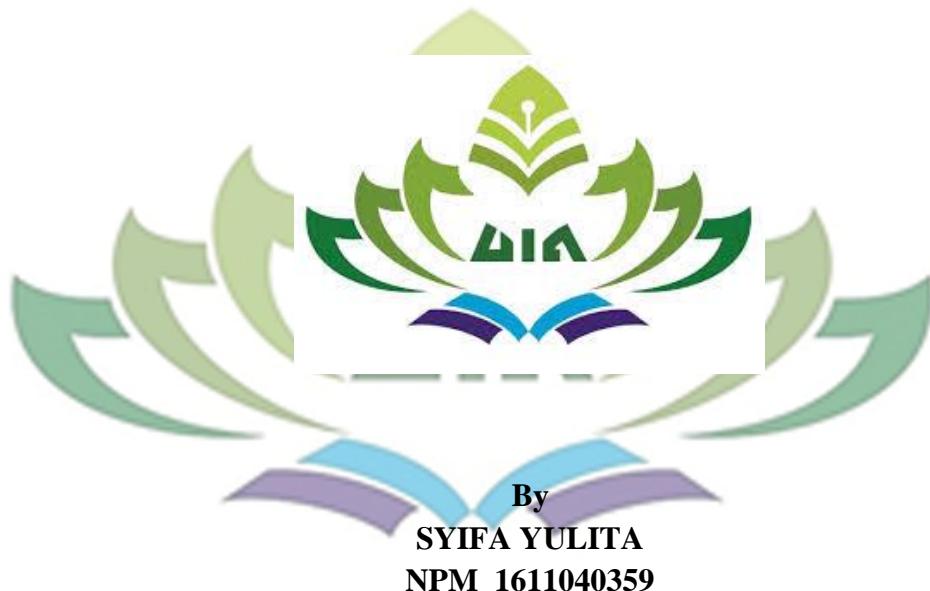


**THE INFLUENCE OF USING SUMMARIZING TECHNNIQUE
TOWARDS STUDENTS' WRITING ABILITY IN REPORT
TEXT ATTHE ELEVENTH GRADE OF MAN 1
TANGGAMUSIN THE ACADEMIC
YEAR 2020/2021**

A Thesis

**Submitted in a Partial Fulfillment of
Requirements forS-1 Degree**



Study Program	:English Education
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Co. Advisor	:Nurul Puspita, M.Pd

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2021M/1442H**

ABSTRACT

Writing is a skill to express idea and thought on our mind in writing form. Furthermore, summarizing technique is a learning technique that requires the learners to consolidate information by restating key points or the essential idea of the lesson in a few words or in a new way. The phenomenon that occurs to teach is less attractive so that the students feel bored and do not develop. Therefore, the purpose of this research is to know whether there is a significant influence of summarizing technique towards students' writing ability in report text at the second semester of the eleventh grade of MAN 01 Tanggamus in the academic year 2020/2021.

The methodology of this research was pre experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eleventh grade students of MAN 01 Tanggamus. The total sample of this research was 26 students, 14 female and 12 male. In collecting the data, the writer used instruments pre test and post test. The instrument was report writing test. In analyzing the data, the researcher analyzed the data by using SPSS 19 program to get the result of normality test, homogeneity test, and hypothetical test.

From the data analysis computed by using SPPS, it was calculated that the result of Sig. (2-tailed) was 0.000 means H_0 was rejected and H_a was accepted because Sig. was above 0.05. It was stated that there is a significant influence of summarizing technique towards students' writing ability in report text at the Second Semester of the Eleventh Grade of MAN 01 Tanggamus.

KeyWords : Summarizing Technique, Writing Ability in Report Text, Pre Experimental Research.

DECLARATION

Hereby, i state this thesis entitle, “The Influence of using Summarizing Technique towards Students’ Writing Ability in Report Text at The Second Semester of The Eleventh Grade of MAN 01 Tanggamus in The Academic Year 2020/2021”, is completely my own work. I am fully aware that i have quoted some statements and theories from various sources and they are properly acknowledge in the text.



Bandar Lampung, November 2021

Declared By,

>

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**: THE INFLUENCE OF USING SUMMARIZING
TECHNIQUE TOWARD STUDENTS' WRITING
ABILITY IN REPORT TEXT AT THE SECOND
SEMESTER OF THE ELEVENTH GRADE OF MAN 1
TANGGAMUS IN THE ACADEMIC YEAR OF
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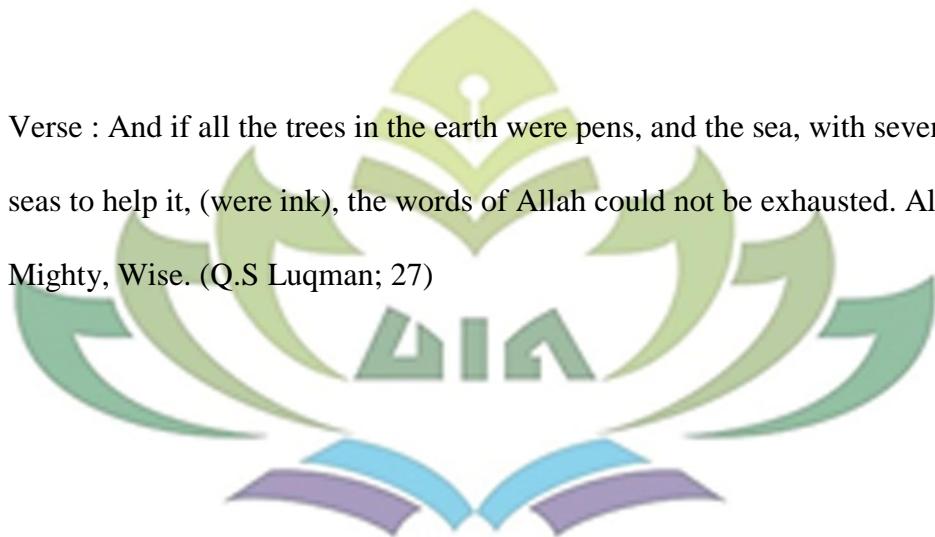


MOTTO

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَكْلَمُ وَالْبَحْرُ يَمْدُدُهُ مِنْ بَعْدِهِ سَبْعَةُ أَخْرٍ مَا

نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

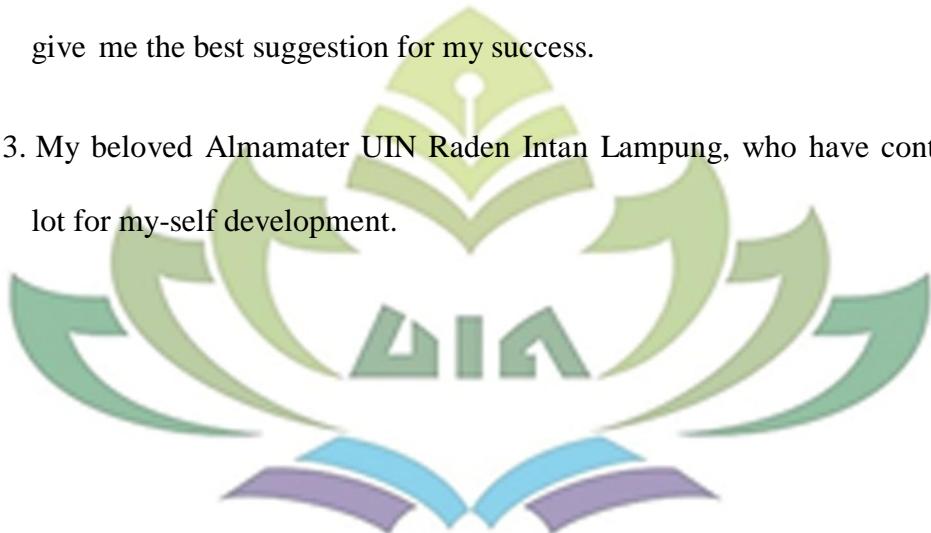
Verse : And if all the trees in the earth were pens, and the sea, with seven more seas to help it, (were ink), the words of Allah could not be exhausted. Allah is Mighty, Wise. (Q.S Luqman; 27)



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr.Kusairi, and Mrs.Rena who always pray for me, and never stop to keep on my spirit and all best things in my life. Nothing to say than thank you so much, and i love you both, always.
2. My beloved one and only brother Ryan Hakiki who always support me and give me the best suggestion for my success.
3. My beloved Almamater UIN Raden Intan Lampung, who have contributed a lot for my-self development.



