

UNDERGRADUATE STUDENTS' SUMMARY WRITING OF ENGLISH MARKETING NEWS

การเขียนย่อความข่าวภาษาอังกฤษด้านการตลาดของนักศึกษาระดับปริญญาตรี

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Abstract

This research intends to investigate undergraduate students' summary writing of English marketing news. The research questions are "What are the students' problems of writing a summary of English marketing news?" and "What are the students' techniques in managing their problems of summarizing English marketing news?" The subjects of this research were 50 students, who were studying in the second academic year, and they were selected by simple random method.

There were 10 students of Retail Trade programme (RT), 10 students of Food Business programme (FB) and 10 students of Logistics Programme (LG) at Panyapiwat Institute of Management (PIM). Moreover, there were 10 students of Marketing at Burapha University (BUU) (Bangsaen Campus) and other groups of subjects. The 10 students who were studying in Business English at South East Asia University (SAU) in order to know the problems and their techniques when they summarized English marketing news. They were interviewed after the whole process of summarizing news.

It is found that the subjects had problems regarding content of news, language proficiency, writing skills and thinking skills. However, they could manage their problems and factors affecting in summarizing marketing news. Additionally, their summarizing papers and processes of summary were evaluated by English teachers. The scores of each criteria are arranged by 1 = the lowest, 2 = low, 3 = moderate, 4 = high, 5 = the highest. To the research, it was seen that the English marketing news was useful for language teaching and learning because the marketing news is authentic and is real.

Keywords : Summary Writing, Marketing News, Writing Process

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บทคัดย่อ

งานวิจัยนี้มุ่งหมายที่จะศึกษาการเขียนย่อความข่าวภาษาอังกฤษด้านการตลาดของนักศึกษาระดับปริญญาตรี โดยมุ่งเน้นเพื่อหาคำตอบว่าอะไรคือปัญหาในการเขียนย่อความข่าวภาษาอังกฤษด้านการตลาดและนักศึกษาใช้กลยุทธ์อะไรในการแก้ไขปัญหในการย่อความข่าวภาษาอังกฤษ ด้านการตลาด กลุ่มตัวอย่างของงานวิจัยมี 50 คน คือนักศึกษาที่กำลังศึกษาในชั้นปีที่สอง ซึ่งเป็นนักศึกษาค้าปลีก 10 คน นักศึกษาในสาขาธุรกิจอาหาร 10 คน นักศึกษาสาขาโลจิสติกส์ 10 คน ของสถาบันการจัดการปัญญาภิวัฒน์ นอกจากนั้น กลุ่มตัวอย่างยังเป็นนักศึกษาด้านการตลาดของมหาวิทยาลัยบูรพา (วิทยาเขต บางแสน) 10 คน และ นักศึกษาสาขาภาษาอังกฤษธุรกิจของมหาวิทยาลัยเอเซียอาคเนย์ 10 คน ประชากรตัวอย่างในงานวิจัยนี้จะต้องใช้เวลาสองสัปดาห์ในการเขียนย่อความข่าวภาษาอังกฤษด้านการตลาด เมื่อประชากรตัวอย่างเสร็จกระบวนการเขียนย่อความแล้ว กลุ่มตัวอย่างจะได้รับการสัมภาษณ์ถึงปัญหาและผลกระทบจากการเขียนย่อความรวมถึงกลยุทธ์ที่ใช้ในการแก้ไขปัญหาเหล่านั้น

จากการงานวิจัยนี้พบว่า กลุ่มตัวอย่างพบปัญหาประการแรกในเรื่องบริบทของข่าว ความสามารถในการใช้ภาษา ทักษะการเขียนของกลุ่มตัวอย่างและทักษะด้านความคิด อย่างไรก็ตามกลุ่มตัวอย่างมีกลยุทธ์ในการแก้ไขปัญหาในการเขียนย่อความข่าวภาษาอังกฤษด้านการตลาด งานที่กลุ่มตัวอย่างได้ย่อความตามกระบวนการแล้วจะได้รับการประเมินและได้รับการแนะนำโดยอาจารย์ภาษาอังกฤษ โดยที่งานแต่ละชิ้นจะได้รับการประเมินเป็นคะแนนจาก 1 ถึง 5 ซึ่งหมายถึงดังนี้ 1 คะแนน คือ มีคุณภาพในระดับน้อยมาก 2 คะแนน คือ มีคุณภาพอยู่ในระดับน้อย 3 คือ มีคุณภาพอยู่ในระดับปานกลาง 4 คือ มีคุณภาพอยู่ในระดับดี และ 5 คือ มีคุณภาพอยู่ในระดับดีมาก ซึ่งผู้วิจัยเห็นว่าการวิจัยนี้เป็นประโยชน์ต่อการเรียนการสอนเพราะเป็นการสามารถนำวิธีการมาเป็นตัวกระตุ้นให้นักศึกษาใช้กลยุทธ์ในการเขียนย่อความภาษาอังกฤษต่อไป

