

UNDERGRADUATE THESIS

**THE INFLUENCE OF SUMMARIZING TECHNIQUE
TOWARD THE STUDENTS' WRITING ABILITY AT THE MA
MUHAMMADIYAH 1 PURBOLINGGO EAST LAMPUNG**



By:

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ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE FOR ISLAMIC OF METRO
1445 H/2023 M**

**THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE
STUDENTS' WRITING ABILITY AT THE MA MUHAMMADIYAH 1
PURBOLINGGO EAST LAMPUNG**

Presented as a Partial fulfillments of the Requirements

For Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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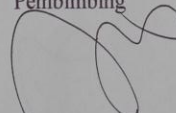
Sudah kami setujui dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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APPROVAL PAGE

Title : THE INFLUENCE OF SUMMARIZING TECHNIQUE
TOWARD THE STUDENTS' WRITING ABILITY AT THE
MA MUHAMMADIYAH 1 PURBOLINGGO EAST
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RATIFICATION PAGE

No. B-5902/111-28.1/D/PP-00.9/12/2023

An Undergraduate thesis entitled: THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY AT THE MA MUHAMMADIYAH 1 PURBOLINGGO EAST LAMPUNG Written by Reni Dwi Putri, student number 1901051054 English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Friday, Desember 15, 2023 at 10.00-12.00 a.m.

BOARD OF EXAMINERS:

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Examiner I	: Dr. Ahmad Subhan Roza, M.Pd	(.....)
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The Dean of Tarbiyah and Teacher Training Faculty,



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ABSTRACT

THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY AT THE MA MUHAMMADIYAH 1 PURBOLINGGO EAST LAMPUNG

By :

Reni Dwi Putri

The objective of the research was to investigate the influence of Summarizing Technique Toward The Students Writing Ability at the MA Muhammadiyah 1 Purbolinggo East Lampung.

The research used pre-experimental one group pre test and post test, by obtaining data from students' written test results. The population in this research was grade XI students of MA Muhammadiyah 1 Purbolinggo East Lampung, totaling 42 students. This research uses a cluster sampling technique by put 3 classes that become the population in one container then drawn, with the lottery the first class out will be the sample. Thus the sample in this research was class XI MIPA 1 which a total to 18 students.

In this research using inferential yanalysis of t-test with SPSS V.29 which shows there is a significant increase in the value of students' writing ability seen from the pre test and post test scores. The average value of student writing from 53.16 in the pre test to 66.33 in the post test. The calculated significance value of one sided p 0.001 and two sided p 0.003 is smaller than 0.05 (P-value = $0.003 < 0.05$). Therefore the hypothesis in this study is accepted. It can be concluded that the use of summarizing techniques has a significant influence on the writing ability of students in class XI MIPA 1 at MA Muhammadiyah 1 Purbolinggo East Lampung.

Keywords: Islamic school, Summarizing technique, Students' writing ability

ABSTRAK

PENGARUH TEKNIK MERINGKAS TERHADAP KEMAMPUAN MENULIS SISWA DI MA MUHAMMADIYAH 1 PURBOLINGGO LAMPUNG TIMUR

oleh :

Reni Dwi Putri

Penelitian ini bertujuan untuk mengetahui apakah teknik meringkas berpengaruh terhadap peningkatan kemampuan menulis siswa pada mata pelajaran Bahasa Inggris pada kelas XI MA Muhammadiyah 1 Purbolinggo Lampung Timur tahun ajaran 2023/2024.

Penelitian ini menggunakan penelitian pre-eksperimental one group pre test dan post test, dengan memperoleh data dari hasil tes tertulis siswa. Populasi pada penelitian ini adalah siswa kelas XI MA Muhammadiyah 1 Purbolinggo Lampung Timur yang berjumlah 42 siswa. Penelitian ini menggunakan teknik cluster sampling dengan cara memasukkan 3 kelas yang menjadi populasi disatu wadah kemudian diundi, dengan undian tersebut kelas yang pertama keluar akan menjadi sampel. dengan demikian sampel pada penelitian ini adalah kelas XI MIPA 1 yang berjumlah 18 siswa.

Pada penelitian ini menggunakan analisis inferensial t-test dengan SPSS V.29 yang menunjukkan terdapat peningkatan yang signifikan pada nilai keterampilan menulis siswa yang dilihat dari nilai pre test dan post test. Nilai rata – rata menulis siswa dari 53.16 pada pre test menjadi 66.33 pada post test. Nilai signifikansi yang dihitung 0.001 dan 0.003 lebih kecil dari 0,05 ($P\text{-value} = 0,003 < 0,05$). maka dari itu hipotesis pada penelitian ini diterima. Dapat disimpulkan bahwa penggunaan teknik meringkas memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa kelas XI MIPA 1 di MA Muhammadiyah 1 Purbolinggo Lampung Timur.

Kata kunci : Sekolah islam, Teknik meringkas, Kemampuan menulis siswa

STATEMENT RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography metioned.

Metro, Desember 15th 2023

Peneliti,



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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali ada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Desember 2023

Peneliti,



Reni Dwi Putri

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MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ وَلَا يَسْتَخِفُّكَ الَّذِينَ لَا يُوقِنُونَ

"Dan bersabarlah kamu, sesungguhnya janji Allah adalah benar."¹

(QS Ar-Ruum: 60)

DEDICATION PAGE

Alhamdulillah, by giving thanks to Allah SWT who has bestowed His grace and guidance and the opportunity to complete this thesis final project with all its shortcomings. This success will be dedicated to the:

1. My beloved parents Mr. Gunawan and Mrs. Paini who are never tired of fighting in providing support, encouragement, motivation, and always pray for the smooth running of my study period. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.
2. My beloved sister Rani Dwi Putri, who always gives encouragement for my success.
3. My sponsor Prof. Dr. Dedi Irwansyah, M.Hum as my sponsor also as a consultant of this research proposal. Thanks for all of your suggestion, recommendation and support for this research proposal from beginning till the end.
4. My almamater IAIN Metro, as part of the best things in my life.

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Alhamdulillahirabbil'alamin, all praise and gratitude the author goes to the presence of Allah SWT who has bestowed his grace and guidance, so that the researcher can finish this thesis. Writing this thesis is structured as one of the requirements for completing the undergraduate program (S1) of the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Metro in order to obtain a Bachelor of Education (S.Pd) degree.

In an effort to complete this thesis, researchers have received a lot of help and guidance from various parties. Therefore, the deepest gratitude goes to my supervisor Prof. Dr. Dedi Irwansyah, M.Hum, for this patience in giving guidance, suggestions, and advice from the beginning until I could accomplish this final project. The appreciation is also forwarded to XI MIPA 1 dan Mrs. Khoirunnisa S.Pd.I as an English Language teacher who has given permission as a research location.

The deepest thanks are also dedicated to my beloved parents (Mr. Gunawan and Mrs. Paini) and my beloved sister (Rani Dwi Putri) For their support and pray me.

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Writer,

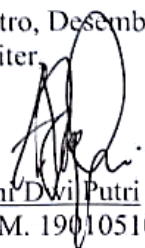

Reni Dwi Putri
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CHAPTER 1

INTRODUCTION

A. Background of Study

Learning english involves mastering four basic skills: Listening, Speaking, Reading, and Writing. Every student may experience difficulties in acquiring these skills. Specifically, when it comes to writing, students may struggle with identifying a topic and generating ideas. To overcome these challenges, students should gather relevant information to enhance their understanding of the topic and learn how to effectively combine words.¹

Then, according to Hargrove and Pottet in Abdurahman, writing is an attempt to describe ideas, thoughts, ideas, feelings in the form of symbols. The symbol in question is the symbol of the writing language system. This written language is considered as a medium of communication means.²

So, Writing skill is one of language skills which is very important. Writing skills is very important in life, especially for students in this modern era, they need it continue their study to the higher level. Writing is also a place to develop cognitive abilities that can encourage creativity.

With this writing skill, a person can express their ideas, thoughts, feelings,

¹ Virdyna, Nina Khayatul. "Teaching writing skill by using brainwriting strategy." *OKARA: Jurnal Bahasa dan Sastra* 10.1 (2016): 67-77.

² Ambarsyah, A. M. B., Adam, A., & Razak, N. K. (2023). Analisis Tingkat Kemampuan Siswa Dalam Menulis Cerita Pendek Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas Iv Sd Ulumul Islam Bakri Wahid, Kota Makassar. *Jurnal Motivasi Pendidikan dan Bahasa*, 1(2), 58-64.

and abilities to others through writing. These difficulties can be in the form of difficulties in using correct grammar and spelling, choosing the right vocabulary, and completing effective sentences. These difficulties that cause low student writing skills are caused by many factors, both from teachers, students, and the surrounding environment.³

Additionally, teachers may experience difficulties in delivering English material to their students, and the lack of variety in learning media, techniques, methods, models, and teaching materials may also contribute to students' lack of enthusiasm. When faced with these challenges, students' ability to communicate in English may suffer, leading to lower achievement levels. Finally, an environment that is less conducive and incomplete classroom facilities and infrastructure can also hamper students' writing skills. To effectively learn and use communicative English, it is important for teachers to establish good communication and interaction with their students. Students' success in learning is highly dependent on the way in which subject matter is presented, the use of learning media, the application of learning techniques, and the preparation of teaching materials.⁴ In pairs, they discuss the ideas from the text, recognize the pattern of sentences and paragraphs, and communicate their comprehension. They

³ *Ibid.*,

⁴ *Ibid.*, 6(1).

involve in intercultural communication activities in reading learning activities.⁵

Currently, teachers are required to use more effective teaching strategies to solve problems. This may include identifying student's learning styles through surveys, interviews, and other appropriate strategies tailored to their learning styles. Additionally, assigning tasks and projects can also help enhance their knowledge and skills.⁶

So, here are some techniques you can use to improve your students' writing skills: Summary of techniques. In this case, the researcher chooses the summarization technique to improve students' skills in the teaching-learning process and make students and teachers active. Summarization technique are learner-centered because summarization technique are student-centered approaches. In summary, students have writing knowledge and are able to find keywords and central ideas in the texts they hand over to their teachers.

The teacher-centered technique is called summarization technique. Summarizing is an academically focused approach for students to clearly state the goals of the lesson.⁷

⁵ Haerazi, H., Dehghani, S., Rachmawati, U., & Irwansyah, D. (2021). The C-BIM Model in Improving Reading, Writing, and Critical Thinking Skills: Outcome and Perception. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 5(2), 152-167.

⁶ Destiany, A. P., & Robandi, B. (2023). Penilaian Karakteristik Siswa Untuk Pembelajaran Yang Efektif Di SMA Negeri 1 Purwakarta. *Jurnal Pengabdian kepada Masyarakat Bina Darma*, 3(2), 164-180.

⁷ Sipayung, R., & Gultom, L. (2022). The Effect Of Summarizing Technique On Student's Writing Ability. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 4(2), 100-101.

So, Summary writing skills are quite complicated language skills because they are included in reproductive writing skills, namely the skill of creating new writing in a concise manner from existing writing. Summary writing is classified as a reproductive writing skill, which is the skill of creating new writing in a concise manner from existing writing. Although it sounds easy, some students still have difficulties in writing summaries. Errors that are often found are regarding standard vocabulary, word abbreviations, and spelling. Students tend to write exactly the same as the original work without changing the sentences using their own language. The length of the summary is almost the same as the length of the original essay.⁸

Moreover, It's important for students to be able to write summaries using their own language without losing the main idea or points of the text they are summarizing. According to Setiati, this is often a challenge for students, and improving their understanding of summary writing can be beneficial. According Lusiana's argues, students are taught various skills, including writing summaries, during their elementary school years. Saharah and Indihadi, on the other hand, highlight that summary writing entails the ability to recreate original writing briefly. Magdalena, emphasizes that assessing summary writing skills requires attention to indicators such as idea expression, setting, grammar, and spelling. Typically, the assessment of

⁸ Iswara, P. D., & Syahid, A. A. (2022). Pembelajaran Menulis Ringkasan Dengan Metode Amati, Tiru, Dan Modifikasi Berbantuan Teknik Mind Mapping Pada Siswa Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(4), 1190-1200

writing a summary includes evaluating the main idea, language use, and essay content.⁹

So, summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improve their memory for what is read. Summarizing technique can be used in almost every content area. Summarizing technique is a technique used to get information but does not change the meaning and meaning of the reading text so that it is easier to understand the contents of the reading text. This technique helps to identify important points in the text without changing its meaning. By doing so, students can improve their comprehension of the text.¹⁰

Table 1.1

Data pra-survey of summarizing technique students writing ability at the XI MIPA 1 of MA Muhammdiyah 1 Purbolinggo East Lampung

No	Score	Frequency	Percentage
1	85-100	-	-
2	75-85	2	10%
3	65-74	7	37%
4	40-64	9	53%
5	0-30	-	-
Total		18	100%

Source: The English Teacher of MA Muhammadiyah 1 Purbolinggo

Based on the results of the pre-survey through observation and interviews with English teachers at MA Muhammadiyah 1 Purbolinggo, namely Ms. Khoirunnisa, S.Pd.I, information was obtained that the several

⁹ *Ibid.*, 1192

¹⁰ Susar, F., & Akkaya, N. (2009). University students for using the summarizing strategies. *Procedia-Social and Behavioral Sciences*, 1(1), 2496-2499.

factors affect students' writing ability are: lack of students understanding of the principles of writing, lack of knowledge students about grammar and lack of students of vocabulary mastery. This is due to the lack of creativity and innovation of teachers in learning and the lack of facilities and infrastructure in the classroom.

