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INVESTIGATING THE THIRD YEAR STUDENTS' SUMMARY WRITING ABILITY AT ENGLISH EDUCATION PROGRAM OF JEMBER UNIVERSITY

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

By:

Gema Diniah Setra

NIM: 130210401064

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

JEMBER UNIVERSITY

2019

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Andi Setiawan S.T. M.T. and Indah Rahayu.*
2. *My lovely little sister Lentera Nurani Setra.*
3. *My dear grandmothers.*

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MOTTO

"You don't start out writing a good stuff. You start out writing a bad page and thinking it's a good stuff, and then gradually you get better at it. That's why, one of the most valuable traits is persistence."

— Octavia E. Butler

Octavia E. Butler. Available at https://www.brainyquote.com/quotes/octavia_e_butler_324645 [December 20th, 2018]

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CONSULTANTS' APPROVAL

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Name	**: Gema Diniah Setra**
Identification Number	**: 130210401064**
Level	**: 2013**
Place, Date of Birth	**: Pamekasan, January 18th, 1995**
Department	**: Language and Art Education**
Program	**: English Education**

Approved By:

Consultant I	Consultant II
Dr. Aan Erlyana Fardhani, M.Pd	Drs. Bambang Suharjito, M.Ed
NIP. 19650309 198802 2 001	NIP. 19611025 198902 1 004

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education, Jember University.

Day : Monday

Date : 7th of January 2019

Place : Faculty of Teacher Training and Education, Jember University

Examination Committee

Chairperson,

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 19561214 198503 2 001

Secretary

Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 004

Members

Member I

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 19650309 198802 2 001

Member II

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

The Dean

The Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

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STATEMENT OF THESIS AUTHENTICITY

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The Writer

Gema Diniah Setra

130210401064

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Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of writing. Any criticism and valuable suggestion would be appreciated.

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Gema Diniah Setra

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SUMMARY

Investigating the Third Year Students' Summary Writing Ability at English Education Program of Jember University; Gema Diniah Setra, 130210401064; 2018; English Education Program; Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Writing skill is important for students' academic especially for English department students. Unfortunately, writing skill is categorized as the most difficult skills among the others since it requires intense and active thinking. That is why, students need a lot of practice to master writing skills. One of the activities that can be used to practice writing skills is summary writing. Summary writing is an activity when students' write a shortened version of text that still contains the whole text. Representing other people's ideas with your own words is considered as a frightening task for students who lack of vocabulary. Students tend to just copy the words from the original text. Thus, summary writing can be used as an indicator to know students' writing ability. Dealing to the problem that is explained above, this research was conducted to describe the third year students' summary writing ability at the English education program of Jember University through five aspects of summary writing which were length, accuracy, paraphrasing, focus, and conventions.

The design of this research was descriptive design. The population of this research was the third year students at the English education program of the faculty of teacher training and education of Jember University in 2017/2018 academic year. Using simple random sampling 15% of the population were taken as the participants of the research. Thus, there were 16 out of 103 students taken as the participants. In this research, there were two data collection methods used to obtain the data; those were writing test and documentation. After all the data were obtained, then the researcher did 8 steps in analyzing the data. Those were, scoring the result of the summary writing test, calculating the average scores from from the first rater and the second rater, finding the general mean score, classifying the score achieved, analyzing the students' achievements and the

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scores using percentage, stating which aspects of summary writing that are highly and poorly achieved by the students.

The result of the research showed that the students' summary writing ability was categorized as fair. It was supported from the result of calculation which revealed that the students' mean score was 68.6. To be more specific, 1 student was categorized as excellent, 6 students were categorized as good, 7 students were categorized as fair, 2 students were categorized as poor, and no one was categorized as fail. Meanwhile, the analysis about the students' summary writing ability in the five aspects of summary writing showed that the length, accuracy, and paraphrasing were the aspects that showed the students' strengths in summary writing, because those aspects came up with high percentages. On the contrary, the aspect of focus and convention were considered as the aspects that reflected the students' weaknesses in summary writing because the aspects showed low percentages compared to the other aspects.

Since the length aspect came up with the highest percentage which was 26%, it can be indicated that the length aspect was the aspect that the students' highly achieved. Meanwhile, the convention aspect which only came up with 12% was indicated as the aspect that the students struggled the most

Therefore, the researcher hopes that the new findings about the students' summary writing ability can be advantageous for the students to improve their summary writing ability by figuring out the information about students' strengths and weaknesses in summary writing. Also, hopefully this research can help the students to find a way to overcome their difficulties. Besides, it is also expected for the future researchers who will conduct a research with the same interest, to apply different method in analyzing students' summary writing ability, for example they can apply rubric that also can focus on summary's organization and vocabulary.

