A THESIS

IMPROVING STUDENTS' WRITING SKILL THROUGH SUMMARIZING TECHNIQUE ON TED TALKS VIDEO AT THE ELEVENTH GRADE OF MA DDI LIL-BANAT PAREPARE

BY

SOFIA
REG NUM. 18.1300.024

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requrements for the Degree of Sarjana Pendidikan (S.Pd)

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Hopefully, this thesis will be useful for all of us and for the development of English teaching learning, Aamiin.

Parepare, November 15th 2022

The writer

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

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Stated this thesis was her own writing and if it can be proved that was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACK

SOFIA. 2023. *Improving Students' Writing Skill Through Summarizing Technique on Ted Talks Video at The Eleventh Grade of MA DDI Lil-Banat Parepare.* (Supervised by Abdul Haris Sunubi and Ismail Latief).

This study was examined the use of the summarizing technique on TED talks video as a technique in learning English, especially in writing skill. It can be seen that the writing results of the subject to be studied were still lacking so the researcher tried to applied the technique in the writing class.

The research design was quasi-experimental design with one experimental class and control class. The istrument in this research was writing test, by giving students a topic about English. The population in this research was the eleventh grade of MA DDI Lil-Banat Parepare consist of 38 students. The sample of this research were 38 students of MA DDI Lil-Banat who is in the IPA and IPS grade by used total sampling technique.

Based on the result of finding, it was found that the average score in the post-test were higher than the pre-test score (58.5 > 71.3). It also supported by the t-test value was higher than the t-table value (4.95 > 1.68). The result of the research proved that through summarizing technique on TED talks video in teaching writing was effect to be used to teach the students' writing skill. From the statement above, it can be said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that students' writing skill can be improved through summarizing technique on TED talks video.

Keywords: *Writing skill, Summarizing technique, TED talks video*

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CHAPTER I

INTRODUCTION

A. Background

In everyday life, language is used to communicate, either in oral or written communication. Language is a system of varying conventionalized vocal, written and gesture symbols that allows members of a community to communicate with one another intelligibly.[1] As social creatures, ability to deliver the language is needed in order to interact with each other properly. Language is either used for daily communication or taught in school as a mandatory subject. In Indonesia, English is taught to students, started from junior high school to university level.

English language teacher covers four skills to be taught: listening, reading, speaking and writing. Writing skill is defined as the ability to use language to express ideas, thoughts or feelings to others using written language. However, in its implementation most students have problems in productive skills. One of them faced by is writing skill.

Writing is the proces of expressing ideas in a piece of writing by using the right phrases presented in written form.[2] In addition, writing is also a process of pouring ideas or ideas into a writing so that the writing can be conveyed well to the reader. In

[1] Mahardhika Bima Sakti, "Analysis of Atudents' Perception on Ted (Technology, Entertaiment, and Design) Talks Video to Motivate Students of Writing Class of the Third Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2018/2019," 2019, p.1.

[2] M Ali Ghufron, "The Effect of Collaborative Writing Technique in Teaching Argumentative Essay Writing Viewed From the Students' Creativity," *Language Circle : Journal of Language and Literature* 10, no. 1 (2015): p.50.

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other words, writing is a process of communicating that is done indirectly. However, writing is a difficult activity for students to do, be it their mother tongue or a foreign language. Writing is difficult due to several aspects. These aspects include lingustic problems, cognitive problems and ideas problems.[3] Writing is an activity that cannot get direct feedback from students. Writing activity is an activity that can be done by solitude to be more focused in initiating ideas. In writing, writers are required to ensure that words, sentence structures and other cohesive devices are appropriate so that their messages can be conveyed properly.

Writing is an important skill of several English skills. In addition to practical activities, writing in teaching English also involves several language skills, such as reading, listening and speaking skills. Writing is important because by writing students can express themselves in writing so that students can communicate well widely.[4] However, writing activities require an understanding of how to start and finish a piece of writing. There are several aspects that need to be considered when writing, namely word selection, grammar, syntax, mechanics and the right organization of ideas.[5]

However, the writing skill possessed by students are not all the same. Therefore, one of the efforts to improve writing skill is to use a variety of technique and media. The importance of using technique in teaching writing to overcome contemporary

[3] Bella Aprilia et al., "Analisis Kesulitan Mahasiswa Dalam Mengembangkan Ide Pada Basic Writing," *Jurnal Penelitian Pendidikan* 12, no. 1 (2020): p.1670, https://doi.org/10.21137/jpp.2020.12.1.1.

[4] Kurt Wise, "The Importance of Writing Skills" 50, no. 2 (2005): p.37.

[5] Ghufron, "The Effect of Collaborative Writing Technique in Teaching Argumentative Essay Writing Viewed From the Students' Creativity," p.50.

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educational challenges and improve students skill.[6] There are many techniques that can be used in writing. One of them is the summarizing technique. Summarizing is a learning technique that is very good for students to do because by writing a summary, students can more easily understand the content of a text because students write using their own grammar and thinking.[7] Summarizing teaches students how to understand a long text by taking only the importance points from the text. The summarizing technique asks students to focus on the keywords in the text that is presented.

Video is one of the media that is very supportive in the learning process. Videos can be use as material for discussion, for writing assignments or for study of other subjects. Various topics are almost available in videos in all types of subjects. Therefore, video is very useful in the learning process because it provides an attractive visual media, so that the teaching and learning process will be fun and not boring.[8] There are many kinds of videos that can be use in learning. One of them is an inspirational video. In this case, TED talks are example on inspirational videos will use by researcher as a media or material for students to create a summary.

[6] Yulia Rizki Ramadhani et al., *Metode & Teknik Pembelajaran Inovatif*, ed. Tonni Limbong (Yayasan Kita Menulis, 2020), p.129.

[7] Sharing the power of Learning, "Lesson Summarizing Techniques," *Minnesota Literacy Cduncil*, n.d., p.1.

[8] Miftah Farid, "The Effectiveness of Using TED Talks Video in Improving Students Public Speakings Skills in Senior High School," *Journal of Applied Linguistics and Literacy* 3, no. 1 (2019): p.62.

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TED Talks is a short presentation focusing on technology, entertainment, and design. TED is a nonprofit that partners with individuals to help share ideas globally.[9] Although TED Talks do not contain any specific explanation of education, there are many videos that we can use in learning. In TED Talks Video there are many inspiring videos from most of the reliable speakers around the world. In addition, you can also use subtitles or scripts in several languages if you want to more easily understand the content of the video. By listening and understanding the contents of TED video talks, students can make short writing or do summarizing technique by digging into the main points, pouring ideas in a writing so that a short writing is created that is easy to understand.

In addition, the use of technique and media in the learning process is not only to attract students' attention, but also to facilitate students in understanding the material presented. That way, the author tries to use summarizing technique and TED talks video as a media use to improve students' writing skill.

However, students experienced some problems in writing. The problem is that most of the students do not have an idea about what to write, so they cannot write well, especially in terms of constructing ideas from a reading. In other words, only a small percentage of students are able to construct an idea to create a piece of writing.[10] Byrne in Bela et al stated that there are three problems that make writing skill difficult to

[9] Sakti, "Analysis of Atudents' Perception on Ted (Technology, Entertaiment, and Design) Talks Video to Motivate Students of Writing Class of the Third Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2018/2019," p.2.

[10] Herlina, English Teacher and Students of Lil-Banat, Interviewed by 4 August 2022.

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master, including linguistic problem which are related to one's shrewdness in writing the correct sentence structure, then cognitive which is related to language forms, structure and grammar, then the problem of ideas which contains anything that can be poured in writing. The third problem is the main obstacle in writing activities. The idea is one of the most highlighted factors in summarizing a text. It will affect the result of the writing.[11]

Based on the explanation above, the researcher intends to conduct a study with the title "Improving students' writing skill through summarizing technique on TED talks video at the eleventh grade of MA DDI Lil-Banat Parepare".

B. Research Question

Considering the background above, the focus of this study is to answer the problem or question asked by researcher. The formulation of the problem in this study "Is summarizing technique able to improve students' writing skill on TED Talks video at the eleventh grade of MA DDI Lil-Banat Parepare?".

C. Objective of Research

In the process of learning English, especially in writing skills, students need writing techniques and media to make it easier for them to write. So, based on the problems or questions raised by the researchers above, the purpose of this study is to

[11] Aprilia et al., "Analisis Kesulitan Mahasiswa Dalam Mengembangkan Ide Pada Basic Writing," p.1670.

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find out whether or not the number of students' writing skill can be improved through summarizing technique on TED Talks video in writing.

D. Significant of Research

1. Theoritical

This research is expected to contribute to the world of education, which is the intended contribution in the form of information about the use of summarizing technique in TED Talks video in writing skills.

2. Practical

This research is able to help students, teachers and researchers in various aspects.

a. Students

This research is expected to be an input for students or researchers who are informed by teachers to overcome students' difficulties in writing by using summarizing technique on TED Talks video.

b. Teacher

This research is expected to provide input to teachers on the importance of improving students' writing skill. In addition, it can also provide input to pay attention to student needs, understand and improve students' writing skills by using writing techniques that are diverse in learning and of course supported by the use of interesting media.

c. School

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This research is expected to provide important information about how efforts to improve student knowledge for fluency in the learning process, the achievement of curricular targets and expected student absorption.

d. Researcher

The research is expected to provide information to other researchers to gain new experience, knowledge and insights and an understanding of the use of summarizing technique on TED Talks videos to improve students' writing skill.

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CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher intends to present a research frame of mind consisting of a literature review and previous findings related to this study.

A. Previous Related Findings

In this section discussed some of the findings of previous research related to the research discussed. Several studies have reported summarizing technique and TED talks video in various aspects.

This research explains the content-based summarizing technique in research conducted by Zana Chobita Aratusa which states that CBST is a technique that can help students to achieve their goals in reading such as when reading scientific texts and when answering test questions with limited time allocation. Therefore, it can be concluded that the use of CBST can be used as a new alternative in the teaching of English reading.[12]

Dwi Astuti and Maylia, in this study conducted a technique of summarizing on aspects of reading that showed a significant influence on students' reading comprehension. That way, it can be said that teaching reading comprehension with summarizing techniques is effective to build students' reading comprehension. This

[12] Zana Chobita Aratusa, "The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah," *IJEE (Indonesian Journal of English Education)* 4, no. 2 (2017): p.211, https://doi.org/10.15408/ijee.v4i2.6153.

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research was conducted in one group by providing pre-tests and post-tests to find out students' reading comprehension before and after using summarizing technique.[13]

Mahardhika Bima Bima, this study focused on students' perception of TED talks to motivate students in writing skills. Although during the time of watching the video they often find some difficulties. Data shows that most students who are motivated and agree with the application of TED talks videos in writing classes and a small percentage of students who are not interested in TED talks videos because it is difficult to understand the videos. But overall they can still understand the content or information of the video. In its implementation, students are more focused and enthusiastic during video playback by lecturers. Therefore, the study concluded that TED talks video can encourage students to learn to write and they agree if these TED talks are applied in writing classes to motivate them.[14]

Betty Sailun and Andi Idayani, in their research concluded that the use of TED talks video in speaking classes is very important to improve students' ability to communicate orally well so that they have the opportunity to develop speaking skills. Based on the analysis that has been done, it can be concluded that there is a significant influence of the application of TED talks video on students' speech skills. The study

[13] Dwi Astuti Wahyu Nurhayati and Wilda Maylia Fitriana, "Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students," *Ijoltl* 3, no. 1 (2018): p.38, https://doi.org/10.30957/ijoltl.v3i1.403.1.

[14] Sakti, "Analysis of Atudents' Perception on Ted (Technology, Entertaiment, and Design) Talks Video to Motivate Students of Writing Class of the Third Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2018/2019."

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was conducted using experimental design and speaking tests for pre-test and post-test in experimental and control classes.[15]

Table 2.1 relevant research comparisons

No.	Research Name and Title	Equation	Difference
1.	Zana chobita aratusa, "the use of content-based summarizing technique in improving students' reading skills of madrasah"	Located in the learning techniques applied, namely the technique of summarizing	In his research using content-based summarizing techniques to improve students' reading skills. While in this study, using the technique of summarizing on Ted talks video to improve students' writing skill
2.	Dwi Astuti Wahyu Nurhayati dan Maylia Wilda Fitriana, "effectiveness of	Located in the learning techniques applied, namely the	The purpose of the research conducted by Dwi Astuti Wahyu Nurhayati and Maylia Wilda Fitriana is to find out whether the summarizing technique is effectively applied in learning the reading comprehension of class VIII

[15] Betty Sailun and Andi Idayani, "The Effect of TED Talks Video towards Students' Speaking Ability at English Study Program of FKIP UIR," *Perspektif Pendidikan Dan Keguruan* 9, no. 1 (2018).

