THE INFLUENCE OF SUMMARIZING TECHNIQUE ON STUDENTS' WRITING ABILITY

THESIS

Submitted by

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i

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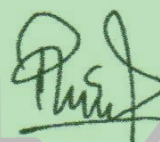Dr. Mustafa AR, M.A.   Khairiah Syahabuddin,
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ii

iii

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Dwi Nur Adinda

TABLE OF CONTENTS

ABSTRACT

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Major	: Department of English Language Education
Thesis working title	: The Influence of Summarizing Technique on Students' Writing Ability
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Writing is essential for learning English and enhancing vocabulary, grammar, and communication. Summarizing techniques are effective teaching strategies for improving students' writing skills. This study aimed to investigate the effect of summarizing techniques on students' writing ability and to explore students' perceptions of the summarizing technique that influences their writing ability. The study used a pre-experimental and involved 20 students from Unit 4 as participants at the Department of English Language Education who control and experiment groups. SPSS (Statistical Product and Service Solutions) for the data analysis after the test and questionnaire were used to gather the data. Then, questionnaires were obtained from students' perspectives to support the research findings. The scores of students in the summarizing technique increased significantly from the Pre-test to the Post-test, with an average difference of 5.0 mean. Then, the average difference in scores between the students' writing test pre-test and post-test was a mean of 4.05. The results showed that using the summarizing technique improved students' writing ability. Using summarization techniques is important, so it is essential to utilize them accordingly and recommended in the classroom to enhance writing abilities and benefit the learning process.

LIST OF TABLES

LIST OF FIGURES

LIST OF CHARTS

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

This introduces the background of the study, research question, research aim, significance of the study, and terminology.

A.   Background of Study

Summarizing is essential for academic skills. It also enables the students to summarize the main ideas from scientific texts and rewrite them simply and in their own words. This ability is helpful when taking notes and doing research for an essay. The power of summaries demonstrates the reader's in-depth knowledge of the subject matter. Summarizing focuses on the main idea and briefly rewriting students' understanding based on the material presented (Sofia, 2023). The summary is a brief piece of information that captures the essence of the topic under discussion. According to Saddler (2016), summarizing is a process in which students rephrase written texts or situations in short paragraphs to produce a more persuasive summary. The summarizing technique worked with a focus on developing the text's meaning. Summarizing can expand a simple explanation for students by telling them what is crucial. When summarizing, students apply their writing skills and put forward ideas or keywords in a text.

Several studies documented the benefits of summarizing there, at the level of junior high school, senior high school, and college. Nurhayati (2018) summarizes technique in reading comprehension has a significant impact on second-year students at MTsN Pucanglaban Tulungagung. Students have difficulty understanding the meaning, reading, and spelling and lack vocabulary. The study aimed to assess student the effect of

the summarization technique on reading comprehension. Next, conducted by Hardiana (2018), the VAK model helps learn to summarize writing. This study aimed to determine the effectiveness of the VAK (Visual, Auditory, Kinesthetic) model in learning summary writing. The study showed that the VAK method was better than the conventional approach for teaching summary writing. In another research by Ma'rifah (2017), the study investigated the influence of summarizing activities on students' reading comprehension, identifying the most successful aspects, and analyzing student responses. This research used test questionnaires as the data collection instrument for the study, which used a single group pre-and post-test design. The study concludes that after teaching students through a summarizing strategy, the student's reading comprehension increased.

At the level of senior high schools, Juliantina (2019) conducted her research focused on a summary of student writing achievement. The data collection tool for this study is a multiple-choice exam with a total of 20 questions. The result of her research makes a summary that can improve student achievement in writing. In similar research conducted by Fitriani (2021), the research problem is the student has difficulty writing summaries due to a lack of skill, the teacher's lack of media use, and poor vocabulary mastery. The research used a purposive sampling design. This research used media infographics on student writing summaries. The results of her research using infographics are better than using traditional teaching. Other research conducted by Okome (2021), focused on the effect of three summary writing strategies, direct instruction, cognitive strategies, and reading test strategies, on high school students' achievement in English summary writing. The research used a quasi-experimental design with a pre-test and post-test. The findings demonstrated that the experimental group outperformed the control group, with the direct instruction strategy being the most successful in instructing students in summary writing.

At the level of the college, conducted by Sajedi (2014), the aimed study focused on the impact of Collaborative Summary Writing (CSW) on the second language (L2) student development. This research used an experimental design pre-test and post-test for 16 weeks. The results demonstrated that applying the CSW experience improved all students' L2, with learning pairs offering the benefits. Yet, the grammar and mechanics have not improved significantly, and writing abilities in material, creation, and lexicon have increased. Another study conducted by Nadjmuddin (2017), aimed at conceptual summarizing from multiple sources essential for deep learning and can applied to language learning strategies. The study revealed that students utilized prereading, conceptual reading, and summarizing strategies when using a computer-based concept map to summarize information from various sources. Based on this research, concept map software can help students learn to summarize from many sources, facilitating reading and summary writing. In similar research conducted by Mokeddem (2016), the study aimed to investigate how closely EFL learners' skills in writing summaries related to their understanding of the original reading content. In this study, participants received clear instructions on summarizing before completing a text summary task and a post-summarizing reading comprehension exam using the same material as the summary activity. The researcher found a good relationship between reading comprehension and the capacity for summarizing information.

Writing is a language skill that is applied to communicate non-face-to-face. Writing is a communication tool used between writers and readers through writing. Writing is a powerful tool for communicating and expressing our thoughts, feelings, and opinions to others (Dj, 2015). According to (Sukha, 2022), writing is a productive skill and creativity in expressing ideas, so writing can help students explore their thoughts and feelings. Writing is not just about ideas to write but also the course to compose the elements of writing well (Setyowati, 2016). The best approach to practicing language is

writing. Writing is a novel experience for language learners, especially English, and can help students express themselves more slowly. Writing is sharing the meaning and perception of a specific topic. Through writing, people may know what they want to share with other people. By looking at their writing, the reader also knows how far they understand the topic.

In an academic setting, writing is a critical skill. Writing ability is one way to produce research papers or assignments that are clear for self and others to understand. Writing is conveying feelings, expressions, ideas, and messages in writing. It means literacy, discovering, developing, and enhancing language proficiency by Astuti et al. (2020). Writing is a complicated procedure that includes brainstorming, developing ideas, organizing them into clear statements and paragraphs, and completing the manuscript through editing and revising (Pertiwi, 2018). Writing is essential for English learning to increase grammar ability, idioms, and vocabulary and expressing ideas in sentences to make the reader understand. According to Gorjian (2014), writing is an activity to put a sentence with simple grammar and understanding. Writing is another way to express our thoughts and ideas in written form. This skill is difficult because producing a good paragraph requires thought, word phrasing, and language styles.

Writing is a challenge for many students. According to Harsyaf et al. (2009), writing is a complicated skill for most students. Meanwhile, according to Febriana et al. (2018), two indicators of poor writing skills are students' lack of interest in and focus on their writing as vocabulary, punctuation, and spelling in sentences correct grammar. The ability to write with good content, organization, and language skills is essential in writing (Richard, 2002). Poor language skills or difficulty with written language are considered the biggest obstacles for EFL students (Wigle, 2002). In other, some students have difficulty expressing ideas and developing clear and coherent essays (Uba, 2020). Furthermore, the students have trouble with coherence and cohesion (Belkhir, 2017).

Then, the students find it complicated to use grammar in a sentence and punctuation (Agesta, 2016). It happens because students lack reading and writing practice. This issue, however, can be solved by providing a learning method that assists students in writing.

Several techniques in writing include brainstorming, pairwork, clustering, graphic organizers, dictogloss, summarizing, mind mapping, and diary writing. Brainstorming is a strategy to use thought to look for or explore ideas (Anggraini, 2020). Pairwork is a fantastic idea because it can immediately improve and encourage students to collaborate and improve the environment in the classroom (Zaswita, 2019). Clustering is one strategy used as a pre-writing exercise to develop ideas on design diagrams or maps (Puspita, 2018). According to Miller (2011), graphic organizers are a visual representation of concepts that assist learners in better organizing their thoughts and applying their thinking abilities to the topic. Dictogloss is a method for teaching people to rely on memory and use their knowledge of grammar and vocabulary in writing (Pertiwi, 2018). Summarizing is a short writing based on the material or text (Nasution, 2017). Mind mapping is a technique that involves drawing information in diagrams (Wahid, 2023). Diary writing could be a way to solve the students' problems in writing (Maharani, 2017). By using it, students can feel comfortable to express their ideas, feelings, or special events in their lives in writing.

Based on the previous study, summarizing techniques are essential for writing skills. To overcome the problems, researchers used summary as a teaching strategy in writing. Therefore, researchers are motivated to know the impact of summarizing techniques on students' writing skills at UIN Ar-Raniry's English Language Education Department. Based on the research above, my focus on this research is to measure the influence of summarizing techniques on students' writing ability.

B.   Research Questions

From the discussion above, the research problem of this research is the influence of summarizing techniques on students' writing ability. To explore more information on this issue, the researcher formulates the following research questions:

1. Do the summarizing techniques influence students' writing ability?

2. What are students' perceptions of summarizing techniques that influence their writing ability?

C.   Research Aims

Based on the research problems above, the objective of this research is to solve and answer the research question. The aim of this research is:

a. To find out whether there is a significant effect of summarizing techniques on students' writing ability.

b. To find out the student's perceptions of the summarizing technique that influence their writing ability.

D.   Significance of the Study

a. Theoretically

The results of this study should contribute to our understanding of how summarizing strategies affect students' writing abilities.

b. Practically

1. This research is helpful for educational institutions' staff in developing training and education programs for teachers or lecturers.

