

AN UNDERGRADUATE THESIS

**IMPROVING WRITING ABILITY BY USING MAGNET
SUMMARY STRATEGY AMONG THE ELEVENTH
GRADERS OF MA WALI SONGO CENTRAL LAMPUNG**

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2020 M

IMPROVING WRITING ABILITY BY USING MAGNET
SUMMARY STRATEGY AMONG THE ELEVENTH GRADERS
OF MA WALI SONGO CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)
In English Department

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NOTIFICATION LETTER

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Appendix : 1 (One) Bundle
Matter : In order to hold the Munaqosyah of Linda Puspitasari

To The Honorable,
The Head of Tarbiyah Faculty
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(IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

Name : Linda Puspitasari
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Department : English Education
Title : IMPROVING WRITING ABILITY BY USING MAGNET SUMMARY STRATEGY AMONG THE ELEVENTH GRADERS OF MA WALI SONGO CENTRAL LAMPUNG.

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Assalamu'alaikum, Wr. Wb

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APPROVAL PAGE

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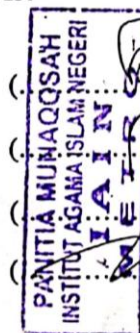
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No. B-0320/In-ZS.1/D/PP-00-9/01/2020

An Undergraduate thesis entitled: IMPROVING WRITING ABILITY BY USING MAGNET SUMMARY STRATEGY AMONG THE ELEVENTH GRADERS OF MA WALI SONGO CENTRAL LAMPUNG, written by Linda Puspitasari, student number 1501070267, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 20th January 2020 at 08.00 – 10.00 am.

BOARD OF EXAMINERS:

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Examiner I : Dr. Dedi Irwansyah, M.Hum
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**IMPROVING WRITING ABILITY BY USING MAGNET SUMMARY
STRATEGY AMONG THE ELEVENTH GRADERS
OF MA WALI SONGO CENTRAL LAMPUNG**

ABSTRACT

BY :

LINDA PUSPITASARI

The purpose of this research is to improve the students' writing ability in MA Wali Songo, Central Lampung. The researcher expects that *Magnet Summary Strategy* could help the students in learning process and be one of the strategies to improve the students' writing ability.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 15 students in eleventh graders of MA Wali Songo. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MA Wali Songo.

The result of this research showed that *Magnet Summary Strategy* had the positive result in improving the students' writing ability of the eleventh graders of MA Wali Songo. It can be known by the students' average score from the pre test to post test. The average score in pre test was 63, post test 1 was 79 and post test 2 was 84. It means that the *Magnet Summary Strategy* can improve the students' writing ability.

Keyword : Improving, Writing, Writing Ability, *Magnet Summary Strategy*, Classroom Action Research.

**MENINGKATKAN KEMAMPUAN MENULIS DENGAN
MENGUNAKAN STRATEGI MAGNET SUMMARY SISWA KELAS XI
DI MA WALI SONGO LAMPUNG TENGAH**

ABSTRAK

**OLEH :
LINDA PUSPITASARI**

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa di MA Wali Songo, Lampung Tengah. Peneliti berharap Strategi *Magnet Summary* dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan kemampuan menulis siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 15 siswa kelas XI MA Wali Songo. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris MA Wali Songo.

Hasil penelitian ini menunjukkan bahwa Strategi *Magnet Summary* memiliki hasil positif dalam meningkatkan kemampuan menulis siswa pada siswa kelas XI MA Wali Songo. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre test hingga post test. Skor rata-rata pada pre-test adalah 63, post-test I adalah 79 dan menjadi 84 pada post-test II. Ini berarti bahwa menggunakan Strategi *Magnet Summary* dapat meningkatkan kemampuan menulis siswa.


Kata kunci : Meningkatkan, Menulis, Kemampuan menulis, Strategi Magnet Summary, Penelitian Tindakan Kelas.


STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : LINDA PUSPITASARI
Student Id : 1501070267
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, January 2020
The Researcher

LINDA PUSPITASARI
1501070267



DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents
(Mr. Prawito and Mrs. Situn Mukharamah)
My Beloved Brother
(Ihwanda)

My Beloved Lectures Of English Education Study Program Of Institute Islamic
Collage Of Metro

My Beloved Friends who help me in every condition and situation

My Beloved Campus IAIN Metro

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "Improving Writing Ability by Using Magnet Summary Strategy among The Eleventh Graders of MA Wali Songo Central Lampung". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

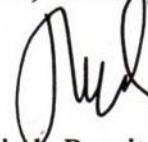
In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung and the second advisor in thesis who has supported and guided in writing this thesis.
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6. Headmaster, Teacher, Staff of the MA Wali Songo who gives permission to the researcher conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 2020



Linda Puspitasari

1501070267

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CHAPTER I

INTRODUCTION

A. Background of Study

In the global world, most of the communication is done in English as the international language. By mastering English, people are easy facing problems of many aspects in the social life such as education, economy, culture and politics. In Indonesia, English is a foreign language that is taught in schools, but it does not play an essential role in national or social life. Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school.

Moreover, English has four basic skills; they are listening, speaking, reading, and writing. Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read.

Furthermore, writing is very important for many people. Writing skills are applicable to most areas of life and career, as they indicate creativity, critical thinking skills, leadership abilities, professionalism, and qualities which are very valuable for the job market. Furthermore, people with advanced writing skills have more opportunities in school and professionally than those who do not develop this skills.

However, writing is not easy. There are many problems in writing. The

basic problem is the use of language aspect such as vocabulary, grammar and punctuation. Furthermore, in writing class students had difficulty to develop their idea to write. Less motivation is also related as the next problem of writing.

In addition, the writer had investigated the problem of writing from the results of the pre-survey conducted on the eleventh class MA Wali Songo that had been carried out on April 15th 2019 while the pre-survey results are illustrated in the following table:

Table 1
The result of Pre- survey data on APRIL 15th,2019
MA Wali Songo

No	Student Name	Final Score	Criteria
1	ABA	74	Complete
2	AM	50	Incomplete
3	AMD	40	Incomplete
4	AS	30	Incomplete
5	DD	68	Incomplete
6	EPA	65	Incomplete
7	F	48	Incomplete
8	FA	40	Incomplete
9	KA	71	Complete
10	N	40	Incomplete
11	NA	50	Incomplete
12	NKF	45	Incomplete
13	NPK	45	Incomplete
14	SAM	30	Incomplete
15	TAP	68	Incomplete
	Min. Score	30	
	Max. Score	74	
	Average	50,93	
	Incomplete	13	
	Complete	2	

Source : students' writing test, taken on April 15th 2019.

Table 2
The pre-survey result from the
test score of the Eleventh Science 1 students in MA Wali Songo

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	2 students	13%
2.	< 70	Incomplete	13 students	87%
Total			15 students	100%

Source : *pre-survey result.*

Based on the table above, it is known that the percentage of the eleventh graders at MA Wali Songo whose writing ability achieve Minimum Mastery Criteria (MMC) is 13%. Meanwhile, the percentage of students whose writing ability less than Minimum Mastery Criteria (MMC) is 87%. It is means that the percentage of students who reach minimum mastery criteria (MMC) is less than the percentage of students who do not reach minimum mastery criteria (MMC), therefore, it can be concluded that the writing ability of the eleventh graders at MA Wali Songo is unsatisfied.

From the results of pre-survey, it is also known that writing ability of eleventh graders at MA Wali Songo caused by limited English vocabulary they have. Based on the interview with the English teacher of MA Wali Songo, writing problems of the eleventh graders at MA Wali Songo are also caused by weak mastery of grammar. The eleventh graders at MA Wali Songo also has difficulty in developing the main idea and supporting ideas in writing. They also had less the motivation in writing.

In relation to writing problems, the eleventh graders of MA Wali Songo need an effort to improve writing ability by applying the effective teaching strategy. One of the effective writing strategies is using Magnet

Summary Strategy. Magnet Summary Strategy helps students understand the details and construct meaningful summaries in their own words. This strategy help students to organize the idea. The students can write the paragraph based on what they rise from details that they read before. Therefore, the students can write as much as they can by using their own words.

Magnet Summary Strategy are conducting by integrated ability, they are reading and writing. Begin from reading a text, then the students can write the paragraph based on what they have read. Magnet Summary Strategy is a reading and writing strategy which can help students condense their reading about specific topics to several key words or phrases and then combine the words or phrases into a sentence or two that incorporates all of the relevant information. Summaries help readers focus on the important information in a text. When students learn to write summaries, they are able to identify the essential information in a text, condense this information into a very brief form, and then restate the information in their own words.

Magnet Summary Strategy is a teaching writing strategy that is very effective because the strategy has many advantages. First, the magnet summary includes a graphic organizer that helps students to represent how the ideas in a text are connected and related. The use of graphic organizers has been linked to improved comprehension of expository texts because students can use the organizers to identify and represent key ideas in the text.

Second, magnet summary is a specific procedure which is effective than using a less- structured approach to teaching summarization. Third, determining important ideas and representing them in a brief manner is necessary to write a summary, and the steps in the magnet summary provide a framework to help students complete these processes. The Magnet Summary Strategy can be used across the curriculum so students can apply it to any content area once they have learned the process. In addition, Magnet Summary Strategy can be easily adapted for use in all grades from elementary through high school.

Based on the explanation above, the writer considered to improve the writing ability of the eleventh grade students at MA Wali Songo by implementing Magnet Summary Strategy. In this case the writer was conducted classroom action research at MA Wali Songo through the application of implementing Magnet Summary Strategy. Therefore, the writer was conducted a study entitled: “Improving Writing Ability by Using Magnet Summary among the Eleventh Graders of MA Wali Songo Central Lampung.”

B. Identification of the Problem

Based on the background of the study above and the result of pre-survey, the writer had identified some problems as follows:

1. The students have limited English vocabulary.
2. The students don't have adequate grammar mastery
3. The students have difficulty in developing the main idea and supporting ideas in writing.
4. The students do not have high motivation in writing.
5. The students have insufficient writing ability.

C. Limitation of The Problem

Based on the identification of problems, the writer limits the problem only on the insufficient writing ability of the eleventh grade students at MA Wali Songo. Hence the title of this research is "Improving Writing Ability by Using Magnet Summary among the Eleventh Graders of MA Wali Songo Central Lampung."

D. Formulation of the Problem

Based on the background and limitation of the problem, the writer would like to formulate the problem in this paper as follows Can the use of Magnet Summary Strategy improve the students' writing ability and their learning activities at the eleventh grades of MA Wali Songo Central Lampung?

E. Objective and Benefit of The Strategy

1. Objective of the study

Based on the formulation of the problem above, this study is aimed at improving students' writing ability and their learning activities by using Magnet Summary Strategy among the eleventh graders at MA Wali Songo Central Lampung.

2. Benefit of the study

This research is expected to provide benefits not only for the writers but also for student, teacher and the other writers.

b. For the students

This research was expected as a motivation to improve students' comprehension in writing. Besides, the application of Magnet Summary Strategy can ease them in writing, so that their comprehension in writing improves.

c. For the teacher

This research is expected as help teachers to improve their teaching strategies especially in teaching writing. The application of the strategy also can help teacher to create effective learning so that the learning target can be achieved.

d. For the other writers

For other writers, this study is expected as one of references for relevant researches who are interested in conducting similar research in the next time.

