

Summarizing The Readings

Suratinah



INTRODUCTION

Halo, selamat berjumpa! Dapat dikatakan bahwa membuat ringkasan atau *summarizing* adalah suatu kegiatan yang biasa kita lakukan. Dalam kehidupan sehari-hari misalnya, Anda akan menceritakan kegiatan Anda satu hari itu kepada orang lain secara singkat. Anda memilih kejadian-kejadian tertentu yang Anda anggap penting atau menarik untuk diceritakan. Tidak setiap detail kejadian Anda ceritakan sehingga Anda tidak memerlukan waktu lama untuk menceritakan kejadian yang Anda alami hari itu. Di samping itu, orang lain pun tidak bosan mendengarkan cerita Anda.

Demikian juga ketika membaca buku atau artikel, Anda sering menceritakan kembali secara singkat isi buku atau artikel yang dibaca kepada orang lain untuk sekedar *sharing* pengetahuan atau bahan diskusi. Seperti yang terjadi ketika menceritakan kejadian yang Anda alami dalam satu hari dalam meringkas suatu cerita yang Anda baca, Anda memilih kejadian-kejadian penting yang terdapat dalam buku dengan tetap mengikuti alur kejadian. Dengan demikian, orang lain tetap dapat memahami isi cerita yang Anda ringkas.

Membuat ringkasan juga dapat dilakukan secara tertulis. Hal ini dilakukan terutama untuk memenuhi tugas mata kuliah. Walaupun demikian, Anda juga sering meringkas bacaan untuk keperluan sendiri agar mudah dalam mempelajari materi mata kuliah. Dalam Modul 1 ini, akan mempelajari bagaimana membuat ringkasan dari suatu bahan yang Anda baca (*summarizing the reading*), baik untuk bacaan ringan ataupun artikel akademik. Oleh karena itu, setelah selesai mempelajari modul ini Anda diharapkan dapat membuat ringkasan atau *abstract* dari teks atau wacana yang Anda baca.

Modul ini terdiri dari 2 Unit sebagai berikut.

Unit 1: *Summary*

Unit 2: *Abstract*.

Nah, mari kita mulai kegiatan kita dengan Unit 1.

Unit 1

Summary

Pernahkah Anda membuat ringkasan atau *summary*? Tentu saja pernah bahkan sering. Ketika orang bertanya, “Apa cerita filmnya?” atau “Bagaimana pertandingannya?” atau “Belajar apa tadi di kelas?”, Anda menjawabnya dengan membuat *summary* atau ringkasan. Anda tahu bahwa yang bertanya tidak memerlukan jawaban terperinci dari setiap kejadian dalam film atau dalam pertandingan atau di kelas, tetapi Anda pilih kejadian-kejadian penting dan meringkasnya dalam jawaban Anda.

Meringkas juga dilakukan setelah Anda membaca, baik materi pelajaran maupun bacaan ringan. Anda pasti ingat ketika Anda sekolah di sekolah lanjutan, guru sering kali meminta Anda untuk meringkas materi buku teks yang Anda pelajari. Atau sebagai mahasiswa, Anda sering juga meringkas atau membuat *summary* dari materi perkuliahan atau materi modul agar Anda mudah memahami isinya.

Sekarang, bagaimana membuat *summary*? Mari kita pelajari teks pendek berikut ini. Teks tersebut diambil dari Oshima dan Hogue (1999).

Original Passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Oshima and Hogue).

Jika Anda diminta untuk membuat *summary* dari teks di atas, bagaimana Anda harus membuatnya? Untuk menghasilkan ringkasan yang baik, pertama-tama Anda harus memahami isi bacaan. Langkah-langkah sebelum menulis ringkasan yang perlu Anda lakukan adalah sebagai berikut.

1. Bacalah teks beberapa kali sampai Anda paham isinya. Jangan membuat *summary* pada saat pertama kali membaca.

2. Tentukan topik utama teks tersebut sehingga Anda dapat menentukan informasi penting yang terdapat dalam teks.
3. Garis bawah informasi penting atau beri catatan apabila diperlukan.
4. Tulis *summary* dengan kata-kata sendiri. Cantumkan informasi penting saja.
5. Tulis juga informasi pendukung utama untuk menjelaskan informasi inti, tetapi hindari keterangan terperinci (minor detail).
6. Cantumkan sumber teks (bacaan).
7. Cocokkan *summary* yang Anda buat dengan aslinya untuk melihat keakuratan.

Berikut adalah *summary* dari teks di atas. Coba Anda baca dan pelajari, kemudian bandingkan teks asli dengan *summary*-nya. Perhatikanlah perbedaannya.

Summary

People communicate mainly through language; however, having so many different languages creates communication barriers. Some think that one universal language would bring countries together culturally and economically and also increase good feelings among them (Oshima and Hogue).

Perbedaan apa saja yang Anda temukan dari *original text* dengan *summary*-nya? Ya, yang pertama kali terlihat jelas bahwa panjang keduanya sangat berbeda; *summary* lebih singkat daripada teks aslinya. Untuk lebih jelas Anda dapat menghitung jumlah kata yang digunakan. Teks asli menggunakan 85 kata, sedangkan *summary* menggunakan hanya 34 kata.

Perbedaan berikutnya bahwa penulis *summary* menggunakan kalimat yang berbeda untuk menceritakan isi yang sama dengan teks asli. Dalam hal ini penulis *summary* berusaha sedapat mungkin menggunakan kata-kata sendiri. Menggunakan kata-kata sendiri, kecuali kata yang sangat teknis (*technical terms*). Sangat ditekankan dalam membuat *summary* untuk menghindari plagiarisme.

Perbedaan lain yang terlihat bahwa dalam *summary* di atas penulis hanya menyampaikan hal-hal penting (topik inti) dari teks tersebut, yaitu *language is the main means of communication* dan *the need of one universal language*,

dan pendukung utama dari topik tersebut, seperti *cultural*, *economic*, dan *good will*. Kemudian, informasi-informasi penting tersebut ditulis menjadi satu paragraf dengan menggunakan kata penghubung (*transitional devices*) agar menjadi *paragraph* yang baik. Keterangan terperinci tidak dituliskan dalam *summary* dan penulis pun tidak menambahkan informasi lain selain yang terdapat dalam teks asli. Penulis *summary* tidak memberikan opininya tentang isi teks; memang dalam membuat *summary*, kita tidak boleh memberikan opini atau penilaian kita terhadap isi teks. Namun, seperti yang tampak pada contoh di atas, sumber *summary* (nama penulis teks) tersebut harus dicantumkan sesuai yang terdapat pada teks asli.

Nah saudara, sekarang Anda telah mendapatkan gambaran bagaimana membuat *summary*. Coba Anda kerjakan *Activity 1* berikut ini.

Activity 1

Read the following paragraph and underline the information you think is significant and should be included in a summary. Next to underlined section, briefly explain why you think the information is important. Then, write a summary of the paragraph.

