be made to teach the subject. More so, Ghana Education Service should regularly organize refresher courses in English on teaching summary writing.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter discusses the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, delimitation, justification, limitation and organisation of the study.

1.1 Background to the Study

Summarization is one of the essential skills since it involves many other skills including reading and writing as the two basic skills. It is a well-known fact that learners have to read, or listen, in order to gather relevant information and reproduce them; maybe for their future reference, as well as to exhibit their knowledge to the outside world worked on many occasions in different forms. In such circumstances, learners are not in a position to reproduce all information they listen to or read due to extraneous factor such as time, memory, and length constraints. Thus, they should have a technique, or employ a method, to face this challenge in their academic environment, as well as in their day to day situations. Summarization is one of the solutions to face this challenge as it helps to reproduce the gathered information in a logical and coherent manner to convey the same meaning as the original text (Adam, 2010).

Summarization skill is deemed important at the higher education level because students always use it to condense information from journals, textbooks and other bibliographical sources in their fields. Summarizing is the best way to see whether

students understand the whole reading passage or not since they have to use their own words to display the main ideas. Even if the ability to summarize information is an essential skill, not many students can do well in summary writing with some reasons. First of all, they have difficulty determining which information was relevant and necessary for inclusion in their summaries (Wehmeyer, 2011). So, they cannot gain an accurate summary with the main ideas and several major supporting details. In this case, the summary usually contains unimportant points, and copied text is included in many of the sentences they wrote. Second, students who do not know much about summary writing rules tend to express their own opinions into a summary. Third, students are not able to organize the ideas with suitable connections (Nguyen, 2011). The negative feedback which students get from the teacher in summary writing may discourage their learning motivation. Therefore, there should be a good teaching technique to develop students' learning ability and to make instruction more interesting.

Summary writing demonstrates the importance of connecting reading and writing. It is well known that summary is one of the most frequently used activities after reading. According to Hirvela (2004, p. 12), "summarizing is one of the primary contact points between reading and writing in academic settings". It is used "to prepare for an examination, to help acquire the most important knowledge or information in an assigned text, to keep track of a series of texts, and to prepare for a larger writing assignment" (Hirvela, 2012).

According to Hirvela (2012), summarizing tasks are junctions where reading and writing encounters take place. Through summarizing, students can check and review how well they understand what they are asked to read for a variety of purposes across

school subjects. If a reader has the ability to reduce a text to its main points, he or she is considered to have a good grasp of the reading material. This ability involves recognizing and eliminating unnecessary information. This is "an act of composing" which actually requires readers to create something new from the original text based on what is and is not important (Hirvela, 2012). However, it is especially difficult for second language readers to compose the new text because their interpretation often makes them confused.

In that case, Hirvela, (2012, p. 90) "suggests that using writing as a means of both recording and guiding the reconstruction of the text" is helpful. He stated "that summary writing can help the reader to see the source texts in more focused ways and minimize the frustration caused by trying to grasp a long and complicated text as a whole" Cho, 2012, p. 16). He also mentions, summarizing can be "the best reading gift" for students who have difficulties while reading. Another benefit of using students' summary writing for reading is that teachers can better understand their "students' reading processes and successes or difficulties" (Cho, 2012:9).

Hirvela (2012) "argues that good summaries are difficult to produce regardless of students' second language proficiency level, and such difficulty is related to reading problems". By examining students' summaries, teachers and researchers can gain deeper insight into students' second language abilities. Thus, summary writing can play a role as "a diagnostic function for teachers and students" by making our reading more meaningful and productive (p. 91).

This study intends to investigate poor summary writing skills among the second year students of Dadieso Senior High School. Dadieso Senior High School is located at the northern part of Dadieso, near the Cote D'ivoir border. It was established and

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officially opened on 25th January, 1991 as a community day Secondary/Technical school. The intent of establishing the school was to harness talent from the Junior High School level and develop them to meet the growing technological needs of the Aowin-Suaman area and its surrounding communities. By offering courses like general arts, general science, business, visual arts, home economics, and agricultural science, the school has since grown in population.

The school has a library with the purpose of serving as gateway to knowledge, information, and provides conditions for lifelong learning, and assist in the overall development of students. With this purpose, the library is expected to offer reading materials to support students as some of them cannot afford to buy books because the prices of books are very high. It is also expected to serve as a place where students learn. Unfortunately, this has not been the case of the school library. There are not only having the required books, but also newspapers, magazines, and educational materials. This situation is particularly not useful for students. They spent quality time away from reading and take on unnecessary activities such as loitering, playing, not learning, and sometimes gambling. Students have developed a negative attitude toward patronizing the school library, which affects them negatively with their academic performance. Ensuring that the library remains fully functional, helps develops a culture of reading, and is systematically integrated into the writing. This has not been the case of Dadieso Senior High School. This main contention is school libraries are not playing an effective role in supporting and enabling quality education.

There are concerns about inadequate text English language textbooks which serves as a manual of instruction or standard book in the branch of study. As a teaching

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material it present subject matter defined by the curriculum and serve as centre piece of a course syllabus. The English language textbook plays an important role in teaching and learning. Usually, teachers draw upon it in creating an effective lesson as it offer a framework of guidance and orientation. While is usually supplied to students in Senior High Schools in Ghana, this has not been the case of Dadieso Senior High School. There are inadequate English language textbooks in the school. Students are not able to find a proper framework or guide that helps them to organize their learning. Therefore they are not able to develop the required skill in writing.

At Dadieso Senior High School, some of the teachers do not qualify to teach English language .These teachers do not have the necessary skills and methodology involved in teaching as well as mastery of the subject matter. Some of them acquired their certificates through various means in educational institutions which did not give them the required training and knowledge about the teaching of writing. In the teaching field, no workshop has been organized for them to improve on their teaching skill. They usually concentrate on the areas they can teach and dodge the areas they cannot teach. The unqualified teachers end up misleading students. This has negatively affected how students learn writing, and generally affect their academic performance. In Dadieso Senior High School, students appear to be poor writers when it comes to summary writing. This study is an attempt to identify and improve summary writing abilities among second year students of Dadieso Senior High School.

1.2   Statement of the Problem

While summarization is one of the most well-known types of academic writing, it is also difficult to accomplish in a short period of time. Because of its challenging nature, most students have difficulties writing summaries in both first language and

second language settings. In addition, most teachers in second language or first language classrooms sometimes find it difficult to summarize writing, although they recognize summary writing is valuable (Cho, 2012). He argued that many students still lack writing skill. Lack of reading contributed to it and for which reason, there was the need teachers use appropriates measures to teach students. While summary writing is an important skill for students, the ability to read was fundamental to improve the skill. In the light of this, it was imperative to investigate the case of Dadieso Senior High School.

Dadieso Senior High School is making a number of efforts to achieve its vision; however, there have been great concerns about the falling standard of students in the English language. Students are often criticized for their poor summary writing ability. They misunderstand the nature of the summary writing procedures and processes. Their summaries lack unity and coherence as a result of disjoined sentences which impeded a smooth and logical flow of putting together the main ideas. It is not logical to separate reading from summary writing, simply because the active process in one domain may lead to the activation of the other. Poor reading habit has also been a major concern accounting for this poor writing ability. Since reading is a major concern among students, they are notable to expand their vocabulary and structures in order to enhance their writing skills. They are not able to gain new information and provoke students in their writings. Apparently, students need good reading skill to acquire knowledge and learn new information. However the reading abilities of student are not good enough to do so. Teachers need to understand their students as readers in order to make the reading-writing connection works better. However, it seems that is not the case at Dadieso Senior High School. The reading concerns of students translate into their summarization skills. As a result of that, they get low

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scores in the writing tests, especially in their summaries. What makes it disturbing is the fact that it negatively affects the final year students at the WASSCE level.

In trying to find a lasting solution to the problem, there was therefore the need to investigate the summary writing mistakes which are made among the second year students; the factors accounting for the summary writing which are made among the second year students; and the measures which can be used to help second year students to improve on their summary writing skills.

1.3   Purpose of the Study

The purpose of this research is to investigate poor summary writing skills among the second year students of Dadieso Senior High School and how to find solutions to it.

1.4   Objective of the Study

Following the purpose of the study, the objective of the study is to:

1. Examine the summary writing mistakes that are made among the second year students of Dadieso Senior High School.

2. Discuss the factors accounting for the student's poor summary writing among the second year students of Dadieso Senior High School.

3. Find out the measures which can be used to help second year students of Dadieso Senior High School to improve on their summary writing skills

1.5   Research Questions

1. What are the summary writing mistakes that are made among the second year students of Dadieso Senior High School?

2. What are the factors accounting for the summary writing mistakes which are made among the second year students of Dadieso Senior High School?

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3. What measures can be used to help second year students of Dadieso Senior High School to improve on their summary writing skills?

1.6   Significance of the Study

This research is meant to improve summary writing skill. The result of the study is expected to gain importance of both theoretical and practical experience to the student. Theoretically, the result of this research will be beneficial as verification of applying the theory pursuant to problems faced when improving summary writing skill. Practically, the findings are meant to provide the teacher with various ways to guide students to produce good summaries. This study is expected to assist students to increase their motivation, and desire in reading and writing. The study is also expected to assist the government to formulate and implement policies which can guide the teachers to assist students to produce good researches. It is expected to assist academic discussions in higher education. Finally, it is also expected to serve as a literature to guide researchers into further research.
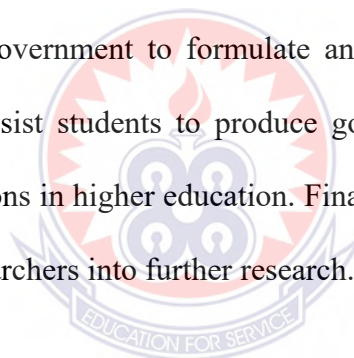
1.7   Delimitation

Geographically, the study was conducted at Dadieso Senior High School in Dadieso. Dadieso is the capital of Suaman District in the Western North Region of Ghana. Dadieso Senior High School is a public Senior High School. The study was limited to the second year students of Dadieso Senior High School.

1.8   Limitation

The scope of the study is the second year students of Dadieso Senior High School, and thus generalizing the findings of the research to all Senior High School in Ghana is a limitation. The search for literature and funds has been a difficult task for the research.

1.9   Organization of the Study

The success of any research work depends on how it is orderly organized. This thesis is organized into five chapters. The thesis starts with Chapter 1 which presents the introduction and provides a background to the study and then discusses key research issues such as statement of the problem, research objectives, research questions, significance of the study, the definition of concepts, profile of the study area as well as the organization of the study chapters. Chapter 2 is the literature review. This chapter review literature on the theoretical framework of the study, the concept of summary, summary for text comprehension, general factors influencing summary writing, the processes of summary writing, summary writing as a cognitive process, and direct instruction on summary writing. In Chapter 3, the research methods are outlined including the research design, sampling techniques and procedures, population definition, instrumentation. It also describes the data sources and methods of data collection, intervention, ethical concerns and data handling procedures. Chapter 4 consist of presentation of data and interpretation of findings. Chapter 5 summarizes the study, provide recommendations, and conclude the study.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter review relevant literature on the theoretical framework of the study; the concept of summary, summary for text comprehension, general factors influencing summary writing, the processes of summary writing, summary writing as a cognitive process and direct instruction on summary writing.

2.1   Theoretical Framework

Reader response-theory is the theory underpinning this work. Reader-response theory, as its name implies, is contrary to an author-based view in the sense that is a school of literary theory that focuses on the reader (audience) and their experience of a literary work, in contrast to other schools and theories that focus attention primarily on the author or the content and form of the work.