From the explanation above, the authors is interested in conducting resesarch with the title “**The Influence of Summarizing Technique Toward The Students’ Writing Ability At The MA Muhammadiyah 1 Purbolinggo East Lampung**”.

B. Iden tification of the Problem

Based on the research background, there are many problem that can be re-identified.

1. Lack of students XI class understanding of the principles of writing.
2. Lack of knowledge students XI class about grammar.
3. Lack of students XI class of vocabulary mastery.

C. Problem Limitation

From the explanation of the background above, the research limits the problem, namely:

1. This reasearch was carried out on class Eleventh students at MA Muhammadiyah 1 Purbolinggo East Lampung.
2. The influence of summarizing technique on the students’ ability to write words at MA Muhammadiyah 1 Purbolinggo East Lampung.

D. Problem Formulation

Based on the background of the problem that have been atated previously, the researcher formulates the problem that can be formulated, namely : How is The Influence Of Summarizing Technique Toward Students Writing Ability At The MA Muhammadiyah 1 Purbolinggo East Lampung?.

E. Objective and Benefit of the Research

1. Objective of the Research

The Objective of the research was to investigate the Influence of Summarizing Technique Toward the Students Writing Ability at The MA Muhammadiyah 1 Purbolinggo East Lampung.

2. Benefit of the Research

The researcher expects that the result of this research are:

1. For teachers, the results of this study are expected to be useful for evaluation and input in improving the effect of summarizing techniques on writing skills in the learning process, especially in English language learning.
2. For students, the results of this study are expected to be useful as a reference to further improve writing ability.
3. For schools, the results of this study are expected to be useful for providing useful input for schools, especially in improving learning so as to improve the quality of education.

4. For researchers, want to provide input as well as knowledge in knowing how much the influence of summarizing technique toward the students writing ability at the MA Muhammadiyah 1 Purbolinggo East Lampung.

F. Prior Research

The following will present some of previous research results related to the title the author took. Among them are the first thesis from Yulita and the second from thesis Ningrum.

1. Thesis Yulita, Study Program English Education Tarbiyah and Teacher Training Faculty of State Islamic University Of Raden Intan Lampung the title “The influence Of Using Summarizing Technique Towards Students’ Writing Ability In Report Text”.¹¹

The research stated that it was carried out with the same purpose as the purpose of the research above, namely to improve the summarizing technique which is significant to students' writing ability in report text. The research method used was pre-experiment with 3 meetings, each meeting had 2 x 40 minutes.

2. Thesis Ningrum, Study Program English Education Tarbiyah and Teacher Training Faculty of University of Nusantara PGRI Kediri with the title “The Effect Of Using Guided Questioning Technique To

¹¹ Syifa, Y. (2021). *The Influence Of Using Summarizing Technnique Towards Students’writing Ability In Report Text Atthe Eleventh Grade Of Man 1 Tanggamusin The Academic Year 2020/2021* (Doctoral dissertation, UIN Raden Intan Lampung).

Students Writing Ability On Recount Text at Tenth Grade Students Of SMAN 4 Kediri In Academic Year 2014-2015”.¹²

The research that they have problems in writing recount texts generally in building ideas, structure, word choice or vocabulary, and even ignoring mechanics. The students have difficulty developing their ideas into sentences, they lack the ability to understand past tense sentences, they have no understanding of retelling, they lack organization, they have very limited vocabulary, even ignoring punctuation and capital letters. This research used pre-experimental research and one group pre-test and post-test design.

¹² Ningrum, M. (2015). *The Effect Of Using Guided Questioning Technique To The Students Writing Ability On Recount Text At Tenth Grade Students Of Sman 4 Kediri In Academic Year 2014-2015* (Doctoral dissertation, Universitas Nusantara PGRI Kediri).

CHAPTER II

LITERATURE REVIEW

A. Summarizing Technique

1. Definition of Summarizing Technique

Learning is basically an effort to direct students into the learning process so that they can obtain learning objectives in accordance with what is expected. Learning should pay attention to the individual conditions of children because they are the ones who will learn. Students are individuals who are different from one another, have their own abilities and uniqueness that are not the same as others not the same as other people. Therefore, learning should pay attention to the individual differences of these children, so that learning can really change the condition of children from those who do not know to know, from those who do not understand to understand and from those who do not understand to understand. from not understanding to understanding, from poor behavior to good, from good behavior to even better.¹

It is important to keep in mind that every student has unique abilities and strengths. When we tailor the learning process to individual conditions, we can help facilitate better understanding and behavior. This approach is more effective than a one-size-fits-all approach that doesn't take into account these individual differences. By directing students

¹ Baroya, E. H. (2018). Strategi pembelajaran abad 21. *As-Salam: Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 1(1), 101-115.

towards achieving their individual learning goals, we can ensure that they are able to master the material and become more successful learners.²

Brown argues that teaching should be focused on empowering students to learn and grow on their own. It's essential to create an environment that fosters learning and to tailor the learning process to each student's individual needs. This way, we can help students achieve their unique learning goals and become successful learners. Additionally, it's important to choose learning techniques that align with the desired outcomes. For instance, summarizing techniques can be an effective way for students to better comprehend and retain the material they're studying. The selection of learning techniques must be adjusted to the objectives to be achieved. One alternative to choosing learning techniques is summarizing techniques.³

Summarizing technique is a technique used to get information without changing the meaning and meaning so that it is easier to understand the contents of the reading text. Or in other words, only take the important points that are in the reading text itself. With this technique, students are better able to understand the content of the reading text.⁴

² Saputra, E. (2014). Pembelajaran Menulis Bahasa Indonesia. *Jurnal Al-Irsyad*, 4(1), 70-74.

³ Widyahening, C. E. (2018). Penggunaan Teknik Pembelajaran Fishbone Diagram Dalam Meningkatkan Keterampilan Membaca Siswa. *Jurnal Komunikasi Pendidikan*, 2(1), 11-19.

⁴ Susar, F., & Akkaya, N. (2009). University students for using the summarizing strategies. *Procedia-Social and Behavioral Sciences*, 1(1), 2496-2499.

The function of the summarizing technique is to know and understand the main idea or important points and objectives of the author through his writings such as books, articles, etc. as a whole quickly and briefly. In a reading text consists of several thoughts of a writer. Some readers will definitely not waste their time reading the entire content of the writing, especially if the writing is very long and difficult to understand.⁵

Summarizing technique is a cognitive process. Meanwhile, Gani argues that the technique of summarizing is to re-present an essay text in a shorter form while maintaining the structure and meaning of the actual essay text.⁶

The researcher concluded that the summarizing technique is a technique of rewriting the reading text to get less information, ideas, ideas, main thoughts by using simple words and not changing the meaning and meaning so that it is easier to understand the contents of the reading text. Or in other words, only take the important points that are in the reading text itself.

2. Principle of Summarizing Technique

In summarizing, there are some principles that should be considered.

Kisneer explains some of the important characteristics of summary.

⁵ Kamal, S. (2010). *Pengaruh Pembelajaran Kooperatif Tipe Jigsaw dan Teknik Meringkas Catatan Menggunakan Mind Map Terhadap Hasil Belajar Biologi dan Kecakapan Sosial Mahasiswa* (Doctoral dissertation, UNIMED).

⁶ Retti, S. (2018). Peningkatan Keterampilan Menulis Ringkasan Menggunakan Pembelajaran Kooperatif Tipe Jigsaw Siswa Kelas Viii. 1 SMPN 9 Payakumbuh. *Jurnal Ilmu Pendidikan Ahlussunnah*, 1(2), 296844.

They are as follows:

- 1) A summary should be shorter than the original text

How much shorter? a fifteen-page article could be summarized in one page, two page or even a single paragraph, depending on the purpose of the summary and the needs of the audience.

- 2) A summary should include the main ideas of the text

Although this sounds easy enough, it's where most students, and most adults, have trouble. Stating the main ideas of a text is easy when the author comes out and states them. The task becomes much more difficult when the main ideas are implicit, or unstated, as is usually the case in fiction.

- 3) A summary should reflect the structure and order of the original text.

This can be another stumbling block. Fiction text written in chronological order is easier for students to summarize. When it comes to nonfiction, however, authors use a variety of structures. Most students are used to the form of text states a main point and then supports that point with details.

- 4) A summary should include important detail

Summarizing do need to include the details that support an author's main points. With these important details the audience will more easily to understand what the content of the text.

Therefore, a summarizing is a shortened version of an original text. Starting the main idea and important details of the text with the same text structure and order of the original.⁷

3. Procedure of summarizing technique

According to several experts in Ampuni, Siu argues that reading is an activity that aims to train students' concentration which requires the regulation of cognitive abilities such as symbol interpretation and understanding.

The steps in the text summarizing technique are:

1. Read the reading text to be summarized repeatedly to find out the general meaning and overall meaning.
2. Deepen and connect the reading text obtained by rereading each paragraph while noting all the important ideas of each paragraph.
3. Compose new sentences, assemble all the main ideas of the sentences into a clear discourse, and explain the content of the original essay again.
4. Checking the results of his writing.⁸

Summarizing technique is a technique to understand and rewrite the reading text as briefly as possible using one's own language. Summarizing only contains important points or the essence of the reading text.

⁷ Sucita, D. P., & Hukom, S. J. (2022). Writing Summary as An Alternative Strategy To Comprehend The Text. *MATAI: International Journal of Language Education*, 3(1), 33-44.

⁸ Indrayatti, W. (2020). Kemampuan Menulis Ringkasan Teks Cerita Siswa Kelas VII Siswa Sekolah Menengah Pertama Kota Tanjungpinang Tahun 2019. *Jurnal Kiprah*, 8(1), 56-65.

4. Advantages and Disadvantages Summarizing Technique

The summarizing technique has some advantages and disadvantages. There are some advantages in the summarizing technique as mentioned:

1. Makes the reader faster to remember and understand the reading text.
2. Summarizing techniques are good for applying students' creativity.
3. Summarizing helps students seek a better understanding of a topic.
4. Summarizing techniques provide a short form of reading so that readers can understand the entire content of the text.
5. This technique helps them search for a better understanding of a topic by eliciting diverse smaller topic and ideas on the given topic.

The disadvantages of summarizing technique, such as:

1. The students may find that summarizing procedure nothing more than an article of main ideas.
2. It requires a dedication to quantify rather than quality.
3. Because it rests on free associations, summarizing technique can lead the students far as from an assigned topic.⁹

5. Kinds of Summarizing Technique

There are several kinds of summarizing technique, Olivia states that the summary can be divided into three forms, namely a summary in the form of a synopsis, a summary in the form of an abstract, and a summary in the form of a conclusion.

⁹ Kissner, Emily, 2006. *Summarizing, Paraphrasing, and Retelling: Skills for Better Reading, Writing, and Test Taking*. Canada. Person Education

1. Summarizing in synopsis form

Summarizing in the form of a synopsis is a summary done on books such as: fiction and non-fiction. With the aim of giving encouragement to others so that they are interested in reading it.

2. Summarizing in synopsis abstract

A summary in the form a abstract summary is a technique of summarizing as briefly as possible by taking the main idea in the essay or text.

3. Summarizing in synopsis of conclusion form

The summary of the conclusion form is a summary that states the main idea of the description of a long essay or text by emphasizing the central idea and solution to solve the problem.¹⁰

6. Purpose of Summarizing Technique

The purpose of summarizing is (1) to make sure you have understood something, (2) to explain the sense of passage to someone else, (3) to review texts for examination. A good summary include the main ideas and the major supporting points, and does not include minor details, or the reader's opinion.¹¹

7. Benefit of Summarizing Technique

The benefit of the summarizing technique is to make it easier for readers to remember the contents of a book or a long description. The

¹⁰ Sudiati, V. 2006. *Terampil meringkas*. Yogyakarta: penerbit kanisius

¹¹ Qomariyah, S. S. A. (2020). The Effect Of Summarizing Technique On Reading Achievement. *Jo-Elt (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 2(1), 19-29.

summary contains the main ideas or main thoughts that are in each part of the original reading. Some of the benefits of the summary technique include:

1. Makes it easier to read the main idea of a reading

The material written in the summary is only the main points of the reading in the original text. By summarizing, the reader will easily get and understand the main content of the reading and the meaning contained in the reading or text.