Text	Reason for highlighting
<p>The Egyptian landscape has been changing for centuries. One area which has undergone dramatic change over the last 7,000 years is the Nile River Basin. One of the most notable aspects of this transformation is the year-round irrigation of land for agricultural purposes, rather than a strict reliance on the annual flood. Conversion to continuous irrigation, which began around 1500 and was limited only by the level of technology, led to improved agricultural productivity. This in turn contributed to an increase in the population of the area (Swales & Feak).</p>	

Activity 2

Write a summary of the following paragraph!

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they're

workaholics. Most Europeans do not accept working on week-ends or holidays; they reserve these times for themselves and their families (Oshima and Hogue).

Anda telah membuat *summary*-nya dengan benar, bukan? Bagus! Ketika Anda membuat *summary* Anda pasti ingat contoh yang ada. Coba cocokkan *summary* yang Anda buat dengan kunci jawaban yang tersedia. Jika *summary* yang Anda buat sudah sesuai dengan kunci jawaban, Anda dapat melanjutkan mempelajari materi berikutnya. Namun jika belum, coba Anda pelajari kembali.

Kalau baru saja Anda mempelajari membuat *summary* dari teks pendek, sekarang mari kita pelajari bagaimana membuat *summary* dari teks yang lebih panjang. Bacalah teks berikut ini yang ditulis oleh Suratinah (1995)

FAMILY

We know that most people have a family, and they always talk to others about their family. What does a family actually mean? A family is a group of people who bound together by marriage or by blood and they form a household. When a family consists of a father, a mother, and a child or children, it is called a nuclear family. They live together and each of them has a role and responsibilities.

A long-long time ago, a family consisted not only of a father, a mother, and children, but also included some of their relatives such as grandparents, uncles, aunts, nephews, nieces, and cousins. But gradually, the size of a family has gotten smaller. If we notice, there are two kinds of families. The first is a nuclear family. This is a family of modern times which only consists of a father, a mother, and children. Their concern is only about their own family. They do not think much about their relatives, and sometimes they do not care about others. And the other is an extended family. It is a family which has an old-fashioned meaning of family; it means that kind of family which consists not only of a father, a mother, and their children but also their relatives. They are not only concerned about their own family, but also about their relatives.

Both kinds of families have advantages and disadvantages. In the nuclear family, they have their own life. They can spend their money effectively because they do not need to help others; they live in a small house because nobody lives with them except the members of the family. They can enjoy their privacy; nobody bothers them. But not all families can support their own members. Sometimes we need other's help, and then we realize that it is difficult to get help.

On the other hand, an extended family has to support their relatives in financial and non-financial ways. So, when they need help, their relatives can help them. But sometimes this kind of family has many troubles. For example, when one family has a better life than the others, the others always ask for help from that family and it cannot be refused. Also, it is difficult to find privacy for the family because there are always people or relatives come and go.

Although an extended family seems not suitable in modern times, Indonesia still has an extended family system. It does not mean that Indonesians do not know about modern lifestyles. It still happens because we think that having an extended family is good for us. We can help each other. A rich family can help their poor relatives in financial matters, while the poor can help the rich when they need help in non-financial matters. When there is a disaster in a rich family, their poor relatives will support and help them with love and labor. And also when there is a party or wedding celebration, everybody gives help depending on their abilities; they can help in financial or non-financial ways. It seems that there is always help whenever you need.

Family is an important term to teach in school. The students should be taught the sense of the extended family in the classroom, in order to have good circumstances such as cooperation, love, and caring in class.

Nah, saudara, bagaimana pendapat Anda tentang teks di atas. Cukup panjang, bukan? Teks pertama hanya terdiri dari satu paragraf, sedang teks di atas terdiri dari enam paragraf. Namun, saya yakin Anda dapat membaca dan memahaminya dengan cepat karena teks tersebut tidak terlalu sulit baik *vocabulary* maupun bentuk kalimatnya. Sekarang bagaimana kita membuat *summary* dari teks yang panjang tersebut? Seberapa panjang ringkasan atau *summary* suatu teks?

Tidak ada aturan baku yang menentukan panjang pendeknya suatu *summary*. Yang pasti bahwa *summary* harus sesuai dengan artinya, yaitu ringkasan. Jadi, harus lebih pendek dari aslinya (berbeda dengan *paraphrase* yang mungkin saja dapat lebih panjang dari aslinya karena harus menjelaskan hal-hal teknis yang terdapat dalam teks). Panjang pendeknya *summary* tergantung pada keperluan *summary* itu dibuat. Greenway (2003) menjelaskan bahwa panjang *summary* sekitar seperempat sampai dengan setengah dari panjang teks asli. Namun, ketentuan ini tidaklah mutlak. Bahkan dalam bukunya, Swales dan Feak (1994) menyatakan bahwa *summary* bisa saja hanya terdiri dari 1-2 kalimat, tetapi juga bisa sampai 1-2 halaman. Jika *summary* yang Anda buat lebih dari 100 kata maka sebaiknya *summary* itu dijadikan dua paragraf.

Sebagai contoh, berikut adalah *summary* dari *Family* di atas.

Suratinah (1995), in her article, *Family*, says that there are two kinds of families, i.e. a nuclear family and an extended family. She describes in detail the definitions of both terms. Further, she tells us about the advantages and disadvantages of having a nuclear family and an extended family. She says that in Indonesia an extended family still exists although it is not suitable in modern times. At the end, she concludes that the sense of family should be introduced and encouraged in school in order to get good environment in school.

Jika kita bandingkan *summary* pertama dengan *summary* kedua maka kita akan melihat perbedaan dalam menuliskan sumber. Pada *summary* pertama, sumber dicantumkan di akhir *summary*; sedangkan pada *summary* kedua (*Family*) sumber dicantumkan di awal *summary*. Kalimat pertama dalam *summary* kedua disebut *introductory sentence* (kalimat pembuka/pengantar) yang terdiri dari 2 komponen yaitu sumber (*the source*) dan ide utama (*the main idea*). Cantumkan tahun pada sumber jika ada. Pada contoh sumbernya adalah Suratinah (1995), in her article, *Family*, dan ide utamanya adalah *there are two kinds of families, i.e. a nuclear family and an extended family*. Kata kerja yang digunakan dalam *introductory sentence* (dalam contoh *say*) disebut *reporting verb* dan ditulis dalam bentuk present tense. Kata kerja lain yang dapat digunakan sebagai *reporting verbs* antara lain: *describe, discuss, state, present, dan explain*.

Dalam membuat *summary* Anda dapat memilih cara mana yang Anda sukai. Cara mana pun yang Anda pilih, jangan lupa mencantumkan sumber tersebut.

Selanjutnya, mari kita pelajari proses pembuatan *summary*. Kembali kita baca teks berjudul *Family*. Penulis *summary* melakukan hal-hal berikut ini.

1. Membaca teks secara keseluruhan.
2. Menentukan informasi penting yang terdapat dalam tiap paragraph. Informasi penting tersebut adalah berikut ini.

Number of Paragraph	Key Points
1	A family is a group of people who are bound together by marriage or by blood and they form a household.
2	If we notice, there are two kinds of families. The first is a nuclear family. And the other is an extended family.