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	summarizing in teaching reading comprehension for EFL students"	technique of summarizing	students. While the goal in this study was to find out whether writing skills in XI-graders could be improved through summarizing techniques on TED talks video. Then the research design used in the research is pre-experimental. While in this study using quasi-experimental as a research design.
3.	Mahardhika Bima Sakti, "analysis of students' perception on TED (technology, entertaiment, and design) talks video to motivate students of writing class of	Located in the utilization of TED talks video in language learning	The focus of Mahardhika Bima Sakti's research is to measure students' perception of TED talks video as a student motivation in writing in third semester students. While the focus in this study is to measure students' writing skills through the technique of summarizing on TED talks video in XI-class students.

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	the third semester students of english education department of IAIN Salatiga in the academic year 2018/2019"		
4.	Betty Sailun dan Andi Idayani, "the effect of ted talks video towards students' speaking ability at english study program of FKIP UIR"	Located in the utilization of TED talks video in language learning	The focus of Betty Sailun and Andi Idayani's research was to measure students' speech skills by applying TED talks video to third-semester students, while the focus in this study was to measure summarizing techniques on TED talks video in XI-grade students.

B. Some Pertinent Ideas

1. Concept of Summarizing Technique on TED Talks Video

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a. Summarizing Technique

1) Definition of Summarizing Technique

In writing teaching, students need special teaching to write summaries because summarizing is a much different writing from other writings. Summarizing should be based on the existing material. In writing a summary requires the generation of the main idea, planning the content of the writing, careful structure and arranged in as much detail as possible. In addition, the author of the summary must also make a decision about what to write and how to remove some of the content of a text and how to arrange and rearrange the information obtained from the text.

In the activity of writing there are usually many ways to show our understanding of a material presented. One way that can be done is to write an accurate, organized and clear summary. According to Carnine, et al cited in Nurhayati and Fitriana stated that some writing activities such as summarizing, paraphrasing, retelling, predicting or verifying, rereading and clarifying meaning are called meta understanding strategies.[16] In addition they say that summarizing is not only to analyze keywords but to turn most ideas into memorable keywords. Writing is not only done to summarizing material are

[16] Nurhayati and Fitriana, "Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students," p.38.

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given, but summarizing is the best way to encourage our habit of writing, because a good summary shows all the qualities of good writing as well such as unity, clarity, coherence, accuracy, firmness, writing style, and grammatical accuracy used.

According to Arkani cited in Nurliana Hutapea said that a summary is a short statement that only gives the main point of something.[17] Summarizing is how we can reduce the larger-scoped text to the main idea and the main points that must be considered and remembered. Students then read the text using their own words and write a summary of the main idea of the subject. In addition, in the journal it is said that summarizing is also an important skill that is needed when plunging in the world of work and in society.

Chambers and Brigham cited in Aratusa offered a different interpretation of the summarizing technique, stating that it is also known as *the deletion approach to summarizing.* This technique emphasizes the importance of selecting a texts key concept. This technique also stressess retrieving the original content and removing unnecessary clauses or phrases to leave only the crucial portions.[18]

[17] Nurliana Hutapea, "The Effect of Using Summarizing Technique on Students' Reading Comprehension of Recount Text (A Study at the Tenth Grade Students' of SMA Negeri 5 Padangsidimpuan)," *Jurnal Liner (Language Intelligence and Educational Research)* 1, no. 2 (2018): p.56.

[18] Aratusa, "The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah," 211.

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From this explanation, it can be said that summarizing technique are how the determine the main idea and leave the most important part of a text.

According to Buckeley, summarizing can be accomplished by cutting the text down to a third or a quarter of its original size, understanding the authors intention succinctly, simply, and clearly, and identifying the primary concept.[19] Additionally, the writer must be able to identify and comprehend the essential point of a piece while summarizing it. Diana Hacker went on to say that writing paragraphs and major ideas in a way that is "clear, succint, and accurate" might be used to summarize.[20] The writer of a summary must also rephrase the key ideas or points from the text in fresh or additional terms. This justification leads to the conclusion that the summarizing technique is a simple writing technique that can be utilized to spark ideas via writing.

Another concept conveyed by Emily, that summarizing is a strategy in learning by combining some information by restating the meaning or important ideas in a few words from a text in a new way. In other words, summarizing is a learning strategy that can be done

[19] Joanne Buckeley, *Fitto Print: The Canadian Student's Guide to Essay Writing*, 6th ed. (Toronto: Nelson, 2004), 26.

[20] Diana Hacker, *A Canadian Writer's Reference*, 4th ed. (Baston: Bedford/St.Martin's, 2008), 26.

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by rewriting the main meaning or idea based on the information obtained from a text lesson. After students summarize the text or material provided, students must be able to digest information or important points about the text provided.

According to Zadbuke, et al cited in Adib Zamzam, et al state that summarizing is an approach commonly used to summarize or condense a long article text to be shorter and concise so that the summary results can represent the content of a long text.[21] In other words, summarizing is done to condense long text into short or concise so that the resluts of the writing can represent the contents of the text as a whole. It is then explained that the essence of the summarize activity is to find a representative part, which has information from the entire section.

2) Priciple of Summarizing Technique

According to Emily, summarizing technique are taking the main ideas form a portion of the text which are then explained in various forms using their own words. This is an important skill that can be used when collecting data or presenting information. In

[21] Muhammad Adib Zamzam, "Sistem Automatic Text Summarization Menggunakan Algoritma Textrank," *Matics* 12, no. 2 (2020): p.111, https://doi.org/10.18860/mat.v12i2.8372.

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summarizing, Emily explains that there are several priciples that must be known.

a) The summary must be shorter than the original text.
b) In the summary must include the main idea of the original text.
c) The summary must reflect the structure and sequence of the original text.
d) In summary, must include important details.

From the explanation above, it can be concluded that summarizing is writing that states the main ideas and important ideas of the text with the structure and sequence of the text the same as the original text. That way, it can be said that the summary is a shortened version of the original text.

b. TED Talks Video

The non-profit phenomenon 'TED' is the name for the concept of education and technology design, since 1984. The TED rose to fame in 2006 when curator organizations began offering short, free, unlimited video segments and videos about education. TED talks are known as a source of information designed with a duration of no more than 18 minutes and certainly present a variety of topics that are worth spreading and provide concise and purposeful enlightenment. In other words, TED is a video that contains technology and education that is short in duration

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and a very broad discussion. Typically, these TED talks are delivered in state-of-the-art studios using trendy backgrounds so that students can focus more on presenters with limited and purposeful visual aids. The topics discussed also range from global warming to expand to developing countries.[22]

According to Maria et al cited in Padang et al stated that TED talks have a wide range of topics such as sports, culture, fashion, politics, technology and others by speakers from all over the world. TED also offers precise translated text from the conference and its corresponding transcription.[23] So with the translation text allows students to see gestures when the speaker is presenting. Ghasyia cited in Sakti also stated that TED gives space to individuals coming from different cultures who seek a deeper understanding of the world. This TED receives a variety of opinions or inputs to change behavior, life and the world. In this container build free learning from different corners of the world for those who want to know to exchange ideas with each other.[24]

[22] Frank Romanelli, Jeff Cain, and Patrick J. McNamara, "Should TED Talks Be Teaching Us Something?," *American Journal of Pharmaceutical Education* 78, no. 6 (2014): p.1, https://doi.org/10.5688/ajpe786113.

[23] Sri Arnita Padang and Vera Yulia Harmayanthi, "TED (Teknologi , Hiburan Dan Design) Talks : Sebuah Alat Teknologi Informasi Dan Komunikasi Untuk Meningkatkan Keterampilan Berbicara Siswa," 2001, p.120.

[24] Sakti, "Analysis of Atudents' Perception on Ted (Technology, Entertaiment, and Design) Talks Video to Motivate Students of Writing Class of the Third Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2018/2019," p.10-11.

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Romanelli et al added that TED talks have attracted people's attention with their own characteristics. In other words, although the discussions in these TED seem unstructured, they have reliable and well-directed presenters who follow a special presentation formula and emphasize high spirits for listeners. Further explained that this TED platform can also be used as an active learning strategy, where students can criticize TED talks played or students can design their own TED talks on their own topics, interests or relevance.[25]

Most students probably think learning English, especially writing skills, is boring. These TED talks videos can be recommended for use by teachers in teaching writing skills. Using video in learning can encourage students to pay attention and encourage students to create small groups to discuss.

c. Steps to Teach Summarizing Technique on TED Talks in Writing

Carnie et al cited in Aratusa stated that there are several procedures in teaching summarizing technique on Ted talks video, namely:

1) The teacher will play one of the Ted videos taken from Ted's youtube channel with the topic to be use, namely:
   a) The first meeting: *kids need recess*

[25] Romanelli, Cain, and McNamara, "Should TED Talks Be Teaching Us Something?," p.2.

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b) The second meeting: *stress at school*

c) The third meeting: *the power of reading*

d) The fourth meeting: *the keys to a greet conversation*

2) The teacher ask students to watch the video and understand the content of the video.

3) Make a note to write down the understood keywords and the important points of the video

4) Then they are written into simple sentences.

5) The last step, the teacher ask students to write an understood keywords and an important points into a sentence and then the sentences are put together in a concise writing.[26]

2. Concept of Writing

a. Definition of Writing

Writing basically refers to the production or replication of verbal communication into written language. In order for readers to understand the writter's message, it requires an active process to arrange, create, and develop the thoughts on paper. Additionally, writing skill necessitate exact and proper capitalization, spelling, grammar, and punctuation.[27] Ghaith added that

[26] Aratusa, "The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah," p.211.

[27] Geminastiti Sakkir, "The Effectiveness of Pictures in Enhance Writing Skill of Senior High School Students," *Interference: Journal of Language, Literature, and Linguistics* 1, no. 1 (2020): p.4, https://doi.org/10.26858/interference.v1i1.12803.

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writing is a comprehensive process that enables authors to explore their ideas and thoughts and give them a physical form.[28] In other words, writing is the process of the writer in expressing concrete thoughts and ideas.

According to Hedge cited in Edy Woloyo stated that writing is an activity generated by the use of strategies to manage the process of making up which is one of the development of text gradually so that a writing is formed. On the other hand, Lindemann added that writing is a process, communication, graphic system and the delivery of a message.[29] From this explanation, it can be said that in addition to communication activities or the delivery of messages and information, the use of appropriate strategies in writing activities is also needed in order to help and guide students in the process of building paragraphs.

According to Langan cited in Nurrahmayani said that writing is a skill that can be learned by everyone by way of practice. When we write, we give full attention to our thoughts and feelings and then poured in the form of writing. In other words, we can learn writing skills by practice and when we write, we must build thoughts and feelings attentively in order to form in a piece of writing.

[28] Ghaith G., "The Nature of Writing Process, Approaches, Model, and Process Writing Activities," 2002, http:/www. gaith. tsx. org.

[29] Edy Waloyo, "The Implementation of Mind Mapping Technique in Teaching Writing: A Case Study At Man 13 Jakarta," *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* 2, no. 1 (2017): p.74, https://doi.org/10.24235/eltecho.v2i1.1596.

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b. Types of Writing

There are several types of writing including, narration is used to tell or relate to the past, description is used to describe something, exposition is used to explain something, argumentation is used to argue and subjective is used to interpret or give personal opinion to something.

1) **Narration.** Narrative is a form of writing that is used to tell a story or event in detail based on chronological order. Types of narration include fairy tale, folktale, legend, and fable.
2) **Description.** Description is used to describe something, such as objects, places, times, seasons and so on. In addition, it can also be used to tell a person's character or personality.
3) **Eksposition.** Exposition is used to provide information, make explanations, and interpret meaning. Types of exposition include editorials, essays, informative and instructional materials. Combined with narration, i.e. illustrating.
4) **Argumentation.** Arguments are used to persuade of convince. This is closely related to exposition. Arguments are used to make proving of deny a statement.[30]

[30] Siti Rahmayani, "Increasing Writing Skill through Procedural Text for the Eleventh Grade Students of Smk Muhammadiyah Parepare" (IAIN Parepare, 2021).

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5) **Subjective.** Subjective writing focuses on personal opinion, interpretation, poin of view, emotions and judgments. Subjective writing is used to interpret of give a personal opinion on something.[31]

From several types writing above, the researcher chose subjective writing to be used in this study.

c. Components of Writing

Writing skills are the same as other skills that have a major component. The writing component is divided into five main areas, namely grammar, mechanics, vocabulary, content and organization.