2. Makes it easier for the reader to remember the material

With fewer words and sentences in the summary, it will be easier for readers to remember the material because the long material is already in a concise form. The main material will also be easier to remember and additional or explanatory material can be explained by yourself as long as the main material is well understood.

3. Helps readers understand the reading text

The concise form or sentence will make it easier for readers to remember because the written material or reading text will be less than the previous material or reading text.

4. Exercising Creativity

Making a summary will help train creativity. Every time you make a summary, you will think of making an easy summary so that

the summary you make and the form of the summary will be more and more creative to make it easier to remember.¹²

8. Characteristic of Summarizing Technique

Summarizing a writing or essay means restating the main ideas of the writing or essay in a concise manner using one's own language. According to Akhadiah the things that must be considered in making a summary are as follows:

1. The characteristics of the summary that need to be considered are the same main idea or main idea as the original writing or essay. Summarizing should be done based on the outline of the original writing.
2. The summary should remain a cohesive whole, not a series of separate sentences. To keep it together, use appropriate conjunctions or transition words between the sentences to be developed.
3. Usually, the summary does not contain details or descriptions or examples that are in the original writing.
4. The summary should be presented in your own language. Avoid quoting directly from the original text.
5. In summarizing, use effective sentences. Don't put all your ideas in one sentence. However, when summarizing, keep the original text clear and intact, or use effective sentences.

¹² Rahmi Nasrudin, S. (2019). *Meningkatkan Kemampuan Mengidentifikasi Informasi Dan Meringkas Teks Eksplanasi Dengan Menggunakan Model Pembelajaran Numbered Head Together (Penelitian Tindakan Kelas Pada Siswa Kelas Viii Smp Negeri 13 Tasikmalaya Tahun Ajaran2018/2019)* (Doctoral dissertation, Universitas Siliwangi).

6. The summary should present the author's ideas, so the author should not include his opinions or ideas or interpretations in the summary. The summary should be coherent and balanced, according to the writing being summarized.¹³

B. WRITING

1. Definition of Writing

Writing is a very important language skill that includes expressing ideas, thoughts and through writing as a written communication media. Writing is also defined as a developing activity because when the writer first writes something, the writer has thought about what the writer will say and how the writer will convey the writing. Writing can lead writers to create better writing than previous writing and requires something that can help us to write in a good form. Writing is a very complex activity because it involves an organized way of thinking and various writing techniques such as, including (1) unity of ideas, (2) use of clear and effective sentences, (3) well-organized paragraphs, (4) application of correct spelling rules, and (5) acquiring appropriate vocabulary. Writing is an activity in expressing ideas, thoughts and conveying them through written language to others so that they are easily understood. By writing, someone can discover the message or

¹³ Mahyuddin, R. (1997). Upaya Meningkatkan Keterampilan Siswa SD dalam Menulis Ringkasan.

information conveyed by the author. Because writing is one of the activities of conveying messages using language as a tool or media.¹⁴

Writing is a communication activity in the form of conveying information in writing using written language as a tool or medium. Writing includes several components, namely: the writer as the messenger, the substance of the composing, the media and the reader. Tarigan argues, "Writing is describing the graphic symbols of a language understood by someone, so that other people can read these graphic symbols if they understand the language and graphics".¹⁵

Writing is a skill of pouring an idea, concept or image that exists in the human mind into a written work that can be read and easily understood or understood by others. MacArthur states writing is a powerful tool for getting thing done and a language skill to convey knowledge and information. Writing is a language skill to convey ideas and information. Writing is the most effective media for conveying ideas. A good writer is able to convey ideas well.¹⁶

Semi's opinion, writing is a creative process of coverting ideas into written symbols. Agreeing with Semi, Tarigan & Henry state that writing is process of minimizing or explaining graphic symbols that

¹⁴ Kristyanawati, M. D., Suwandi, S., & Rohmadi, M. (2019). Peningkatan Keterampilan Menulis Teks Eksposisi Menggunakan Model Problem Based Learning. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(2), 192-202..

¹⁵ Arianti, R. (2020). Improvement of news text writing skills through think pair share model in VIII Grade Students of SMP Negeri 7 Rambah Samo. *Journal of Educational Sciences*, 4(3), 607-619.

¹⁶ Siddik, M. (2016). *Dasar-dasar menulis dengan penerapannya*. Tunggal Mandiri Publishing.

produce a language understood by someone so that other people can read these graphic symbols and can understand the language and graphics.¹⁷

From the above opinion can be concluded that writing is an activity of pouring ideas, thoughts, ideas, feelings in the form of symbols. The symbol in question is the symbol of the written language system. This written language is considered a media of communication.

2. Factors that Influence Learning Writing

As for the factors that can affect students' learning to write, namely students' desire and interest is one of the keys to success in learning. The high and low desire and interest of students in learning to write is influenced by several factors, such as:

1. Students' ability

When the learning process takes place, there are still students who are less enthusiastic in participating in the learning process. Students still think that English is an uninteresting, difficult and boring subject. The poor ability of students in the lesson is caused by the low desire of students to learn in the learning process which has an impact on the value that will be achieved by students.

2. Teacher's efforts in teaching students, such us :

- a. Teachers still often have difficulty in delivering material to students.

¹⁷ Rohilah, R., Asri, S. A., & Ayuningrum, S. (2020, December). Meningkatkan Keterampilan Menulis Puisi Pada Mata Pelajaran Bahasa Indonesia Melalui Metode Estafet Writing. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 148-155).

- b. The lack of teacher variation in using learning media, learning techniques, and learning methods.
- c. Monotons teaching materials cause students to be less enthusiastic in participating in lessons so that students' ability to communicate tends to be less than optimal.

3. Students condition

Student conditions, physical and spiritual conditions of students greatly affect the learning process, because if the student's condition is not good, the student's ability to learn will also be reduced.

4. Environmental condition

Students' environmental conditions also affect students' writing learning ability, with environmental conditions that are not conducive, the learning process does not run well. Environmental conditions that do not support learning make students not concentrate on participating in the learning process at school. Students find it difficult to absorb the subject matter provided by the teacher due to inadequate facilities.¹⁸

The researcher can conclude that students' desire and interest is the key to success in the writing learning process. Factors that influence learning to write are low interest in learning such as student abilities,

¹⁸ Sabrina, R., Fauzi, F., & Yamin, M. Y. M. (2017). Faktor-faktor penyebab rendahnya motivasi belajar siswa dalam proses pembelajaran matematika di Kelas V SD Negeri Garot Geuceu Aceh Besar. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 2(4).

student conditions, environmental conditions and teacher efforts in the learning process.

3. The Purpose of Writing

The purpose of writing is divided into 2, namely the purpose of writing in general and the purpose of writing specifically. In general, writing aims to express ideas and facts clearly and effectively to the reader. In this case, of course, the writer has a topic to discuss.

According to Graves, by mastering writing skills students can increase their intelligence, develop initiative and creative power, foster a sense of courage and can encourage children's motivation to seek and find information.

In addition to the general purpose of writing, there are also specific purposes of writing.

The specific purposes of writing are divided into four types, namely:

1. Explaining.
2. Bring out the same picture as observed by the writer about an object.
3. Leaving messages and impressions about the change or movement of something from the beginning to the end of the story.
4. Convince or encourage the reader.¹⁹

The researchers can conclude that the purpose of writing is to provide information in the form of facts, messages, events, opinions,

¹⁹ Muslim, P. Y. C., & Siregar, R. A. (2022). Keterampilan Menulis.

views, and ideas to readers. Expressing feelings, whether happy, sad, angry, or other.

4. Component of Writing

Starkey states that to produce good writing, the following criteria must be present in the writing: organization, coherence, clarity, and word choice.²⁰

Jacobs point out five kinds of component in writing. They are content, organization, language use, vocabulary, and mechanics.

1. Content

The content of the writing must be understandable. Thus, the reader can understand the message contained in the writing and the reader gets information from the writing. There is a thought that can be a benchmark in connecting with components. A piece of writing should have one main purpose, have unity, have coherence and continuity, and be developed appropriately.

2. Language use

Language use refers to the effective complex constructions, agreement, tense, number, word, articles, pronouns and prepositions. The main idea is fully developed by certain information. How complex or general the sentences in a topic are can be known through complete writing. It is expected that the content of the writing becomes clear and understandable to the reader.

²⁰ Charrouf, A. (2015). Improving EFL Students' Writing Skill through a Directed Blog Case of Students at Mohamed Khider University of Biskra A dissertation submitted in partial fulfilment for the requirements for The Master of Arts Degree in Language Sciences.

3. Organization

Organization is the overall structure of a text. The most practical method of organizing an essay is to state the main idea or ideas of a piece of writing in the opening paragraph and provide a separate paragraph in the body of the writing for each main part of the idea. Organization is concerned with the way in which writers organize and structure their ideas and messages in a piece of writing that consists of the same sequence of text.

4. Vocabulary

Vocabulary is an important part of writing. The use of vocabulary in a writing must be completely adapted to the topic being conveyed so that readers can understand and understand the message being conveyed. Someone who lacks vocabulary have a hard time organize their expressionsl, but having the right vocabulary canl help the writers organize his writing.

5. Mechanics

In this case it is about the correct use of words in writing, such as the use of capital letters, punctuation, spealling. This is very important to make the reader understand the meaning of the writing it self.²¹

The researcher concluded that the Writing component consists of content, organization, language use, vocabulary, and mechanics.

²¹ Jacobs, 2008. *The component of Writing*.

5. The Procces of Writing

According to Kirszner and Mandell, they argue that the writing process consists of prewriting, drafting, and writing and revision.

Meanwhile, according to McCrimmon and Akhadiah et al, they argue that in the writing process there are several stages:

1. Planning

Planning includes determining the topic, limiting the topic, determining the purpose of writing, determining the material, and creating a writing outline.

a. Topic determination

A writing topic refers to the subject matter that will be elaborated on.

b. Topic limitation

Topic limitation can be done in various ways. These ways of limiting topics are basically the same, namely detailing and limiting general topics to be specific and limited. Specific and limited topics will make it easier for writers to create clear descriptions and complete them.

c. The Formulation of the Purpose

The formulation of the purpose of writing can serve as a guide for the writer to think about the main points to be studied, determine the type of writing structure to be used, the point of view

to be chosen, and limit the scope of writing. The purpose of writing is stated in the form of a thesis statement.

d. Material determination

Determining and collecting materials can be done at the time of writing, but for long or large writings, materials are collected before the writing process. The collection of writing materials is not always planned before writing is carried out. Sometimes, the collection of materials occurs during the writing process.

e. Writing Outline

An writing outline is basically a work plan that outlines the structure of the writing you will be doing. By creating an outline, it will be easier to determine topics and generate new ideas, making the writing process smoother and more effective.

Before starting a writing activity, it is important to have an outline. This is because every writer has difficulty in mastering the four basic skills in English: Listening, Speaking, Reading and Writing. Gathering information and understanding how to combine words into coherent sentences is crucial in this regard. By creating a well-thought-out outline beforehand, writers can ensure that their writing is well-organized and cohesive, resulting in a better final product.

2. Drafting

After the writing outline is well organized, neat and the writing material is collected completely, then start writing it in written language into a complete writing (draft). In a draft, there are paragraphs that function as an introduction, content, and conclusion. A good writing also illustrates the goodness of the aspects that build it, namely the presentation of content (main text), the application of rhetoric, and the application of language.

3. Editing

Editing is done after the writing activity is complete. The purpose of editing is to produce quality writing. Good writing contains the correct application of content, language, and mechanics (spelling and punctuation). Writing that has not applied these aspects is said to be not good and correct.²²

4. Final version

Harmer argues that the last process of writing is the final version. After all, the process has been done, the writer makes a final version. The final version may be much different from the plan and the draft has been made before. It happens because there are many changes in the editing process. Any unimportant stated in the draft can be deleted.²³

²² Budiyo, H. (2012). Pembelajaran keterampilan menulis berbasis proses menulis dan teori pemerolehan bahasa. *Pena: Jurnal Pendidikan Bahasa dan Sastra*, 2(1).