CURRICULUM VITAE

The writer's name is Syifa Yulita. She was born in Kotaagung, Tanggamus on July 18th 1998. She is the last child of two children of Mr.Kusairi and Mrs.Rena. She has a brother whose name is Ryan Hakiki.

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In the seven semester the researcher had students study service (KKN) in Giriklopo Mulyo, Lampung Timur. After having KKN, she had her Field Teacher Training (PPL) in SMPN 13 Bandar Lampung.

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This thesis entitled “The influence of using summarizing technique towards students writing ability in report text at the second semester of the eleventh grade of MAN 01 Tanggamus in the Academic Year 2020/2021”, is presented as primary requirements for S1-Degree of English Department study program at Tarbiyah and Teacher Training faculty, UIN Raden Intan Lampung. However, this thesis would not have been completed without the support, aid, guidance, help, advice, and encouragement, of countless people. The researcher wishes to give the gratitude and appreciation mainly to :

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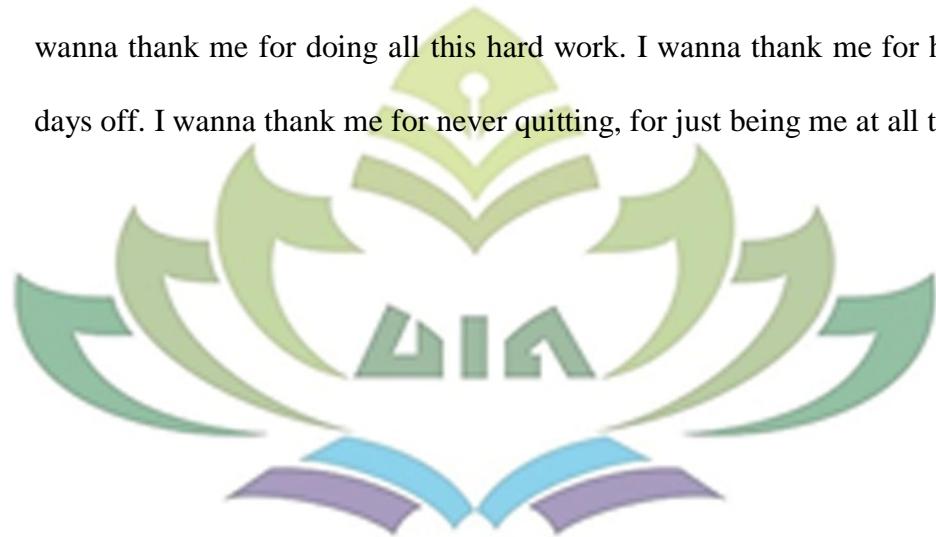


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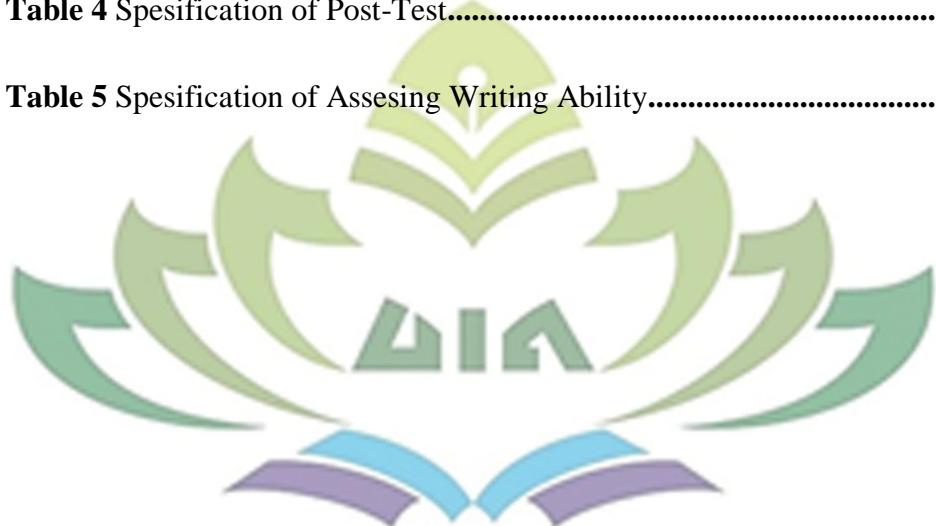
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is one skill in English besides listening, speaking, reading and most often used skills by teachers in teaching English at all levels of education. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it.¹ Therefore, writing is indirect means of communication with others to convey information. By writing someone can express their feeling through written form. Moreover, to make a good written we need to know the aspect that we have to learn. Because to write something is not only takes a point of the conclusion of the paragraph but we have to know the purpose and moral value that we can get from it. As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary.² Thus, writing the ability to express the idea that writer will use knowledge of structure and vocabulary to express the idea in written form.

In line with previous discussion, Terrible says that for the moment we can accept that writing is a language skill which is difficult to acquire. Furthermore, it is one in relatively few people are required to be an expert.³ It means that writing is difficult skills because the writer needs skills on how to write words correctly, how to put and arrange those words into sentences that

¹Alice Osima and Ann Houge, Introduction to Academic Writing (2nd Ed), New York: Addison Wesley Longman, 1997), p.2

²Ann Raimes, Techniques and Teaching Writing, (New York: Oxford University Press, 1987), p.3

³Christopher Tribble, Language Teaching Writing, (New York: Oxford University Press, 1996), p.3

are supposed to be meaningful according to grammatical rules. It is not easy to know what the paragraph means, because we have to understand what the meaning first then we know what the purpose of it. And after that, we can make a summarizing paragraph from some kind of text. Besides that, Brown states that the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develop naturally.⁴ It means that writing skill is considered as the most difficult skill for students because it needs many competencies. It is why most of them regard that writing is a difficult task. According to the syllabus and relevant book in the eleventh grade of senior high school, report text is one kind of text that should be learned by students. Therefore the researcher chooses report text for the research.

Based on the preliminary research in MAN 1 Tanggamus, the researcher interviewed with English Teacher at that school to get the data of the students' scores in writing ability. His name was Herlas, S.Pd. He used guided writing technique to teach the students. He said that the students have any problem in process learning English, especially in writing ability. They don't understand well when study English. They don't understand what the text means and how to rewrite it by own paragraph. Because they still worry about

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), (California: Longman, 2001), p.335

the rules, like grammar, and they don't understand the vocabulary.⁵ The scores of students' writing ability in the table 1:⁶

Table 1
The students' score of Writing Ability at the Eleventh Grade of
MAN 01 Tanggamus in academic year 2019/2020

No	Class	Score		Total
		≥	≤	
1	XI MIA 1	18	15	33
2	XI MIA 2	11	23	34
3	XI IPS 1	15	14	29
4	XI IPS 2	10	20	30
5	XI IPS 3	8	21	29
6	XI IPS 4	7	20	26
Total		69	113	181
Percentage		38.12%	62.43%	100%

Source: the score from English teacher of MAN 01 Tanggamus

After seeing the table above, the failed students' are higher than the passed students'. There are 181 students from six classes, 113 among them are failed with the percentage 62.43%, and 69 students are passed with the percentage 38.12%. Many students still low about writing skill because the criteria of minimum mastery (KKM) in MAN 01 Tanggamus is 67.