คำสำคัญ : การเขียนย่อความ ข่าวด้านการตลาด กระบวนการการเขียน

Introduction

1.1 General Background

Concerning English courses, Panyapiwat Institute of Management provides four English communicative courses 1 to 4 (GE 1002 to GE 1005) to all students. The courses aim to equip and train the students four language skills, i.e. listening, speaking, reading and writing both inside and outside class, and to practice various tasks assigned as individual or group works. Moreover, the students have a chance to do free writing such as writing on their own lives and summary writing, etc. As for Burapha university, the undergraduate students of all

faculties have to learn English 1 to 4. The students have to enroll in a writing course, so they have a chance to practice summary writing and the students had problems on this writing. According to South East Asia University, the students, who are studying in the Faculty of Liberal Arts in the major of Business English have much more chances to practice four English language skills. The English courses provide students to learn such as listening and speaking in business English, translation, and writing. However, it does not mean that all students have high English proficiency in every English language skill, particularly writing skill

such as summary writing. When they composed a summary all the students have problems which are stated in the following topic.

1.2 Statement of Problems

When students were asked to summarize texts, they always copied some part of information from the original texts. Moreover, the students did not know how to summarize the information with their own words. Furthermore, those who summarized the information did not use their own words to make the texts to be well linked. It is said that the students have limitations on language proficiencies concerning vocabulary, grammar and sentence structures to create their good summaries. Thus, it is seen that language use becomes the students' problems for summarizing the texts (Leki 1998). Moreover, the students have less chance to practice summary writing in real life and when summarize the text, they cannot find the main idea, key words and phrases from the texts and important information. They do not know the concept of the texts for summarizing.

1.3 The Purpose of the Research

This research was to investigate the problems of summary writing of English marketing news and how the subjects managed their problems. Moreover, the researcher expects to know the processes of summarizing and the summarizing techniques of students who are studying in different major and universities.

2. Literature Review

2.1 Purposes of Summary Writing

There are various purposes of summary writing such as to communicate the ideas to the audiences across space and time, to help the readers understand easily and to believe what the writers wrote. Moreover, it is to demonstrate understanding about the topic (Cox, Harvey and Page, 2007). Byrne (1982) adds that the purpose of summary writing is to provide a record of some event, to serve as a guide for the readers who do not have time to read the original text or who wish to find out whether it is worth reading. Marsen (2003) says that there are three main purposes of summary writing. Firstly, a writer needs to record his/her information. Consequently, a summarized document is easier to file and classify than a longer one. Secondly, a summary writer needs to communicate his/her information easily. Thirdly, a summary writer might not want to record or communicate a message. Reid (2003:5) concludes "the purpose of a summary is to give a reader a condensed and objective account of the main ideas and features of a text."

2.2 Problems of Summary Writing

According to English language teaching theories, the most common problems of summary writers in producing good piece of summary writing are the followings.

2.2.1 Problem of content

Canagarajah (2002) states that the content of original texts are mostly problems for

summary writers to read for finding important information, and the writers not have knowledge concerning those texts. Hence, knowledge of the content can be an essential problem which should be considered when summary writers read, select important information and summarize the text (Hyland, 2003).

2.2.2 Insufficient language ability

With reference to language ability, lack of knowledge of grammar points, sentence structures and vocabularies affects writing a good summary. Leki (1998) mentions that most writers have problems with grammatical mistakes, the use of sentence structures, spelling, word choices, etc. Hence, to summarize the news from original texts or other sources requires high level of language use concerning vocabulary, grammar and sentence structures (Tribble, 1996).

2.2.3 Lack of writing skills

Leki (1998) puts forward the idea that a summarizing a text into a paragraph requires both cohesion and coherence to create the organized texts. He added that the summary writers might lack the steps of writing process to organize the information into a sequence. Thus, Harris (1993) states that the summary writers do not know how to use connective words to link the selected important information and arrangements of discourse form in the context of each paragraph.

Enkvist (1990:14) says “Cohesion refers to explicit linguistic device that shows the relationship between sentences in each paragraph and between paragraphs that form a text which

devices into reference, substitution, ellipsis and conjunction.” Furthermore, Nuttall (1996:26) adds, “cohesion is a part of grammar that helps connections of the texts.” Besides, he says that the sentences must have connective words such as references, substitutions, ellipses and conjunctions, etc. To Fakuade and Vargs (1992), cohesion refers to the use of reference or referring expressions of which the meaning can only be discussed by referring to other words in the text. According to Richards, Platt and Platt (1992), coherence is the relationship of linking the meanings of utterances in a text, and it creates the information to be a discourse. Enkvist (1990:12) substantiates, “Coherence is the quality that makes a text conform to a consistent world picture and is, therefore, summarizable and interpretable.” In fact, the summary writers lack the use of connection of sentences and paragraph. This indicates their writing skills are weak.

2.2.4 Lack of thinking skills

Thinking skill is a factor when the writers composed the summarizing texts. Wehmeyer (2012) says that due to summary writing, the writers lack ability of interpretation of summarization, which is one of the most essential critical thinking skills. Regarding the thinking skills, the writers take large quantities of information, comprehension of what the texts mean and to condense the information into a shorter version of the original one for the reader.