Although literary theory has long paid some attention to the reader's role in creating the meaning and experience of a literary work, modern reader-response theory began in the 1960s and 1970s, particularly in the US and Germany. They began when a group of critics including Stanley Fish, Wolfgang Iser, and Norman N. Holland started asking questions about how reader's response to a literary text actually creates that literary text. They focused on analyzing readers' responses to texts. The work of the critics were deeply rooted and inspired by the initial works of important predecessors. They were I. A. Richards, who in 1929 analyzed a group of Cambridge undergraduates' misreading; Louise Rosenblatt, who, in Literature as Exploration in

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1938, argued that it is important for the teacher to avoid imposing any "preconceived notions about the proper way to react to any work"; and C. S. Lewis in An Experiment in theory in 1961.These ideas of the predecessors did not form a school of thought until the late 1960s. Once the critics began the reader-respond theory, it became a theory which has survived to this day. The most important of these critics was Stanley Fish. He applied a Reader-Response perspective to works like John Milton's epic poem, "Paradise Lost", and he argued that: "we just can't understand a literary work like Milton's epic without considering the reader's reaction to it". A second important theorist is Wolfgang Iser. He was a German scholar who wrote a lot about how the meaning of a literary text isn't in the text itself but can be found in the interaction between the reader and the text. Iser also had a thing for "blanks," gaps in a text that force the reader to fill in with his or her own imagination. Norman N. Holland and David Bleich were two guys who were into psychoanalytic theory. They were influenced by the ideas of the psychoanalyst and theorist Sigmund Freud, and they argued that understanding literary texts is all about understanding the psychology of the person who's actually reading the texts. The work of the critics focused on the reader or audience reaction to a particular text, perhaps more than the text itself. The theory was also connected to post-structuralism's emphasis on the role of the reader in actively constructing texts rather than passively consuming them. The critics also helped pave the way for a lot of other literary schools that followed in the1970s and 1980s, like Post-structuralism and New Historicism. The ideas of both these schools were closely affiliated with the focus on reading and subjectivity that the Reader-Response theorists first called attention to. To this day, the theory is popular in both the United States and Germany.

Reader-response theory recognizes the reader as an active agent who imparts "real existence" to the work and completes its meaning through interpretation (Iser, 1960). More importantly, the reader is someone who interprets a literary work. The reader is responsible for making not finding meaning in literary works. Presently, there are over seven billion people on the planet. Each person has his or her own unique memories, relationships, interests, and identity. A reader's response to a literary text is shaped by his or her own unique perspective and experience. According to reader-response theory, the means that every reader gives to literature is at least to some extent, subjective. For this reason, reader-response theorist argues that literature should be viewed as a performing art in which each reader creates their own, possibly unique, text-related performance. It stands in total opposition to the theories of formalism and the new theory, in which the reader's role in re-creating literary works is ignored. New theory had emphasized that only that which is within a text is part of the meaning of a text. No appeal to the authority or intention of the author, or to the psychology of the reader, was allowed in the discussions of orthodox new theory. Originally, "readers were expected to determine what an author's purposes were, and good readers were those who could make such determinations with a high degree of accuracy" (Hirvela, 2004, p. 45). In reader-response theory, however, the reader is "at least an equal partner" in the interpretative process (Hirvela, 2004, p. 46). In this case, a given person can no longer talk about the meaning of a text without considering the reader's contribution to it. The meaning of a text does not just sit 'in' the text waiting to be taken out by readers, but readers actively construct the meaning in light of their background interests and expectations. The basis of this theory is that the meaning in the texts is determined by the reader instead of the author. Think of it this way. If we say, "The Shmoop puppy totally ate that cupcake," each individual person reading that

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sentence will have a different image of the Shmoo puppy, of the Shoo, and of the cupcake. Some readers will probably imagine a cute dog, others will imagine a naughty dog, and everyone will try to fill in the blanks to figure out what happened and why. It'll all depend on each individual reader's experience with dogs, cupcakes, and Shmoop. This interpretation each reader has will probably be similar, but each will be slightly different.

One criticism Reader-Response theorists often get is this: "If everyone reads differently, then how can we come to any consensus about a literary work?" "If everyone has a different interpretation of the same text that means that we can never agree about what the text's saying or doing, right?" Different Reader-Response critics would answer this criticism differently. Norman N.Holland argued: "Yes, we're all different, and yes, our readings are all going to be different. But that's okay. Why do we have to agree on what a text is telling us? There's no need for agreement." Wolfgang Iser, argued that texts guide our responses to some extent. He argued: "Yes, each of us responds differently to texts, but our responses can't be that drastically different". To go back to the cake analogy: "We can't make a carrot cake if we are given the ingredients for a cheesecake. Yes, we might each make the cheese cake differently, but at the end of the day it will be a cheesecake. Our response as readers is determined, to some extent at least, by the ingredients that a text gives us to work with".

In relation to reading and writing connections, reader-response theory has had a great impact. According to Hirvela (2004, p. 53), reader-response theory "serves as a valuable tool for privileging and investigating students' composing processes as readers, processes that can both influence and overlap with their composing processes as writers". That is, reader-response theory starts to acknowledge students' influences

on reading which will impact their writing. This is especially important in the second language context because first language rhetorical and cultural backgrounds impact students' reading and writing ideas. The big contribution of Reader-Response theorists was to call attention to the importance of the reader in the making of literary meaning. Reader-Response theorists like to ask questions like: How do we feel when we read a certain poem, or a passage from a novel? Why do we feel that way? How does our psychology affect the way we read literary texts? How does each of us read differently?

The way students write is closely related to how they read the texts. For example, Hirvela states, "We need to understand the student's problems or limitations in reading, because the act of writing about the texts began with the reading of them". According to this scholar, we need to understand reading and its relation to writing to equip students to be effective readers of the texts. Hirvela (2004) claims that reader response theory allows us to examine students' experiences as readers explore students' composing processes that are equivalent in both writing and reading. In this regard, the writing of summaries provides opportunities for writing to improve reading and illustrates the importance of connecting reading and writing.

Saovapa (2013) based on this theory to conduct as study which was titled: improving students' summary writing ability through collaboration: a comparison between online wiki group and conventional face-to-face group. His study respected the readers' point of view and examined summary writing abilities between students learning by wiki-based collaboration and students learning by traditional face-to-face collaboration. His experimental research was conducted with students enrolled in EN 111 Course in the first semester of 2011academic year. The results indicate that the

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post-test scores of both groups were significantly higher than the pre-test scores. Cho (2012) also based on this theory to conduct a study which was titled: Teaching Summary Writing through Direct Instruction to Improve Text Comprehension for Students in ESL/EFL Classroom. He was of the view that way students write is closely related to how they read the texts. In this regard, the writing of summaries provides opportunities for writing to improve reading and illustrates the importance of connecting reading and writing. The result of his study indicated that from a reader based perspective, using direct instruction improve text comprehension with assisted students to write good summaries.

This study was based on this theory for a reason. A student must be able to understand reading to write a summary. However reading is major problem among students of Dadieso Senior High School. Their response had a negative impact on the way they write summaries. For some reason, it seemed their response is taken for granted while they are central in giving meaning to literary work. It was important for readers 'response to be taken seriously by teachers to guide students of Dadieso Senior High School. By taken this theory seriously, teachers could understand students' perception about what they read and guide them to produce good summaries. Therefore this theory was adopted.

2.2   The Concept of Summary

There have been several definitions of summary from informal to formal. For example, Cho (2012, p. 10) states that "to summarize is to report information using a lot fewer words than were used in the original communication". For his definition, it means it is the reduction of a large amount of information to its most important points. This is done through a process of determining what content in a passage is most

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important and transforming it into a succinct statement in one's own words". With this definition, a summary condense a large statement to a brief statement which carries out the most important details. This means that to develop a successful summary, there is the need to have the ability to identify and select important information such as the main ideas in the text. Moreover, a given writer should make sure that any main ideas should not be lost and that the content of the original text should not be changed.

Selecting the main ideas in the text is definitely the most important skill in summary writing. Aside from this skill, however, there are other requirements for a good summary. Cho (2012) state that," writing an effective summary requires reflection and decision making." He also pointed out that discuss how to relate text ideas, how to narrow important information to the level of organizational gist, and finally how to capture that gist in written form. His argument suggests that the ability to work recursively on information to render it as succinctly as possible requires judgment and effort, knowledge, and strategies. This view makes sense with how summarization should be perceived among teacher and students of Dadieso Senior High School.

When it comes to the types of summaries, summaries can be divided into two: writer-based summaries and reader-based summaries. According to Kim (2001), a writer-based summary is produced "to monitor as well as to facilitate the writer's own comprehension". Taking notes of reading materials to produce an essay or term paper is a typical example of the writer-based summary. On the other hand, reader-based summaries are written "for the benefit of an audience," such as a teacher, a professor, or the readers of a newspaper and the like. Reader based summaries are more likely to be shorter, more concise, and clearer than the writer-based summaries. Reader-based

summaries include abstracts of research or reviews of books. In relation to the study it is important that students of Dadieso Senior High School are thoroughly taught the two types of summaries.

It is easy to view summary writing as just another type of composing task (Kim, 2001). However, Cho (2012) state that," summarization is based on an existing text and is fundamentally different from the general composing task". He is also of the view that summarization requires operations based on an already designed and generated discourse, while other writing tasks entail careful planning of content and structure, generation of core ideas and related details, and continuous shifting between these processes. That is, the most important concerns of the summary writer are what to include and eliminate from the original text, what combinations or transformations of ideas make sense, and whether the original structure needs to be reorganized. Unlike Kim (2001) who distinguishes between general writing ability and the ability to compose a summary, Keck (2006) argued that there may, indeed, be a correlation between general composing ability and the ability to write a summary. They point out that the ability to plan and use important text information in a summary may be a refinement of general writing ability, but a low level of general ability would certainly do nothing to enhance one's summary writing ability.

Relating the concept of summarization to the scope of this study, this most important this is that Dadieso Senior High School teachers are expected to teach their students how to select the most important ideas in information. This study will base on how on Cho's (2012) definition of summarization to analyze the work of students.

2.2.1   *Summary for Text Comprehension*

Many studies state that summarization is one research-based reading strategy that should be taught during classroom instruction to improve comprehension. Moreover, extensive research shows that summarization is one of the most effective among a variety of strategies for teaching comprehension and production of expository texts.

According to Kim (2001), summarization helps readers to focus on the essential information in a text and promotes learning that lasts because students must spend time reflecting and processing what they have read (Westby et al, 2010). Summarizing is beneficial to both the teacher and student. For the teacher it provides evidence of the student's ability to select the gist of a text, plays a role as "an informal indicator of comprehension," and shows "a student's ability to prioritize and sequence" (Westby et al, 2010, p. 34). For the student it gives "an opportunity to communicate what is important," helps to check understanding, and provide "practice in decision making and sequencing" Westby et al (2010, p. 34). What is means is that summarization must be properly taught to benefit teachers and students.

Recently, models of text comprehension highlight the process of selecting gist or macrostructure propositions. According to Kim (2001:15), comprehended text is reflected in memory in macrostructures, or representations similar to summaries. "Fluent readers employ internalized macro rules including the deletion of trivial or redundant propositions to construct a succinct summary of a text's gist in long term memory" (Whitaker, 2009, p. 16).

According to Whitaker (2009, p. 16), the transfer effects of summarization have usually been explained using a Meta cognitive structure. Meta cognition, as Brown refers, is "the deliberate conscious control of one's own cognitive actions". When

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Meta-cognition relates to reading comprehension, it refers to a reader's awareness and control of the reading process. When it relates to summary writing, the use of Meta-cognitive strategies helps the writer summarize the text more effectively through the use of selecting, planning, integrating, monitoring, and so forth. "Summarization training makes readers more aware of the structure of ideas within the text and how individual ideas relate to each other". With this increased awareness, readers are "better able to evaluate their reading and more aware of the processes necessary to comprehend the text". Although some argue that summary writing cannot be a pure measure of reading comprehension because it entails one's general writing ability. "Readers, when comprehending a passage, form a gist that represents their overall comprehension of the passage" Kim (2001, p. 21). With respect to the gist, it has represented, as Taylor declares, "what readers have understood about the text and has been regarded as a valid measure of the readers' text comprehension".

In addition to measuring text comprehension, "summarization is also believed to facilitate learning because it helps readers to clarify the meaning and significance of discourse". For instance, some researchers argue, when students are asked to write a one-sentence summary following each paragraph after reading, they exhibit considerably increased retention. "Effective readers are believed to form a mental summary of the important information what they read" (Kim, 2001, p. 17). In other words, effective reading involves that the reader be sensitive to text-specific organization of ideas since this helps him or her select the gist of the text. In contrast, if students cannot summarize a text appropriately, they are often considered to have comprehended the text inappropriately. Those students may have difficulties identifying a main idea or understanding that it is supported with details or examples Kim (2001). In Dadieso Senior High School students find it difficult to develop text

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comprehension. Majority of student are not effective readers and thus do not make enough meaning to text and use their understanding to write the main ideas.