Number of Paragraph	Key Points
3	Both kinds of families have advantages and disadvantages. In nuclear family, they have their own life.
4	On the other hand, an extended family has to support their relatives in financial and non-financial ways.
5	Although an extended family seems not suitable in modern times, Indonesia still has an extended family system.
6	The students should be taught the sense of the extended family in the classroom, in order to have good circumstances such as cooperation, love, and caring in class.

3. Membuat *summary* dengan menggunakan informasi penting tersebut (*key points*).

Dengan menggunakan informasi penting yang telah ditentukan, penulis membuat *summary* dengan menggunakan kata-kata sendiri. Agar *summary* menjadi paragraf yang baik, di mana kalimatnya saling menunjang dan utuh, bukan sekedar kelompok kalimat yang tidak saling berhubungan, penulis *summary* menggunakan *transitional devices* (kata penghubung), seperti *further*, *although*, *at the end*, dan *in order to*. Hal-hal yang harus diingat adalah penulis *summary* tidak memberikan penilaian atau opini (pendapat)-nya dalam *summary* tersebut.

Activity 3

Read the following passage carefully. Underline the important information you might put in the summary. Then write a paragraph summary of the passage. Begin your summary with an introductory sentence.

A Less Social Society Becoming Shy

Growing numbers of those people standing silently in line at the automatic teller machine (ATM) or pumping their own self-service *gas* are probably victims of America's silent, anonymous epidemic. They're shy - and the rapid technological and social changes *rippling* through America are increasing their numbers rapidly, says the world pioneering researcher into shyness The Increasing numbers of shy people mean Americans are lonelier, more *alienated*, and in worse shape, both mentally and physically. That is hardly a prescription for a healthy society.

Stanford university professor Philip G. Zimbardo places the blame for the rising tide of shyness on three factors. First, automation, as *exemplified* by ATMs and self-service gas pumps that take credit cards, “robs many of us of one more small opportunity for social contact.” Second, the revolution in personal computers and home electronic entertainment means *couch potatoes* and *cyber-surfers* have less reason for social interaction. “E-mail means you don’t have to talk to people, even over the telephone,” Zimbardo commented. Third, the changing nature of family life and rising fear of crime are shutting people off from each other. “You don’t see kids in the streets anymore. All play is organized for them, so they don’t develop the give-and-take and the leadership skills of the play-ground,” he warned. With some 50 percent of of marriages ending in divorce and with most parents working, children are robbed of the nurturing communication they once enjoyed with their parents and extended families (Epstein).

New vocabularies

Gas (gasoline)	=	bensin
Rippling	=	
Alienated	=	perasaan terkucilkan
Exemplified	=	contoh
Couch potatoes	=	pecandu TV (TV maniak)
Cyber-surfers	=	pecandu internet (internet maniak)
Nurturing	=	pemeliharaan

Anda pasti dapat mengerjakan *Activity 3* dengan baik. Jika selesai dengan latihan tersebut, coba cocokkan jawaban Anda dengan kunci yang tersedia. Kemudian, cobalah kerjakan *Activity 4* berikut. Teks untuk *Activity 4* ini agak sulit, oleh karena itu baca dan pelajari dengan saksama. Gunakan dictionary (kamus) untuk membantu Anda memahami isi teks tersebut.

Activity 4

Read the following text and then write a summary of it. Use dictionary to help you find the difficult words.

Global Implications of Patent Law Variation

By: Koji Suzuki

A patent is an exclusive right to use an invention for a certain period of time, which is given to an inventor as composition for disclosure of an invention. Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws designed to protect domestic inventions and safeguard technology. Despite widespread variation, patent laws generally fall under one of two principles: the first-to-file and first-to-invent. The first-to-file principle awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was first to invent - and can prove it. Most countries have adopted the first-to-come file system. However, the United States maintains a first-to-invent system, despite obvious shortcomings. A result of countries employing different patent law principles is inconsistency of patent ownership.

Patent ownership is not recognized globally. On the contrary, ownership may change depending on the country. It is not uncommon for an invention to have two patent owners - one in the United States and one in the rest of the world. This unclear ownership often has economic consequences. If a company is interested in using a patent invention, it may be unable to receive permission to do so from both patent owners, which in turn may prevent manufacture of a particular product. Even if permission is received from both owners, paying royalties to both may be quite costly. In this case, if the invention is useful enough, a company may proceed and pass on the added cost to consumers.

International economic tension has also been increasing as a result of differing policies. Many foreign individuals and companies believe that they are at a serious disadvantage in the United States with regard to patent ownership because of the logistical difficulties in establishing first-to-invent status. Further, failure of the United States to recognize patent ownership in other countries is in violation of the Paris Conventions on Industrial Properties, which requires all member nations to treat all patents equally. The conflict surrounding patents has prompted The World Intellectual Properties Organization (WIPO) to lobby for universality in patent laws. WIPO maintains that the first necessary step involves compelling the United States to reexamine its patent principle, taking into account the reality of a global economy. This push may indeed result in more global economic cooperation.

Nah, sudahkah Anda selesai mengerjakan *Activity 4*. Berapa kali Anda perlu membaca teks tersebut sebelum Anda mulai membuat *summary*-nya? Coba cocokkan *summary* Anda dengan kunci jawaban yang tersedia. Kemudian, teruskan mempelajari modul ini dengan membaca rangkuman. Jika perlu sebelum Anda membaca rangkuman, cobalah membuat rangkuman isi Unit ini sendiri. Membuat rangkuman sama dengan membuat *summary*. Dan cocokkan rangkuman Anda dengan rangkuman berikut ini.



SUMMARY

Membuat ringkasan atau *summary* merupakan kegiatan yang biasa kita lakukan sebagai mahasiswa terutama dalam membuat catatan singkat suatu buku, karangan atau artikel dari majalah dan koran. Untuk membuat ringkasan yang baik harus kita perhatikan beberapa hal, seperti berikut ini.

1. *Summary*, sesuai dengan artinya, yaitu ringkasan harus lebih pendek dari teks aslinya.
2. Di dalam hanya berisi informasi penting yang ditunjang dengan pendukung utama.
3. Ditulis dengan menggunakan kata-kata sendiri.
4. Penulis *summary* tidak diperkenankan mencantumkan opininya;
5. Mencantumkan sumber teks.

Ada 2 jenis penulisan *summary*. Bentuk pertama adalah dengan cara mencantumkan sumber teks di akhir *summary*, sedangkan bentuk kedua adalah dengan menggunakan *introductory sentence*.

Walaupun tidak ada ketentuan yang mengatur panjangnya *summary* namun disarankan apabila *summary* yang ditulis lebih dari 100 kata maka *summary* ditulis dalam 2 paragraph.

Akhirnya, agar *summary* menjadi paragraf yang utuh, bukan kumpulan kalimat lepas, dalam menulis *summary* gunakan *transitional devices*.



FORMATIVE TEST 1

The following is an article about alcoholism. Read it and follow the instruction to do the test.