Furthermore, the summary writers lack the skill of synthesizing, analyzing, and summarizing the full text into a summarizing paper (Reid,

1988). He continues that the skill of synthesizing means that the summary writers are able to know how to select the important information from the texts to write. To the skill of analyzing, it means the summary writers are able to categorize selected important information of the texts according to main ideas, major and minor supporting details. To these views, the summary writers also have these problems and the problems affect the writers' abilities to write a good summary.

2.3 Writing a News Summary

With reference to Oshima and Hogue (2006: 136) "Summarizing is to write the important information and it is only the most important points and leaving out the detail". According to summarizing news, Itule and Anderson (2007: 65) mentioned "in writing a news summary, some basic guidelines for organizing a news story should be considered and applied." (1) Write a terse lead – Writing a brief lead sentence that gives the major news of the story. This might be known as a topic sentence for common paragraph writing. (2) Provide background – Use the second sentence to provide background, which explains things. Background can come from a source, which explains something technical, or from the reporter, to make a story clearer. (3) Present news in order of descending importance – Continue the third and another sentence to report news of the story in order of descending importance. This might be the starting point of giving supporting detail in case of paragraph writing.

In order to evaluate summary writing, there are four main criteria to consider as follows.

2.4 Summary Writing Assessment

Weigle (2002) said that summary writing should be evaluated and applied with analytic scoring to evaluate the students' summarizing. According to the use of analytic scoring, it is concerned with evaluating of the use of vocabulary, organization, writing skills, content, grammar and sentence structure. With reference to Schweiker, Zogby, Carey, Kozup, Plempel and Martine (2002), the assessment of writing for evaluating summarizing information can be considered by content, organizing of text, word choice and language use. Consequently, assessment for summarizing paper is categorized as follows.

2.4.1 Assessment of content

Weigle (2002) said that assessment of content should be considered to evaluate students' and / or writers' summarization. It is concerned with the writers' selecting the important theme, keywords, main idea which are the cores of the texts. Moreover, (Schweiker, Zogby, Carey, Kozup, Plempel and Martine 2002) added that the content must be relevant to the topic of the article and/or story. Foertsch (2012) agreed that to evaluate content of the summary writing is to consider logical sequence of information, relevance between topic, and information of summarizing papers. Hence, the summarizing papers can show the writers' proficiency of selecting the core information to write.

2.4.2 Assessment of language use

According to Foertsch (2012), language use for summarizing texts should be considered by evaluating grammatical points, such as verbs, conjunction, agreement of subject and verb, sentence structures; the writers should use corrected structures. In summarizing paper. Moreover, they should use corrected vocabulary or word choices. In addition, the summarizing texts should be evaluated the use of their own words in the detail of summarizing papers (Dees, 2003).

2.4.3 Assessment of writing skills

According to Grabe and Kaplan (1996), the model of writing needs writers' awareness with genre forms which contribute to purposeful communication. Furthermore, writing process: planning, outlining, drafting, editing and revising should be considered for summary writing as well (Weigle, 2002). It is concluded that to evaluate the writers' writing skills of summary writing, the use of cohesion, coherence, paraphrasing and writing process should be considered.

2.4.4 Assessment of thinking skills

Sorapat (2011) and McWhorter (1988) said that the criteria to evaluate writing task based on the writers' thinking skills. There are synthesizing and analyzing skill, logical thinking and organizing idea. They add that logical thinking is concerned with the writers' proficiency to interpret the speech from original text to express into their own speech. McWhorter (1988) continued that thinking skills are necessary for summary writing, and the writers have to clarify, generate, organize and express their clear ideas; interpret the text

to compose their summarizing papers. Thus, it is obvious that the four areas for evaluating thinking skills of summary writing are synthesizing, analyzing, interpreting and organizing (Weigle 2002).

2.5 Criteria for Selecting Marketing News

According to the criteria for selecting the news as the theorists' suggestion, it includes;

1. Existing Knowledge: Cotter (2012) and Nuttall (1996) suggested that the summary writers should have existing and sufficient knowledge about those news because existing and/or sufficient knowledge help the summary writers activate their knowledge to interact with information of news. When the summary writers have interaction between their existing knowledge and the news, this action helps them to understand the news easily. **2. Content of News:** Hyland (2003) said that the body of news is needed for the summary writers know how to select important and relevant information of news. Furthermore, the important consideration to select the news for summarizing is that the content of news should not be far from summary writers' context so that it is easy for the writers categorize and select important information to summarize. **3. Situation of News:** Cotter (2012) and Bell (2003) claimed that the situation of the selected news should be the current event or the hot situation because it attracts situation and it provides the summary writers alert with the situation of news. Then, they will pay attention to read the news. Moreover, situation of news should

interests the summary writers to read because it motivates the writers interpret the situation easily and it helps the writers keep much more detail of the news for summarizing. **4. Length of News:** Walakanon (2002) agreed that the long information demotivates the summary writers to go through the news. Consequently, to avoid the difficulty with inappropriate length of news, the summary writers should be aware of the amount of words in the news. Normally, the news of newspaper is in the column and it always written by small letters. Thus, the length of selected news should be about 600 to 800 words, or it can be flexible around 1500 words (Cotter, 2012). **5. Language Use of News:** Leki (1998) said that the use of language in marketing news is a kind of terminology, so it affects the summary writers' language proficiency. Moreover, the writers should consider the use of sentence structures of the news, therefore, the selected news should be suitable level with writers' language proficiency (Cotter, 2012) and (Bell, 2003).