2.3   General Factors Influencing Summary Writing

Summary skills are key factors in an academic setting because students are frequently required to produce summary assignments; however, summary writing is a very difficult task to accomplish during a school year. When we consider that summarizing is "a highly complex, recursive reading-writing activity" many researchers claim that the complexities inherent in summarizing can impose an overwhelming cognitive load on students. In other words, there are several factors making summary writing demanding and challenging.

There are several variables that affect summary writing; the most important are text difficulty and organization, followed by degree of comprehension, availability of text, audience, intended purpose, type of summary required, genre, and text length. Similarly, there are some factors influencing summarization. According to them, the task demands of summarization are closely related to the characteristics of the target material and task procedure.

In relation to the nature of the original material, length of text, genre and complexity involving vocabulary, sentence structure, abstractness, familiarity of idea, improper or unclear organization are the principal textural elements affecting summarization. With respect to length of the original text, when the text is shorter, the idea are closely related and can be expressed by a single topic sentence, whereas summarizing becomes more difficult with longer text; "the processing load increases as more evaluations and decisions are required". The genre of the original text also has a great deal of influence on summarization. Many investigators have reported that children

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summarize narratives more easily than expositions. Lastly, text complexity is somewhat difficult to define. Complexities of the target material involve "low-frequency vocabulary, elaborate sentence structure, abstractness, unfamiliarity of concepts and ideas, and inappropriate or vague organization". When topic sentences are not explicitly stated, readers may find it difficult to locate the most important ideas because their personal interests and background knowledge signal as important ideas different from those the author intended. The more complex a text is, the more conscious and deliberate judgments are required in establishing the relative importance of its segments, the more transformations or the original propositions are necessary, and the more difficult it becomes to condense the material accurately and concisely".

In addition to the characteristics of the target material, the task procedure is another major consideration in summary writing. If the text is not available for a review after the first reading, the writer will be much more apt to put the summary in his or her own words.

In contrast, students can be much more flexible in the kind of summaries they write if the text is available after the first reading. Therefore, teachers and students need to understand the demands of the influencing factors to produce a good summary.

2.4   The Process of Summary Writing

2.4.1   *Good vs poor summarizers*

To produce a good summary, writers must first comprehend thoroughly the text which is to be summarized. In a good summary, one should clarify unfamiliar words and phrases, and the text should be read several times. During the first reading, the reader should try to identify the author's idea and the purpose of the text. Then, the reader is

able to better understand the details in the text through subsequent readings. Since text types vary, different reading techniques are required in reading for a summary.

To compare good and poor summarizers, Cho (2012) asked 4th and 5th graders to write summaries of a 300 word narrative text and an expository text of the same length.

He videotaped the lesson and taped the interviews of the students. He also analyzed the data and the summaries by good summarizers to identify the processes and techniques used in good performance. He found out that good summarizers were efficient in making a plan for writing during reading and at eliminating unnecessary details from the text. In contrast, poor summarizers were poor at drawing conclusions for writing during reading. While good writers paid more attention to the main idea, poor writers were just busy writing and likely to ignore the topic.

According to Hirvela (2004), good summarizers master reading techniques; they first find meaning in the text and figure out how different parts of the text are connected. She states that good summarizers start summarizing while reading the text. In addition, she claims that good summarizers spend much more time reading and planning than writing. In addition, the writers read a text based on their own experiences and imagination. In contrast, poor summarizers spend much time writing and only a little time reading and thinking. Also, their inefficient strategies are caused by inadequate teaching of reading comprehension or lack of background knowledge Adams, (2010).

Therefore, the knowledge of strategies and procedures which facilitate the process of learning from a text should be given to the poor writers. Hirvela (2004) claims that students whose reading abilities are poor or who have difficulties in learning need a

detailed explanation of the task as well as well-designed instruction for reading comprehension. It is important that students of Dadieso Senior High School benefit from this situation.

In summarizing an expository text, it is easier to recognize text structure than in summarizing a narrative text. Mastering text structure helps identify significant information and remove unnecessary detail and is also related to the skill of making generalizations or super ordinations. Havola found that poor summarizers were not successful with generalization. While good summarizers focused on the gist of a text, poor summarizers reproduced the text with all details. When participants were asked what kind of difficulties they had experienced, good writers stated that substituting their own words for the author's ideas and intentions was not difficult, whereas poor writers exhibited difficulties in writing in their own words. However, good summarizers said that identifying and expressing the main idea were difficult. In other words, good summarizers viewed the task in broad terms; "drawing conclusions and generalizing, manipulating the author's ideas, and creating something new" were required.

Conversely, the poor summarizers regarded the assignment as narrow terms; it required only substituting their own words for the author' ideas. Generally, poor summarizers thought that the task was easy, and they performed the task very successfully. On the contrary, good summarizers thought the task was very challenging and demanding, and they had strong doubts about the work of Hirvela (2004).

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This study is expected to differentiate good summaries from bad summaries in the writing of student. It will look out for how students attempt to stick to the main ideas, while also checking for deviations in their write ups.

2.4.2 *First Language vs second language writers' use of paraphrase in summary writing*

Researchers in the fields of first language and second language academic literacy have investigated how developing academic writers attempt to integrate source texts into their writing. Much of this research has focused on students' inappropriate use of source text which would likely be labelled as plagiarism. In fact, according to many researchers, for both first language and second language academic writers, copying from source texts is a necessary phrase through which developing writers must pass before they acquire more sophisticated ways of integrating sources into their writing Keck (2006, p. 43). This is one way the research expect student of Dadieso Senior High School students to be taught summary writing as they are developing writers.

According to Keck (2006, p. 19) paraphrasing is generally regarded as part of a triadic model of paraphrase, summary, and quotation. In order words paraphrasing is one of a number of strategies including summary and quotation that students can use when integrating source texts into their writing. In addition to that students' inability to paraphrase successfully may help to explain their improper copying. This study is expected to assist student to develop paraphrasing skills.

To expand the understanding of paraphrasing strategies, Keck (2006) compares first language and second language students' use of paraphrase in summary writing. He adopts a new construct for his research, "attempted" paraphrase which is defined as "an instance in which a writer selects a specific excerpt of a source text and makes at least one attempt to change the language of the selected excerpt". The attempted

paraphrases could be classified into four categories: Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. In his research, Keck (2006) finds that paraphrasing is a major strategy for summary writing at the undergraduate level for both first language and second language learners. His work makes a lot of meaning to this study as it provide a good guide to assist students.

Keck (2006) argued that international students are less aware of the use of nearly copied excerpts, an activity which is unacceptable in most Western institutions. She states that while most second language writers used Near Copy paraphrases at least two or more in their summaries, most first language writers did not. On the contrary, she also states that most second language writers did not use both Moderate and Substantial Revisions, whereas most first language writers used both of them. The researcher agrees with the view that students used nearly copied strings of the original text more frequently than native English speakers.

In addition to considering students' awareness of appropriate borrowing strategies, Keck (2006) argues that considering how students' linguistic competence may impact their paraphrase strategy use is also important. According to many, language proficiency plays an important role in students' decisions to copy from source texts. In short, the reason second language writers did not use Moderate and Substantial Revisions in their summaries is that they lacked the linguistic proficiency Keck (2006). This situation gives enough reason for a study to be conducted at Dadieso Senior High School. In conclusion, the researcher is of the view that students and teacher could significantly enhance their understanding of the borrowing strategies used by different learner groups in different contexts by examining the use of diverse

paraphrase types across variables such as language background, language proficiency, or writing task type.

2.5   The Recursive Nature of Summary Writing

From the view of Keck (2006, p. 33), summarization is "a highly complex, interactive, and recursive reading-writing activity". In summarizing a text, students work back and forth between the text by "rereading, rewriting, and continually reflecting on and comparing aspects". Recursion is a complex cognitive operation that is linked to cognitive development. In their studies of planning skills for summary writing among students of different age groups, the ability to work recursively on information to render it as succinctly as possible requires judgment and effort, knowledge, and strategies, and is, therefore, late developing" (Chin, 2007, p. 9).

Critical thinking is the use of one or more cognitive operations to serve a particular problem-solving purpose and Frey (2003) consider the entire summarizing task as "a problem-solving activity which entails the ability to identify the problem clearly, find or generate alternative solutions, test alternative solutions, and select the best form among them, all occurring recursively" (p. 18). This study will takes recursion seriously. It will ensure that student of Dadieso Senior High School get appropriate ways to apply critical thinking to produce good summaries.

2.6   Summary Writing as a Cognitive Process

2.6.1   Cognitive Operations

There are internal constraints involved in summarization. They include second language proficiency, content schemata, formal schemata, cognitive skills, and metacognitive skills. Most of all, the cognitive skills are considered to be a central factor to summarization (Keck, 2006). Different investigators tend to use different

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terminology to describe the cognitive operations which are fundamentally similar processes. For instance, "deletion", "generalization", and "construction" are the three primary rules of summarization. Similarly, the following processes are for summarizing lengthy texts: deletion of trivial and redundant information; substitution of lists (e.g., animals for dogs, cats, and monkeys); and lastly, selecting or inventing a topic sentence for each paragraph. The study will base on these processes to analyze how students summarize length text. Also, Bogamuwa (2011) suggests six operations are involved in producing appropriate summaries of stories. The first four operations are; comprehending individual propositions, establishing connections between them, identifying the structure of the text, and remembering the content. The other two operations are selecting the information to be included in the summary and formulating concise and coherent verbal representation. What these different descriptions have in common is that they each prescribe a selection process in which information is consciously evaluated, some segments are deleted, and others are chosen for inclusion in the summaries. The study will be using appropriate interventions to teach student how to use the six operations of Bogamuwa (2011), to produce appropriate summaries.

Another cognitive operation is planning which is one of the metacognitive skills and has a central role in summarization. According to Bogamuwa (2011), planning can include goal setting, strategy selection, and rudimentary ideational formulation. Planning activities are strong predictors for older elementary students in writing efficient summaries of texts. It appears that in Dadieso Senior High School, greater details in not added to the teaching of summarization. Besides, the researcher is of the view that students of Dadieso Senior High School should use proper "planning mechanisms". Using planning mechanisms improves the performance of students.

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2.7   Process Rules of Summary Writing

As already stated, there is different terminology in describing similar cognitive processes involved in summarization. For this paper, I will adopt Brown & Day's terminology for the process rules in summary writing and explain the rules in detail. As mentioned earlier, there are five rules (5): deletion of unimportant or trivial information; deletion of redundant information; super ordination of lists; selection of a topic sentence; and invention

2.7.1   *Deletion*

According to Frey (2003) there are two deletion rules. One is to omit unimportant or trivial information, and the other is to eliminate redundant information from the summary. The unimportant or trivial information contains minor details about topics, and the redundant information includes rewording or restating some of the important sentences. Children are able to employ a simple deletion procedure at a relatively early age when they are asked to summarize age-appropriate material. Similarly, the typical strategy of children was deletion when he asked children to produce oral summarization of well-formed stories. In addition, fifth graders were able to delete both trivial and redundant material when they were asked to summarize much longer and less well-formed stories. However, they found that fifth and seventh graders treat the summary as "one of deciding if to include or delete elements that actually occurred in the surface structure of the original text" (Frey, 2003, p. 33). They define this as the "copy-delete strategy". The copy-delete is primarily "by deleting or copying near verbatim the words actually in the text". Generally, the strategy is as follows: "read text elements sequentially; decide for each element on inclusion or deletion; if inclusion is the verdict, copy it more or less verbatim from the text". Some

research suggests that the copy-delete strategy is commonly used among children, whereas it is not a common method for high school and college students.

To examine the five-rule use employed by children and adults for summarizing expository texts, Frey (2003) conducted three experiments. From the experiments, they found that all age groups were successful in using both deletion rules. Thus, obviously, the deletion rules are natural cognitive processes and not difficult strategies in producing a summary task.

This study will be based on the two rules of deletion according to Frey (2003). The study will also analyze how student omit unimportant information's and also eliminate redundant information. It will also teach student about the principles of the two rules of deletion.