1) Grammar

Grammar is a description of the rules governing how language sentences are formed properly. Grammar concerns how the author can write sentences correctly and precisely. Therefore, the author must pay attention to prepositions and tenses such as the use of verbs, nouns, adjectives, conjunctions and articles used.[32]

2) Mechanics

It concerns the ability to use words correctly in writing such as the use of capital letters, punctuation and spelling. The correct use of

[31] "Subjective vs. Objective Essay: Examples, Writing Guides, & Topics," p.1, accessed June 27, 2022, https://custom-writing.org/blog/subjective-essay#:~:text=A subjective essay focuses on,arguments supported by substantial evidence.

[32] Scott Thornbury, *How to Teach Grammar* (england: pearson education limited, 1999), p.1.

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mechanics will make it easier for the reader to understand the message or information conveyed by the author.

a) Capital letters. The correct use of capital letters aims to avoid misunderstandings between the sender and recipient of the message. Usually words that use capital letters such as the name of the person, organization, the first word in a sentence or paragraph and title.

b) Punctuation. The use of punctuation marks is used to help the reader identify how the sentence or paragraph is related to each other.

c) Spelling. The use of spelling has several rules such as the addition of suffixes, changes in words in plural form and changes in certain words.

3) Vocabulary

In writing activities, of course, use vocabulary to arrange ideas in sentences and formed into one paragraph. Therefore, it is necessary to use selected words, phrases, sentences and paragraphs that can be connected to each other. Not only that, students must also understand the meaning of a word and how it is used.

4) Content

Good writing content is writing that conveys the content clearly so that readers can understand what is conveyed from the writing.

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5) Organization

It concerns how the author organizes, arranges and organizes the idea or message to be conveyed. Some things that need to be considered in writing are the cohesion of important sequences, general to special, chronological order and special pattern sequences when writing. So students must compile their writing chronologically.[33]

d. Elements of Writing

Spoken language or speaking ability can be acquired naturally as a result of its implementation. But the ability to write needs to be learned consciously. Regarding this, there are several elements that must be present in the writing process, namely:

1) Planning

Before writing or typing, an experienced writer certainly plans in advance what they will write. Some authors may make detailed notes before writing. But there are also those who do not do the same because the planning is stored in their heads. Even so, a writer still plans what they will write either in written form or only in their head.

At the planning stage, the author needs to pay attention to three main problems, namely the purpose of writing, the audience (written in

[33] Wildayati, "Students' Skill in Writing Summary of Narrative Text at the Eleventh Grade of MA DDI Lil-Banat Parepare" (IAIN Parepare, 2021).

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formal or informal form, and the structure of the content of the writing.

2) Drafting

At this stage, the author will make a draft of the writing. As the writing process progresses to editing, a number of drafts will be produced at the time of going to the final version.

3) Editing (reflecting and revising)

After the author has drafted the writing, it will be read again to find out what needs to be improved. Then the draft will be rewritten in a new paragraph by paying attention to the form of the word used in the writing process. In addition, the reader will give advice on the writing made to help the author to make appropriate revisions. After that, the author makes changes that they deem necessary to change, and produces a final version of the writing.

4) Final version

At this stage, the author examines and revises what has been written and it should be done very carefully as this is the final stage before the writing is sent.[34]

e. Difficult of Writing

[34] Jeremy Harmer, *How to Teach Writing* (England: Person Education Limited, 2004), p.4-5.

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Writing is a difficult activity for most people whether it is in a mother tongue or a foreign language. There are several problems that cause writing to be difficult, namely linguistic, cognitive and idea.

1) Linguistic

   The first problem is linguistic, where it concerns someone's skill in crafting proper sentence structure so that the produced sentences will blend together.

2) Cognitive

   Cognitive problem related to language forms, structures, and grammar.

3) Idea

   The third problem relates to ideas, which contain anything that can be written down. One of the main challenges in writing activities is this third edition. One of the elements that is most often emphasized in writing activities is ideas. As a result, it affects the results of the writing.

   Based on the explanation above, researchers can conclude that the dominant factors that make it difficult for students to write in English well is idea.

f. Ways of reacting to students' writing

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In various stages of writing activities, teachers must provide comments, suggestions, motivations or feedback on student writing. According to Jeremy Harmer, there are several ways that can be done to provide feedback on student writing, including responding and correcting.

1) Responding

There are many ways that can be done to respond to student work. In addition to checking the accuracy of the performance, content and design of student writing, teachers can also respond by way of the order of writing delivered, or by praising their writing and recommending a number of books or web systems to students on the same topic to read. When responding to student writing, teachers have affective dialogue with students, in the sense that discussing their writing is better than just giving an assessment.

2) Correcting

At this stage, teachers show when something is not right in their writing. Such as syntax, grammar, collocation and word selection. Responding is the right thing to do rather than just judge. Therefore, teachers play a role in helping students edit and create new drafts. The teacher's job is not just to say right or wrong, but to give advice and show where the improvements should be made. Then, when

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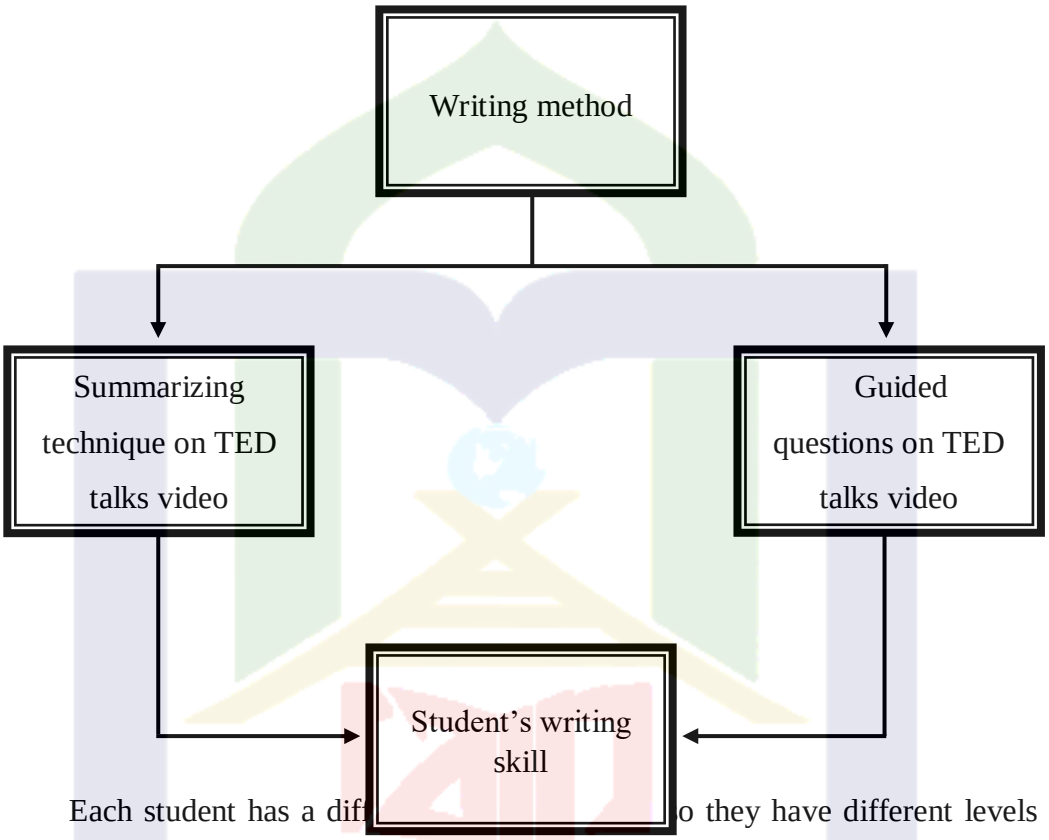
students collect homework, then the teacher can mark it to show how true their writing is.[35]

C. Conceptual Framework



Each student has a dif o they have different levels of writing skill. In this study, researcher will examine the use of Summarizing Technique on TED talks video to improve students' writing skill. Researcher will use Summarizing Technique on TED talks video in the experimental class and Guided Questions on TED talks video in control class in teaching and learning process.

[35] Harmer, *How to Teach Writing*.

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Writing skill can be improve through Summarizing technique on TED talks video by following several procedures: including giving TED talks video, brainstorming idea, replay the video, writing keywords and compiling sentences into a summary form. Students will be given a TED talks video at the beginning of the lesson, brainstorm to build ideas from the video, replay the video and understand the keywords or main idea from the video, write the keywords obtained from the previous video into a sentence, and the final step is to arrange the sentences into a summary form.

To produce concise writing, students must follow good summarizing technique procedures so that students can easily write and construct their ideas so that writing skill can be improve.

D. Hypotesis

The hypotesis of this research formulated as follow:

1. H_o (Null hypotesis): the summarizing technique cannot improve students' writing skill.
2. H_1 (Alternative hypotesis): the summarizing technique can improve students' writing skill.

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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this study, researcher used quasi-experimental design by applyed pre-test and post-test with experimental classes that got the treatment of summarizing technique on TED talks video and control classes that got guided questions on TED talks video. The design is presented as follows:

Group/Class	Pre-test	Treatment	Post-test
E	T1	X	T2
C	T1		T2

Which:

E : Experiment Group/Class

C : Control Group/Class

T1 : Pre-Test

X : Treatment

T2 : Post-Test

B. Location

This research was conducted for 30 days at MA DDI Lil-Banat Parepare, on Jl. Abu Bakar Lambogo No.53 Ujung Lare, Kec. Soreang, Parepare. The study focus on eleventh students.

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C. Population and Sample

1. Population

The population of the research was the eleventh grade students of MA DDI Lil-Banat Parepare. There were two classes in class XI, consisting of IPA and IPS classes. The IPA class consisted of 18 students and the IPS class consisted of 22 students. So, the population in this study is 40 people. The detail data are as follow:

Table 3.1 Population at MA DDI Lil-Banat Parepare

No.	Class XI	Total
1.	XI IPA	18
2.	XI IPS	20
Total		**38**

2. Sample

In this study, researcher used a total sampling technique. According to Sugiyono cited in Kiki Riski Nanda, total sampling is a sampling technique when all members of the population are used as samples. [36]The reason the researcher used total sampling is because the number of population is relatively small, namely the IPA class as the control class consisted of 18 and the IPS class as the experimental class consisted of 20 students. So, in this

[36] Kiki Riski Nanda, "Pengaruh Persepsi Harga Dan Kualitas Produk Terhadap Keputusan Pembelian Konsumen Terhadap Smartphone Vivo Di Digicom Handphone Lubuk Pakam," 2017, p.23.

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study the total number of samples is 38 students. Therefore, the reseacher used a total sampling technique.

D. Procedure of Collecting Data

1. Pre-test

To find out the writing skill of students before being given the treatment of summarizing technique on TED talks video in the experimental class and guided questions on TED talks video in the control class, the researcher has given a pre-test first. The form of the test that has been given was a written test. In this case the type of test given was a subjective writing type, where students were given one topic then students were given the freedom to write several paragraphs and construct ideas based on what they understand from the topic.