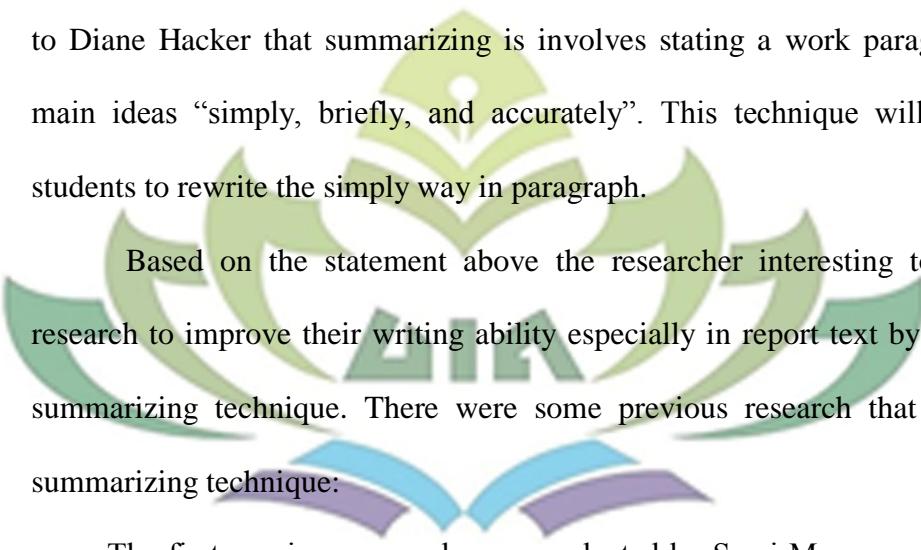
The researcher found any problem with students after interviewing them. Especially in writing skills. They felt bore when study English writing,

⁵ Herlas, *Interview The English Teacher* (MAN 01 Tanggamus), Maret 11th, 2020, Unpublished

⁶ Herlas, The Teacher Documentation, Maret 11, 2020, Unpublished

they could not rewrite the paragraph on their own and they did not understand the meaning because they were low of vocabulary.⁷

In teaching and learning process the teacher can apply an interesting technique to solve their problem. Make the class more communicative, make the students feel comfortable and interest in studying subject and by using a creative technique, so that the students will focus on learning process. The technique that should try by teacher is the summarizing technique. According to Diane Hacker that summarizing is involves stating a work paragraph and main ideas “simply, briefly, and accurately”. This technique will help the students to rewrite the simply way in paragraph.



Based on the statement above the researcher interesting to make a research to improve their writing ability especially in report text by using the summarizing technique. There were some previous research that using by summarizing technique:

The first previous research was conducted by Sassi Maroua, entitle “the impact of summarizing strategy on students’ reading and writing skills, the case of third year LMD EFL students at Biskra University. The present study of research is an attempt to show the role that summarizing strategy as an organized way for revision might have on improving students’ achievement in the reading and writing skills. The results obtained from a questionnaire administered to 40 students of 3rd year LMD in the department of English at Mohammed Kheider University of Biskra, in addition to a classroom observation com-

⁷Eleventh Grade Students, *Students Questionnaire* , (MAN 01 Tanggamus), March 11th, 2020, Unpublished

panied by an interview for teachers, shown that using summarizing strategy leads learners to improve their reading and writing skills in order to have a good preparation for exams revealed to be very successful.⁸

The second previous research was conduct by Nita Widasari Nasution entitle “The Influence of Summarizing Technique to The Students Writing Ability At Eight Grade of Perguruan Islam AL-Ulum Terpadu Medan. Before the researcher using summarizing technique the lowest and the highest scores that was taught by using conventional teaching in teaching students’ writing, the lowest scores were 52 and the highest scores were 82. Then, the researcher taught the students by using summarizing technique and was found that the range of students’ were 56 to 90. the mean of this post test is 71.658, the standard deviation was 9.740.⁹ The finding of this research shows that summarizing technique is better than the conventional one in teaching writing.

The third research was conduct by Mita Eka Purwadani entitle “improving reading comprehension through summarizing activities to the eight grade students of SMP Muhammadiyah 8 Yogyakarta in academic year of 2013/2014. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the time triangulation and the investigator triangulation to get trustworthiness. In reference to the actions conducted in two

⁸Sassi Maroua, *The Impact of Summarizing Strategy on Students’ Reading and Writing Skills (The Case of Third Year LMD EFL Students at Biskra University in Academic Year 2012/2013, Bachelor Thesis in Languages Department of Foreign Languages of University of Muhammad Kheider-Biskra, 2013.*

⁹Nita Widasari Nasution, *The Influence of Summarizing Technique to The Students Writing Ability at 8th Grade Perguruan Islam Terpadu Medan in Academic Year 2017/2018, Bachelor Thesis in English Education of State University For Islamic Studies North Sumatra Medan, 2017.*

cycles, it is evident that summarizing activities could improve students' reading comprehension as justified in the following results. First, there is an improvement on students' reading comprehension. Most of students are active in making sense of texts (18 out of 20 students actively participate in reading comprehension activities). Second, most students of grade VIIIC have high enthusiasm to share their reading comprehension. Third, there is an improvement on students' reading comprehension as it is displayed in the increase of the mean score (the result of the post-test 78.70 is compared to the result of the pre-test 67.05).¹⁰ In conclusion, summarizing activities could improve students' reading comprehension.

Based on relevant research, it assumes that the summarizing technique is appropriate to be used in teaching-learning English activity in the writing ability of students. The differences of some previous research and this research are, the first previous research used summarizing strategy in reading and writing skills, the second previous research used summarizing technique to the students writing ability, and the last previous research used summarizing activities to improve reading comprehension of eight grade students in Yogyakarta. This research is similar to the researcher's research but has differences in the design and also the genre of the text. This research has the value that wants to make students more creatively in summarizing the paragraph when they make sentences from their idea. Which is supported by

¹⁰ Mita Eka Purwadani, *Improving Reading Comprehension Through Summarizing Activities To The Eight Grade Students Of Smp Muhammadiyah Yogyakarta in The Academic Year of 2013/2014*, Bachelor Thesis in English Education of Yogyakarta State University, 2015.

the technique that has some steps to make them easier to summarize the text, especially in context writing of report text, that will be given by the researcher.

According to the explanation above the researcher decided to research at MAN 01 Tanggamus by using summarizing technique to help their problem in teaching-learning process of writing ability especially of report text, which the title is: "The influence of using summarizing technique towards students' writing ability in report text at the eleventh grade of MAN 1 Tanggamus.

B. Identification of the problem

Based on the background of the study, some problems identified were:

1. The students had a problem in writing.
2. The students found it difficult to put their ideas into writing.
3. The students were lack mastery in vocabulary.

C. Limitation of the problem

Based on the identification of the problem above, this research focus on using summarizing technique towards students' writing ability in the report text.

D. Formulation of the problem

In this research, the researcher formulated the problem as follow:

Is there any significant Influence of using Summarizing Technique towards Students' Writing Ability in Report Text at the first Semester of the Eleventh Grade of MAN 1 Tanggamus in the Academic Year 2020/2021?

E. The objective of the Research

Based on the formulation of the problem, The objective of the research is to know whether there is an influence of using Summarizing Technique towards

students' writing ability in report text in the first semester of the eleventh grade of MAN 1 Tanggamus in academic year 2020/2021.

F. Significance of the Research

The researcher expects that the result of this research are:

1. Theoretically contribution of the Research

For the theoretical contribution, the result of this research will be expected to support the previous theories about summarizing technique to improve writing ability, especially report text writing ability.

2. Practically contribution of the Research

The benefits of this research are for English teachers and also students. It may inform English teachers that the summarizing technique can be applied as a good way to comprehend and learn about the text in teaching writing especially in the report text.

a. For the students

The students know their strengths and weaknesses in writing and encourage them to improve their writing ability.

b. For the teacher

The teacher gets valuable information about an alternative technique to be used to enhance students' writing ability, especially by using the summarizing techniques.

c. For the school

The research will be expected to motivate the school to enhance the quality of study English.

G. Scope of Research

The scope of the research as follows:

a. The subject of the Research

The subject of the research was the students of the eleventh grade of MAN 1 Tanggamus..

b. The object of the Research

The object of the study was the students' report text writing ability and the use of the Summarizing Technique.

c. Place of the Research

The research conducted at MAN 1 Tanggamus.

d. Time of the Research

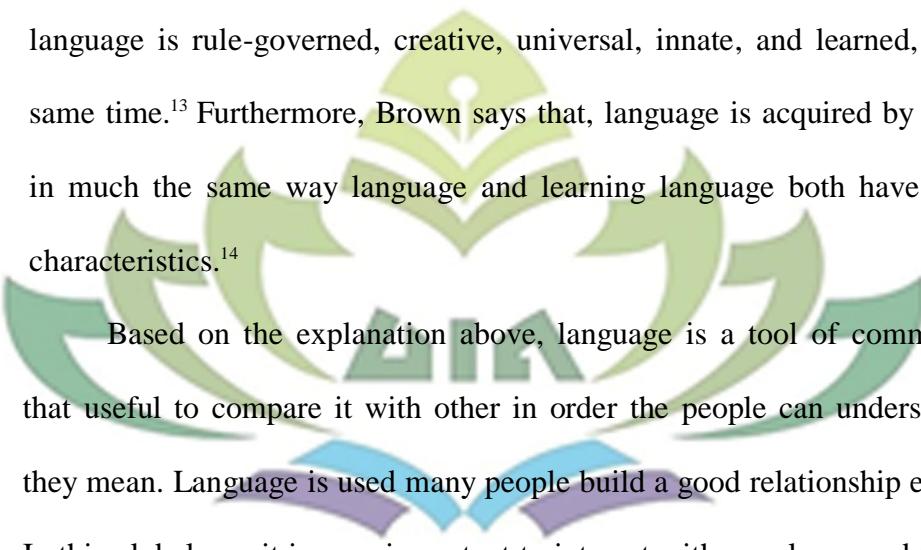
The research conducted in the second semester in the academic year of 2020/2021.