2.7.2   Superordination

The superordination rule is to substitute a superordintate term for a list. More specifically, there are two substitutions according to Graham (2016). One is the substitution of a superordinate for a list of items, and the other is the substitution of a superordinate for a list of actions. For example, if a text contains a list such as "apples", "oranges", "bananas", and "cherries", one can substitute the term "fruits". Likewise, one can substitute a superordinate action for a list of subcomponents of that action; for example, "Brian went to Paris", for "Brian left the house"; "Brian went to the train station"; "Brian bought a ticket" (Graham, 2016, p. 31).

In their experiments, Graham (2016) asked both children and adults to write unconstrained summary and constrained summary; in unconstrained summary, there is no word limit; however, constrained summary requires a certain number of words; for example, Brown and Day asked the participants to produce a 60-word summary

for constrained summary. The participants used two expository texts which were selected, modified, and rewritten for the purpose of the experiments. From the first experiment, they found that when required to use a superordinate substitution rules, college students and tenth graders produced good superordinates, but young children used the superordinate rules less frequently, and when they attempted to use the rule they often used it inefficiently. In addition, all subjects used the superordination rule more efficiently when they wrote constrained summary than unconstrained summary. In their second experiment, Graham (2016) found that experts used the superordination rule perfectly compared to senior college students.

This study will base on the two rules of superordination according to Graham (2016). The study will also analyze how student apply substitution of a superordinate for a list of items, and the substitution of a superordinate for a list of actions. It will also use appropriate ways to teach student the principles of superordination.

2.7.3   Selection

In summarizing strategies, selection means selecting main idea sentences in given material. In other words, it is "near verbatim use of a topic sentence from the text". Compared to the deletion and superordination rule, selection is generally difficult to use. Typically, people expect the main idea to be explicit in the first or last sentence of each paragraph. Due to this expectation, they sometimes tend to use one of these sentences uncritically (Graham, 2007, p. 36).

Age differences are highly related to the selection rule. They state that use of the selection rule increased with age in both constrained and unconstrained conditions. There were no differences between conditions for the younger groups. However, college students decreased their use of the selection rule when they wrote constrained

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summary. That is, mature summarizers, when pressed for space, drop the selection rule which is space consuming, and substitute a more oblique form of reduction, similar to invention. In other words, they combine across paragraphs and express the essential gist of large bodies of text in few words (Hattie, 2009).

Selecting the main ideas is one area Students of Dadieso Senior High school fall short. This study will also take a critical look at selection according to Graham (2016). The study analyzes how student select the main ideas from paragraphs. It will also appropriate ways to teach students the principles of selection.

2.7.4   *Invention*

The invention rule is used when there are no explicit topic sentences in paragraphs. In such cases, one should make up explicit topic sentences by using his or her own words to state the implicit main idea of paragraphs. Thus, the invention rule requires that students "add information rather than just delete, select or manipulate sentences already provided for them". Not surprisingly, the invention rule is the most difficult and develops with age (Hirsch, 2003, p. 26).

Children rarely use the invention rule, and college students use the invention rule on only half of the units where it would be appropriate. In contrast, experts use the difficult invention rule much more than do senior college students. That is, experts accord special status to the topic sentence. They first select or invent topic sentences and then write their summary to support the topic sentences. Brown & Day found that the only dominant rule that was used by experts was the combining-paragraphs rule, which is used frequently. Experts favored the paragraph combining strategy and attempted to use it whenever possible, whereas high school students rarely combine paragraphs. This strategy of combining across paragraphs is largely responsible for

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the somewhat low performance on selection strategy. Combining two paragraphs and using one topic sentence for both decreased scores on the selection rule. They argue that the invention rule is "the essence of good summarization" and "most difficult for novice learners" (Hood, 2008, p. 14).

To help students invent a main idea, one technique has been suggested by Irwin and Baker. Students are guided to fill in the main-idea wheel. To fill in the main-idea wheel, students first find the topic of the paragraph, fill it in the center of the wheel, write the details in the spokes, and then look at the details to decide what is being said about the topic (Irwin, 2007, p. 3).

Applying the principle of invention is a difficult area Students for Dadieso Senior High School. This study will take a critical look at invention according to Graham (2016). The study analyzes how student make explicit topic sentences by using his or her own words to state the implicit main idea of paragraphs ideas from paragraphs. It will also appropriate ways to teach students the principles of invention.

2.8   Direct Instruction on Summary Writing

It is very difficult to read something and condense words succinctly. Not surprisingly, students usually have difficulty with summary writing. "Historically, summary writing has been a difficult talent to cultivate". This is because summary writing requires students to have not only "the prerequisite comprehension and recall skills and the intervening text-related variables," but also "the ability to abstract" (Hsu, 2003:8). Taylor argues that "Teachers who understand the requirements for summary and teach summarizing procedures via direct instruction are most successful". Using direct instruction to teach summarizing has been investigated in a number of studies. Hare states that "Most often direct instruction has been linked with teaching students

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how to use a set of rules for summarizing" (Shanahan, 2014, p. 7). Similarly, Roesenshine states that "The teaching of summarization skills logically falls under the rubric of direct instruction" (Hare and Borchardt). A number of studies prove that the results of teaching summarizing with direct instruction are very positive. For example, Cho (2012, p. 44) declares that "summary writing is a skill that does not develop on its own through trial-and-error but rather through direct instruction". Similarly, Cho (2012, p. 20) state that "some instruction in summarization, no matter whether it is an inductive or deductive approach, is helpful". In addition, Garner argues that "rule-driven procedural instruction involving instructor modelling, student practice, and feedback is needed" (Bean, 2011, p. 18).

Many models of direct instruction are derived from teaching reading comprehension because the purpose of teaching reading comprehension is almost identical to summarization. Both require recognizing the gist of a text and expressing it as succinctly as possible. Thus, applying direct instruction to teach summarization rules is a very effective way to teach students summary writing. Cho (2012, p. 44)declares that "Using a model of direct instruction to teach summarizing provides a natural framework for emphasizing to students that it is their responsibility to bring meaning to the text" (Karbalaei et al, 2010, p. 42).

"Direct instruction means an academic focus, precise sequencing of content, high student engagements, careful teacher monitoring, and specific corrective feedback to students". However, as Baumann notes the teacher is at the real heart of any direct instructional paradigm:

> In direct instruction, the teacher, in a face-to-face, reasonably formal manner, tells, shows, models, demonstrates, teachers the skill to be learned. The key word here is "teacher", for it is the teacher who is in command of

> the learning situation and leads the lesson, as opposed to
> having instruction "directed" by a worksheet, kit, learning
> centre, or workbook (Marzano, 2001, p. 38).

Various models of direct instruction share similar procedures. For example, Irwin provides one model of direct instruction, EMTA, which includes the following components: "explanation", "modelling", "transferring", and "application". Similarly, the principles of direct instruction provided by Cho (2012) are as follows: "explicit explanation", "modelling", "practice with feedback", "breaking complex skills down", and "scripted lessons" (Ratwatte, 2006, p. 33). Another model suggested by Baumann follows a five-step procedure: introducing the skill (Introduction), providing an example (Example), directly teaching the skill (Direct Instruction), providing application and transfer exercises under the teacher's supervision so that corrective feedback is provided (Teacher-Directed Application), and administering practice exercises (Independent Practice) ("A Generic Comprehension Instructional Strategy") (Zipitria et al, 2008). That is, various direct instructions feature teacher explanation and modelling of explicit procedure, guided practice on increasingly longer and more difficult passages, teacher monitoring with corrective feedback, and independent practice (Mateo, 2008, p. 53).

Throughout direct instruction, students practice summarizing from single paragraphs to groups of paragraphs by receiving enough teacher explanation and modelling over time (Wichadee, 2010). Teachers actively monitor students' work and give appropriate feedback both individually and through class discussion. There are several ways to give feedback on students' summary writing. The kinds of feedback will be further discussed in the next section of this paper. Through guided practice, students can master each skill of summary writing and develop their writing ability. After

guided practice, students are given enough time to practice summary writing individually (Yu, 2008).

Along with direct instruction, Yu (2008) suggest "self-control training". In self-control training, students not only learn a procedure, but also explicitly how to monitor, check, and evaluate their use of that procedure (Wichadee, 2012). The instruction is conducted "by phasing out teacher direction and phasing in student control over the process during the course of the treatment". As discussed above, in short, carefully designed direct instruction along with self-control training has positively influenced students' use of summarization rules and their summarization products. Thus, by preparing appropriate direct instruction for each level of students, teachers can expect their students' improvement on summary writing (Pinker, 2014, p. 11).

Direct instruction is an intervention in this study to address the challenges students face in writing good summaries. Details of this intervention are discussed in the research methodology.
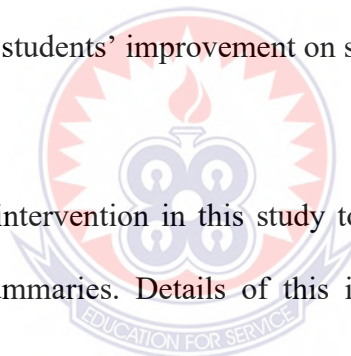
CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter describes the research methods used in the study including the research design, sampling techniques and procedures, population definition, instrumentation. It also describes the data sources including the methods of data collection, ethical concerns and data handling procedures.

3.1   Research Design

Research design refers to the overall plan the researcher employs to collect data in order to answer the research questions including the research data analysis techniques or methods (Adentwi & Amartei, 2009). The research design used for the research is quantitative method. Quantitative design is an approach for gathering data using numbers. In this study, the quantitative data was gathered in the form of scores on tests, numerical data on the questionnaire. Observation was also used to confirm the situation on the grounds. The success and validity of results of any investigation is based on the appropriateness of the research design used. The researcher used the test to determine the mistakes the students made in summary writing. The questionnaire was used to elicit the views of the teachers and the students to actually see the problems teachers and students of Dadieso Senior High School have on summary writing .The observation was used to ascertain what actually goes on in the classroom. This confirms or denied the results of both teachers and students give .This therefore helped the researcher to identify some of the errors students when writing summary.

3.2   Population of the Study

Population is can be explained as the group of teachers and students or objects that the findings of a research work are interestingly applicable to, such as students and teachers in the basic and second cycle institutions in Ghana. The population of the study was made up of all second year student of form two Arts Two (2 Arts 2) I could not use the entire Form Two class because of large population size. Even the 2Arts2 class could not use the entire form two class of the school because the class size was very large. More so, 7 out the eight teachers were used. One of the teachers was seriously ill so he could not turn out. The target population was based on the interest and the willingness of the students from which the researcher generalized the results of the study.

3.3   Sample and Sampling Technique

Purposive sampling technique was used for this study. Purposive sampling is a non-probability sampling technique where the researcher relies on her own judgment when choosing members of the population. Purposive sampling technique may prove to be effective when only limited members of people can serve as primary data source. Purposive sampling technique is particularly useful in selecting major stakeholders in a case study (Palys, 2008). The purposive sampling technique was used to select 60 second year students and 7 out of 8 teachers in the school for the research. This purposive sampling technique was adopted because the selected students are the people that could give the needed information for the research. The sampling used to select the participants for this study is simple random sample. Simple random sampling is a "a random sampling selected by a method which ensures that all possible samples, of a given size, are equally likely to be chosen" (Finch & Gordon,

2013). In other words, simple random sampling is the sampling process which gives equal chance for the purpose of study.

3.4 Data Collection

The data was collected through the following instrument; test, questionnaire and observation.

3.4.1 Step by step teaching of summary

The researcher explained the summary writing concept to students.

The researcher then took students to what to avoid in summary writing .The following were considered; lifting, modifiers, phrases, embellishment, figurative expression, time and date, the use of examples, illustrations and repetition. The researcher then took students to sentence summary.

In sentence summary, students were made to bring out the main ideas. The most important thing was to maintain the meaning of the original text. This requires the use of mother words or technical words and does away with all phrases, repetition, examples, illustration, dates, figurative expressions, idioms, figure etc. Examples of sentence summary:

Question

i. The man who came here yesterday has passed on

ii. Stephen Appiah, the captain of Ghana black star scored three goals in a match.

iii. In 1983, there was a severe drought throughout the entire country.

Expected answers

    i.   The man is dead

    ii.   Stephen Appiah scored hat trick in a match

    iii.   There was drought in Ghana.

The researcher then took students to paragraph summary. The researcher made students summarize a whole paragraph to form ideas depending on the questions. Example:

The act of spacing out birth in order to have a healthier and good life is being practice in Ghana nowadays. Now, many people have understood that the number of birth doesn't count but the ability to take care of them is what matters most. This has changed the mentality of most Ghanaians on child birth and now has ideal families. This has helped reduced the burden of most parents as far as child care is concern.