²³ Harmer, Jeremy. 2007. *How to Teach Writing*. England. Longman 2008

2. Writing Ability

Writing ability as one of the language skills that students need to have, because writing has an important role in human life. Writing ability is the skill of a writer to communicate information to a reader or group of readers. Writing is an important skill that allows individuals to communicate their ideas, thoughts, and experiences effectively. In the field of education, writing plays a significant role in developing scientific knowledge and understanding. However, many students face challenges when it comes to writing, such as difficulty in selecting a topic or running out of ideas. To improve their writing skills, students should gather information and learn how to combine words to convey their thoughts clearly and concisely.²⁴

Dalman asserts that writing ability are a critical component of language skills, particularly in expressing ideas, thoughts, and emotions through various types of essays, whether they are fictional or not. Students often encounter difficulties in mastering these skills, such as determining a topic to write about and running out of ideas while writing. Therefore, it is important for students to gather information and learn how to combine words effectively to improve their writing ability.²⁵

²⁴ Zubaidah, S. (2018, October). Mengenal 4C: Learning and innovation skills untuk menghadapi era revolusi industri 4.0. In *2nd Science Education National Conference* (Vol. 13, No. 2, pp. 1-18).

²⁵ Apriliani, R. (2016). *Hubungan antara pemahaman unsur kebahasaan dan sikap terhadap bahasa indonesia dengan kompetensi menulis karya ilmiah (Survei pada Mahasiswa Pendidikan MIPA FKIP UNS)* (Doctoral dissertation, UNS (Sebelas Maret University)).

When it comes to writing, there are certain challenges that students may face. For instance, they may struggle with choosing a topic and coming up with ideas to complete their writing. In order to overcome these hurdles, it's important for students to gather some information and understand how to combine words with other words. Hermawan states that writing ability is the skill of expressing the contents of the mind, ranging from simple words to complex compositions.²⁶

Writing ability is a person to express thoughts, ideas, ideas, using a series of good and correct written language. When writing, it's important to keep in mind that there are two main components: the content and the form. The content is what you want to convey, while the form is how you present it using mechanical elements like spelling, words, sentences, and paragraphs. Many students struggle with writing because they have difficulty determining the topic and running out of ideas. To overcome these challenges, it's important to gather information and learn how to combine words effectively.²⁷

C. Hypothesis of the Research

Hypotheses are the most important part of research that must be answered as the conclusion of the research itself. Hypotheses are conjectural, therefore researchers must collect sufficient data to prove that their conjectures are correct. Hypotheses are divided into two types, namely null

²⁶ Rohilah, R., Asri, S. A., & Ayuningrum, S. (2020, December). Meningkatkan Keterampilan Menulis Puisi Pada Mata Pelajaran Bahasa Indonesia Melalui Metode Estafet Writing. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 148-155).

²⁷ Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156.

hypotheses and alternative hypotheses. The Null Hypothesis (**H₀**) is a statement indicating that a population parameter has a certain value or there is no difference, while the Alternative Hypothesis (**H_a**) is a statement stating that the population parameter has a value different from the statement mentioned in the null hypothesis.²⁸

From the above opinion, it can be concluded that a hypothesis is a conjecture / temporary answer to research problems whose truth must still be tested until proven through the data collected.

The research hypothesis is formulated as follows:

Ha : There is a significant influence on the use of summarizing technique the students writing ability at MA Muhammadiyah 1 Purbolinggo East Lampung.

Ho : There is no significant effect on the the influence of summarizing technique toward the students writing ability at the MA Muhammadiyah 1 Purbolinggo East Lampung.

Based on the formulation of the problem in this study, the author determines the hypothesis of this study is that there is the influence of summarizing technique toward the students writing ability at the MA Muhammadiyah 1 Purbolinggo East Lampung.

²⁸ Lolang, E. (2014). Hipotesis Nol dan Hipotesis Alternatif. *Jurnal Keguruan Dan Ilmu Pendidikan*, 3(3), 685-695.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is a guideline that includes steps that must be taken in carrying out research. In this research the writer used a type of quantitative research method, which in this quantitative research method has fulfilled scientific rules, namely concrete or empirical, objective, measurable, rational and systematic. Quantitative research methods are research methods in the form of numbers that are analyzed using statistics.¹

The quantitative research method that the author uses is pre-experimental. Pre-experimental research is a research method to find the effect of independent variables on dependent variables.²

B. Definiton Operational Variabel

The operational definition of this variable is a very important element in telling how to measure a variable that is being researched and studied. An operational definition is a statement regarding variables, measurement methods and tools used to make measurements.³

Based on the operational definition of variables above, it can be concluded that the operational definition of variables is a guide or procedure for how to measure variables according to their properties by providing

¹ Arikunto, S. (2019). *Prosedur penelitian suatu pendekatan praktik*.

² Sugiyono. (2019). hlmn.109.

³ Imam Machali, *Metode Penelitian Kuantitatif* (Yogyakarta: Program Studi Manajemen Pendidikan Islam Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga, 2016), 47-48.

definitions related to the variables studied or studied by researchers. In this research, the operational definition of each variable is:

1. Summarizing technique (Independent variabel)

The independent variabel of this research was Summarizing technique. Summarizing is probably the simplest preprint technique and is usually the first method writers use to generate ideas. Summarizing means summarizing everything about the topic, source, keywords, phrases and more.⁴ With this technique, students are better able to understand the content of the reading text.⁵

The indicators used to determine (variable X) summarizing technique are as follows:

- a) Students are given a essay text.
- b) Students know what the summarizing technique is.
- c) Students are able to create an essay text using the summary technique.

2. Writing Ability (Dependent variabel)

The dependent variable (variable Y) in this study is Writing ability. Writing Ability are the ability to express ideas, opinions, and feelings to others through written language. Other parties through written language. The accuracy of expressing ideas must be supported by accuracy of the language used, vocabulary and grammatical and spelling usage. Basically,

⁴ Syahrir, S., & Heliati, E. (2017). Analisis Mind Map Siswa Kelas VII C SMPN 6 Kopang. *Jurnal Ilmiah Mandala Education*, 3(1), 421-434.

⁵ Susar, F., & Akkaya, N. (2009). University students for using the summarizing strategies. *Procedia-Social and Behavioral Sciences*, 1(1), 2496-2499.

the purpose of writing is as a means of communication in the form of writing. Every type of writing certainly has purpose.⁶

The Writing ability indicators are as follows:

- a) Students are directed to make their writing skills on certain essay text topics.
- b) Students rewrite the main idea in the essay text using their own sentences.
- c) There are interesting activities in learning.
- d) Supported by adequate facilities and infrastructure.

C. Population, Sample and Technique Sampling Data

1. Population

Population is an area consisting of subjects that have certain qualities and quantities that have been determined by researchers to be studied and then draw conclusions. Populations are not only people, but can also be organizations, animals, human works, and other natural objects. The definition of population is also not just the number of subjects studied, but also includes all the properties and characteristics of the subject.⁷

Based on the above understanding, the population is a group of animals, people, objects and others as the object of research that will be determined by the researcher. The population in this study is all grade XI students of MA Muhammadiyah 1 Purbolinggo in the first semester of the

⁶ Situmorang, N. M. Y. (2018). Meningkatkan Kemampuan Menulis Siswa Kelas X Aphc Smk Negeri 1 Singaraja Melalui Teknik Guiding Questions. *Journal of Education Action Research*, 2(2), 165-171.

⁷ Amane, A. P. O. (2023). Bab 4 Populasi Dan Sampel. *Metodologi Penelitian Kuantitatif*, 33.

2023/2024 school year, namely 42 students, which is divided into 3 classes, namely class XI.1, class XI.2 and class XI.3.

Table 3. 1
Data Students class 11

No	Class	Total
1	11 MIPA 1	18 students
2	11 MIPA 2	14 students
3	11 Boarding School	10 students
Total		42 students

2. Sample

The sample is part of the population that includes all the characteristics and properties that exist in the population, the sample size is always less or equal to the population. The number of samples depends on the parameters in the population such as population size parameters and population distribution.⁸ A sample is a subset of the population. Quantitative analysis of sample data produces sample statistics that are used to estimate population parameters.⁹

Based on the above understanding, it can be concluded that the sample is part of the population selected using certain techniques and it is hoped that the selected sample is representative, which means that it truly represents the population. In this research, the writer used cluster sampling. The author use take one of the classes that have been formed in the school for observation, which totals 18 students. This sample is class XI.1 students at MA Muhammadiyah 1 Purbolinggo.

⁸ Kuliah, M. Defenisi Populasi Pengertian Sampel dan Teknik Sampling Dalam Penelitian Pendidikan dan Behavioral.

⁹ *Ibid.*, 67

3. Technique Sampling Data

The sampling technique is also called the "sampling technique is a technique for determining the sample that will be used in research."¹⁰

Based on the above understanding, the researcher chooses a sampling technique in the form of a probability sample, namely cluster sampling. Probability sampling is a sampling technique that provides equal opportunities for each element of the population to be selected as a sample member. This technique is a technique that allows researchers to make generalizations from sample characteristics to population characteristics. The research uses the cluster sampling technique by entering three groups or three classes that become the population into one container and then drawn, with the lottery the first group or class that comes out will be sampled, thus the sample of this study is class XI MIPA 1 which totals 18 students.

D. Data Collection Technique

There are several data collection technique that researchers use in this research, namely:

1. Observation

Observation can use observe the progress of learning made by student and twacher from before the implementation of the summarizing technique. Observation were carried out by the MA Muhammadiyah 1 purbolinggo East lampung.

¹⁰ *Ibid.*,81

2. Test

Instrumen test can be a question, worksheet, or the like used to measure a person's knowledge, skills, talents and abilities. The test sheet contains questions consisting of several questions. Each question represents one type of variable to be measured. Researchers use achievement tests to find out a person's writing after he learns something.¹¹

a. Pre-test

The research give the text and asked the students to write descriptive text. The research gave 40 minutes for students to write of the text.

b. Treatment

After giving the pretest, the researcher gave an explanation about writing tests, especially tests using summarizing techniques to change students' writing skills. The researcher explained the definition, types, benefits, purpose and characteristics of summarizing techniques. All students watched and listened researcher's explanation.

c. Post-test

The researcher gave post-test to the students (the procedure is the as the pre test The research gave 40 minutes for students to write of the descriptive text.

¹¹ Data, T. P. (2015). Instrumen Penelitian. *Kisi-Kisi Instrumen*.

2. Documentation

Documentation is "a method of collecting data by looking for data about a matter or variable in the form of writings, pictures or other works of a person".¹²

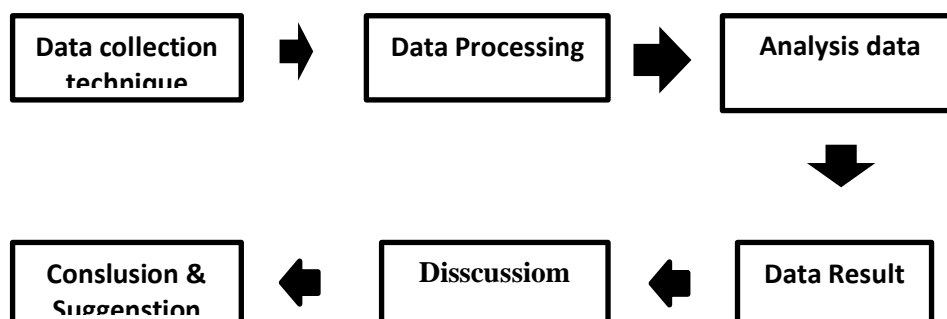
In this research, the data collection technique is the documentation method. The research uses the documentation method to collect physical data to be observed and researched for its existence in order to complement the data in this research, namely such as school history, vision and mission of the teacher's condition and so on.

E. Research Instrument

Research instruments are tools for collecting, processing, analyzing and presenting data systematically and objectively with the aim of solving a problem or testing a hypothesis.¹³

The research took collected data by using writing test descriptive text to know students writing ability. After giving test to students, then students are instructed to take important information from the text.

F. Technique of Analysis Data



¹⁵ *Ibid.*, 71

¹³ *Ibid.*, 64.

In this research, researchers collected data using the Pre-test & Post-test, the data that had been collected was then processed to ensure that the data had been collected was validated and complete data, the results of the analysis were determined by the accuracy in processing the data. Furthermore, researchers analyzed the data using the statistical method of SPSS V 29 application to test the hypothesis. Then the data results are discussed again and conclusions are drawn.