F. Prior Research

This research was conducted by considering several previous studies so that researchers get a strong view and foundation. The first prior research was carried out by Novi Yanti Sari with the title “The Effect of Magnet Summaries Strategy Toward Students’ Writing Achievement At Junior High School”. The prior researcher used experimental method that consists of two groups, They are experimental class and control class. Based on data analysis, this study finally showed that the Magnet Summaries strategy had a positive effect on writing learning especially for students IX.7 of SMU 3 Lubuk Sikaping. This is indicated by the high average value of the experimental class compared to the control class.¹

This research has a similarity with the first previous research. The equation is in the strategy used Magnet Summary Strategy in teaching writing. However, this research and the prior research have different research method. The prior research used experimental method which is this research use classroom action research. The next difference is the research sample. This research was involved the Eleventh Graders of MA Wali Songo as a research sample. While, the first prior research involved the ninth Grade Students of SMPN 3 Lubuk Sikaping.

In addition, the second prior research conducted by Hudaya with the title "Teaching Writing Summary by Using Magnet Summary Strategy." In this research Hudaya focused on teaching writing summary. The prior researcher

¹ Novi Yanti Sari, “The Effect Of Magnet Summaries Strategy Toward Students’ Writing Achievement At Junior High School”, Vol 1, No 1 (2014), p. 1-4.

used pre-experimental study with one group pre-test and post-test. The sample of this research was taken by using cluster sampling technique. The data of this research was collected by administering the written test and was analyzed by using t-test and effect size (ES) formula. The result of this research indicated standard effectiveness of the test is categorized as strong effect. Therefore, Magnet Summary Strategy is as a good alternative strategy in teaching writing summary.²

This second prior research has similarity with this research. The equation is in the strategy that used Magnet Summary Strategy in teaching writing. However, this research not just only focus in teaching writing summary but also teaching to write an essay or passage. This research and the prior research have different research method. The prior research used pre-experimental method which this research use classroom action research. Although both of these researches use the eleventh graders as a sample, but the place of sample taken was different. This research was involved the eleventh graders of MA Wali Songo as a research sample. While, the first prior research involved eleventh graders of SMA Negeri 2 Pontianak.

In addition this research was conducted by considering some of the previous studies. The third prior research conducted by Hardiansyah research with the title "The Effect of Using Magnet Summary Strategy Toward Reading Comprehension of The Fifth Grade Students At Almunawwarah Islamic Boarding School Pekanbaru". A language skill assessed by the third

² Hudaya, "Teaching Writing Summary by Using Magnet Summary Strategy", p. 1-15.

prior research is reading ability. A research method used by the third prior research is qualitative research. The research population of this research was all of the fifth year students that consist of experimental class and control class. The result of this research show that using of magnet summary could help students to improve their reading comprehension.³

Although the third prior research and this research both used the same strategy, namely Magnet Summary Strategy but the skills used were different. The different is if the prior research used the Magnet Summary Strategy in teaching reading, this research used Magnet Summary Strategy for teaching writing. The next differences are the method and sample that used. The prior research used experimental method which is this research use classroom action research. The sample of the the research is also different. The third prior research involved the fifth grade students at Al Munawwarah Islamic Boarding School Pekanbaru, while this research was involved the eleventh graders of MA Wali Songo as a research sample.

Referring to the prior research above, the differences are about the research method, research sample, aspect research and research finding. Therefore, by considering same prior researches above, it is advisable to implement Magnet Summary Strategy in teaching writing. The writer desires to know the students' writing ability and language activity in English at MA Wali Songo Central Lampung. Writing is one of the important aspects in English, the students was confused if they still difficult for writing in

³ Hardiansyah, "The Effect Of Using Magnet Summary Strategy Toward Reading Comprehension Of The Fifthgrade Students At Almunawwarah Islamic Boarding School Pekanbaru", p. 22-35.

paragraph. Based on pre-survey result, the writer finds out the fault of the students' report text. Therefore, the writer thinks that those are needed to be investigated.

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Writing Ability

1. The Concept of Writing

a. Definition of Writing

Etymologically, writing is derived from the word write. Writing is a process to express thoughts and feelings of thinking and shaping of experience.

According to Judith, writing is the way to communicate a message with a specific purpose to an audience. Most writing does one of three things: inform, explain, or present an argument. Writing effectively involves discovering what you want to say.⁴

Moreover, writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information.⁵

Based on the quotations above, it can be concluded that writing is a process to convey thoughts, opinions, and feelings with a specific purpose. In addition, writing ability is important as a communication tool to express students' knowledge in the literate culture.

⁴Judith F. Olson, *Writing Skills Success in 20 Minutes A Day* (United States: Learning Express, 2005), p.157.

⁵Steve Graham et al., *Teaching Secondary Students to Write Effectively* (Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), 2016), p.1.

b. Purposes of Writing

There are many different kinds of writing, any piece of writing has purposes. Kate Greenville assumes that writing will be trying to do at least one of the following things: they are writing to entertain, writing to inform and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.⁶

1). Writing to entertain

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing'. Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. In addition, writing doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.

2) Writing to inform

When a writer tells the reader about something, it means that the writer has a purpose to inform in writing. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

Writing has purpose to persuading the reader about something. Example of writing that has purpose to persuade is includes advertisements, some newspaper and magazine's articles, and some types of essay. This type of writing might include people opinion,

⁹Kate Greenville, *Writing From Start To Finish A Six-Step Guide*, (Australia: Griffin Press, 2001), p.1.

but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

c. Process of Writing

The writing process is the heart and soul, the essential framework, of any high quality writing program. With an emphasis on process, the writers begin to understand that writing is about communicating and that writers need to consider both the purpose and the audience for the writing.⁷

Here are some steps in writing:

a. Prewriting

Prewriting is the critical first step in creating a successful essay. Whether you are handed a topic must come up with one on your own, or writing under a time constraint taking the time to focus and shape your thoughts will result in a better final product.⁸ Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.⁹

In the prewriting process, the writers are challenged to think and gather the idea will be written. The writer should organize thoughts efficiently. Though information and ideas may come randomly, it is the job as a writer to clarify and structure the data and present it in a sane,

⁷ Tony Stead and Linda Hoyt, *A Guide to Teaching Nonfiction Writing*, (USA: FirstHand, 2011), p.18.

⁸ Lauren Starkey, *How to write great essays*, (USA: Learning Express, 2004), 2.

⁹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), p.15.

sensible and logical fashion¹⁰.

b. Drafting

According to Vicki, drafting is a process to moving thoughts and ideas into text. In the drafting process, writers are trying to getting their ideas down on the page in a coherent way. Drafting represents the challenging transition from planning, or prewriting, to formulating the words and putting them on paper.¹¹

c. Revising

The art of writing is revision. Although revising and editing are frequently discussed simultaneously, they are quite different processes. When writers revise, they reconsider, rethink, and reshape their writing, wrestling with the tension created by what they intended to say and the words that actually they want to convey. The art of writing is revision. Although revising and editing are frequently discussed simultaneously, they are quite different processes. When writers revise, they reconsider, rethink, and reshape their writing, wrestling with the tension created by what they intended to say and the words that actually they want to convey.¹²

During revision, it is important that writers focus on their message: on the facts and details, on the features of the nonfiction text, on the words and the way they work together. Great caution needs to be

¹⁰Zuzana Svobodova et al., *Writing in English*, (Europe: Writing in English Project Group,2000), p.6.

¹¹Vicki Urquhart and Monette McIver, *Teaching writing in the content areas*, (United States of America: ASCD, 2005), p.16.

¹²*Ibid.*,p.18.

utilized to ensure that writers don't slip over to editing and begin to address surface level issues such as spelling, punctuation, and so on, and forget the power of the ideas¹³.

d. Editing

When the planning, drafting, and revising is done, the final stage for authors who intend to share their work is editing. When writers revise, they are attending to language quality and message cohesion. But when writers edit, they often concentrate on mechanics. And while editing frequently occurs simultaneously during revision (less so in drafting), it is also distinct. Making sure that sentences have appropriate punctuation, correct grammar, and proper spelling is significantly different from tending to the crafting of words that will convey a message embedded with accurate facts, imagery, and emotion.¹⁴

2. Concept of Writing Ability

a. Definition of Writing Ability

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.¹⁵

¹³ Tony Stead and Linda Hoyt, *A Guide to Teaching Nonfiction Writing*, (USA: FirstHand, 2011), p.24

¹⁴ Vicki Urquhart and Monette McIver, *Teaching writing in the content areas*, (United States of America: ASCD, 2005), p.21.

¹⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (Ney York: Routledge, 2009), p.113.

According to Bridgeman and Carlson, writing ability is even more important to professional than to academic success.¹⁶ In other word, writing ability in one of the way to make the writing text is meaningful. The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

b. Writing Rubric

The assessment of writing ability is guided by the use of an appropriate writing rubric. One of the suitable writing rubric is as follows:¹⁷

Content		
30-27	Excellent to very good	Knowledgeable, substantive development of thesis, relevant to assigned topic.
26-22	Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor	Does not show knowledge of subject, non pertinent, or not enough to evaluate.
Organization		
20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing cohesive.
17-14	Good to average	Somewhat choppy, loosely organized

¹⁶ Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, (Princeton: Educational Testing Service, 1984) p.7.

¹⁷ J.B. Heaton, *Writing English Language Tests*. (USA: Longman Group, 1988), p.146.

		but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
9-7	Very poor	Does not communicate, no organization, or not enough to evaluate.
Vocabulary		
20-18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	Limited range, frequent errors of word/idiom from, choice, usage, meaning confused or obscured.
9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Language use		
25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions
10-5	Very poor	Virtually no mastery of sentence construction rules
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	Occasional errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization
2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing

Source: Writing Rubric Written by J.B. Heaton in *Writing English Language Tests*.

B. The Concept of Magnet Summary Strategy

1. The Nature of Magnet Summary Strategy

Magnet Summary strategy is a reading and writing strategy. It means that this strategy is an integrated strategy that can be used in same time. When people use this strategy to improve students writing ability the reading process is the most important way because the first step to apply this strategy the student firstly should read a passage or text.

Magnet Summary Strategy is an effective strategy that helps students condense their reading about specific topics to several key words or phrases and then combine the words or phrases into a sentence or two that incorporates all of the relevant information. Combined, these summary sentences form the body of summary paragraphs.¹⁸

In this strategy, students identify key words from the passages read and then use them to develop a summary of the passage. The students can write the paragraph based on what they rise from details that they read before. So, the students can write as much as they can by using their own words.

The Magnet Summary Strategy is a structured process to assist teachers as they provide summarization instruction to young learners. The procedures in the strategy and the graphic organizer provide step-by-step support to assist primary grade students with identifying a main idea and supporting details. Through the use of the Magnet Summary Strategy,

¹⁸Vicki Urquhart and Monette McIver, *Teaching writing in the content areas*, (United States of America: ASCD, 2005), p.160.

students are able to learn to write simple summaries of expository texts they read.¹⁹

2. The Benefits of Magnet Summary Strategy

The greatest benefit of teaching students using the Magnet Summary Strategy is that it provides them with a logical and simple procedure for determining relevant and irrelevant details as they synthesize the information. While this strategy appears simple, its success depends on teacher modeling to guide students through the process before they produce Magnet Summaries independently.²⁰

The magnet summary technique offers several research-based benefits that help to overcome these challenges.

- a. The magnet summary provides a concrete visual or graphic organizer that allows students to represent how the ideas in a text are related and connected. In addition, graphic organizer use has been linked to improved comprehension of expository texts because students are able to use the organizers to identify and represent key ideas from the text.
- b. Using a specific procedure such as the Magnet Summary Strategy to write a summary is more effective than using a less structured approach to teaching summarization.
- c. Determining important ideas and representing them in a brief manner

¹⁹Barbara Moss and Diane Lapp, *Teaching new Literacies in grades K–3*, (New York: The Guilford Press, 2010), p.307.