CHAPTER II

LITERATURE REVIEW

A. Teaching English as Foreign Language

Language is a set of rules by human as a tool of communication.¹¹ while Mayer states that language is a system of communication, it is useful to compare it with other systems of communication.¹² According to Brinton, language is rule-governed, creative, universal, innate, and learned, all at the same time.¹³ Furthermore, Brown says that, language is acquired by all people in much the same way language and learning language both have universal characteristics.¹⁴



Based on the explanation above, language is a tool of communication that useful to compare it with other in order the people can understand what they mean. Language is used many people build a good relationship each other. In this global era, it is very important to interact with people around the world. It means that language is important for human because without language, we can not interact in life perfectly as human being, therefore we must master the language.

¹¹Sanggam Siahaan, *The English paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

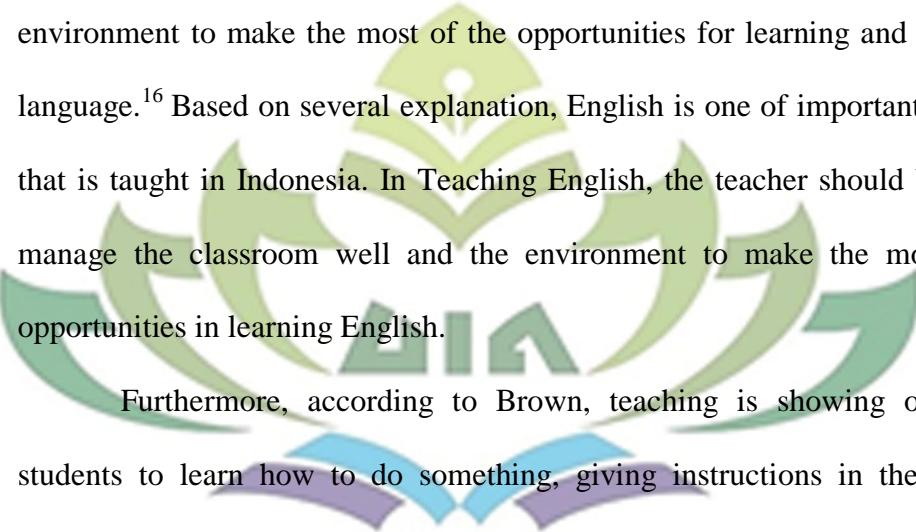
¹²Mayer. F. Charles, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), p.3.

¹³Laurel. J. Brinton, *The Structure of Modern Language* (Amsterdam: John Benjamins Publishing, 2000), p.3

¹⁴H. Douglas Brown, *Principle of Language Learning and Teaching* (San Fransisco: Addison Wesley Longman, 2000), p.5

English is viewed as a language which gives you access to the world.¹⁵

That is, it is taught in schools, often widely, but it does not play an essential role in national or social life people which has characteristics in it. It should be noted that people have to master international language although they have first language used in daily activities. In teaching English as foreign language, the teachers should be able to manage the classroom well. As Richard states underpinning them all is the ability of a teacher to manage students and the environment to make the most of the opportunities for learning and practicing language.¹⁶ Based on several explanation, English is one of important language that is taught in Indonesia. In Teaching English, the teacher should be able to manage the classroom well and the environment to make the most of the opportunities in learning English.



Furthermore, according to Brown, teaching is showing or helping students to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.¹⁷ It means that teacher strategy is very important to engage students, teacher have to make the students fell comfort and interest in studying subject by using a creative strategy so the students' will focus on learning activity.

As we know in Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi states

¹⁵ Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (West Sussex: John Wiley & Sons, Ltd, 2009), p.9.

¹⁶ Jack. C. Richards, Willy A. Renandya, *Methodology in Language Teachings on Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.47

¹⁷ H. Douglas Brown, *Teaching Principle of Language and Teaching* (San Fransisco: Practice Hall Regents, 1994), p.7

that in Indonesia, English is learned at Schools and people do not speak the language in the society.¹⁸ It means in Indonesia, English is one of Important language that is taught in Indonesia. In teaching English, the teacher should be able to managing the class and use creative strategy so the students will be interest in learning English.

B. Teaching and Learning Online

Teaching and learning process not only taught in the classroom, by via media online it can be taught to share the information about the material that the student needs. Online teaching and learning is faculty-delivered instruction via the internet. Online instruction includes real-time (synchronous) and anytime, anywhere, (asynchronous) interactions.

Two parallel processes take place in an online environment:

1. Students become more active, reflective learners.
2. Students and teacher engage in learning through the use of technology and become more familiar with technology by using it.

Online learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is “delivered” by teachers, fully qualified and interested in teaching online in a web-based environment.

Approaches to Online Learning.

¹⁸Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.22

Two approaches to online learning have emerged: synchronous and asynchronous learning. Synchronous learning is instruction and collaboration in “real time” via the internet. It typically involves tools, such as:

1. live chat
2. Audio and video conferencing
3. Data and application sharing
4. Shared whiteboard
5. Virtual “hand raising”
6. Joint viewing of multimedia presentation and online slide shows.

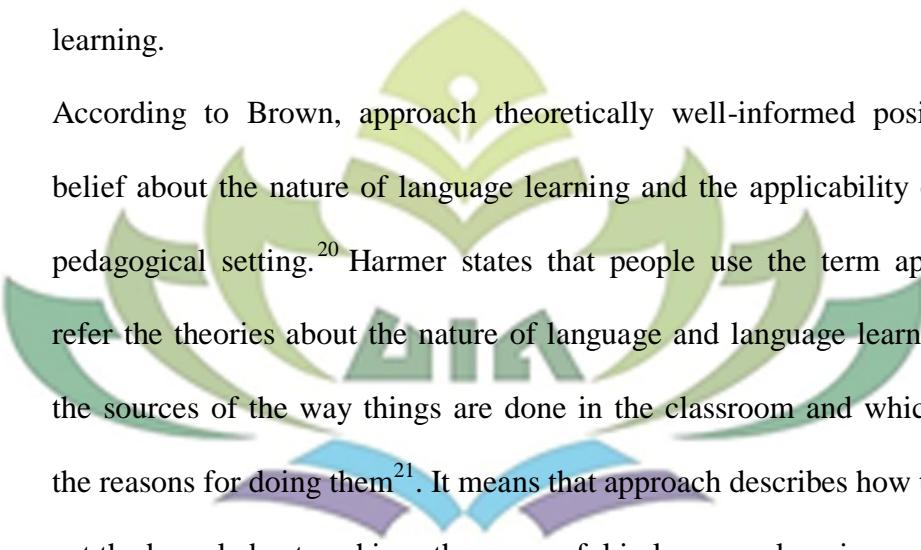
Teaching online can offer teachers conveniences not available in traditional classroom setting; for example, at-home office hours and flexible work schedules.

C. Approach, Method, and Technique

A number of ways of conceptualizing approaches and methods in language teaching has been made. Various attempts have also been made to explore more systematically the relationship between theory and practice within a method. In the fifties and sixties, for example language teaching represented a unified body of theory and practice. It was clearly linked in its theoretical foundation to linguistics and psychology. Language teachers in eighties, however, had a considerable array of theories and methods to choose from. Based on the statement by Edward as an American applied linguist, three levels of conceptualization and organization, which are termed as approach, method, and technique, will explain below:

1. Approach

In general of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the condition which will promote successful language learning.¹⁹ It means that approach is the way to acquire knowledge so that it can make the condition that successful in language learning.



According to Brown, approach theoretically well-informed positions and belief about the nature of language learning and the applicability of both to pedagogical setting.²⁰ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them²¹. It means that approach describes how the people get the knowledge to achieve the successful in language learning.

2. Method

The method is a partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare. It means that method is some of activity in the

¹⁹ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.78.

