

**THE INFLUENCE OF SUMMARIZING TECHNIQUE  
TOWARDS STUDENTS' WRITING ABILITY  
AT SMPN 17 MAKASSAR**

**SKRIPSI**

**Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Language Education Program**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR  
2022**

SKRIPSI

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STUDENTS' WRITING ABILITY AT SMPN 17 MAKASSAR

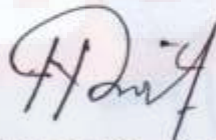
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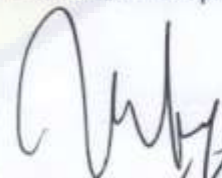
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## ABSTRACT

**Rachmy Doni. 2022.** *The Influence of Summarizing Technique Towards Students Writing Ability* (Supervised by Hj. Nurfaizah Sahib and Andi Hamzah Fansury )

The objectives of the research to be conducted is to know the Influence of Summarizing Technique Towards Students Writing Ability At SMPN 17 Makassar in the 2021/2022 in academic year.

This research focused on pre- experimental one group pre test and post test. The population in this study was the grade nine students of SMPN 17 Makassar with totaling 190 students and Using random sampling technique. The data were obtained from the writing text.

In this research used inferential analysis of t-test by SPSS v.16, it showed that there is a significant increased in the value of studennts writing ability seen from the students pre test and post test . The mean score of the students' writing increased from 55.31 in the pretest to 80.63 in the posttest. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study was accepted. Therefore, it can be concluded that the used of summarizing techniques has a significant effect on students' writing ability at SMPN 17 Makassar.

**Keyword :** *Summarizing, Technique, Students, Writing, Ability*

## ABSTRAK

**Rachmy Doni. 2022.** *The Influence of Summarizing Technique Towards Students Writing Ability* (Supervised by Hj. Nurfaizah Sahib and Andi Hamzah Fansury )

Penelitian ini bertujuan untuk mengetahui apakah teknik meringkas berpengaruh terhadap peningkatan kemampuan menulis siswa pada mata pelajaran Bahasa Inggris pada kelas IX SMPN 17 Makassar tahun ajaran 2020/2022.

Penelitian ini menggunakan penelitian pra-eksperimental one group pre test dan post test, dengan memperoleh data dari hasil tes tertulis siswa. Populasi pada penelitian ini adalah siswa kelas IX SMPN 17 Makassar yang berjumlah 190 siswa. Penelitian ini menggunakan teknik random sampling untuk mengambil satu kelas sebagai sample yang berjumlah 22 siswa.

Pada penelitian ini menggunakan analisis inferensial t – tes dengan SPSS V.16 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 50.31 pada pre test menjadi 80.63 pada post test. Nilai signifikansi yang dihitung 0,000 lebih kecil dari 0,05 ( $P\text{-value} = 0,000 < 0,05$ ). Oleh karena itu, hipotesis penelitian ini diterima. Oleh karena itu dapat disimpulkan bahwa penggunaan teknik meringkas memberi efek yang signifikan terhadap kemampuan menulis siswa di SMPN 17 Makassar.

***Kata kunci : Teknik, meringkas, Kemampuan,menuli,siswa***

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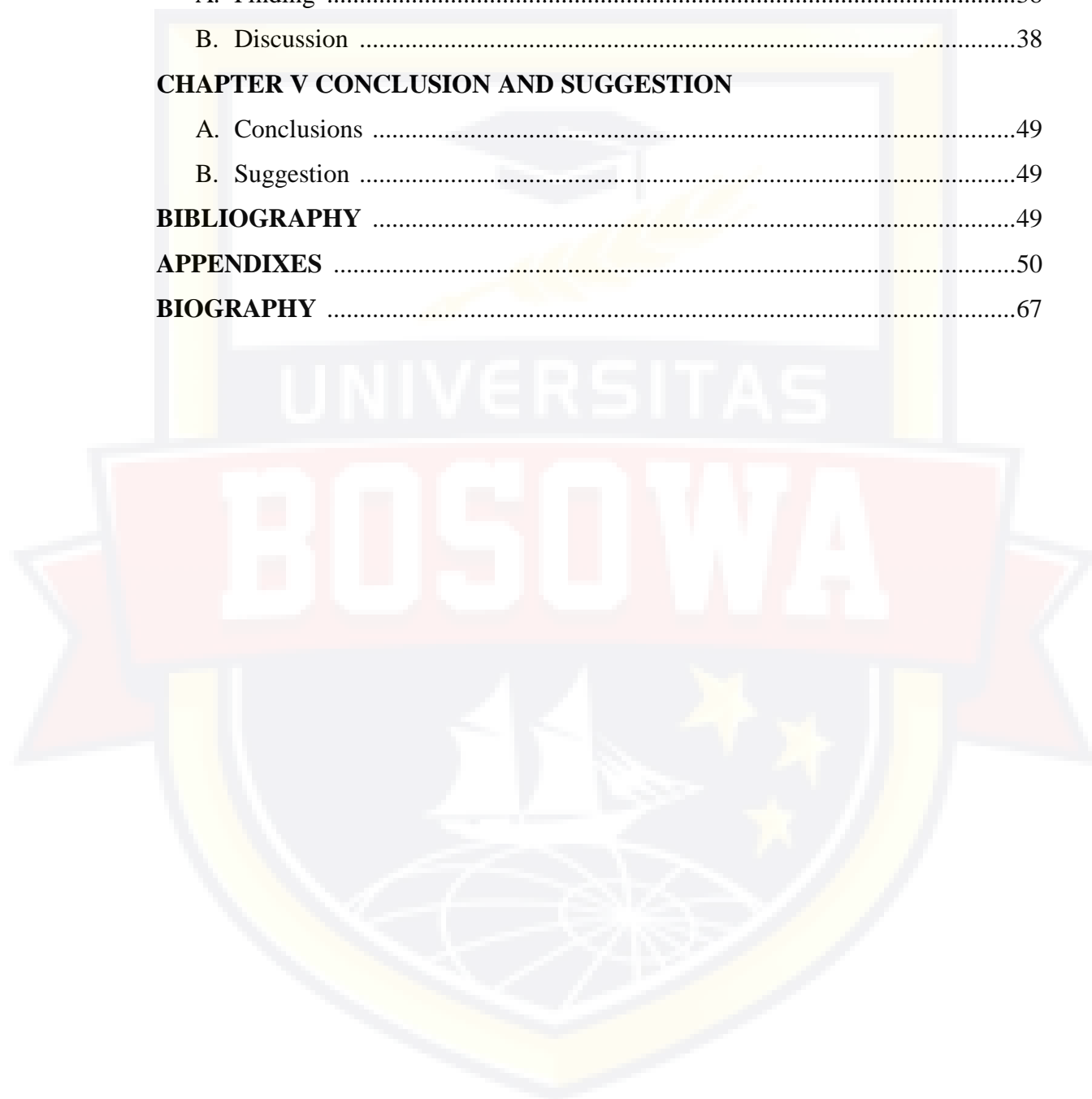
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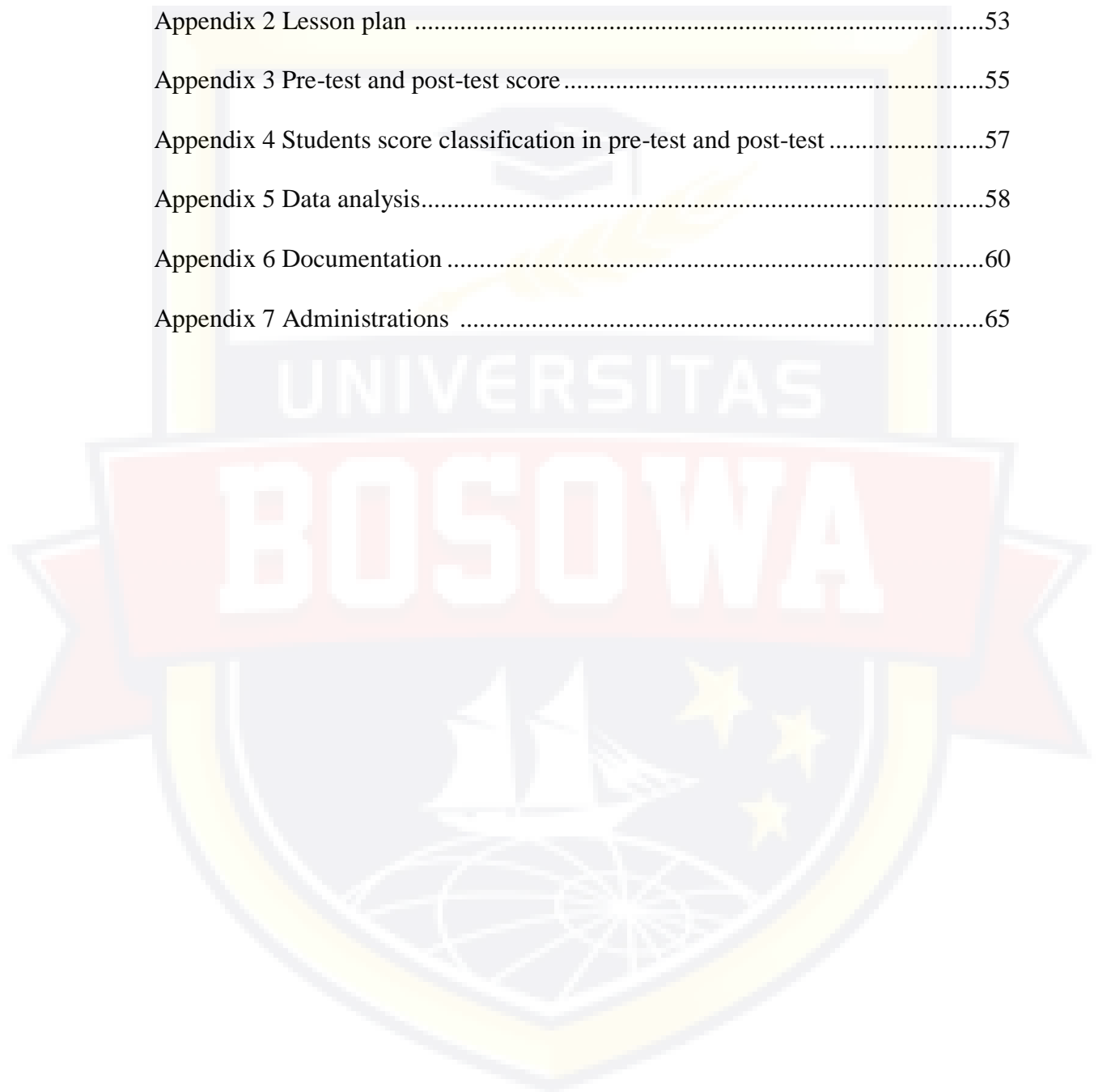