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CHAPTER I. INTRODUCTION

This chapter presents the background of the study, the formulation of the problems, the objectives of the study, and the research contributions.

1.1. The Research Background

For college students, especially English department students, writing skill is important for students' academic activities. Richards (1990:100) mentions that students need to have good writing ability. It will be useful for their future because writing ability is a requirement for many occupations and professions. It is because writing is one of communication tools that allow people to interact with others in the form of written text. Unfortunately, Langan (2003:13) says that it is difficult for many people to write a good writing which requires intensive and active thinking. From that statement, it means that writing requires large knowledge and critical thinking. Many students tend to have difficulties in writing due to lack of ideas or deciding proper language to write. Because of that, students may commit plagiarism when they try to write other people's ideas. Plagiarism is an act of stealing ideas, methods, and written words then mark them as the students own works. Plagiarism occurs because of students' lack of writing competence (American Association of University Professors, 1989). Therefore, to master writing skill and to avoid plagiarism, they have to do a lot of practices, including making summaries of what they have read.

Summary writing is one of the activities to activate students' writing skill. It gives them opportunity to paraphrase and to summarize what they have read, at the same time they interpret what they have understood from the passage by using summary writer's own words. It means that summary writing is students' activity in writing a brief restatement of a reading text which represents the writer's idea in the text accurately by using students' own words. According to Friend (2001), among various writing strategies, summary writing is a powerful learning strategy that has been found to improve comprehension and retention of new information. At the English

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Education Program of Jember University, the summarizing technique has been applied to the students as a practice method to improve students' reading comprehension and writing skill. Students have to face some practical works of summarizing texts.

In their academic life, most of college students get the information from lecturers, books, articles in order to do their assignments or tasks related to their own field of study. Summary writing is used as an activity in order to know the information about students' knowledge, for example information from books that they have read. Since summary writing requires summary writer's own words, it is considered as a frightening task for most students especially students with lack of vocabulary. Hood (2008) notes that it seems to be complex when students try to represent something in the same meaning with other words. Therefore, summary writing can be used as an indicator in knowing the students' ability to comprehend written text and the students' writing ability.

There have been some researchers conducting some researches about students' ability in summary writing, one of them is Chin's (2011). The research reported the investigation on the summary writing performance of high-intermediate and advanced level university students in Taiwan. The students were asked to write summaries based on two argumentative English texts. The summaries were analyzed according to two sets of criteria:(1) Content-related criteria, and (2) writing-related criteria. The result showed that the participants still needed more training in rearranging and reorganizing the idea from the source text in order to compose a better summary. Another research was conducted by Hendrian (2013) who tried to describe the second year students' accuracy in writing summary at English Education Department of University in Bandung. The researcher asked the participants to make summaries of three different narrative texts and focused in scoring the students' summary through five aspects of summary writing which were length, accuracy, paraphrasing, focus, and convention. The result of the research showed that the students already had good ability in writing

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summary although it seemed like the students still had difficulties to summarize the text containing complex sentences, new vocabularies, and implicit main ideas. The two researchers have described students' ability in writing summary through different criteria. However, neither has analyzed which aspects of summary writing that are highly and poorly achieved by the participants.

Based on the background that has been explained in the description above, the researcher was interested in conducting a similar research about summary writing. The researcher was eager to know whether or not the result of the research would show the same result like the two previous studies. In this research, beside identifying and analyzing the ability of students' summary writing through five aspects of summary writing which are length, accuracy, paraphrasing, focus, and convention. The researcher also explained in which aspects of summary writing which were highly and poorly achieved by the students through analyzing the result of summary writing test that was conducted in this research. Thus, identifying the aspects of summary writing which were highly and poorly achieved by the students made this research different from the two previous studies. Also, both of the previous researchers used narrative text and argumentative text as the texts that the participants should summarize. To make this study different, the researcher used different type of text beside narrative and argumentative text that was expository text.