2. The findings of this study should help educational staff improve student learning outcomes by enhancing performance and professionalism. They should also help them create and manage learning processes more efficiently.

E.   Terminology

To avoid misunderstandings about this study, the researcher specifics some terminologies. The following are the specifics:

a. Writing

Writing is a challenging skill that students must master to communicate their ideas (Babalola, 2012). Writing is creating ideas and then working through how to show and organize them in a good sentence and understandable paragraph (Novariana, 2018). Writing is one of the simplest ways to express yourself to others. According to Wafi (2023), writing is a process of putting ideas into words that others can use, read, or interpret.

b. Summarizing

Rewriting a text to make it shorter is called summarizing (Sucita, 2022). Summarizing is a short writing based on reading comprehension. The summarizing is an activity to determine the main ideas and put them into a good paragraph. Summarizing helps students comprehend material and store it in long-term memory. It also ensures that mental talents are applied effectively, which enhances memory and comprehension (Susar, 2009).

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review for this study. Theoretical frameworks include writing, summarizing, and previous studies.

A. Summarizing Technique

1. Definition of summarizing

Summarizing is a short text based on the material. Purwandani (2015) defines a state summary as a condensed form of written or spoken material that states the main points while leaving out everything else. The summary means reviewing material, identifying essential from irrelevant elements, and compressing large quantities of information into brief phrases. Summarizing is a way to reduce and shorten a text to one-third or one-quarter of its original size by extracting the main idea of an article, story, or essay (Buckley, 2004). Summarizing is a strategy for cutting longer text passages into a simple way by emphasizing the key points, crucial ideas, or specifics that readers must pay attention to and remember. According to Konuk (2016), summarizing is the process of remaining crucial details from a larger text and repeating them in a brief form. A summary is a short paragraph with content and the essay's core idea (Khoshnevis, 2015). Summarizing cannot be a method of repairing definition, where an approach gives content recited in a simple form (Yasuda, 2015). According to Mikulecky (1996), summarizing is a process of presenting the most crucial ideas from the content in a much easier-to-understand manner.

Summarizing assists students in determining the essential meaning of the text, elaborating, reducing information, connecting ideas, and enhancing memorization (Wichadee, 2014). According to Baleghizadeh (2011), summary writing education is crucial because it improves reading and summarizing skills. Besides, a summary is not

the same as memorizing only the essential details or ideas written during a summary.

This ability encourages the students to focus on the most significant concepts in a book

and connect them to others (Leopold et al. 2012).

    2.   **Procedure of Summarizing**

According to Bacinschi (2018), there are some procedures for summarizing:

a. Students needed to read over the source and make sure they understood its main points. The students must understand the topic to convey the information in their own words.

b. Students must choose what to share and make it simple to readers in the paper's introduction. They must determine if they will present their viewpoint as original or explicitly state that they consulted a source. No matter where the exact words come from, a book, song, magazine, website, or other written source. When quoting an author, one must enclose the quotation marks around it and give due credit to the original author.

c. Write a story without consulting the source material. It may minimize copying in text by doing the above. Students can review the complete reference material again and then rewrite it on a new version to recall anything more significant.

d. Any references used in the paper must be correctly cited, including the author's name and the source, immediately following the final sentence to prevent plagiarism.

Based on the reasoning above, the conclusion of a step of the summarizing technique conducted by Khazaal (2019). 1) Read all the material before summarizing carefully and attentively at least twice to ensure you comprehend it. 2) Emphasize the point ideas and keywords, then delete them. 3) Organize each keyword according to the sequence in which they occurred in the paragraph. 4) Highlight the areas of the text that

support the primary notion. 5) Remove unnecessary material from the original piece, like pictures, quotes, etc. 6) Highlight the key elements and recreate them in your own words. 7) Put the paragraphs applying terms or phrases. 8) Write down every section, passage, or section between one and two statements. 9) Do not add something other than the author's ideas (including your own).

3. Advantages and Disadvantages of summarizing

There are advantages and disadvantages of summarizing in an academic setting. The advantage of summarizing strategies improved the student's comprehend the text and cognitive skills (Andini, 2019). It helps students connections between the text's concepts and their prior knowledge (Huan, 2017). Teaching students how to summarize will improve their memory of what they read (Widyaastuti, 2019). Using summarizing to enhance academic writing skills is effective (Saleem, 2022). Summarizing which parts are unclear and whether the author properly understands the information gathered to convey to the reader (Khazaal, 2019). In other the summarizing technique also has disadvantages, namely that it takes a long time to think about and organize the lines in the sentence structure (Huan, 2017). Students find unfamiliar vocabulary and not enough to write down from memory. Summarizing exercises benefit both students and teachers by demonstrating students' ability to select important information and prioritize and order it.

B. Writing

1. Definition of writing

Writing is an activity that involves the ability to combine words into sentences (Sukha, 2021). It is the ability to share perspectives, views, thoughts, and ways of communicating facts to people. According to McMahan (2016), writing is an activity to convey what the writer feels interests, educate, and persuade the audience. Writing is a

method of communicating ideas using written language as an instrument or medium (Fitriani, 2021). They use it to interact with others and to express thoughts and emotions because they write their thoughts and feelings artistically. According to Sofia (2023), writing is communication through words in written language. Writing is more than creating beautiful paragraphs to write about; it is also about developing good writing mechanics (Setyowati, 2016). According to Hidayati (2018), states that writing is a tool for expressing language. Writing is a way of describing linguistics graphic symbols that other people can understand and read if they can understand both the words and the images (Arianti, 2020).

Writing is a crucial skill that is used and developed. In this case, it can be used as both a teaching and a persuasive tool to convey ideas or provide readers with written information (Anggraini, 2018). It is a tool to convey ideas or provide readers with written information. According to Anarmayanti (2015), writing is putting views or opinions into sentences. Writing is a language ability that interacts with others indirectly rather than face-to-face. Writing is a significant cognitive task because it tests memory, language, and reasoning abilities (Kellogg, 2018). The most challenging skill is writing, which demands coherence, proper grammar structures, and appropriate mechanics, making it a productive skill in language. Writing needs extra focus, knowledge, and effort. Writing is a procedure using composition to communicate inner meaning and form their perspectives about a given topic.

2. **Process of Writing**

The process a writer takes to capture their experiences, observations, facts, and studies is known as the process of writing. According to Harmer (2004), there are four primary components of writing, are:

a. Planning

The essential details in the text are that the writer must consider the aim of their writing, the experience of the audience they are writing for, and the continuity of reality, mind, or arguments they have decided to include. They must also know what they will write in the first draft and use topic structure to organize the facts, ideas, or opinions. They must also decide what they will write in the first draft and make the truth, reality, or opinion using subject structure.

b. Draft

The term drafting can refer to the first draft of a written piece. It is usual to write a text in its first draft to edit it later. Multiple drafts have been produced for the final version as the writing process moves toward editing.

c. Editing

Editing includes fixing errors in syntax, spelling, and mechanics. Other readers' (or editors') comments and suggestions might be helpful when reflecting and modifying. It will assist the author in making the necessary corrections.

d. Final Draft

After editing, students make modifications to their work. The final product may differ slightly from the initial draft after being confronted by several stages. Based on class instructions, students can publish, share, or read their writings, or they only need to put the text on the bulletin board. Since each mentioned writing process is necessary to assemble a composed text, they are not separated.

3. **Components of Writing**

According to Jacob et al. (1981), five components in writing include content, organization, vocabulary, language use, and mechanics.

a. Content

The process of organizing, composing, and revising information to make it easy to comprehend is called content. To ensure definition and simple meaning to readers, it should be cohesive and complete the supporting sentences related to the concept.

b. Organization

To ensure that all concepts are connected and the audience is not confused, the writer must arrange thoughts logically in a coherent composition. The writer coherently requires organizing ideas in sequence logically and making sentences and paragraphs easy to understand.

c. Vocabulary

Vocabulary is essential in the writing process. To produce imaginative sentences and paragraphs that result in easy-to-read and various ways of writing.

d. Language Use

Language use in writing involves correct grammar and usage of verbs, nouns, and agreements. Specialized nouns and verbs provide clear descriptions. Errors in verb use and common misconceptions can occur, but rereading and reviewing can reduce errors.

e. Mechanics

Writing mechanics include capitalization, punctuation, and spelling, which are necessary for readers to understand the writer's message. Capitalization clarifies concepts and separates words, whereas punctuation connects meaning and suggestions. Correct spelling includes adding suffixes, forming plurals, and avoiding word mistakes. These techniques help readers understand the message and transmit information in writing. Good writing mechanics guarantee that the writer's message is clear, accurate, and understandable.

C. Previous Studies

There are some previous studies related to this research at the junior high school, senior high school, and university levels.

Sipayung (2022) conducted studies to determine whether the summarizing technique could enhance the writing abilities of eighth-grade students at SMP N 10 Pematangsiantar. Comparing their results to students who did not use the summarizing technique when learning to write, students who used this activity saw a significant improvement in their writing abilities. Solikhah (2022), conducted a similar study to find out how summarizing short stories affected students' narrative writing skills at SMP Negeri 8 Bandar Lampung in 2020–2021. The study findings have a significant effect on student narrative writing abilities. Doni's (2022) study discovered the impact of the summarizing technique on students' writing ability at SMP Negeri 17 Makassar. The study findings showed that using a summary style improves students' writing abilities while learning English. Widyaastuti et al. (2019) conducted another study to investigate how implementing a summarizing strategy could enhance reading comprehension at SMP Negeri 9 Palu. The result in the summarizing technique improves their reading comprehension. Furthermore, Nasution (2017) looked to determine whether the summarizing method is superior to the traditional method for teaching writing at 8th Grade Perguruan Islam Al-Ulum Terpadu Medan. The findings of this investigation demonstrate that the summarizing method is more powerful than the traditional one in writing instruction.