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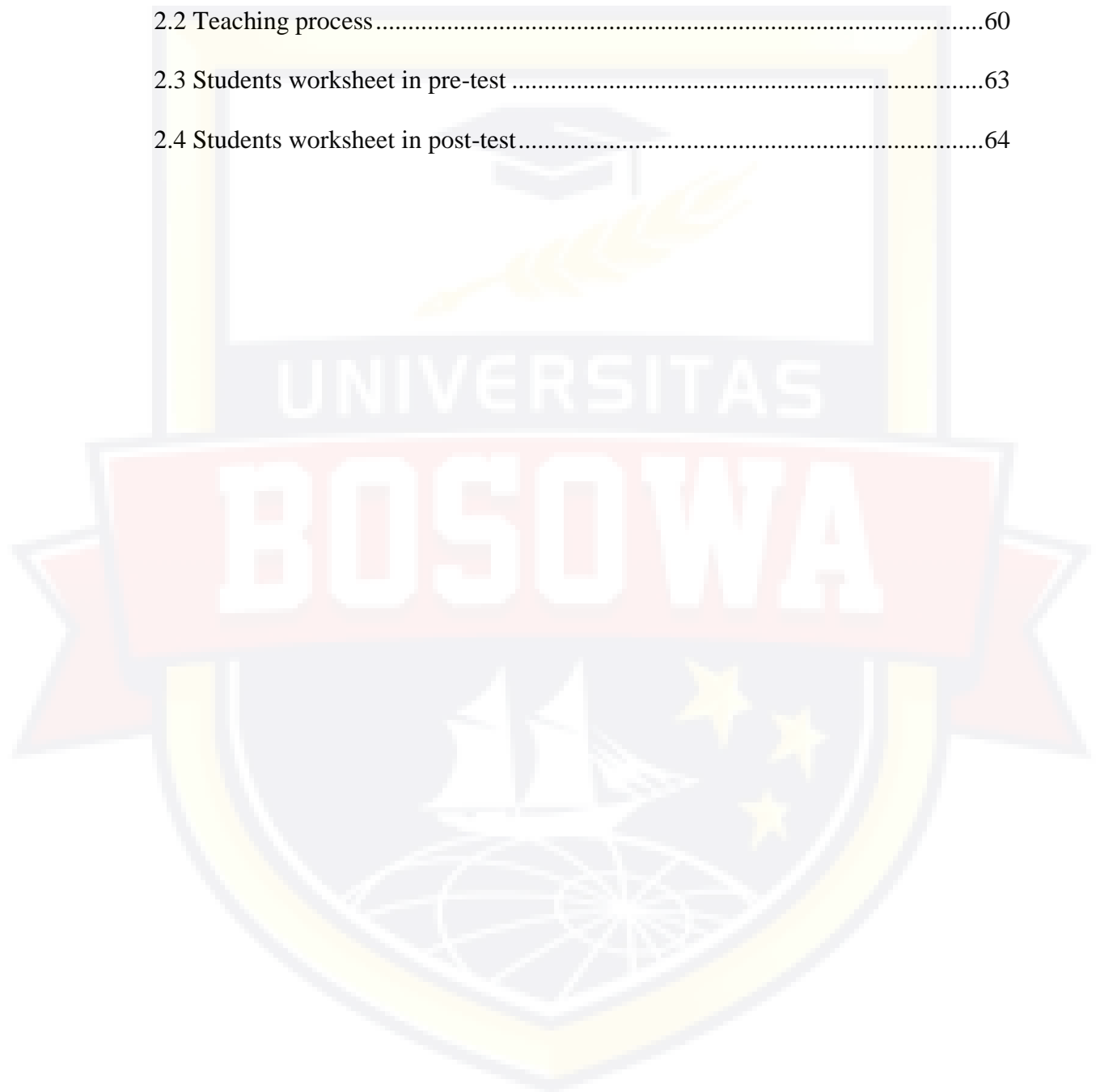
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## CHAPTER I

### INTRODUCTION

This chapter contains about background of the research , identification of the research, limitation of problem,formulation of the research, objective of the research and significance of the research.

#### **A. Background**

English as one of the subjects in school has an important role because it is a foreign language or international language that is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles on science and technology. Therefore, in order to be able to develop science and technology, as well as to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high school to university. When viewed from the function, English is an international language that must be mastered, especially at this time. Mastery of language includes various abilities including listening ability, speaking ability, reading ability and writing ability. Writing skill is one form of language skill that is very important for students in addition to listening, speaking, and reading skills both during education and later in life in society. The success of students in participating in teaching and learning activities at school is largely determined by their ability to write. Therefore, learning to write has a very strategic position in education and teaching. In this case, mastery of vocabulary and grammar (morphological and syntactic rules) is a

prerequisite for creating valuable writings or essays with good and correct language.

Writing is the process of conveying messages (ideas, opinions, information and knowledge) in writing that are conveyed to others ( Hairuddin 2007:327). Objective writing is writing that can be verified through evidence and facts. If you are write objectively, students should stay as natural as possible through the use of facts, statistics, and research. This type of writing is the best use when you as the author need to present unbiased information to an audience and then let them determine their own opinion. News reports and school textbooks often use objective writing. It's important to differentiate objective writing from subjective writing, which is writing that you cannot evaluate, calculate, or verify. Subjective writing might express feelings, opinions, and judgments. This would come in handy for writing a personal essay or opinion column for a paper, but should not be used when the goal is simply to inform. Practically, a students must have the writing ability, because it is one of the important key in mastering the language, especially English.

Every living individual certainly has varying abilities. The ability is influenced by several factors such as physical condition, intelligence, strength, skills, abilities. Without these factors, one cannot do well. In modern life, writing skills are needed because it is an important aspect. With this ability, a person can express ideas, thoughts, feelings and abilities to others through writing. They can communicate with other people without having to deal directly with those they are talking to, but currently students' ability to write English is very low. This is

caused by many factors such as students' writing result that are not paid attention to properly, low student motivation, and the absence of feedback from the teacher. However, the low writing ability of students is often pointed out by experts, among others, that many junior high school graduates cannot speak Indonesian properly and correctly. Henry Guntur Tarigan (1987:12) stated that the quality of Indonesian students' learning outcomes in Indonesian until now has not been. Even though students are essentially aware of the importance of having writing skills as their next provision higher education, every time they are faced with writing assignments, students often face difficulties. These difficulties can be in the form of difficulties in using proper grammar and spelling rules, choosing the right vocabulary, and compiling effective sentences. The difficulties that cause students' low writing skills are caused by many factors including teachers, students, and the environment.

Currently, teachers are required to have more effective teaching strategies in solving a problem. It can be identified in three areas, namely: identifying student learning methods through survey strategies, interviews and other strategies that are appropriate to students' learning styles, to work on assignments and assignments to be achieved.

In a learning process, teachers must have appropriate teaching strategies or teaching techniques, because a teaching technique greatly influences student learning outcomes. An effective teaching and learning process will not succeed if the teacher is not able to apply the right techniques in presenting subject matter in classroom.

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 improves their memory for what is read. Summarization strategies can be used in almost every content area

Summarizing techniques include learner-centered, because the summarizing technique is the restating of the main ideas of the text in as few words as possible. It can be done in writing, orally, through drama, through art and music, in groups and individually. There is extensive research that shows that summarization is among the top nine most effective teaching strategies in the history of education (Marzano, Pickering, and Pollock, 2001:28). Teachers who start a lesson by summarizing the big points in the day's lesson and end by having students summarize their learning see gains in the retention of the material. Several summarization techniques have been provided.

From the explanation above, the author is interested in conducting research with the title "The Influence of Summarizing Technique towards Students Writing Ability At SMPN 17 Makassar"



## **B. Identification of the problem**

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

1. The students who have been given an explanation about grammar and tenses still have difficulty when writing.
2. The students still cannot write well by applying the principles of writing.
3. The teacher has used technique, but the teacher did not use various technique, so the students could not organize their ideas and information about the topic, especially writing.

## **C. Scope of the Research**

From the explanation of the background above, several factors affect students' writing ability. These factors are: lack of knowledge of students about grammar, lack of mastery of students' vocabulary and lack of students' understanding of the principles of writing. Therefore, the researcher limits the problem of the effect of summarizing techniques on the students' ability to write words at SMPN 17 Makassar.

## **D. Research Question**

Based on the identification above, the research question : How is the influence of Summarizing Technique towards students' writing ability at SMPN 17 Makassar ?

### **E. Objective of the Study**

The objectives of the research to be conducted is to know the influence of Summarizing Technique towards Students' Writing Ability At SMPN 17 Makassar.

### **F. Significance of the Research**

Summarizing builds comprehension by helping to reduce confusion. Teachers train students to process the information they read with the goal of breaking down content into summary parts. This strategy can be used with the whole class, small groups, or as an individual assignment. Summarizing text by using writing activities builds on prior knowledge, helps improve writing skills, and strengthens grammar skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter the author provides an explanation of the theoretical review, some previous related studies and conceptual framework.

#### **A. Theoretical Review**

##### **1. Summarizing Technique**

###### **a. Definition of Summarizing Technique**

Learning techniques are one of the ways that are concerned with helping students to streamline learning activities in order to achieve the expected learning outcomes. Learning technique as a tool or media for teachers in carrying out learning activities in accordance with the objectives to be achieved (Uno, 2009:2).

The selection of learning techniques must be adjusted to the objectives to be achieved. One of the learning objectives contained in the 2013 curriculum is that students can summarize the contents of an explanatory text. One of the alternatives for selecting learning techniques is the summarizing technique..

Summarizing is the skill of making reproductions of an existing work. The word *Precis* also means 'to cut' or 'to trim'. So, the meaning of the word *summary* is the same as *summary*.

According to Buckley, defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the authors meaning, retaining main ideas. A summarizing should be able to find and master the main idea of the text, some text from the original text.

According to Diane Hacker, that summarizing is involves starting a work paragraph and main ideas “ simply, briefly, and accurately”. Make a summarizing of the text can involve the main idea in the text to be summarizing, from the summarizing of the text to be made to be precise, clear and accurate.

According to Emily (2006:45) Summarizing is one of the learning strategies that aims to combine some information by restating the meaning or important ideas of a lesson text in a few words or in a new way. After students are able to write a summary of a text, students must know the information about the text and students must know the key points about the text.

From the explanation above, the author can conclude that summarizing is a more effective method used by the author to make it easier to understand the content of a text, easier to remember the main points or ideas of a text. With this strategy, students can easily get information and ideas for writing or composition because they are helped by summarizing words or phrases.