Expected answers

1. Family planning has been accepted in Ghana

2. Family planning is now practiced in Ghana

3. People have accepted family planning in the country.

The researcher then took students to a whole passage summary. The researcher outlined the 8 steps involve in writing summary by Wikipedia

(http://www.enoles.com/topics/how-write -summary accessed 20th may 2012)

1. **Divide and conquer.** This is where you skim the text you are going to summarize and divide into sections. Focus on any heading and subheadings.

2. **Read**. Go ahead and read to get a feel for the author tone, style and main idea.

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3. **Reread: Rereading should be active reading**. Underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also label the areas that should be avoided because of details like statistics, examples, embellishment modifiers and many more. Identify areas that you don't understand and try to clarify those points. If you are still unclear on what you are reading and what the main points you need to include in your summary, re-read again.

4. **One sentence at a time.** You will now have a firm grasp on the test you will summarize. Now write the main down the main ideas of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details. Well-developed sentences are not necessarily long, but they are complete and tell the reader clearly what the idea is .Here; you need to be using your own words as much as possible and not copying from the original text.

5. **Write the thesis statement (BIG main idea that says what the whole summary is about).** This is key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement in a sentence that clearly communicates what the entire text was trying to achieve.

6. **Read to write.** At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some appropriate transition words such as then, however, also, moreover that help the overall structure and flow of the summary. You consider the following before you write the last answer

- Write in the present tense.

- Make sure to include the author and author and little of the work.

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- Be concise: a summary should not be equal in length to the original text.

Don't put your own opinions, ideas or interpretations into the summary. The purpose of summary writing is to accurately represent what the author wanted to say, not to provide critique.

7. **Check for accuracy:** Reread your summary and make certain that you have accurately represented the author's ideas and key points.

8. **Revise:** Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone to read.

The researcher made students read the entire passage using the above steps. The students were then made to summarize the entire passage in sentences form base on the questions.
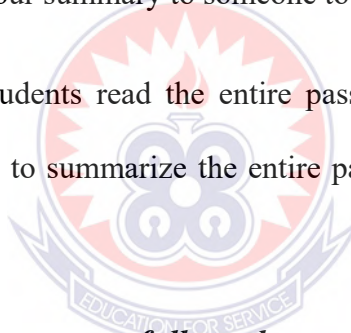
Read the following passage carefully and answer in your own words, as far as possible, the questions on it

Thousands of birds fly in the sky but eagle stands out. It is different from other birds in many ways. It is amazing there are more than sixty species of the birds. Apart from the vulture, the eagle is the largest of all the birds of prey. It has a powerful build, a very heavy head and beak. Although it is not an attractive bird, probably what has endeared it to man are its distinguishing characteristics. It is a symbol of courage, honour, determination and grace. That is why some great leaders emulate its qualities as guide for good leadership. The cage has unusual eyes which are very large in proportion to its head. Its vision is extremely keen and sharp. This enables it to find not only potential prey but also its enemies from a very long distance. It has been observed that some eagles

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can spot even a small rat three kilometres away. No wonder, some people are said to be eagle-eyed.

Besides its keen eyesight, the eagle is known for its fearlessness. It does not surrender in pursuit of its prey. It has a remarkable hunting strategy. No matter the size of its prey, the eagle will put up a good fight. The bird has been observed to have captured goats that are larger in size than it is.

A close observation has revealed that the eagle loves storms. Like man, other birds runaway from storms. Rather than avoiding storms, the eagle takes advantage of them to soar to great heights. It spreads its mighty wings and uses the current as a springboard. It is interesting to note that no other bird can fly as high as the eagle. Research has shown that the eagle can fly up to an altitude of 10,000 feet. Even at that height, it is so swift that it can land on the ground in no time. Indeed, most human beings desire to soar like the eagle.

The eagle nurtures its young ones to maturity. No other bird of prey pays more attention to its young ones than the eagle. The eagle always builds its nest in high places where enemies cannot reach thus shielding its young ones. There are peculiar ways the mother eagle teaches the young to fly. She picks up the eaglets with the beak, speeds her wings and flies high. She suddenly releases the eaglet and allows it to fall. In this way, the young one discovers the use of its wings. Quite unlike the other birds of prey, even though it is carnivorous, it does not eat dead meat. In other words, it does not scavenge. It eats raw and fresh meat got from its prey. The eagle is indeed a unique bird that is greatly admired. It is not that it is an emblem of many countries, organizations and groups.

In six sentences, one for each, summarize six qualities of the eagle that leaders emulate.

<div align="right">Source: WASSCE 2015 past question</div>

Expected Answers

i.   Leaders emulate the eagle's sense of vision.

ii.   Leaders emulate the eagle's bravery/fearlessness/courage/confidence.

iii.   Leaders emulate the eagle's ability to overcome difficulty/ determination.

iv.   Leaders emulate the eagle's sense of responsibility/protection/caring.

v.   Leaders emulate the eagle's ability to excel above their peers.

vi.   Leaders emulate the eagle's strength.

3.4.2   Test

According to Brown and Abeywickrama (2010) a test is a way of measuring a person's ability, knowledge, or performance in a specific domain. A test is a measurement instrument designed to elicit a specific sample of an individual's behaviour. Apart from the questionnaires, the researcher used test to get a vivid picture of how students of Dadieso Senior High School write summaries. The samples of students were made to summarize the main ideas in a passage. The test was conducted to diagnose the mistakes students made in summary writing. The researcher identified the issues on the scripts that constituted poor summary writing. The researcher used various forms to conduct the test for the students to understand the summary writing concept. The various forms were sentence summary, paragraph summary, and passage summary.

3.4.3   Questionnaire

A questionnaire was another important instrument which the researcher used to acquire information about poor summary writing among the second year students of Dadieso Senior High School. A questionnaire is a research instrument consisting of a series of question for the purpose of gathering information from respondents (Creswell, 2009). It is a means of eliciting the feelings, beliefs, experiences, perceptions or attitudes of some sample of individuals. In this study, questionnaires were distributed to sixty (60) students and eight (8) selected teachers. The method was preferred because it saves time and allows greater uniformity in the way questions are

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asked and thus greater compatibility in the responses. Similarly, Gay (1992) maintains that a questionnaire gives respondents freedom to express their views or opinions and also to make suggestions. The questionnaire also provided respondent opportunity to provided open ended responses.

The questionnaire as an instrument, however, has some limitations. It does not give the researcher the opportunity to delve deeper into the respondents' opinions and feelings. The given answer is final and there is no clarification. This was however, overcome in this study by the inclusion of a few open-ended questions. Another limitation of the questionnaire is the possibility of inclusion of ambiguous items. That is, if a questionnaire is not properly constructed, it may have unclear items and respondents might not understand them.

The questionnaire contained 5 sections; Section A, B. Section A contained Demographic questions that needed to obtained with regards to the characteristics of the sampled population regarding their school type without compromising participant anonymity; Section B contained the information need to find out factors accounting for the summary writing mistakes which are made among the second year students of Dadieso Senior High School; and the measures which can be used to improve the teaching and learning of summary writing. Respondents used a maximum of 10 days to complete it.

3.4.4   Observation

Marshal and Rossman (1989, p. 79) define observation as "the systematic description of event, behaviours and artefacts in a social setting chosen for study". Observations enable the researcher to describe existing situations using the five senses, providing a written photograph of the situation under study. Observation methods are useful to the

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researchers in a variety of ways. They provide the researchers with ways to check for non-verbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997). When designing a research study and determining whether to use observation as a data collection method, one must consider the types of questions guiding the study, the site under study, what opportunities are available at the site of the observation, the representativeness of the participants of the population at the site, and the strategies to be used to record and analyze the data (DeWalt & DeWalt, 2002, p. 10). Observation provides the opportunities for viewing or participating in the unscheduled events. It also gives an accurate picture of a situation which is capable of influencing decision. However, using observation for research has some limitations. One among them is that it sometimes lacks reliability in the sense that the relativeness of the social phenomena and the personal bias of the observer again create difficulty for making valid generalization in observation. Faulty perception is also one of the limitations. This is because only those observers with who are having the technical knowledge about the observation can make scientific observation.

3.5   Data Analysis

Descriptive analysis was used to analyse the data gathered. The quantitative data was used as research instrument to gather data

3.6   Ethical considerations

Ethical issues involved in collecting data, conducting research and reporting. The results were taken into considerations. The selection of the participants was based on their willingness and interest to share their class activities with the researcher. Before

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the questionnaire, the researcher informed all the potential participants of the purpose of the research. Assurance was given that the confidentiality of the participant's intellectual property and privacy would be maintained throughout the study. The participants' names, identity and comments were handled with due importance and care. Opportunity was given to the respondents to ask questions pertaining to the successful completion of the research. This helped to clear the minds of the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0   Introduction

This chapter provides an in-depth analysis of the main findings of the study. The data for this study were drawn from various sources; questionnaire and tests administered during the research process. Classroom observation was also made to confirm the situation. The data gathered for this study were analyzed using tables and figures. The results have been analyzed in line with the research questions.

4.1   Interpretation of Findings

The interpretation of the findings was done to match the three main objectives of the study. The three main objectives were classified under three sections. Section 4.2.1 presented and discussed the summary writing mistakes which are made among the second year students of Dadieso Senior High School; Section 4.2.2 presented and discussed factors accounting for students summary writing mistakes which are made among the year students of Dadieso Senior High School; and section 4.2.3 presented and discussed the measures which can be used to help second year of Dadieso Senior High School to improve on their summary writing skills.

4.2.1 *The summary writing mistakes that are made among the second year students of Dadieso Senior High School*

Students make errors which constitute poor summary writing. The test conducted as indicated in Appendix C indicated that students made errors in their summary writing.

Table 4.1: Analysis of test scores

Range of marks	% score	No. of students(tally)	Class %
0-5	0-25%	31	51.7%
6-10	26%-50%	18	30%
11-15	51%-75%	11	18.3%
16-20	76%-100%	-	-
TOTAL	100%	60	100%

The errors the students made can be analyzed as follows;

   i.   The man has passed on.

   ii.   Stephen Appiah the former captain of Ghana Black scored three goals in a match.

   iii.   People should stop giving too much birth in Ghana.

   iv.   The shiny looking weather paved way for us.

   v.   Making and receiving calls

   vi.   The inclement weather condition may remind him that his use of the facility is at his mercy.

In (i) students were supposed to use plain language. The error the students made was the use of figurative expression to express the main idea. In (ii) the students included all the modifiers like "the former captain". Again the noun in Apposition "captain of Black stars" was an error students committed. The students again could not

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summarize the phrase "three goals in a match". The appropriate register should have been "hat-trick". The correct statement should have been "Stephen Appiah scored hat-trick in the match".

In (iii) the student answer was a phrase instead of a sentence. The error the students made was their inability to write the correct the correct sentence. The correct sentence should have been "The telephone set could be used for making and receiving calls". In (iv) The students failed to use appropriate register to summarize the sentence. Though the statement is a sentence alright but certain register should have been used .The appropriate register could have been "family planning should be practiced in Ghana or birth control should be encouraged in Ghana. In (v), the error the students made was adding all the embellishment like "tall looking" to the answer. In summary embellishment are not considered in the write up so the statement should have been "the girl has returned". In (VI) the students made error because they lifted verbatim from the passage. Lifting is not allow in the summary writing skills .Students are suppose to use their own words as far as possible or paraphrase but should not distort the meaning.

4.2.2   *Test analysis of students' summary writing results*

After analyzing the data, different types of summary errors were identified in the writings of the students .The errors included Lifting errors, Phrases errors, Modifier errors, Examples error, Time or date errors, Figurative expression errors, embellishment and Repetition errors are the major problems students face in summary writing. The errors made by students which constituted poor summary writing were presented in Table 4.6 below. Some of the errors which

were found in the scripts of the students were presented and discussed in the sub-headings below.

Table 4.2: Students' errors in summary

Nature of Error	Frequency	Percentage	Error Proportion
Lifting errors	51	85%	12.2%
Phrase error	50	83.3%	12%
Modifier and embellishment errors	55	91.7%	13.1%
Examples errors	47	78.3%	11.2%
Time/dates errors	49	81.6%	11.7%
Figurative expression errors	56	93.3%	13.3%
Repetition errors	58	96.7%	13.8%

Source: Field Survey (2019).