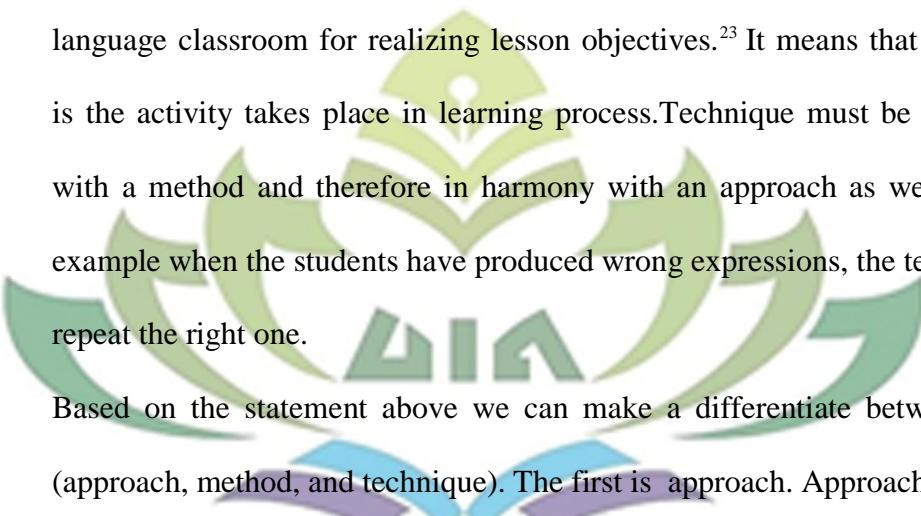
²⁰ H. Douglas Brown, *Teaching by Principles an Interactive approach to language Pedagogy*, Fourth Edition (New York: Longman, 2001), p.16.

²¹ Jeremy Harmer, *The Practice of Language Teaching*, Fourth Edition (London: Longman, 1999), p.62.

learning process with the material of syllabus organization as part of their standard fare.

3. Technique

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.²² Brown states that a technique also commonly referred to by other terms, any of wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.²³ It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeat the right one.



Based on the statement above we can make a differentiate between them (approach, method, and technique). The first is approach. Approach suggests a common way of viewing problems or objects of study. In learning, the selected approach will be a guide in choosing other learning components, especially strategy and learning methods. Learning strategies are ways a teacher will select and use to present learning materials to make it easier for learners to receive and understand the learning materials, so the competence goals, and learning results can be well accomplished. Then method are common way to convey lessons to learners or practice learned theories in order to achieve goals. Thus, methods relate in a way that enables learners to

²²Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, Op.Cit, p.62

²³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Op.Cit, p.16

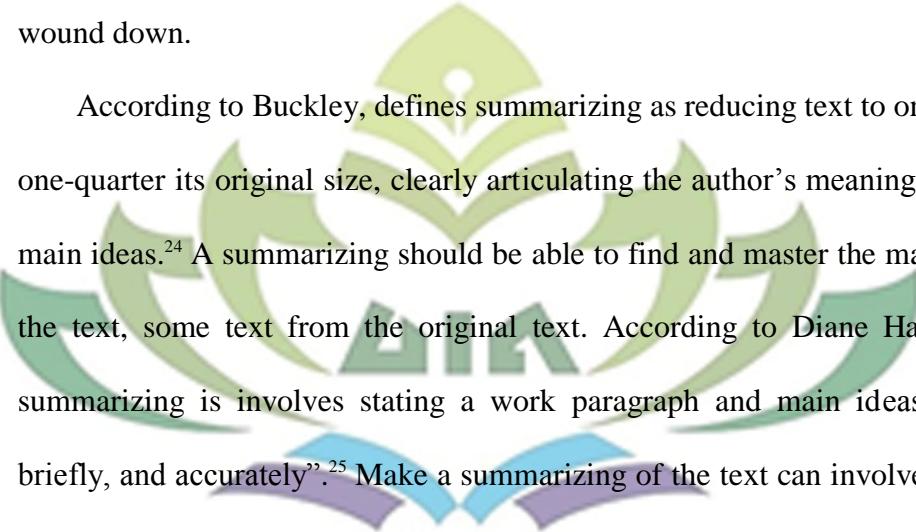
gain ease in learning the material presented by the teacher. The selection of methods by teachers in learning is essential, for precision in choosing methods is highly likely to create conducive and pleasant conditions so that the learning activities can take place effectively and efficiently so that learners can achieve the desired results of learning. Thus, the method is a particularly desirable component of the condition during the course of learning activities. A learning activity is not always a guarantee that learners will be able to learn. This indicates that as good as teacher may be at designing or designing a learning program, it can not advance the optimum expectation of competence, when it is not backed up by appropriate selection and method use. The last is technique. Technique is often likened to learning method. Technique is the path, instrument, or medium used by teachers to direct learners' activities toward goals they want to achieve. Basically, the method and technique of learning are different. A method of learning is more procedural, which contains certain steps, while technique is the method use, implementation. In other words, the method each chooses is the same, but they use a different technique.

The learning activity of this research will be used technique. Which is the technique is summarizing technique.

D. Summarizing Technique

1. Definition of summarizing technique

Brainstorming is useful in writing whether we have too few ideas, or too many. It can help us whether we don't know how to organize our thoughts, or whether we don't even have any thoughts. But before we start, we should remember the first rule of brainstorming is enumerated and not evaluate. Just to get the ideas down, and not judge or organize them until the creative phase has wound down.



According to Buckley, defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, retaining main ideas.²⁴ 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 involves stating a work paragraph and main ideas "simply, briefly, and accurately".²⁵ 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.

Summarizing is a learning strategy that requires the learner to consolidate information by restating key points or the essential idea of the lesson in a few words or in a new way. After the student make a summarizing about the text the student must know information about the text and student must know key point in the text.

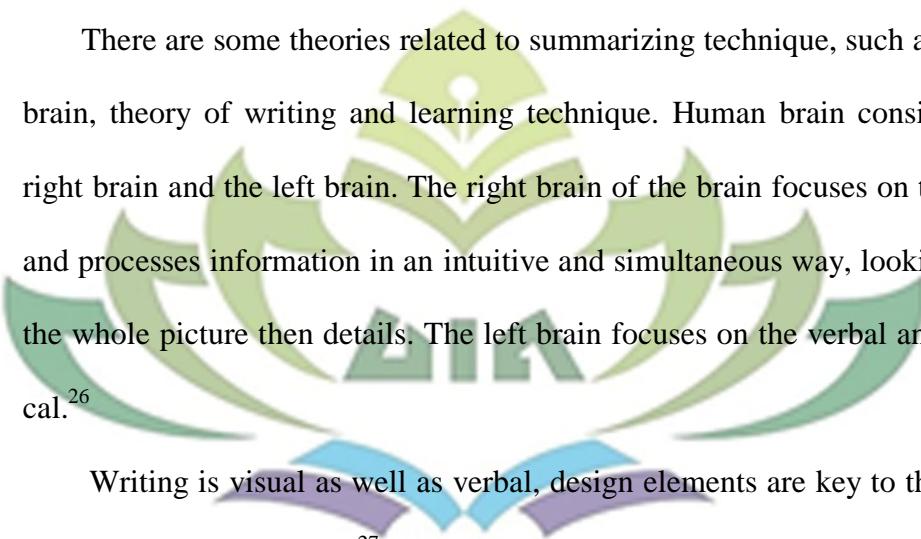
²⁴Joanne Buckley, *Fitto Print : The Canadian Students's Guide to Essay Writing* 6th Ed (Toronto: Nelson ,2004), p.26

²⁵Diana Hacker , *A Canadian Writer's Reference*, 4th Ed (Baston: Bedford/St MArtin's 2008), p.26

From the definition above, the writer concludes that summarizing is probably the simplest pre writing technique and is usually the first method writers use to generate ideas. It means to summary everything about the topic, the summary any source, keyword, phrase, etc. By this technique, students can easily get information and ideas to writing or composition since they will helped by summarizing of word or phrase.