#### **b. Principle of Summarizing Technique**

According to Kissner (2006 : 8) Summarizing technique involves taking the main ideas from a piece of text in different forms and explaining it in your own words. A summary is significantly shorter than the original text and to give an overview of what you may have experienced, read, heard or watched. It is an important skills that is often used when gathering and presenting information.

In summarizing, there are some principles that should be considered. Kissner (2006) explains some of the important characteristics of summary. She

argues that in summarizing a text, a reader should understand its principles. 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 become another stumbling block. Fiction text written in chronological order is easiest 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 that 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 audiens will more easily to understand what the content of the text.

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

### c. Procedure of summarizing technique

Summarizing is similar to paraphrasing, which is a technique or strategy used to derive important points and ideas from a text. In other words, it is content that is easier to understand because it destroys information from the text. This technique is a good strategy to use when writing a text or paper. Follow this procedure:

1. Understands the procedure for writing the strategy.

In writing a correct summary, first understand and understand the contents of the text. In a summary writing, identifying important information from a text, the main idea which is arranged in their own words, but can be understood by the reader.

2. Read the text and understand the content of the text

Know the material to make it easier to understand. Use a dictionary or context clues to figure out the meaning of any important words that you don't know

3. Make a note to write down the important points and main ideas of a text.
4. Write a thesis statement.

In a single sentence, state the main idea of the article. The thesis statement should mention the underlying meaning of the article, not just the superficial details

5. Organize and outline ideas. Write down the important details you need to include in the summary. Put them in a logical order Topic Sentence: Evidence.
6. Write your essay.

Your summary should be about one third of the length of the original article, focus on the main point of the article and the most important details, use your own words, avoid copying phrases and sentences from the article unless they're direct quotations.

7. Revisi, Proofread and edit. Check your spelling, grammar, and punctuation
8. Write your draft. Use blue or black ink. Skip lines. Write on one side of the paper only. Include a title on the top line.
9. Read your summary one last time before you turn it in.

Look for careless spelling, punctuation, and grammar errors, especially omitted words or letters. Cross out errors neatly with a single line and write the correction above (Widasari 2017).

#### **d. Advantages dan Disadvantages Summarizing Technique**

The summarizing technique has some advantages and disadvantages. there are some advantages of summarizing technique as mentioned, the advantages are as follows: (1) Summarizing technique is good in developing student main ideas in writing, summarizing technique is a good way to make a limitation in writing (2) Students can develop their ideas focused on one topic (3) Summarizing technique can be useful to develop main ideas or create key words of writing (4) Students may use summarizing technique to facilitate discussion for generating innovative ideas for writing (5) This technique helps them search for a better understanding of a topic by eliciting diverse smaller topics and ideas on the given topic.

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

Moreover, summarizing provides opportunity to communicate what is important, assist the students in finding the main ideas expressed through the text, and allows the students to express how they interpreted what is happening in text in their own words. Not only for students, but summarizing activities benefits to the teachers it provides evidence of the students ability to select important information and reveals a students ability to prioritize and sequence.

#### **e. Kinds of Summarizing Technique**

There are several kinds of summarizing forms, According to Olivia (2009:29) that the summary forms include synopsis and conclusions which are described below:

##### 1) Summarizing in synopsis form

A summary in the form of a synopsis can be done on a book such as a work of fiction or nonfiction. The synopsis form is a form of summary of a work that would be able to give encouragement to others to read it in its entirety.

##### 2) Summarizing in conclusion form

Another summarizing is a conclusion, which is a summary that expresses the main idea of an explanation or conversation with an emphasis on the central idea and resolution of the problem.



### 3) Summarizing in inference form

A summary in the form of a conclusion is a form of summary that expresses the main idea that comes from along description or discussion that emphasizes the central idea and the problem.

From the three forms above, it can be concluded that making a summary the reader can easily understand the writing.

#### **g. Purpose of Summarizing Technique**

According to Mulyati (2007:9) An essay has a main theme or topic. The main or topic is the developed into a series of essay sections consisting of paragraphs. Then, each paragraphs has a theme or main idea that supports the main theme or topic of the essay. To understand the theme or main idea contained in each paragraph that makes up the whole essay or book. For that purposes, you can first note the theme or mainideas contained in each paragraph or each passage or book. Then, using the notes, the author can be write a summary of the contents of the reading book or text using your own words.

Another opinion by Alfaini (2011:2) a summary is made to shorten a long essay. Someone who will make a summary must short out the main ideas and additional ideas. Because the purpose of a summary is understand and know the content of a book or text, exercises are needed to guide someone to be able to read an essay quickly. The purpose of making a summary is to help someone to be able to read a book in a short time. The ability to distinguish levels of ideas will make to hobe his skills in stylistics, and avoid the use of lengthy descriptions that may be included in the essay.

From some the opinions of the experts above, the researcher concludes that the purpose of making a summary is to help someone understand and know the contents of a book or essay.

#### **h. Benefit of Summarizing Technique**

The summary contains the main ideas that represent each part of the original text. According to Wahono (2010:187) as for some of the benefits of a summarizing among others, as follows:

- 1) Quickly find the the information from the essay
- 2) Find the important parts of the book
- 3) Can describe the situation regarding the contents of the book.
- 4) The time spent reading is much shorter.
- 5) Assist with practical needs. For example, you need the essence of a book in a short time

Based on the descriptions above, the writer can conclude that some of the benefits of making summarizing include finding information quickly, finding important parts of the contents, describing the situation regarding the contents of the book, and helping practical needs.

#### **i. Characteristic of Summarizing Technique**

- 1) Shorten a passage
- 2) Shorter or more concise form
- 3) The structure of the discourse remains unchanged according to the reading text.
- 4) There is the essence of reading ( Dalman, 2016).

From some the opinions of the experts above, writing a summary is one of the writing skills that belongs to the reproductive because it departs from an original author's point of view, meaning that the summary must be objective.

## **2. Writing**

### **a. Definition of Writing**

Writing is one of the language skills that are needed nowadays. Writing skills are not easy to have and take a long time to acquire. By writing a person can express his ideas through written language, the opinion according to Eka Harum Puspita (2014).. The most important thing in writing is that the thoughts or feelings that you want to convey to others must be conveyed in words that support the meaning accurately and in accordance with what we want to convey in our writing. The more regular the language used, the easier it is. so that the reader can understand the meaning conveyed by the author. Writing is one of the most important parts of communication everyday in life. Writing is a skill that is difficult for students to master well. and students can find writing challenging in academic organizations.

Writing is also one of the communication skills, so writing must contain complete and detailed information so that people who read it more easily understand and understand the writing. There are several processes in writing, namely arranging letters, words, sentences, writing using good and correct grammar, spelling and other related elements.

According to Tarigan (2008:3) writing is a language skill that used to communicate idirectly, not face to face with other people. Writing is a productive

and expressive activity. In writing this activity, the writer must be skilled in using graphology, language structure, and words. This writing skill does not just come, but must go through a lot of practice. Writing is not something that is acquired spontaneously, but requires a conscious effort to “write” sentences and consider ways of communicate and organizing.

Suparno and Mohamad Yunus (2007:3) suggest that writing activity can be defined as an activity of delivering messages ( communication ) using written language as a tool or media. Messages is the content in piece of writing. Writing is a symbol of language can be seen and agreed to use. In written communication there are four elements involved: the writer as the messenger ( the author), the message or content of the writing, the channel or media in the form of writing, and the reader as the recipient of the message.

According to Udiyani Ida Ayu (2017) writing is a productive language skill because it will produce a product, namely writing. Through writing a person will become more creative and critical.

From the statement above, it can be concluded that writing is an activity to express thoughts, opinions or ideas in written form and is used as a tool to communicate with readers.

#### **b. Factors that Influence Learning Write**

Learning difficulties are a real disability condition in people who have average intelligence, who also have adequate sensor systems, and long enough learning opportunities, these conditions can effect self-esteem, education and daily activities.( Syaifuddin Bahri Djamarah,2000:235).

According to Syaifuddin Bahri Djamarah (2000:235), learning difficulties are a condition where students cannot learn properly, due to the threat of obstacles or disturbances in learning. Abdurahman (in St.Y. Slamet, 2007:91) learning difficulties are disorders in one or more of the basic psychological processes that include understanding and using spoken or written language. Based on the above opinion, it can be concluded that learning difficulties are real disability condition in students more than basic psychological processes that include understanding and using spoken or written language, due to the threat of obstacle or disturbances in learning.

According to Muhibbin Syah (2010:129), in general the factors that influence students learning can be divided into three types, namely: (1) Internal factors, namely the physical and spiritual state or condition of the students, (2) external factors, namely environmental conditions around students and (3) Learning approach factors, Namely the type of students learning efforts that include strategies, methods used to make it easier for students to understand the concept of learning.

The internal factors that can cause learning difficulties in children are more clearly states by Saiful Bahri Djamarah (2000:237) are: (a) intelligence, (b) lack of talent, (c) emotionally unstable, (d) less activity, (e) bad habits, (f) poor healthy, (g) lack of motivation. External factors are the environment to students circumstances is the school environment. According to Saiful Bahri Djamarah (2000:237), the external factors that influence students learning are: (a) the teacher's personality is not good, (b) the teachers is not qualified, (c) the

relationship between the teacher and students is less harmonious. (d) the teacher demands the standard of the lesson is above the child's ability, (e) unable to diagnose learning difficulties (f) the teacher's teaching method is not good, (g) the tools/ media are inadequate. The learning approach factor is usually caused by the teacher being unable to choose the right approach or method in learning. This results in the learning objective not being achieved.

According to the description above, one of external factors that affect writing skills is the availability of tools or media. If the media is not sufficient, then learning to write will experience difficulties.

### **c. The Purpose of Writing**

In every writing, it must contain information, data and facts so that readers can know, understand and understand the values in an article so that readers can think, argue and do something related to the content of the writing.

According to Abdurrahman and Waluyo (2000:233) states that the purpose of writing students at school is to copy, take notes and do most the tasks given at school in the hope of practicing language skills well. Meanwhile, another opinion expressed by Erina Syarif (2009:6), the purpose of writing can be classified as follows:

- 1) Informs everything; through writing or reading we can acquire new knowledge and understanding that we did not get before.
- 2) Persuade; through writing, addressed to the reader so that they can determine their attitude, whether to approve or support that is suggested by the authors.

3) Educate; through a written result, one's knowledge was continue to increase, intelligence was continue to be honed, which in the end will determine one's behavior.

4) Entertaining; through the result of writing such as short stories and novels can change the mood of a person as entertained with story content contained therein.

Based on explanation above, the researcher can conclude that the purpose of writing is to inform, entertain dan provide motivation through writing.

#### **d. Component of Writing**

Jacobs (2008:30) point out five kinds of components in writing. Theyare, content, organization, vocabulary, grammar and mechanics.