2. Treatment

After the pre-test was given, researcher has been given treatment used Summarizing Technique on TED Talks video to improved students' writing skill in experimental class and Guided Questions on TED talks video in control class. Then, in experimental and control class the researcher has provided a video of the TED talks video. Then, the researcher explained to the students how the Summarizing Technique was done.

a. The control class

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In control class, the researcher used Guided Questions on TED talks video in teaching writing skill in fourth meeting. The treatment steps as follow:

1) The first meeting
    a) The researcher greets the students and prays together
    b) The researcher checked the students' attendance and continues by warming up
    c) Researcher provided motivation regarding the benefits of learning English before delivering the material
    d) Researcher gave one topic *"kids need recess"*
    e) Researcher gave some questions related to the video
    f) Then, students write the conclusions of the video based on the questions that have been given previously
    g) The last step, the reseacher corrected the students' skills in writing and get conclusions based on the text
2) The second meeting
    a) The researcher greets the students and prays together
    b) The researcher checked the students' attendance and continues by warming up
    c) Researcher provided motivation regarding the benefits of learning English before delivering the material
    d) Researcher gave one topic *"stress at school"*
    e) Researcher gave some questions related to the video

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f) Then, students write the conclusions of the video based on the questions that have been given previously

g) The last step, the reseacher corrected the students' skills in writing and get conclusions based on the text

3) The third meeting

a) The researcher greets the students and prays together

b) The researcher checked the students' attendance and continues by warming up

c) Researcher provided motivation regarding the benefits of learning English before delivering the material

d) Researcher gave one topic *"the power of reading"*

e) Researcher gave some questions related to the video

f) Then, students write the conclusions of the video based on the questions that have been given previously

g) The last step, the reseacher corrected the students' skills in writing and get conclusions based on the text

4) The fourth meeting

a) The researcher greets the students and prays together

b) The researcher checked the students' attendance and continues by warming up

c) Researcher provided motivation regarding the benefits of learning English before delivering the material

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d) Researcher gave one topic *"the keys to a great conversation"*

e) Researcher gave some questions related to the video

f) Then, students write the conclusions of the video based on the questions that have been given previously

g) The last step, the reseacher corrected the students' skills in writing and get conclusions based on the text

b. The experimental class

In experimental class, the researcher used Summarizing Technique on TED talks video in teaching writing skill in fourth meeting. The treatment steps as follow:

1) The first meeting

a) The researcher greets the students and prays together

b) The researcher checked the students' attendance and continues by warming up

c) Researcher provided motivation regarding the benefits of learning English before delivering the material

d) Researcher gave TED talk video *"kids need recess"*

e) Researcher played brainstorming by asking students to determine the theme and content of the video orally

f) Researcher replayed the video and ask students to watch the video and look for the understood keywords, then they are

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written into simple sentences and the sentences are put together in a concise writing

g) The last step, the reseacher corrected the students' skills in writing summaries and get conclusions based on the text

h) At the end of the meeting, the researcher gave vocabulary to the students as their memorization about the video that would be given at the next meeting

2) The second meeting

a) The researcher greets the students and prays together

b) The researcher checked the students' attendance and continues by warming up

c) Researcher provided motivation regarding the benefits of learning English before delivering the material

d) Researcher gave TED talk video *"stress at school"*

e) Researcher played brainstorming by asking students to determine the theme and content of the video orally

f) Researcher replayed the video and ask students to watch the video and look for the understood keywords, then they are written into simple sentences and the sentences are put together in a concise writing

g) The last step, the reseacher corrected the students' skills in writing summaries and get conclusions based on the text

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h) At the end of the meeting, the researcher gave vocabulary to the students as their memorization about the video that would be given at the next meeting

3) The third meeting

a) The researcher greets the students and prays together

b) The researcher checked the students' attendance and continues by warming up

c) Researcher provided motivation regarding the benefits of learning English before delivering the material

d) Researcher gave TED talk video *"the power of reading"*

e) Researcher played brainstorming by asking students to determine the theme and content of the video orally

f) Researcher replayed the video and ask students to watch the video and look for the understood keywords, then they are written into simple sentences and the sentences are put together in a concise writing

g) The last step, the reseacher corrected the students' skills in writing summaries and get conclusions based on the text

h) At the end of the meeting, the researcher gave vocabulary to the students as their memorization about the video that would be given at the next meeting

4. The fourth meeting

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a) The researcher greets the students and prays together
b) The researcher checked the students' attendance and continues by warming up
c) Researcher provided motivation regarding the benefits of learning English before delivering the material
d) Researcher gave TED talk video *"the keys to a greet conversation"*
e) Researcher played brainstorming by asking students to determine the theme and content of the video orally
f) Researcher replayed the video and ask students to watch the video and look for the understood keywords, then they are written into simple sentences and the sentences are put together in a concise writing
g) The last step, the reseacher corrected the students' skills in writing summaries and get conclusions based on the text

3. Post-test

After treatment, researchers has provided a post-test to measure the skill of students after treatment was given. It is also done to find out whether the technique of summarizing on TED talks video is really effective for used in English teaching especially in writing skill, or whether the guided questions on TED talks video is more effective to be used in teaching writing class. The form of the test given was the same as the test before the treatment was given.

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E. Operational Definition of Variable

1. Writing skills are the process of pouring ideas or ideas into a piece of writing so that the writing can be conveyed well to the reader. In other words, writing is a process of communicating that is done indirectly.
2. Summarizing is a writing technique by making short writing using one's own thoughts on an educational text/video that has been provided. Summarizing is done by simply writing down the main points of an educational text/video.

F. Instrument of the Research

In this research, the researcher gave a writing test by giving subjective writing as an instrument. The type of sujective writing will be given to students. Then the students were asked to do writing skill in the form of a summary with a topic that has been determined by the researcher. So, both classes will be given the same topic to measure students' writing skill before and after the treatment was given. This will help students to rewrite more and restate some important information using their own words and ideas related to the given theme.

G. Technique of Data Analysis

The data obtained from the pre-test and post-test is then collected and analyzed using the following procedures:

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1. The assessment and classification of students' skills in writing can be seen from the following criteria, by C. Tribble`.[37]

Table 3.2 The Formula of to Process the Data From C. Tribble

Aspect	Score	Category	Performance Description
Content	4	Excellent	The topic is complete, clear and the details are relating to the topic
	3	Good	The topic is complete, clear but the details are almost relating to the topic
	2	Fair	The topic is complete, clear but the details are not relating to the topic
	1	Poor	The topic is not clear and the details are not relating to the topic
Organization	4	Excellent	Identification is complete and description are arranged with proper connectives
	3	Good	Identification is almost complete and description are arranged with almost proper connectives

[37] C. Tribble, *Writing* (Oxford: Oxford University Press, n.d.), p.130.

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Aspect	Score	Category	Performance Description
	2	Fair	Identification is not complete and description are arranged with few misses of connectives
	1	Poor	Identification is not complete and description are not arranged with connectives
Grammar	4	Excellent	Very few grammatical or agreement inaccuracies
	3	Good	Very few grammatical agreement inaccuracies but not effect on meaning
	2	Fair	Numerous grammatical or agreement inaccuracies
	1	Poor	Frequent grammatical or agreement inaccuracies
Mechanics	4	Excellent	It uses correct spelling, punctuation and capitalization
	3	Good	It has occasional errors of spelling, punctuation and capitalization

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Aspect	Score	Category	Performance Description
	2	Fair	It has frequent errors of spelling, punctuation and capitalization
	1	Poor	It is dominated by errors of spelling, punctuation and capitalization
Vocabulary	4	Excellent	Effectives choice of words and word forms
	3	Good	Few misuse vocabularies, word forms, but not change the meaning
	2	Fair	Limiting range confusing words and words from
	1	Poor	Very poor knowledge of word, word from, and not understandable

2. The researcher also offered a scoring matrix to evaluate students' score in writing summaries. With the following objectives in mind, the summary rubric was modified from Glencoe literature reading.[38]

[38] "Glencoe Literature Reading With a Purpose, Rubrics for Assessing Students Writing, Listening, and Speaking," accessed September 27, 2022, http://www.glencoe.com/sec/glencoewriting/MiddleSchoolRubrics_876541.indd.pdf.

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Table 3.3 rubric for assessing writing: summaries

Aspect	Score			
	1	2	3	4
Focus, organization				
The piece fulfills its purpose by retelling the main idea and important details				
The piece does not include minor details or unrelated information				
The piece written in writer's own opinion				
The piece is arranged in an appropriate and clear order				
Elaboration, support, style				
The opening or closing sentence clearly				
All of the important details that support the main idea are included				
Transition words are used effectively				
Grammar, usage and mechanics				
The writing is free of misspellings and words are capitalized correctly				
Sentences are punctuated correctly and the piece is free of fragments and run-ons				
Standard english usage is employed				

2. Scoring the students' answer:

$$\text{Score} = \frac{Total\ student\ scores}{Maximal\ score\ on\ aspect\ of\ writing} \times 100$$

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3. Classifying student scores using five levels of classification based on the criteria below:[39]

Table 3.4 The Criteria of the Students Score Classification

No	Classification	Score
1	Excellent	86 - 100
2	Good	71 - 85
3	Fair	56 - 70
4	Poor	41 - 55
5	Very poor	≤ 40

4. Calculating the rate percentage of the students.

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

Where:

P : Percentage

F : Frequency

N : the total number of sample

5. According to Gay, the mean score of the students' pre-test and post-test can be calculated using the formula below:

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

Where:

[39] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 2005), p.245.

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X : mean score

$\sum X$: the sum of all the scores

N : the total number of sample

6. Find out the standard deviation of the students' pre-test and post-test results by applying the formula below:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

Where:

SS : standard score

$\sum X$: the sum of all the scores

N : total number of sample

SD : standard deviation

7. Find out the significant difference between the pre-test and post-test scores using the formula below:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1+SS_2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

Where:

t : test of significance

X_1 : the mean score of experimental class

X_2 : the mean score of control class

SS_1 : sum of square in experimental class

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SS_2 : sum of square in control class

n_1 : number of students in experimental class

n_2 : number of students in control class[40]

[40] L.R Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, ed. Jeffery W. Johnston, Tenth (United States: Pearson Education, Inc, 1981), 338–351.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed about how to analyze the data, find and discuss the results of data analysis which included descriptions and results of data processing obtained through research. In addition, there is a process of testing the hypotesis including an explanation of the improvement in students' writing skills after applying the *summarizing technique on TED talks video.*

A. Research Finding

In this section, the researcher collected data from the results of teaching writing in two classes using test instruments in the pre-test and post-test. The data obtained from the instrument described as follows.

1. The students score

a. Data of experimental class

Table 4.1 The students' score of pre-test based on aspects of writing

Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S1	2	2	2	2	2	10	100	50	Poor
S2	4	4	4	3	4	19	100	95	Excellent
S3	4	4	4	3	4	19	100	95	Excellent
S4	1	3	2	2	3	11	100	55	Poor
S5	4	2	2	4	4	16	100	80	Good
S6	2	2	2	2	2	10	100	50	Poor
S7	2	1	2	2	2	9	100	45	Poor
S8	1	3	3	2	3	12	100	60	Fair
S9	2	2	2	3	3	12	100	60	Fair
S10	3	2	3	3	2	13	100	65	Fair

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Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S11	1	2	2	2	1	8	100	40	Very poor
S12	2	1	2	3	3	11	100	55	Poor
S13	2	1	1	2	3	9	100	45	Poor
S14	2	2	4	3	2	13	100	65	Fair
S15	4	4	4	2	4	18	100	90	Excellent
S16	1	1	2	2	2	8	100	40	Very poor
S17	2	1	2	2	2	9	100	45	Poor
S18	1	1	1	1	1	5	100	25	Very poor
S19	1	2	3	3	3	12	100	60	Fair
S20	1	2	2	3	2	10	100	50	Poor

The pre-test was carried out at the first meeting, namely Thursday, October 13, 2022 starting at 10.40. The table above showed that the result of students' writing score before applying the summarizing technique. There were three students got very poor score, eight students got poor score, four students got fair score, one student got good score and only three students got excellent score. It has shown that the students' writing skill in pre-test was low, because most of students still got poor and very poor.

After knowing the students' score in pre-test based on 5 aspects of writing, the following table were students' score in post-test.

Table 4.2 the students' score in post-test based on aspects of writing

Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S1	4	4	2	3	4	17	100	85	Excellent
S2	3	4	2	2	4	15	100	75	Good

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Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S3	4	4	2	3	4	17	100	85	Excellent
S4	2	1	2	2	2	9	100	45	Poor
S5	4	4	4	3	4	19	100	95	Excellent
S6	3	2	2	2	3	12	100	60	Fair
S7	3	2	2	2	3	12	100	60	Fair
S8	2	1	2	2	2	9	100	45	Poor
S9	2	1	4	3	3	13	100	65	Fair
S10	3	1	4	3	3	14	100	70	Good
S11	2	1	2	3	3	11	100	55	Poor
S12	4	4	3	3	3	17	100	85	Excellent
S13	4	2	3	2	3	14	100	70	Good
S14	4	4	3	3	3	17	100	85	Excellent
S15	4	4	4	3	4	19	100	95	Excellent
S16	4	3	3	4	3	17	100	85	Excellent
S17	2	1	2	3	2	10	100	50	Poor
S18	3	2	2	4	3	14	100	70	Good
S19	4	3	2	2	3	14	100	70	Good
S20	2	2	4	4	3	15	100	75	Good

After the researcher gave treatment to the students using the *summarizing technique*, then a post-test was given to the students to find out that students' writing skill could be improved by applying the *summarizing technique* to teaching writing in class. From the table above showed that there were a changed of students' score after did the treatment. There were seven students got excellent score, six students got good score, three students got fair score, four students got poor score and

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none of students got very poor score. It proved that there were improvement of students' score in post-test.

After the scores from the pre-test and post-test were obtained, then the scores were then classified into categories based on each score obtained. The results can be seen in the following table.