2. Principle

There are some theories related to summarizing technique, such as: Human brain, theory of writing and learning technique. Human brain consists of the right brain and the left brain. The right brain of the brain focuses on the visual, and processes information in an intuitive and simultaneous way, looking first at the whole picture then details. The left brain focuses on the verbal and analytical.²⁶



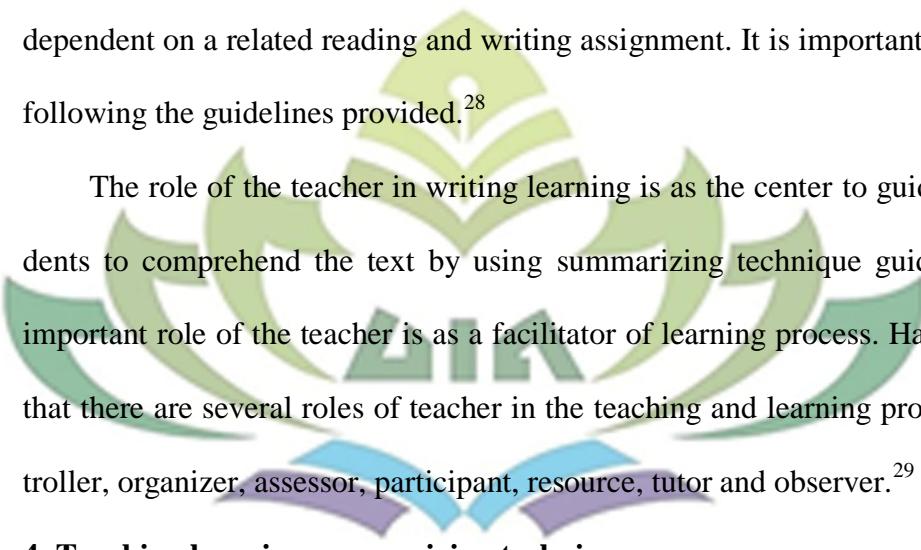
Writing is visual as well as verbal, design elements are key to the success of many documents.²⁷ They were writing variables (consist of: knowledge, motivation, reason, technique, and the text variables. Summarizing technique is one of writing technique of many technique that can influence students' in writing a text or information, because it contains some steps that support the students to be more active in comprehending the text better than another technique

²⁶UCMAS Mental MATH Schools, *Left Brain and Right Brain*, Accessed on March, 23nd 2017, (www.ucmas.ca)

²⁷Andrea A. Lunsford, *St. Martin's Handbook*, (USA : Copyright, 2010), p.24

3. Design of summarizing technique

The design of summarizing technique are learning objective, learning activities, roles of students, role of teacher, and arranging material. The role of students in learning writing. According to walker, students were observed under baseline, summary strategy, and follow-up conditions (independent reading condition only). All training occurred in a group setting, and maintenance and generalization were assessed in an individual setting. Student then worked independent on a related reading and writing assignment. It is important note that, following the guidelines provided.²⁸



The role of the teacher in writing learning is as the center to guide the students to comprehend the text by using summarizing technique guidance. An important role of the teacher is as a facilitator of learning process. Harmer says that there are several roles of teacher in the teaching and learning process, controller, organizer, assessor, participant, resource, tutor and observer.²⁹

4. Teaching by using summarizing technique

According to Goodman, to teach students how to summarize, they can follow several simple perceptions: teacher can help their students learn to select the important ideas and to condense text, and they need special help to develop their ability to summarize. Teaching summarizing is no small undertaking: it's one of the hardest technique for students to grasp, and one of the hardest technique for the teacher to teach. He/she has to repeatedly model it and give

²⁸Barbara J. Walker, *Diagnostic Teaching of Reading: Technique for Instruction and assessment*, (Collombus: Oh Merrill, 1998), p.59

²⁹Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh: Logman, 2001), p. 57-62

student sample time and opportunities to practice it. But it is such a valuable technique and competency. Can we imagine the students succeeding in school without being able to break down content into manageable small succinct pieces? We ask students to summarize all the time, but we are terrible about teaching them good way to do this. Here are a few ideas:

- a. After students have used selective undertaking on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- b. Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.
- c. Teach students to go with the newspaper mantra: have they used the key words or phrases to identify only Who, What, When, Where, Why, and How.
- d. Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the “headless” stories.
- e. Sum it up

Students need special instruction in summarizing, because it is very different from other kind of writing. Most writing requires the generation of main ideas and details and the careful planning of content and structure summarizing, however, summarizing based on material that has already been written. The summary writer must know about and learn how we summarize. Teaching students to summarize is well worth the effort because it can help students to understand texts and even to recognize when the meaning is unclear. In addition, the effort to identify main ideas while summarizing can help students those ideas.

Summarizing can be influenced by many factors; at least there are two types of thinking which are needed for summarizing. Starting by selection process; judgments must be made about what text information should be included or rejected. The second is a reduction process; ideas must be condensed by substituting general ideas for lower level and more detailed ones. The characteristics of the text are important; it is easier to select important ideas from certain types of text, such as report, than from others, such as expositions. Also, the longer of the text more selection and condensation are required, and the more complex the text, the more judgments are needed to decide which ideas are important. Second, the presence or absence of the text while summarizing can influence the thinking. If students are allowed to look at the text while summarizing can influence the thinking. If students are allowed to look at the text while summarizing, they will have more “mental space”, they will have a clear image on the text for the selection and condensation processes.

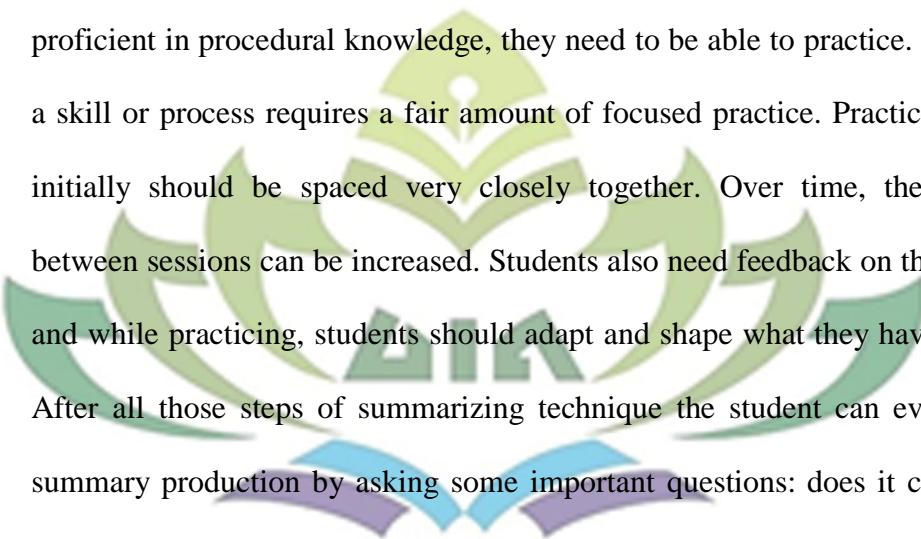
5. The procedure of summarizing technique in teaching writing report text

Summarizing, like paraphrasing, is a technique used to obtain the essential part of an original source. In other words, it is a concise statement of the most important points taken from another text. It is a good technique to use in teaching learning process of writing report text. Follow this procedure:

1. Read, think about, and understand the text. Review the material to make sure you know it well. Use a dictionary or context clues to figure out the meaning of any important words that you don't know.
2. Read and understand the prompt or writing directions. Write a summary of the text. Your writing will be scored on how well you: State the main ideas of the text, identify the most important details that support the main ideas, write your summary in your own words, except for quotations, express the underlying meaning of the text, not just the superficial details.
3. Write a thesis statement. In a single sentence, state the main idea of the text. The thesis statement should mention the underlying meaning of the text, not just the superficial details.
4. Organize and outline ideas. Write down the important details you need to include in the summary. Put them in a logical order Topic Sentence.
5. Write your essay. Your summary should be about one third of the length of the original text, focus on the main point of the text and the most important details, use your own words, avoid copying phrases and sentences from the text unless they're direct quotations.
6. Proofread and edit. Check your spelling, grammar, and punctuation.

7. 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.
8. 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.³⁰

Summarizing is “procedural knowledge”. If students are expected to become proficient in procedural knowledge, they need to be able to practice. Mastering a skill or process requires a fair amount of focused practice. Practice sessions initially should be spaced very closely together. Over time, the intervals between sessions can be increased. Students also need feedback on their efforts and while practicing, students should adapt and shape what they have learned.



After all those steps of summarizing technique the student can evaluate his summary production by asking some important questions: does it convey the information accurately? Is it too narrow or too broad? Does it convey all of the important elements? Does it convey too much? Are the ideas in the right sequence? Would someone else using this summary gain all the needed to know to understand the subject? Did the student leaves out his opinion and just report an undistorted essence of the original content? Did he use his own words and style?

Using summarizing at the end of the lesson is also an active technique, but it needs organization such as the learner should choose a summarizing that

³⁰ TLC “How to Write A Summary” (<https://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf>), Retrieved 16th July 2020.

encourage him to be cognitively active in summarizing. In addition, students must do summarizing themselves for connecting meaning and based on their needs, the content and/or the circumstances choose thoughtful and purposeful summarizing technique.