##### 1) Content

Content is the result of creative thinking skills. in this aspect, the author can develop detailed ideas to describe the main topic clearly so that the reader can understand what the author is saying and get information from it

##### 2) Organization

Organization is the ability to develop relevant ideas and topics in a single unit. Organization of the text is a clear idea, good organization involves logical and cohesive sequences

##### 3) Vocabulary

Vocabulary is an important part of written composition. The effect of using vocabulary in writing must be relevant to the topic so that readers can understand it. Someone who lacks vocabulary will find it difficult to arrange what

he will express, but the right vocabulary will help the writer to make it easier to compose his writing.

#### 4) Grammar

Regarding the ability to write good and correct sentences, writers must pay attention to prepositions, auxiliary, such as the use of verbs, nouns, adjectives, conjunctions, and articles. A writer must clarify the use of grammar because the reader will have difficulty understanding it. so, we have to reread and review what we wrote.

#### 5) Mechanics

Mechanics in this case is related to the correct use of words in writing, such as the use of capital letters, punctuation, spelling. This is very important to direct the reader to understand the meaning of the writing it self.

From the discussion above, component of writing. It process by which an idea that developed in the writer's mind reaches the readers.

#### **e. The process of writing**

According to Hammer (2004:4), states that there are four steps in writing.

##### 1) Planning

Planning in the writing process is important, a writer must decide what to write or type, in the planning process the writer must think about 3 main things:

- a) First, one must know the purpose of writing, it is important to know the purpose of writing because from that goal one can determine the style of language that most suitable, the result of which will be effective in achieving the objectives.



b) Their target audience. The audience here is the readers who write. The audience will influence language style, diction, paragraph structure, etc.

c) The structure of the content of the writing, in what order the best facts, ideas, or arguments they decide to include.

## 2) Drafting

Drafting is an indispensable process to help writers write ideas and decide what should come first, second, third and so on, until the last. Drafting which means getting ideas on paper in sentences and clusters of sentences.

## 3) Editing

In the editing process, after an author has made a draft, he or she usually rereads what they have written as a draft, to see word order or information that may be unclear and the way something is written is ambiguous or confusing. In revising, other readers are often assisted by comments and suggestions to make it easier to revise.

## 4) Final Version

Final version is the last step of the writing process, different from the first draft that was made previously because there are many changes in the editing process, so the result of the editing process is known as the final version, as the final form of writing. before it is ready to be sent to the audience reader.

From the four steps above, it can be concluded that to do a writing we must go through several processes to get good and structured writing so that readers can easily understand our writing.

## 2. Writing Ability

Writing ability especially in English will be very useful when we want creative ideas in form of papers, personal letters, poetry, prose, novel and other. Therefore, the ability to write in English is actually as important as the ability to speak, it will even be more targeted if we can explore and use it intelligently. Writing activity is a form of manifestation of language skills and abilities that are most recently mastered by students after the ability to listening, speaking and reading skills, students should be able to combine well with the vocabulary of a language so that it is easy to understand the meaning of the writing. In writing all elements of language skills must be fully concentrated in order to get really good result.

However, writing ability still seem to receive very little attention. It must be realized that writing ability are indispensable in modern life, but in reality there are still many students who have not mastered writing ability. The success of a teacher who is a source of knowledge requires the ability to be able to transfer knowledge to students using the above understanding.

The description above shows that the writing ability is also one of the important keys in mastering a language, especially English. English is not only communicate orally, but can also be in writing because it can more ideas and impressions if we know and apply the right writing techniques because it can hone vocabulary, grammar, and pronunciation skills. In certain situations, for example applying for a job, we are expected to be able to write qualifications in English. In addition, proper writing will be useful as a means of promoting ourselves in

desired company or job. Another situation when dealing with writing tests in the TOEFL and college entrance exams. The ability to apply good writing techniques will increase our chances of getting satisfactory results with effective use of time. According to Putri Santosa (2017:182) writing ability, especially in English, will be very useful when we want to express creative ideas in the form of written works, personal letters, poetry, prose, novels and others. Therefore, the writing ability in English is actually as important as the ability to speak, it will even be more targeted if we can explore and use intelligently.

Based on some of the definitions above, it can be concluded that writing ability is a process to express ideas, thoughts, feelings and experiences in written form using logical sentences, so that readers can understand the intent conveyed by the author.

### **B. Previous Related Studies**

Eni Abdah conducted research on improving skills in summarizing Indonesian subjects with varied exercises, the research he conducted had the same objective as the research above, namely to improve students' ability to summarize by using varied exercises in improving students' abilities in summarizing Indonesian subjects. fourth grade elementary school students, as for the reading ability assessment, among others: (1) Able to read well the reading that will be summarized (2) Ability to fully understand the content of the reading to be summarized (3) Able to find main ideas or sentences topics in the reading that will be summarized. The results of the study, it is hoped that the fourth grade

elementary school teachers of Indonesian language can apply several varied learning exercises in order to further improve students' summarizing abilities.

Another researcher, Ramadhan Alqadri (2019) the study aims to determine whether or not the influence of the summarizing training camp technique on the ability to summarize the contents of explanatory texts in class VIII students of SMPN 22 Palembang. Data collection techniques use test technique. Processing data using t test calculations through the SPSS 25 statistical analysis program. The result showed that there were differences in test result between the experimental class and control class. The result of the study shows that the ability to summarize the content of the explanatory text in the experimental class has increased.

### C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram.

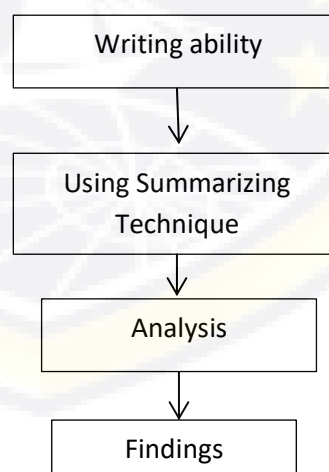


Figure 2.1 Conceptual Framework

Writing is a skills which inform the writers idea in the written form by consider of the process, that also include content, vocabulary, mechanic, language use, and organization. Writing is very crucial in humans life.

Some of the techniques for teaching writing are summarizing techniques. Summarizing is a technique that is used to get more information and make it easier to understand the content of the reading. In other words, it only includes the main idea and important points but does not change the meaning of the text.

By using a summary strategy, it is easier for students to understand the content of the text and it takes longer to remember the information from the article, and further improve students' writing ability.

#### **D. Hypothesis of the Research**

The research hypothesis is formulated as follows:

H<sub>0</sub> : There is no significant effect on the application of summarizing technique on students writing ability at nineth grade of SMPN 17 Makassar

H<sub>1</sub>: There is a significant effect on the use of summarizing technique on students writing ability at nineth grade of SMPN 17 Makassar.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents a description of research methods in this research. Which Consists of research design, time and location of the research, population and sample, reserach variable, data collection techniques, research instrument and technique of analysis data.

#### **A. Research Design**

In this research, the researcher applied pre-experiment to one group of pre-test and post-test. This design includes three steps.

1. Provide a pretest to measure the dependent variable
2. Provide experiment treatment.
3. Provide a post test to measure the dependent variable

**Table 2.1**  
Tabel research design

O1	X	O2
Pre-Test	Treatment	Post-Test

O1 = Pre-Test

X = Treatment

O2= Post- Test

#### **B. Time and Location of the Research**

This writer has been conducted at SMPN 17 Makassar at the first semester in 2021/2022 academic year. The writer took the four meetings. This located at Jl. Tamangapa Raya V no.5

## **C. Population and Sample**

### **1. Population**

The population in this research is nine grade of SMPN 17 Makassar semester 2021/2022 academic year. These nine grade students of this school have divide into six classes with 30 students in each class. So the population of this study was 190 students of six classes.

### **2. Samples**

In this study, the writer used random sampling technique. The writer will take one of the classes that have been formed at the school to be observed, which amounts to approximately. The sample is nine grade students of class IX.3 in SMPN 17 Makassar

## **D. Research Variable**

### **1. Variable of the Research**

This research is two kinds of variables, namely independent variable and dependent variable. In thi research, the independent variable is use summarizing technique, while dependent variable is students writing ability.

### **2. Operational Definition Of Variable**

Operational definitions of the involve variables are formulate as follows:

#### **a. Writing Ability**

writing ability is also one of the important keys in masterin a language, especially English. English is not only communicate orally, but can also be in writing because it can more ideas and impressions if we know and apply the right writing techniques because it can hone vocabulary, grammar, and pronunciation

skills. In certain situations, for example applying for a job, we are expected to be able to write qualifications in English. In addition, proper writing will be useful as a means of promoting ourselves in a desired company or job.

#### b. Summarizing Technique

Summarizing is probably the simplest preprint technique and is usually the first method the author uses to generate ideas. It means summarizing everything about the topic, summary of sources, keywords, phrases, etc. With this strategy, students can easily understand the content of the text and get information.

#### **E. Instrument of The Research**

The researcher took collected data by using writing test to know students writing ability. After giving the text to students, then students are instructed to take important information from the text. and used to measure student achievement after being given treatment. After being given treatment the writer hopes that students writing ability can increase. However, it must also identify student difficulties in learning.

#### **F. Procedure of Collection Data**

##### 1. Pre - Test

The researcher gave the text and asked the students to summarize the text. The researcher gave 45 minutes for students to write the summary of the text.



## 2. Treatment

After giving pretest the researcher gave some treatment, the researcher explained about writing test especially test with use summarizing technique to enhance students' writing ability. All of students watched and listened researcher's explanation and then write,

## 3. Post-Test

After the treatment, the researcher gave post-test to the students ( the procedure is the same as the pre-test.

## G. Technique of Analysis Data

### 1. Writing Rubric.

To analyze the writing test, the researcher took use writing assessment rubric. It Is the scale scoring category developed by Jacob cited in Hogue (2005:104). It was accordance with the five components of good writing. I ho writer used the steps as follows:

#### a. Content

**Table 3.1**

( Table of content )

Score	Level	Criteria
27-30	Very good-Excellent	Knowledgeable, Substantive, Relevant to assigned topic.
22-26	Average-Good	Some knowledge of subject, Mostly relevant to the topic, but lacks detail.
17-21	Poor-Fair	Limited knowledge of subject, Little substance.
13-16	Very Poor	Non-substantive, Not pertinent,

		Not enough to evaluate.
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## b. Organization

**Table 3.2**

( Table of organization )

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
18-20	Very good- Excellent	Fluent expression, Cohesive, Well organized.
14-17	Average – Good	Limited support, Logical but incomplete sequencing.
10-13	Poor – Fair	Non-fluent, Ideas confused or disconnected.
7-9	Very Poor	No organization, Not enough to evaluate

## c. Vocabulary

**Table 3.3**

(Table of Vocabulary )

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
18-20	Very good – Excellent	Word form mastery, Appropriate register, Effective word/idiom.
14-17	Average – Good	Adequate range, Meaning not obscured.
10-13	Poor- Fair	Limited range, Frequent errors, Meaning confused or obscured
7-9	Very Poor	Little Knowledge, Not enough to evaluate

## d. Language use

**Table 3.4**

( Table of Language Use )

Score	Level	Criteria
22-25	Very good – Excellent	Effective complex construction, few errors of agreement, tense, number, articles, pronouns word and preposition.
18-21	Average-Good	Minor problems in complex construction, Several errors of agreement, tense, number, word order/function, article, pronouns, preposition, Effective but simple constructions.
11-17	Poor-Fair	Major in simple construction, Meaning confused or obscured, Frequent error of agreement, tense, artocle and pronouns.
5-10	Very Poor	Virtually no mastery of sentences construction rules, Not enough to evaluate, Dominated by error, Does not communicative.