3. Research Methodology

3.1 Subjects

The subjects in this research were 50 students who were studying in the second year. Firstly, they were 30 students from the Department of Business Administration at Panyapiwat Institute of Management (PIM). The first group, 10 students from the major of Retail Trade Programme (RT), 10 students were from the major of Food Business Programme (FB) and 10 students were from the major of

Logistics Programme (LG). Secondly, the subjects were 10 students at Burapha University (BUU) at Bangsaen campus. The subjects were studying in the major of Marketing. Finally, the subjects were 10 students at South East Asia University (SAU), and they were studying in the field of Business English. All of subjects were selected by simple random method,

3.2 Research Materials

The marketing news was divided into two groups; 1. The example of summary writing, selected by the researcher to demonstrate characteristics of summary writing, 2. The marketing news selected by the researcher for subjects away to practice summarizing, and 3. The marketing news selected by the subjects according to their satisfaction and criteria of selecting the marketing news. The marketing news can be taken from various sources such as Bangkok Post, The Nation and through website.

3.3 Research Instruments

The research instruments were divided into the following topics.

3.3.1 Semi-structured interviews for subjects

To be easy for subjects to answer the questions in semi-structured interviews, the research instrument was a set of 13 questions in Thai. The questions were to ask the subjects about their problems and the way to manage their problems of summary writing in English marketing news. The interview was conducted in Thai then was translated into English.

3.3.2 Semi-structured interviews for teachers of English

The semi-structured interviews for 5 teacher of English were a set of 5 questions to ask about the subjects' summarizing problems and factors affecting their summarizing. Moreover, the semi-structured interviews were used to call for the teachers answer their opinions about how to train the subjects to write a summary of the marketing news.

3.3.3 Subjects' summary writing

The subjects' summary writing and their processes of summarizing of English marketing news which the subjects summarized by themselves was of research instrument. Their summarizing papers were divided into 5 groups, and each group included 10 papers. The summarizing papers were contributed to 5 English teachers to give comments. In addition, the subjects' summarizing was evaluated through the form provided.

3.4. Research Procedure

The research procedures were divided into two stages.

3.4.1 Pre-experimental stage

Firstly the researcher prepared the materials; marketing news for training, and he selected 10 students who were studying in the second year at Panyapiwat Institute of Management (PIM). Secondly, the semi-structured interviews were piloted in order to check students' understanding about the questions before the real procedure. Thirdly, the researcher showed the subjects examples of summary writing from

texts and explained the characteristics of summary writing. Fourthly, the researcher asked the subjects to practice summarizing the English marketing news in order to review them the techniques. Fifthly, the researcher asked 3 English teachers at Panyapiwat Institute of Management to read the subjects' summary writing. Sixthly, the researcher asked the English teachers to answer and to comment the subjects' summary in semi-structure interviews for teachers. Lastly, the researcher asked the English teachers give the score for summarizing news in the form. (See example 3)

3.4.2 Real-experimental stage

In the experimental stage, the subjects were asked to find their own English marketing news from newspaper or the website to summarize, they were given a time for 2 weeks. Then, the researcher interviewed them about their problems of summary writing and their techniques used to summarize English marketing news. The researcher asked the subjects collect every their process when they summarized the news. When the subjects finished summarized news the researcher asked 5 teachers of English, they are 3 teachers who teach at Panyapiwat Institute of Management and 2 teacher of English, they teach at King Mongkut's University of Technology Thonburi to valuate summary writing of each group of subjects. To the evaluate score and criteria were in form of five rating scale; 1 = the lowest, 2 = low, 3 = moderate, 4 = high, 5 = the highest. Then, the researcher interviewed 5 teachers of English about the subjects' problems and techniques used to

manage their problems.

3.4.3 Data analysis

The data from the semi-structured interviews were analyzed and tallied by the method of the frequency regarding problems and techniques used to manage the problems of summarizing.

4. Findings

The following table reveals the subjects' response concerning the problems and factors affecting the subjects' summary writing of

English marketing news.

4.1 Subjects' problems and Techniques Used to Manage Problems

According to the data, it indicated that the subjects had four main problems and the factors affecting of summarizing the English marketing news. They were content of news, language proficiency, writing skills and thinking skills. To overcome these problems, the subject used varieties of techniques.