To analyze the writing test, the research took use writing asesment rubric. It is scale scoring category develop by Jacob cited in Hogue. It was accordance with the five component of good writing. The used step as follows :

a. Content

Table 3. 2

Score	Level	Criteria
27-30	Very good	Relevant to assigned topic, Knowledge
22-26	Good	Some knowledge, mostly relevan, but lacks detail
17-21	Fair	Limited knowledge and little detail
13-16	Poor	Unsubtantive, Unpertinent, not enough

b. Language use

Table 3. 3

Score	Level	Criteria
22-25	Very good	Effective complex, few errors of agreement, tense, number, articles, pronouns, verbs and prepositions
18-21	Good	Some errors in sentences, forms, numbers, words, functions, pronouns, preposotion, effeptive but simple constuctions.
11-17	Fair	Meaning confused or obscured, Frequent misunderstandings, tense, article and pronouns.
5-10	Poor	No sentence mastery, Insufficient to evaluate, dominated by errors, Uncommunicative.

c. Organization

Table 3.4

Score	Level	Criteria
18-20	Very good	Fluency expression, Cohensive, Well organized
14-17	Good	Limited support, Logical but incomplete
10-13	Fair	Non fluenct, confused or disconnected ideas
7-9	Poor	Un-organize, Not enough to evaluate

d. Vocabulary

Table 3.5

Score	Level	Criteria
18-20	Very good	Mastery of tenses, and effective word or idiom
14-17	Good	Adequrate range, Menaning noy obscured.
10-13	Fair	Limited range, meaning confused or obscured.
7-9	Poor	Little Knowledge, Not enough to evaluate

e. Mechanic

Table 3.6

Score	Level	Criteria
5	Very good	Shows mastery of rules, few spelling and punctuation errors, capitalization, paragphing
4	Good	Occasional spelling errors, punctations, capitalization, paragraphs
3	Fair	Frequent spelling errors, punctations, capitalization, paragraphs, poor handwriting
2	Poor	No mastery of rules, dominated by spelling, punctuation, capitalization errors, parapgraphing.

(Hogue (2005: 104))

2. Classified the score of students' writing test:

Table 3.7

No	Clasification	Score
1	Very Good	86-100
2	Good	66-85
3	Fair	46-64
4	Poor	26-45

(Depdiknas, 2004: 143)

3. Computed the average value of the students score by using formula:

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

Note :

\bar{X} = Average Count

$\sum x$ = Value

N = Frequency

4. Then the percentage can be determined using the following formula:

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

Note :

P = Percentage

f = frequency

N = Students total

5. Computed the sample t-test by using formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note :

t = t ratio

D = average difference

$\sum D^2$ = different scores squared, then summed

$(\sum D)^2$ = difference scores summed then squared

N = number of pairs¹⁴

¹⁴ Jacob, C., Ary, D., Razariel, A., & Sovensen, C. (2010). Introduction to research in education. Canada: WardsworthCengae Learning.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Profil of MA Muhammadiyah 1 Purbolinggo

Madrasah Aliyah Muhammadiyah 1 Purbolinggo was established on July 18, 1983 and has been registered in the Lampung regional muhammadiyah education. This located MA Muhammadiyah 1 Purbolinggo East Lampung at Jl. Rawa Fatah, Toto Harjo, Purbolinggo, East Lampung.

b. Vision and Mission of MA Muhammadiyah 1 Purbolinggo

Based on the documentation of the research conducted by the researcher, it was found that the vision of MA Muhammadiyah 1 Purbolinggo is the formation of Islamic, skilled, and accomplished students. (1) Implementing religious education as an integral part of the entire educational process in the madrasah. (2) Carrying out activities aimed at developing students' talents and interests in various fields. (3) Creating harmonious cooperation between the elements of education in the madrasah. (4) Carrying out Dhuha prayers and reading the Qur'an every day and Friday prayers every Friday. (5) Exploring and developing religious and general knowledge.

c. Purpose of MA Muhammadiyah 1 Purbolinggo

The expected objectives of organizing education at Madrasah Aliyah Muhammadiyah 1 Purbolinggo are:

1. The realization of a school culture that is religiously and socially disciplined
2. The realization of students who have faith, devotion and noble character.
3. Improving the professionalism of teachers and employees in accordance with the development of science and technology.
4. The realization of high student achievement in science and technology skills.
5. The availability of ideal educational facilities to support the teaching and learning process.
6. The realization of madrasah graduates who can live independently according to their talents and skills.

2. Description of Research Data

A. Description of Research Setting

The research conducted by the researcher is a Quantitative pre-experimen research, for that the researcher prepares the research setting in the form of research location, research time, and teacher conditions at MA Muhammadiyah 1 Purbolinggo East Lampung:

1. Research Object

The object of this study was student grade eleventh MA Muhammadiyah 1 Purbolinggo, East Lampung totaling 18 students, consisting of 12 female students and 6 male students with different backgrounds and abilities.

2. Research location

The research location is at MA Muhammadiyah 1 Purbolinggo This located at Jl. Rawa Fatah, Toto Harjo, Purbolinggo, East Lampung.

The determination of this location is expected to provide convenience to students as research objects or that will help in the smooth running of this research.

3. Research time

In this Quantitative research, researchers need several months so that this research can run well and as expected, The research was conducted from August until now from the Pre-survey stage to the research was carried out.

B. Influence of Summarizing Technique Class XI MIPA 1 at the MA Muhammadiyah 1 Purbolinggo

1. Pre-test

The pre-test is given to students and is intended to determine the skill of students before treatment. The pre-test was conducted on Tuesday, November 14th, 2023 from 07.00 to 8.30 AM. At this meeting, the researcher acted as teacher. First, researcher opened the lesson with greeting, prayer, checked attendance and asked how the students were

doing. The researcher then conducted a pre-test to measure students skill before being given treatment. The research gave 40 minutes for students to write of the text.

Table 4.1
The Result Pre-test Score

No	Name	Score					Final Score Pre-test
		C	O	V	G	M	
1	Nzr	16	13	13	15	3	60
2	Hwa	16	16	13	17	3	65
3	Alm	12	12	12	12	2	50
4	Mrn	17	13	13	16	3	62
5	Hya	21	14	15	17	3	70
6	Evk	16	13	14	15	2	60
7	Adk	15	13	13	17	3	63
8	Mft	19	13	13	17	3	65
9	Adw	13	7	7	6	2	35
10	Dnd	13	7	7	6	2	35
11	Izz	13	7	7	6	3	36
12	Wld	13	10	13	9	2	47
13	Adl	13	11	13	9	2	48
14	Adri	21	16	14	16	3	70
15	Fkt	13	8	9	8	2	40
16	Hyaq	13	7	8	5	2	35
17	Shrf	13	11	11	12	3	50
18	Abd	19	15	15	17	4	70
Total		276	206	210	220	47	1017

Based on the data above, it is known that the highest value is and the lowest value is, to find out the class interval the author uses the following formula :

$$Interval = \frac{\text{total large number} - \text{total small number} + 1}{\text{classification}}$$

Furthermore, classify Summarizing technique with four classifications, namely very good, Good, Fair and Poor. Then it can be known that the class interval is :

$$Interval = \frac{70-32+1}{4} = 9$$

Table 4.2

Frequency distribution students pre-test of summarizing technique class results XI MIPA 1 on MA Muhammadiyah 1 Purbolingo

No	Score	Frecuency	Clasification	Percentage
1	61-70	6	Very good	33 %
2	60-51	2	Good	11%
3	50-41	2	Fair	11%
4	32-40	8	Poor	45%
Total		18		100%

Based on the result table of the pre-test conducted by students that in the pre-test of the students were 6 students (33%) classified as Vey good, 2 students (11%) classified as good, 2 students (11%) clasified as fair, and 8 students (45%) clasified as poor. This shows that students The author concludes that in the pre-test, students also had difficulty in determining the main idea. The results of students' summaries are not in the form of a series of main ideas from each paragraph, but rather rewrite the contents of the reading at length, not concise.

2. Treatment

a. Treatment 1

The first treatment, the researcher will prepare teaching materials in the form of texts, researchers opened the lesson with greeting, prayer, checked attendance and asked how to the students

were doing. The researcher then explained the definition of the summarizing technique. The researcher has prepared a text with theme “ Forest Fire”. The researcher distributed the materials to the students. The researcher asked the students to summarize the text.

b. Treatment 2

For the second treatment, the researcher explained about the writing test, specifically the test using the summarizing technique to change students' writing skills. The researcher explained again about definition, types, principle, characteristic, an explanation of how to determine the main idea, and step-by-step instructions on how to summarize well and correctly. The researcher has prepared teaching material of text theme “Forest Fire in Indonesia”. The researcher gave explanations to students so that students could understand the material that had been conveyed again and ask if there was something they did not understand. After that, the researcher distributed texts and asked students to summarize the text as assessment material.

3. Post-test

After treatment 2 on Saturday, November 16th, 2023 from 10.00 to 10.40 AM the researcher then conducted the post test to to the students. Students had to write the summarizing text on the topic “Forest Fira in Indonesia” in 40 minutes.

Table 4.3
The Result Post-test Score

No	Name	Score					Final Score Post-test
		C	O	V	G	M	
1	Nzr	16	14	14	11	3	58
2	Hwa	17	15	14	17	2	65
3	Alm	17	14	15	17	2	65
4	Mrn	19	15	15	18	3	70
5	Hya	14	13	14	15	4	60
6	Evk	14	13	15	15	3	60
7	Adk	19	15	14	15	3	65
8	Mft	13	10	10	10	2	45
9	Adw	19	16	16	15	4	70
10	Dnd	22	15	18	18	3	76
11	Izz	22	14	18	14	2	70
12	Wld	13	10	10	10	2	45
13	Adl	13	11	12	12	2	50
14	Adri	23	19	20	19	4	85
15	Fkt	13	8	9	8	2	40
16	Hyaq	15	14	13	16	2	60
17	Shrf	18	15	16	18	3	70
18	Abd	27	20	20	23	5	95
Total		314	251	263	271	51	1194

Based on the data above, it is known that the highest value is and the lowest value is, to find out the class interval the author uses the following formula :

$$Interval = \frac{\text{total large number} - \text{total small number} + 1}{\text{classification}}$$

Furthermore, classify Student writing ability with four classifications, namely very good, Good, Fair and Poor. Then it can be known that the class interval is :

$$Interval = \frac{95 - 40 + 1}{4} = 14$$

Table 4.4

Frequency distribution students post-test of summarizing technique class results XI MIPA 1 on MA Muhammadiyah 1 Purbolinggo

No	Score	Frecuency	Clasification	Percentage
1	80-95	3	Very good	17 %
2	79-65	8	Good	44%
3	64-50	4	Fair	22%
4	40-49	3	Poor	17%
Total		18		100%

Based on the table of post-test data results conducted by students that in the student post-test, 3 students (17%) classified as very good, 8 students (44%) classified as a good, 4 students (22%) classified as a fair, and 3 students (17%) clasified as a poor.

The writer found that in the post-test, the students also have difficulty in determine of the main idea. The result of the students summary are not a series of the main idea from each paragraph but write the contects of the re-reading at length, not in a concise ,manner. But after being given an explanation of how to dtermine the main idea and step by step to summarize the good and right. these result showed was there is an influence on summarizing technique students writing ability.

a. Classification score of students' pre-test and post-test scores

The students take a pre-test and post-test in writing texts using the summarizing technique.

Table 4.5
Rate frequency (F) and Percentage (P) of students score in Pre test
and Post test in Content.

No	Clasification	Score	Pre- test		Post- test	
			F	P	F	P
1	Very good	30-27	-	-	1	6%
2	Good	26-22	-	-	3	17%
3	Fair	21-17	5	28%	6	33%
4	Poor	13-16	13	72%	8	44%
	Total		18	100%	18	100%

Source : Students' writing score

Based on the results of the pre-test and post-test data tables, none students were classified as very good., none of the students were classified as good, 5 students (28%) clasified as fair, and 13 students (72%) clasified as a poor. In the post-test, 1 students (6%) clasified as very good, 3 students (17%) clasified as good, 6 students (33%) clasified as fair, and 8 students (44%) clasified poor.

The author found that in the pre-test, students also had difficulty in determining the main idea of the text. The results of student summaries are not in the form of a series of main ideas from each paragraph but write the contents of the reading at length, not concise. But after being given an explanation of how to determine the main idea and the steps to make a good and correct summary. This result shows that there is an influence on students' writing ability in content.

Table 4.6
Rate frequency (F) and Percentage (P) of students score in Pre test
and Post test in Organization

No	Clasification	Score	Pre- test		Post- test	
			F	P	F	P
1	Very good	20-18	-	-	2	11%
2	Good	17-14	4	22%	10	55%
3	Fair	13-10	9	50%	5	28%
4	Poor	9-7	5	28%	1	6%
	Total		18	100%	18	100%

Source : Students writing score

Based on the results of the pre-test and post-test data, at the pre-test, no students were classified as very good, 4 students (22%) were classified as good, 9 students (50%) were classified as fair, and 5 students (28%) were classified as poor. In the post-test, 2 students (11%) were classified as very good, 10 students (55%) were classified as good, 5 students (28%) classified as fair, and 1 students (6%) classified as poor. The author concludes that in the pre-test, most students had difficulty in organizing their ideas into readable paragraphs, but in the post-test, students could organize their ideas into readable paragraphs.