## e. Mechanic

**Table 3.5**

( Table of Mechanic )

Score	Level	Criteria
5	Very good-Excellent	Demonstrates mastery of conventions, Few errors of spelling, capilization, punctuation, paragraphing

4	Average-Good	Occasional errors of spelling, punctuation, capitalization, paragraphing.
3	Poor-Fair	Frequent errors of spelling, punctuation, capilization, paragraphing, poor handwriting
2	Very Good	No mastery of convention, Dominated by error of spelling, punctuation, capilization, paragraphing.

Hogue (2005:104)

2. Classified the score of students' writing test:

To classified the students' score, the writer used the five levels of classification.

**Table 4.1**

Classified the score of the writing test

No.	Classification	Score
1.	Very Good	86-100
2.	Good	66-85
3.	Fair	46-65
4.	Poor	26-45
5.	Very Poor	10-25

(Depdiknas, 2004:143)

3. Computed the average value of the students

score by using the formula:

$X = \text{Average Count}$

$\sum x = \text{Value}$

$N = \text{Frequency}$

( Gay, 2006:302)

4. The writer analyze the questionnaire data and classified that into five classifications below:

**Table 4.2 Students' Responses in the Questionnaire**

No.	Interval Score	Category
1.	85-100	Very Interest
2.	69-84	Interest
3.	52-68	Moderated
4.	36-51	Low Interested
5.	20-35	Very Low Interested

(Sugiono in Darfan 2014:47)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections specially research findings and discussion of the research.

#### A. Finding

In collecting data on students' scores in teaching writing, the researcher gave writing assignments. It aims to determine the results of students' writing skills taught using the summarizing method. Data was calculated based on the results of the pre-test and post-test. The writer conducted observations and tests during the research activities in this chapter.

##### 1. The score classification of students' pre-test and post-test

The students' pre test and post test in writing text using summarizing technique

**Table 4.3. Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Content.**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	30-27	-	-	9	36.36%
2	Good	26-22	4	18.18%	10	45.45%
3	Fair	21-17	5	22.72%	4	18.18%
4	Poor	13-16	13	59.09%	-	-
	Total		22	100%	22	100%

Source : Students' writing score

Based on the table 4.3 at page 48, the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good, 4 students (18.18%) classified as good, 5 students (22,72%) classified as fair, and 13 students (59.09%) classified as poor. In the post-test, 8 students (36.36%) classified as very good, 10 students (45.45%) classified as good, 4 students (18.18%) classified as fair and none of the students were classified as poor.

The writer found that in the pre-test, the students also have difficulty in determining the main idea. The result of the students summary are not a series of main idea from each paragraf but write the contents of the re- reading at lenght, not in a concise manner. but after being given an explanation of how to determine the main idea and steps - steps to summarize the good and right. These results showed was there is an influence on students' writing ability in content.

**Table 4.4. Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Organization**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	7	31.81%
2	Good	17-14	4	18.18%	11	50%
3	Fair	13-10	7	31.81%	4	18.18%
4	Poor	9-7	11	50%	-	-
Total			22	100%	22	100%

Source: Students writing score

Based on the table 4.4 at page 49, the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good, 4 students (18.18%) classified as good, 7 students (31.81%) classified as fair, and 11 students (50 %) classified as poor. In the post-test, there were, 7 students (31.81%) classified as very good, 11 students (50%) classified as good, 4 students (18.18%) classified as fair, and none of the students were classified as poor. The writer found that in the pre-test, most of the students had difficulty in organizing their idea into the readable paragraph, but in the post-test, the students can organizing their idea into the readable paragraph.

**Table 4.5. Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Vocabulary**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	10	45.45%
2	Good	17-14	5	22.72%	10	45.45%
3	Fair	13-10	8	36.36%	2	9.09%
4	Poor	9-7	9	40.90%	-	-
	Total		22	100%	22	100%

**Source: Students' writing score**

Based on the table 4.5 above the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good, 5 students (22.72%) classified as good, 8 students



(36.36%) classified as fair, and 9 students (40.90%) classified as poor. In the post-test, there were; 10 students (45.45%) classified as very good, 10 students (45.45%) classified as good, 2 students (18.18%) classified as fair and none of the students classified poor.

The writer found that in a pre-test, the students still had difficulty in choosing vocabulary so that the students were difficult to make a good paragraph, but in the post-test, the students were easier to choosing a vocabulary, so that the students were easier to make a good paragraph.

**Table 4.6. Rate Percentage (P) and Frequency of the students Score in Pre-test and Post-test in Language Use/Grammar.**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	4	18.18%
2	Good	17-14	-	-	11	50%
3	Fair	13-10	4	18.18%	5	22.72%
4	Poor	9-7	18	81.81%	2	9.09%
	Total		22	100%	22	100%

**Source: Students' writing score**

Based on the table 4.6 above the results of the pre-test and post-test conducted by students showed that that in the pre-test none of the students were classified as very good and good, 4 students (18.18%) classified as fair, and 18 students (81.81%) classified as poor. In the post-test, there were; 4 students

(18.18%) classified as very good, 11 students (50%) classified as good, 5 students (22.72%) classified as fair, and 2 students (9.09%) classified as poor.

The writer found in pre-test was that students still found it difficult to string words together to make perfect sentences. However, in the post-test, some students can string words into good and correct sentences, This result showed that there was an influence on students' writing ability.

**Table 4.7 Rate Percentage (P) and Frequency (F) of the students Score in Pre-test and Post-test in Mechanics.**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	25-22	-	-	4	18.18%
2	Good	21-19	3	13.63%	7	31.81%
3	Fair	18-11	6	27.27%	11	50%
4	Poor	10-7	13	59.09%	-	-
	Total		22	100%	22	100%

**Source: Students' writing score**

Based on the table 4.6 above the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good and 3 (13.63%) students classified as good, 6 students (27.27%) classified as fair, and 13 students (59.09%) classified as poor. In the post-test 4 (18.18%) students classified as very good, 7 (31.81%) students classified as good, 11 students (50%) classified as fair, and none of the students classified as poor.

The writer found that in the pre-test some students experienced additional errors in punctuation (periods and commas) and some spelling words, but in the post-test some students began to experience an increase in learning. So these results indicate an influence in students' writing ability in component mechanics.

**Table 4.8. 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	91-100	-	-	3	13.63%
2	Good	90-76	-	-	11	50%
3	Fair	75-61	6	27.27%	8	36.36%
4	Less	51-60	7	31.81%	-	-
5	Poor	0-50	9	40.90%	-	-
Total			22	100%	22	100%

**Score: Students' writing score**

In the classification such as the results of data analysis in table 4.8 shows that in the pretest there are no students who are classified as very good and good, 6 students (27.27%) classified as fair, 7 students (31.81%) classified as poor , and 9 students (62.5% ) classified as a poor. In post-test 3 students (13.63%) classified as very good, 11 students (50%) classified as good, 8 students (36.36) classified as fair ,and none of the students classified as less and poor.

The writer found in the pretest, most of the students got a low score. But in post-test, most of the students can be got a good score. This result shows that there is an influence on the students' writing ability in grammar.

**Table 5.0 Mean Score and Standard Deviation of the students' pre-test and post-test.**  
**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test	22	40.00	75.00	1217.00	55.3182	10.69217
post-test	22	70.00	92.00	1774.00	80.6364	6.97305
Valid N (listwise)	22					

Based on the data above, there was a significant increase of students after being given treatment. In the pre-test the total score was 1217, the mean score was 55.31 and the standard deviation was 10,692. While in the post-test, it has a total score of 1774, the average score is 80.63 and the standard deviation of the score is 6,842. The total and mean score of the post-test is higher than the pre-test.

### **3. Test of Significance ( T- Test )**

After conducting research in the experimental class, the author uses the T test to test the hypothesis. The T test is one of the tests that must be carried out by researchers so as to produce data that is accurate and in accordance with the reality in the field and also to determine whether or not there is a significant difference between the pre-test and post-test scores on students by using the SPSS version 16 significance test which is higher. easy to analyze.

In this study, the null hypothesis (Ho) stated that the application of the summary technique did not increase the students' writing ability. However, the

Alternative Hypothesis (H1) states that the application of summarizing techniques can improve students' writing skills in English in class IX of SMPN 17 Makassar 2021/2022.

**Table. 5.1 The Result t-test  
Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test post-test	-2.53182E1	6.83399	1.45701	-28.34820	-22.28816	-17.377	21	.000

## B. Discussion

This chapter presents the research findings of the implementation of the summarizing technique on students' writing ability. The influence of students' writing ability can be seen in 5 components (content, organization, vocabulary, grammar and mechanics). There is a difference before giving treatment and after being given treatment. Students are interested in using summarizing techniques because they better understand and encourage students to be more active and enthusiastic in the learning process. However, it can be seen from the result of statistical analysis of students writing ability which have increased.

The Statistical analysis of students' writing ability showed that from their the pretest score, none of student classified as very good and good, 6 students (27.27%) classified as fair, 7 students (31.81%) classified as less and 9 students (40.90%) classified as poor. In the result of score post test, 3 students (13.63%) classified as very good, 11 students (50%) classified as good, 8 students (36.36%)

classified as fair and none of students classified as less and poor .There Some students have difficulty in summarizing the text and sometimes rewrite all the contents of the text given, but after being given treatment the students are more interested and more enthusiastic to use the summarizing technique. Seen from the results that have a significant influence on students' writing ability.

The results of the T-test analysis showed that there was a significant difference between the post-test and pre-test results, the average score on the pre-test score was 55.31 which was considered sufficient, while the student's post-test score was 80.63 which was classified as good. This shows that the application of summarizing techniques in learning to write is influential and important to do. The results of the t-test state that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. These results show a significant difference between the results of the pre-test and post-test. Likewise (Eka Purwadani: 2015) based on research on increasing reading comprehension using summarizing techniques, students have increased. Similarly, (Ramadanalqadri: 2019) regarding the effect of the summarizing training camp technique on the ability to summarize the contents of students' explanatory texts has also increased.