Table 4.3 classification of student scores in the pre-test and post-test in experimentanl class

No	Classification	Interval	Pre-test		Post-test	
			F	%	F	%
1	Excellent	86 – 100	3	15	7	35
2	Good	71 – 85	1	5	6	30
3	Fair	56 – 70	5	25	3	15
4	Poor	41 – 55	8	40	4	20
5	Very poor	≤ 40	3	15	0	0
Total			20	100	20	100

From the table above, the pre-test data showed that most students got bad grades with a frequency of 8 (40%) out of 20 students which has difficulty in constructing ideas and connecting sentences between one sentence and another. Furthermore, there were 5 (25%) students who got a bad score classification, 3 (15%) students who got an excellent grades classification, 3 (15%) students who got a very bad grades classification, and there were 1 (5%) students who got a good grades classification. That way, it can be said that before the treatment was given, the students' writing skill in the experimental class were still lacking so that most of them were included in the bad, very bad and fair categories. Therefore,

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the researcher provides treatment by applying summarizing technique on TED talks video to improve students' writing skill in class.

In the post-test section, the researcher has given treatment by applying the summarizing technique and it is proven that this technique can improve students' writing skill, of which there are 7 (35%) students who got an excellent grades, 6 (30%) students who got a good grades classification, 4 (20%) students who got a bad grades classification, and 3 (15%) students who got a fair grades classification. From the data obtained in the post-test, it can be said that no student got a very bad score, and the previous classification of bad grades was reduced from 8 (40%) to 4 (20%), as well as the classification of fair grades which was previously 5 (25%) reduced to 3 (15%). Therefore, the use of summarizing technique can be said to be well used in teaching writing to improve students' writing skill, especially in constructing ideas from a text or video.

After knowing the students' score in pre-test and post-test based on aspects of writing, the following table were students' score to find out the mean score.

Table 4.4 pre and post-test scores of students' in experimental class

Students name	X_1 **(pre-test)**	X_2 **(post-test)**	$(X_2 - X_1)$	$(X_2 - X_1)^2$
S1	50	85	35	1225
S2	95	75	-20	400

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Students name	X_1 (pre-test)	X_2 (post-test)	$(X_2 - X_1)$	$(X_2 - X_1)^2$
S3	95	85	-10	100
S4	55	45	-10	100
S5	80	95	15	225
S6	50	60	10	100
S7	45	60	15	225
S8	60	45	-15	225
S9	60	65	5	25
S10	65	70	5	25
S11	40	55	15	225
S12	55	85	30	900
S13	45	70	25	625
S14	65	85	20	400
S15	90	95	5	25
S16	40	85	45	2025
S17	45	50	5	25
S18	25	70	45	2025
S19	60	70	10	100
S20	50	75	25	625
∑	**1170**	**1425**	**255**	**9625**
Mean score			**12,75**	

b. Data of control class

Table 4.5 the students' score in pre-test based on aspects of writing

Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S1	4	4	4	2	4	18	100	90	Excellent
S2	4	4	4	3	3	18	100	90	Excellent
S3	4	3	4	2	4	17	100	85	Good

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Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S4	2	2	3	2	4	13	100	65	Fair
S5	3	3	4	3	4	17	100	85	Good
S6	3	2	4	2	2	13	100	65	Fair
S7	4	3	4	2	3	16	100	80	Good
S8	4	4	3	3	4	18	100	90	Excellent
S9	4	2	4	2	4	16	100	80	Good
S10	1	1	1	1	1	5	100	25	Very poor
S11	4	3	1	3	3	14	100	70	Fair
S12	4	4	3	3	3	17	100	85	Good
S13	4	3	4	3	4	18	100	90	Excellent
S14	1	1	1	1	1	5	100	25	Very poor
S15	1	1	1	3	2	8	100	40	Very poor
S16	3	2	2	2	3	12	100	60	Fair
S17	2	2	2	2	3	11	100	55	Poor
S18	2	1	1	2	3	9	100	45	Poor

The pre-test was carried out at the first meeting, namely Sunday, October 16, 2022 starting at 09.00. The table above showed that the result of students' writing score before applying the guided questions. There were three students got very poor score, two students got poor score, four students got fair score, five students got good score and four students got excellent score. It has shown that the students' writing skill in pre-test was better than score in pre-test of experimental class, because most of students got good and excellent score.

After knowing the students' score in pre-test based on 5 aspects of writing, the following table were students' score in post-test.

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Table 4.6 the students' score in post-test based on aspects of writing

Students name	Aspect					Total	Max. Score	Score	Classification
	C	O	G	M	V				
S1	2	1	2	3	2	10	100	50	Poor
S2	1	1	1	1	3	7	100	35	Very poor
S3	3	2	2	3	3	13	100	65	Fair
S4	4	3	4	3	2	16	100	80	Good
S5	1	1	1	2	4	9	100	45	Poor
S6	2	1	1	2	4	10	100	50	Poor
S7	1	2	2	2	4	11	100	55	Poor
S8	3	2	1	3	2	11	100	55	Poor
S9	4	3	4	3	3	17	100	85	Good
S10	1	1	1	3	3	9	100	45	Poor
S11	3	1	1	2	2	9	100	45	Poor
S12	4	3	2	3	2	14	100	70	Fair
S13	2	2	1	2	3	10	100	50	Poor
S14	3	3	2	4	2	14	100	70	Fair
S15	1	1	1	3	3	9	100	45	Poor
S16	3	2	2	3	2	12	100	60	Fair
S17	4	3	3	4	3	17	100	85	Good
S18	1	1	1	2	2	7	100	35	Very poor

After the researcher gave treatment to the students using the *guided questions*, then a post-test was given to the students to find out whether there is an improvement in students' writing skill after *guided questions* were applied to teaching writing in class. From the table above showed that the score obtained by students in the post-test was lower than the score in the pre-test. There were two students got very poor score, nine students got poor score, four students got fair score, four students got poor score, three students got good score and none of students got

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excellent score. It proved that there were no improvement of students' score in post-test.

After the scores from the pre-test and post-test were obtained, then the scores were then classified into categories based on each score obtained. The results can be seen in the following table.

Table 4.7 classification of student scores in the pre-test and post-test in control class

No	Classification	Interval	Pre-test		Post-test	
			F	%	F	%
1	Excellent	86 – 100	4	22	-	-
2	Good	71 – 85	5	27,8	3	16,7
3	Fair	56 – 70	4	22	4	22
4	Poor	41 – 55	2	11	9	50
5	Very poor	≤ 40	3	16,7	2	11
Total			18	100	18	100

From the table above, the pre-test data shows that some students get good scores with a frequency of 5 (27,8%), there are 4 (22%) students who get excellent scores and 4 (22%) students who get fair scores out of 18 students in the control class. Besides that, there were only a few students who scored poor, namely 2 (11%) and 3 (16,7%) who scored very poor. In the sense that the writing skill of students in this class can be said to be good, even though only 50% of the 18 students got excellent and good grades.

In the post-test section, the data showed that students experienced a decrease after guided questions were given, even previously there were

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4 (22%) students who got excellent scores, but in this post-test there were no students got excellent scores. Besides that, previously there were 5 (27,8%) students who got good grades, decreased to 3 (16,7%). Then, the cassification of poor and very poor which previously only amounted to 11% - 16,7%, now increased very drastically to 50%. Therefore, it can be said that in improving students' writing skill using guided questions proved to be ineffective for use in writing classes.

After knowing the students' score in pre-test and post-test based on aspects of writing, the following table were students' score to find out the mean score.

Table 4.8 pre and post-test scores of students' in control class

Students name	X_1 (pre-test)	X_2 (post-test)	$(X_2 - X_1)$	$(X_2 - X_1)^2$
S1	90	50	-40	1600
S2	90	35	-55	3025
S3	85	65	-20	400
S4	65	80	15	225
S5	85	45	-40	1600
S6	65	50	-15	225
S7	80	55	-25	625
S8	90	55	-35	1225
S9	80	85	5	25
S10	25	45	20	400
S11	70	45	-25	625
S12	85	70	-15	225
S13	90	50	-40	1600

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Students name	X_1 (pre-test)	X_2 (post-test)	$(X_2 - X_1)$	$(X_2 - X_1)^2$
S14	25	70	45	2025
S15	40	45	5	25
S16	60	60	0	0
S17	55	85	30	900
S18	45	35	-10	100
∑	**1225**	**1025**	**-200**	**14850**
Mean score			**-11,11**	

After calculating the results of the students' overall score, namely the value on the pre-test and post-test, then the researcher will then calculate the average value of each class, namely the experimental class and the control class.

1) The mean score in experimental class

a) Pre-test

$$X_1 = \frac{\sum x1}{n_1}$$

$$= \frac{1170}{20}$$

= 58,5

b) Post-test

$$X_1 = \frac{\sum x1}{20}$$

$$= \frac{1425}{20}$$

= 71,3

2) The mean score in control class

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a) Pre-test

$$X_2 = \frac{\sum x2}{n_2}$$

$$= \frac{1225}{18}$$

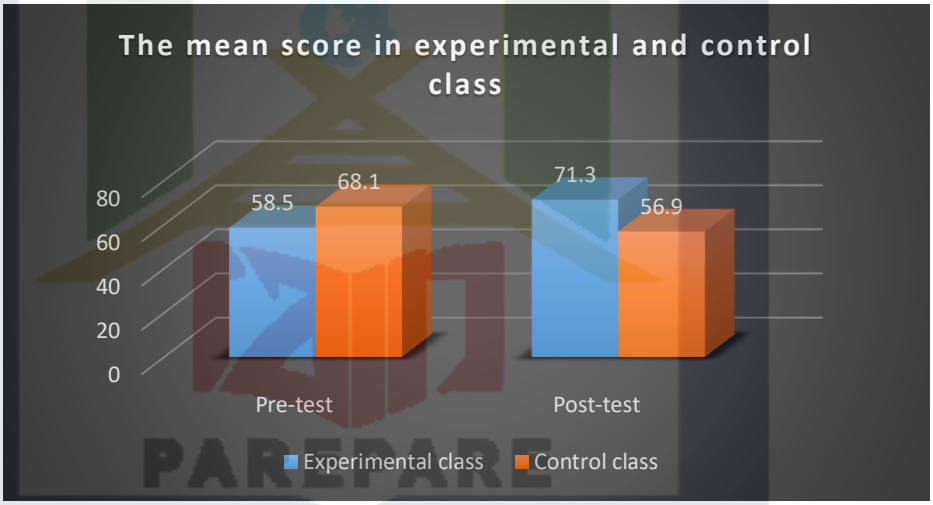
$$= \mathbf{68,1}$$

b) Post-test

$$X_2 = \frac{\sum x2}{n_2}$$

$$= \frac{1025}{18}$$

$$= \mathbf{56,9}$$



From the diagram above, it can be seen that the pre-test average value in the experimental class is smaller than the pre-test average value in the control class, namely (58,5 < 68,1). Then, the results of the post-test in the experimental class showed that the score was higher than the average post-test score in the control class, namely (71,3 > 56,9).

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After knowing the mean score of each class, then the value of the t test will be calculated. The value of the t test serves to ensure that there was an improvement in students score after applying the summarizing technique in the classroom and to facilitate researcher in testing hypotheses.

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{12{,}75 - (-11{,}11)}{\sqrt{\left(\frac{6374 + 1262}{20 + 18 - 2}\right)\left(\frac{1}{20} + \frac{1}{18}\right)}}$$

$$= \frac{23{,}86}{\sqrt{\left(\frac{7365}{36}\right)(0{,}05 + 0{,}06)}}$$

$$= \frac{23{,}86}{\sqrt{(212{,}1)\,(0{,}11)}}$$

$$= \frac{23{,}86}{\sqrt{23{,}3}}$$

$$= \frac{23{,}86}{4{,}82}$$

$$\mathbf{= 4{,}95}$$

Determining degrees of freedom:

df $= n_1 + n_2 - 2$

$= 20 + 18 - 2$

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= 36

After getting the results of degrees of freedom, it can be seen in the t-table (tt) at degrees of freedom the results obtained were 36 and at a significant degree of 0.05 (5%), so that the t-table (tt) obtained is 1.68.