²⁰Roberta L. Sejnost and Sharon M. Thiese, *Building content literacy : strategies for the adolescent learner*, (United States of America: Corwin, 2010), p.55.

is necessary to write an effective summary.²¹

3. The Implementation of Magnet Summary Strategy

1. The teacher begins the learning process by determining the text that the teacher wants the students to read as they complete this exercise then determine a key word from the passage that relates directly to the concept being discussed.²²
2. The teacher explains that this key word is like a magnet in that it attracts information that is important to the topic.
3. The teacher determine the magnet words and asks students to write the magnet word in the center on an index card and
4. Ask students recall all the details from the passage that are connected to the magnet word.
5. The teacher shows the students how they can combine the information on each card to write a summary sentence. The teacher instructs students to develop the information that have written on index card in the order that makes logical sense for a summary paragraph.
6. Next, the students should repeat the process until they have summarized all sections assigned.
7. Once all the sections have been summarized, the teacher reminds students how to add transition words, adjust sentences so that their summaries will flow smoothly, and include any missing components

²¹Barbara Moss and Diane Lapp, *Teaching New Literacies in Grades 4–6*, (United States of America: The Guilford Press, 2010), p.328.

²²Vicki Urquhart and Monette McIver, *Teaching writing in the content areas*, (United States of America: ASCD, 2005), p.160.

such as concluding sentences²³

C. Action Hyphotesis

The action hyphotesis of this research is stateded, as follow:

“If Magnet Summary Strategy is implemented, it can improve writing ability among the eleventh graders of MA Wali Songo Central Lampung”.

²³Roberta L. Sejnost and Sharon M. Thiese, *Building content literacy : strategies for the adolescent learner*, (United States of America: Corwin, 2010), p.55.

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Magnet Summary Strategy that help students to improve their writing ability.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that was defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.²⁴ According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.²⁵

Based on the statement, the definition operational of the variable in this research are:

²⁴John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

²⁵ Allen Rubin & Earl R Babie, *Esential research Method for Social Work*, (Engaged Learning: United State of America,2010), p.70.

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable.²⁶ The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure writing ability of students, the writer took the writing test by gave the essay test. The students composedd a report paragraph in 25 minutes about something. It is a simple test as a sample to know about the students' writing ability. The indicators of a written test in this variable are:

- 1) The students are good in content of writing. The content should be relevant to the topic.
- 2) The students are good in organization of writing. The students are able to compose report text based on the appropriate generic structure of report text.
- 3) The students are able to write report text by using good mechanics writing.

b. The independent Variable

According to Evelyn, Independent Variable is variable that the writer suspects may relate to or improve the dependent variable. In a sense, the dependent variable "depends" on the independent

²⁶*Ibid*, p.63

variable.²⁷

This variable was measured by observation. To observe this variable the writer was used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

- 1) The students are good respond to learn writing using Magnet Summary Strategy.
- 2) The students have more concentration to write the report paragraph in English

B. The Research Setting

The writer was conducted the Classroom Action Research (CAR) at MA Wali Songo. The object of this research is the students' writing ability at XI MIA 1 of MA Wali Songo, consists of 15 students. The setting of the research is in the Sukajadi Village, Central Lampung.

C. The Subject of the Research

This research is the Classroom Action Research (CAR). The subject of this action research is the students of XI MIA 1 at MA Wali Songo.

The teacher chose one of her classes that the students had a lower average score in writing. Based on the teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult in developing idea for writing, exactly the Magnet Summary Strategy is the problem solution for making the students better.

²⁷ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (USA: Heinle Publisher, 1991), p.64

Table 4
Total students of the eleventh grade MA Wali Songo

No	Class	Gender		Total
		Male	Female	
1	XI MIA 1	3	12	15

D. Action Plan

The research uses the classroom action research. According to Creswell, classroom action research designs are systematic procedure that use when the writer have a specific educational problem to solve. This problem may be assessing the difficulties faced by part-time faculty.²⁸

In addition, Jean and Jack assume that classroom action research is about practitioners creating new ideas about how to improve practice, and putting those ideas forward as their personal theories of practice.²⁹

Meanwhile, Zina states that classroom action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, process, outcome, and application are inextricably linked.³⁰

Based on the theories above, it can be concluded that classroom action research is a systematic procedure that aims to create new ideas to solve specific educational problems through a cycle and participatory process.

There are many designs that can be used in classroom action research but in this research the writer uses Zina O'leary research design. According to

²⁸ John W. Creswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research*, (United States of America: Pearson, 2011), p.577.

²⁹ Jean McNiff and Jack Whitehead, *All You Need to Know About Action Research*, (London: SAGE Publication, 2006), p.5.

³⁰ Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), p.139

Zina O’leary action research is a cyclical process that takes shape as knowledge emerges.³¹ These phases can be seen by following figured:

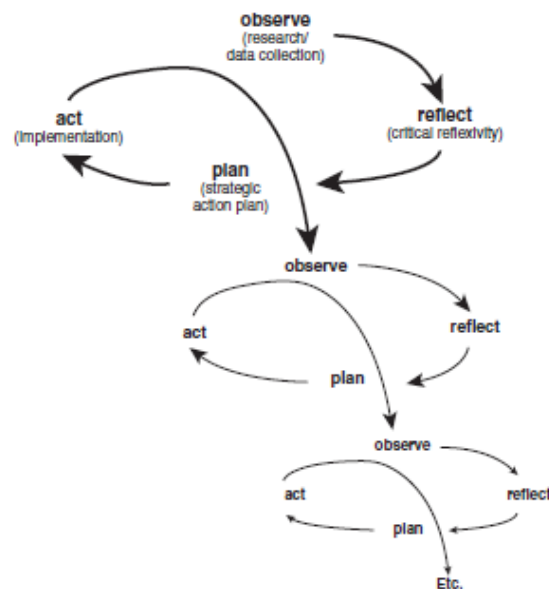


Figure 1. Zina O’leary³²

That figure describes the sequence of the research which is begin by planning, following by action, observation, and reflectionthat implement in each cycle in spiral system. The assumption is if the determine outcome in the first cycle cannot be achieve or there may be found new problem, so it was probably be continue and revise in the next cycle that have same phase on the first cycle.

In this research, the writer was conducted classroom action research of the Eleventh graders of MA Wali Songo. The reason of why the writer conducted classroom action research is because the writer want to improve the writing ability of the Eleventh Graders of MA Wali Songo by Magnet

³¹*Ibid.*, p.141.

³²*Ibid.*, p.140.

Summary Strategy.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer collaborated with the real English teacher of MA Wali Songo as an observer and collaborator. The writer plays a role as an English teacher who teaches writing ability through Magnet Summary Strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but the writer also took actions by making lesson plan and giving assessment. Then, the writer also collecting and analyzing data together with the teacher to know the result of their student writing result.

According to the Zina O'leary's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing ability that occur in the classroom and concluding the finding in preliminary study. Then the writer

was prepared some plans to conduct the classroom. They were the following:

- 1) The writer prepares the lesson plan including learning procedure, media, and relevant material to be apply in acting phase.
- 2) The writer prepares learning resource for students. The writer determines the strategy to be apply in acting phase. In this case, the reseracher uses Magnet Summary strategy to improve students writing ability.
- 3) The writer prepares observation format and also evaluating format to evaluate the student's activity after learning process.
- 4) The writer designs the criteria of success.

b. Action

In the second phase, the writer collaborates to implement the action that have been arranged in planning phase. This activities are implemented on the following step:

- 1) Pre teaching activity
 - a) The writer starts the lesson by greeting to the students.
 - b) The writer and students pray together.
 - c) The writer checks students' attendance.
 - d) The writer informs to the students about the

competence, the indicator and the objectives that should be achieved.

2) While teaching activity

- a) The writer begins the learning process by determining the text that the teacher wants the students to read as they complete this exercise then determine a key word from the passage that relates directly to the concept being discussed.
- b) The writer explains that this key word is like a magnet in that it attracts information that is important to the topic.
- c) The writer asks students to write the magnet word in the center on an index card and recall all the details from the passage that are connected to the magnet word.
- d) The writer shows the students how they can combine the information on each card to write a summary sentence. The teacher instructs students to develop the information that have written on index card in the order that makes logical sense for a summary paragraph.
- e) Next, the students should repeat the process until they have summarized all sections assigned.

- f) Once all the sections have been summarized, the teacher reminds students how to add transition words, adjust sentences so that their summaries flow smoothly, and include any missing components such as concluding sentences
- 3) Post teaching activity
 - a) The writer gives positive feedback to the students.
 - b) The writer and the students conclude the learning topic that have been discussed.
 - c) The writer greets the students in end of the meeting.
 - d) After giving treatment in cycle 1. The writer gives the post-test. The instrument which is giving to the students have different type from the instrument which is giving in the pre-test.
- c. Observation

In the third phase, the observer observes the student' activity, their participations, class situation during learning process, and writer performance by using structure observation form and made note the overall activities. Furthermore, the writer also collects the data from the post test and result of student's activity. The writer observes the overall activities to find out the effectiveness of learning

process which have be occure and the result is concludingand discussing in reflecting phase.

d. Reflection

In the fourth phase, the writer tries to see and think again somethings that writer has done. It also to know whether there is influence to the students' learning process. By reflecting, the writer can get information the strength and the weakness from the action that the writer has been done. If the writer still find the problems, the writer will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

2. Cycle 2

a. Re-Planning

In the first phase, when the writer finds the problem in the first cycle, the writer was repaired the problem in the next cycle. It was explain as a follow:

- 1) The writer analyses the reflection result to obtain the solving problem.
- 2) The writer revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

- 3) The writer rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

b. Action

In the second phase of cycle two, the writer applies the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

- (1) The writer starts the lesson by greeting to the students.
- (2) The writer and students prays together.
- (3) The writer checks student's attendance.
- (4) The writer informs to the students about the competence, the indicators and objectives that was achieved.

b) While teaching activity

- (1) The writer begins the learning process by determining the text that the teacher wants the students to read as they complete this exercise then determine a key word from the passage that relates directly to the concept being discussed.
- (2) The writer explains that this key word is like a

magnet in that it attracts information that is important to the topic.

(3) The writer asks students to write the magnet word in the center on an index card and recall all the details from the passage that are connected to the magnet word.

(4) The writer shows the students how they can combine the information on each card to write a summary sentence. The teacher instructs students to develop the information that have written on index card in the order that makes logical sense for a summary paragraph.

(5) Next, the students should repeat the process until they have summarized all sections assigned.

(6) Once all the sections have been summarized, the teacher reminds students how to add transition words, adjust sentences so that their summaries will flow smoothly, and include any missing components such as concluding sentences

c) Post teaching activity

(1) The writer gives positive feedback or reinforcement to the students.

(2) The writer and students conclude the learning topic

that have been discussed.

- (3) The writer greets the students in the end of the meeting.

c. Observation

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and writer performance by using structure observation form and made note the overall activities. Furthermore, the writer also collects the data from the post test and the result of student's activity.

d. Reflection

In the fourth phase, the writer discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of Magnet Summary Strategy successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the writer did not continue the action in next cycle.

E. Data Collecting Technique

There are two type of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the

qualitative data. On the other side, the researcher uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The writer uses test to get data result of the students' writing ability. The result of this test is students' writing score based on the media applied. The aim of this test is to measure the students' writing ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test was conducted before implementing *Magnet Summary Strategy* in preparations study. Pre-test of this research was in the form of essay test that ask the students to write a composition of report text in English.

b. Post-test

The post-test is implemented after using *Magnet Summary Strategy* in teaching writing ability. Post-test of this research was in the form of essay test that ask the students to write a composition of report text in English.

2. Observation

The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and

the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.³³ It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer was observed the learning process of the eleventh graders of MA Wali Songo in their classroom. During the learning process, the writer is going to observe the students' activeness in learning to write the report text.

3. Documentation

Documentation may refer to particular individuals, as with school records and descriptives about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate descriptives on the physical state of schools, it can have a number of features.³⁴ For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research decriptive. It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the writer in order to get the complete data about the estabilishment history of MA Wali Songo, the organization structure of MA Wali Songo, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

³³Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58.