In this case the writer also found several important things related to the lack of concentration of students during the learning process which resulted in only a slight increase when given treatment, several things that made students less

concentrated in the learning process, namely lack of confidence, getting out of zoom meetings and paying less attention explanation given by the research

The researcher also discussed with the English teacher at SMPN 17 Makassar about the problems that occurred. After finding common problems, teachers and researchers solve problems about improving students' writing ability by using a summary technique. Then the teacher and researcher plan some actions and treatments for teaching preparation. After the action or treatment given was observed and evaluated whether the application of the summary technique was effective or not, there was an increase the students' writing ability. After conducting research, the authors found that the application of the summary technique as a teaching medium has several advantages, namely making it easier for students to understand the content of the text, students can more easily understand after summarizing and not easily forget, so students are more interested in summarizing the text. This is evidenced by an increase in student learning outcomes after the application of summarizing techniques as learning media. They are also more active during the teaching and learning process. However, researchers also have obstacles in this study, namely; students cannot be monitored directly while studying. This obstacle was found because this research was carried out during the corona virus pandemic when teaching and learning activities moved around at home. The writer has to prepare extra teaching strategies, the writer has to tell the students' information repeatedly. Teaching English in the classroom by using Smartphones to communicate and provide

information. It's sad because we can't interact directly and the author only handles students on Smartphones. But they are active and ready to learn English. Although there are some obstacles encountered during the research process, there are benefits to be gained from using the summary technique. Therefore, referring to the results above, it can be concluded this study has a significant influence on the students' writing ability through summarizing technique at SMPN 17 Makassar.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This section consists of two parts, namely conclusions and suggestions.

#### **A. Conclusions**

At the end of writing this thesis, the author has tested the students' Pre-test and Post-test scores. The results of the T test stated that Sig. ( 2 tails ) is 0.000. The results state that Sig. (2-tailed) is lower than the level of significance. The alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected. Therefore, the authors conclude that the application of the summary technique has a significant effect and improve students' writing ability in learning English in class IX SMPN 17 Makassar.

#### **B. Suggestion**

Based on the conclusion, it is suggested that:

1. For the headmaster of SMPN 17 Makassar must give motivation to the teacher especially English subject in order to get good result in teaching by using summarizing technique in teaching writing ability.
2. For the English teacher, to have a varied teaching strategies for the teaching process and also to use summarizing technique in learning write in the hope of improving students' writing ability.
3. The students are also suggested to practice their writing ability by using summarizing technique.
4. To other researcher to find out more deeper about of the strategy to develop a material as a variable research.

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**APPENDIXES**

## Appendix 1 : Instrument of the Research.

### **Instrument for testing the students writing ability by using summarizing technique**

#### **1. Pre Test**

Constructing students to summarize a text with theme of “ Covid 19”.

#### **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 also explains about definition of summarizing, principle, characteristics, kinds of summarizing and benefit of summarizing technique.
2. The researcher has prepared a text with theme “ New Normal”
3. The researcher construct students to understand the material beacuse it will be evaluted.
4. The researchers distribute materials to students.
5. The researcher construct the students to make a summary of the text that has been given as an assessment material.

##### **b. Treatment 2**

1. For the second treatment, the researcher explained again about definition of summarizing technique, explaining how to summarize well, characteristics, principle, kinds of summarizing technique and benefit of summarizing technique.

2. The researcher also explains the steps or ways to summarize and re-explain text with the new normal theme and provide good and correct summary result.
3. The researcher has prepared teaching material in the form of new text themed “ New normal in the middle of the covid 19”.
4. The researcher construct students so that they can understand the material again and ask questions if something is not understood.
5. 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 covid 19 with the material they have studied previously.

## Appendix 2 : Lesson Plan

**RENCANA PELAKSAAN PEMBELAJARAN**

Sekolah : UPT SPF SMP Negeri 17 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX Ganjil

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
- Buku paket *Pasport to the world* 9 hal 5-11 , HP dan internet

**C. Langkah Pembelajaran**

<b>Kegiatan Pendahuluan (20 menit)</b>
<ul style="list-style-type: none"> <li>• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> <li>• Guru menanyakan kabar dan mengecek kehadiran siswa.</li> <li>• Guru menyampaikan tujuan pembelajaran yang ingin dicapai</li> <li>• Guru memberikan apersepsi dan motivasi</li> <li>• Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian.</li> </ul>
<b>Kegiatan Inti (120 menit)</b>
<ul style="list-style-type: none"> <li>• Siswa dan guru masuk akun E-Learning</li> <li>• Siswa melihat tayangan video yang disiapkan guru yang terdapat di bahan ajar di link E- Learning terkait ungkapan harapan dan do'a, ungkapan selamat</li> <li>• Siswa membaca dan memahami beberapa contoh dialog yang disiapkan guru terkait ungkapan harapan dan do'a, ungkapan selamat</li> <li>• Siswa menggaris bawahi beberapa kata kunci yang menjadi topik diskusi</li> <li>• Siswa bersama guru berdiskusi di timeline E -Learning</li> <li>• Siswa menirukan contoh-contoh ungkapan-ungkapan dari tayangan video</li> </ul>

Kegiatan Penutup (20 menit)
<ul style="list-style-type: none"><li>• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.</li><li>• Guru memberikan umpan balik dan pesan moral dari pembelajaran.</li><li>• Guru memberikan penugasan kepada siswa</li><li>• Guru menyampaikan materi pembelajaran berikutnya.</li><li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li></ul>

**D. Penilaian**

Penilaian sikap : Observasi dalam proses pembelajaran

Penilaian pengetahuan : Resume terkait materi Hope, wish dan congratulation (G form)

Makassar, 10 Januari 2022

UNIVERSITAS

**BOSOWA**





## Appendix 3: Pre-Test and Post-Test Score

**Pre-Test**

No	Students' Name	The score of each component of writing					Final score pre-test
		Pre-test					
		C	O	V	G	M	
1	Nur Asiah Haris	20	15	14	13	3	65
2	Tia Ramadhani	21	15	20	16	3	75
3	Ahmad Hamdy Alfarisa	18	14	18	16	2	68
4	Nurul Aliah Ramadhani	13	12	9	14	2	50
5	Irsan Akhiruddin	15	11	8	16	2	52
6	Sriwahyuni	19	14	20	17	3	73
7	Nabila Nurhasmin	10	13	11	14	2	50
8	Putri Sylva MNQ	16	12	16	14	2	60
9	M. Rafli	18	15	16	18	3	70
10	Maisarah Faradilla	13	8	13	14	2	50
11	Fayyad Yulianto	14	7	10	12	2	45
12	Siti Nuraliyah Z	16	14	13	14	3	60
13	Muh Alwi	12	7	13	11	2	45
14	Nurfadilla	16	10	9	15	2	52
15	Reski Rijal	18	13	18	18	3	70
16	Suci Indah Ramadhani	13	10	13	14	2	52
17	Fadyl Rahmat	15	13	12	13	2	55
18	Samuel	13	10	9	11	2	45
19	Olivia Gisela	13	11	12	14	2	52
20	Arsil	13	7	11	7	2	40
21	M. Raehan	13	9	14	10	2	48
22	A. Fatimah Azzahrah	14	8	7	9	2	40
TOTAL			248	286	300	50	1217

Source: Students' Pre-test Score

**Post Test**

No	Students' Name	Score of each component of writing					Final score post-test
		Post-test					
		C	O	V	G	M	
1	Nur Asuah Haris	21	18	20	17	4	80
2	Tia Ramadhani	27	20	20	20	5	92
3	Ahmad Hamdy Alfarisa	24	19	20	18	4	85
4	Nurul Aliah Ramadhani	21	16	19	16	3	75
5	Isran Akhiruddin	20	14	19	20	4	77
6	Sriwahyuni	26	19	20	20	5	90
7	Nabila Nurhasmin	20	14	20	18	3	75
8	Putri Sylva MNQ	20	17	20	19	4	80
9	M.Rafli	27	18	20	20	4	88
10	Maisarah Faradilla	20	15	19	17	3	74
11	Fayyad Yulianto	19	13	18	17	3	70
12	Siti Nuraliah Adzy	23	19	20	19	4	85
13	Muh Alwi	18	14	18	17	3	70
14	Nurfadilla	21	15	20	19	3	78
15	Reski Rijal	27	20	20	20	5	92
16	Suci Indah R	20	17	17	18	3	75
17	Fadyl Rahmat	25	20	20	20	5	90
18	Samuel	20	16	18	18	3	75
19	Olivia Gisela	25	18	20	18	4	85
20	Arsil	20	16	19	20	3	78
21	M. Raehan	25	17	19	20	4	85
22	A. Fatimah Azzarah	20	15	19	18	3	75
<b>TOTAL</b>		488	370	425	409	82	1774

**Source: Students' Post-test Score**

Appendix 4: Students' Score Classification in pre-test and post-test

No	Students' initial	Pre-test	Classificati on	Pro- test	Classification
1	Nur Asiah Haris	65	Fair	80	Good
2	Tia Ramadhani	75	Fair	92	Very Good
3	Ahmad Hamdy A.	68	Fair	85	Good
4	Nurul Aliah R.	50	Poor	75	Fair
5	Isran Akhiruddin	52	Less	77	Good
6	Sriwahyuni	73	Poor	90	Good
7	Nabila Nurhasmin	50	Fair	75	Fair
8	Putri Sylva Miftahul	60	Poor	80	Good
9	M. Rafli	70	Fair	88	Good
10	Maisarah Faradilla	50	Poor	74	Fair
11	Fayyad Yulianto	45	Poor	70	Fair
12	Siti Nuraliyah A.	60	Less	85	Very Good
13	Muh Alwi Zhafran	45	Poor	70	Fair
14	Nufadilla Asikin	52	Less	78	Good
15	Reski Rijal	70	Fair	92	Very Good
16	Suci Indah R.	52	Less	75	Fair
17	Fadyl Rahmat R.	55	Less	80	Good
18	Samuel	45	Poor	75	Fair
19	Oliviana Gisela	52	Less	85	Good
20	Arsil	40	Poor	78	Good
21	M Raehan	48	Poor	85	Good
22	A. Fatimah Azzahra	40	Poor	75	Fair
TOTAL					

Source: Students' Writing Score

## Appendix 5: Data Analysis

## Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE-TEST	22	40.00	75.00	1217.00	55.3182	10.69217
POST-TEST	22	70.00	92.00	1774.00	80.6364	6.97305
Valid N (listwise)	22					

## Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test - post-test	2.53182E-11	6.83399	1.45701	-28.34820	22.28816	17.377	21	.000