Uzer (2016) conducted to increase reading comprehension using the summarizing strategy in the 11th grade SMA 1 Palembang. The result showed its potential to enhance their reading comprehension of narrative literature. In the study, Qomariyah (2020) looked at the impact of the summarizing technique on the reading achievement students of SMA Kanjeng Sepuh Sidayu Gresik. The results demonstrated that reading

achievement was higher in the experimental group after treatment and that there was a correlation between reading achievement and the efficacy of the summarizing strategy. The study conducted by Andini (2019) looked at how students at SMK Boyolangu Tulungagung in grade 11 use the summarizing technique to develop the reader's understanding of a text or to build their comprehension. The result showed teaching a summarizing technique might help students read more analytical exposition texts relating to the present situation. Other studies by Sari et al. (2020) compared the impact of two techniques, summarizing and DRTA, on tenth-grade students at SMA Negeri 9 Kota Bengkulu. The results indicated no discernible difference between the two courses, but summaries were more helpful in locating the core idea. Sujarwo (2023) conducted a similar study at SIJA, SMK N 9 Bandar Lampung, to enhance students' reading comprehension using a summary approach in a grade 11 learning activity. The findings revealed the summarizing method significantly improved the learner's reading comprehension and learning activity.

Khazaal (2019) carried out a study to look at how postgraduate students responded to using a summarizing method. The findings summary significantly affects postgraduate students' capacity for academic writing; as a result, educational institutions and university curricula need to use this strategy. Mouri (2020) looked at using summarizing techniques to enhance writing and grammar. The result of this study is that students were interested in and enjoyed writing summaries since it allowed them to work not only on grammatical rules, sentences, and mechanics. Other studies by Ahn (2022) looked for the most effective ways to teach summarizing skills to improve the summarizing proficiency of Korean EFL University students. The results of the data analysis showed a substantial instructional effect on summary writing skills and improved competence. Saleem et al. (2022) looked at the influence of a summarizing strategy on the academic achievement of foreign language learners. The results stated that

the summarizing method helps students in effectively improving their academic writing skills. The research conducted by Khoshsima (2014) investigates the effect of detailed instruction on English students' writing abilities, especially summarizing strategies, to give focused answers to their writing challenges. The study reveals that detail the summarizing approach training was beneficial in Iranian language teaching and learning, particularly in improving writing ability and strategy.

Based on previous studies, they have several similarities and differences with this research. The similarity is that prior research used the same teaching technique to improve student writing skills. The goals of the previous research are the same as this research sees the impact of summarizing strategy. The difference between this study and other research, some of which concentrated on improving reading comprehension and grammar. The difference is that previous studies mostly used the t-test formula to find the result, whereas this study used SPSS. The researcher used a sample of students from the English Department of UIN Ar-Raniry in the academic year 2023/2024. Data collection used tests and questionnaires.
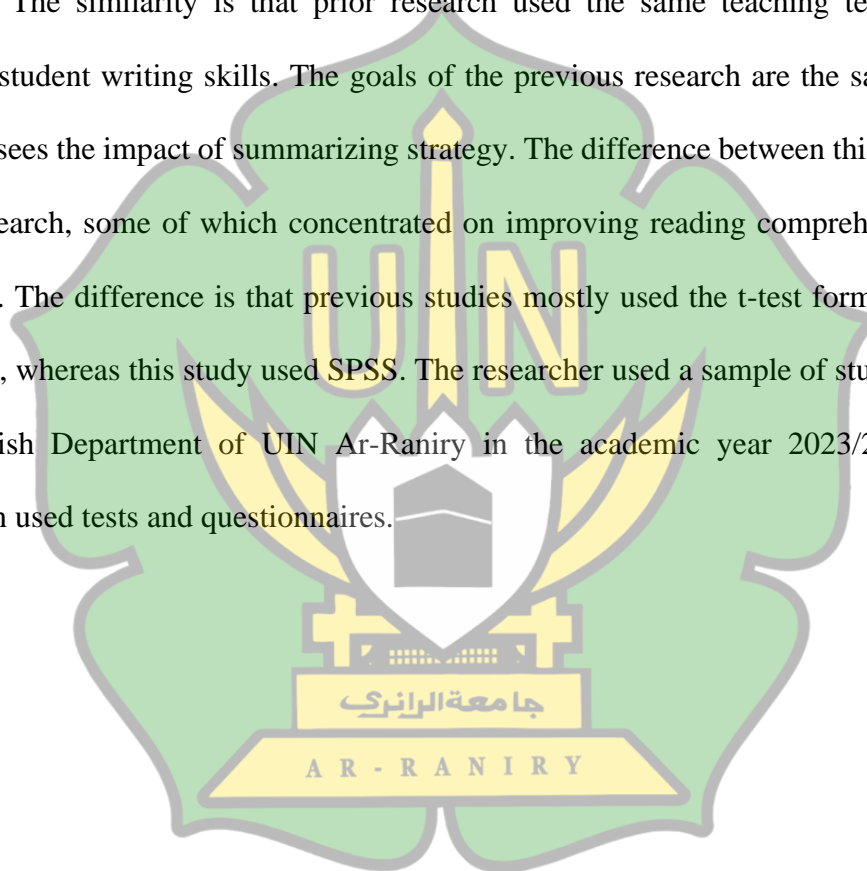
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method related to this study. It includes the research design, research variables, population, and samples, data collection techniques, and data analysis techniques.

A.   Research Design

This type of research is quantitative experimental research. The experiment used in this research is a Pre-Experimental Design One Group Pre-test Post-test Design form, where this design has a pretest before being given treatment. The image below illustrates the research design:

Table 3.1. Pre-experimental to one group of Pre-test and Post-test

O1	X	O2

Source: adaptation of Sugiyono's book, (2016: 6)

Note:

O_1: Pre-test (before treatment)

X: treatment applying the summarizing technique

O_2: Post-test (after treatment)

Based on the explanation above, in carrying out the One Group Pre-test-post-test-test Design experimental research by giving tests before giving treatment (pre-test) to determine student learning outcomes. After that, treatment was given by applying the summarizing technique. Then, after being given the treatment, a test is given to measure student learning outcomes after being given treatment (post-test). This study used the summarizing technique to determine whether there is an influence and to improve their understanding of how it affects students' writing abilities.

17

B. Research Variables

This research contained two variables: the independent variable (X), which determines why the attachment variable emerged or changed. The independent variable in this research is the summarizing technique (X). Meanwhile, the Dependent Variable (Y) is a variable that influences or is a consequence because of the existence of the independent variable. The engagement variable in this research is writing ability (Y).

C. Population & Sample

   1. Population

The population in this study were Department of English Language Education students for the 2023/2024 academic year in learning Intermediate Language Skills, totaling 205 students. They consist of 7 units.

   2. Sample

The selection of participants in this study was carried out randomly sampling was Department of English Language Education at UIN Ar-Raniry Banda Aceh batch 2023/2024, and Unit 4 total of 20 people as participants. The reason for using random sampling is that each participant the students in the 2023 batch has the same opportunity to be selected. The specific reason the writer chose student batch 2023 they had studied material about summarizing.

D. Data Collection

This research used pre-experimental teaching to collect the data using tests and questionnaires.

   1. Tests

     a. Pre-test

The researcher gave the text and asked the students to summarize the text. The assignment was to be finished by the students in fifty minutes.

Instructions!
Read the text carefully and then make a summary based own words.
150-200 words).

Bullying in Schools

Bullying has emerged as a critical issue in schools and communities worldwide. It involves repetitive aggressive behaviors that aim to harm or intimidate an individual who is perceived as weaker. This issue deserves our utmost attention due to its severe consequences on both the victim and the bully. Addressing bullying is not only crucial for the well-being of students but also for fostering a safe and conducive learning environment. One significant reason to combat bullying is its detrimental impact on victims. Victims often experience emotional distress, anxiety, and depression. The continuous fear of being targeted can result in low self-esteem and reduced academic performance.

In extreme cases, bullying has led to tragic outcomes like self-harm and suicide. By addressing bullying, we can protect the mental and emotional health of students, ensuring they can thrive in a positive atmosphere. Furthermore, bullying also has long-term consequences for the bullies themselves. Engaging in aggressive behaviors at a young age can normalize violence as a means of problem-solving. Bullies are at risk of continuing these behaviors into adulthood, affecting their relationships and overall well-being. Intervening in their behavior early on can break this cycle and guide them towards healthier ways of interacting with others. Schools should take a proactive role in preventing bullying.

By implementing comprehensive anti-bullying programs, educational institutions can raise awareness about the issue and teach students empathy, respect, and conflict resolution skills. Teachers and staff should be trained to identify signs of bullying and provide appropriate support to both victims and bullies. Additionally, fostering an inclusive school culture where differences are celebrated can discourage bullying based on factors like appearance, ethnicity, or abilities. In some cases, bullies may come from challenging backgrounds themselves, such as experiencing abuse or neglect at home. This does not excuse their behaviors but highlights the need for a holistic approach. Schools should collaborate with families, offering counseling and resources to address the underlying issues that might contribute to a child's aggressive behavior. This approach not only benefits the individuals involved but also helps build stronger communities.

In conclusion, tackling bullying is an essential undertaking that requires the cooperation of schools, families, and communities. By doing so, we can protect the mental and emotional well-being of students, break the cycle of aggression, and create a nurturing environment where everyone can thrive. It is our collective responsibility to address bullying and ensure that every student has the right to learn and grow without fear.