The population of this research was the third year students at the English education program of Jember University. Based on the syllabus, making a summary is learned in critical reading and literacy course and academic writing course. It was expected that the students who already passed the courses already have basic knowledge about summary writing. That was why the researcher chose the third year students who already passed those courses as the participants of this research. After that, 16 students out of the population were taken randomly to become the participants of this research. The researcher asked the students to make a summary based on an expository text. The topic was about an issue that happens in Indonesia. It

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was because the participants were familiar with the context, and already had background knowledge about their country. Moreover, the expository text was chosen, because it has clear text features that allow the readers to easily find the key information and understand the main topic. The researcher did not expect the participants to have difficulties to comprehend the source texts. The result of the test was analyzed by using analytical scoring rubric adapted from Frey, Fisher and Hernandez (2003). The research concerned on the classification of students' ability in writing summaries and provided the explanation about how well they write the summary. Hence, the researcher conducted a research entitled "*Investigating the Third Year Students' Summary Writing Ability at English Education Program of Jember University*".

1.2 The Research Problems

Based on the background of the study, the research problems can be formulated as follows:

1. How is the summary writing ability of the third year students of English Education Program of Jember University?
2. Which aspects of summary writing that are highly and poorly achieved by the students?

1.3 The Research Objectives

Based on the research background and the research problems, the research objectives are formulated as follows:

1. Describing summary writing ability of the third year students of English Education Program of Jember University.
2. Describing aspects of summary writing that are highly and poorly achieved by the students.

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1.4 The Research Contributions

The result of the research is expected to be having contributions empirically, and practically.

1.4.1 Empirical Contribution

This study is expected to help the students to give information about the students' summary writing ability and their knowledge in applying a summarizing technique, which can be used for the students as an evaluation of their learning.

1.4.2 Practical Contribution

The result of this study is expected to figure out information on the strengths and weaknesses of the students' writing ability and to help them improve their summary writing ability. The results of this research are expected to be useful information for the future researchers who interested in conducting similar research dealing with summary writing ability as the background of the study or even as an insight to find a new way of teaching summary writing. The future researchers can use different rubric and genre of text on the future research. For example, the future researchers can add the aspect that also focus in dealing with text's organization and vocabulary.

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CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents some related literatures that construct the topic of this study. The discussions are divided into some subheadings including the description of the theoretical framework, conceptual review, and previous studies.

2.1 Theoretical Framework

Theoretical framework consists of theories that hold and support this research study such as writing ability, definition of summary writing, how to write a summary, criteria of a good summary, the aspects assessed in summary, and the importance of summary writing.

2.1.1 Writing Ability

Writing is one of the productive skills besides speaking skill. Chan and Ain (2004) state that out of the four language skills, writing is considered as one of the most important skills that are needed to be mastered, especially in an academic setting such as in schools, colleges and institutions of higher learning. Writing is a system of communication which indicates language through the writing of signs and symbols.

Writing is an important skill that allows the students to think and organize their mind and understand ideas and concepts. Harmer (2003: 112) says in dealing with writing, when the students write, in order to make a well-organized written form, they have to include their understanding and comprehension about the things being talked to express their ideas through written form. Thus, in writing activity the writer is not only delivering ideas but also organizing them into a coherent written text in order to help the readers comprehend the text easily.

However, McWhorther (2001:4) mentions that writing takes practice. In order to master in writing, it takes some practices to write a well-organized and coherent written text. There are some practices that can help students improve their writing skill such as collaborative writing, think-talk-write strategy, and summary writing.

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2.1.2 The Definition of Summary Writing

There have been several definitions of summary from some experts. According to Kissner (2006:8) a summary is a shortened version of a text that states the main ideas and essential details of the text and has the same text structure and order with the original text. Furthermore, Frey, Fisher, and Hernandez (2003) state that the purpose of summary is to present valid information of an original text in an efficient way, so that the reader can learn the important information of the text through a piece that is much shorter than the original text. Thus, summary is a brief statement that includes the original text's important information by using the summary writer's own words in order to help readers learn the source text without reading the whole text.

In addition, summary writing demonstrates the relation of reading and writing, it is because the writer needs to fully understand the text before rewriting it in new words. Friend (2001) says that summary writing is the process of choosing the most important things in a passage and transforms it into succinct statement in one's own word. Moreover Agustiningsih et al. (2014) state that summary writing is not rewriting the original text or story and it should be shorter than the original text, because summary contains only the original author's thoughts and must not contain the summary writer's own thoughts or feelings. They also add that in composing a summary, the summary writer needs to understand the whole passage and communicate the most important aspects of the original text. Similarly, Ülper and Okuyan (2009) declare that summary writing is an act to transform the source text into a new text in shorter form by benefiting from the background information they have. Supporting the other experts, Rivard (2001) mentions that to write a good summary, it is a must to convey the real point of the source text, while also reshaping, rearranging, and shortening its form.