## PRE-TEST

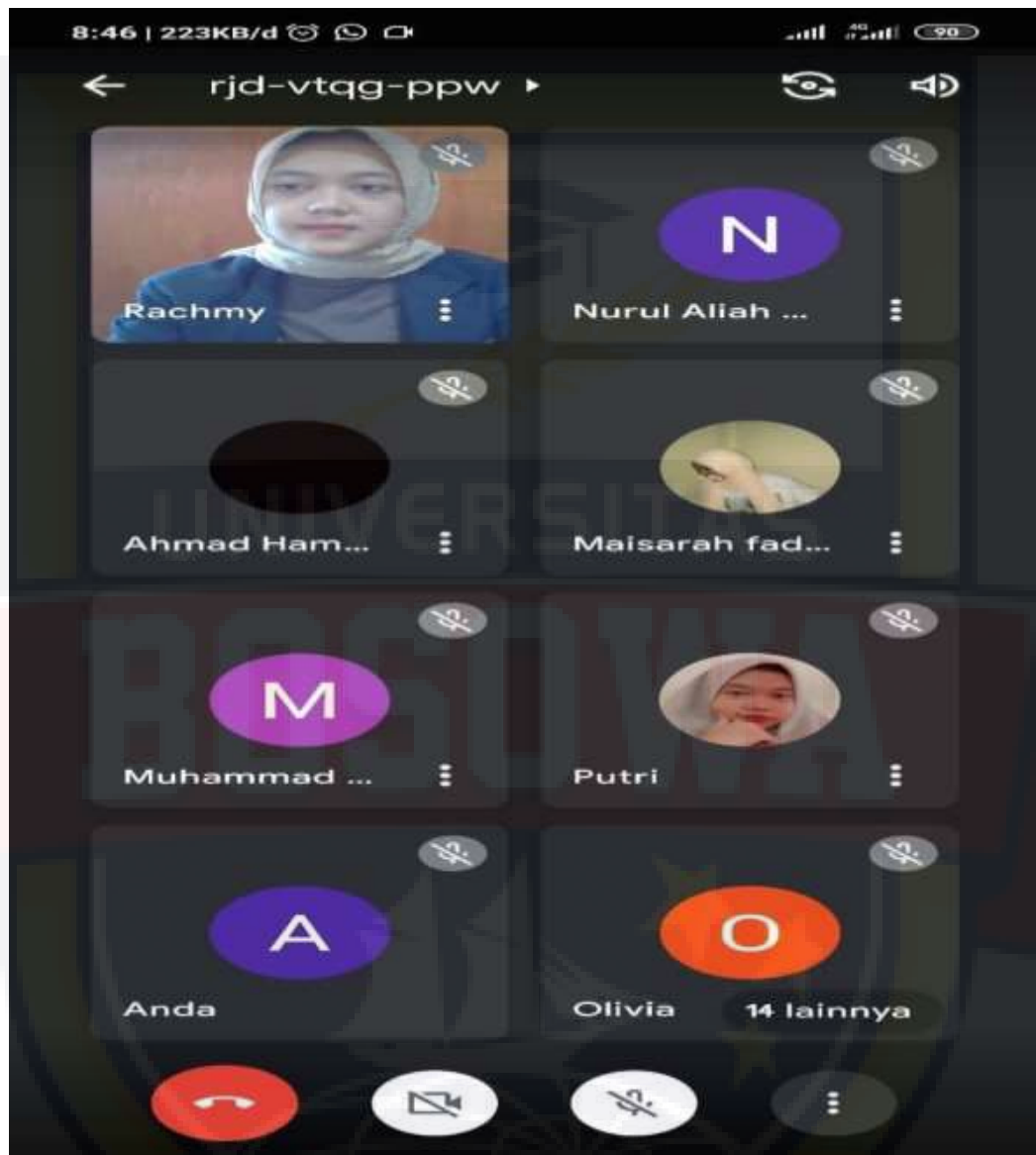
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	9.1	9.1	9.1
45	3	13.6	13.6	22.7
48	1	4.5	4.5	27.3
50	3	13.6	13.6	40.9
52	4	18.2	18.2	59.1
55	1	4.5	4.5	63.6

60	2	9.1	9.1	72.7
65	1	4.5	4.5	77.3
68	1	4.5	4.5	81.8
70	2	9.1	9.1	90.9
73	1	4.5	4.5	95.5
75	1	4.5	4.5	100.0
Total	22	100.0	100.0	

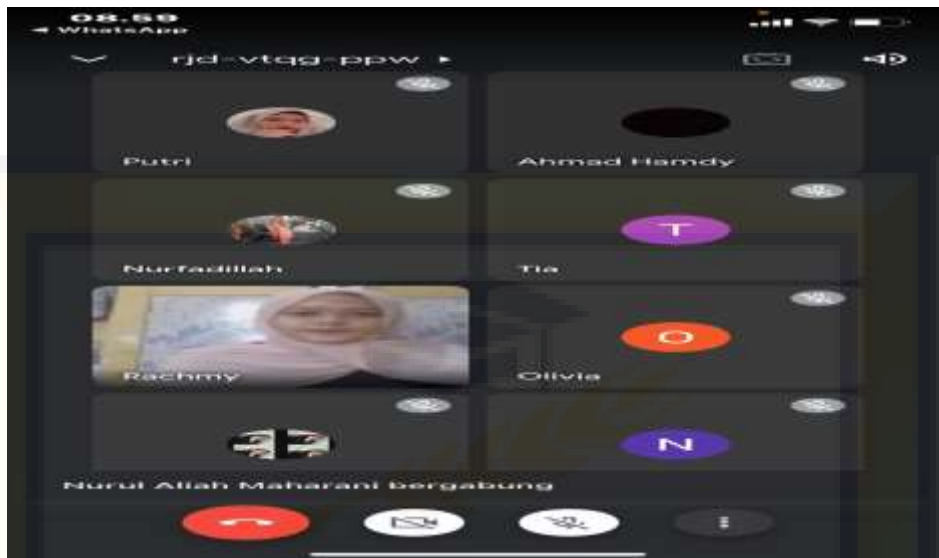
**POST-TEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	9.1	9.1	9.1
	74	1	4.5	4.5	13.6
	75	5	22.7	22.7	36.4
	77	1	4.5	4.5	40.9
	78	2	9.1	9.1	50.0
	80	2	9.1	9.1	59.1
	85	4	18.2	18.2	77.3
	88	1	4.5	4.5	81.8
	90	2	9.1	9.1	90.9
	92	2	9.1	9.1	100.0
Total		22	100.0	100.0	

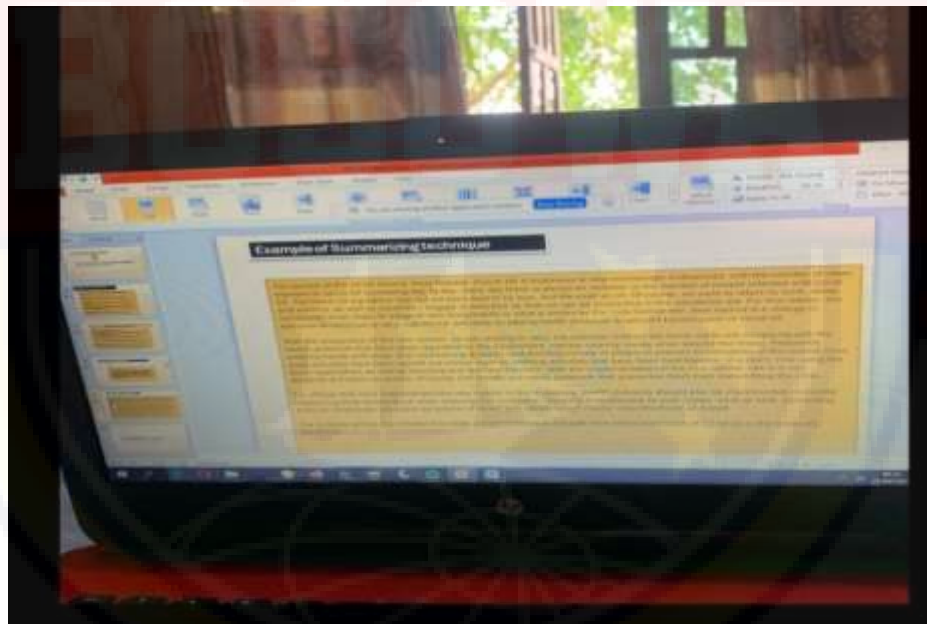
## Appendix : Documentation



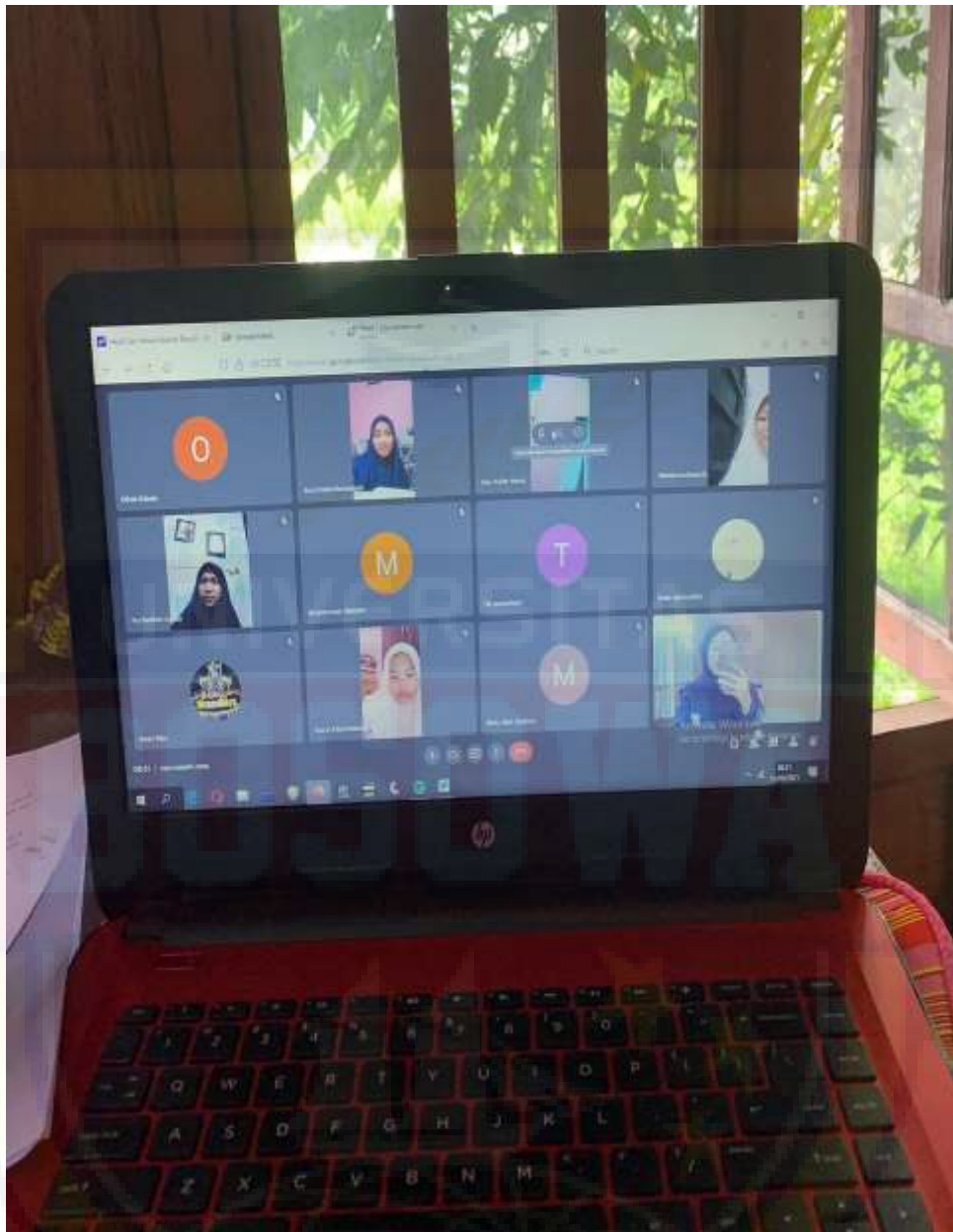
Picture 1: The writer was giving a pre test