Source: https://metro.aspirasiku.id/pendidikan/8429993500/contoh-teks-argumentasi-tentang-bullying-bahasa-inggris-dan-artinya-dalam-bahasa-indonesia?page=2

Figure 3. 1 An example of a pre-test

The figure above is an example of a pre-test that was given before treatment was assigned to students for 50 minutes.

b. Treatment

The researcher gave the treatment for four meetings. The researcher explained the summarizing techniques to improve students' writing ability. For the treatment, the researcher adopted instructions summarizing techniques conducted by Khazaal (2019). The researcher then developed their instructions to make the students easily understand them.

c. Post-test

The researcher gives a post-test after a treatment with the same procedure as the pre-test.

Instructions!
Read the text carefully and then make a summary based own words.
150-200 words).

Solution for Bullying

Bullying is a big problem for children and young people who go through it. It knocks their self-esteem makes them lose their confidence, and can make them dread going to school each day. In extreme cases, young people can become suicidal because of bullying, while in other very serious cases, it can get out of hand and lead to the bully murdering their victim. It is also a huge problem for parents and teachers because stopping bullying is a hard task and they often do not know the best ways to go about it. There are three key elements to stopping bullying: educating the bullies, imposing greater sanctions for the bullies, and protecting the victim.

The reason that bullies must be educated is that many of them are not aware of exactly how much they are hurting their victims. In serious cases, it is probably wholly deliberate, but even then, most bullies would not want their victims to become as suicidal as they have made them. Bullying can come in all sorts of forms and one that affects girls is a group of so-called friends excluding them from everything. In cases like these, if the bullies understood that they had become bullies picking on a victim, they may think twice.

The second way to deal with the bullies is to punish them. This could be the only thing that works for incredibly nasty people because they will only care when it begins to affect them. Bullying often is not taken seriously enough; for example, if you punched a person in the middle of the street you would probably be arrested, but if it happens in a case of bullying, the perpetrator might get a detention. It is important not to allow things to happen in school that they would never get away with out in the real world, and children and young people who do not have boundaries and sanctions imposed as they grow up may not obey the law as adults.

The final main way to deal with bullying involves working with the victim. Victims of bullying need to know their self-worth so that they do not just accept what is happening to them, and need to be taught to be assertive without just being aggressive. They should also be taught that self-defense is allowed when necessary, and should not be punished for it, while adults must always listen to them and take their concerns very seriously. All in all, there is no single solution for bullying, but it is not good enough to ignore it just because it is hard to deal with. By using a combination of these three tactics, teachers should be able to stop bullying at school long before it gets out of hand.

Source: https://www.scholaradvisor.com/essay-examples/argumentative-essay-solution-for-bullying/

Figure 3.2 An example of a post-test

The figure above is an example of a post-test that was given after treatment was assigned to students for 50 minutes.

2. Questionnaires

This research used a closed questionnaire. The questionnaire used in this research was the Likert scale. The Likert scale is widely used to measure attitudes, opinions, and perceptions of social phenomena (Sugiyono, 2017). There are four levels on the Likert scale, and the corresponding scores are as follows. 1. Strongly

Disagree (SD) 2. Disagree (D) 3. Agree (A) 4. Strongly Agree (SA).

For the questionnaire, the researcher adopted several previous studies of statements about summarizing strategies conducted by Khazaal (2019) in questions 1-2, Bacinschi (2018) in questions 3-4, Khoshsima (2014) in questions 5-6, Huan (2017), at questions 7-8, and the last Purwandani (2015), at questions 9-10.

Give a check mark (√) to the degree of agreement which corresponds to the statement that has been given.

SA = Strongly Agree (4)
A = Agree (3)
D = Disagree (2)
SD = Strongly Disagree (1)

No.	Statements	Indicators			
		SA	A	D	SD
		4	3	2	1
1.	Summarizing technique is important in writing.				
2.	Summarizing helps me to find the main points and key details, and builds understanding				
3.	Summarizing techniques save time during test review sessions.				
4.	By using summarizing techniques, I can construct personal meaning so that I can know what I know and what I still need to know.				
5.	Using summarizing techniques makes me a more critical reader and creative in writing.				
6.	Using summarizing techniques helped me improve my understanding of the text at a very good level.				
7.	Summarizing techniques can motivate me to connect new ideas or concepts in the text with my previous knowledge				
8.	The summarizing technique increased my interest in learning English vocabulary in addition to offering an effective approach to enhancing vocabulary mastery.				
9.	By using the summarizing technique to assist me with data gathering, filtering, and syntheses I can determine which recent knowledge is most crucial to note and retain.				
10.	Summarizing technique in teaching reading, helps me get the point of the text easily.				

Figure 3.3 An example of a Questionnaire

The figure above is an example of a questionnaire on students' perceptions of the summarizing technique.

E. **Data Analysis**

    1. **Test**

Students completed a pre-test to assess their writing abilities and a post-test to evaluate the effect of summarizing. The study aimed to see the impact of the summarizing technique on students at the Department of English Language Education of UIN Ar-Raniry. The first and second tests are given to students as instruments for analyzing research to obtain the required data to see how the student's writing skills improved by using the summarizing technique.

Data analysis pre-test and post-test of the research used a summarizing assessment rubric to give their scoring. According to Frey (2003), in summarizing, five components are adapted can be seen in Appendix I to complete.

Table 3.2. *Scoring Rubric of Summarizing*

Summarizing assessment	Score
Length	4
Accuracy	4
Paraphrasing	4
Focus	4
Conventions	4

Taken from Frey et.al, (2003:48)

For the data analysis pre-test and post-test of the research used a writing rubric to give their scoring. According to Brown (2004), in writing, five components are adapted can be seen in Appendix I to complete.

Table 3.3. Scoring Rubric of Writing

Aspect of Writing	Score
Content	30
Organization	20
Vocabulary	20
Language use	25
Mechanics	5

Taken from Brown, (2004: 39-41).

Data analysis in this study utilized SPSS (Statistical Product and Service Solution) as a tool for automated statistical data processing and interpretation of results. SPSS is a computer program that uses statistical analysis, a program package for processing and analyzing data.

2. Questionnaire

Questionnaires or statements use a Likert scale model. This scale uses four alternative answers, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). So, the data obtained is quantitative; each alternative answer has its score.

The following is the weight of the Likert scale assessment of positive and negative perceptions (Sugiyono, 2017).

Table 3.4. Assessment of The Likert Scale

Choice of Answer	Code	Score
Strongly Agree	SA	4
Agree	A	3
Disagree	D	2
Strongly Disagree	SD	1

The data collected and analyzed used SPSS (Statistical Product and Service Solution) to address research questions and present the study's findings.
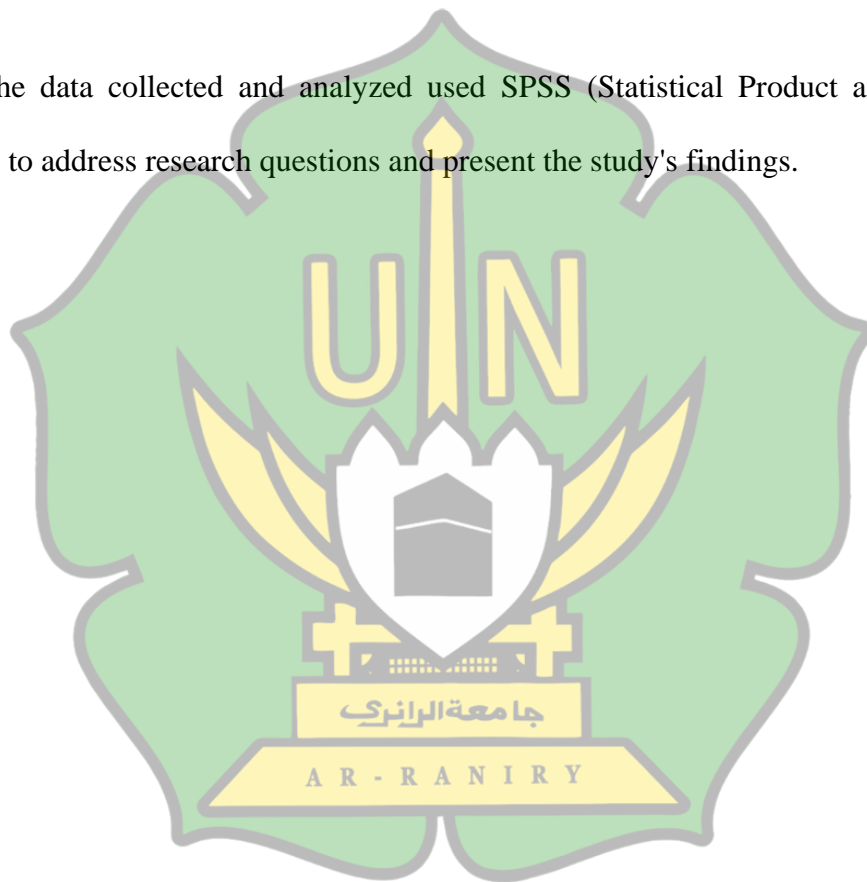
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the students' progression of the influence of summarizing techniques on students' writing ability. It contains the results of the students' pre-test, post-test, and questionnaire. The findings are discussed in this chapter to answer the research questions in the first chapter.

A. Findings

This section discusses the research findings and results. In collecting data, researchers conducted a pre-test, post-test, and questionnaire to determine the influence of summarizing techniques on students' writing abilities. The researcher used the results of the average of students before the treatment and post-test of students after treatment, as well as a questionnaire on students' perceptions. Below are presented the results of the pre-test and post-test research in the summarizing the test and the writing test.

1. **Research Questions: Do the summarizing techniques influence students' writing ability?**

   a. The results of students' scores of pre-tests and post-tests in summarizing the test improved in their summary writing.

The researcher utilized two tests to get the data: pre-test and post-test. Table 4.1 shows the pre-test and post-test results of students' mean scores in the summarizing test.