6. Advantages and disadvantages of summarizing technique

The summarizing technique has some advantages and disadvantages. There are some advantages of summarizing technique as mention.

The advantages are as follow:

- 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 word 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 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 a 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.

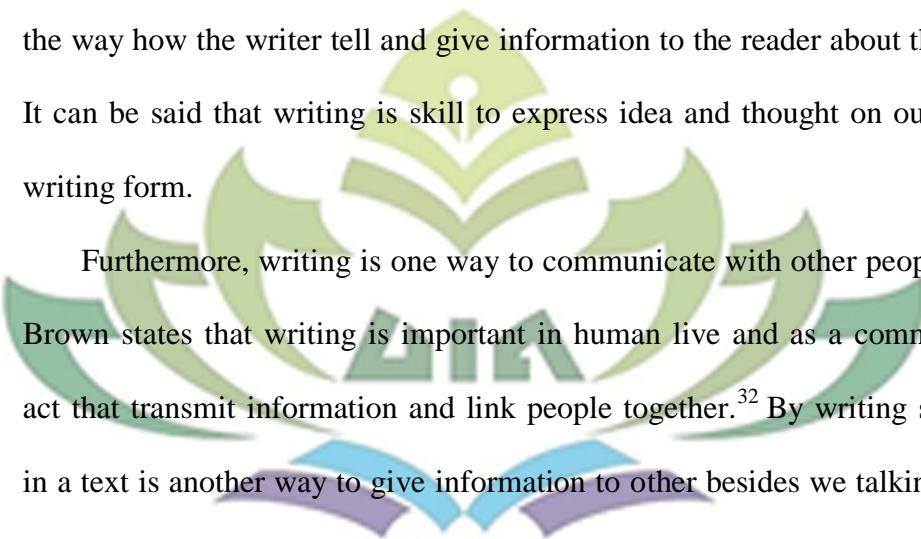
E. Writing

1. Concept of Writing

Writing is one of four skills in English that must be mastered by students.

Raimes said that writing skill is a skill in which we express ideas which are arranged in word, sentence, paragraph by using eyes, brain, and hand.³¹ When we write, we get the idea from our mind, then we express the idea by letter that is arranged to be word form and the word is arranged to be sentence form, that is the way how the writer tell and give information to the reader about their ideas.

It can be said that writing is skill to express idea and thought on our mind in writing form.



Furthermore, writing is one way to communicate with other people as Ann Brown states that writing is important in human live and as a communicative act that transmit information and link people together.³² By writing something in a text is another way to give information to other besides we talking directly to them. But the writer can thinking twice for what he want to write. Writing is not only putting something on the paper but it can be planned and given with an unlimited number of revisions before its release.

The aim of writing is to give information from the writer to reader. Writing has been characterized as written thinking to convey message and a communicative indirectly. Besides,it should be able to communicate the idea or thought in written language clearly in order the reader can understand what are

³¹Ann Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.3

³²Ann Brown, *Helping Children to Write*, (Liverpool: Paul Chapman Publishing Ltd, 1993), p.2

the writers' ideas or thoughts and can deliver the purpose of her/his written text.

In addition, Brown states that written products are often the result convention of thinking, drafting, and revising procedures.³³ Based on that statement, it can be concluded that writing is a process to deliver the writers' idea into written form that need some procedures include think the topic, drafting, and the final is revising.

According to several writing theories above it can be concluded that writing is an activity in which person communicate and express her/his ideas, thought, and feeling by using their eyes, brain, and also hand which is used for communicating to readers in the written form. But it can be planned and must have the purpose to make the readers easy to understand it. That is why written form also need some procedures like to think the topic, drafting and revising to deliver the writers' idea into written form.

2. Concept of Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.³⁴ It means that writing is the writer's skill to give the information to the readers in written form. It has explained that writing ability is the ability to convey the thought and also ideas between the writer and reader, it required process to produce good written and good writer.

In writing, there are five criteria which have to fulfill for making a good writing that must be ordered by writer. The criteria of good writing are:

³³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (2nd Edition), (San Fransisco: Longman, 2007), p.335

³⁴J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135

- a. Content (the ability to think creatively and develop thoughts)
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use of word/idiom)
- d. Language use (the ability to write in appropriate structure)
- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly.³⁵

Writing ability is one of the most important skills that must be mastered.

Because by writing we can express our ideas and thoughts in written form.

Then, the reader can get the information from the writer about something explained through writing. If we are able to write well, it means we able to communicate effectively. To sum up, writing is an ability to communicate or transferring the ideas and thoughts in written form that required process and have to fulfills five criteria which are content, organization, vocabulary, language use, and mechanics effectively.

3. Process of Writing

Writing process is an activity of write something from beginning until final on the written form by writer. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).³⁶

³⁵ Christopher Terrible, *Language Teaching Writing*, (New York: Oxford University Press, 1996, p.130

³⁶ Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Addison Wesley Longman, 1998). p.79

Writing is never a one-step action: it is a process that has several steps.³⁷ It means that writing is not an easy activity, it needs some processes when we are trying to write something. Based on state by Harmer that there are some processes of writing, which are:

a. Planning

Experienced writer plans what he/she is going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. When planning, the writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they used, and the information they choose to include.

b. Drafting

We can refer to first version of a piece of writing as draft. As the writing process moves into editing, a number of drafts may be produced on the way to final version.

c. Editing (Reflecting and Revising)

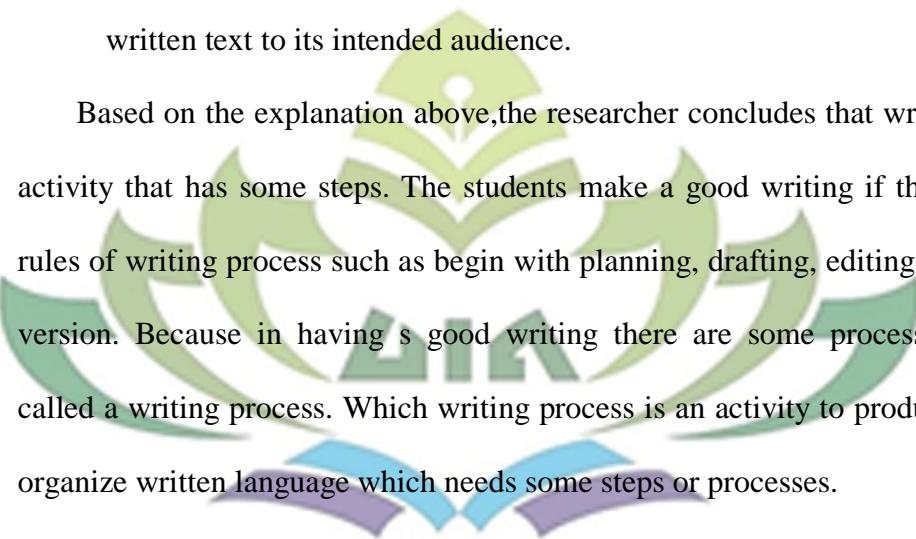
Once the writer have produced a draft they then, usually reads through what they have written to see where it works and where it does not work. Perhaps the order of the information is not clear and the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers or editors who comment and make suggestions.

³⁷Alice Osima and Ann Hogue, Introduction Academic Writing 3rd Ed), (New York: Pearson Education, 2007). p.15

Another readers reaction to piece of writing will help the author to make appropriate revision.

d. Final Version

Once writers have edited their draft, making the change they consider being necessary, they produces their final version. This may look consider different from both of the original plan and the draft, because things we have changed in the editing process. But the writer is already to send the written text to its intended audience.



Based on the explanation above, the researcher concludes that writing is an activity that has some steps. The students make a good writing if they follow rules of writing process such as begin with planning, drafting, editing, and final version. Because in having a good writing there are some processes which called a writing process. Which writing process is an activity to produce a well organize written language which needs some steps or processes.

4. Concept of Teaching Writing

Teaching writing is process to make students are able to gather ideas, organize them, and arrange them into a good composition. The teacher offers guidance in helping students to engage in the process of composing the word. The teacher should encourage the students to develop their ideas by using their own though. It means that teaching writing is process to make students to be understand and mastery in writing through expression their ideas and argument in written form.

Furthermore, Harmer said that far the most important reason for teaching writing of course is that a basic language skill.³⁸ While writing is a part of basic language skill and also teaching writing is the most important and focus to help students in writing classroom as a the students activity in the teaching learning process.