4.1.3 Lifting error

Lifting is the act of quoting the original text word for word while summarising text. Lifting constitute an error because it does not enable student to paraphrase the main idea in short and in their own words. From the data gathered in Table 4.2 above, fifty one students (51) students who constituted 85 % lifted the entire sentence from the passage to their summaries. Lifting constituted 12% of the total proportion of errors which made students to write poor summaries. Students committed errors in their exercises in the test such as

- "There is a problem of communication department bringing bails late and cutting of wires"

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- "One has to wait for several months before the telecommunication department could come to install"

- "One had to fill forms and have three people to attest one sterling qualities"

  In summary writing lifting is something which should be avoided entirely. The above sentences have been lifted from the passage. Students are to use their own words or paraphrase by maintain the meaning of the original test. The script which shows the evidence of lifting is indicated in Appendix E.

The quotes from the scripts of the students above revealed that majority of the students were able to paraphrase most of their sentences though few had some difficulties.

4.1.4 *Phrase errors*

A phrase is a word or group of words which does make complete thought. From the data gathered in Table 4.6, fifty students (50) who constituted 83.3% were found using phrases in their summaries. The use of phrases 12% of the total proportion of errors which made students writes poor summaries. The uses of phrase students committed in their script were as follows;

- "Then after paying several money,

- "To obtain it.

- "The inclement weather.

The above sentences are all phrases because they don't make a complete thought from the passage. They can be referred to on the students scripts in Appendix E. Something has to be added to make the statements complete. The sentences should have been:

1. After paying several monies, one has to fill several forms.

2. To obtain it, one has to fill several forms.

3. The inclement weather may affect it use.

4.1.5   *Modifier and embellishment error*

Modifier is a word or phrase that describes, limit, or qualifies another word. While modifier is used in grammar, it constitutes an error when it is used in a summary. Embellishment on the other hand is adding an extra details or feature to something to make it more attractive. In summary brevity is the hallmark so some of those words that add colour to meanings are not needed .From the data gathered in Table 4.2 above, fifty five students (55) who constituted 91.7% were found using modifiers and embellishment in their summaries. The use of modifiers constituted 13.1% of the total proportion of errors which made students write poor summaries. With the use of modifiers, students committed the following errors on their scripts

- "It is <u>very</u> easy to carry"
- "The hand set could be <u>very </u>costly depending on once preference, <u>financial capability </u>or   purse"
- "One has to fill <u>several</u> forms"

The use of very in bullet 1&2 and several in bullets 3 are all modifiers in that they describe nouns or qualify another word which give extraneous information to the original text. In summary, any meaning outside the text is not allowed. The use of financial capability is also an embellishment which constitutes error because it adds extra details or features to the original text. This can be seen in the passage and the student's script in Appendix E.

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The quote from the script of student above revealed that they added modifiers in their writings. They ended up giving necessary details, but failed to reduce their summaries to the main idea.

4.1.6   Examples error

Examples are words which present precedent, illustration, or detail to the main idea. The use of example is considered as an error in summary writing. This is because it adds extra details to support the main idea. From the data gathered in Table 4. above,, forty seven students (47) who constituted 78.3% were found using examples in their summaries. The use of examples constituted 11.2% of the total proportion of errors which made students write poor summaries. With the use of examples, students committed the following errors on their script

- <u>send messages</u>
- <u>store songs</u>
- <u>read newspapers and send mails</u>
- <u>schedule of activities</u>
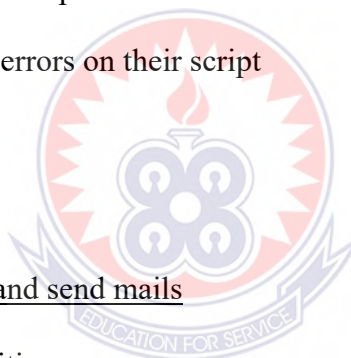
From the passage all the underlined words are examples with illustrates or give extra details to the main idea. Examples only explain the main idea and therefore cannot be considered as the main point .All these examples can be written in as one sentence such as;

The set has a multi-function.

With the use of these examples quoted above, it made their summaries poor and unnecessarily longer than expected. Students are supposed to deduce their answers from topic sentence. Examples only give detail explanation to the main idea and therefore cannot be considered as the main idea.

4.1.7   Time and date error

While dates give details to information, its usage constitutes an error in summary writing since it function as a modifier. Time also function as a modifier. From the data gathered in Table 4.2 above, forty seven students (47) who constituted 81.6% were found using dates in their summaries. The usage of dates constituted 11.7% of the total proportion of errors which made students write poor summaries. With the use of time, students committed errors such as:

- Gone are the days.

- Most often.

From the passage, "Gone are the days and most often" indicate time. In summary, we paraphrase ideas using our own words but we don't give a specific time period.

 These errors above in the form of time which function as a modifier were identified in the scripts of the student in Appendix E. It therefore made majority of the students to produce poor summaries. These sentences could be written as;

   1. People had to fill forms.

   2. The bills bear little resemblance of the actual consumption.

4.1.8   Figurative expression error

Figurative language use words in a way that deviate from their conventionally acceptable definition in order to convey a more complicated meaning of heighten effect. As it does not present the main idea in the shortest possible way, it usage constitutes an error in summary writing. From the data gathered in Table 4.2 above, fifty six students (56) who constituted 93.3% were found using figurative expression in their summaries. The use of figurative expression constituted 13.3% of the total proportion of errors which made students write poor summaries. With the use of

figurative expression, students committed the following errors on their scripts as indicated in Appendix E such as:

- "The small handset is not much to <u>status symbol</u> now"
- "It can be used everywhere by <u>all and sundry</u>"

  Figurative expression constitutes an error because it makes the meaning of a text complex. Sometimes it makes the meaning text ambiguous .Summary requires plain language and not meaning which is hidden. From the passage in Appendix C, Status symbol and all and sundry are figurative languages. The plain language should be;

  1. The handset is no more a prestige

  2. It can be used by everyone

Their use of figurative expression constituted an error because summary writing expects that words present the main idea in it literal form. Their use of figurative expression conveyed indirect meanings which had the tendency to be unrealistic to the literal meaning of the main idea.

4.1.9   Repetition error

Summary is a condensation of ideas or information, therefore to include every repetition and detail is neither necessary nor desirable. From the data gathered in Table 4.2 above, fifty eight students (58) who constituted 96.7% were found making repetition in their summaries. Repetition constituted 13.8% of the total proportion of errors which made students to write poor summaries. Students committed the following errors on their scripts.

- "The desktop has the primary function of telephone set has the <u>primary function of</u> <u>"making and receiving calls"</u>

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- "The conventional desktop telephone has the <u>primary functions of making and receiving</u> <u>calls.</u>

- "Apart from <u>making and receiving calls</u> one could send text messages and receive responses"

Repetition as quoted above can be seen in the passage and on the student's scripts in Appendix E made their summaries longer and monotonous than expected and poor in the end. Since brevity is a hallmark in summary writing repetition is unacceptable. The writers only use it to make emphasis on something.

4.1.10 Teaching experience of teachers in English

Teacher experience is another key variable that has great influence on students learning outcome (Cimbriz, 2002). Based on this assertion, an attempt was made by the researcher to find out from teachers teaching English the number of years they had taught the subject in the senior high school. Two (2) teachers who constituted 28.6% have been teaching English language for at least 4 years. Three (3) teachers who constituted 42.9% have been teaching English language for at least 9 years. Two (2) teachers who constituted 28.6% have been teaching English language for more than 10 years. From the analysis, it is evidently clear that teachers have more teaching experience but this does not reflect in the performance of students as shown in Appendix E. Quality teaching is not dependant on number of years one teaches but rather a skill or effort one makes towards that. Teachers should spend much of their quality time to read on their areas of teaching in other to teach effectively. It is not all teachers who can teach all the aspects of the English Language so periodic in-service training should be organized for teachers.

4.2   Factors accounting for the poor summary writing which are made among the second year students of Dadieso Senior High School

The study seek to find out the factors accounting for the poor summary writing mistakes which are made among the second year students of Dadieso Senior High School. Data gathered were presented in the view point of both teachers and students. The views of teachers in relation to the factors accounting for the summary writing mistakes which are made among the second year students of Dadieso Senior High School which were based on four (4) statements for which teachers were supposed to choose the extent to which they agreed or disagreed. Other open-ended reasons which were provided by teachers were added in the presentation.

Table 4.3: Teachers' reasons accounting for poor summary writing made by students

Statement	Agree		Disagree	
	f	(%)	f	(%)
Negative attitude towards learning of English	6	(85.7%)	1	(14.3%)
Inadequate qualified teachers of English at the basic level	7	(100%)		-
Non-standard forms of English such as pidgin	5	(71.4%)	2	(28.6)
The inability to understand what they read	4	(57.1%)	3	(42.9%)

Source: Field Survey (2019).

The table 4.3 shows views of teachers on factors responsible for the poor summary writing of students under study. Six (6) teachers who constituted 85.7% agreed with the view that Negative attitude towards learning of English was a reason accounting for the poor summary writing. One (1) teacher who constituted 14.3% disagreed with this view. He argued that, students get attitudinal change when a concept is introduced to them wrongly, so the negative attitude of students towards the learning of the

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English Language is the cause of some teachers. He explained further that, some teachers don't teach the subject well and that he will never blame students for their poor attitude towards English Language since some of the students kill the interest of the students from the onset.

All the teachers agreed with the view that inadequate qualified teachers of English at the basic level was a reason accounting for the poor summary writing mistakes which was made by the second year students. This was evidenced in the questionnaire as indicated in Appendix B.

Five (5) teachers who constituted 71.4% agreed with the view that non-standard forms of English such as pidgin was a reason accounting for the poor summary writing which were made by the second year students. In response, a teacher argued that, the community contributes immensely to the use of the non-standard English. Secondly, the students themselves are lazy to study for better understanding of summary writing. Two (2) teachers who constituted 28.6% disagreed with view the view that it is the teachers responsibility to ensure that students speaks the standard form of the language and that the students cannot be blamed for this. Again, he stressed that a student can be lazy only when the teacher is not responsible. So teachers should stop putting blame on students and rather be up and doing.

Four (4) teachers who constituted 57.1% agreed with the view that the inability of students to understand what they read was a reason accounting for the poor summary writing which was made by the second year students. A teacher attributed it to the fact that students lacked the reading skills: *"Reading skill is difficult to teach because there are not enough reading materials. The teacher needs to correct some irregularities in the students' pronunciation"*. Three (3) teachers who constituted

42.9% disagreed with the view that students find it difficult to understand what they read but rather teachers rather do not teach the students bit by bit. He explained that how summary is taught makes it difficult for students to understand. He went further that, most teachers wait till students are in their final year before they introduce summary to them and they even start with a passage so teachers are rather the cause of poor performance of students in summary writing.

Teachers generally argued that majority of students were not always regular and punctual at school. This is an indication that most of these participants either absent themselves from school or are not punctual at school. As pointed out: *"For example, when they were asked the reason for absenting themselves or coming to school late, some said, it was because they come from the outskirt of town. Others said they live with their step-mothers who make them sell during market days and in the night. They also let them do a lot of work before coming to school"*. On the teachers' account, student perform poorly in their summary writing exercises as they sometimes miss their English lesson on summary which is taught in the morning. They come to class very exhausted which prevents them from paying attention to what is being taught by the teacher. Some are perpetual late comers, and others are regular absentees. Though this was captured in the questionnaire in Appendix A but classroom observation also confirmed this since most of the students normally miss the morning period.

Teachers explained that a major factor which accounted for poor summary writing among second year students of Dadieso Senior High School was the limited use of English language as a medium of communication. They attributed it to interference of their local language on English language as some grammatical elements in their local language do not exist in English language and vice versa. For this reason, they are not

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able to develop enough vocabulary to write good summaries. Lado (1957) stated that, students learning a second language have interference if the elements in their first language differ from those of the second language

Non standard English actually has a negative influence on their use of English Language since they turn to have a lot of impact on how student express themselves and translate to summary writing. On this basis a teacher argued: *"I have to go back and teach simple grammar aspect like simple sentences, phrases, clauses, nouns etc. and also teach vocabulary development"*.