Table 4.1. The students' scores of pre-tests and post-tests in the summarizing test

No.	Initial of the students'	Summarizing	
		Pre-test	Post-test
1.	MH	75	80
2.	CZN	80	75
3.	N	50	75
4.	YM	60	75
5.	HH	55	70
6.	MR	55	70
7.	MCI	55	70
8.	S	55	70
9.	ZW	55	70
10.	ZN	60	70
11.	CM	60	70
12.	MZRS	75	65
13.	ZK	70	60
14.	CU	50	60
15.	Y	55	60
16.	A	50	60
17.	SA	75	60
18.	FJ	65	55
19.	SZ	60	55
20.	NRS	60	50
	Total	1220	1320
	Mean	61,00	66,00

The data above shows the mean pre-test score in the summary test was 61,00, and the mean post-test score in the summary test was 66,00. The difference between the two tests is 5.0. The summary test results improved in five categories, as shown in Appendix H, which includes examples of the pre-test and post-test results.

Chart 4.1. Pre-test and Post-test in the Summary test.
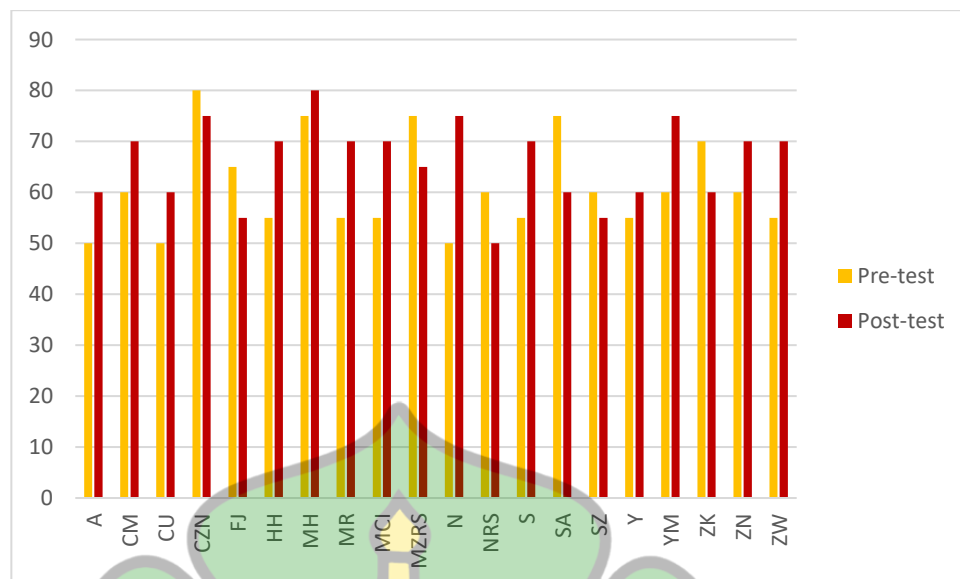
The data above presented the differences between the results of the pre-test and post-test in the Summary test.

b. The results of students' scores of pre-tests and post-tests in writing tests improved their writing ability

The research did the research four meetings. First, meeting the researcher gives a pre-test summary and then a writing test. The researcher then provides a treatment on summarizing that can impact their writing. At the last meeting, the researcher gave a post-test of the writing test. The following explanation is the result of the post-test and the mean score of students in the writing test in Table 4.2.

Table 4.2. The students' scores of post-tests and pre-tests in writing test

No.	Initial of the students'	Writing	
		Pre-test	Post-test
1.	MH	91	94
2.	CZN	82	92
3.	S	67	89
4.	N	82	87
5.	SA	59	80
6.	Y	79	77
7.	CM	39	76
8.	MCI	79	76
9.	ZW	69	76
10.	FJ	43	70
11.	YM	94	70
12.	ZN	53	68
13.	SZ	59	68
14.	ZK	62	65
15.	MZRS	75	61
16.	MR	63	60
17.	HH	58	60
18.	A	59	53
19.	NRS	53	50
20.	CU	54	29
	Total	1320	1401
	Mean	66,00	70,05

The data presented above shows that the post-test scores increased compared to the pre-test. The pre-test score was 66.00; the post-test score was 70.05. The difference between these two averages is 4,05. The improvement in their writing test was in five categories. It shows the example of the pre-test and post-test in Appendix H.

Chart 4.2. Pre-test and Post-test in the Writing test.
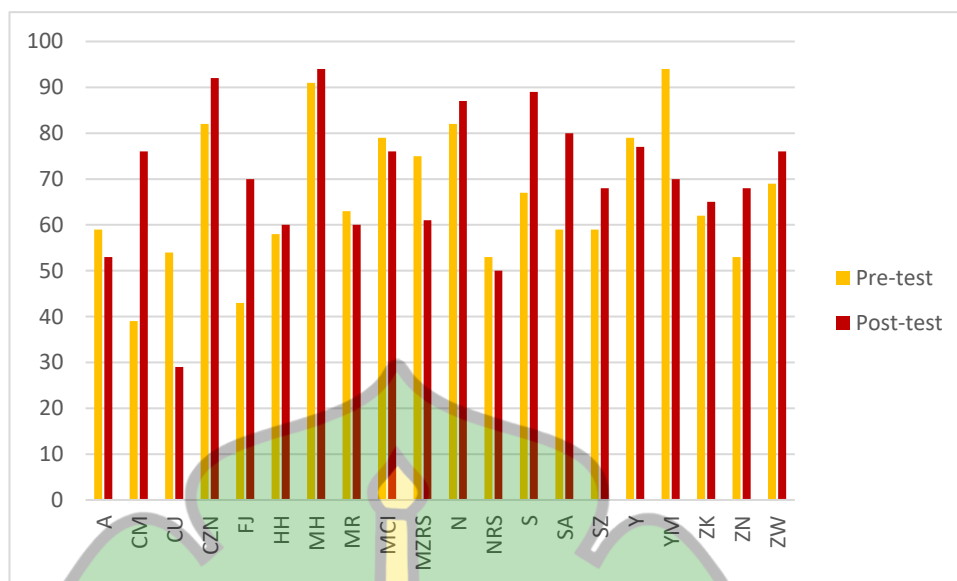
The data above shows the differences between the results of the Pre-test and Post-test in writing tests.

2. Research Questions: What are students' perceptions of summarizing techniques that influence their writing ability?

This section presents research findings that address the research topics in Chapter One. The data provides answers to questions regarding students' perceptions of the effectiveness of the summarizing strategy in improving their writing skills. The findings suggest that using summarizing techniques can determine students' writing skills. The researcher gave the information in the table 4.3.

Table 4.3. Questionnaire of student's perceptions

	Statements	Indicators (%)				
		SA	A	D	SD	
		4	3	2	1	
1.	Summarizing technique is important in writing.	60	40	0	0	
2.	Summarizing helps me to find the main points and key details, and builds understanding	65	35	0	0	
3.	Summarizing techniques save time during test review sessions.	15	60	25	0	
4.	By using summarizing techniques, I can construct personal meaning so that I can know what I know and what I still need to know.	30	65	5	0	
5.	Using summarizing techniques makes me a more critical reader and creative in writing.	55	45	0	0	
6.	Using summarizing techniques helped me improve my understanding of the text at a very good level.	55	45	0	0	
7.	Summarizing techniques can motivate me to connect new ideas or concepts in the text with my previous knowledge	30	65	5	0	
8.	The summarizing technique increased my interest in learning English vocabulary in addition to offering an effective approach to enhancing vocabulary mastery.	55	40	5	0	
9.	By using the summarizing technique to assist me with data gathering, filtering, and syntheses I can determine which recent knowledge is most crucial to note and retain.	15	85	0	0	
10.	Summarizing technique in teaching reading, helps me get the point of the text easily.	40	60	0	0	
	Total	420	540	40	0	
	Mean	42	54	4	0	100

As shown in Table 4.3, the students highly believe that using summarizing techniques can improve writing skills 42% strongly agreed, 54% agreed, 4% disagreed, and 0% strongly disagreed. Based on the percentages above, using summarizing techniques in writing can help them develop their writing skills; in other words, summarizing techniques are effective for learning writing.

B. Discussion

The researcher discusses the research questions mentioned in Chapter 1 in this discussion. Here, the researcher explains the study's findings in this section. It has been discussed below for a discussion of the research questions in Chapter 1:

1. **Research Questions: 1. Do the summarizing techniques influence students writing ability?**

To answer the first research question, pre-tests, and post-tests to students before and after treatment. The pre-test results show the ability to write before using the summarizing technique. In contrast, the post-test results showed the development and improvement of writing ability after using the summarizing technique. Based on the results of the post-test scores in the summarizing technique, there is a significant increase in students' writing ability in summary and writing tests after using the summarizing technique.

The result of the summary test in the pre-test and post-test increased, as shown in Table 4.1. The scores of students in the summarizing technique increased significantly from the Pre-test to the Post-test, with an average difference of 5,0 mean. The improvement students in their summary test were in five categories length, accuracy, paraphrasing, focus, and conventions. In Appendix H, examples of students' results of pre-tests and post-tests.

While the writing test in the pre-test and post-test increased, as shown in Table 4.2. The scores of students in the writing test from the pre-test and post-test had an average difference of 4,05. The improvement of students in their writing test was in five categories content organization, vocabulary, language use, and mechanics. For example, the results of pre-tests and post-tests are in Appendix H.

Ahn (2022), the most effective way to teach summarizing skills is to improve the summarizing proficiency of Korean EFL University students. The experimental group demonstrated a significant instruction effect on summary writing performance, with a substantial change in accuracy between the first and second summaries. Okome (2021) to know the impact of three summary writing strategies, direct instruction, cognitive strategies, and reading test strategies, on high school students' achievement in English summary writing. His research used a quasi-experimental design with a pre-test and post-test. The direct instruction strategy is the most successful in instructing students in summary writing.