Then, Harmer still states that focusing on the writing process leads those who advocate a process approach in writing. However, teacher have to pay attention to to the various stages of any piece of writing process.³⁹ But in teaching writing, the teacher must balance on the product or on the process itself. Brown said that the currents emphasis on process writing must of course be seen in the perspective of a balance between process and product. process approaches are:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student to understand their own composing process;
- c. Help them to build repertoires of strategies for pre-writing, drafting, and rewriting
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;

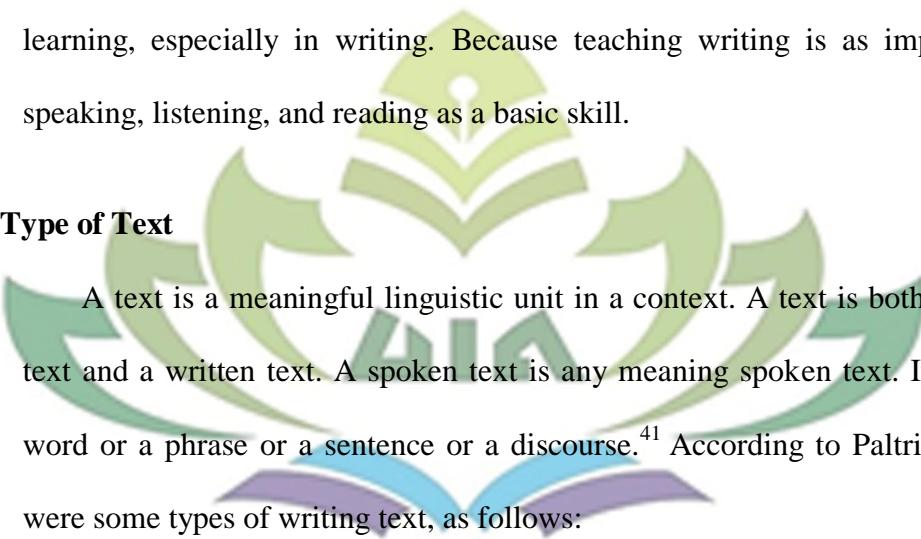
³⁸Jeremy Harmer, *How to Teach English*, (England: Longman Limited. 1998). p.79

³⁹Jeremy Harmer, *The Practice of English Language TEaching* (3rd Ed), (Cambridge: Pearson Education Limited, 2001), p.25

- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and students during the process of composition.⁴⁰

It can be conclude, in teaching writing there are two different points that will be focused, that is product of writing process and the writing process itself. But, in learning process students' have to balanced between process and result of writing itself. That way, it can make students' reach the purpose of English learning, especially in writing. Because teaching writing is as important as speaking, listening, and reading as a basic skill.

F. Type of Text



A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.⁴¹ According to Paltridge, there were some types of writing text, as follows:

a. Recount text

Recount is the type of writing that has purpose to tell what happened, to record events for the purpose of informing.

b. Procedure Text

Procedure is the type of writing that has purpose to tell someone how to do or make something, to describe, how something is accomplished through a sequence or steps or actions.

⁴⁰ H. Douglas Brown, *Teaching by Principle; An Interview Approach to Language Pedagogy* (2nd Ed), (California: Pearson ESL, 2000), p.335-336.

⁴¹ Sanggan Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

c. Argument Text

Argument is the type of writing that has purpose to take a position on some issue, to justify, to persuade the reader or listener, that something is in a case.

d. Discussion text

Discussion text is the type of writing that has the purpose to present information about more than point of view

e. Narrative Text

Narrative is the type of writing that has the purpose to tell a story, to entertain,to amuse.

f. Anecdote Text

Anecdote is the type of writing that has the purpose to share an account of an unusual or amusing incident.

g. Explanation Text

Explanation is the type of writing that has the purpose to explain how something works, to give reasons some phenomenon.

h. Descriptive Text

Descriptive is the type of writing that has the purpose to describe a particular person, place, or thing.

i. Report Text

Report is the type of writing that has the purpose to provide information about natural and non-natural phenomenon, to classify and describe the phenomena of our world.⁴²

G. Report Text

Gerot and Wignell in Pestaria et.al states, a report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. Report is a text which can be written out with a descriptive technique. It describes an object in generally to the readers. The length of the text depends on the specific details of the object being described.⁴³ it is clear enough to describe a report text is a piece of text that presents information about a subject based on a systematic observation or analysis.

In addition, to know the systematic information of report text, it has generic structure, language features and tenses, which are:

1) Generic Structure

- a. General classification: tells what the phenomenon under discussion is.
- b. Description: tell what the phenomenon under discussion is like in term of part (and their function), Qualities, Habits / behavior, of living, uses, if non natural.

⁴²Brian Paltridge, *Making Sense of Discourse Analysis*, (Gold Coas: Queensland, 2000), p.107-110

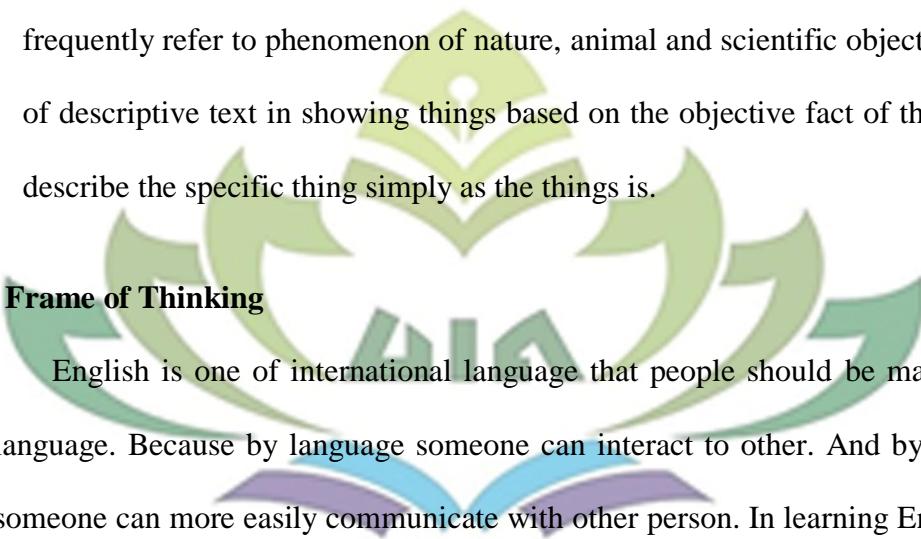
⁴³Pestria F, Sinurat B, Napitupulu S,Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjungbalai. (*IOSR Journal of Humanities and Social Science*, Volume 19 Issue 1, Ver. XI, 2014). p.29

2) The lexicogrammatical features of report are:

- a. Focus on Generic Participants
- b. Use relational processes to state what is and that which it is
- c. Use simple present tense
- d. No temporal sequence.⁴⁴

Actually, many people could not make a differentiate between report and also descriptive text. While report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. The way of descriptive text in showing things based on the objective fact of the thing. It describe the specific thing simply as the things is.

H. Frame of Thinking



English is one of international language that people should be mastered the language. Because by language someone can interact to other. And by language someone can more easily communicate with other person. In learning English, the student will learn about four skills. Which are listening, speaking, reading and writing. Many of people especially students they can read, listen even speak by English language. But most of them, they can not to write the word that they are talking about. Even though they are fluently in speaking with other but they can not sure if they can write it down in written form.

Most students say writing becomes a difficult skill because it contain several components of the language that should be mastered by them, such as spelling, grammar, punctuation, and others. Some students can speak well in English, but

⁴⁴Ibid, p.29-30

sometimes they get confused when they want to write it down. And also they can read some kind of texts like descriptive, report, recount, etc. But they could not write it down the main idea or the contain of the text. There are still many students who can not make it.

In this case, the researcher will use summarizing technique in teaching writing report text. Because by this technique the researcher sure that this technique can help them to solve the problem of write it down in written form by their own language especially in summarize the text like report text. By using summarizing technique to summarize the text which is support by this technique is very influential for them. They can follow the procedure that will be given by the researcher when teaching writing report text. For that students can encourage their writing skills, and try to produce better writing.

Even the students can follow the procedure that has given by the researcher. The researcher should carefully in teaching especially mentoring students learning process.

I. Hypothesis

Based on the frame of thinking above, the researcher proposed hypothesis as follows:

H_a : There is a significant influence of using summarizing technique towards students' writing ability in report text.

H_o : There is no significant influence of using summarizing technique towards students' writing ability in report text.

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