³⁴*Ibid.*, 273.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.³⁵ In this research, the writer used field note to record the student's activity during the learning process. In this research, the writer wal conducted the field note in order to get the complete data from the eleventh graders of MA Wali Songo about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Instrument of the Research

1. Writing Test

To identify the students' writing ability of the eleventh grade of MA Wali Songo, the writer applied writing test. The test is measuring the ability of the students about the topic on writing subject.

The test consists of pre-test and post-test, of this research wwa in the form of essay text that asks the students to write a composition of report text in English.

2. Observation sheet

In order to observe the learning activity and each cycle, the writerwill use observation sheet. It deals with learning activity such as:

³⁵*Ibid.*,p.526.

- a. Frequency of the student-initiated responses
- b. Quality of teachers-elicited responses
- c. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
- d. Students' verbal and nonverbal response to materials, types of activities, teaching styles.³⁶

G. Data Analysis

Data analysis will be conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula.³⁷

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result will be matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass

³⁶H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p.267,268.

³⁷Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

the MSC in each cycle as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows:

1. “Can Magnet Summary strategy improve the students’ ability in writing report text at the eleventh grades of MA Wali Songo?”
2. “Can Magnet Summary strategy improve the learning activities at the eleventh grades of MA Wali Songo??”

1. Description of MA Wali Songo

Before presenting the result of this research, the researcher describes MA Wali Songo that consists of:

a. The History of MA Wali Songo

On May 25, 1993, MA Wali Songo was established, to continue the MTs that already existed or had already been established. Based on the Decree of the Head of the Department of Religion Lampung Province No. Wh/6/SK/22/93 with No. Statistics 31218020405 MA Wali Songo was officially approved. This madrasa is under the auspices of the Wali Songo Islamic Boarding School Foundation, Sukajadi Village, Bumiratu Nuban District, Central Lampung Regency.

b. Vision and Mission of MA Wali Songo

1) Vision of the School

Becoming an educational institution that can produce a generation of people of high quality in science, noble, competitive, professional, and good leadership

2) The mission of the school

1. Creating students who are knowledgeable, have good morals and are dedicated to God
2. Teach religious and general science equally

c. The Condition of Teacher and Official Employees at MA Wali Songo

Table 4
The Condition of Teacher and Official Employers at MA Wali Songo

No	Name	Position
1	SYAIKUL ULUM, S.Pd.I	Head of Foundation
2	KOMARI, SS	Head master
3	H. FATAYA HUSNA	Treasurer
4	H. FAHRUL KH, S.Pd.I	Teacher
5	H.M. YASIN, S.Ag, M.Pd.I	Teacher
6	JOKO SUSANTO, S.Pd	Teacher
7	MULYONO, S.Pd	Teacher
8	SUWARNO, S.Pd	Teacher
9	CHAMIDAH, A.Md	Assistant Principal for Curriculum, Teacher
10	Drs. SUMARNO, MM	Teacher
11	MUNANDAR, S.Pd.I	Teacher
12	KHOIRIL ANAM, S.Pd	Teacher
13	AHMAD FADLOLI, ST	Head of the Laboratory
14	CANDRA SARI S, SE	Librarian
15	KENTIN WIDIASIH, S.Pd	Teacher
16	MASRUROTUN A. , S.Pd	Teacher, Coordinator for Guidance of Counseling
17	NANIK M, S.H.I	Teacher
18	ARI HERWANTO, A.MPd	Teacher
19	KHOMSIATUN, S.Sy	Teacher
20	MUTIARA UMI LIA, S.Pd	Teacher
21	SISKA CANDRA, S.Pd	Teacher
22	Rina Mida Hayati, M.Pd	Teacher
23	UMI ZUMAROH, S.Pd.I	Teacher
24	HAIRU AMSAH, S.Pd.I	Administration Staff
25	IMAM MURSYID, S.H	Administration Staff
26	BADARUDIN, M.H	Teacher
27	ALI FAUZI, S.H	Administration Staff
28	ELI SUSANTI, S.Pd	Teacher
29	MIFTAHUL AMIN, S.Pd	Teacher

source: Documentation of MA Wali Songo

d. The Quantity Students of MA Wali Songo

The students' quantity at MA Wali Songo is identified, as follows:

Table 5
The Students' Quantity at MA Wali Songo in the Academic Year
of 2019/2020.

No	Class	Total
1	X	156
2	XI	87
3	XII	117
Total		360

e. The Building of MA Wali Songo

The condition of facilities at MA Wali Songo in the academic year of 2019/2020 is illustrated in the table below:

Table 6
The Building of MA Wali Songo

No	Building facility	Quantity
1	Classroom	12
2	library room	1
3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Chemistry laboratory	1
8	Physics Laboratory	1
9	Basketball court	1
10	Principal's WC	1
11	Teacher's toilet	1
12	OSIS room	1
13	Warehouse	1

source: Documentation of MA Wali Songo

f. The Organization Structure of MA Wali Songo

The Organization Structure of MA Wali Songo the academic year of 2019/2020 is illustrated in the following figure:

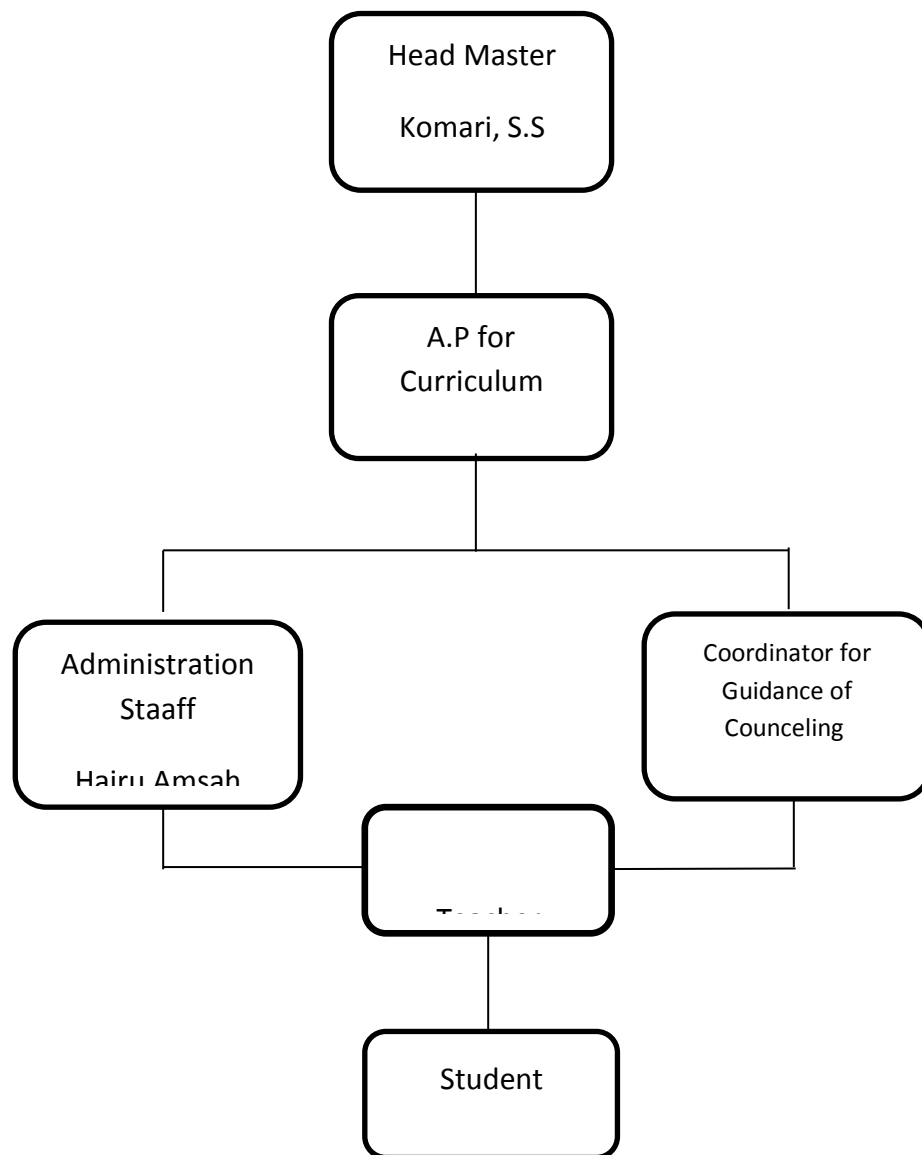


Figure 2

2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Chamidah, A, Ma as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on October, 11th 2019 at 07.15 until 08.15. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their writing essay test before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was writing test that asked the students to do the test about report text. Then, the students' pre-test result is illustrated on the table below:

Table 7
Students' Pre-test Grade

No	Name	C	O	V	LU	M	Total Grade	Criteria
1	ABA	27	18	20	22	4	84	Complete
2	AM	14	7	7	5	2	35	Incomplete
3	AMD	17	14	15	19	3	68	Incomplete
4	AS	21	14	12	16	3	66	Incomplete

5	DD	25	17	19	19	5	85	Complete
6	EPA	21	14	12	16	3	66	Incomplete
7	F	20	14	12	16	2	64	Incomplete
8	FA	10	7	7	5	5	34	Incomplete
9	KA	25	17	19	19	4	84	Complete
10	N	17	14	14	11	2	58	Incomplete
11	NA	17	14	15	19	4	69	Incomplete
12	NKF	17	13	9	13	2	54	Incomplete
13	NPK	21	14	13	17	3	68	Incomplete
14	SAM	14	9	9	10	2	44	Incomplete
15	TAP	16	14	16	19	4	69	Incomplete
Total of all students' grade							948	
Total all of the students (n)							15	
The highest grade							84	
The lowest grade							34	
Average							63	

Table 8
Note of Writing Criteria Symbol

No	Symbol	Criteria
1	C	Content
2	O	Organization
3	V	Vocabulary
4	LU	Language Use
5	M	Mechanics

Source: J.B Heaton's Writing Rubric

Table 9
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	3	20%	Complete
2	< 70	12	80%	Incomplete
	Total	15	100%	

Source: The result grade of Writing pre-test at XI class of MA Wali Songo October 11th 2019.

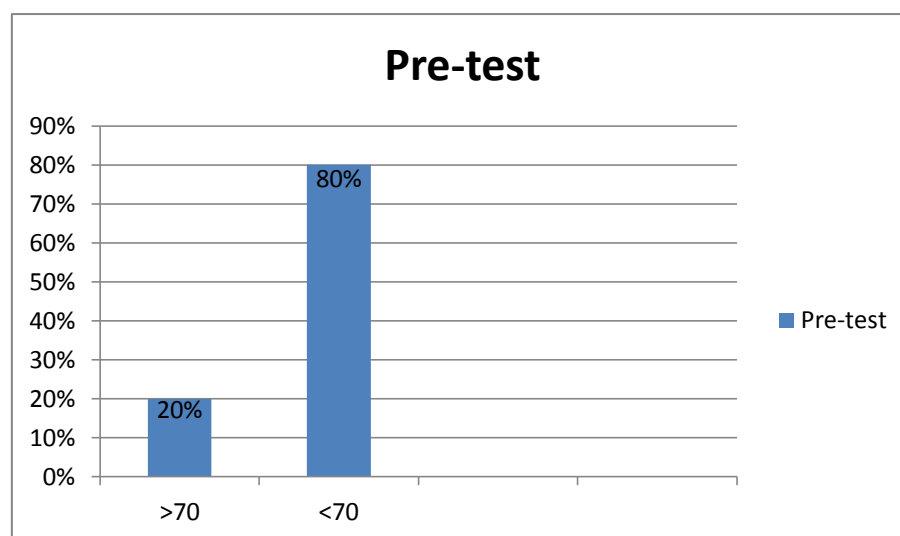


Figure 3
The Percentage of the Students' Grade in Pre-test

Based on the data above, it could be inferred that 12 students (80%) were not successful and 3 other students (20%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MA Wali Songo at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 63, so the result was unsatisfied. Therefore, the researcher used Magnet Summary strategy to improve the students' writing ability.

a. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on October, 18^h 2019 at 07.15 until 08.15 and followed by 15 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher gave a text and asked the student to read it. The researcher gave some index cards

that contain magnet words to students. The researcher asked the students to write the details from the text that are connected to the magnet word. The researcher asked the students combine all detail informations to write summary sentence on the back of each index cards. The researcher asked the students to develop the information that have written on index card to write a report text.

b. The second meeting

The second meeting was conducted on October, 25th 2019 at 07.15 until 08.15 for 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching writing with the implementation of Maagnet Summaary strategy.