- 1) Read the article through three times:
 - a. once to gain a general understanding of the content;
 - b. once to clarify any problems in your understanding (using a dictionary if necessary);
 - c. once to determine the key information that is given in each paragraph.
- 2) Write your summary using the key information that you already have. You have to start your summary with introductory sentence.

ALCOHOLISM **Rose Falkenhagen (1987)**

Everyone knows what alcohol is. Even young children know it is an adult beverage used frequently at the dinner table or at parties. But not everyone knows what alcoholism is. And many adults and young people who abuse alcohol are not even aware of the true significance of alcoholism. They do not know that it is an insidious, debilitating disease that adversely affects many areas of the body, destroys family ties, breaks up friendships, and wreaks havoc on society.

Alcoholism is one of the oldest diseases known to man. It is also one of the most complex. We don't know what causes it. Is it a person's genetic make up? Is it the family's lifestyle? Is it environment? Why is it that one person consumes a great deal of alcohol and never become alcoholic while another person drinks very little and is overcome by the disease/ there are many factors to consider, but one fact is quite clear. A person who drinks alcohol frequently and in considerable quantities is certainly more likely to come habituated or addicted than a light drinker.

Alcoholism is also one of the most destructive diseases. Prolonged use can cause a variety of serious illness. It can irritate the stomach and cause gastritis or more serious ulcers. It can cause malnutrition because the appetite becomes depressed. It can also damage the cardiovascular system. Even cancer of the mouth, pharynx, larynx, and esophagus can be caused from heavy alcohol use, especially if the drinker also smokes. Excessive alcohol use can cause temporary or permanent psychotic conditions. Taken in combination with another drug, such as

Phenobarbital (a barbiturate), it can be deadly. But cirrhosis of the liver, an irreversible degeneration of the liver cells, is the most destructive disease of all because without a liver, the human body simply ceases to function. The combination of all these diseases can only add up to a significantly shortened life span for the heavy drinker. These are the effects of alcohol on the abuser.

But what about the parents, the spouse, the children, or even the unborn children of the abuser? The grief and anguish heaped upon these innocent victims can never be measured. The physical and mental abuse many families endure for years does irreparable damage. Battered spouses and children are not a pretty sight. But at least these external conditions can be identified and are treatable. Emotional scars are invisible and often incurable. The unborn fetus is yet another victim. It can be born with a number of birth defects, such as stunted growth; malformation of facial features, extremities, and heart; and even mental retardation.

Society also pays a continuing price as it is a fact that half of the children of alcoholic families themselves become alcoholic. Society pays for it in the workplace, within the community, and on the highways. A drunk is unable to perform to capacity on the job, to be a good parent, or to be part of the community. But worst of all, the drunk behind the wheel or walking across the street is responsible for one-half of all traffic fatalities in the U.S. that's about 12,000 deaths a year. Unfortunately, about 75% of these deaths include innocent victims.

Alcoholism will continue to be a major problem in our society. But as we learn more about the disease and are able to communicate about it more openly, perhaps alcoholics and their victims will seek help earlier. Many communities now have free counseling centers available to the public. More education about the dangers of alcoholism will help young people learn restraint. Because alcohol is here to stay and is a drug that must be treated with caution and respect, the fight against alcoholism must be continued.

Cocokkanlah jawaban Anda dengan Kunci Jawaban Tes Formatif 1 yang terdapat di bagian akhir modul ini. Hitunglah jawaban yang benar. Kemudian, gunakan rumus berikut untuk mengetahui tingkat penguasaan Anda terhadap materi Unit 1.

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah Soal}} \times 100\%$$

Arti tingkat penguasaan: 90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan dengan Unit 2. **Bagus!** Jika masih di bawah 80%, Anda harus mengulangi materi Unit 1, terutama bagian yang belum dikuasai.

Unit 2

Abstract

Hallo! Bagaimana pemahaman Anda terhadap materi pada Unit 1? Menarik, bukan? Sungguh menyenangkan ketika membaca suatu cerita dan dapat membuat ringkasan tentang informasi yang penting untuk disampaikan kepada orang lain agar orang itu juga tertarik untuk membaca cerita tersebut.

Pada Unit 2 ini Anda akan mempelajari hal yang juga menarik, yaitu membuat *abstract*. *Abstract* dalam bahasa Indonesia juga disebut abstrak dengan ejaan yang berbeda adalah sejenis *summary* atau ringkasan dari suatu karya ilmiah. Seperti juga *summary* abstrak berisi informasi penting yang terdapat dalam karya ilmiah. Yang dimaksud karya ilmiah di sini adalah skripsi, tesis, disertasi, artikel makalah, dan laporan penelitian.

Jika Anda membaca karya ilmiah maka Anda akan mendapatkan abstrak yang tertulis di awal tulisan. Tadi sudah dikatakan bahwa abstrak sama dengan *summary* yang berisi informasi penting yang ada dan tidak diperkenankan menambah informasi yang tidak tertulis dalam karya ilmiah itu sendiri. Panjang Abstrak biasanya antara satu paragraph sampai dengan satu atau dua halaman atau antara 100-250 kata. Kilborn (1998) menyebutkan bahwa panjang abstrak biasanya tidak lebih dari 10% dari panjang karya ilmiah itu sendiri.

Abstrak biasanya ditulis oleh penulis karya ilmiah itu sendiri. Walaupun abstrak diletakkan di awal karya tulis, namun penulisan abstrak dilakukan terakhir setelah penulisan karya ilmiah itu selesai. Mengapa demikian? Oleh karena abstrak adalah ringkasan isi karya ilmiah itu. Tidak mungkin Anda menulis ringkasan jika belum mengetahui isi keseluruhan karya ilmiah tersebut bukan, sedangkan penempatan abstrak di awal tulisan adalah agar pembaca dapat segera mendapatkan informasi tentang isi karya ilmiah tersebut. Dengan membaca abstrak yang ada, pembaca dapat menentukan apakah perlu tidaknya karya tulis tersebut dibaca.

Dalam Unit ini Anda akan mempelajari bagaimana menulis abstrak suatu karya ilmiah. Dengan demikian, Anda tidak saja dapat memahami isi suatu abstrak yang ada, tetapi juga dapat membuatnya sendiri. Untuk itu mari kita mulai dengan membaca abstrak berikut ini. Perhatikan informasi yang terdapat dalam abstrak tersebut serta bagaimana informasi tersebut disusun.

COMPOSING LETTERS WITH A SIMULATED LISTENING TYPEWRITER

Abstract. With a listening typewriter, what an author says would be automatically recognized and displayed in front of him or her. However, speech recognition is not yet advanced enough to provide people with a reliable listening typewriter. An aim of our experiments was to determine if an imperfect listening typewriter would be useful for composing letters. Participants dictated letters, either in isolated words or in consecutive word speech. They did limited vocabulary or an unlimited vocabulary. Results indicated that some versions, even upon first using them, were at least as good as traditional methods of handwriting and dictating. Isolated word speech with large vocabularies may provide the basis for a useful listening typewriter

Setelah membaca abstrak di atas, kesimpulan apa yang dapat Anda buat? Kita lihat bahwa abstrak tersebut tersusun secara sistematis dari mulai latar belakang sampai dengan kesimpulan. Abstrak dari hampir semua bidang ilmu disusun dengan cara yang sama. Weissberg dan Buker (1990) menyebutkan bahwa paling tidak ada lima komponen yang harus muncul dalam abstrak. Kelima komponen tersebut (sesuai dengan urutannya) adalah sebagai berikut.