2. The students results of the summarizing on TED talks video

Table 4.9 the students score of pre-test in summarizing

Students name	Max score	Score (X)	X^2	Classification
S1	100	55	3.025	Poor
S2	100	87.5	7.656	Excellent
S3	100	97.5	9.506	Excellent
S4	100	52.5	2.756	Poor
S5	100	97.5	9.506	Excellent
S6	100	55	3.025	Poor
S7	100	47.5	2.256	Poor
S8	100	57.5	3.306	Fair
S9	100	52.5	2.756	Poor
S10	100	70	4.900	Fair
S11	100	42.5	1.806	Poor
S12	100	52.5	2.756	Poor
S13	100	42.5	1.806	Poor
S14	100	50	2.500	Poor
S15	100	92.5	8.556	Excellent
S16	100	40	1.600	Very poor
S17	100	50	2.500	Poor
S18	100	35	1.225	Very poor

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Students name	Max score	Score (X)	X^2	Classification
S19	100	47.5	2.256	Poor
S20	100	40	1.600	Very poor
∑		**395**	**75297**	
Mean score			**19.75**	

In the experimental class, the researcher used summarizing technique to improve students' writing skill, especially constructing ideas from a text. However, in this section the students' pre-test score in writing skill will be showed before the summarizing technique was given. Based on the table above, there were three students got very poor score, eleven students got poor score, two students got fair score, four student got excellent score and none of students got good score. It has shown that the students' summarizing skill in pre-test was low, because most of students still got poor and very poor.

After knowing the students' score in pre-test in summarizing, the following table were students' score in post-test.

Table 4.10 the students score of post-test in summarizing

Students name	Max score	Score (X)	X^2	Classification
S1	100	87.5	7.656	Excellent
S2	100	95	9.025	Excellent
S3	100	95	9.025	Excellent
S4	100	60	3.600	Fair
S5	100	97.5	9.506	Excellent

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Students name	Max score	Score (X)	X^2	Classification
S6	100	75	5.625	Good
S7	100	77.5	6.006	Good
S8	100	45	2.025	Poor
S9	100	60	3.600	Fair
S10	100	62.5	3.906	Fair
S11	100	55	3.025	Poor
S12	100	85	7.225	Good
S13	100	77.5	6.006	Good
S14	100	82.5	6.806	Good
S15	100	97.5	9.506	Excellent
S16	100	82.5	6.806	Good
S17	100	52.5	2.756	Poor
S18	100	57.5	3.306	Fair
S19	100	85	7.225	Good
S20	100	57.5	3.306	Fair
∑		**655**	**115.941**	
Mean score			**32.75**	

After the researcher gave treatment to students using summarizing technique, then students will be given a post-test to find out how far students were able to summarize. From the table above showed that there were a changed of students' score after did the summarizing technique. There were five students got excellent score, six students got good score, five students got fair score, three

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students got poor score and none of students got very poor score. It proved that there were improvement of students' score in post-test.

After the scores from the pre-test and post-test were obtained, then the scores were then classified into categories based on each score obtained. The results can be seen in the following table.

Table 4.11 classification of students score in the pre-test and post-test in summarizing

No	Classification	Interval	Pre-test		Post-test	
			F	%	F	%
1	Excellent	86 – 100	4	20	5	25
2	Good	71 – 85	0	0	6	30
3	Fair	56 – 70	2	10	5	25
4	Poor	41 – 55	11	55	3	15
5	Very poor	≤ 40	3	15	0	0
Total			20	100	20	100

From the table above, the pre-test data showed that most of students got bad grades with a frequency of 11 (55%) and there were 3 (15%) students got very bad grades, in fact none of the 20 students got good grades. This happens because students had difficulty retelling the main ideas or important details and conccecting sentences between one sentence and another. Furthermore, there were 4 (20%) students who got very good grades and 2 (10%) got fair grades. It can be said that before being given the treatment, students' skill in summarizing a text in the experimental class were still lacking so that most of them were included in bad, very bad category and no one students even got good grades.

In the post-test section, the researcher has applied the summarizing technique and it is proven that this technique can had a good effect on students'

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writing, where there were 5 (25%) students who got an excellent and fair grades, 6 (30%) students who got good grades, 3 (15%) students who got a bad score classification. From the data obtained in the post-test it can be said that none of the students got very bad grades, and the classification of bad grades which was previously 11 (55%) became 3 (15%), the classification of good grades which was previously 0 increased to 6 (30%) and the classification of excellent which was previously only 4 (20%) to 5 (25%). Therefore, application summarizing technique can be said to be well used in teaching writing, especially in constructing ideas or important details from a text or video was taken.

B. Discussion

Based on the data that has been found, the researcher found that before using the summarizing technique on the TED talks video as a technique and media for teaching writing, students' writing skill were still limited. It can be seen from the results of the pre-test that the scores obtained were lower than the results of the post-test. The average pre-test score was (58.5). One of the factors causing this to happen was because the learning technique used by teacher were still monotonous by only using conventional learning method such as using the lecture method and conveying material through power point, so that students are less interested in learning English, especially in learning to write and assume that language English is very difficult to learn.

According to Devita's research results, the application of conventional learning models cannot increase student learning value. That was because during the learning process students feel bored with the way the teacher deliver the material which causes

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students to tend not to focused on listening to the material. Then, the use of this learning model was less attractive to students' learning interest and less motivating. In addition, the classroom atmosphere when applying conventional learning model was not lively because students were not too enthusiastic about participating in learning and students actually do other activities during the learning process.[41]

Before implementing the use of summarizing technique on TED talks video as a technique and learning media in writing, students experienced several obstacles, namely:

a. Students easily get bored in learning English.
b. Students think that English is a very difficult subject to learn.
c. Students have difficulty building or constructing ideas from a text.
d. Students rarely use varied writing technique and media, making it difficult to develop ideas in writing.
e. Students lose motivation in learning English.

After being given treatment, the results of the post-test showed that there were significant difference before being given treatment and after being given treatment. The average post-test score was (71.3). Meanwhile, the results of data analyze in the form of t-test value showed that the t-test value were higher than the t-table values (4.95 > 1.68). Based on the results obtained, it can be concluded that there was an increase in students' writing skill before and after being given treatment using the summarizing

[41] Imelda Devita, "Pengaruh Model Pembelajaran Konvensional Dan Role Playing Terhadap Hasil Belajar Siswa IPS Mata Pelajaran Ekonomi Di SMAN 3 Kota Jambi," 2020, 79.

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technique on the TED talks video. This showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

As stated by Khathayut & Karavi cited in Aratusa stated that summarizing technique can improve students' understanding and summarizing skill, especially in finding main ideas and avoiding plagiarism.[42] Another opinion said that summarizing is a technique that allows students to monitor their progress in learning the material.[43] That way, students can write well. So it can be said that the use of summarizing technique on TED talks video as a technique and media in teaching writing can make it easier to build ideas from a text. It means that this technique can be used by teachers in learning English, especially in teaching writing.

Based on the statement of the researcher in the previous chapter, it was said that the technique and method of teaching English used by teacher at MA DDI Lil-Banat Parepare were still in the conventional way, namely only based on textbooks, power point media and using the lecture method. Therefore, various technique and media are needed to be able to support the success of the learning process. In addition, the use of technique in teaching writing was very important to improve students' writing skill. One of them was by using the summarizing technique on TED talks video. This is in line with the theory according to Ramadhani et al yang mengatakan bahwa the improtance of using technique in teaching writing to overcome contemporary

[42] Aratusa, "The Use of Content-Based Summarizing Technique in Improving Students' Reading Skills of Madrasah," 211.

[43] Learning, "Lesson Summarizing Techniques," 1.

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educational challenges and improve students skill.[44] This was proven when researcher taught writing in class there was an increase in students' writing skill after learning to use summarizing technique on TED talks videos, even though not all students experienced an increase.

In addition to using summarizing technique, this study also used video as a learning medium in conveying material. Video was one of the media that can be used in learning English. By using the video, we can explored anything that supports the learning process. Wahyuningtyas & Sulasmono said that the use of learning media make it easier for educators to convey material to students, helped to increase student motivation so that learning outcome can increase, and learning effectiveness can increase.[45] Besides that, Sherman cited in Farid stated that video is an excellent resource for exploring the English speaking world and can also be used to make fun, learn big profits and only save a little effort.

In this case, the researcher used TED talks video in delivering the material. From the data obtained, it was known that most of students do not know about TED talks and this was the first time they have learned to used TED talks video. They do not know about TED talks but they can understand the contents of the video. It is just that some of them do know the contents of the video because they have difficulty in traslating and the speaker in the video also speak very fast. However, students were

[44] Ramadhani et al., *Metode & Teknik Pembelajaran Inovatif*, 129.

[45] Irdamurni Desi Indriyani, Yanti Fitria, "Problematika Guru Dalam Menerapkan Media Pada Pembelajaran Kelas Rendah Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 3 (2019): 2010.

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still able to understand some of the information conveyed by the speaker in the video. In Arnsten opinion cited in Sakti said that TED talks are a good resource for use by lecturers to be applied later in the field of education and can be used as a support in learning English.[46]

The data showed that, apart from having fun, students also feel that by learning to use TED talks, they can got more motivation and encouragement to study harder in English class. From the video, they also got other benefits which were very useful for honing other skills in English such as speaking and listening skill. In addition, students stated that they could got more new information from the video. Thus, it can be said that video is one of the appropriate learning media used to convey material in learning English as in teaching writing. That way, students will learn comfortably and relax in receiving material. Besides that, using video in learning will avoid learning with monotonous media and boring classes.

After applying the summarizing technique on TED talks video, there were several positive impacts experienced by the 11th grade of MA DDI Lil-Banat Parepare, including:

a. Students find it easier to build their ideas to write in summary form.
b. Students feel happy and comfortable in learning English because they do not use monotonous learning method anymore.

[46] Sakti, "Analysis of Atudents' Perception on Ted (Technology, Entertaiment, and Design) Talks Video to Motivate Students of Writing Class of the Third Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2018/2019," 70.

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c. Students were more interested and motivated to learn English than before being given summarizing technique on the TED talks video so they are no longer lazy in learning.

d. By using TED talks video, students also hone other skills such as speaking and listening skill.

Based on the explanation above, it can be concluded that the use of summarizing technique on TED talks video in teaching writing can increase students learning motivation so that students become enthusiastic in the ongoing learning process and can make it easier for students to build their ideas to then put it in a concise writing.

Meanwhile, the writing results of class 11th grade of MA DDI Lil-Banat Parepare were analyzed using quantitative analysis with several formulas contained in the previous chapter. By providing a topic about English, students were able to write based on that topic. Based on the data obtained before being given treatment, namely on the pre-test, it showed that out of 20 students, most of students could not construct ideas from a text so they could not write well. In addition, students have no interest or were not so interested in English language learning especially in teaching writing. In other words, the overall percentage was only 20% of students getting the excellent and good categories. That means students cannot write properly and correctly. Based on the findings of researcher in class, this was due to the monotonous use of technique and media so that they were not interested and not motivated in learning.

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After being given treatment, namely in the post-test, it showed that the students score has increased from before. That means students' interest was higher than ever in the use of summarizing technique on TED talks video as a learning technique for writing in English, that was the overall percentage of 65% of students earn excellent and good categories. That means students can write well using summarizing technique on TED talks video.

Based on the data above, we can see that students' interested in learning English was very high when using learning technique and media, especially in teaching writing. The use of summarizing technique on TED talks video as a learning technique also helped teacher in making students more active in class. From the data described above, it showed that the use of summarizing technique on TED talks videos can help students to improve their writing skill. In addition to increasing student interest in learning, students were also more motivated to learn English. This was in line with the theory put forward by Aritonang cited in Sutriani which said that interest is one aspect of the human spirit that can drive people to achieve goals.[47] In other words, someone who has an interest in an object tends to pay attention or feel greater pleasure towards that object.

It can be seen from the activities of the students in the class when using the summarizing technique on TED talks video, most of the students felt happy and enthusiastic about participating in the learning provided by the researcher, moreover

[47] Sutriani, "Improving Students' English Vocabulary Mastery By Using Animation Video at the Seventh Grade of SMPN 3 Patampanua" (IAIN Parepare, 2022), 80.

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this was the first time they used summarizing technique and TED talks in teaching writing. According to Djamarah, indicators of interest include pleasure, expressions of liking, feelings of interest, awareness of learning without being asked, following learning, and paying attention.[48] This was proven by the researcher that the students felt enthusiastic and actively involved in teaching writing. Before being given the treatment students felt bored and unmotivated, but after being given the treatment they were more interested in participating in learning.

In addition, based on Wang's statement cited in Mubarok who said that there were four advantages of using video media in learning English, one of which was that it can motivate students' enthusiasm in learning English and help them maintain their attention in class.[49] Attention can be obtained because of teaching using videos and can reduce student boredom. According to Gagne and Briggs cited in Sutriani said that learning media involved tools that can be used to transfer the contents of teaching materials such as books, sound recordings, cassettes, animated videos, educational videos, films, slides, photos, graphics, television, photographs, and computer.[50] This was proven by researcher when conducting learning in class that media was a tool or material for transferring ideas. Even though researcher use videos with a high level of

[48] Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta Grafindo Persada, 2011).