In the second meeting, the researcher gave a text and asked the student to read it. The researcher gave some index cards that contain magnet words to students. The researcher asked the students to write the details from the text that are connected to the magnet word. The researcher asked the students combine all detail informations to write summary sentence on the back of each index cards. The researcher asked the students to develop the information that have written on index card to write a report text.

Furthermore, on November, 1st 2019 the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test that asked the students to write report text. The topic of writing test in post-test 1 is Giraffe..

The result of the students' test in post test 1 was better than test in pre-test before.

Table 10
The Students' Grade of Post-Test 1

No	Name	C	O	V	LU	M	Total Grade	Criteria
1	ABA	27	19	19	21	5	91	Complete
2	AM	19	13	14	19	4	69	Incomplete
3	AMD	25	18	18	19	4	84	Complete
4	AS	23	17	16	19	4	79	Complete
5	DD	25	18	18	20	5	86	Complete
6	EPA	27	18	19	22	5	91	Complete
7	F	23	14	17	19	3	76	Complete
8	FA	22	14	17	19	4	82	Complete
9	KA	25	18	18	20	5	86	Complete
10	N	21	18	14	17	4	69	Incomplete
11	NA	25	17	17	19	4	82	Complete
12	NKF	21	1	14	17	4	69	Incomplete
13	NPK	25	18	18	19	4	84	Complete
14	SAM	22	14	13	16	3	58	Incomplete
15	TAP	23	16	16	19	5	79	Complete
Total of all students' grade							1185	
Total all of the students (n)							15	
The highestgrade							91	
The lowestgrade							58	
Average							79	

Table 11
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	11	73%	Complete
2	< 70	4	27%	Incomplete
	Total	15	100%	

Source: The result grade of writing Post-test I at XI class of MA Wali Songo October, 18th 2019.

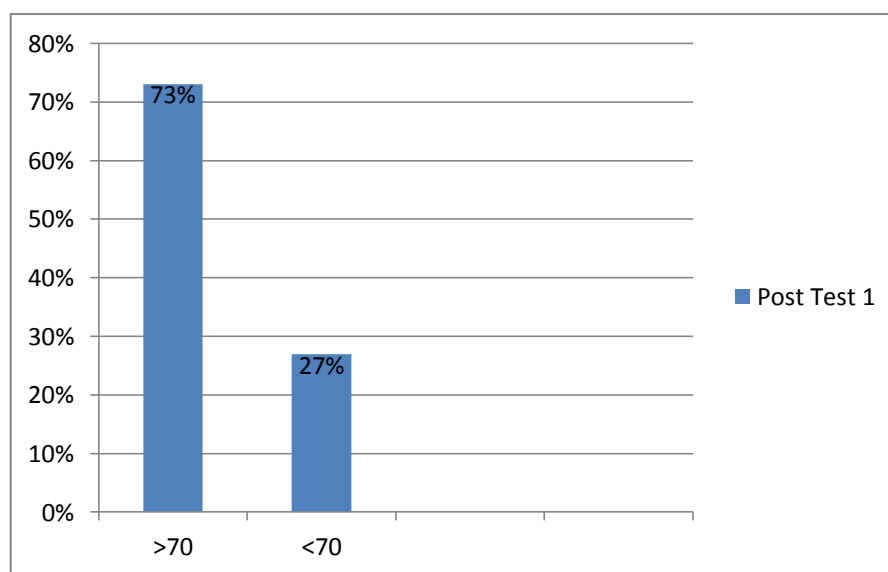


Figure 4
The Percentage of the Students' Grade on Post-test 1

Based on the result above, it could be seen that 11 students (73%) got grade up to the standard and 4 students (27%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of report text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 12
The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	ABA	√	√	√	√
2.	AM	-	-	-	√
3.	AMD	-	√	√	√
4.	AS	-	-	√	√
5.	DD	√	-	√	√
6.	EPA	-	-	√	-
7.	F	√	-	-	-
8.	FA	√	√	-	√
9.	KA	-	-	√	-
10.	N	√	-	-	√
11.	NA	√	-	√	√
12.	NKF	√	√	√	-
13.	NPK	√	√	-	√

14.	SAM	-	-	√	-
15.	TAP	√	-	-	√
→	TOTAL	9	5	9	10

Table 13
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	9	60%
2	The students' ask/answer question	5	33%
3	The students active in the class	9	60%
4	The students able do the task	10	67%
Total Students		15	

Source: The students' activity at the eleventh grade of MIA 1 of MA Wali Songo

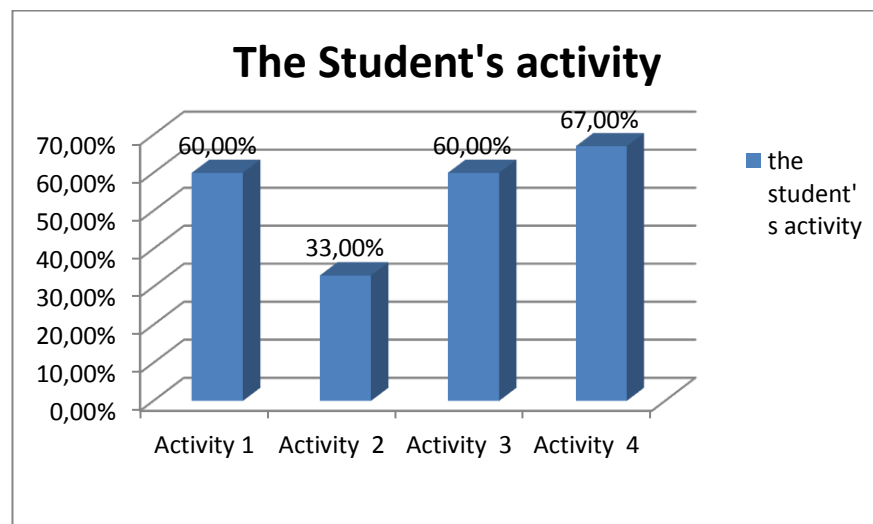


Figure 5
The Percentage of Students Activities in Cycle I

The table showed that not all the students' active in learning process. There were students (60 %) who gave attention to the

teacher explanation. students (33%) who ask/answer question, students who are active in the class (67%) 10 students (67%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 14
The Completement between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	ABA	84	91	7	Improved
2.	AM	35	69	6	Improved
3.	AMD	68	84	16	Improved
4.	AS	66	79	13	Improved
5.	DD	85	86	1	Improved
6.	EPA	66	91	25	Improved
7.	F	64	76	12	Improved
8.	FA	34	82	48	Improved
9.	KA	84	86	2	Improved
10.	N	58	69	11	Improved
11.	NA	69	82	13	Improved
12.	NKF	54	69	15	Improved

13.	NPK	68	84	16	Improved
14.	SAM	44	58	14	Improved
15.	TAP	69	79	10	Improved
Total		948	1185	209	
Average		63	79		
The highest grade		85	91		
The lowest grade		34	69		

Table 15
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	3 students	11 students	Complete
< 70	12 students	4 students	Incomplete
Total	15	15	

Then, the graph of comparison students writing essay pre-test and post-test I grade in cycle I could be seen as follow:

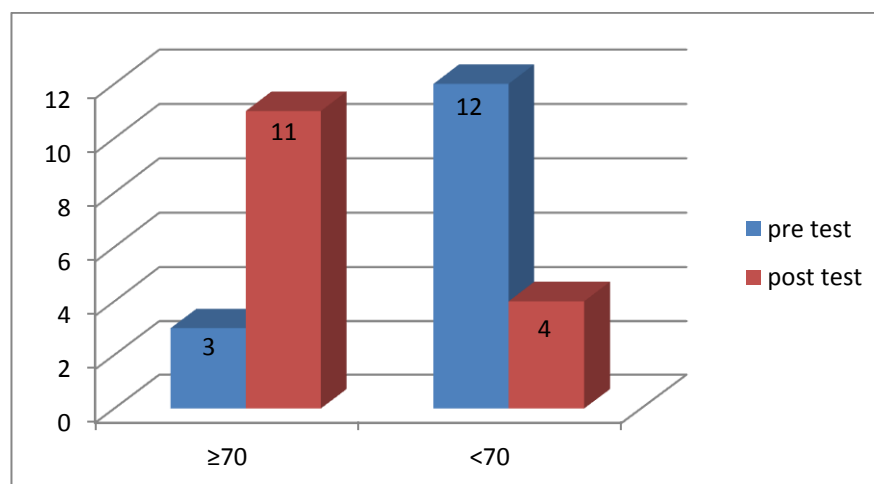


Figure 6
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I

The table and the graphic above, it could be inferred that 12 students (80%) were not successful and 3 other students (20%) were successful. The successful students were those who got the minimum mastery criteria at MA Wali Songo at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 63, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 11 students (73%) got grade up to the standard and 4 students (27%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing essay by the Magnet Summary strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on November 8th 2019 at 07.15 until 08.15 followed by 15 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the report text.

In the first meeting of cycle 2, the researcher gave a text about Lion and asked the student to read it. The researcher gave some index cards that contain magnet words to students. The researcher asked the students to write the details from the text that are connected to the magnet word. The researcher asked the students combine all detail informations to write summary sentence on the back of each index cards. The researcher asked the students to develop the information that have written on index card to write a report text.

b) The second meeting

The second meeting of cycle 2 was conducted on November, 15th 2019 for 2x30 minutes after the students given the action. In the second meeting, the researcher gave a text about Penguin and asked the student to read it. The researcher gave some index cards that contain magnet words to students. The researcher asked the students to write the details from the text that are connected to the magnet word. The researcher asked the students combine all detail informations to write summary sentence on the back of each index cards. The researcher asked the students to develop the information that have written on index card to write a report text

Furthermore, on November, 22nd 2019 the researcher gave post test 2 conducted in cycle 2. The kind of the test was writing test that asked the students to write a report text. The topic of writing test in post-test 2 is Kangaroo. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were 15 of 15 students got the grade above the minimum mastery criteria in MA Wali Songo.

Table 16
The Students' Post Test II grade

No	Name	C	O	V	LU	M	Total Grade	Criteria
1	ABA	29	19	19	23	5	95	Complete
2	AM	25	17	17	19	5	83	Complete
3	AMD	26	17	17	20	4	84	Complete
4	AS	26	17	17	20	4	84	Complete
5	DD	26	19	17	22	4	89	Complete
6	EPA	27	18	19	20	5	89	Complete
7	F	22	16	16	19	5	78	Complete
8	FA	22	16	16	19	4	77	Complete
9	KA	26	18	19	22	4	89	Complete
10	N	22	17	17	19	3	78	Complete
11	NA	23	17	18	20	4	82	Complete
12	NKF	22	16	16	20	4	78	Complete
13	NPK	27	19	17	22	4	89	Complete
14	SAM	22	16	16	20	4	78	Complete
15	TAP	26	18	17	21	5	87	Complete
Total of all students' grade							1260	
Total all of the students (n)							15	
The highestgrade							95	
The lowestgrade							77	
Average							84	

Table 17
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	15	100 %	Complete
2	< 70	0	0%	Uncomplete
	Total	15	100 %	

Source: The result grade of writing post test II at XI class of MA Wal Songo on Noveember, 22nd 2019.