B = some background information. Pada bagian ini penulis menyampaikan latar belakang atau alasan karya ilmiah yang ditulis atau penelitian yang dilakukannya.

P = the principal activity (or purpose) of the study and its scope. Bagian ini berisi tujuan atau fokus karya ilmiah tersebut.

M = some information about the methodology used in the study. Bagian ini berisi metode penelitian yang digunakan.

R = the most important results of the study. Hasil-hasil penting yang ditemukan dituliskan dalam bagian ini.

C = a statement of conclusion or recommendation. Bagian akhir dari abstrak tersebut berisi kesimpulan atau rekomendasi.

Jika Anda membaca kembali abstrak di atas maka Anda dapat membagi kalimat-kalimat yang terdapat dalam abstrak tersebut ke dalam 5 komponen abstrak menurut Weissberg dan Buker tersebut. Coba Anda tentukan abstrak di atas sesuai lima komponen abstrak yang baru saja Anda pelajari. Kemudian, cocokkan dengan tabel berikut ini.

Background (Latar belakang)	With a listening typewriter, what an author says would be automatically recognized and displayed in front of him or her. However, speech recognition is not yet advanced enough to provide people with a reliable listening typewriter.
Purpose (Tujuan)	An aim of our experiments was to determine if an imperfect listening typewriter would be useful for composing letters.
Method (Metode)	Participants dictated letters, either isolated words or in consecutive word speech. They did this with simulations of listening typewriters that recognized either a limited vocabulary or an unlimited vocabulary.
Result (Hasil atau Temuan)	Results indicated that some versions, even upon first using them, were at least as good as traditional methods of handwriting and dictating.
Conclusion (Kesimpulan)	Isolated word speech with large vocabularies may provide the basis for a useful listening typewriter.

Abstrak di atas terdiri hanya satu paragraf, tetapi berisi kelima komponen abstrak. Tiap komponen diwakili oleh 1 atau 2 kalimat saja. Abstrak pendek yang terdiri dari satu paragraph ini biasanya ditemukan dalam artikel atau makalah yang terdapat dalam jurnal. Untuk abstrak suatu skripsi, tesis, disertasi atau laporan penelitian biasanya dibuat lebih panjang sehingga mungkin saja tiap komponen tersebut dituangkan dalam satu paragraph. Dalam Unit 2 ini kita hanya akan mempelajari bagaimana membuat abstrak pendek yang terdiri dari satu paragraf. Namun, ada baiknya kita melihat contoh abstrak suatu laporan penelitian yang lebih dari satu paragraf dan melihat bagian-bagiannya.

Abstrak berikut diambil dari Bachnan (2002) dengan sedikit perbaikan.

ABSTRACT

(1) Our vocabulary is a range of words that we can use the larger it is, the better our performance in all aspect of English work will be. The lack of English vocabulary can make students easier to get bored and difficult to learn it. As a consequent, teaching vocabulary should be improved by developing many kinds of strategies. So that, the teaching strategies that the writer would like to try is the use of vocabulary self-collection strategy by Haggard (1986).

(2) The purposes of this study are to know the students' achievement in learning vocabulary taught by using and without using vocabulary self-collection strategy, and to know the significant difference between the students' achievement in learning vocabulary taught by using and without using vocabulary self-collection strategy.

(3) The population of this study is 320 students. Then, 80 students were taken as sample and the students were divided into two equal groups, experimental group (40 students taught vocabulary by using vocabulary

self-collection strategy. The other group is controlled group (40 students) taught vocabulary without using vocabulary self-collection strategy. To get the research data, the writer uses vocabulary test with multiple-choice type, and uses t-test in analyzing data.

(4) Based on the results in this study, the writer found that the students' (experimental group) achievement in learning vocabulary taught by using vocabulary self-collection strategy is better than the students' (controlled group) achievement in learning vocabulary taught without using vocabulary self-collection strategy. It is proved by means scores of each group. Experimental group means scores is 72.46 and controlled group means scores is 62.81. Furthermore, the value of t-computed (2.84) is higher than the value of t-table (2.00). It means that the alternative hypothesis (H_a) is accepted ($H_a = t_c > t_t$), and null hypothesis (H_o) is rejected ($H_o = t_t < t_c$).

(5) From the finding above, the writer suggests that teacher should using vocabulary self-collection strategy in teaching vocabulary, also using various materials to make the lesson more interesting which can enrich the students' vocabulary.

Dapatkah Anda menentukan paragraf mana yang sesuai dengan 5 komponen abstrak, yaitu B, P, M, R, dan C?

- Ya, benar. (1) = B
 (2) = P
 (3) = M
 (4) = R
 (5) = C

Jika Anda telah memahami materi di atas, sekarang mari kita mulai dengan latihan.

Activity 1

Read the following abstract carefully. Identify the sentences in the abstract that correspond to the elements B, P, M, R, and C.

TYPE A BEHAVIORS BY CHILDREN, SOCIAL COMPARISON, AND STANDARDS FOR SELF-EVALUATION

Abstract. Type A behavior, an established risk factor for coronary heart disease, is characterized by extremes of competitive achievement striving, impatience, hostility, and aggression. As part of an effort to understand the origins of this behavior pattern, the present study assessed the impact of performance standards on the social behavior of

Type A and Type B children. Children performed a five-trial task. Half were given an explicit standard with which to compare their own performance; half were given no standard. After 5 trials, all subjects were informed that their total score represented the middle score of the whole group and were asked to select one score for further comparison. Results showed no significant differences among groups on the frequency of comparison. In contrast, the results did show that regardless of the presence or absence of an explicit standard, Type A children chose to evaluate their performance against the top score, whereas Type B children chose to do so only in the absence of an explicit standard. The implications of these results for understanding the childhood antecedents of Type A behavior are discussed.

Tidak sulit menentukan komponen-komponen tersebut, bukan? Ya, mungkin Anda kesulitan dengan *vocabulary* yang ada. Tetapi tentu saja Anda dapat mengecek *vocabulary* tersebut dengan *dictionary* yang Anda punya. Untuk itu sebaiknya Anda mempunyai *dictionary* yang lengkap baik yang *monolingual*, seperti *Longman: Dictionary of Contemporary English* atau *Webster's Ninth New Collegiate Dictionary* maupun *bilingual*, seperti *Kamus Inggris-Indonesia* (Echols & Shadily).