Table 1 Problems and Management of the Problems

Techniques Use		Reading grammar book	Using dictionary	Using translation website	Imagine to situation of news	Putting oneself in situation of news	Using context of news	Translating into Thai	Re-reading	Asking help from others	Using own words	Copying from original text	Finding information about summary writing
Problems													
Content of News	Situation of News				13	13			10	1			
	Vocabulary		46	28			9	1		2			
	D Sentence Structure	13		4				3	1				
	Knowledge of News			1	17	6	13	6	19	2			
	Heading of News				2				2				
Language Proficiency	Grammar	32		1			1			1			
	Vocabulary		38	21			2			1	1		
	Sentence Structure	14		2			1	2		1	1		
Writing Skills	Lacking of Practicality												4
	Use of Cohesion	5					5	2		1	1	27	1
	Use of Coherence				1	1	3	2				9	
	Paraphrasing						6	4	5	1	2	37	
	Lacking of Writing Process						1	1				7	21
Thinking Skills	Synthesizing						15	7	28	1	1	15	
	Analyzing								20	1		10	
	Interpretation				17	18	3	2	22	2	2	2	
	Organizing of Summary											2	
Frequency		64	84	57	50	38	59	30	107	14	8	109	26

Table 1 presents problems and techniques used by the subjects when they summarized the English marketing news. It is indicated that the problems were divided into problem while reading to comprehend and preparing for summarizing the marketing news; content of news and the problems while summarizing; language proficiency, writing skills and thinking skills. The techniques the subjects used to deal with the problems were copying from original text, re-reading, using dictionary, using grammar book, using context of news, using internet, imagining to situations of news, putting oneself in situations of news, translating into Thai, finding information about summary writing, asking help from others and using own language. The frequency in the use of the techniques was 109, 107, 84, 64, 59, 57, 50, 38, 30, 26, 14 and 8 respectively. The subjects' techniques used to overcome their problems will be presented as follows.

4.2 Management of Problems of Content of News

When the subjects had problems with the content of news, they were affected by vocabulary in the content.

They mostly used dictionary and translation websites to help them know the meaning of the content of the news. According to the data from semi-structured interviews, a subject responses.

"Vocabulary in the content of news is mostly technical words and I don't under-

stand the content. I used dictionary to solve the problem."

(Subject 3, FB, PIM)

Concerning with the content of news, it also affected subjects when summarizing the news. To solve the problems, the subjects re-read and imagined the situation of news. Moreover, the subjects used the context of news to help them comprehend the content. The below example, a subject responses about their management of the problems.

"I don't have knowledge about the news, I re-read the content of news as the same time I imagined to situation."

(Subject 8, LG, PIM)

To the factors affecting by the situation of the news, the subjects also re-read the content of news to solve these problems and to comprehend the context. Moreover, they imagined the situation of news as well as put themselves into the situation. The subjects responded about their cope with the problem below.

"I am confused about the situations of news. I manage problems by re-reading, making imagination and putting myself into the situation of the new." "It helped me understand because when I put myself into the situation."

(Subject 2, LG, PIM)

According to the problems of sentence structure, when the subjects consulted grammar books about the use of structures found in the news.

"I am weak at English sentence structures, so I solve my problem by reading grammar books."

(Subject 1, SAU)

4.3 Management of Problems of Language Proficiency

When the subjects summarized the marketing news, the problem of language proficiency was a problem for summarizing. The subjects had their own way to overcome those factors affecting.

Vocabulary was the most important factor affecting most subjects had when summarizing. For this affect, the subjects did not know appropriate vocabulary while summarizing news. However, they had the ways to solve their problems by using dictionary and translation website.

"I have problems with the use of vocabulary when I write a summary. To this, I solve problems by using bilingual dictionary (Thai-English) and I re-check meaning in English-Thai dictionary in order to help me summarize."

(Subject 3, FB, PIM)

Additionally, when the subjects summarized the news, grammar was another factor affecting their summarizing. The subjects said that they also aware of grammar and sentence structures when they wrote sentences in the summarizing text.

"I have problems about grammar, so I couldn't connect sentences write when summarizing paper. Therefore, I consult

grammar from books."

(Subject 3, LG, PIM)

4.4 Management of Problems of Writing Skills

According to the problems of writing skills, the subjects had problems about cohesion, coherence, writing process and practicality of their own writing. To the frequency of techniques used, the subjects had their own ways to manage their problems. The subjects copied words, phrases and sentences from original text into their summarizing papers.

"...I couldn't paraphrase the original text because I don't know appropriate words and sentence structures. I copied from the original text to write."

(Subject 5, LG, PIM)

When the subjects summarized the marketing news, the use of cohesion was the important factor. They could not make the connection of the important information in the text, so they tried to overcome the problems by copying vocabulary, sentences and phrases from original texts.

"I copy the news because I have problems when I summarize it. I couldn't connect sentences, so my idea was not relevant when I summarize the news."

(Subject 5, RT, PIM)

Another important factor affecting the problems of writing skills was the subjects lacked writing process while summarizing. The subjects had less chance to practice writing summary in daily life. Thus, they did not have awareness of writing process. Furthermore,

they did not have writing experience, they solved their problem by finding information about summary writing. The subjects found the examples of summary writing from text books.

“I lack knowledge of writing process, so I could not write my summarizing paper well enough. I have searched for the book and information from websites about how to write a summary.”

(Subject 1, SAU)

4.5 Management of Problem of Thinking Skills

The last problem concerning thinking skills showed the subjects mostly had problems with synthesizing, interpreting, analyzing and organizing of summary. However, the subjects had the ways to overcome the problems.

The subjects used re-reading, context of news and copying the news to their summarizing.

“I solve my problem by re-reading, and copying the news. Moreover, I take benefit from the context of the news because I am not sure what important information in the content of news is and I couldn’t select it.”