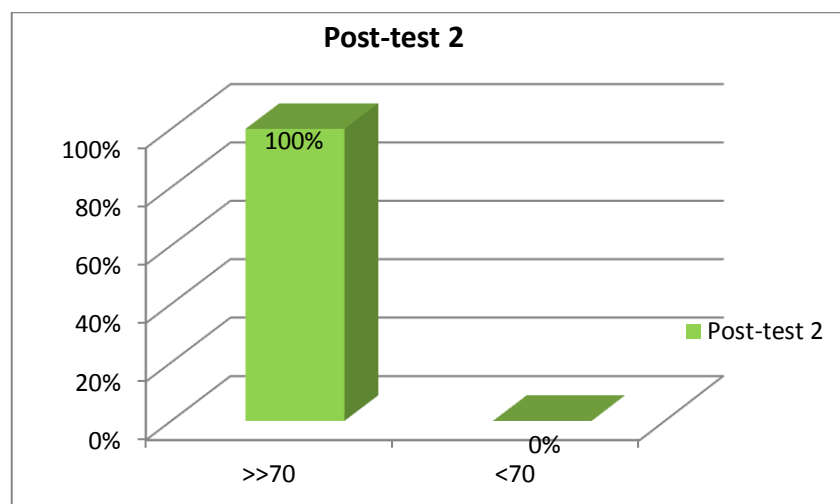


Figure 7
The Percentage of the Students' Grade in Post-test II

Based on the result above, it could be inferred that 15 students (100%) were successful and 0 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 100 %. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by Magnet Summary strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 18
The Students' Activity Result in Cycle II

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	ABA	√	√	√	√
2.	AM	√	-	√	√
3.	AMD	√	√	√	√
4.	AS	-	√	-	√
5.	DD	√	√	√	√
6.	EPA	-	√	√	√
7.	F	√	-	√	√
8.	FA	-	√	√	-
9.	KA	√	-	√	√
10.	N	√	√	√	√
11.	NA	√	√	-	√
12.	NKF	√	√	-	-
13.	NPK	√	√	√	√
14.	SAM	√	√	√	√
15.	TAP	√	√	-	√
Total		12	12	12	13

Table 19
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	12	80%
2	The students' ask/answer question	12	80%
3	The students active in the class	12	80%
4	The students able do the task	13	87%
Total Students		15	
The percentage of students' learning activity		82%	

Source: The students' writing essay at the eleventh grade of XIclass of MA WaliSongo November 22nd 2019.

Then, the graph of percentage students writing essay in cycle II, as follow:

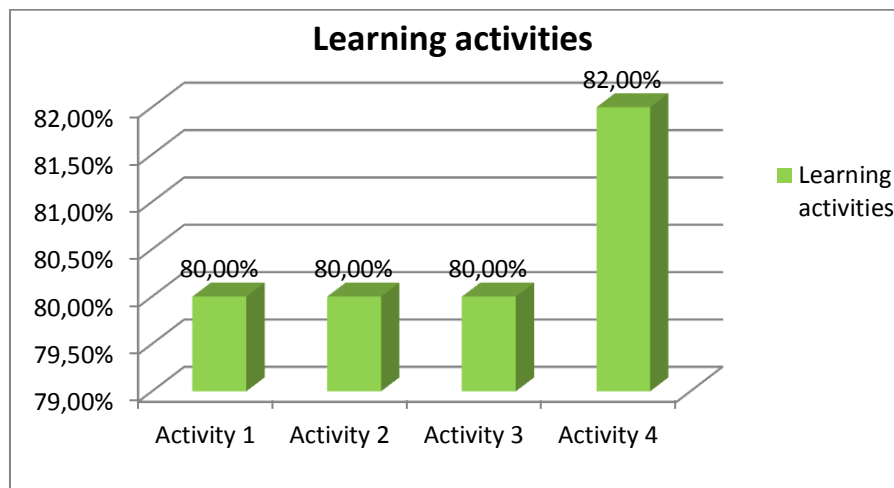


Figure 8
The Percentage of Students writing essay in Cycle II

The table above showed that the students' activity in cycle II was improve. The students' activity that had high percentage were the students pay attention of the teacher explanation 80%, then, the students ask/answer the question from the teacher 80% and the students active in the class 80%, and the last the students able do the task 82%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by Magnet Summary strategy, the students writing essay would improve.

At the end of this cycle, the researcher and the collaborator

analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 20
The Comparison between Post-Test I Grade and Post-Test II Grade

N O	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	ABA	91	95	4	Improved
2.	AM	69	83	14	Improved
3.	AMD	84	84	0	Improved
4.	AS	79	84	5	Improved
5.	DD	86	89	3	Improved
6.	EPA	91	89	--2	Decreased
7.	F	76	78	2	Improved
8.	FA	82	77	-5	Decreased
9.	KA	86	89	3	Improved
10.	N	69	78	9	Improved
11.	NA	82	82	0	Improved
12.	NKF	69	78	9	Improved
13.	NPK	84	89	4	Improved
14.	SAM	58	78	20	Improved
15.	TAP	79	87	8	Improved
Total		1185	1260	74	
Average		79	84		
The highest grade		91	95		
The lowest grade		58	77		

Table 21
The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Criteria	Post-Test I	Post-Test II
≥ 70	Complete	11	15
< 70	Incomplete	4	0
Total		15	15

Then, the graph of students writing essay post-test I and post-test II grade in cycle II could be seen as follow:

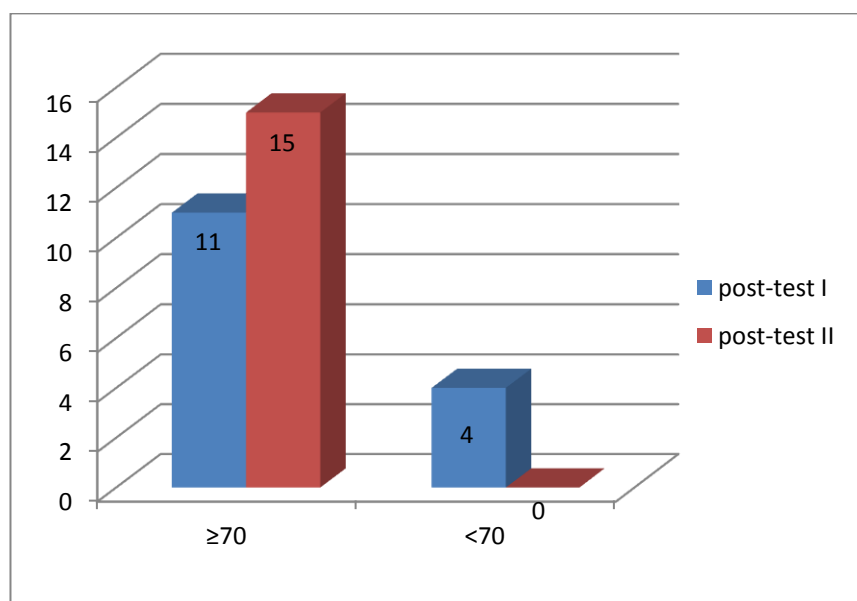


Figure 9
The Percentage of Comparison of Students' grade on Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 11 students (73%) were successful and 4 other students (27%) were not successful. From the post test II results, the researcher got the

percentage of 100%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' writing essay was d.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Magnet Summary strategy improve the students' writing essay.

B. INTERPRETATION

Writing would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching writing essay by using Magnet Summary strategy can improve students' writing essay. Magnet Summary Strategy is an effective strategy because the procedures of the strategy and the graphic organizer provide step-by-step support to assist students with identifying a main idea and supporting details to write. When Magnet Summary Strategy is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that Magnet Summary Strategy

could be one the interesting strategy to teaching writing essay.

3. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of essay test which completed for 60 minutes. It was done on October 11th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 12 students (80%) were not successful and 3 other students (20%) were successful. The successful students were those who got the minimum mastery criteria at MA Wali Songo at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students writing essay after implementing the treatment the researcher conducted the post- test I. It was done November 1st 2019, based on the result of post-test 1, it could be seen that 11 students (73%) got grade up to the standard and 4 students (27%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 73% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of writing test which completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 15 students (100%) were successful and 0 other students (0%) were not successful. From the post test 2 results, the researcher got the average of 84. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' writing essay was improved.

d. **Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 22
The Comparison of Writing essay of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	84	91	95
2.	35	69	83
3.	68	84	84
4.	66	79	84
5.	85	86	89
6.	66	91	89
7.	64	76	78
8.	34	82	77
9.	84	86	89
10.	58	69	78
11.	69	82	82
12.	54	69	78
13.	68	84	89
14.	44	58	78
15.	69	79	87
Total	948	1185	1260
Average	63	79	84
Complete	3	11	15

Table 22
The Comparison of Students' Pre-Test, Post-Test I Grade in
Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	frequency	percentage	F	P	F	P	
≥70	3	20%	11	73%	15	100%	Complete
< 70	12	80%	4	27%	0	0%	Incomplete
Total	15	100%	15	100%	15	100%	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this

research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

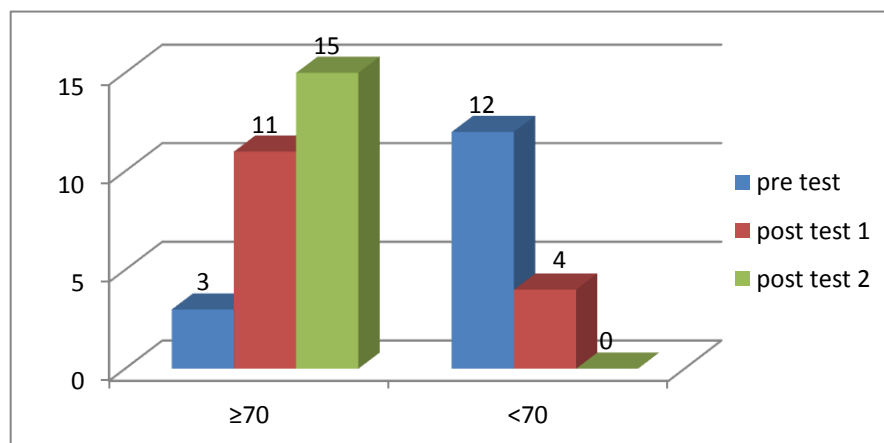


Figure 10
The Comparison Grade of Students Writing essay
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I

Based on the graph above, it could be inferred that Magnet Summary strategy could improve the students' writing ability. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasement is as follows:

Table 24
The Presentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	9	60%	12	80%	Improved
2	The students' ask/answer question	5	33%	12	80%	Improved
3	The students active in the class	9	60%	12	80%	Improved
4	The students able do the task	10	67%	13	87%	Improved

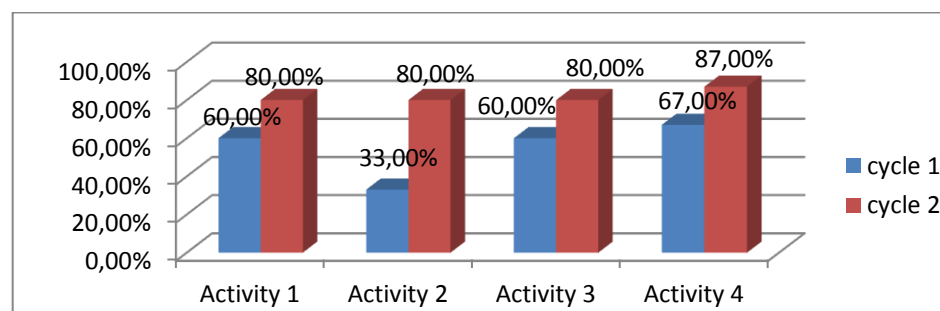


Figure 11
Figure of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

a) The Students' pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I it was only 60% and in cycle II 84%, it is improved 24%.