[49] Ahsin Fahmi Mubarok, "The Effect of Using Video on the Eighth Grade Students' Vocabulary Achievement at SMPN 5 Jember" (Universitas Jember, 2017).

[50] Sutriani, "Improving Students' English Vocabulary Mastery By Using Animation Video at the Seventh Grade of SMPN 3 Patampanua," 81.

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difficulty, using videos in learning has become an attraction for students besides using summarizing technique and being able to capture learning using these media.

Even though students' interested in using summarizing technique on TED talks video was high after being given treatment, there were still students who got bad grades and there were even students who experienced a decrease after being given treatment. From the results found in class, it can be seen that most of the students did not know about TED talks and this was their first experience using TED talks video in teaching writing. Even so, they were able to understand the content or information conveyed by the speaker in the video using limited facilities, namely a dictionary. Meanwhile, not all students could understand the content of the video properly. This was caused by the speaker in the video speaking quickly, so that only part of the information conveyed can be understood by them.

Based on the results of the pre-test and post-test as well as theory, the researcher can conclude that the use of summarizing technique on TED talks video can improve students' writing skill. Although not all students experienced improvement, most students were able to use the summarizing technique on TED talks video to improve their writing skill.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part contains conclusion based on the findings and discussion of the researcher. Then, the second part contains suggestions based on conclusion.

A. Conclusion

Researcher can conclude that students achievement in writing in class 11 MA DDI Lil-Banat Parepare can be improved through summarizing technique. There is a significant dirrerence between the experimental class and the control class. It is proven by the average score in the post-test which is higher than the pre-test score. Therefore, it is also supported by the t-test result that the t-test value (4,95) is higher than t-table value (1,68) with degree of freedom (df-n-2) = 36.

B. Suggestion

1. For the english teacher
    a. English teacher must prepare a new technique in teaching writing. With the application of new technique in learning, students feel fun and comfortable in learning process. Meanwhile, applying the summarizing technique will make students understand the text better and get important points from the text.
    b. English teacher must give more attention and motivation to students in learning English, especially in teaching writing.

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2. For the students

   a. In practice, students must continue to learn and practice repeatedly in applying summarizing technique to improve writing skill so as to facilitate the development of ideas in writing.

   b. Students must be serious and pay attention to each component in the writing assessment.

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APPENDICES

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Appendix 1: Pre and post-test answer sheet instrument

	KEMENTRIAN AGAMA **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE** **FAKULTAS TARBIYAH** **Jl. Amal Bakti No. 8 Soreang 911331** **Telepon (0421)21307, Faksimile (0421)2404**
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Nama : Sofia

Nim/Prodi : 18.1300.024/PBI

Fakultas : Tarbiyah

Judul penelitian : Improving Students' Writing Skill Through Summarizing Technique on TED Talks Video at The Eleventh Grade of MA DDI Lil-Banat Parepare

PRE-TEST ANSWER SHEET INSTRUMENT

Name :

Class :

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

_____

_____

_____

_____

_____

_____

_____

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Parepare, 29 September 2022

Mengetahui,

Pembimbing utama	Pembimbing Pendamping
Dr. Abdul Haris Sunubi, M.Pd.	Drs. Ismail Latief, M.M.
NIP. 19750308 200604 1 001	19631207 198703 1 003

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Fakultas : Tarbiyah

Judul penelitian : Improving Students' Writing Skill Through Summarizing Technique on TED Talks Video at The Eleventh Grade of MA DDI Lil-Banat Parepare

POST-TEST ANSWER SHEET INSTRUMENT

Name :

Class :

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

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Parepare, 29 September 2022

Mengetahui,

Pembimbing utama	Pembimbing Pendamping
Dr. Abdul Haris Sunubi, M.Pd.	Drs. Ismail Latief, M.M.
NIP. 19750308 200604 1 001	19631207 198703 1 003

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Appendix 2: Pre and post-test assessment instrument

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Judul penelitian : Improving Students' Writing Skill Through Summarizing Technique on TED Talks Video at The Eleventh Grade of MA DDI Lil-Banat Parepare

PRE-TEST ASSESSMENT INSTRUMENT

Topic : Why must study English?

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Students Name	Aspects																			
	Content				Organization				Grammar				Mechanics				Vocabulary			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

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Students Name	Aspects																			
	Content				Organization				Grammar				Mechanics				Vocabulary			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Parepare, 29 September 2022

Mengetahui,

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Fakultas : Tarbiyah

Judul penelitian : Improving Students' Writing Skill Through Summarizing Technique on TED Talks Video at The Eleventh Grade of MA DDI Lil-Banat Parepare

POST-TEST ASSESSMENT INSTRUMENT

Topic : What are the challenges in learning English?

Students Name	Aspects																			
	Content				Organization				Grammar				Mechanics				Vocabulary			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

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Students Name	Aspects																			
	Content				Organization				Grammar				Mechanics				Vocabulary			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

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Students Name	Aspects																			
	Content				Organization				Grammar				Mechanics				Vocabulary			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Parepare, 29 September 2022

Mengetahui,

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Appendix 3: Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPS/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Kegiatan Inti (100 Menit)
• Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video. • Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar. • Guru memberikan TED talks video dengan topik *"Kids need recess"* dan melakukan *brainstorming* dengan meminta siswa menentukan tema dan isi video secara lisan. (Link video: https://youtu.be/Kh9GbYugA1Y) • Guru mengarahkan siswa untuk menuliskan kata kunci dari video yang diberikan. Kemudian, siswa menulis pendapat mereka dalam sebuah tulisan yang ringkas dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya. • Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.
Kegiatan Penutup (15 Menit)
• Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.
- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 16 Oktober 2022

Mengetahui,

Guru Mata Pelajaran

Herlina, S.Pd.I.
NIP

Mahasiswa

Sofia
NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPS/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"Stress at school"* dan melakukan *brainstorming* dengan meminta siswa menentukan tema dan isi video secara lisan. (Link video: https://youtu.be/dbic3JCX1jo)
- Guru mengarahkan siswa untuk menuliskan kata kunci dari video yang diberikan. Kemudian, siswa menulis pendapat mereka dalam sebuah tulisan yang ringkas dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.
- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 20 Oktober 2022

Mengetahui,

Guru Mata Pelajaran

Herlina, S.Pd.I.
NIP.

Mahasiswa

Sofia
NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPS/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"The power of reading"* dan melakukan *brainstorming* dengan meminta siswa menentukan tema dan isi video secara lisan. (Link video: https://youtu.be/9fLIkOMrMq4)
- Guru mengarahkan siswa untuk menuliskan kata kunci dari video yang diberikan. Kemudian, siswa menulis pendapat mereka dalam sebuah tulisan yang ringkas dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.
- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 30 Oktober 2022

Mengetahui,

Guru Mata Pelajaran

Herlina, S.Pd.I.
NIP.

Mahasiswa

Sofia
NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPS/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"The keys to a great conversations"* dan melakukan *brainstorming* dengan meminta siswa menentukan tema dan isi video secara lisan.

  (Link video: https://youtu.be/bfGQpe6FQcw)
- Guru mengarahkan siswa untuk menuliskan kata kunci dari video yang diberikan. Kemudian, siswa menulis pendapat mereka dalam sebuah tulisan yang ringkas dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.
- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 2 November 2022

Mengetahui,

Guru Mata Pelajaran	Mahasiswa
Herlina, S.Pd.I.	Sofia
NIP.	NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"Kids need recess"* dan memberikan beberapa pertanyaan yang berkaitan dengan video tersebut. (Link video: https://youtu.be/Kh9GbYugA1Y)
- Siswa menulis pendapat mereka dengan membuat kesimpulan dari video tersebut berdasarkan pertanyaan yang telah diberikan sebelumnya dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.
- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 25 Oktober 2022

Mengetahui,

Guru Mata Pelajaran

Hernina, S.Pd.I.
NIP.

Mahasiswa

Sofia
NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"Stress at scholl"* dan memberikan beberapa pertanyaan yang berkaitan dengan video tersebut. (Link video: https://youtu.be/dbic3JCX1jo)
- Siswa menulis pendapat mereka dengan membuat kesimpulan dari video tersebut berdasarkan pertanyaan yang telah diberikan sebelumnya dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.
- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 1 November 2022

Mengetahui,

Guru Mata Pelajaran

Herlina, S.Pd.I.
NIP.

Mahasiswa

Sofia
NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
▪ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ▪ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"The power of reading"* dan memberikan beberapa pertanyaan yang berkaitan dengan video tersebut. (Link video: https://youtu.be/9fLIkOMrMq4)
- Siswa menulis pendapat mereka dengan membuat kesimpulan dari video tersebut berdasarkan pertanyaan yang telah diberikan sebelumnya dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.
- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 8 November 2022

Mengetahui,

Guru Mata Pelajaran

Herlina, S.Pd.I.
NIP.

Mahasiswa

Sofia
NIM. 18.1300.024

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA/Ganjil

Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Pendapat dan Pikiran

Alokasi Waktu : 3 × 45 Menit (1× pertemuan)

A. Tujuan Pembelajaran

Siswa mampu mengidentifikasi, menyusun teks sederhana menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, serta mampu membedakan cara pengungkapan dari masing-masing konteks.

B. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)
↓ Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai bentuk sikap disiplin dan dilanjutkan dengan melakukan *warming up*. ↓ Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh dan memberikan motivasi mengenai manfaat mempelajari bahasa Inggris sebelum materi diberikan.
Kegiatan Inti (100 Menit)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Peneliti menyiapkan materi tentang memberi dan meminta informasi terkait pendapat dan pikiran dengan cara memberikan video.
- Memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video yang disajikan dan akan dijawab melalui kegiatan belajar.
- Guru memberikan TED talks video dengan topik *"The keys to a great conversations"* dan memberikan beberapa pertanyaan yang berkaitan dengan video tersebut.

  (Link video: https://youtu.be/bfGQpe6FQcw)
- Siswa menulis pendapat mereka dengan membuat kesimpulan dari video tersebut berdasarkan pertanyaan yang telah diberikan sebelumnya dengan menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran yang telah dipelajari sebelumnya.
- Guru dan siswa menarik kesimpulan poin-poin penting yang muncul dalam kegiatan pembelajaran.

Kegiatan Penutup (15 Menit)

- Guru mengoreksi keterampilan menulis siswa dalam menulis sebuah ringkasan terkait pendapat dan pikiran dan memperoleh kesimpulan berdasarkan teks tersebut.

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- Sebagai penguatan materi, guru dan siswa bersama-sama membedakan cara pengungkapan dari masing-masing ungkapan-ungkapan yang telah dipelajari sebelumnya.
- Di akhir pertemuan, guru memberikan kosakata kepada siswa sebagai hafalan mereka terkait video yang akan diberikan pada pertemuan berikutnya.
- Guru melakukan penutupan kelas dengan salam penutup dan berdoa bersama.

C. Penilaian Pembelajaran

1. Sikap : Lembar pengamatan/Observasi
2. Pengetahuan : Tes tertulis

Parepare, 13 November 2022

Mengetahui,

Guru Mata Pelajaran	Mahasiswa
Herlina, S.Pd.I.	Sofia
NIP.	NIM. 18.1300.024

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Appendix 4: Standard deviation

Experimental class	Control class
$SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$	$SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$
$= 9625 - \frac{(255)^2}{20}$	$= 14850 - \frac{(-200)^2}{18}$
$= 9625 - \frac{65025}{20}$	$= 14850 - \frac{40000}{18}$
$= 9625 - 3251$	$= 14850 - 2222$
= 6373	**= 1262**
$SD_1 = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1}}{n-1}}$	$SD_2 = \sqrt{\frac{\sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n-1}}$
$= \sqrt{\frac{9625 - \frac{(255)^2}{20}}{20-1}}$	$= \sqrt{\frac{14850 - \frac{(-200)^2}{18}}{18-1}}$
$= \sqrt{\frac{9625 - \frac{6502}{20}}{19}}$	$= \sqrt{\frac{14850 - \frac{40000}{18}}{17}}$
$= \sqrt{\frac{9625-3251}{19}}$	$= \sqrt{\frac{14850 - 2222}{17}}$
$= \sqrt{\frac{6374}{19}}$	$= \sqrt{\frac{1262}{17}}$
$= \sqrt{335,5}$	$= \sqrt{74,2}$
= 18,3	**= 8,6**

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Appendix 5: Documentation

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Appendix 6: Students writing skill

1. Pre-test in experimental class

Name : Afriani

Class : XI.IPS

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

because language english is language the possible difficult. in circle rubber pr studen and language english is language internasional.