Sipayung (2022) compared students who did not use the summarizing technique when learning to write, and students who used this activity saw a significant improvement in their writing abilities. Then Solikhah (2022) determined how summarizing short stories affected students' narrative writing skills at SMP Negeri 8 Bandar Lampung in 2020/2021. The study has a significant effect on student narrative writing abilities. Doni's study (2022), discovered the impact of the summarizing technique on students' writing ability at SMP Negeri 17 Makassar, and her findings showed that using a summary style improves the students' writing abilities while learning English.

2. Research Questions: What are students' perceptions of summarizing techniques that influence their writing ability?

The researcher used a questionnaire to examine the feelings and perspectives of students on the summarizing technique that influences their writing ability. Researchers will receive detailed data in this manner. After giving the questionnaire to the students and collecting the results, the researcher used frequency and percentage distributions to analyze the data, examining the frequency and percentage of responses for each statement in the questionnaire. In each statement, the students agreed on the same levels of agreement regarding the statement. However, some students chose different levels of agreement with others. Based on the above findings, the summarization technique is effective in learning and can improve their understanding and writing skills. The students have positive perceptions and feelings when they use the summarizing technique in the learning process, which enhances their writing ability.

Similarly, Khazaal (2019) carried out a study to look at how postgraduate students responded to using a summarizing method. The summary significantly affects postgraduate students' capacity for academic writing; as a result, educational institutions and university curricula need to use this strategy. Ma'rifah (2017) investigated the influence of summarizing activities on reading comprehension, identifying the most successful aspects, and analyzing student responses. This research used test questionnaires as the data collection instrument for the study, which used a single group pre-test and post-test design. After teaching students using a summarizing strategy, their reading comprehension increased. Juliantina (2019) research focused on a summary of student writing achievement institutions and university curricula need to use this strategy. The data collection tool for her study is a multiple-choice exam with 20 questions. The result of her research makes a summary that can improve student

achievement in writing. Mouri (2020) uses summarizing techniques to enhance writing and grammar. The result of the study is students were interested in and enjoyed writing summaries since it allowed them to work not only on grammatical rules, sentences, and mechanics.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions from this research. Conclusions are written based on the analysis of the research results and the data obtained.

A. Conclusion

Based on the research conducted and the data analysis in the previous chapter, the researcher presents the following conclusion:

1. The results showed that the pre-test score was 61,00, and the post-test score was 66,00 in the summary test. There is a 5,0 difference between the two tests. The conclusion indicates the summarizing technique helps students in summary writing. The average score on the post-test was 70,05, while on the pre-test, 66,00 in the writing test. When comparing these two averages, there is a 4,05 difference between them. The conclusion indicates the summarizing technique helps students' in writing skills.

2. Most of the students agreed that employing summarizing strategies increased their interest while they were studying. They supported that it was easier to understand the content, identify the key ideas, and learn a new language when they used the summarizing strategy. It is also easy for the students to find ideas. It helps the students know concepts and enhances their writing originality and comprehension.

B. Suggestions

This study provides evidence that the use of the summarizing technique in increasing students' writing has affected the results achieved by students. However, the researcher has some suggestions for teachers, students, and especially future researchers who will explore the same topic as this study.

1. The researcher suggests that teachers use summarizing techniques to increase students' writing ability because it can attract students' attention. It also can make it easier to comprehend the point of the text or material.

2. The researcher suggests that students practice their writing skills using summarizing techniques.

3. The next researcher should broaden the scope of this study, which can explain with detail student motivation in increasing writing ability. The next researcher can also use or add other instruments to collect more detailed data.
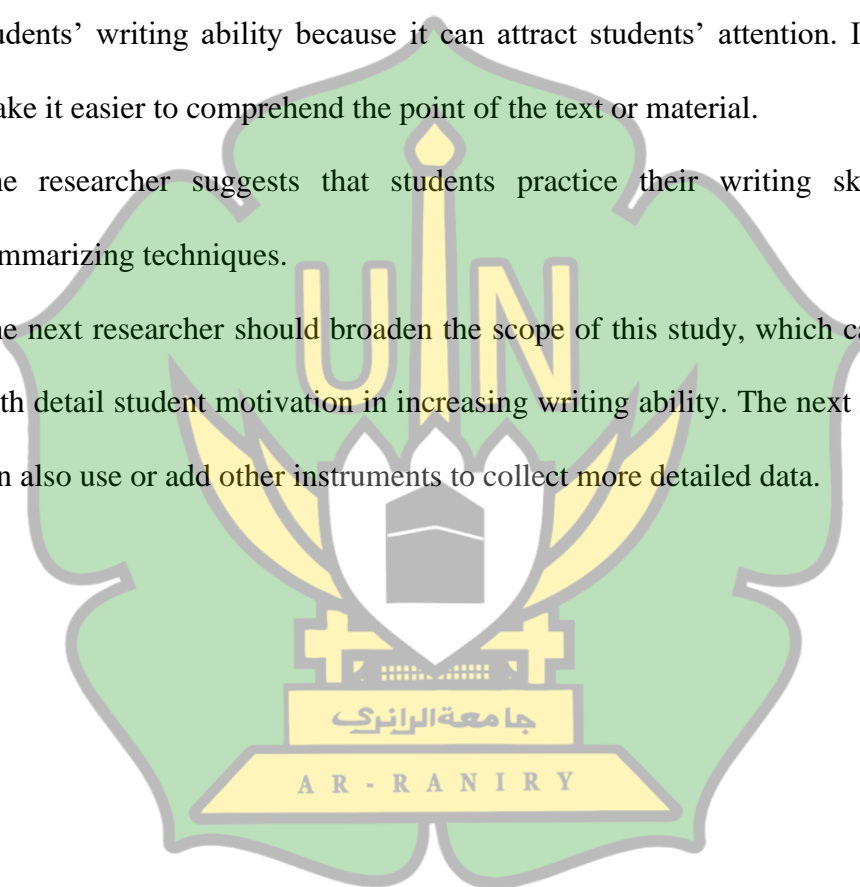
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APPENDIX A: Appointment letter from the supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 1629/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU :
Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-10855/Un.08/FTK/Kp.07.6/09/2023

KEDUA :
Menunjuk Saudara :

1. Dr. Mustafa AR, M.A   Sebagai Pembimbing pertama
2. Khairiah Syahabuddin, MHSc.Esl.,M. TESOL., Ph.D   Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama   : Dwi Nur Adinda
NIM   : 180203048
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Influence of Summarizing Technique on Students' Writing Ability

KETIGA :
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT :
Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA :
Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM :
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 25 Januari 2024
Dekan

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B: Recommendation letter from FTK to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-1801/Un.08/FTK.1/TL.01/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **DWI NUR ADINDA / 180203048**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Rukoh Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Summarizing Technique on Students' Writing Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 02 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 08 Maret 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: Confirmation letter from the English Language Education Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-261/Un.08/PBI/Kp.01.2/5/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Dwi Nur Adinda
NIM : 180203048
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa
Alamat : Rukoh Syiah Kuala Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Influence of Summarizing Technique on Students Writing Ability"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Mei 2024
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah **Dahliana**

APPENDIX D: Test

PRE-TEST

Instructions!
Read the text carefully and then make a summary based own words.
150-200 words).

Bullying in Schools

Bullying has emerged as a critical issue in schools and communities worldwide. It involves repetitive aggressive behaviors that aim to harm or intimidate an individual who is perceived as weaker. This issue deserves our utmost attention due to its severe consequences on both the victim and the bully. Addressing bullying is not only crucial for the well-being of students but also for fostering a safe and conducive learning environment. One significant reason to combat bullying is its detrimental impact on victims. Victims often experience emotional distress, anxiety, and depression. The continuous fear of being targeted can result in low self-esteem and reduced academic performance.

In extreme cases, bullying has led to tragic outcomes like self-harm and suicide. By addressing bullying, we can protect the mental and emotional health of students, ensuring they can thrive in a positive atmosphere. Furthermore, bullying also has long-term consequences for the bullies themselves. Engaging in aggressive behaviors at a young age can normalize violence as a means of problem-solving. Bullies are at risk of continuing these behaviors into adulthood, affecting their relationships and overall well-being. Intervening in their behavior early on can break this cycle and guide them towards healthier ways of interacting with others. Schools should take a proactive role in preventing bullying.

By implementing comprehensive anti-bullying programs, educational institutions can raise awareness about the issue and teach students empathy, respect, and conflict resolution skills. Teachers and staff should be trained to identify signs of bullying and provide appropriate support to both victims and bullies. Additionally, fostering an inclusive school culture where differences are celebrated can discourage bullying based on factors like appearance, ethnicity, or abilities. In some cases, bullies may come from challenging backgrounds themselves, such as experiencing abuse or neglect at home. This does not excuse their behaviors but highlights the need for a holistic approach. Schools should collaborate with families, offering counseling and resources to address the underlying issues that might contribute to a child's aggressive behavior. This approach not only benefits the individuals involved but also helps build stronger communities.

In conclusion, tackling bullying is an essential undertaking that requires the cooperation of schools, families, and communities. By doing so, we can protect the mental and emotional well-being of students, break the cycle of aggression, and create a nurturing environment where everyone can thrive. It is our collective responsibility to address bullying and ensure that every student has the right to learn and grow without fear.

POST-TEST

Instructions!
Read the text carefully and then make a summary based own words.
150-200 words).

Solution for Bullying

Bullying is a big problem for children and young people who go through it. It knocks their self-esteem makes them lose their confidence, and can make them dread going to school each day. In extreme cases, young people can become suicidal because of bullying, while in other very serious cases, it can get out of hand and lead to the bully murdering their victim. It is also a huge problem for parents and teachers because stopping bullying is a hard task and they often do not know the best ways to go about it. There are three key elements to stopping bullying: educating the bullies, imposing greater sanctions for the bullies, and protecting the victim.