Abstrak ditulis sesingkat dan sepadat mungkin dengan informasi yang lengkap, bahkan untuk penerbitan Journal atau Buletin Ilmiah panjang abstrak ditentukan oleh penyunting (*editor*) dan tidak boleh melebihi batas yang ditentukan, misalnya 200 kata atau seribu huruf (*characters*) kalau menggunakan komputer dengan jenis huruf tertentu. Untuk menyikat abstrak agar memenuhi ketentuan yang ada, Anda dapat meniadakan atau menggabungkan beberapa komponen abstrak sehingga menjadi dua atau tiga komponen saja. Abstract yang dipadatkan tersebut (the reduced abstract) ditulis dengan penekanan atau fokus pada hasil penelitian. Komponen background biasanya ditiadakan, sedangkan komponen Purpose dan Method digabungkan dan ditulis lebih dulu untuk, kemudian diikuti oleh komponen Result yang dituliskan agak lebih panjang. Kemudian, komponen Conclusion ditulis pada akhir abstrak. Maka, susunan *reduced abstract* menjadi, seperti berikut ini.

P + M = **purpose** and **method** of the study

R = result

C = **conclusion** (dan jika mungkin dengan recommendation)

Agar Anda dapat lebih memahami uraian di atas, coba kerjakan *Activity 2* berikut. Kerjakan dulu latihan tersebut sendiri. Jika ada teman, kerjakan bersama sehingga Anda dapat berdiskusi dengannya. Nah, mulailah dengan *Activity 2*.

Activity 2

Read the following abstract. Identify the kinds of information that are included and then answer the four questions that follow.

ABSTRACT

(1) In this study, we analyze the position of 467 connectors found in a sample of 12 research papers. (2) Seventy-five percent of the connectors occurred at the beginning of sentences. (3) However, individual connectors varied greatly in positional preference. (4) Some, such as *in addition*, only occurred initially; others, such as *therefore*, occurred initially in only 40% of the cases. (5) These preliminary findings suggest that general rules for connector position will prove elusive.

Questions:

- 1) Which elements are included in sentence 1?
- 2) What sentences represent element R?
- 3) Which element is represented by the final sentence?
- 4) Which element has been eliminated?

Apabila Anda telah selesai mengerjakan *Activity 2*, cocokkanlah hasil pekerjaan Anda tersebut dengan kunci yang tersedia. Jika semua jawaban Anda sama dengan kunci maka Anda dapat terus mengerjakan *Activity 3*. Jika Jawaban Anda masih ada yang salah, cek kembali pemahaman Anda dengan mengulangi mempelajari materi modul dan mengerjakan *Activity 2* tersebut.

Activity 3

Following is the abstract taken from Weissberg & Burke (1990) about a report in the field of computer programming. Read the abstract and analyze each sentence for the type of information it contains. Then write out a reduced version, combining method and purpose into one or two sentences and eliminating any nonessential elements.

PROGRAM INDENTATION AND COMPREHENSIBILITY

Abstract. The consensus in the programming community is that indentation aids program comprehension, although many studies do not back this up. We tested program comprehension on a Pascal program. Two styles of indentation were used - blocked and non-blocked - in addition to four possible levels of indentation (0, 2, 4, 6 spaces). Both experienced and novice subjects were used. Although the blocking style made no difference, the level of indentation had a significant effect on program comprehension. 2 - 4 spaces had the highest mean score for program comprehension. We recommend that a moderate level of indentation be used to increase program comprehension and user satisfaction.

Anda dapat mengerjakan *Activity 3* dengan benar? Tentu saja dengan mudah Anda dapat mengerjakannya. Mulailah dengan menentukan komponen-komponen B, P, M, R, C, kemudian baru Anda tentukan mana yang akan Anda hilangkan.

Activity 4

Each of the following sentences is taken from the abstract to a report in the field of economics. The sentences are not in their correct order. Indicate the probable order used by the author in writing the abstract.

THE DECENTRALIZATION OF AMERICAN ECONOMIC LIFE: AN INCOME EVALUATION

- 1) — This investigation provides a national analysis of these growth patterns by examining the behavior of three variables: change in per capita income, population de-concentration, and growth in economic productivity.
- 2) — The results suggest that the presence or absence of unique sets of industry factors can be used to explain growth variation in both the center and the periphery of the industrialized region.
- 3) — National economic and demographic growth patterns in the United States during the decade of the seventies show marked departures from what had occurred in previous times.
- 4) — Results of the analysis showed that a process of decentralization occurred, best described by center-periphery concept.

Sebelum Anda membaca rangkuman berikut, ada baiknya Anda mencoba sendiri membuat rangkuman dengan cara yang telah Anda pelajari dalam membuat *summary*. Anda masih ingatkan caranya. Dengan membuat rangkuman sendiri berarti Anda melatih keterampilan yang telah Anda miliki. Ingat, dengan banyak berlatih maka Anda akan bertambah terampil.

Apabila Anda rangkuman atau *summary* yang Anda buat telah selesai maka bacalah rangkuman berikut ini. Cek kesamaan dan perbedaannya.



SUMMARY

Abstrak adalah ringkasan karya ilmiah yang biasanya diletakkan di awal tulisan. Panjang abstrak biasanya antara 100 – 250 kata atau antara satu paragraf sampai satu atau dua halaman. Yang dimaksud karya ilmiah ialah skripsi, tesis, disertasi, artikel makalah, dan laporan penelitian. Abstrak dimaksudkan untuk memberi informasi ringkas tentang isi karya ilmiah sehingga dengan membaca abstrak secara garis besar pembaca tahu isi karya ilmiah tersebut. Selanjutnya, dengan membaca abstrak pembaca dapat menentukan apakah akan membaca seluruh tulisan atau tidak. Pada umumnya penulisan abstrak mengikuti pola yang telah ditentukan yang terdiri dari **background information (B)**, **principal activity or purpose and scope (P)**, **methodology (M)**, **result (R)** dan **conclusion or recommendation (C)**. Namun, untuk artikel yang akan dimuat dalam jurnal, sering kali panjang abstrak ditentukan dengan ketat sehingga penulis harus membuat abstrak sesingkat mungkin. Untuk itu kita dapat membuat reduced abstract untuk memenuhi aturan yang ditentukan oleh redaksi jurnal tersebut. Susunan reduced abstract biasanya terdiri dari gabungan **P** dan **M, R**, dan **C**.



FORMATIVE TEST 2

Read each of the following abstracts then decide the result of each.

- 1) Deborah Wells Rowe. (1998). The literate potentials of book-related dramatic play. *Journal of the International Reading Association: Reading Research Quarterly, Volume 33, Number 1, Jan/Feb/Mar 1998*. In A 9-month study of 16 preschoolers' classroom literacy behaviors and a related study of one of the students' literacy activities at home, book-related dramatic play was observed to be an important part of the

children's literacy interactions. Analyses of instances where play was related to the meanings of the books the children had read indicated that each instance of book-related dramatic play could be described in terms of properties including (a) the *scope* of play, (b) the type of *connection* constructed between books and play scripts, (c) children's *purposes* for play, (d) the *perspective* or point of view explored, (e) the *sign system* used and their relation to book reading events, and (f) the kinds of *social interaction* involved. Analyses demonstrated that the children created direct linkages between their book and play experiences. Further, the data supported the hypothesis that book-related dramatic play was much more than a context for literary learning. For the children participating in this study, it appeared to be a part of the process of comprehending books, expressing one's reactions, experiencing books in affective and kinesthetic ways, and participating in literacy events. Book-related play also served as a means of inquiry and as a connecting link between the child's world and the adult one represented by books and the book-reading events in which they were embedded. Play provided a relatively risk-free environment for exploration of books through an open, child-directed agenda and offered an array of possible tools for exploration and expression (e.g., the multiple sign systems associated with drama).