From the explanation above, it can be concluded that summary writing is a writing activity presenting a briefer statement of a certain text which represents the main information of the original text as accurately as possible by reshaping the form using the summary writer's own words without changing its meaning.

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2.1.3 How to Write a Summary

There are two skills that are needed in making a summary, they are reading skill and writing skill. In writing a summary, a summary writer should do rereading, rewriting, and continually reflecting on the aspects of summary writing (Kirkland and Saunders, 1991). In line with that, Cho (2012) adds that before writing the summary, the summary writer should read the source text several times in order to fully comprehend the source text. After that, the summary writer begins to process the presentation of the source text's messages. Yang (2014) constructs a framework to represent the messages of the source text into a summary. Here is the framework of writing a summary that is proposed by Yang:

1) The summary writer should select the main ideas and the important information of the source text.
2) The summary writer organizes the main ideas and the important information that has been selected based on the source text.
3) The summary writer connects the content using connectives.

Based on the statements above, it can be concluded that in writing the summary, it is important to comprehend the source text first. To make sure that the source text is fully comprehended, the summary writer should read the source text several times before moving to write the summary. In writing the summary, the summary should condense the source text by selecting the important information and deleting the unimportant details. Then, the summary writer restates it with different words without changing its meaning. In addition, the summary writer should make sure to organize the summary well, so that the readers can easily comprehend it.

2.1.4 Criteria of a Good Summary

The purpose of summary is to let readers understand a whole passage without consuming so much time in reading. That is why it is a must for the summary writer to write an efficient summary so that the readers can fully comprehend the whole text without missing any important points although the

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summary is much shorter than the original text. The ability to identify the important points and deleting the less important details is the crucial point of making a good summary (Glendinning and Holmstrom, 1992).

Although the crucial point of summary is to identify the most important information of the source text, there are some characteristic of a good summary mentioned by some experts. The first set of criteria is explained by AVID (2012):

1) A good summary is a shorten version of the source text. A rule of summary is shortening the source text while carry the most important information from it.
2) A good summary includes only the most important information of the source text and deletes the details.
3) A good summary only includes information from the source text. It should not include the information from outside the source text, such as the summary writer's opinion.
4) The summary writers should restate the summary with their own words, not blatantly copy it from the source text. A good summary should have the same information with the source text but in different words organized by the summary writer.
5) A good summary is well-written. The summary writer should follow the rules of writing such as grammar, punctuation, capitalization, organization, and spelling

The second set of criteria is from Frey, Fisher, and Hernandez (2003:44) and Tuksinvarajarn (2009) as it is cited from Hendrian (2013), provides several characteristics of summarizing, they are:

1) Shorter than the original piece
2) Paraphrasing the author's words
3) Focusing on the main ideas only
4) Leaving out unimportant or non-informative words
5) Keeping your notes short
6) Organizing your notes well.

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Based on the explanation above about the criteria of a good summary writing, it can be concluded that a good summary writing is a well-organized shorter version of a source text that only includes accurate presentation of its main ideas and restates with the summary writer own words.

Considering the criteria above, the researcher decided to choose the criteria of a good summary that were used as the foundation to investigate the students' summary writing in this study, they were:

1. A good summary should be shorter than the original text. It is about one-third the length of the source text. Although it is shorter but it must contain whole important information of the original text.
2. A good summary should focus on the main ideas of the source text and exclude the less important details.
3. A good summary is represented with the summary writer's own words but still has the same meaning with the original text.
4. A good summary only includes the accurate information from the original text.
5. A good summary should be well-organized and well-written in order to help the readers understand the summary easily.

2.1.5 The Aspects Assessed in Summary Writing

Considering that this research uses an analytical scoring method, there were five aspects that were assessed in the students' summary writing adapted from Frey, Fisher and Hernandez (2003) they were; length, accuracy, paraphrasing, focus, and convention. The aspects of summary writing are decided by considering the characteristic of a good summary. Further information about each aspect is presented in the following:

2.1.5.1 Length

Summary is a shorter version of a text that has the whole important information of original text in it, so that readers can understand the whole text through a text that is much shorter than the original. That is why the length of the summary is important to make the summary effective which is easy to read, and

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not time consuming. With respect to length of the original text, Hidi and Anderson (1986:475) state that making a summary requires evaluations and decisions in how long the summary is. Summarizing activities can be more difficult with longer original text, and easier with the shorter text.