Table 4.7
Rate frequency (F) and Percentage (P) of students' scores in Pre-test
and Post-test in Vocabulary

No	Clasification	Score	Pre- test		Post- test	
			F	P	F	P
1	Very good	20-18	-	-	4	22%
2	Good	17-14	4	22%	9	50%
3	Fair	13-10	9	50%	4	22%
4	Poor	9-7	5	28%	1	6%
	Total		18	100%	18	100%

Source : Students writing score

Based on the results of the pre-test and post-test data conducted by students that in the pre-test none students were classified as very good, 4 students (22%) were classified as good, 9 students (50%) classified as fair, and 5 students (28%) classified as a poor. In the post-test, 4 students (22%) classified as very good, 9 students (50%) classified as good, 4 students (22%) classified as a fair, and 1 students (6%) classified as poor.

The author concludes that in the pre-test, many students still had difficulty in choosing vocabulary so that students still had difficulty in making good paragraphs. But in the post-test, the students were easier in choosing vocabulary so that the students were easier in making good paragraphs.

Table 4.8

Rate frequency (F) and Percentage (P) of students' scores in the Pre test and Post test in the use of Language use/Grammar

No	Clasification	Score	Pre- test		Post- test	
			F	P	F	P
1	Very good	22-25	-	-	1	6%
2	Good	21-18	-	-	4	22%
3	Fair	17-10	11	61%	12	66%
4	Poor	9-7	7	39%	1	6%
	Total		18	100%	18	100%

Source : Students' writing score

Based on the result table of the pre-test and post-test conducted by students that in the pre-test none students classified as very good, none students were classified as good, 11 students (61%) classified as fair, and 7 students (39%) classified as poor. In the post-test, 1 students (6%) classified as very good, 4 students (22%) classified as good, 12 students (66%) classified fair, and 1 students (6%) classified poor. The writer concludes that

in the pre-test, students still find it difficult to string words into sentences. However, in the post-test, some students were able to string words into good and correct sentences, this result shows an influence on students' writing ability.

Table 4.9
Rate frequency (F) and Percentage (P) of students score in Pre test and Post test in Mechanics

No	Classification	Score	Pre- test		Post- test	
			F	P	F	P
1	Very good	5	-	-	1	6%
2	Good	4	1	6%	5	28%
3	Fair	3	9	50%	6	33%
4	Poor	2	8	44%	6	33%
	Total		18	100%	18	100%

Based on the result table of the pre-test and post-test conducted by students that on the pre-test none students were classified as very good and 1 students (6%) classified good, 9 students (50%) were classified as fair, 8 students (44%) were classified as poor. On the post-test, 1 students (6%) clasification as very good, 5 students (28%) clasifiacion as good, 6 students (33%) were classified as fair, and 6 students (33%) were classified as poor.

The writer found that during the pre-test some students had some errors in punctuation (periods and commas) and some spelling of words, but after being given the post-test some students began to improve in learning. So this result shows that there is an influence in students' writing ability in component mechanics.

Table 4.10
Classification of student scores in pre-test and post-test

No	Name	Pre-test	Classification	Post-test	Classification
1	Nizar	60	Fair	58	Fair
2	Hiwa	65	Good	65	Good
3	Aulia	50	Fair	65	Good
4	Merin	62	Fair	70	Good
5	Haya	70	Good	60	Fair
6	Ervika	60	Fair	60	Fair
7	Andika	63	Fair	65	Good
8	Mifta	65	Good	45	Poor
9	Adwa	35	Poor	70	Good
10	Diandra	35	Poor	76	Good
11	Izzul	36	Poor	70	Good
12	Wildana	47	Poor	45	Poor
13	Aidil	48	Poor	50	Fair
14	Abdur Rafi	70	Good	85	Very good
15	Fakta	40	Poor	40	Poor
16	Haya Aqila	35	Poor	60	Fair
17	Sharifa	50	Fair	70	Good
18	Abid	70	Good	95	Very good
Total		1017		1194	

Table 4.11
Rate Percentage (P) and Frequency (F) of the students Score in the five Components Observed

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	80-95	-	-	2	11%
2	Good	79-65	5	28%	8	45%
3	Fair	64-50	6	33%	5	28%
5	Poor	0-49	7	39%	3	16%
Total			18	100%	18	100%

Score: Students' writing score

Based on classification of the data in the pretest, there were none students classified as very good, 5 students (28%) classified as good, 6 students (33%) classified as fair, and 7 students (39%) classified as poor. In

the post-test 2 student (11%) was classified as very good, 8 students (45%) were classified as good, 5 students (28%) were classified as fair, and 3 students (16%) classified poor.

The author found that during the pretest, many students scored low. However, in the post-test, most students scored well. This result shows that there is an influence on students' writing ability in grammar.

Table 4.12
Mean Score of the students' pre-test and post-test.

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	18	32.00	70.00	1017.00	53.1667	13.49183
Post-test	18	45.00	95.00	1194.00	66.3333	12.92057
Valid N (listwise)	18					

Based on the data above, there is a significant increase in students after being given treatment. In the pre-test the sum score was 1017, the mean score was 53.16 and in the post-test had a sum score of 1194, the mean score was 66.33. The sum and mean score of the post-test were higher than the pre-test.

3. Test of Significance (T- Test)

The T-test is one of the tests that must be carried out by every researcher in order to produce accurate data and in accordance with the reality in the field and also to determine whether there is a significant difference between the pre-test and post-test scores of students using the SPSS version 29 significance test which is higher so that it is easy to analyze. In this study, the null hypothesis (Ho) states that the application of

summarizing technique does not improve students' writing ability. Meanwhile, the alternative hypothesis (H_a) states that the application of summarizing technique can influence students' writing ability in English in class XI MIPA 1 at MA Muhammadiyah Purbolinggo.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	53.1667	18	13.49183	3.18005
	Post-test	66.3333	18	12.92057	3.04541

Paired Samples Test									
	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
Pre-test Post-test	-13.16667	15.81976	3.72875	-21.03365	-5.29969	-3.531	17	.001	.003

B. Discussion

The influence of students' writing ability can be seen from 5 components (content, organization, vocabulary, grammar, and mechanics). There are differences before and after the treatment. Students are interested in using the summarizing technique because it is more understandable and encourages students to be more active and enthusiastic in the learning process. This can be seen from the results of the statistical analysis of students' writing ability which has increased. The statistical analysis of students' writing ability showed that from the pre-test score results, no students were classified as very good, 5 students (28%) were classified as good, 6 students (33%) were classified fair and 7 students (39%) were

classified as poor. In the post test scores, 2 students (11%) were classified as very good, 8 students (45%) were classified as good, 5 student (28%) was classified as fair and 3 students (16%) classified poor. There were some students who had difficulty in summarizing the text and there were some students who sometimes rewrote all the contents of the text given, but after being given the treatment students were more interested, active and more enthusiastic about using the summarizing technique. It can be seen from the results that have a significant effect on students' writing skills. The results of the T-test analysis show that there is a significant difference between the pre-test results and the post-test results, the average score on the pretest score is 53.16 which is classified as sufficient, while the students' post-test score is 66.33 which is classified as good. This shows that the application of summarizing techniques in writing learning is influential and it to do. The t-test result states that Sig. one side p 0.001 and two sided p 0.003. These results show that the Sig. (2-tailed) table is lower than the significance level. These results indicate a significant difference between the pre-test and post-test results.

The researcher also discussed with the English teacher at MA Muhammadiyah 1 Purbolinggo about the problems that occurred. After finding a common problem, the teacher and researcher solved the problem to improve students' writing skills by using summarizing techniques. After the action or treatment was given and evaluated whether the application of the summarizing technique was effective or not, there was an increase in

students' writing ability. After conducting the research, the author found that the application of summarizing techniques as a learning medium has several advantages, namely making it easier for students to understand the content of the text, students can understand more easily after summarizing, active and not easily forget, so that students are more interested in summarizing the text. This is evidenced by the increase in student learning outcomes after the application of the summarizing technique as a learning medium. In this research there were several obstacles, namely: Students play more cell phones and sleep. researchers must prepare more extra pursuit strategies, the author must convey information repeatedly. It was concluded that this research had a significant influence on students' writing ability by using the summarizing technique at MA Muhammdiyah 1 Purbolinggo Lampung Timur.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

At the end of writing this thesis, the author has tested the students' Pretest and Post-test scores. The T-test result states that Sig. (2-tailed) is one sided $p < 0.001$ and two sided $p < 0.003$. This result states that Sig. (2-tailed) is smaller than the significance level. The alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. The author can conclude that there is an effect of the application of the summary technique has a significant influence students' writing skills in learning English in class IX MA Muhammadiyah 1 Purbolinggo, East Lampung.

B. SUGGESTION

The suggestions that researchers put forward in this research are as follows:

1. For the headmaster, MA Muhammadiyah 1 Purbolinggo should provide motivation to teachers, especially English subjects, to get good results in teaching by using summarizing techniques in teaching writing skills.
2. For the teacher, it is necessary for the teacher to have a variety of strategies in the teaching process in order to improve the summarizing technique on students' writing skills with the aim of improving students' writing skills in English.
3. For the students are also advised to continue practicing their writing skills by using the summarizing technique.

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APPENDIXES

Appendix 1 : Pre-Survey Permit



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

Jalan Ki. Hajar Dewantara 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-4300/In.28/J/TL.01/08/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH MA
MUHAMMADIYAH 1
PURBOLINGGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **RENI DWI PUTRI**
NPM : 1901051054
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF SUMMARIZING TECHNIQUE
TOWARD THE STUDENTS WRITING ABILITY AT THE
MA MUHAMMADIYAH 1 PURBOLINGGO

untuk melakukan prasurvey di MA MUHAMMADIYAH 1 PURBOLINGGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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



Wassalamu'alaikum Wr. Wb.

Metro, 24 Agustus 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 2 : Pre-survey Reply Letter

**MAJELIS PENDIDIKAN DASAR DAN MENENGAH**
المدسة العالفة للمحمدفة
MA MUHAMMADIYAH PURBOLINGGO
KABUPATEN LAMPUNG TIMUR

Alamat : Jl. Rawa Fatah, Toto Harjo, Kec. Purbolinggo Lampung Timur 34192, Telp : (0725) 7631298
Website : <https://aliyahmuhpurbolinggo.sch.id>, Email : ma.muh.purbolinggo@gmail.com
NPSN : 10816315 NSM : 131218070010

SURAT KETERANGAN
Nomor : 1019/KET/IV.4.AU/F/IX/2023

Berdasarkan surat dari IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-4300/In.28/J/TL.01/08/2023 tentang permohonan izin prasurvey, maka dengan ini Kepala Madrasah Aliyah Muhammadiyah Purbolinggo Kabupaten Lampung Timur menerangkan bahwa :


Nama : RENI DWI PUTRI
NPM : 1901051054
Semester : 9 (Sembilan)
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE INFLUENCE OF SUMMARIZING TECHNIQUE
TOWARD THE STUDENTS WRITING ABILITY AT THE MA
MUHAMMADIYAH 1 PURBOLINGGO

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan mengizinkan prasurvey tersebut di tempat kami
2. Izin melakukan prasurvey diberikan semata-mata untuk keperluan akademik

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Lampung Timur
Pada Tanggal : 14 September 2023
Kepala Madrasah


BUDI SARWONO, M.Pd
NIP.

Appendix 3 : Thesis Guidance SK



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

Jalan Ki. Hajar Dewantara 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-5325/In.28.1/J/TL.00/11/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RENI DWI PUTRI**
NPM : 1901051054
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE STUDENTS WRITING ABILITY AT THE MA MUHAMMADIYAH 1 PURBOLINGGO EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 November 2023
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Appendix 4 : Letter of Assignment



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

Jalan Ki. Hajar Dewantara 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.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5424/In.28/D.1/TL.01/11/2023

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

Nama : **RENI DWI PUTRI**
NPM : 1901051054
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MUHAMMADIYAH 1 PURBOLINGGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE STUDENTS WRITING ABILITY AT THE MA MUHAMMADIYAH 1 PURBOLINGGO EAST 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 : 23 November 2023



Menggetahui,
Pejabat Setempat

[Signature]
Dra. Isti Fatonah, M.Pd

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 5 : Research permit



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

Jalan Ki. Hajar Dewantara 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-5425/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MUHAMMADIYAH 1
PURBOLINGGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5424/In.28/D.1/TL.01/11/2023, tanggal 23 November 2023 atas nama saudara:

Nama : **RENI DWI PUTRI**
NPM : 1901051054
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA MUHAMMADIYAH 1 PURBOLINGGO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH 1 PURBOLINGGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE STUDENTS WRITING ABILITY AT THE MA MUHAMMADIYAH 1 PURBOLINGGO EAST LAMPUNG".