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was improved. from the first meeting to next meeting. It showed

when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increased 47%, from cycle I 33%% and cycle II 80%.

c) The students' activeness in the class

The active students in class were improved. It could be seen on the cycle I 60% and cycle II 80%, it improved 20%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in writing essay when Magnet Summary strategy was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were increased. It could be seen on the cycle I 67% and cycle II 87%, it improved 20%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Magnet Summary strategy improvee the students' in writing essay. There was progress average grade from 63 to 79 and to 84.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 12 students' did not achieve the

criteria (80%).

Moreover, in the post-test I there was 11 students or (73%) passed the test the indicator students get grade ≥ 70 with average 79. Meanwhile, in the post-test II there was 15 students or (100%) passed the test the indicator students get grade ≥ 70 with average 84. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

C. DISCUSSION

In teaching writing essay to the students' of MA Wali Songo especially in students of XI class, based on the pre survey there are some problems like some students have difficulty in developing the main idea and supporting ideas in writing. The researcher choose Magnet Summary strategy to improve the students' writing ability.

The researcher used this strategy to organize students' idea and made students more active in writing essay in learning English. Therefore, it is proved that the implementation of Magnet Summary strategy improves the students' learning activities using Magnet Summary strategy. Therefore, Magnet Summary strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Magnet Summary strategy could improve the students' in writing essay. There is progress from the students gets grade ≥ 70 from pre-test 20% or 3 students, post-test I 73% or 11 students and post-test II

become 100% or 15 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 60% become 80%, the students' ask/answer question from 33% become 80%, the students' activeness in the class from 60% become 80%, the students' able do the task from 67% become 87%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the writing ability could be increased through Magnet Summary strategy at the eleventh graders of MA WALi Songo, Magnet Summary strategy can improve writing ability at the eleventh graders of MA WALi Songo. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing ability got from post-test 2 of cycle 2 is 100%.

It means that result of cycle II had already achieved the indicator of succes that is 75 % of the students achieve the Minimum Mastery Criteria (MMC). It is because Magnet Summary strategy consists of the effective teaching procedures that significantly encourage and improve the students' writing ability.

In addition Magnet Summary strategy can improve students' learning activity at the eleventh graders of MA WALi Songo. It was investigated that the percentage of learning activity of cycle 2 is 87%. It means that Magnet Summary strategy can improve the student's learning activity. It is because the use of all teaching procedures in Magnet Summary strategy can support the researcher effectively in improving the students' learning activities.

B. suggestion

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials in order to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use Magnet Summary strategy in English learning especially in writing.
- c. The teacher in order to give motivation for the students to be more active in learning process.

2. For the Students

It is suggested to the students in order to be more active in learning process in the class and increase their ability in writing ability so they can be successful in English learning.

3. For Headmaster

To support the headmaster in order to support the English learning process by preparing the facilities of teaching and learning completely.

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SILABUS

Satuan Pendidikan : MA Wali Songo
Mata Pelajaran : Bahasa Inggris
Kelas : XI

Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan</p>	<p>• Fungsi Sosial menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - 	3 x 2 JP	<ol style="list-style-type: none"> 1. English Guidance Book Grade XI Curriculum 2013 published by National Education 2. English Worksheet Grade XI 3. http://www.daniarta.com/conoh-dialog 4. http://brainly.co.id/ugas/81363 5. www.caramudaahbeajarbahasainggris.net/...
<p>memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>• Topik situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil 		-

kebahasaan yang benar dan sesuai konteks		belajarnya		
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4,2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan</p>	<p>• Fungsi Sosial menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik tuasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikir yang dapat menumbuhkan</p>	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya 	3 x 2 JP	<ol style="list-style-type: none"> 1. English Guidance Book Grade XI Curriculum 2013 published by National Education 2. English Worksheet Grade XI 3. http://azbabahasainggri.com/contoh-kalimat 4. http://www.kuliahbahasainggris.com/...

memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	perilaku yang termuat di KI	menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar		
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 <i>Teks Undangan Resmi</i></p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis,</p>	<p>• Fungsi Sosial menjaga hubungan interpersonal dalam konteks resmi</p> <p>• Struktur Teks apat mencakup:</p> <ul style="list-style-type: none"> - Sapaan - Isi - Penutup <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik cara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan</p>	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat 	4 x 2 JP	<p>1. English Guidance Book Grade XI Curriculum 2013 published by National Education</p> <p>2. English Worksheet Grade XI</p> <p>3. http://www.lawteacher.net/..law..law/an</p>

<p>terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>perilaku yang termuat di KI</p> <ul style="list-style-type: none"> • Multimedia <p>layout yang membuat tampilan teks lebih menarik.</p>	<p>undangan resminya</p> <ul style="list-style-type: none"> - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya 		
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</p> <ul style="list-style-type: none"> • Struktur Teks <p>apa dapat mencakup</p> <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third</i> ... - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks 	6 x 2 JP	<p>1. English Guidance Book Grade XI Curriculum 2013 published by National Education</p> <p>2. English Worksheet Grade XI</p> <p>3. www.belajarbahasainggris.us/.../contoh</p> <p>· wartamalay.blogspot.com/.../text-...</p> <p>5. http://blog.ruanggu.ru.com/mengenal-...</p>

<p>teks <i>eksposisi analitis</i> lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks <i>eksposisi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>u-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>eksposisi analitis yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya 		
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks</p>	<p>• Fungsi Sosial</p> <p>endeskripsikan, memaparkan secara obyektif</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat 	5 x 2 JP	<p>English Guidance Book Grade XI Curriculum 2013 published by National Education</p> <p>2. English Worksheet Grade XI</p> <p>3. http://contohbahasainggris.com/5-contoh-report-text</p>

<p>ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik enda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<p>berbentuk pasif, dengan grammar dan ejaan yang benar</p> <ul style="list-style-type: none"> - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 		
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan</p>	<ul style="list-style-type: none"> • Fungsi Sosial menjalin kedekatan hubungan antar pribadi • Struktur Teks apat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, 	<p>3 x 2 JP</p>	<ol style="list-style-type: none"> 1. Guidance Book Grade XI Curriculum 2013 published by National Education 2. English Worksheet Grade XI 3. http://balubu.com/c/ontoh-surat-pribadi/

<p>menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks <i>surat pribadi</i></p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Penerima - Sapaan - Isi surat - Penutup <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar 		<p>www.contohsuratmu.com/.../contoh-surat..</p>
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur</p>	<p>• Fungsi Sosial</p> <p>menjelaskan, memberikan</p>	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau 	<p>3 x 2 JP</p>	<p>1. English Guidance Book Grade XI Curriculum 2013 published by</p>

<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>alasan, mensyukuri, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</p> 	<p>video) yang melibatkan pernyataansebab akibat</p> <ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibatdan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkansebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar 		<p>National Education</p> <p>2. English Worksheet Grade XI</p>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>menjelaskan, memberi gambaran alasan terjadinya suatu</p> 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX 	<p>6 x 2 JP</p>	<p>1. English Guidance Book Grade XI Curriculum 2013 published by National Education</p>

<p>kebahasaan beberapa teks <i>explanation</i> lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>fenomena</p> <ul style="list-style-type: none"> • Struktur Teks dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik benda-benda non manusia, spt air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 		<p>2. English Worksheet Grade XI</p> <p>3. http://www.englishiana.com/.../20-contoh..</p> <p>• www.belajarbahasaingris.us/.../5-contoh</p> <p>6. Britishcourse.com/contoh-explanation-text</p>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna</p>	<ul style="list-style-type: none"> • Fungsi sosial mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya 	3 x 2 JP	<p>1. English Guidance Book Grade XI Curriculum 2013 published by National Education</p> <p>2. English Worksheet Grade XI</p>

<p>secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya 		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA Wali Songo

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Materi Pokok : Report text

Alokasi Waktu : 2x30 Menit

1. Kompetensi Inti

KI 1 & KI 2 : Pembelajaran sikap spiritual dan sikap sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan terkait perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar dan menyajikan kedalan ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

2. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.	3.5.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.
4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.5.1 Membuat teks <i>report</i> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

3. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks *report*.
2. Siswa dapat membuat teks *report* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4. Materi Pembelajaran

1. Purpose of report text: To present information about something generally to te reader.
2. General structure of report text
 - General Classication: General statements that describe the subject of the report, desription and classificcation.
 - Description: Tells wat the phenomenon under discussion; in terms of parts, qualities, habits or behaviors.
3. Language feature of report text
 - Written in present tense
 - Linking verbs are used.
 - Use some action verbs.
 - Descriptive language is used that is factual rather than imaginative.

4. Metode Pembelajaran

Metode : Scientific

Strategy : Magnet Summary Strategy

5. Sumber dan Media Pembelajaran

Media : Text, worksheet, index card.

Alat : Papan tulis, spidol, kamus.

Sumber Belajar : Buku Guru Bahasa Inggris.

6. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik

untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
3. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
4. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari sebagai pendahuluan dan gambaran awal kepada peserta didik.

b. Kegiatan Inti

Mengamati

- Siswa mengamati contoh text ilmiah pendek yang diberikan oleh guru
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual

Mempertanyakan

- Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.
- Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.

Mengeksplorasi

- Siswa membaca teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Mengasosiasi

- Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang telah disampaikan.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang telah disampaikan.

Mengkomunikasikan

- Siswa menyalin teks report yang diduplikatnya tentang benda, binatang dan membacanya di kelas
- Siswa menyampaikan laporan berupa catatan dari hasil membaca beberapa teks ilmiah faktual.

a. Kegiatan Penutup

1. Guru menginstruksikan peserta didik untuk Menyimpulkan materi yang telah didiskusikan tentang report text.
2. Melakukan penilaian dan atau refleksi terhadap kegiatan yang telah dilaksanakan.
3. Memberi umpan balik terhadap proses dan hasil pembelajaran berupa kuis.
4. Merencanakan tindak lanjut atau penugasan untuk membuat teks report.

1. Penilaian Hasil Pembelajaran

1. Teknik Penilaian

- a. Penilaian Sikap : Observasi/Pengamatan.
- b. Penilaian Pengetahuan : Tes Tertulis.

2. Instrumen Penilaian (Terlampir)

Lampung Tengah, Oktober 2019

Collaborator



CHAMIDAH, A.Ma.