There are some experts who suggest how the length summary is decided. Mcdonough, Crawford, and De Vleeschauwer (2014) suggest that the length for a summary is one-third the length of the source original text. According to Langan (1997:247), a summary can consist of single word, phrases, several sentences, or one or more paragraphs. The length of summary is based on the instructor's intentions and the length of the original text. Basically, the length of summary is about one fourth to one third of the length of the original text. So in this research, the researcher asked the participants to create a summary shorter by one-third of the source text.

2.1.5.2 Accuracy

In writing a summary, inability to write an accurate summary means that the writer fails to comprehend the source text. Accuracy refers to a correct and exact representation of the content of the original text in a new statement in a summary (Carell, 1985). Frey, Fisher, and Hernandez (2003) also emphasize that a summary must convey correct information of the original text in an efficient manner. It means that a good summary should have the same content with the source text, although it is presented in shorter text and different words. The information included in a summary should only reflect what is in the source text. The summary writer should not add the information outside the source text for example the summary writer's opinion or feelings. Thus, the ability to summarize text accurately without taking too many words from the source text is an essential competency in summarizing.

2.1.5.3 Paraphrasing

Paraphrasing is putting the meaning of the text into different words. Based on what Oshima and Hoque (1983: 67) point out, paraphrasing is one of writing skills in which you rewrite information from an original source using your own

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words or in different sentence structures without changing its meaning. They also say when paraphrasing, it is a must for the writer to avoid using the same consecutive words and sentence structure from the original source. It is also supported by Li and Hoey (2014). They say that paraphrasing occurs when summary writers do not copy words from the source text consecutively, but use words which are identical or similar to the source text, but still have similar meanings. In line with the definition of paraphrasing, Bazerman (1995:28) adds that paraphrasing is rephrasing the meaning of the original text into new words. Paraphrasing can help the writer pay close attention to the author's thoughts and improve the better understanding of the text. So it can be said that paraphrasing is a writing skill when the writer keeps the meaning of the original text and then expressing the same ideas in a different way, in which it is needed in summary writing.

2.1.5.4 Focus

Focus deals with the content of the summary writing. Different from the other types of writing such as writing a story or a report, the content of a summary depends on existing texts. Since the operations are based on ideas generated from the original source, a summary does not require basic planning of content and structure by generating new ideas. It depends on the writer's decision on what to be included, what to be eliminated, how to organize the information and how to ensure that the summary has the accurate meaning from the source text (Idris, Baba, and Abdullah, 2011). Similary, Bazerman (1995:51) states that summary's content must reflect the important meaning of the source text. He also adds, in writing a summary, it is important for the writer to focus on the most important statements of the original statements of the source passage instead of focusing on the minor details.

Thus, a good summary writing requires careful attention to the meaning and shape of the entire source text in which the writer needs to focus on distinguishing the main ideas and less important details, including all the

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important information in the summary and dropping the less important details to make the summary effective.

2.1.5.5 Convention

Convention is a set of generally accepted standards for written English**.** Convention here refers to the mechanics of summary writing that can help the written text clear and understandable. Smith (2003:2) mentions that the word 'mechanics' indicates to the process of getting words into print-handwriting or typing, spelling, grammar and formatting. Similarly, Sun (2003) simply states that mechanics of writing determines the established conventions for words that are used in the text. These conventions include capitalization, contractions, gerunds, participles, numbers, numerals, pronouns, technical abbreviations, acronyms, units of measurement and punctuation marks. Too many mechanical errors in the text can make the readers confused and also lead them to misunderstand the ideas of the text. That is why, convention of writing is so important including in summary writing activity. Convention of writing in this study focuses on four categories which are grammar, punctuation, capitalization and spelling.

1. Grammar

   Grammar is one of the important aspects in learning English especially for writing skill. Greenbaum and Nelson (2002:1) emphasize that grammar deals with the rules for putting a set of words into larger unit which is sentence. Javed, Juan, and Nazli (2013:132) say that writing skill has two ultimate meanings which are to compose sentences that grammatically correct and communicate a meaning to the reader. Therefore, a good writer needs to be competent in writing a text with grammatically correct, because it deals with the meaning of the text itself, so that the readers will completely understand what the writer has written clearly.