The reason that bullies must be educated is that many of them are not aware of exactly how much they are hurting their victims. In serious cases, it is probably wholly deliberate, but even then, most bullies would not want their victims to become as suicidal as they have made them. Bullying can come in all sorts of forms and one that affects girls is a group of so-called friends excluding them from everything. In cases like these, if the bullies understood that they had become bullies picking on a victim, they may think twice.

The second way to deal with the bullies is to punish them. This could be the only thing that works for incredibly nasty people because they will only care when it begins to affect them. Bullying often is not taken seriously enough; for example, if you punched a person in the middle of the street you would probably be arrested, but if it happens in a case of bullying, the perpetrator might get a detention. It is important not to allow things to happen in school that they would never get away with out in the real world, and children and young people who do not have boundaries and sanctions imposed as they grow up may not obey the law as adults.

The final main way to deal with bullying involves working with the victim. Victims of bullying need to know their self-worth so that they do not just accept what is happening to them, and need to be taught to be assertive without just being aggressive. They should also be taught that self-defense is allowed when necessary, and should not be punished for it, while adults must always listen to them and take their concerns very seriously. All in all, there is no single solution for bullying, but it is not good enough to ignore it just because it is hard to deal with. By using a combination of these three tactics, teachers should be able to stop bullying at school long before it gets out of hand.

Source: https://www.scholaradvisor.com/essay-examples/argumentative-essay-solution-for-bullying/

APPENDIX E: Questionnaire

Name:
Nim:
Unit:

Give a check mark (√) to the degree of agreement which corresponds to the statement that has been given.

SA   = **Strongly Agree (4)**
 A   = **Agree (3)**
 D   = **Disagree (2)**
SD   = **Strongly Disagree (1)**

No.	Statements	Indicators			
		SA	A	D	SD
		4	3	2	1
1.	Summarizing technique is important in writing.				
2.	Summarizing helps me to find the main points and key details, and builds understanding				
3.	Summarizing techniques save time during test review sessions.				
4.	By using summarizing techniques, I can construct personal meaning so that I know what I know and what I still need to know.				
5.	Using summarizing techniques makes me a more critical reader and creative in writing.				
6.	Using summarizing techniques helped me improve my understanding of the text at a very good level.				
7.	Summarizing techniques can motivate me to connect new ideas or concepts in the text with my previous knowledge				
8.	The summarizing technique increased my interest in learning English vocabulary in addition to offering an effective approach to enhancing vocabulary mastery.				
9.	By using the summarizing technique to assist me with data gathering, filtering, and syntheses I can determine which recent knowledge is most crucial to note and retain.				
10.	Summarizing technique in teaching reading, helps me get the point of the text easily.				

APPENDIX F: Scoring Rubric of Summarizing

Scoring Rubric Summarizing Assessment

|	4	3	2	1
Length	6-8 sentences	9 sentences	10 sentences	11 sentences
Accuracy	All statements are accurate and verified by story	Most statements are accurate and verified by story	Some statements cite outside information or opinions	Most statements cite outside information or opinions
Paraphrasing	No more than 4 words in a row taken directly from the story	One sentence contains more than 4 words in a row taken directly from the story	Two sentences contain more than 4 words in a row taken directly from the story	3+ sentences contain more than 4 words in a row taken directly from the story
Focus	The summary consists of the main idea and important details only	The summary contains the main idea and some minor details	The summary contains the main idea and only minor details	The main idea of the story is not discussed
Conventions	No more than one punctuation, grammar, or spelling error	2-3 punctuation, grammar, or spelling errors	4-5 punctuation, grammar, or spelling errors	6+ punctuation, grammar, or spelling errors

Taken from Frey et.al, (2003:48)

APPENDIX G: Scoring Rubric of Writing

Scoring Rubric to Writing Assessment

Aspect of Writing	Level	Score	Criteria
Content	Very good - Excellent	24 - 30	The subject matter is clear and comprehensive, and it is relevant to the issue
	Average – Good	16 - 23	The concept is clear and full, but the particulars are almost related to it
	Poor – Fair	8 - 15	The concept is clear and full, but the details are unrelated to it
	Very poor	1 - 7	The theme is unclear, and the specifics are unrelated to it
Organization	Very good - Excellent	16 - 20	The contents are full, and the processes are well outlined with appropriate relationships
	Average – Good	11 – 15	Materials are nearly complete, and stages are described with nearly appropriate connectives
	Poor – Fair	6 – 10	Materials are incomplete, the stages have not been properly defined, and a few connectives are misused
	Very poor	1 - 5	The resources are incomplete, and the steps cannot be clear
Vocabulary	Very good - Excellent	16 - 20	Words and sentences are used effectively
	Average – Good	11 – 15	A few lexical and grammatical errors, but no change in meaning
	Poor – Fair	6 – 10	Restricted variety of words and word arrangements.
	Very poor	1 - 5	Very limited understanding of word structures, and unclear

Language use	Very Good - Excellent	19 - 25	A complex structure that is effective
	Average – Good	13 - 18	Structure that is both functional and simple
	Poor – Fair	7 - 12	Significant issues in simple/complex buildings
	Very poor	1 - 6	Almost little command of sentence structure guidelines
Mechanics	Very good – Excellent	5	It utilizes accurate grammar, formatting, and style
	Average – Good	4	It has some grammar, punctuation, and stylistic issues.
	Poor – Fair	3	It contains several spelled-out and grammatical issues
	Very poor	2	It is dominated by mistakes in grammar, punctuation, and capitalization issues

Taken from Brown, (2004).
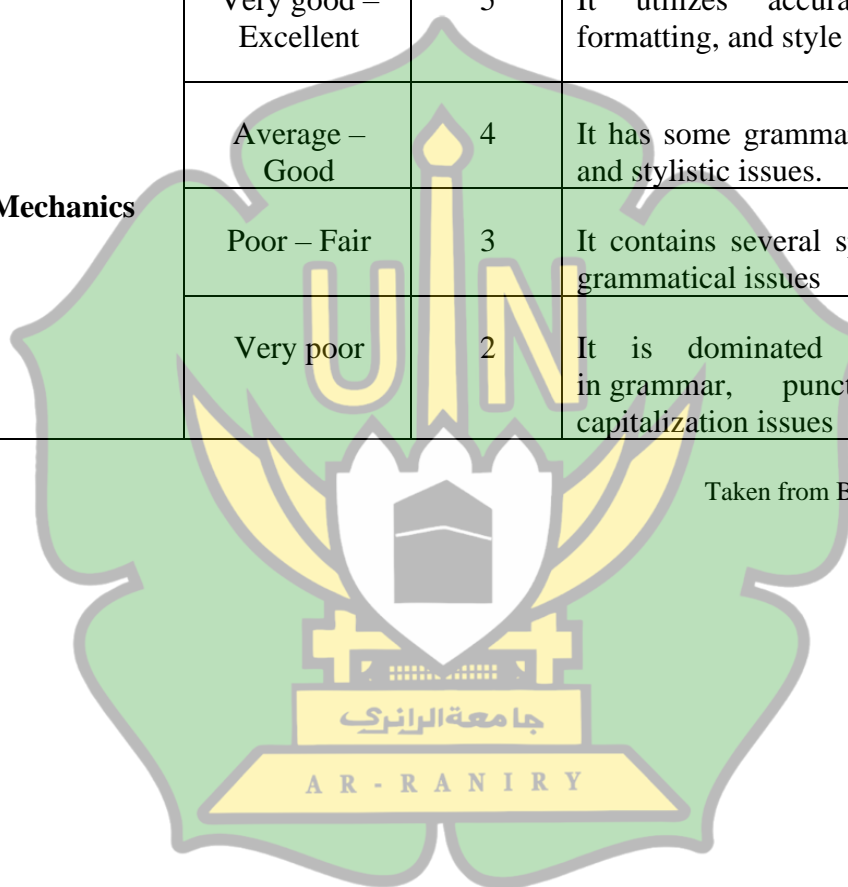
APPENDIX H: Students' Pre-Test and Post-Test Worksheet Result

The example of pre-test and post-test in the Summary test

1. Student initials CM

Please summarize the above text based on your words.

(150-200 words).

Time : 50 minutes

Bullying in Schools

Bullying has emerged as a ~~critical~~ critical issue in school and communities worldwide. It involves repetitive aggressive behaviors that aim to harm or intimidate an individual who is perceived as weaker.

In this case, bullying had led to tragic ~~otto~~ outcomes like self-harm and suicide. Furthermore, bullying also has long-term & consequences for the bullies themselves.

Addressing bullying is not only crucial for the well-being of student but also fosters a safe and conducive learning environment.

By implementing comprehensive anti-bullying program, education al Institutions can raise awareness about the ~~tsa~~ issue and teach student empathy, respect, and conflict resolution skills. Teachers and staff should be trained to identify signs of bullying and provide appropriate support to both victims and bullies.

Stop bullying guys!!!

Length   = 4
Accuracy   = 3
Paraphrasing = 1   } 12×5 = 60
Focus   = 3
Conventions = 1

1.1 The example of pre-test

Please summarize the above text based on your words.

(150-200 words).

Time: 50 minutes

Solution for Bullying

bullying is a big Problem for Chudren and young People who go throuout. It knocks their self esteem makes them lose their confidence and can make them dread gans to school.

There are three key element to stopping bullying: education the bunies imposing greater sanctions for the bunies and Protection the Victim.

the first to solution bullyins is education the bunies because many of them are not aware of exactly how much they are hurting their Victims. in cases like these, if the bunies understood that they had become bunies Pictins on a Victum, they may think twice.

The second away to deal with the bunies is to Punish them. This could be the only thins that works for incredibly nasty People because they will only care when it begins to affect them.