And language english already very is need because anywehere definite we will meet language english like studen in wante protracted study university in many country example london, ~~[illegible]~~ and america

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Husnul Aulia

Class : XI-IPS

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

We must learn English because it is an international language used so that we can communicate with people abroad. Not only that, English has also been widely absorbed into Indonesian and English is the slang language of young people today. Learning English can make a country develop, especially in terms of tourism and the economy, let alone to cooperate in multilateral trade. English is also needed so that foreign tourists who go to our country don't easily fool us. We must learn English because it is an international language used so that we can communicate with people abroad. English has also been widely absorbed

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Name : Nurul Madinah

Class : XI. IPS

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Why must study english? because english is international language.
And i want to enter at in Pariwisata Major when i graduation from ~~high~~ my
high school. And english language it's so important when we start interaction
with other people from many country.
Honestly, i like english language so much, ~~when i~~ and i know english
it's so difficult. Not easy. But i ~~try~~ tried.

And english will useful later. I admit, i need english language in my life
so much. ~~And my~~ Oma, my friend said that she want be able to speak
english because she want to watch a film without sublities, i agree with ~~that~~ her.
I like sing a english song. So ~~in~~ i need learn english ~~at~~ cause i don't ~~can~~ want
confused with that "lirik"
Take a long time learn english, i memories many vocab but i still confused with
a tenses, until now.

and for your information sis, i, interested with a "bule people"
cause so handsome right?
okey ~~that's~~ this is my "why must study english?"
Sorry if ~~any~~ wrong. But thanks sis sofi.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Nur Rahmah.S

Class : XII. IPS

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Study English (is) difficult because, differenc the write and the pronounce and English is International Language who must learn in every world wheather want it we must study English.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Nur Uswatun Hasanah

Class : XI. IPS

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Because English Language Interest for live, what again when we call major ... Prawisata, we have to Learning to master some of English language. Because English language is language the Internasional.

English language also ready worldwide, so obliged for learning. And so that when also poison Interection in straight with stranger.

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2. Post-test in experimental class

Name : Afriani

Class : XI IPS

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

In my opinion. The chalenge in learning english is that english is a language that is difficult to understand, why is it because the meaning, writing and the way of pronunciation are different, not like Arabic. In my opinion, Arabic is a little more understandable than english, because Arabic writing is the same, with what will be read in english, the writing is different, the pronunciation is different too. and one of my challenges that makes me sometimes irritated in learning english is like, I'm looking for the meaning of an english conversation in the english dictionary I'm tired of looking for the meaning it turns out that the meanings I'm looking for in the dictionary is an wrong because someone doesn't use it conjunctions. that's why I sometimes have a hard time understanding english.

C =

O =

G =

M = 3

V = 4

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Husnul Aulia

Class : XI. IPS

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Discusses the ~~obstacles~~ challenges in learning English. In my opinion my challenges to learning English here. firs, the lack of application of knowledge caused by the lack of students who are interested in English and also internet facilities that do not support socializing using English and I really miss chatting with my Caucasian friends.

Secondly, the limited time, because we live in a boarding school where the activities are very busy making it difficult to focus on learning English informally.

Third, the lack of teaching staff, such as english language course teachers outside of school hours. Fourth, because of the boarding school regulations that prohibit students from taking courses outside the boarding area. However, when I have a day off I really take advantage of my ~~prens~~ presence at home to learn English because I really like and need it.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Nurul Madinah

Class : XI.IPS

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

My opinion about "what are the challenges in learning english" is the inadequate facilities, the absence of an environment to support the conversation, and the lack of participation of people around. This can be the cause of someone's inhibition in learning english.

Lack of interest from someone to learn english is also the cause of inhibition of learning english.

I want to learn english in depth but, learning english only takes place at school, in the dormitory there ~~are~~ is no teachers who can teach english.

I want to learn about tenses. But again no one was able to teach us that. I also want to take part in ~~a~~ the english competitions but no one can find me an english competition. Why? due to inadequate facilities, there is no cellphone that can be used to find information about competitions outside.

This is what ~~hinders~~ challenges the potential of today's youth. Maybe that's the only thing that ~~hinders~~ challenges in learning english Thank you.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Nur Rahmah S

Class : XI. IPS

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Personally, I think There are 3 factors that cause are the reasons why students don't like English lessons, the first is the teacher factor, the method factor and the last is environmental factor.

Difficulties often associated with learning it spelling in English is a matter of ~~not~~ memorization as various words that sound one way are spelled differently.

As for some other factors

1. Limited study time
2. Lack of confidence
3. Lots of vocabulary to learn

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Name : Nur Uswatun Hasanah

Class : XI. IPS

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Sb, my problem in learning english is that one of them is that I still lack vocabulary and I am still a bit confused because the writing and reading are different, grammar, variations in english and it is difficult to use in our environment.

There are also several factors such as the method given by the teacher is not able to make us speak english. There are also teachers who do not make us interested in learning.

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3. Pre-test in control class

Name : Andi Nur Azizah
Class : XI. IPA
Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

One of the most important reasons for learning english, one of which is the opportunity to get a more decent job. By having ability to speak two languages, of course it will be an added value to us. In addition, we will also be able to get a career at the international level if our english language skills are very good.

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Name : ANDINI

Class : XI-IPA

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Personally, I think we must study english so that we can speaking english because can speaking elnglish make it easirt we it interacting with stranger in addition, person who can language english to look cool because persons who think that study english is difficult

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Name : fitri Ramadhani Rahman

Class : XI-IPA

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

The main reason why you should learn english is because english is an international language. This language is the connecting language between one country and another Not only as a medium of communication, but the latest technology also uses english as the language of instruction. When your english skills are good, then you can acces more information. you can better understand the english information on the internet, or books. As a result, you can acces more information than people who don't speak english.

can continue studying Abroad in order to get high scores, english must be good. Why english is important to students can be motivated so that you want to start learning english since you were in school. with good english, you can achieve achievements and realize dreams, as well as achieve a bright future.

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Name : ISNENI RAMADANI

Class : XI MIPA

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

Because, english language is international language or word language. If we are to live in the abroad we usually using to interaction and communication every day is english language. English language had more useful it, Between : a can is became as producer money as : became translate in the abroad, teacher english language and also assist inside public speaking. Conclusion, english language very assist inside to communication.

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CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name :NUR AMALIA

Class : XI IPA

Topic : Why must study English?

Write based on what is known from the topic above into several paragraphs!

Answer:

The main reason why you should Learn english is because English is an international Language. This Language is the connecting language between one country and another. Not only as a medium of communication, but the Latest technology also uses English as the Language of instruction

When your English skills are good, then you can access more information. You can better understand the English information on the internet, or books. As a result, you can access more information than people who don't speak English.

Can continue studying abroad in order to get high scores, English must be good. five reasons why English is important to students can be motivated so that you want to start Learning English since you were in school.

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4. Post-test in control class

Name : ANDINI

Class : XI-IPA

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

the challenges I in learning English a trouble in composer sentence, and lack of Vocabulary so that I ~~f~~ell in writing and I ~~f~~ell hard to pronounce so that I ~~not~~ don't like ~~this~~ language English. and hard that learning English another write another meaning

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : Andi Nur Azizah

Class : XI . IPA

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

In my opinion. the challanges in learning english rather hard to pronounce, to write. Some time hard because vocabulary not in dictronary. we also difficult to understand in writing paragraph in english language and hard in understend time watch video language english, language english the other toread, other ~~th~~ Hakatif

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : fizri Ramadhani Rahman

Class : XI.IPA

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

In my opinion, the challenges in learning english is rather hard to pronounce to write. sometime hard because vocabulary not in dictionary. we also difficult to understand in writing paragraph in english language. english language sometime another write another meaning. hard in understanding time watch video in language english because the language rather very ~~hard to~~ hard

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Name : ISNENI RAMADANI

Class : XI MIPA

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

From my point of view the Challenges in learning English a written with meaning be → another with another meani different, composer vocabulary in Paragraph usual became a little Propiem, Step in make tense can became problem, example in make simple present tense, past tense, simple continous tense, simple future tense, and etc.

That all because off flauding in using famula. Usually I more easy understanding subied if after using LCD for watching video understanding back. But, Insyaallah I effort in order that I can became languge english subied easy for studied. Thank you miss, you all the best.

Succes straigh miss.

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Name : Nur amalia

Class : ~~X~~I IPA

Topic : What are the challenges in learning English?

Write based on what is known from the topic above into several paragraphs!

Answer:

The challenges in learning english ~~in~~ a difficult ande'staending because difference write and hard to pronounce composer, vocabulary ~~in~~ d not in dictionary, in addition difficult in writing vocabulary, difficult understand in bend video because language past to remain

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Appendix 7: Determination of student thesis supervisor

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2382 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

Kesatu :
Menunjuk saudara;
1. Dr. Abd. Haris Sunubi, M.Pd.
2. Drs. Ismail Latif, M.M

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Sofia
NIM	:	18.1300.024
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Students' Writing Skill Through Summarize Technique On Ted Talks Video at The Eighth Grade Of MTs DDI Padanglolo

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 02 September 2021
Dekan,

Dr. H. Saepudin, M.Ag.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 8: Research permit recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4154/In.39.5.1/PP.00.9/10/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Sofia
Tempat/Tgl. Lahir	: Padang Lolo, 18 April 2000
NIM	: 18.1300.024
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Padang Lolo, Desa Kassa, Kec. Batulappa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Improving Students' Writing Skill Through Summarizing Technique On Ted Talks Video At The Eleventh Grade Of MA DDI Lil-Banat Parepare".** Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2022.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Parepare, 05 Oktober 2022
Wakil Dekan I,

Bahtiar

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 9: Recommendation letter from dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

SRN IP0000744

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 744/IP/DPM-PTSP/10/2022

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **SOFIA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **PADANG LOLO, KEC. BATU LAPPA, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **IMPROVING STUDENTS WRITING SKILL THROUGH SUMMARIZING TECHNIQUE ON TED TALKS VIDEO AT THE ELEVENTH GRADE OF MA DDI LIL-BANAT PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREARE (MA DDI LIL-BANAT PAREPARE)**

LAMA PENELITIAN : **13 Oktober 2022 s.d 20 November 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: Parepare
Pada Tanggal : 12 Oktober 2022

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina (IV/a)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keaslannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 10: Letter of research completing

معهدالبنات
لدارالدعوة والارشاد
MADRASAH ALIYAH LIL BANAT
PONDOK PESANTREN DDI UJUNG LARE PAREPARE
Akreditasi A (No : 110/SK/BAP-S/M/XII/2018)

Alamat: Jln. Abu bakar Lambogo No 53. Parepare, 91131, ☎: 042122171, Email: maddlilbanat99@gmail.com.

SURAT KETERANGAN
NO.MA.21.23.04/157 /DDI/XI/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah DDI Lil Banat Parepare, menerangkan bahwa :

Nama	: SOFIA
Jenis Kelamin	: Perempuan
Jurusan	: Pendidikan Bahasa Inggris
Universitas/ Lembaga	: Insitut Agama slam Negeri (IAIN) Parepare
Alamat	: Padang lolo, Kec. Batu Lappa, Kab Pinrang

Telah melakukan penelitian sejak tanggal 13 Oktober 2022 s.d 20 November 2022 tahun pelajaran 2022/2023 di Madrasah Aliyah DDI Lil Banat Parepare. Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare Nomor : 744/IP/DPN-PTSP/10/2022, Perihal Rekomendasi Penelitian untuk melakukan Penelitian/Wawancara di Kota Parepare dengan Judul Penelitian : IMPROVING STUDENTS' WRITING SKILL THROUGH SUMMARIZING TECHNIQUE ON TED TALKS VIDEO AT THE ELEVENTH GRADE OF MA DDI LIL-BANAT PAREPARE. Terhitung sejak tanggal 13 Oktober 2022 s.d 20 November 2022.

Demikian Surat Keterangan ini diberikan yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Diberikan di : Parepare
Pada tanggal : 30 November 2022
Kepala Madrasah,

Dherlina, S.Pd.I
Nip.,

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CURRICULUM VITAE

Sofia, her short name is Sofi. The writer was born on April 18th, 2000 in Pinrang. She is the second child from four childrens in her family. From the couple of Ancu and Erni. Her education background, she began her study on 2006 in Elementary school at MI DDI PADANGLOLO and graduated on 2012. She continued her study at MTs DDI PADANGLOLO and graduated on 2015. She continued her study at SMKN 4 PINRANG and graduated on 2018. Then, she continued her education at State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as her major. Finally, on 2022 she completed her thesis with the tittle *"Improving Studetns' Writing Skill Through Summarizing Technique on TED Talks Video at the Eleventh Grade of MA DDI Lil-Banat Parepare"*

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