2. Punctuation

   Punctuation deals with mark in written text that can help the text readable. Punctuation marks are symbols that are used as the tools to make the written language readable and easy to comprehend (Salman, Estefan, and Yaseen,

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2017). Harmer (2004:34) considers punctuations as one of the important features of writing and writer needs to use punctuation correctly. It is because punctuation is one of the features that people use as to judge the quality of a written text. That is why, if the punctuations are not used correctly. It does not only make a negative impression but also makes a text difficult to understand and totally change the meaning of the text (McLaren, 2003:57).

3. Capitalization

   Capitalization refers to the first letter of a word which uses the capital letter. King (2003) regards capital letters as a feature in a text that can help to guide the reader's eyes and mind through a text. Fardhani (2005:12) mentions that there are eight capitalization rules. The capitalization provides some of its functions, they are: the first letter in the sentence, the first person singular subject pronoun "I", the first letter after speech marks, proper noun covering the names of the person, names of the days of the week and months, and the names of particular places.

4. Spelling

   Spelling is the proper way to write a word, using the correct order of letters. Naeem (2007) defines spelling as the writing of a word or words with all necessary letters that are accepted and in conventional order. The use of correct spelling makes readers understand the written passage clearly. Warda (2005) also states that spelling also affected the writer's written performance and the writer with low spelling confidence and competency are expected to write less and more plainly than confident spellers do.

2.1.6 The Importance of Summary Writing

In their academic life setting, students are frequently required to produce summary assignments. It is because there are so many advantages of summary writing that can help students in learning especially as a practice to improve their writing and reading skills. Hidi and Anderson (1986) explain that summary writing is one of the primary contact points between reading and writing in academic settings. Summary writing promotes critical thinking by forcing

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students to express ideas not their own (Bean, 1986). This point is almost the same with the importance of summary writing by Idris and Abdullah(2011). They say that this skill involves some main operations which are reading and comprehending the content of a source text, identifying the main information of the source text, and producing a shorter version of the source text called summary. It is also a fundamental skill required by students to support other learning skills such as note taking, extensive reading and writing. Hsu (2003) also emphasizes that summary writing helps students perceive how to present the ideas in an organized manner and thus served as a strategy to learn composing task. In addition, Johns (1986) claims that summary writing has been recognized as a highly important and essential skill not only in language learning, but also in most areas of a student's academic career. It is because summary writing is usually used by the teachers as a strategy to force the students to read, and to measure the information about students' knowledge of certain texts or books.

Based on the statements above, it can be concluded that summary writing is a highly essential and necessary skill to be mastered by the students. The reason is because it deals with the implementation of reading and writing skills which can help the students not only in language learning area but also in many academic areas.

2.2 Conceptual Review

Conceptual framework covers the concept related of some operational definitions and that supports this study. The review includes the definition of expository text, and summary writing in college.

2.2.1 Expository Text

Expository text is a kind of informational text that presents factual information about a certain topic. Expository text provides valid and accurate evidence about the topic that is being discussed (Fisher &Frey, 2008). Expository text is supported by some accurate evidences such as data, statistics, and anecdote. The primary purpose of expository text is to inform readers, so that they can learn something from the text (Kim and Clariana, 2016). In conclusion, expository text

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is a kind of text that is written to inform readers and contains information of certain topic supported by facts in order to allow the readers learn something from it. Some common examples of expository text that we can find in everyday life are: textbooks, news, and articles.

In further discussion, Meyer and Ray (2011) grouped expository text structures into six main types: (1) compare-and-contrast, (2) problem-and-solution, (3) cause-and-effect, (4) sequence, (5) enumeration, and (6) description. Each text structure type represents a different text organization and purpose. For example, compare-and-contrast text structure focuses on the similarities or differences between ideas, things, or events. Problem-and-solution text structure focuses on describing an unresolved issue and offering solutions. Cause-and-effect text structure is used to describe how one event impacts another event. Sequence text structure is used to explain chronicles on how something changes over time, and the last, description text structures are used to describe a certain topic with evidence of fact. Expository text structure moves from facts that are general to specific. It consists of general paragraph and followed by supporting paragraphs.