The Final main way to deal with bullyins Involves working with the Victum. Victum of bullyins need to know their self-worth so that they do not just accept what is happenins to them.

Length = 3
Accuracy = 3
Paraphrasing = 1
Focus = 4
Conventions = 3

} 14 × 5 = 70

1.2 The example of post-test

2. Students' initial MH

Please summarize the above text based on your words.

(150-200 words).

Time : 50 minutes

Bullying in Schools

Bullying in schools is a widespread issue characterized by repetitive aggressive behaviours targeting perceived weaker individuals. This problem has severe consequences for both victims and bullies, leading to emotional distress, anxiety depression, low self-esteem, and even self harm or suicide in extreme cases. Addressing bullying is crucial to protect students' mental and emotional well-being and create a positive learning atmosphere. It also helps prevent long-term negative effects on bullies themselves, such as normalizing violence and impacting their relationships and overall life satisfaction. Schools can combat bullying by implementing anti-bullying programs raising awareness, teaching empathy and conflict resolution skills fostering inclusive school cultures training staff to identify and support victims and bullies and addressing underlying issues contributing to aggressive behaviour through collaboration with families and offering counseling and resources. This proactive approach ensures a safe and conducive learning environment for all students to thrive.

Length = 4
Accuracy = 3
Paraphrasing = 3
Focus = 3
Conventions = 2

15 × 5 = 75

2.1 The example of a pre-test

Please summarize the above text based on your words.

(150-200 words).

Time: 50 minutes

Solution for Bullying

Bullying is a major problem for children and young people who experience it. It can damage their self-esteem, make them lose their self-confidence, and make them afraid to go to school. There are three key elements to stopping bullying: educating the perpetrators, imposing harsher sanctions, and protecting the victims.

Educating the Perpetrators is important because many of them are unaware of how much they are hurting their victims. Punishing the Perpetrators is also important because they will only care when it soon starts to affect them. Working with the victims is also crucial by helping them understand their self-worth and learn to be assertive without becoming aggressive.

By applying this comprehensive approach, it is hoped that bullying can be effectively addressed and prevent more severe negative impacts on the children and young people involved.

Length = 4
Accuracy = 4
Paraphrasing = 2
Focus = 4
Conventions = 2

= 80

2.2 The example of post-test

The example of pre-test and post-test in Writing test

1. Students initial CM

Please write a short essay with the title below.

(150-200 words).

Time : 50 minutes

Bullying in Schools

Bullying is behavior that is intentional and carried out repeatedly using Physical or Psychological means to threaten or attack someone which can result in Psychological harm, developmental obstacles, etc. This bullying occurs because there is a power gap between the Perpetrator and the Victim. Bullying does not only take the form of Physical violence but can also take the form of Psychological.

- The first impact of bullying is Physical, such as indigestion, bruising, or injury due to Phisical Violence experieced or it could also indirectly attack the Physical.

- The second impact is Psychological, such as the emergence of anxiety disorder and depression. conditional like this will automatically cause health problem. To cause like self-harm and suicide, and many other bad impacts

from some of the bad effects that have been caused, bullying especially among students, should be erais erasicated. To overcome this, the role of Parent, teacher community, and government is needed.

Content : 16
Organization : 9
Vocabulary : 6   39
Language use : 6
Mechanics : 2

3.1 The example of a pre-test

Please write a short essay with the title below.

(150-200 words).

Time: 50 minutes

Solution for Bullying

Bullying is a Pervasive issue that affects individuals of all ages and can have devastating consequences. It is essential to address this Problem and establish effective solutions to create a safe and inclusive environment for everyone. Here are some Potential Solution for bullying:

One of the most crucial steps in combating bullying is educating people about its harmful effects and Promoting awareness.

The second way to deal with the bullies is to Punish them. This could be the only thing that works for incredibly nasty People because they will only care when it begins to affect them.

In severe cases of bullying legal measures should be taken to Protect the Victims and hold the Perpetrators accountable. Laws and Policies should be in Place to ensure that bullying is treated as a serious offense.

By implementing these solutions, we can create a society where bullying is not tolerated and everyone can live in safety and harmony.

Content = 23
Organization = 7
Vocabulary = 16
Language Use = 17
Mechanics = 3

76

3.2 The example of a post-test

2. Students initial MH

Please write a short essay with the title below.

(150-200 words).

Time : 50 minutes

Bullying in Schools

Bullying in schools is a pervasive issue with detrimental effects on students well-being and academic performance. It encompasses various forms of aggressive behavior including Physical, verbal, and relational aggression. Victims of bullying often experience anxiety, depression, and low self-esteem leading to academic disengagement and social isolation. Moreover bystanders may suffer from guilt or fear perpetuating a culture of silence.

Preventing bullying requires a multi-faceted approach involving educators, parents, and communities. Schools should implement comprehensive anti-bullying policies, Fostering a safe and inclusive environment where students feel empowered to report incidents without fear of retaliation. Educational initiatives Promoting empathy conflict resolution and Positive communication skills are essential in cultivating a culture of respect and empathy.

Addressing bullying requires collective effort and vigilance to create nurturing school environments where every students feel valued and respected. By fostering empathy and understanding, we can combat bullying and Promote a culture of kindness and acceptance in schools.

Content   = 27
Organization = 20
Vocabulary   = 18
Language use = 22
Mechanics   = 4

} 91

4.1 The example of pre-test

Please write a short essay with the title below.

(150-200 words).

Time: 50 minutes

Solution for Bullying

Bullying remains a Pervasive issue in Schools and communities, demanding multifaceted solutions. Firstly, fostering empathy through education is vital. Teaching children to understand and respect differences cultivates a culture of inclusivity. Secondly, Proactive intervention is crucial. Schools must implement comprehensive anti-bullying Policies that Prioritize Prevention, detection, and intervention. This includes training Staff to recognize warning Signs and Providing Support Systems for both victims and perpetrators. Thirdly, Promoting a culture of accountability holds individuals responsible for their actions. Encouraging bystander intervention empowers peers to speak out against bullying behavior. Lastly, fostering open communication channels encourages victims to report incidents without fear of retaliation. Collaboration between educators, Parents, and Community Stakeholders is essential for creating safe and supportive environments where bullying is not tolerated. Only through collective effort can we effectively combat bullying and nurture environments where everyone feels valued and respected.

Content   = 30
Organization   = 20
Vocabulary   = 20
Language use   = 20
Mechanics   = 4

4.2 The example of post-test

APPENDIX I: Students' Questionnaire Result

Give a check mark (√) to the degree of agreement which corresponds to the statement that has been given.

SA = Strongly Agree (4)
A = Agree (3)
D = Disagree (2)
SD = Strongly Disagree (1)

No.	Statements	Indicators			
		SA	A	D	SD
		4	3	2	1
1.	Summarizing technique is important in writing.	✓			
2.	Summarizing helps me to find the main points and key details, and builds understanding	✓			
3.	Summarizing techniques save time during test review sessions.		✓		
4.	By using summarizing techniques, I can construct personal meaning so that I can know what I know and what I still need to know.	✓			
5.	Using summarizing techniques makes me a more critical reader and creative in writing.	✓			
6.	Using summarizing techniques helped me improve my understanding of the text at a very good level.		✓		
7.	Summarizing techniques can motivate me to connect new ideas or concepts in the text with my previous knowledge		✓		
8.	The summarizing technique increased my interest in learning English vocabulary in addition to offering an effective approach to enhancing vocabulary mastery.		✓		
9.	By using the summarizing technique to assist me with data gathering, filtering, and syntheses I can determine which recent knowledge is most crucial to note and retain.	✓			
10.	Summarizing technique in teaching reading, helps me get the point of the text easily.	✓			

Give a check mark (√) to the degree of agreement which corresponds to the statement that has been given.

SA = Strongly Agree (4)
A = Agree (3)
D = Disagree (2)
SD = Strongly Disagree (1)

No.	Statements	Indicators			
		SA	A	D	SD
		4	3	2	1
1.	Summarizing technique is important in writing.		✓		
2.	Summarizing helps me to find the main points and key details, and builds understanding		✓		
3.	Summarizing techniques save time during test review sessions.	✓			
4.	By using summarizing techniques, I can construct personal meaning so that I can know what I know and what I still need to know.		✓		
5.	Using summarizing techniques makes me a more critical reader and creative in writing.		✓		
6.	Using summarizing techniques helped me improve my understanding of the text at a very good level.		✓		
7.	Summarizing techniques can motivate me to connect new ideas or concepts in the text with my previous knowledge		✓		
8.	The summarizing technique increased my interest in learning English vocabulary in addition to offering an effective approach to enhancing vocabulary mastery.	✓			
9.	By using the summarizing technique to assist me with data gathering, filtering, and syntheses I can determine which recent knowledge is most crucial to note and retain.		✓		
10.	Summarizing technique in teaching reading, helps me get the point of the text easily.		✓		

APPENDIX J: Documentation

AUTOBIOGRAPHY

Name : Dwi Nur Adinda

Place/Date of Birth : Suka Damai/05 April 2000

Nationality/ Ethnic : Indonesian

Religion : Islam

Sex : Female

Marital Status : Single

Occupation : Student

Address : Sumber Jaya, Kec. Timang Gajah, Bener Meriah

Email : 180203048@student.ar-raniry.ac.id

Educational Background

1. Elementary School : SD Negeri Suka Damai, Bener Meriah (2006-2012)
2. Junior High School: SMP Negeri 2 Timang Gajah, Bener Meriah (2012-2015)
3. Senior High School: MAS Syamsuddhuha, Cot Murong Aceh Utara (2015-2018)
4. University : English Education Department, UIN Ar-Raniry

Parents' Bio

Father's Name : Misno

Mother's Name : Suriani

Address : Sumber Jaya, Kec. Timang Gajah, Bener Meriah