Picture 2 : The writer was giving a Treatment



Picture 3 : The writer explained about summarizing technique



Picture 4 : The writer was giving a Post Test





Nama: ...  
 No. ...  
 Kelas: ...  
 Tanggal: ...  
 Covid 19  
 Covid 19 or coronavirus disease 2019 is an infectious disease that is caused by a new virus called SARS-CoV-2. This disease first emerged in Wuhan, China, in late 2019 and then spread to many countries.  
 This disease attacks respiratory system. Covid 19 symptoms include fever, cough, and tiredness. Some people also experience loss of taste and smell, sore throat, diarrhea, conjunctivitis, and loss of consciousness.  
 It takes about 2-6 days before symptoms to show. However, the incubation period varies in some people who may not show any signs and become asymptomatic. The incubation period usually ranges from 2 to 14 days. The virus spreads through the droplets when someone sneezes or coughs. However, who gives the way to prevent infection such as washing hands regularly with soap and water, avoiding touching your face, covering mouth and nose when sneezing or coughing.

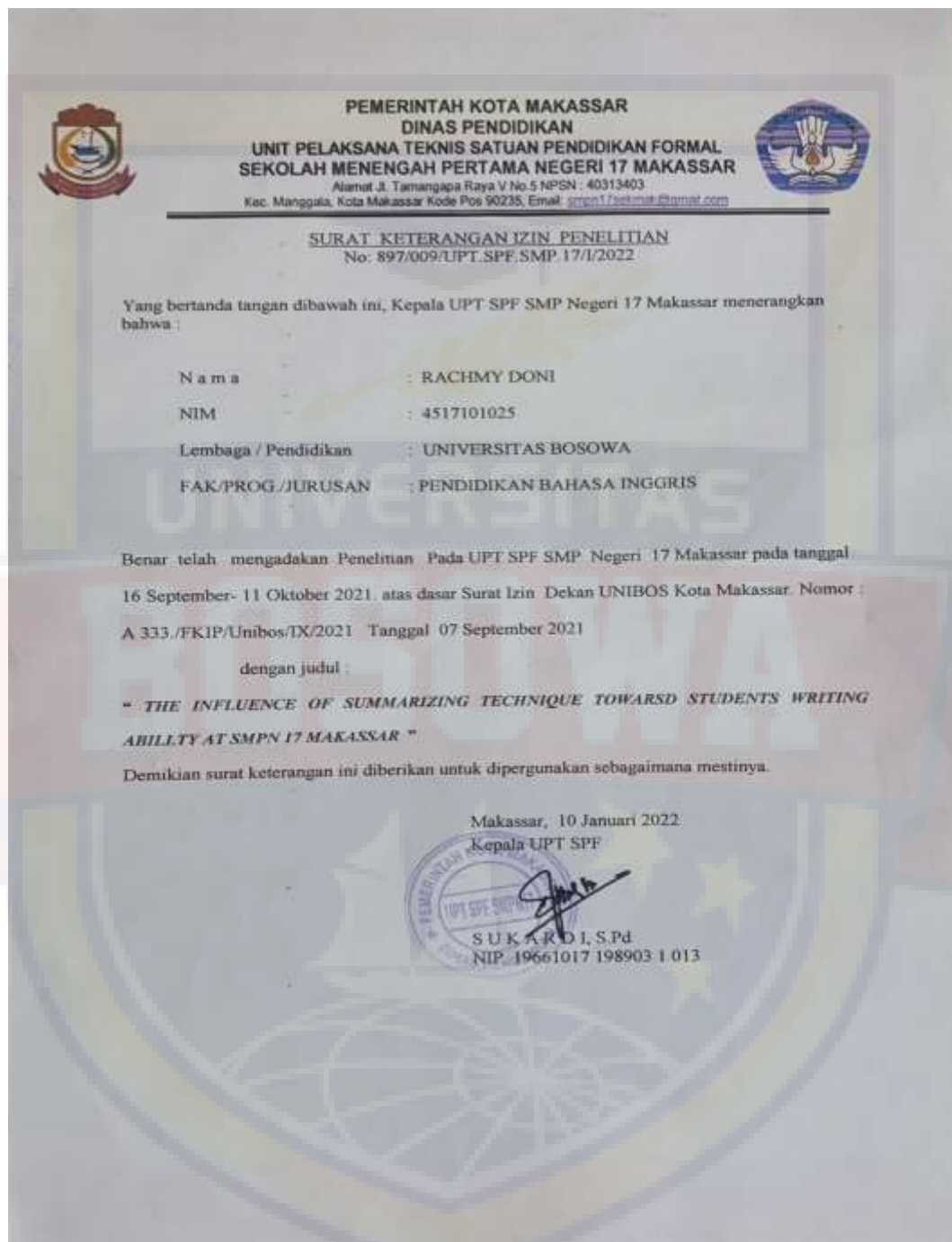
Nama: ...  
 No. ...  
 Kelas: ...  
 Tanggal: ...  
 Covid 19  
 Covid 19 or coronavirus disease 2019 is an infectious disease caused by new virus called SARS-CoV-2 and first identified in Wuhan, China. The virus widely spread over many countries, who identified Covid 19 in Wuhan.  
 This disease attacks respiratory system. It takes about 2-6 days before symptoms to show. However, the incubation period varies in some people who may not show any signs and become asymptomatic. The incubation period usually ranges from 2 to 14 days. The virus spreads through the droplets when someone sneezes or coughs. However, who gives the way to prevent infection such as washing hands regularly with soap and water, avoiding touching your face, covering mouth and nose when sneezing or coughing.

Nama: ...  
 No. 07-10-2021  
 Date: Makasar  
 MUDA MUDA  
 covid 19  
 Covid 19 or coronavirus disease 2019 is an infectious disease caused by a new virus called SARS-CoV-2. This disease first identified in Wuhan, China, in the end of 2019. The virus widely spread over many countries and then in March 2020.  
 This disease attacks respiratory system. Covid 19 also makes people who get infected experience several symptoms. The common symptoms are fever, dry cough, and tiredness. Some also experience aches, sore throat, diarrhea, conjunctivitis, headache, and loss of taste or smell.

Nama: ...  
 No. ...  
 Kelas: ...  
 Tanggal: ...  
 Covid 19  
 Covid 19 or coronavirus disease 2019 is an infectious disease caused by new virus called SARS-CoV-2. This disease first identified in Wuhan, China, in the end of 2019. The virus widely spread over many countries, who identified Covid 19 in Wuhan.  
 This disease attacks respiratory system. It takes about 2-6 days before symptoms to show. However, the incubation period varies in some people who may not show any signs and become asymptomatic. The incubation period usually ranges from 2 to 14 days. The virus spreads through the droplets when someone sneezes or coughs. However, who gives the way to prevent infection such as washing hands regularly with soap and water, avoiding touching your face, covering mouth and nose when sneezing or coughing. Staying at home, refraining from smoking and alcohol, physical distancing.

Figure 2.4 : Students worksheet in Post-test

## Appendix: Administration



Picture 5 : Research permit certificate

**UNIVERSITAS BOSOWA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Ujung Sumatajaja Km. 4 Gd. 2 Lt. 4, Makassar Sulawesi Selatan 90231  
 Telp. 0411 452 901 – 451 789 Ext. 117 Faks. 0411 434 568  
 http://www.universitadbosowa.ac.id

**SURAT KETERANGAN PERBAIKAN PROPOSAL**





Yang bertanda tangan di bawah ini, menerangkan bahwa :

Nama Mahasiswa      Racheny Dendi  
 No. Pokok Mahasiswa    4517101025

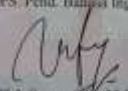
Judul Proposal

**The Influence Of Summarizing Technique Towards Students' Writing Ability At SMPN 17 Makassar**

Besar mahasiswa tersebut telah melakukan perbaikan proposal dan disetujui oleh pembimbing dan pengaji sebagai berikut

No.	Pembimbing/Pengaji	Tanda Tangan
1.	Hj Nurfaizah Sahib, S.Pd, M.Pd.	1. 
2.	A. Hamzah Fatury, S.Pd, M.Pd.	2. 
3.	Hj. St Haliah Batas, SS, M. Hum.	3. 
4.	Rampeng, S.Pd., M Pd.	4. 

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Makassar, 07 Oktober 2021  
 KPS. Pend. Bahasa Inggris  
  
Ulfah Syam, S.K., M.Pd.  
 NIK. D. 450194

Picture 7: Letter of improvement proposal

## BIOGRAPHY



Rachmy Doni was born in Tangsa on December 06 1999, from the marriage of her parents, Pana Pamilian and Nurhidayah. She is the second child of two siblings. She has one brother. She began her first education of SDN 121 Tangsa and graduate in 2011, and then she studied in SMPN 4 Mengkendek and finished in 2014. Then, she continued her education at senior high school in SMAN 1 Alla and graduate in 2017. After that she completed her study at the English Language Education Study Program of the Faculty of Teacher Training and Education of Bosowa University Makassar. She participated as a member in BEM FKIP ( Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan), has a participated in activities in the inauguration committee in 2019. She also participated as a member HIMAPBING ( Himpunan Mahasiswa Pendidikan Bahasa Inggris), as a member in public relations, in 2018-2019 participated in English Camp activities as a consumption division. And graduated in 2022