(Subject 2, BUU)

To another problem, the subjects could not analyze the text. They re-read and copied the

news to the summary. The subjects responded as follow.

“I couldn’t analyze the main point of the news, so I couldn’t select the information to write the summarizing paper. I solve problems by re-reading and coping the original text.”

(Subject 3, LG, PIM)

Additionally, when the subjects needed to simplify the important information in the news to write a summarizing paper, they could not interpret the content. Thus, the subjects re-read the content, put themselves into the situation of news and imagine situations of news.

The examples below were the subjects’ responses about how manage the problems of thinking skills.

“I couldn’t summarize some important sentences my own words So, I re-read the news and then I imagine and put myself into the situation to interpret the news.”

(Subject 1, SAU)

In conclusion, the subjects had their own solutions to manage their problems when they summarized English marketing news. Moreover, they used writing process to compose their summarizing papers as the follow table.

Table 2 Frequency of Writing Process Used for Summarizing News

Writing Process \ Subjects		PIM			BUU Marketing	SAU Business English	Total
		RT	FB	LG			
Planning	Mind-Map	2	1	3	1	0	7
	Note Taking	7	6	9	3	10	35
	Outlining	2	2	3	1	6	14
Drafting		10	10	10	10	10	50
Revising	Peer- Feedback	6	7	4	5	2	24
	Self-Correction	5	10	9	6	7	37
Editing	Peer- Feedback	1	0	2	1	3	7
	Self- Correction	2	1	4	1	8	16

Table 2 presents the number of subjects used writing process when summarizing English marketing news. It should that the subjects used note taking, outline and mind map when they planned before drafting. The frequency was 35, 14 and 7 respectively. All of them (50 subjects) actually used drafting. Moreover, they used revising; self-correction and peer-feedback as 37 and 24 respectively, and the frequency of editing used was self-correction and peer-feedback was 16 and 7 respectively.

4.2. Subjects' Writing Process

The subjects used writing process to when they composed their summary writing of English marketing news.

4.2.1 Planning

Planning referred to the initial stage of summarizing news. The subjects had to note wrote and outline and / or wrote a mind map,

etc. While the subjects were selecting important information, they mostly used note taking, outlining and mind mapping which were 35, 14 and 7 respectively.

4.2.2 Drafting

After the subjects planned to summarize the news in the previous stage, they wrote their own summary. To this stage, all subjects (50 subjects) drafted their summary. Hence, it is said that the subjects actually drafted after they had the planning stage.

4.2.3 Revising

Revising of this research means the subjects re-read their summary in order to add information to original texts and / or delete the information from the summary. Therefore, after the subjects drafted their summarizing news, they might re-organize the content of summarizing paper. Some of them checked their summarizing by themselves, and they sometimes asked their

friends who were good at English skills to read and check their papers. To this stage, 37 subjects used self-correction, and 24 subjects used peer-feedback.

4.2.4 Editing

It was found that the subjects edited their drafts by focusing on grammatical mistakes, spelling, and sentence structure because they cared of accuracy of language use. The findings indicate that the subjects had more attempts to look for their own grammatical mistake which was self correction than asking others to help them comment on their papers. To this stage, 16 subjects used self-correction, and only 7 subjects used peer feedback.

It was obvious that the subjects engaged in several stages of the writing process; planning,

drafting and re-writing, revising and editing, to compose their summarizing news. In order to know deeply about the quality of subjects' summarizing news after the teachers mentioned about the subjects' problems which they had had in summarizing, the researcher was interested in the detail of teachers' evaluation in grading the subjects' summarizing papers. Then, the researcher asked them to evaluate the subjects' papers.

4.3 Quality of Subjects' Summarizing English Marketing News

It was interesting to see whether subjects could reach the objectives of summary writing of English marketing news due to the teachers of English.

Table 3 Scores of Subjects' Summarizing English Marketing News

Subjects	Criterion				Average score of summarizing of each group
	Content	Language Use	Writing Skills	Thinking Skills	
RT Student (PIM)	3.01	2.81	2.27	2.18	2.57
FB Student (PIM)	3.08	2.88	2.50	2.47	2.73
LG Student (PIM)	3.66	2.98	2.44	2.39	2.87
BUU Student (Marketing)	3.15	3.08	2.54	2.28	2.76
SAU Students (Business English)	3.64	3.48	2.86	2.74	3.18
Average score of each criterion	3.31	3.05	2.52	2.41	

Score of criteria: 1 = the lowest 2 = low 3 = moderate 4 = high 5 = the highest

Table 3 presents the average score of the subjects' summarizing English marketing news. 5 teachers of English evaluated the quality of the subjects' summarizing by considering content, language use, writing skills and thinking skills. The data clearly show that scores of the subjects' summarizing news were arranged from the highest to the lowest score. SAU students were averagely given 3.18 score, LG students at PIM were averagely given 2.87 score, BUU student were averagely given 2.76 score, FB students were averagely given 2.73 score and RT students were averagely given 2.57 score. To the researcher, he selected the important points from the teachers' responses to explain as the following.