The Writer



LINDA PUSPITASARI
NPM. 1501070267

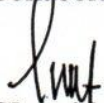
THE OBSERVATION SHEET OF TEACHER'S ACTIVITY

CYCLE I

Teacher's Activities	Good	Enough	Less
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Magnet Summary strategy: 1) The teacher gives the text that the teacher wants to the students to read. 2) The teacher shares the index cards that contains of key word in the center. 3) The teacher explains that the key words is like a magnet that can attracts information from the topic of text. 4) The teacher asks the students to recall all the detail information from the text that are connected to the magnet word. 5) The teacher shows the students how to combine the information on each index card to write a summary sentence behind the index card. 6) The teacher asks the students to repeat the process until all index cards assigned. 7) The teacher intructs students to develop the information that have written on all index cards into report text that appropriate with the objective of learning. c. Guiding the students to follow the lesson		✓	
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Lampung Tengah, October 2019

Collaborator


Chamidah, A.Ma

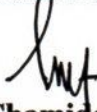
THE OBSERVATION SHEET OF TEACHER'S ACTIVITY

CYCLE II

Teacher's Activities	Good	Enough	Less
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Magnet Summary strategy: 1) The teacher gives the text that the teacher wants to the students to read. 2) The teacher shares the index cards that contains of key word in the center. 3) The teacher explains that the key words is like a magnet that can attracts information from the topic of text. 4) The teacher asks the students to recall all the detail information from the text that are connected to the magnet word. 5) The teacher shows the students how to combine the information on each index card to write a summary sentence behind the index card. 6) The teacher asks the students to repeat the process until all index cards assigned. 7) The teacher intructs students to develop the information that have written on all index cards into report text that appropriate with the objective of learning. c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Lampung Tengah, November 2019

Collaborator


Chamidah, A.Ma

PRE-TEST

Student's name : Alvi Maulina damayanti

Class : XI IPA

Please compose a report text about Elephant!

Elephant

Elephant is the big animal. The elephant have a long trunk and two ivory.

The elephant eating is grass. It's live in florest. The elephant like a playing football.

People can climb in the elephant

content	14
Organization	7
Vocabulary	7
Language use	5
Mechanics	2
	<hr/>
	35

POST TEST 1

Student's name : Tiara Aisyaputri

Class : XI MIA

Please compose a report text about Giraffe!

Giraffe

Giraffe is a ~~mamalia~~ ^{mammalia} animal. The giraffe is in Kingdom animalia and phylum chordata. Their ~~group~~ is herbivores animal and the largest ruminant.

The giraffe characteristics are its extremely elongated neck, horn like ossicones, long legs, and unique coat patterns. Their is accounting for much of the animal's vertical height.

Giraffe usually in habitat savannahs and jungle. Their food source is leaves, fruits, flowers of woody plants, and primarily acacia species.

Content :	23
Organization	16
Vocabulary	16
Long Use	19
Mechanics	5
	<u>79</u>

POST TEST 2

Student's name : Annisa Badriatul Aini

Class : XI MIPA

Please compose a report text about Kangaroo !

Kangaroo

Kangaroo is in the kingdom of animalia. Kangaroo is a symbol of Australia because found only in Australia.

Kangaroos are marsupials and have four species. They are the red kangaroo, the eastern grey kangaroo, the western kangaroo, and the antilopine kangaroo.

Kangaroos are marsupials because the female kangaroo has a external pouch on the front of her body for the place their baby to first five months. Kangaroos have short front legs, but back legs very strong and a tail very long.

Kangaroo is a herbivora animalia, so kangaroos eat grass and plants. Kangaroo can jump to move around quickly because they have back legs very strong. They can jump as far three times their own height. They can also swim if necessary.

Kangaroo live in large groups, called mobs. Each group is made up of breeding females, their young and several adult males.

content	29
Org	19
Vocab	19
Lang use	23
Mechanics	5
	<u>95</u>

ABSEN SISWA XI MIA 1

MA WALI SONGO

No	Name	Pre-test	Post test 1	Post Test 2
1	Afifatus Sholekah	Afif	Afif	Afif
2	Agis Marliani	Agis	Agis	Agis
3	Aldiannsyah	Aldi	Aldi	Aldi
4	Alvi Maulina Damayanti	Alvi	Alvi	Alvi
5	Annisa Badriatul Aini	Annisa	Annisa	Annisa
6	Desfriansyah Dwi	Desfri	Desfri	Desfri
7	Ericca Putri Alvianata	Ericca	Ericca	Ericca
8	Fajarianti	Fajari	Fajari	Fajari
9	Khoirul Anam	Khoirul	Khoirul	Khoirul
10	Nur Khoiriyatul Fadilah	Nur	Nur	Nur
11	Nurafika	Nurafika	Nurafika	Nurafika
12	Nurbaiti Putri Kinanti	Nurbaiti	Nurbaiti	Nurbaiti
13	Nuriyah	Nuriyah	Nuriyah	Nuriyah
14	Siti Ariyatul Maula	Siti	Siti	Siti
15	Tiara Aisyah Putri	Tiara	Tiara	Tiara



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Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Linda Puspitasari Fakultas/Jurusan : FTIK /TBI
NPM : 1501070267 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	6/12 2019	✓	Foto diberi kutipan. Revisi chapter IV & V.	
2	23/12 2019	✓	Acc Manajer	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP : 19750610 200801 1 0114

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Linda Puspitasari Fakultas/Jurusan : FTIK/TBI
NPM : 1501070267 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	06/12 2019		- Revise the typo - Add Motto	
2	9/12 2019		Revise abstract	
3	11/12 2019		Revise ch. IV	
4	13/12 2019		See I below	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP : 19750610 200801 1 0114

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP : 19750610 200801 1 0114

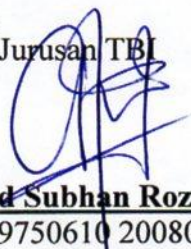
SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Linda Puspitasari
NPM : 1501070267
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris
Angkatan : 2015

Telah menyerahkan buku berjudul _____

Metro,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

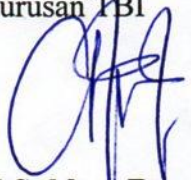
SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Linda Puspitasari
NPM : 1501070267
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris
Angkatan : 2015

Telah menyerahkan buku berjudul _____

Metro,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1041/In.28/S/OT.01/12/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

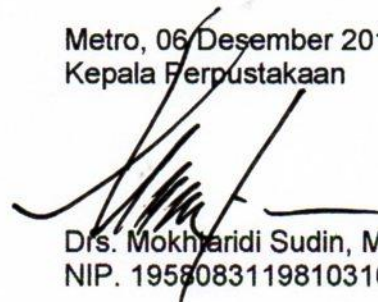
Nama : LINDA PUSPITASARI
NPM : 1501070267
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070267.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2019
Kepala Perpustakaan



Drs. Mokharidi Sudin, M.Pd.
NIP. 195808311981031001



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3881/In.28.1/J/TL.00/12/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA WALI SONGO
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **LINDA PUSPITASARI**
NPM : 1501070267
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING WRITING ABILITY OF THE ELEVENTH GRADERS
OF MA WALI SONGO BY USING MAGNET SUMMARY
STRATEGY IN THE ACADEMIC YEAR OF 2018/2019

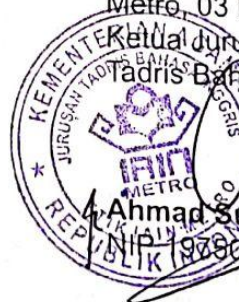
untuk melakukan *pra-survey* di MA WALI SONGO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Desember 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19790610-200801 1 014





YAYASAN WALI SONGO MADRASAH ALIYAH (MA)

STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/II/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161 NPSN: 10816268

SURAT KETERANGAN

Nomor : 1076 /MA/WS/SKJ/IV/2019

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro, Nomor: B-3881/In.28.1/J/TL.00/12/2018, hal :Izin Mengadakan *Pra-Survey* di MA Wali Songo, maka Kepala Madrasah Aliyah Wali Songo dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : LINDA PUSPITASARI
NPM : 1502070267
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah Dan Ilmu Keguruan
Jenjang : S1

Benar telah mengadakan *Pra-Survey* di MA Wali Songo guna untuk penyusunan Skripsi yang berjudul : **"Improving writing ability of the eleventh graders of MA Wali Songo by using magnet summary strategy in the academic year of 2018/2019"**.

Demikian Surat Keterangan dibuat untuk dapat dipergunakan seperlunya.

Sukajadi, 15 April 2019

Kepala MA Wali Songo,



KOMARI, S.S



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-3511/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **LINDA PUSPITASARI**
NPM : 1501070267
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA WALI SONGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING ABILITY BY USING MAGNET SUMMARY STRATEGY AMONG THE ELEVENTH GRADERS OF MA WALI SONGO CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 29 Oktober 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dawantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3511/In.28/D.1/TL.01/10/2019

Lampiran: -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA MA WALI SONGO

di-

Tempat

Assalamu'alaikum Wr. Wb,

Sehubungan dengan Surat Tugas Nomor: B-3511/In.28/D.1/TL.01/10/2019, tanggal 29 Oktober 2019 atas nama saudara:

Nama : **LINDA PUSPITASARI**

NPM : 1501070267

Semester : 9 (Sembilan)

Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA WALI SONGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING ABILITY BY USING MAGNET SUMMARY STRATEGY AMONG THE ELEVENTH GRADERS OF MA WALI SONGO CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alikum Wr. Wb.



Metro, 29 Oktober 2019

Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



YAYASAN WALI SONGO MADRASAH ALIYAH (MA)

STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/II/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

Nomor : 1120/MA/WS/SKJ/XI/2019
Lampiran : -
Perihal : **Surat Keterangan Telah Melakukan Riset**

Berdasarkan surat wakil Dekan I bidang akademik Institut Agama Islam Negeri Metro Nomor : B-3511/In.28/D.1/TL.01/10/2019, tanggal 29 Oktober 2019 dalam hal permohonan izin penelitian (Research).

Dengan ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah Menerangkan bahwa :

Nama : **LINDA PUSPITASARI**
N P M : 1501070267
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : **“ IMPROVING WRITING ABILITY BY USING MAGNET SUMMARY STRATEGY AMONG THE ELEVENTH GRADERS OF MA WALI SONGO CENTRAL LAMPUNG”.**

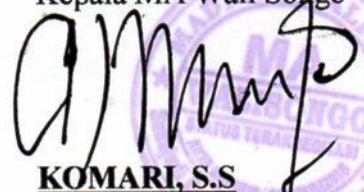
Mahasiswa tersebut diatas benar-benar telah melaksanakan Penelitian pada Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Lampung Tengah dari Tanggal 11 Oktober sampai dengan tanggal 22 November 2019.

Demikianlah surat keterangan ini kami buat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

*Wallahul Muwafiq Ilaa Aqwamith Thoriq
Wassalamua'alaikum. Wr. Wb.*

Sukajadi, 22 November 2019

Kepala MA Wali Songo


KOMARI, S.S





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3283 /In.28.1/J/PP.00.9/10/2019

16 Oktober 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di—

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Linda Puspitasari
NPM : 1501070267
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Writing Ability By Using Magnet Summary Strategy Among
The Eleventh Graders Of MA Wali Songo Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,



A. Subhan Roza, M.Pd
NIR. 19760610 2008011049

Field Note Table

	Date	Classroom Situation
Cycle I	October, 18 th 2019	Some students did not pay much attention to the teacher explanation but they was very enthusiast when the teacher told interesting topic
	October, 25 th 2019	The condition of the class didn't effective because some students who were noisy when the teacher explained the material.
	November, 1 st 2019	The students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post-test 1.
Cycle II	November, 8 th 2019	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher
	November, 15 th 2019	The students are more enthusiast, interest and give full attention to the researcher because they had understood the way and the rule to follow the teacher's instruction. Furthermore, they feel easier to do the task together with their friends.
	November, 22 rd 2019	The students were very glad to do the post-test II because it was very easy after they got the treatment in every meeting and learn their mistakes.

DOCUMENTATION



PRE-TEST



POST TEST 1



POST TEST 2

CURRICULUM VITAE



LINDA PUSPITASARI was born in Notoharjo on May, 16th 1996. She is one and only from happy couple namely Mr. Prawito and Mrs. Situn Mukharamah.

She took her elementary school at Elementary School for 6 years at SDN 1 Sidokerto, from 2002-2008. She continued her study in SMPN 1 Trimurjo for 3 years from 2008-2011. In line with her focus on the study, she decided to continue her study in SMAN 2 Metro from 2011-2014. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2020. Many things she has gotten in the classroom and she hoped get job soon after graduate.