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



Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 6 : Reply Letter Research

 MAJELIS PENDIDIKAN DASAR DAN MENENGAH
المدسة العالفة للمحمدفة
MA MUHAMMADIYAH PURBOLINGGO
KABUPATEN LAMPUNG TIMUR 

Alamat : Jl. Rawa Fatah, Toto Harjo, Kec. Purbolinggo Lampung Timur 34192, Telp : (0725) 7631298
Website : <https://aliyahmuhpurbolinggo.sch.id>, Email : ma.muh.purbolinggo@gmail.com
NPSN : 10816315 NSM : 131218070010

SURAT KETERANGAN
Nomor : 1042 /KET/IV.4.AU/F/XII/2023

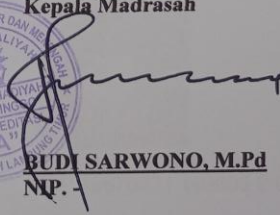
Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor : B-5424/In.28/D.1/TL.01/11/2023 tanggal 23 November 2023 tentang Izin Research. Maka dengan ini Kepala Madrasah Aliyah Muhammadiyah Purbolinggo Kabupaten Lampung Timur menerangkan bahwa :


Nama : RENI DWI PUTRI
NPM : 1901051054
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan diatas telah melaksanakan Research/Survey sesuai dengan jadwal/waktu yang ditentukan di MA Muhammadiyah Purbolinggo.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Lampung Timur
Pada Tanggal : 25 November 2023
Kepala Madrasah


BUDI SARWONO, M.Pd
NIP. -



Appendix 7 : Free Letter of Department Library



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

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1395/In.28/S/U.1/OT.01/12/2023**

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


Nama : RENI DWI PUTRI
NPM : 1901051054
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051054

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Desember 2023
Kepala Perpustakaan


Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

Appendix 8 : Library Free Letter



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

Jalan Ki. Hajar Dewantara 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.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Reni Dwi Putri
NPM : 1901051054
Program Studi: Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 04 Desember 2023

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Appendix 9 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MA Muhammadiyah 1 Purbolinggo

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Materi Pokok : Harapan, Doa dan Selamat

Waktu : 2 X 40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model Problem Based Learning, peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa serta responnya, dan dapat menggunakan ungkapan-ungkapan tersebut dengan santun, percaya diri dan bertanggung jawab

B. Metode Pembelajaran dan Sumber belajar

- Problem Based Learning
- Kertas dan pulpen

C. Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
<ul style="list-style-type: none">• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.• Guru menanyakan kabar dan mengecek kehadiran siswa.• Guru menyampaikan tujuan pembelajaran yang ingin dicapai• Guru memberikan apersepsi dan motivasi• Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian
Kegiatan Inti (120 Menit)
<ul style="list-style-type: none">• Guru menjelaskan Definisi, Karakteristik, jenis, prinsip dan cara membuat ringkasan yang baik• Guru membagikan Kertas teks kepada siswa• Guru menginstruksikan siswa untuk membuat teks• Siswa membaca dan memahami beberapa contoh dialog yang disiapkan guru terkait ungkapan harapan dan do'a, ungkapan selamat• Siswa menggaris bawahi beberapa kata kunci yang menjadi topik diskusi• Siswa mengerjakan ungkapan doa, harapan, dan ungkapan.
Kegiatan Penutup (20 menit)
<ul style="list-style-type: none">• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.• Guru memberikan umpan balik dan pesan moral dari pembelajaran.• Guru memberikan penugasan kepada siswa• Guru menyampaikan materi pembelajaran berikutnya.• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

D. Penilaian

Penilaian sikap : Observasi dalam proses pembelajaran

Penilaian pengetahuan : Resume terkait materi Hope, wish dan congratulation

Appendix 10: Instrument of the Research

Instrument for testing the students writing ability by using summarizing technique

1. Pre-test

Construction students to summarize a text with theme “Forest Fire”

2. Treatment

In this research activity, they did two treatments.

a. Treatment 1

1. In the first treatment, the researcher will prepare teaching materials in the form of the text, the researcher opened the lesson with greeting, prayer, checked attendance and asked how to the students were doing. The researcher then the explains about definition of summarizing technique.
2. The researcher has prepared a text with theme “ Forest Fire”
3. The researchers distribute materials to students.
4. The researcher construct the students to make a summary of the text.

b. Treatment 2

1. For the second treatment, the researcher explained again about essay test, especially test using summarizing technique to channge students writing skill. The researcher explained again about definition, types, principle, characteristic, explanation of how to determine the main idea, and step by step to good summarize. The researcher has prepared teaching material of text theme “Forest Fire In Indonesia”.
2. The researcher construct students so that they can understand the material again and ask questions if something is not understood.
3. After that the researcher shared the text and instructed students to make a summary of the text as an assessment material.

3. Post Test

The researcher constructs the students to re-summarize the text with theme of “Forest Fire In Indonesia” with the material they have studied previously.

Instrument of Pretest & Post-test

Instruction :

- 1. Write your name in the paper**
- 2. Write your class**
- 3. Read the text below carefully**
- 4. Underline the text that you think is correct**
- 4. Write the answer on this paper**
- 5. Check your writing before submitting it to the researcher**

Forest Fire in Indonesia

Indonesia is a country with a tropical climate consisting of thousands of islands, Indonesia mainland is not covered with the ocean, forest in Indonesia are very much, ranging from Sabang to Merauke. The last few years in fire in Indonesia often occurred, it's due to two factors, namely natural and artificial factors (human).

Regarding the natural factors aren't there to be blamed, but on the artificial factors is human being that need to be evaluated. Now human have lost their consciousness until they do that harm many population, they harm the environment, for example forests. Forests are habitat of thousands of species of interference living to which interconnect.

The reason they do burning forests, began to want to open new planting to the big buildings. However, a unfortunate things is how much they don't think of various flora and fauna living in the forest.

Flora and fauna in the forests will run away will even die burning fire that blazes because of the human action. They will lose their original habitat and the result of the animals will go to residential. They feel no longer have a house they can place so the last street is to run into resident of residents.

No wonder when recent cases of disadvantages of wild animals such as tiger and lions in residential are often rumored. As the saying goes that what we do will turn to yourself, then do something good. While the natural factors of forests fires is the dry season and the existence of lightning strikers during rain. .

Season can't be predicted so that when the dry season arrives with a very long period of time, it's reasonable. However, it affects the states of the forest because the forest that every day the irradiated sun is able to cause sparks. Its also similar when it turns lightning the lightning strikes a part until sparks of fire.

Sumber: Thegorbalsla

Appendix 12 : Pre-test & Post-test score**Pre-test Score**

No	Name	Score					Final Score Pre-test
		C	O	V	G	M	
1	Nizar	16	13	13	15	3	60
2	Hiwa	16	16	13	17	3	65
3	Aulia	12	12	12	12	2	50
4	Merin	17	13	13	16	3	62
5	Haya	21	14	15	17	3	70
6	Ervika	16	13	14	15	2	60
7	Andika	15	13	13	17	3	63
8	Mifta	19	13	13	17	3	65
9	Adwa	13	7	7	6	2	35
10	Diandra	13	7	7	6	2	35
11	Izzul	13	7	7	6	3	36
12	Wildana	13	10	13	9	2	47
13	Aidil	13	11	13	9	2	48
14	Abdur Rafi	21	16	14	16	3	70
15	Fakta	13	8	9	8	2	40
16	Haya Aqila	13	7	8	5	2	35
17	Sharifa	13	11	11	12	3	50
18	Abid	19	15	15	17	4	70
Total		276	206	210	220	47	1017

Post-test

No	Name	Score					Final Score Post-test
		C	O	V	G	M	
1	Nizar	16	14	14	11	3	58
2	Hiwa	17	15	14	17	2	65
3	Aulia	17	14	15	17	2	65
4	Merin	19	15	15	18	3	70
5	Haya	14	13	14	15	4	60
6	Ervika	14	13	15	15	3	60
7	Andika	19	15	14	15	3	65
8	Mifta	13	10	10	10	2	45
9	Adwa	19	16	16	15	4	70
10	Diandra	22	15	18	18	3	76
11	Izzul	22	14	18	14	2	70
12	Wildana	13	10	10	10	2	45
13	Aidil	13	11	12	12	2	50
14	Abdur Rafi	23	19	20	19	4	85

15	Fakta	13	8	9	8	2	40
16	Haya Aqila	15	14	13	16	2	60
17	Sharifa	18	15	16	18	3	70
18	Abid	27	20	20	23	5	95
Total		314	251	263	271	51	1194

Students score clasification in pre-test & post-test

No	Name	Pre-test	Clasification	Post-test	Clasification
1	Nizar	60	Fair	58	Fair
2	Hiwa	65	Good	65	Good
3	Aulia	50	Fair	65	Good
4	Merin	62	Fair	70	Good
5	Haya	70	Good	60	Fair
6	Ervika	60	Fair	60	Fair
7	Andika	63	Fair	65	Good
8	Mifta	65	Good	45	Poor
9	Adwa	35	Poor	70	Good
10	Diandra	35	Poor	76	Good
11	Izzul	36	Poor	70	Good
12	Wildana	47	Poor	45	Poor
13	Aidil	48	Poor	50	Fair
14	Abdur Rafi	70	Good	85	Very good
15	Fakta	40	Poor	40	Poor
16	Haya Aqila	35	Poor	60	Fair
17	Sharifa	50	Fair	70	Good
18	Abid	70	Good	95	Very good
Total		1017		1194	

Appendix 13 : Guidance Proposal and Thesis Card



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Reni Dwi Putri
NPM : 1901051054

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	05/07 2023		<ul style="list-style-type: none"> - Mechanical aspect - Content - Language - Please revise Soon - Selalu bawa naskah yang telah diberi catatan pada proses pembimbingan berikutnya. 	
	15/08/ 2023		Chapter I has been revised - Ago	

Mengetahui
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IAIN METRO

Nama : Reni Dwi Putri
NPM : 1901051054

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	15/08/2023		Chapter II A. _____ } 1. _____ } (a) _____ } ✓ Footnote system ✓ lay out ✓ writing style ✓ Selalu bawa masalah yang telah diberi Catatan ✓ Perbaiki bab II, Bawa bab III pada saat revisi bab II	

Mengetahui
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Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	05/06/2023		Clayton Uj koady revisi next: please bring 1. References 2. Document of pendaftra Seminar proposal.	