- 2) Stuart Greene, University of Notre Dame. (2001). The question of authenticity: teaching writing in a first-year college history of science class. *Research in the Teaching of English, Volume 35, Number 4 (525-566), May 2001* (<http://www.ncte.org/rte/>).

The purpose of this research was to examine both what it means to teach writing and what it means to write in a first-year university course in the history of science. More specifically, I investigated what students learned about writing when the focus was mainly on subject matter and only secondarily on writing and rhetoric. A number of converging methods of research were used to address this issue: audio taping classroom discourse and taking field notes, interviewing students and collecting retrospective protocols about their responses to a writing assignment, and analyzing students' texts. The analyses indicated that classroom discourse focused primarily on framing concepts that brought into focus different and conflicting conceptions of the scientific method and the ways authorship in history is colored by writers' subjectivity and perspective taking. Although students' interpretations of the writing

assignment were not very detailed, the texts they wrote revealed some understanding of how to use comparisons as a tool for analysis in writing history, the importance of attending to context in examining a given historical phenomenon, and the extent to which history is both interpretive and rhetorical. Yet neither the focal students nor the other students participating in this study responded uniformly to the assignment. The data raise the question of whether disciplinary courses in writing provide an authentic alternative to the space general writing skills courses currently occupy, particularly if such classes exist as site where students are introduced to critical thinking and argumentative writing in college.

- 3) Jeannie Oakes, University of California, Los Angeles and Gretchen Guiton, University of Southern California. (1995). Matchmaking: the dynamics of high school tracking decisions. *American Educational Research Journal*, Volume 32, Number 1(3-33), spring 1995.

Over the past 20 years, research has expanded educators' knowledge of the impact of high school tracking on students' curriculum opportunities and outcomes. Researchers also know that students are unevenly distributed among tracks, with low-income and minority students more likely to be in low ability classes for the non-college-bound. At the same time, they still understand little about how schools actually match particular students to tracked courses. Scholars and educators variously draw on technical/structural (e.g., a match between tracking and the differentiated structure of workforce), cultural (e.g., norms regarding race, social class, and educational prospects), and political or individualistic (e.g., choice, parent pressure) theories to explain students' track assignments. To shed further light on the school dynamics that shape track-related course taking, we provide findings from a 2-year examination of tracking decisions at three comprehensive high schools. Setting these findings against prior theoretical and empirical work, we suggest an eclectic explanation that blends structural, cultural, and individualistic explanations for track assignments. High school tracking decisions, we conclude, result from the synergy of three powerful factors: differentiated, hierarchical curriculum structures; school cultures alternatively committed to common schooling and accommodating differences; and political actions by individuals within those structures and cultures aimed at influencing the distribution of advantage. Both

research on tracking and efforts at school restructuring could benefit from this broader perspective.

- 4) A. Chaedar Alwasilah. Universitas Pendidikan Indonesia. (2001). Empowering college student writers through collaboration. *TEFLIN Journal, Volume 12, Number 1 (1-14), February 2001.*

This study aims at describing the effectiveness of collaborative writing as perceived by students of writing course at university level. This study also aims at describing the effectiveness of collaborative writing compared with the common practice of writing in high schools. Two groups of students were involved. They were asked to read an opinion article from newspaper published in Indonesia and to critique it in Indonesian. The results show that the respondents are likely to appreciate the experience of multiple drafting. The students' writing becomes not mere assignments, but the heart and soul of the entire term. As an implication of this study, it is suggested that the students be considered as apprentice writers filled with potential in the process of collaborative writing.

- 5) Junaidi Mistar, Universitas Islam Malang (2001). Maximizing learning strategies to promote learner autonomy, *TEFLIN Journal, Volume 1, Number 1 (88-100), February 2001.*

Learning a new language is ultimately to be able to communicate with it. Encouraging a sense of responsibility on the part of the learners is crucial for training them to be proficient communicators. As such, understanding the strategies that they employ in acquiring the language skill is important to come to ideas of how to promote learner autonomy. Research recently conducted with three different groups of learners of English at the tertiary education level in Malang indicated that they used metacognitive and social strategies at a high frequency, while memory, cognitive, compensation, and affective strategies were Activityd at a medium frequency. This finding implies that the learners have acquired some degrees of autonomy because metacognitive strategies requires them to independently make plans for their learning activities as well as evaluate the progress, and social strategies requires them to independently enhance communicative interactions with other people. Further actions are then to be taken to increase their learning autonomy, that is by intensifying the practice of use of the other four strategies categories, which are not yet applied intensively.

- 6) Sandra McCormick, The Ohio State University, Columbus. (1992). Disable readers' erroneous responses to inferential comprehension questions: Description and analysis. *Reading Research Quarterly, Volume 27, Number 1* (54-77).

Eighty male and female fifth-grade disabled readers answered written literal and inferential comprehension questions after reading 20 narrative or expository selections. Differences in correct responding in favor of literal questions were statistically significant ($p < .01$). However, the primary purpose of the study was to investigate reasons for erroneous responses in inference questions and to determine possible differences in sources of error in expository vs. narrative selections. Greater proportion of errors were found in 3 of 7 categories: (a) integration of text and prior information, (b) ability to write intended responses, and (c) recall of text cues. There also were statistically significant differences in the proportion of errors with narrative vs. expository selections. When the task requirements categories were broken down into 26 subcategories of error sources, 4 accounted for 54% of incorrect responses: (a) over reliance on background knowledge, (b) underdeveloped written responses, (c) answers unrelated to main points in the selection, and (d) answers too specific to reflect global constructs. Implications for instruction are suggested.

Cocokkanlah jawaban Anda dengan *Key to Formative Test* yang terdapat di bagian akhir modul ini. Hitunglah jawaban yang benar. Kemudian, gunakan rumus berikut untuk mengetahui tingkat penguasaan Anda terhadap materi Unit 2.

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah Soal}} \times 100\%$$

Arti tingkat penguasaan: 90 - 100% = baik sekali
 80 - 89% = baik
 70 - 79% = cukup
 < 70% = kurang

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan dengan modul selanjutnya. **Bagus!** Jika masih di bawah 80%, Anda harus mengulangi materi Unit 2, terutama bagian yang belum dikuasai.

Key to Activity

Unit 1

Activity 1

Text	Reason for highlighting
<p>The Egyptian landscape has been changing for centuries. <u>One area which has undergone dramatic change over the last 7,000 years is the Nile River basin. One of the most notable aspects of this transformation is the year-round irrigation of land for agricultural purposes, rather than a strict reliance on the annual flood.</u> Conversion to continuous irrigation, which began around 1500 and was limited only by the level of technology, led to improved agricultural productivity. <u>This in turn contributed to an increase in the population of the area</u> (Swales & Feak).</p>	<p>This is the topic of the text.</p> <p>The effect of the change in irrigation patterns is significant.</p>

Alternative Summary

The change in the Nile River Basin is seen in the irrigation system. This caused the increase of population in that area (Swales & Feak).