Teachers were of the view that the overemphasis on lifting, instead of paraphrasing, was a major reason which accounted for the poor summary writing of students. In support of this view, a student argued: *"we perform poorly because of excessive lifting and inability to construct correct grammatical sentences"*.

The views of students in relation to the factors accounting for the poor summary writing were based on seven (7) statements for which they were supposed to choose the extent to which they agreed or disagreed. Other open-ended reasons which were provided by students were added in the presentation. The views of student in relation to the factors accounting for their poor summary writing were presented in Table 4.4 below.

Table 4.4: Students' factors accounting for their poor summary writing

Statement	Agree f (%)	Disagree f (%)
I prefer learning other subjects than English language	43 (71.7%)	17 (28.3%)
I find it difficult to understand when I am taught by my teacher	35 (58.3%)	25 (41.7%)
I prefer using non-standard form of English such as pidgin	39 (65%)	21 (35%)
I find it difficult to understand what I read	16 (26.7%)	44 (73.3%)
I speak most of my English in school	51 (85%)	9 (15%)
I do not have reading materials	47 (78.3%)	13 (21.7%)
I do not like summary writing lessons	38 (63.3%)	22 (36.7%)
I am not taught with teaching and learning materials	47 (78.3%)	13 (21.7%)

Source: Field Survey (2019)

From Table 4.4 above, 43 students who constituted 71.7% agreed with the view that they preferred learning other subjects than English language. This was a reason accounting for the poor summary writing they made. Seventeen (17) students who constituted 28.3% disagreed with this view. Their reason was that English is what we speak so once students can speak it means they like the subject. But classroom observation confirmed the idea that students don't learn the English language as compare with the other subjects. There is a big distinction between speaking and writing, so students are expected to take the English Language seriously as the other subjects.

Thirty-five (35) students who constituted 58.3% agreed with the view that they found it difficult to understand when they were taught by their teacher. Students generally

argued that they did not enjoy summary writing lessons. This implies that, most of the students do not understand and enjoy their English language lesson on summary writing. For instance, when they were asked the reason for not understanding and enjoying their English language on summary, a student argued: *"I don't understand it because I cannot write words to summarize a passage"*. Another student added: *"I also don't understand my English language lesson on summary writing because I get bored when my teacher teaches so I'm not able to pay attention to him"*. A third student argued: *"I find it difficult understanding the passage and identifying the answers to the questions provided. Also, using my own words in answering the question is another problem"*. This affects their interest in summary writing. Some of the teachers interviewed were of the opinion that learners get confused when it comes to the differences between reading comprehension and summary writing. This is evidenced in the questionnaire in Appendix B.

Thirty-nine (39) students who constituted 65% agreed with the view that they preferred using non-standard forms of English such as pidgin. In response a student argued: *"Most of us speak non-standard form of English. It is easy to understand each other in this language. The teachers do not stop us from speaking non-standard English"*. This was a reason accounting for the poor summary writing. Twenty-one (21) students who constituted 35% disagreed with this view. Observation made in the school did not support the teachers claim that majority of the students often speak non Standard English. Majority rather don't speak the English at all so the students were right when they said they disagree

Sixteen (16) students 26.7% agreed with the view that they found it difficult to understand what they read. This was a reason accounting for the poor summary

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writing they made. Forty four (44) students who constituted 73.3% disagreed because they felt teachers rather don't take their time and teach them. They claimed teachers teach more things at a time.

Fifty one (51) students who constituted 85% disagreed with the view that they spoke most of their English in school. They had the unwillingness to communicate regularly using the English language. They preferred to be speaking Akan more often than English. When a student was asked why he speaks Akan in school, he argued: "I speak Akan because it is my local language". Another student also argued: "I speak Akan because all my friends speak it". A third student also argued: "I speak Akan because if you speak English and you make a mistake, they laugh at you". For these reasons, they paid little attention to the English language.

Forty-seven (47) students who constituted 78.3% agreed with the view that they did not have reading materials. This means that after school, apart from their notebooks, they do not have any other material to read so as to add up to their knowledge especially with regard to summary writing. They also hardly visited the community library. Since they do not visit the library, it deprives them from reading from other sources that could enhance their knowledge to the extent of improving their skills in summary writing. A student in support of this view added: *"Learning materials are not provided so we do not get access to read"* Thirteen (13) students who constituted 21.7% disagreed with this view and said that it is not text books alone which can serve as a source for reading. They explained that, teachers can still do better even in the absence of the adequate textbooks. Classroom observations also proved that, teachers could have given students short passages to copy and learn instead of resorting to long passages from their text books so teachers should be resourceful. A

resourceful teacher is the one who prepares adequately to meet the demand of their students.

Thirty eight (38) students who constituted 63.3% agreed with the view that they did not like summary writing lessons. This was a reason accounting for the poor summary writing they made. Twenty two (22) students who constituted 36.7% disagreed with this view.

Forty seven (47) students who constituted 78.3% argued that they were not taught with teaching and learning material. This was a reason accounting for the poor summary writing they made. Thirteen (13) students who constituted 21.7% disagreed with view that they were not taught with teaching and learning materials. Classroom observation proved that teachers did not use enough illustrations and exercises in the teaching process. This made summary writing difficult for students. Though the questionnaire stated that the students did not like summary but the classroom observation gave a different result.

Students were of the view that the teachers were not doing enough to help them to understand the concept despite their qualification. In support of this view, a student argued: *"The teachers in most cases do not explain the concept of summary to us in details. For this reason, we do not get further and better understanding of the concept"*. The Qualification of the teachers teaching English at the basic level was not a reason accounting for the poor summary writing they made. The considered their teachers to be professionally trained but they felt they did not have the competence to made them understand the concept of summary writing.

Students felt that lack of individual attention during summary writing lessons also accounted for the poor summaries they wrote. This was so because when the students

were asked whether they prefer individual attention to be given to them during summary lessons, majority of them responded YES which shows that they needed it. Majority complained that they found it difficult in identifying the topic sentence in the text.

Majority of the students were of the view that their teachers were not giving them enough examples to understand the concept of summary writing very well. They also believe that if more examples were given to them and feedbacks are given they can easily understand their English Language lesson on summary writing.

Majority of the students were of the view that a major reason which was accounting for their poor summary writing was the fact that they had poor reading habit. In support of this view, a student argued: *"I do not like too much reading. For this reason, I do not get perfect understanding of the passage"*.

4.3 Measures which can be used to help second year students of Dadieso Senior High School to improve on their summary writing skills

From the responses of the test and the questionnaire conducted, it was concluded that teachers were not using appropriate methods of teaching to help students understand the concept of summary writing. Classroom observation also proved that most of the teachers did not use the appropriate methods and techniques in teaching this aspect of the subject. DeWalt and DeWalt (2002, p. 92) believe that "the goal for design of research using participant observation as a method to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method. They suggest that participant observation be used as a way to increase the valididity of the study, as observation may help the researcher the researcher has a better understanding of the context and phenomenon under study. It

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can also be used to help answer descriptive research research questions, to build theory or to generate or test hypotheses. Most of the teacher's inabilities to attend in-service training were a factor. In- service training equips teachers with new and modern methods of teaching especially grammar, an important aspect of English language. Once teachers get the chance to attend regular in-service training, it helps abreast them with new and modern methods of teaching. Some of the teachers argued that the syllabi for the in-service training must be structured in such a way that all the aspects of the language which pose great difficulty to students be given detailed attention. Teachers felt they ought to subject themselves to test on the general principles of summary writing. They also felt there was the need for them to listen to and read good literature. Teachers felt they must therefore be adequately equipped to address the challenges involved in teaching summary writing.

Teachers are to use appropriates strategies in teaching summary. Summary writing should be taught bit by bit. Teachers frustrates student when they start summary writing with full passages. Summary writing should be a daily exercise but not for teachers to wait till students get to their final years before they teach them to write exams. Summary writing skills is for life and not for examination purposes. Summary writing skills of accuracy, brevity and fairness are also important to companies and service organizations in business reports and proposals, case management and other professional writings.(http:www.enoles.com/how-write-summary-accessed by 20th May, 2012) Majority of the students generally argued that teachers often use the lecture method in teaching summary.

Majority of the teacher suggested that discussion method, collaborative methods, and activity based approaches are the best strategies and techniques which can help

students improve on their summary writing skills. In support of discussion method, a teacher argued: A teacher argued *"Discussion method helps the students to identify specific answers to specify questions. It aids them to answer in the correct sentence pattern form"*.

Teachers argued that there must be a deliberate effort by teachers and policy makers to improve on the Standard of English language at the school. Some teachers proposed that there was the need to enforce the use of English language as a medium of communication in the school. They also proposed activities like drama, role play, debates, and poetry recital which should be done in the English language to improve the standard of English language among the students.

Most of the teachers agreed that there was the need for teachers to give enough exercises and assignment to students. Few were of the view that nothing could be done to address student's problems on summary since the students themselves were never serious with their studies. Teachers are to spend quality of their time to assist students and stop the general statement that students are not good.

Considering the fact that the success of any learning depends largely on the student's attitude towards what is learnt, teachers argued that students should be encouraged to develop a positive attitude toward the learning of the English language. A positive attitude would raise the students' level of motivation hence attainment of proficiency in the language.

A teacher pointed out that, teachers should be wary of the recommended texts books because some of them are full of grammatical mistakes. But reading books written by English language experts and approved by Ghana Education Service should be recommended to students.

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Collaborative learning is one of the ways of addressing summary problem among students. Collaborative learning has, as its main feature, a structure that allows for student talk: students are supposed to talk with each other and it is in this talking that much of the learning occurs. This mutual exploration, meaning-making, and feedback often leads to better understanding on the part of students, and to the creation of new understanding for all of them (Smith & MacGregor, 1992, p. 12). Collaborative learning is therefore, the approach which should be used to make summary writing easier. Teaching students to write good summaries is no longer a big burden for language teachers. In a collaborative learning environment, students can work together to find out the main ideas and important support details. Also, they help one another to complete a task or create a product. In terms of learning motivation, students who work in collaborative groups appeared to be satisfied with their classes, and their learning motivation improved respectively (Kowal & Swain, 1994; Swain & Lapkin, 1998).
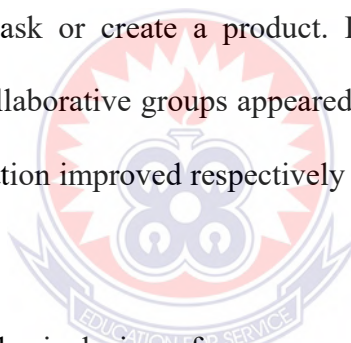
Teacher recommended the inclusion of summary writing in the syllabi right from primary schools to tertiary institutions. According to the teachers, majority of students never come across the summary writing until they attend Senior High School. They were of the view that making students familiar with summary writing at the basic level will address some of difficulties students face in writing summaries at the Senior High School level.

A teacher was of the view that English language should be taught right from K.G. As the language is being taught, books should be made affordable for parents to buy to enable their wards learn English Language after class.

A teacher was of the view that since English language was not static and kept on changing with new rules and vocabularies, there was the need for English Teachers to upgrade themselves on regular basis.

Teachers were of the view that there was the need to improve the general reading culture of the students. They were strongly of the view that if students are able to read and understand what they have read, it can assist them to write good summaries.

4.4 Conclusion

It can be concluded that, summarization cannot be effectively taught without good reading comprehension ability. It is the good reading comprehension ability that leads to a good summarization; so both work hand in hand.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATION, AND CONCLUSION

5.0   Introduction

This chapter presents the overview of the objectives of this research, the finding of the research questions, conclusion, pedagogical implication and recommendations.

5.1   Summary of Findings

The purpose of this study was to investigate poor summary writing skills among the second year students of Dadieso Senior High School and how to find solutions to it. The main findings of the study were presented in a summarized form in this section. To facilitate reading, these findings in line with the research questions were presented under the following sub-headings.

1. What are the summary writing mistakes which are made among the second year students of Dadieso Senior High School?

2. What are the factors accounting for the poor summary writing skills that are made among the second year students of Dadieso High School?

3. What measures can be used to help second year students of Dadieso Senior High School to improve on their summary writing skills.

5.1.1   What are the summary writing mistakes that are made among the second year students of Dadieso Senior High School?