Content:

"However, the subjects could not select important information such as main idea, supporting details but they could put more details from the news to write their summarizing papers. To their techniques, the subjects seemed to copy words, phrases and sentences from original news. However, their summarizing news were meaningful and they were comprehensible."

(Teacher 1)

Language use:

"I understand the subjects' summarizing papers, but they still lack language proficiency such as grammar points, connect words and sentence structures. The information in summary was not connected as surface link and some information was not full sentences."

(Teacher 4)

Writing skills:

"The subjects show their ability in writing skills. I have seen their writing process but it was not good enough. This problem might affect by lacking of experiences in writing and they had no chance to practice writing skill in daily life."

(Teacher 3)

Thinking skills:

"The subjects were not able to synthesize and analyze the information of original text. Moreover, the problems were that they could not interpret and simplify words, information into their own speech and could not organize their idea to write summarizing paper. Hence, I think, the given score should not be high because their summarizing papers seemed to be copied from the original news."

(Teacher 1)

With reference to the teachers' opinions, it means that the subjects' summarizing news showed that the subjects had strong and weak points of summarizing. To the subjects' problems, all English teachers suggested that the subjects should improve reading techniques such as reading for getting keywords, main ideas; major and minor supporting details and other important information.

5. Implications, Recommendations and Conclusion

With reference to the findings, it is obvious that all the subjects had problems when they read and composed summary writing of English marketing news. The most problems and factors

affecting and the ways to manage the problems will be summarized in details.

5.1 Factors Affecting with Content of News

Hyland (2003) said that unfamiliarity with content could affect when the readers read the information. It means that when the summary writers did not understand the content of the news, it is difficult for selecting important information for summarizing paper.

With reference to the factor affecting with knowledge of vocabulary, it affects to comprehend the situations of news. For example, the news was not concerned with the summary writers or the summary writers' field of work and/ or study and they were unfamiliar with terminology in context, the subjects do not comprehend the content and they have to spend much more time to read. Additionally, it is difficult for the summary writers to interpret the content of news.

To the various factors affecting when summarizing, the subjects used more than one technique to manage them. According to the finding, the subjects read the English marketing news and they noticed the keywords, found the meaning of words from dictionary or translation websites to solve problem of the content of news. Moreover, the subjects imagined to situations/scenes and put themselves into situations of news. These techniques were also employed when they tried to comprehend the content and it provided the subjects to be able to comprehend the news easily (Leki 1999).

5.2 Factors Affecting with Language Proficiency

Chapelle and Hunston (2001) claims that the writers of various proposes of writing even though summary writing, they must have good language proficiency so that they are able to select words and use their own words to compose and simplify grammar points and sentence structures to compose into their summarizing papers.

Focusing on the problems, they were concerned with vocabulary more than grammars and sentence structures. To the subjects, they summarized the English marketing news, they also managed their problems by copying the sentences, phrases and words to solve the problems of language proficiency because the subjects lacked knowledge of vocabulary, grammar and sentence structures so copying was their solution to enable them to compose the summarizing news (Dees 2003) and (McWhorter 1988).

5.3 Factors Affecting with Writing Skills

With reference to the problem of writing skills, the subjects were mostly affected by the use of cohesion and coherence. They could not use linking words and conjunction on the surface link of their summarizing papers so the summarizing papers were not coherent and linked as discourse. (Grabe and Kaplan 1996). Moreover, the subjects did not have well writing process and they seldom have chance to practice writing skills in class and real lives (Harris 1993). Hence, the solution to solve their

problems and factors affecting with writing skills were the use of copying words, phrases and sentences from the original news to compose their summarizing papers.

According to Walker and Riu (2008), they said that the problems of summary writing are affected by the writers have never been taught the use of connective words such as conjunction, reference, etc. Thus, their techniques used as their solutions were to copy from the original texts compose their summarizing papers.

5.4 Factors Affecting with Thinking Skills

The subjects could not write their summarizing news well enough because they lacked thinking skills especially when they needed to synthesize, analyze and interpret what they read and selected for their summary. It was viewed that the subjects could not categorize the information in content of news because they lacked not only synthesizing and analyzing skill but also they could not interpreting the important information to explain for themselves (McWhorter 1988). Hence, when the subjects had the factors affecting of synthesizing and analyzing skill, they actually managed the problem by re-reading the news; the original text, using context of news and copying content from original text. Importantly, when the subjects could found and selected important information of the news, they could not interpret the information. Consequently, they also ignored them but they paid attention to unimportant information to write in summarizing paper. Therefore, to manage the problems, the

subjects always copied sentences to write in summarizing papers (Firkins, Forey and Sengupta 2007).

To sum up, it is seen that the factors affecting seems to be the subjects' subconscious which they might not have awareness when summarized the news. To the subjects' techniques used, the subjects in business field, who were studying in Retail Trade programme (RT), Food Business programme (FB) and Logistics programme (LG) at Panyapiwat Institute of Management have had background knowledge about business and vocabulary in context of news, but they might lack language skills and language techniques when they summarized the news. Although, the subjects who were studying in Marketing field at Burapa university (BUU), they have had background knowledge about marketing and vocabulary, situations in their field of study but they also lacked language skills and techniques used for summarizing. Moreover, the subjects who were studying in English Business at South East Asia university (SAU), they have learnt language skills and language techniques and they have had background knowledge about business in their field of study, however, they had limited in language skills when they summarized marketing news.