Mengetahui
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IAIN METRO

Nama : Reni Dwi Putri
NPM : 1901051054

Jurusan : TBI
Semester : XI

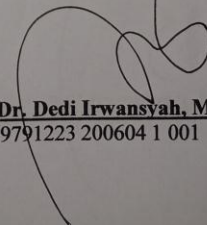
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	3/10/ 2023		Research Instrument Aca	

Mengetahui
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Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	4/12/2023		Chapt I-V, appendices, Abstract, CV <hr/> A@ minus CV <hr/> A@ for Munawar	

Mengetahui

Ketua Jurusan TBI



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INSTITUT AGAMA ISLAM NEGERI METRO
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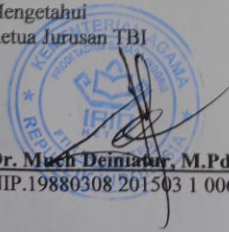
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reni Dwi Putri
NPM : 1901051054

Jurusan : TBI
Semester : XI

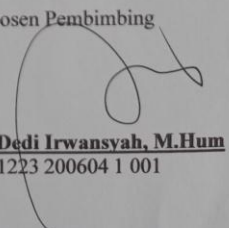
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	1/12/2023 =		Chapter IV and V A@@	

Mengetahui
Ketua Jurusan TBI



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Appendix 14 : Turnitin

RENI DWI PUTRI 1901051054
(THE INFLUENCE OF
SUMMARIZING TECHNIQUE
TOWARD THE STUDENTS'
WRITING ABILITY AT THE MA
MUHAMMADIYAH 1
PURBOLINGGO EAST
LAMPUNG)

Submission date: 07-Dec-2023 05:34PM UTC+0700
by BTAIN Metro

Submission ID: 2249845166

File name: 19_2_Reni_Dwi_Putri_1901051054_Turnitin.docx (192.34K)

Word count: 12505

Character count: 65592

Metro, 8 Desember 2023

Moch Desriatur

RENI DWI PUTRI 1901051054 (THE INFLUENCE OF SUMMARIZING TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY AT THE MA MUHAMMADIYAH 1 PURBOLINGGO EAST LAMPUNG)

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DOCUMENTATION

Picture 1 : Location of the Research at MA Muhammadiyah 1 Purbolinggo




Picture 2 : Data on Educators and Education Personnel of MA Muhammadiyah 1 Purbolinggo

Lampiran Surat Keputusan Kepala MA Muhammadiyah 1 Purbolinggo
 Nomor : 934/KEP/IV.4.AU/F/II/2023
 Hal : Pembagian Tugas Guru Dalam Kegiatan Belajar Mengajar Semester Ganjil TP 2023/2024

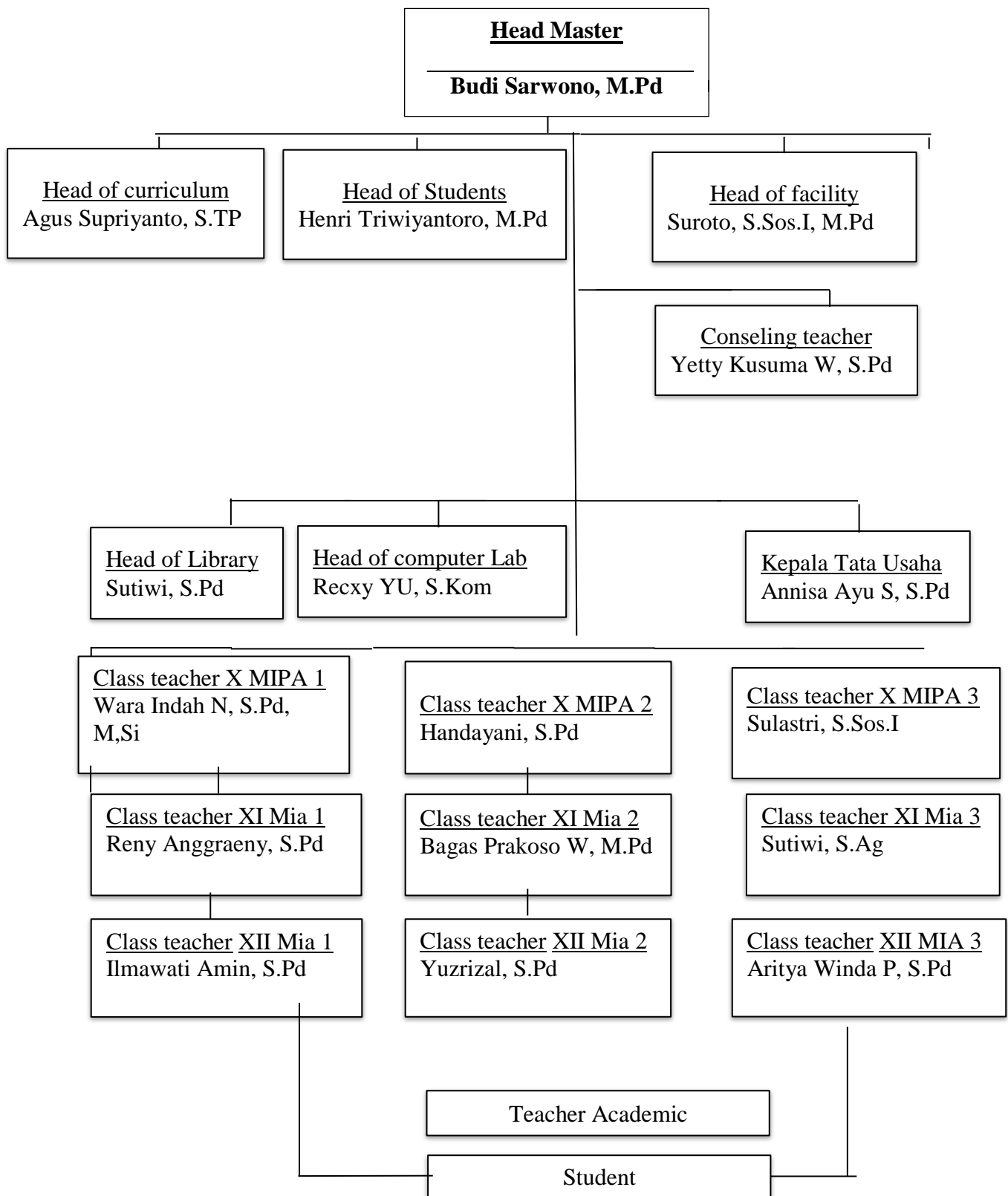
no	nama	mapel	kelas									jml	tmbh	total		
			10 MIPA 1	10 MIPA 2	10 BS	11 MIPA 1	11 MIPA 2	11 BS	12 MIPA 1	12 MIPA 2	12 BS					
1	Budi Sarwono, M.Pd	fikih kamad													24	24
2	Agus Supriyanto, S.TP	fisika waka kurikulum							4	4	4	12			12	24
3	Henri Triwiyantoro, S.Pd	sejarah indonesia waka kesiswaan				2	2	2	2	2	2	12			12	24
4	Suroto, S.Sos.I, M.Pd	al quran hadist kmd	2	2	2	2	2	2			2	2	2	6		30
5	Surahman	waka sarpras pjok		2			2							4		4
6	Sutiwi, S.Ag	ski wali kelas 11.bs	2	2	2	2	2	2	2	2	2	2	18		6	24
7	Dyah Ratnawati, SE.I	ekonomi sosiologi	2	2	2	2	2	2	2	2	2	18		6		24
8	Handayani, S.Pd	bahasa indonesia wali kelas 10.2	3	3	2					4	4	2	18		6	24
9	Sulastri, S.Sos.I	akidah akhlak wali kelas 10.bs	2	2	2	2	2	2	2	2	2	18		6		24
10	Khoirunnisa, S.Pd.I	bahasa inggris	2	2	2	3	3	3	4	4	4	2	25			25
11	Ilmawati Amin, S.Pd	biologi wali kelas 12.1	2	2	2				2	4	4	2	18		6	24
12	Wara Indah N., S.Pd, M.S.I	mtk wajib mtk minat wali kelas 10.1	3							4	4		8		6	25
13	Muhafid Fauzi, S.Pd.I	kmd bpi	2	2	2	2	2	2			2	2	12		4	16
14	Wiwin Istiqomah, S.Pd	biologi sbk				3	3						6		8	14
15	Abdul Malik, S.Pd.I	bahasa arab bpi	2	2	2	2	2	2	2	2	2	18		4		28
16	Yetty Kusuma W., S.Pd	al quran hadist bk				1	1		1	1						4
17	Ellya Apria Ningsih, S.Pd	fisika tahfid	2	2	2	3		2					11		6	17
18	Reni Juwita, M.Pd	fisika mtk wajib mtk minat					3	4	2	2			6		2	11
19	Reny Anggraeny, S.Pd	kimia wali kelas 11.1	2			3	3		4	4	2	18		6	24	
20	Yusrizal, S.Pd	kimia pjok wali kelas 12.2	2		2	2		2	2	2	2	14				14
21	Ayu Rahmawati, S.Pd	kimia ppkn		2	2				2				6		6	12
22	Surono, S.Pd	mtk wajib mtk minat		3				3					3		3	6
23	Recxy YU, S.Kom	informatika ap/tkj	2	2	2								6			6
24	Keterampilan	tb otomotif		3			3									6
25	Annisa Ayu Saputri, S.Pd	fikih sbk	2	2	2	2	2	2	2	2	2	18				18
26	Bagas Prakoso W, M.Pd	sejarah indonesia geografi ppkn	2	2	2								6		4	22
27	Aritya Winda Putri, S.Pd	wali kelas 11.2 mtk wajib mtk minat			3	4						2	9			21
28	Tri Lestari, S.Pd	wali kelas 12.bs Bahasa Indonesia				4	4	4						12	6	12
29	TIM	P5-P2RA	6	6									12			12
jumlah jam total per minggu			51	51	37	51	51	37	51	51	37					

Lampung Timur, 17 Juli 2023
 Kepala MA Muhammadiyah Purbolinggo



BUDI SARWONO, M.Pd

Picture 3: Stucture organization of MA Muhammadiyah 1 Purbolinggo



picture 4 : Opening of Learning bt Researcher in Class XI MIPA 1 MA Muhammdiyah 1 Purbolinggo



Picture 5 : The researcher was giving a pre-test



picture 6 : Researcher explain about summarizing technique



Picture 7 : Doing pre-test treatment 1



Pict. 8 : The researcher explanation about definition, types, principle, characteristic, explanation of how to determine the main idea, and step by step to good summarize treatment 2



Pict 9: Continue to the work Summarizing technique texts on writing ability treatment 2



pict 10 : Researcher Close the Learning proses



Picture 11 : Student worksheet in pre-test

Name: Liliou '111' (handwritten)
Class: XI

Regarding the natural factors aren't there to be blamed, but on the artificial factors is human being that need to be evaluated. Unfortunate things is how much they don't think of various flora and fauna living in the forest. The reason they do burning forest is because of the human action.

Name: M. Nisa '111' (handwritten)
Class: XI

Indonesia is a country with a tropical climate. Consisting of islands, Indonesia mainland is not covered with the ocean, forest in Indonesia are very much ranging from salang to marauke. Regarding the natural factors aren't there to be blamed.

Name: Mifta Anwarul Hakekat (handwritten)
Class: XI

Indonesia is Country with a tropical climate. Consisting of thousands of islands, Indonesia mainland is not covered with the ocean, forest in Indonesia are very much, ranging from salang to marauke. Regarding the natural factors aren't there to be blamed, but on the artificial factors is human being that need to be evaluated. The reason they do burning forest, began to want to open new planting to the big buildings.

Name: Anjka Febriawan (handwritten)
Class: XI

Indonesia is a country with a tropical climate. Consisting of thousands of islands, Indonesia mainland is not covered with the ocean, forest in Indonesia are very much, ranging from salang to marauke. The loss few years before in Indonesia often occurred, it's due to two factors, namely natural and artificial factors (human).

Picture 12 : Students worksheet in post-test

Name: Astor Rafi Afifa
Class : XI
Negative impact of forest fire

The spread of smoke and emission of carbon dioxide and other gases into the air will also have an impact on global warming and climate change. forest fires cause forests to become denuded, so they are no longer able to accommodate water reserves during the rainy season this can cause inside of floods

Name: Haya Afa
Class : XI
Indonesia is a country with a tropical climate consisting of thousands of islands. Indonesian mainland is not covered with the ocean, forest in Indonesia are very much, ranging from Sabang to Merauke. The last few years in fire in Indonesia are occurred, it is due to two factors, namely natural and artificial factors (human). Now human have lost their consciousness until they do that harm many population.

Name: Shafira
Class : XI
Indonesia is a country with a tropical climate consisting of thousands of island. Regarding the natural factors aren't there to be blamed, but on the artificial factors is human being that need to be evaluated. The reason they do burning forests, began to want to open new plantings to the big buildings. Flom and fauna in the forests will run away will even die because fire that blazes because of the human action.

Name: Evita Ti Mawanti
Class : XI
Indonesia is a country with a tropical climate consisting of thousands of islands. Now human have lost their consciousness until they do that harm many population, they harm the environment, for example forests. The reason they do burning forests, began to want to open new plantings to the big buildings. They will lose their original habitat and the result of the animals will go to residential.

Name: Himo Aprianto Alisa
Class : XI
Indonesia is a country with a tropical climate consisting of thousands of island. Regarding the natural factors aren't there to be blamed, but on the artificial factors is human being that need to be evaluated. The reason they do burning forests, began to want to open new plantings to the big buildings. Flom and fauna in the forests will run away will even die because fire that blazes because of the human action.

Name: Aulia Margaretha
Class : XI
Forest fire in Indonesia
Indonesia is a country with a tropical climate consisting of thousand of islands. Indonesia mainland is not covered with the ocean, forest in Indonesia are very much, ranging from Sabang to Merauke. The reason they do burning forest, began to want to open new plantings to the big buildings.

CURRICULUM VITAE



Reni Dwi Putri was born on Raman Endra July 17th, 2000. Second child of Mr. Gunawan and Mrs. Paini. The elementary School at SD N 1 Raman Endra, graduated in 2012. Continuing to the MTs N 2 East Lampung, graduated in 2015. Continuing to the MA Muhammadiyah 1 Purbolinggo, graduated in 2018. Then 2019 continuing to study at IAIN Metro Lampung by taking the concentration of English Education Department (TBI).