Activity 2

Your answer may vary because each of you uses your own words. However, you probably have the same important information to be put in your summary. Here is only an example of the summary that you have to write.

Alternative Summary

According to Europeans, Americans are workaholics and do not care of their health and families. This is different from Europeans who like to spend their week-ends and holidays with their families (Oshima and Hogue).

Activity 3

Possible underlined information

A Less Social Society Becoming Shy

Growing numbers of those people standing silently in line at the automatic teller machine (ATM) or pumping their own self-service gas are probably victims of America's silent, anonymous epidemic. They're shy - and the rapid technological and social changes rippling through America are increasing their numbers rapidly, says the world pioneering researcher into shyness The increasing numbers of shy people mean Americans are lonelier, more alienated, and in worse shape, both mentally and physically. That is hardly a prescription for a healthy society.

Stanford university professor Philip G. Zimbardo places the blame for the rising tide of shyness on three factors. First, automation, as exemplified by ATMs and self-service gas pumps that take credit cards, "robs many of us of one more small opportunity for social contact." Second, the revolution in personal computers and home electronic entertainment means couch potatoes and cyber-surfers have less reason for social interaction. "E-mail means you don't have to talk to people, even over the telephone," Zimbardo commented. Third, the changing nature of family life and rising fear of crime are shutting people off from each other. "You don't see kids in the streets anymore. All play is organized for them, so they don't develop the give-and-take and the leadership skills of the play-ground," he warned. With some 50 percent of of marriages ending in divorce and with most parents working, children are robbed of the nurturing communication they once enjoyed with their parents and extended families (Epstein).

Alternative Summary

Epstein, in his article "A Less Social Society Becoming Shy", explains that many Americans become shy. They feel lonelier and more alienated mentally and physically. Zimbardo, a professor of Stanford University, says there are three factors caused this shyness. The first factor is automation such as ATMs and self-service gas pumps which gives people more opportunity to do things by themselves. Personal computers and home electronic

entertainment are blamed to be the second factor caused shyness. This factor makes people have less interaction with others. The last factor is the changing nature of family life and rising fear of crime. Because of this no more children play in the street or in the public playground.

Activity 4

For Activity 4 you may write summary with or without introductory sentence. Also you may write a long summary with more than one paragraphs or one paragraph summary. Below is one alternative summary that you may have. You have to try to make one by yourself.

Alternative Summary

Lack of consistency in the world’s patent laws is a serious problem. In most countries, patent ownership is given to the inventor that is first-to-file for a patent. However, the United States maintains a first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it causes. The fact that the United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

Unit 2

Activity 1

B	Type A behavior, an established risk factor for coronary heart disease, is characterized by extremes of competitive achievement striving, impatience, hostility, and aggression.
P	As part of an effort to understand the origins of this behavior pattern, the present study assessed the impact of performance standards on the social behavior of Type A and Type B children
M	Children performed a five-trial task. Half were given an explicit standard with which to compare their own performance; half were given no standard. After 5 trials, all subjects were informed that their total score represented the middle score of the whole group and were asked to select one score for further comparison.
R	Results showed no significant differences among groups on the frequency of comparison. In contrast, the results did show that regardless of the presence or absence of an explicit standard, Type A children chose to evaluate their performance against the top score, whereas Type B children chose to do so only in the absence of an explicit standard

C	The implications of these results for understanding the childhood antecedents of Type A behavior are discussed
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Activity 2

- 1) P + M
- 2) Sentences 2, 3, and 4.
- 3) C
- 4) B

Activity 3

You may have different answer with the following alternative abstract.
Alternative Abstract

PROGRAM INDENTATION AND COMPREHENSIBILITY

Abstract. We tested program comprehension on a Pascal program. Two styles of indentation were used - blocked and non-blocked - in addition to four possible levels of indentation (0, 2, 4, 6 spaces). Although the blocking style made no difference, the level of indentation had a significant effect on program comprehension. We recommend that a moderate level of indentation be used to increase program comprehension and user satisfaction.

Activity 4

3 - 1 - 4 - 2

Key to Formative Test

Formative Test 1

Alternative Summary

Rose Falkenhagen (1987), “Alcoholism”, states that some people do not know how danger alcoholism is although they acquainted well with alcohol. She adds that alcoholism is old but we still don’t know what causes it. A person can be addicted if he drinks alcohol continuously in a certain time. Alcoholism is a very danger disease, and it becomes more danger if the drinker also smokes; even it becomes most danger if the drinker also takes other drug. A person will die soon if he is an alcoholic. If there is an alcoholic in a family, the entire family will be hurt too; even unborn fetus; they become unpin victims. Furthermore, society gets a lot of disadvantages of the alcoholism. It is proved that 75% innocent people die because of the drunker. Therefore, society, now, becomes very concern about alcoholism because they are aware of the danger. They open some programs to help community to culminate alcoholism.

Formative Test 2

- 1) Further, the data supported the hypothesis that book-related dramatic play was much more than a context for literary learning. For the children participating in this study, it appeared to be a part of the process of comprehending books, expressing one’s reactions, experiencing books in affective and kinesthetic ways, and participating in literacy events. Book-related play also served as a means of inquiry and as a connecting link between the child’s world and the adult one represented by books and the book-reading events in which they were embedded.
- 2) The analyses indicated that classroom discourse focused primarily on framing concepts that brought into focus different and conflicting conceptions of the scientific method and the ways authorship in history is colored by writers’ subjectivity and perspective taking. Although students’ interpretations of the writing assignment were not very detailed, the texts they wrote revealed some understanding of how to use comparisons as a tool for analysis in writing history, the importance of attending to context in examining a given historical phenomenon, and the extent to which history is both interpretive and rhetorical.

- 3) The results show that the respondents are likely to appreciate the experience of multiple drafting. The students' writing becomes not mere assignments, but the heart and soul of the entire term.
- 4) Research recently conducted with three different groups of learners of English at the tertiary education level in Malang indicated that they used metacognitive and social strategies at a high frequency, while memory, cognitive, compensation, and affective strategies were Activityd at a medium frequency. This finding implies that the learners have acquired some degrees of autonomy because metacognitive strategies requires them to independently make plans for their learning activities as well as evaluate the progress, and social strategies requires them to independently enhance communicative interactions with other people.
- 5) Differences in correct responding in favor of literal questions were statistically significant ($p < .01$). Greater proportion of errors were found in 3 of 7 categories: (a) integration of text and prior information, (b) ability to write intended responses, and (c) recall of text cues. There also were statistically significant differences in the proportion of errors with narrative vs. expository selections. When the task requirements categories were broken down into 26 subcategories of error sources, 4 accounted for 54% of incorrect responses: (a) over reliance on background knowledge, (b) underdeveloped written responses, (c) answers unrelated to main points in the selection, and (d) answers too specific to reflect global constructs.

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