It concludes, the factors affecting not only affected to each other but also they also had the factors affecting with the main problems concerning with content of news, language proficiency, writing skills and thinking skills. To the problems, they could be tragedy for the

subjects or those who will compose summary writing of English news. However, the subjects in different university and different field of study used the same techniques to manage their problems and factors affecting their problems for doing summarizing task.

5.2 Use of News to Teach Summary Writing

The English news can be used to teach summary writing because the news is authentic and the students can practice reading comprehension from real situation. When the students read the news, they are encouraged to re-read, find main idea, major and minor supporting details, imagine to situation, and put themselves into the situation of the news. However, to help students to be able to summarize, the teachers should teach their students in the use of conjunctions, especially cohesive devices so that it enables the students to create surface link on their summarizing papers. Sudharsan (2006) agreed that students should be have chance to be trained on the whole process of summary writing before they are asked to do summary writing individually. Thus, if it is possible, teachers should provide the English news or other texts to work in class so that the students can work together under the teachers' suggestion, and the students can ask the questions in plenary (Palmer, Hafner and Sharp, 1994).

5.3 Language Preparation

For the problems, it should provide language preparation of summary writing for the students

who are weak in writing skill. To train students, the students should be trained grammar points, sentence structures, etc. before they are asked to do summarizing tasks. The English teacher should teach students reading strategies such as reading for main ideas, finding keywords, find major and minor supporting idea and guessing meanings from context clues. Alternatively, the teachers can ask their students to work together in order to help each other to read and to share idea about content of news. Additionally, the teachers should not ask the students to do and finish the summarizing task in class but they should provide the students a week to read and do summary writing of the news. Then, teacher should give feedback on the students' tasks so that they know their strong and weak points.

5.4 Limitations of Research

In the process of this research, the researcher had some problems which were limitations, namely:

5.4.1 Marketing news

A main problem in this research is the marketing news. Since the researcher knew the definition of marketing news and he set criteria to select the English marketing news, he was limited to find them on the newspapers and the websites. Moreover, the criteria made the researcher to have serious consideration when he found the marketing news even though the researcher met a lot of them. Thus, when the news was already selected by the subjects, the researcher had to double-check by screening

out news that did not satisfy every criterion.

5.4.2 Teachers' subjectivity

According to the English teachers, they evaluated the subjects' summarizing news individually, so they have different opinion for evaluating. In addition, the given scores depended on teachers' satisfaction with each summarizing news, so they could be subjective for evaluating and scoring.

5.5 Conclusion

This research aimed to discover what are the subjects' problems and what are the subjects techniques used to summarize English marketing news. The research was conducted with students of Payapiwat Institute of Management (PIM), Burapa University (BUU); Bangsean Campus and South East Asia University (SAU) because they had experience in summarizing various sources. Moreover, the researcher would like to know the subjects' problems on

summary writing, techniques used to solve the problems while reading and composing the summarizing news.

50 subjects were selected by simple random method and trained about how to summarize. Then, the researcher did the pre-stage and real stage of the research and he asked 5 English teachers who are teaching English at Panyapiwat Institute of Management (PIM) and King Mongkut's University of Technology Thonburi (KMUTT) to evaluate the subjects' summarizing papers.

According to the finding, the subjects had the problems and they tried to comprehend and summarize the English marketing news. Furthermore, it was found that their problems and techniques were interrelated to each other. However, it is suggested that English news is interesting for language teaching because the students can be trained both language skills and language strategies.

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Example 1 questions of semi-structure interviews for subjects

- ☐ (Problems of Writing Skills)
- ☐ (Problem of cohesion of expressing unity) How to solve the problem
- ☐ (Problem of coherence) How to solve the problem
- ☐ (Lack of Writing Process) How to solve the problem
- ☐ (Problem of Paraphrasing) How to solve the problem.....
- ☐ Other Problems.....How to solve the problem

Example 2 questions of semi-structure interview for teacher of English

What do you see the subjects' problems for summarizing English marketing news?

- ☐ Content What are factors affecting with problem of content? Why?
- ☐ Language Use What are factors affecting with problem of language use?
Why?
- ☐ Writing Skill What are factors affecting with problem of writing skill? Why?.....
- ☐ Thinking Skill What are factors affecting with problem of thinking skill?
Why?

In your opinion, what are the other problems for summarizing the marketing news? Why?

Example 3 evaluation form for assessment subjects' summary writing

Evaluation Form of Summarizing News			
Score			
5 = the most	4 = more	3 = average	2 = less
1 = the least			
The score for subjects' summarizing by following the criteria			
Criteria			
<u>Content</u>			
Main Idea	Important information	relevant of topic	Keywords
.....
<u>Language Use</u>			
Grammar	Sentence structure	Vocabulary	
.....	
<u>Writing Skills</u>			
Cohesion	Coherence	Paraphrasing	Writing Process
.....
<u>Thinking Skills</u>			
Synthesizing	Analyzing	Interpretation	Organizing Idea
.....



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