The study question sought to identify the summary writing mistakes which were made among the second year students of Dadieso Senior High School. Data gathered indicated that students made errors which constituted poor summary writing. The

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errors were in the form of: lifting; phrases, modifiers examples, time and date, figurative expression, embellishment and repetition.

5.1.2 What are the factors accounting for the poor summary writing skills which are made among the second year students of Dadieso Senior High School?

The question seek to find out the factors accounting for the poor summary writing which were made among second year students of Dadieso Senior High School. Data gathered revealed that students inability to understand what they read, lack of regularity and punctuality on the part of students at school, over emphasis on lifting, students' preference for other subject, Learner absence of readiness, Unconducive environment, limited use of English language as a medium of communication, poor teaching methods on some parts of teachers, lack of qualified teachers, inability of students to understand what they read; the use of non standard English; poor monitoring and supervision of students; teaching without teaching materials; lack of reading materials were the factors which contributed to the students poor summary wring skills. From the students' perspective they agreed that: inability to understand what they are taught, excessive use of the local language, lack of reading materials, bad reading habit, luck of interest for summary lessons were some of the reasons for their poor summary writing. These were evidenced in the questionnaire collected, test conducted and classroom observation made during the research.

5.1.3 What measures can be used to help second year students of Dadieso Senior High School to improve on their summary writing skills?

The question sought to find out the measures that can be used to help second year students of Dadieso Senior High School to improve on their summary writing skills.

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Data gathered revealed that in-service training, the use of discussion method, collaborative method and activity based approach, formation of English clubs, practical based teaching, the use of teaching and learning materials, flexibility in the delivery of lesson, development of positive attitude towards learning, teachers' ensuring that students use recommended textbooks, redevelopment of the curriculum from the foundation level and provision of enough exercises and assignments were identified as other techniques which can be used to help students overcome these summary writing problems. Teachers again agreed that there must be a deliberate effort by teachers and policy makers to improve on the use of English language in the school. They also proposed activities like drama, role play, debates, and poetry recital which should be done in the English language to improve the standard of English language in the school. A student supported this view by arguing that it was important for students to speak English language more often in order to develop new vocabularies. Students needed to read more books to develop new vocabularies.

5.2 Conclusion

In this study, an attempt was made to identify some causes of summary writing mistakes among the second year students of Dadieso Senior High School. The study among other things revealed the common mistakes in student's summary writing skills in English. These were the common errors students committed; lifting, phrases, figurative expression, embellishment, repetition, the use of examples, time and dates and modifiers. On the basis of this, some teaching strategies were suggested as a way of minimizing the errors. This study has brought a great change in the way students of Dadieso Senior High school approach summary writing. Other people can investigate the performance of students in summary writing in other schools and find other approaches to enhance student's performance.

5.3   Recommendation

The researcher gives the following suggestions:

- The Ghana Education Service should organize regular refresher courses for teachers of English on summary writing.

- More textbooks should be supplied to our schools so that both teachers and students can have enough materials to work with.

- Teachers should use appropriate methodologies to teach students on how to answer summary writing questions.

- Teachers should give students more exercises and prompt feedback on their summary writing work.

- Summary writing should be given much attention like the other aspects of English –reading comprehension, grammar and essay writing.

- Interesting storybooks should be provided in the library for students to read.

- Prior to teaching of summary writing, teachers should teach reading comprehension skills very well since no effective summary can be done without understanding of the passage.

- Teachers should teach concord, phrases, clauses and sentence before they start summarising to enable students avoid grammatical errors and present accurate sentences.

- Teachers should give more attention to students when it comes to teaching of summary.

- There was the need for the English Department of Dadieso Senior High School to share its experiences with related English Department. Though this, the English Department can gain experiences which are based on best

practices .This can improve the teaching and learning, and thus assist students to improve on their summary writing skills.

- There was the need for English teachers to learn from the experiences and the best practices of other English teachers who have mastery in how to guide students on their summary writing skills.

5.4 Recommendation for Further Study

The findings of the study do not however claim to have answered all the writing problems affecting students. The problems faced by students in developing to aid comprehension ended up reflecting negatively on their academic performance in English Language. There was the need for the government and all stakeholders involved in English Education to develop a comprehensive framework to students to improve on their summary writing skills.

There is insufficient literature on how teachers guide students to improve on their summary writing skills at Senior High Schools in Ghana. This made it difficult for the study to gather literature within the context of Senior High Schools in Ghana. There was therefore the need for other researchers to do a follow up study on related Senior High Schools in Ghana. More so, those engaged in the development of education in the country should provide adequate textbooks in the subject to improve students' language proficiency.

It also recommended that this study be expanded to other schools to increase the sample size of the participants. Further studies can be conducted in the other areas of the language like reading comprehension.

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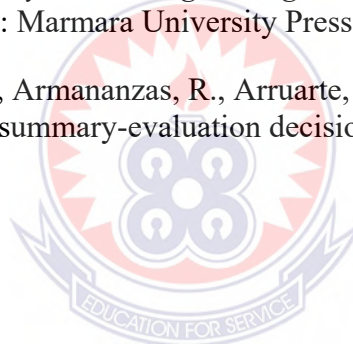
APPENDICES

Appendix A: Students' Questionnaire

UNIVERSITY OF EDUCATION, WINNEBA

Department of English Education

This Research Instrument is designed to seek relevant primary data for the conduct of an academic study on the topic "Investigating poor summary writing skills among the second year students of Dadieso Senior High School". Your support and co-operation is very much appreciated and please be assured that your responses will be treated with utmost confidentiality.

Student's questionnaire

SERCTION A

Class of Respondent: …………………………. Age: ………………..

Date……………………………........ ………. Gender: …………….

Section B

1. What aspect of English language do you often find it easier to learn?
a) Grammar
b) Comprehension
c) Essay writing

2. What aspect of English language do you often learn?
a) All aspect
b) Some aspect

3. Which aspect is more difficult to learn?

a) Grammar
b) Comprehension
c) Essay writing

4. Are you regular and punctual in school?
   a) Yes
   b) No

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5. What language do you usually speak in school?
a. English language
b. Ghanaian language
c. Non-standard English

6. What language do you usually speak at home?
a. English language
b. Ghanaian language
c. Non-standard English

7. What is your personal view about the standard of English language in your school?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

8. What in your view about the use of non-standard English?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

9. What problems do you face when writing summaries?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

10. How does poor summary writing affect your academic performance?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

11. What are the factors responsible for writing poor summaries?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Tick [√] in the columns where applicable, factors responsible for poor concord usage.

Item   **Column**

I prefer learning other subjects than English language   [   ]

I find it difficult to understand when I am taught by my teacher   [   ]

I prefer using non-standard forms of English such as pidgin   [   ]

I find it difficult to understand what I read   [   ]

I speak most of my English in school   [   ]

I do not have reading materials   [   ]

I do not like summary lessons   [   ]

I do not like too much reading   [   ]

12. Suggest one thing that should be done to improve upon your understand of

    summary writing.

    ……………………………………………………………………………………

    ……………………………………………………………………………………
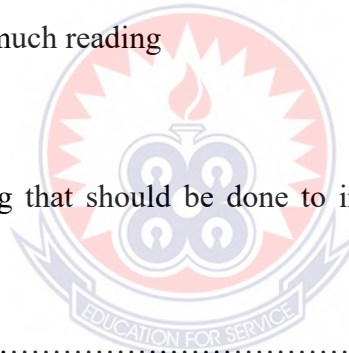
Appendix B: Teachers' Questionnaire

UNIVERSITY OF EDUCATION, WINNEBA

Department of English Education

This Research Instrument is designed to seek relevant primary data for the conduct of an academic study on the topic "Investigating poor summary writing skills among the second year students of Dadieso Senior High School". Your support and co-operation is very much appreciated and please be assured that your responses will be treated with utmost confidentiality.

Teacher's questionnaire

SERCTION A

Rank of Respondent: …………………………. Age: ………………..

Date…………………………....... Gender: …………….

Qualification ………………………

Number of workshops attended: ....

Section B

1. What aspect of English language do you often teach?
   c) All aspect
   d) Some aspect

2. Which aspect is more difficult to teach?
   d) Grammar
   e) Comprehension
   f) Essay writing

3. What is your personal view about the standard of English language in your school?
   ………………………………………………………………………………
   ………………………………………………………………………………

4. What in your view is the reason for the use of non-standard English?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

5. What problems do students have in dealing with summary writing?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

    ………………………………………………………………………………

6. How does poor summary writing affect your student's academic performance?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

    What are the factors responsible for poor summary writing among the

    students?

    …………………………………………………………………………………

    …………………………………………………………………………………

    Tick [√] in the columns where applicable, factors responsible for poor
    summary writing.

| Item	Column
Negative attitude towards learning of English	[ ]
Inadequate qualified teachers of English at the senior high level	[ ]
Non-standard forms of English such as pidgin	[ ]
The inability to understand what they read	[ ]
Bad reading habit among students	[ ]

7. Suggest remedies to help improve the teaching and learning of summary writing.

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

    Tick [√] in the columns where applicable, suggest remedies to help improve

    the teaching and learning of summary writing.

Item	Column
Provision of personal reading materials for students	[ ]
Encourage the student students to read more often	[ ]
Using practical ways to teach summary writing	[ ]
Giving more exercises to students	[ ]
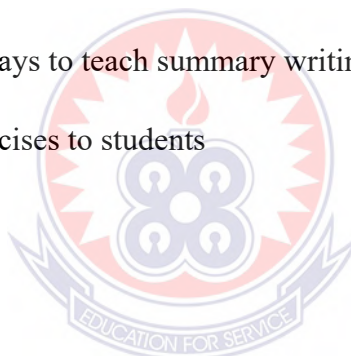
Appendix C: Test

Read the following passage carefully and answer the question on it

Have you ever considered the vast difference between the conventional desktop telephone and the modern handset telephone? The desktop telephone has one distinct function; that of making and receiving calls. Apart from that, perhaps the other use is aesthetic-adding some beauty to the furniture pieces in the room. The conventional telephone set was status symbol, as only the rich and highly privileged could afford it.

To obtain it, one had to fill forms and have three well-known citizens to attest to one's sterling qualities as a highly responsible member of the society. Then after paying several fees, one had to wait for several months before the telecommunications department official would come to install all wires in order to get ones set connected to the national grid. After that, the applicant might count himself among just the beginning .The inclement weather may remind him that his use of the facility is at its mercy. A rainstorm or even s strong wind can destroy some of the wire-bearing poles, thus cutting home off from other telephone users. Besides, a vehicular accident may knock a pole or several of them .It is even uncommon for termites to render wooden poles useless. Finally, there are the problems of the communications department officials who are noted late, and cutting off wires for failure to pay up for bringing bills promptly. Most often, the bills bear little resemblance to actual consumption. Thus, the telephone is not always there at ones service.

Like the conventional desktop telephone set, the handset has the primary function of making and receiving calls. Beyond that, there is vast   difference between them. To begin with, the small handset is not much of status symbol now. It is very easy to carry about and it can be used everywhere by all and sundry. The telephone service

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providers have flooded the market with lines at very low price, such that most users can boast of two or more lines. Gone are the days when one had to apply for a set and wait for months. Today, all that it takes is to purchase the handset, which could be very cheap or very costly depending on one's preferences and purse. Once it is purchased, its user could have access to dozens of functions. Apart from making and receiving calls, one could send text messages and receive responses within minutes. The set could be used to take pictures which could be clear as if taken with a professional camera. One could also connect to the internet to read newspapers and send mails. Besides, the set could be used to store songs; it could also be used as a radio receiver. One could use the handset to program schedules of activities. The reliable time piece on it could be used as a watch. Young ones play games on their handsets and store pictures of loved ones on them.

However, with all these advantages, the handset has one obvious shortcoming; it can easily be lost or stolen. This is where the convectional desktop telephone is not vulnerable.

a) In three sentences, one for each, summarize the advantages which the handset telephone has over the desktop telephone.

b) In three sentences, one for each, summarize the problems associated with owing the desktop telephone.

Appendix D: Marking Scheme of the Test

A. i) It is portable

    ii) It is less expensive

    iii) It has multi-function

B. i) The process of acquiring it is cumbersome

    ii) There is a problem of poor billing system

    iii) The poles may be hit by unfavourable conditions

    iv) It is expensive to acquire.