In this research, the researcher used description type of expository text as the text that is summarized by the participants. There are several types of expository text indeed. However, the description type such as news report and article are more frequently found within students' daily life compared to the other types, so that the students are quite familiar with this type of expository text. Therefore, the researcher chooses the descriptions type of expository text as the genre used in this research.

Swoope and Johnson (1988) argue that familiarity affected significantly their judgments of important information in expository text when they make a summary. Yu (2009) supports that readers' familiarity with the topic of a source text also influences how they summarized or recalled it. That is why, in this study, the researcher asked the students to summarize an expository text type description structure about issue that happened in Indonesia. It was because the students were already familiar with this topic and had background knowledge about their

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country. For clearer picture of expository text type description structure, here is the example of expository text type description structure written by Maksum Nur Fauzan (2018) cited from The Jakarta Post:

SRAWUNG SENI CANDI: CELEBRATING YEAR-END

Srawung Seni Candi – an annual festival welcoming the New Year at the lesser known Sukuh temple complex – has taken place for the 14th time. The event usually begins on Dec. 31 and ends the next day to welcome the new year.

At the latest year-end event, local artists such as Iik Suryani and Suprapto Suryodarmo from Karanganyar; Otniel Tasman and Ketoprak Ngampung from Surakarta and the Adipala Workshop from Klaten, all from Central Java; La-Here from Makassar, South Sulawesi, Wukir Suryadi and Bimo Wiwohatmo from Yogyakarta and Bathara Saverigade Dewantor from Jakarta were among the attendees. International artists including Claire Loussouarn from France, Tetsuro Koyano from Japan and Sha Sha Higby from Canada also attended the event.

Srawung Seni Candi takes place at the Sukuh temple complex in Karanganyar, built during the era of the Majapahit kingdom. The idea to hold the year-end annual event came from the Lemah Putih arts center in cooperation with the Central Java Cultural Heritage Preservation Body, Karanganyar Tourism Agency, Karanganyar Environment Agency, Indonesian Yoga Instructor Association and villagers from Berjo Ngargoyoso in Karanganyar.

The event kicked off by distributing plants, followed by yoga session in the afternoon and tirakatan (night vigil) later on. On the first day of 2018, the attendees began the day at 9 a.m. by praying at the temple, followed by participating in a parade. Visitors then sat on mattresses and watched the performances at the Garuda Stage, located next to the temple complex. The performances had been moved to the Garuda Stage to avoid further damage to the ancient temple because of the vibrations caused by the sound system. The organizers hope that the year-end annual event will boost tourism in the area and help preserve the heritage site.

(Retrived from The Jakarta Post, 2nd February 2018)

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2.2.2 Summary Writing in College

In their academic life, summary writing has become the important skill for college students. It is because summary writing is one of common practices in higher education (Wolfersberger, 2008). Not only to practice the writing skill and reading comprehension, summary writing is also a critical skill for foreign language learners in academia, business, and industry (Johns, 1988). Summary writing is also applied at the English Education Program of Jember University as a technique to enhance students' writing and reading skill. Not only in writing and reading class, other lecturers also ask the students to write summaries in order to know the information about the students' knowledge, for example the students' knowledge about the information from books that they have read.

There are four stages of writing and reading courses at English Education Program of Jember University. For writing courses, they are introduction to paragraph writing course, advanced paragraph writing course, critical essay writing course, and academic writing course. Meanwhile, for reading courses, they are intensive reading course, extensive reading course, critical reading and literacy course, and the last stage is academic reading course. Based on the syllabus, making a summary is formally learned in critical reading and literacy, and academic writing course. In this research, the researcher chose the third year students as the research participant based on the consideration that those who have passed critical reading and literacy course, and academic writing course already have basic knowledge about summary writing and experience in making a summary.

2.3 Review of Previous Studies

There have been some researchers that already conducted this kind of research, which reveals students' summary writing. One of the researchers is Hendrian (2013) who conducted a research entitled *"Assessing the Accuracy of College Students' Summary Writing*". The study reported the investigation on the college students' summary writing ability using five aspects of summary writing,

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which were: length, accuracy, paraphrasing, focus, and convention. The respondents were English Education Department students of a university in Bandung. The researcher gave the students three different levels of topics to be summarized, and then he scored the respondents' summary writing. The result of the research showed that most of the students had good ability in writing summary in all three topics. From the three topics, the topic 3 had the highest percentage of students who made ineffective summary with 6.6%. Thus, topic 3 was assumed as the most difficult topic. That was why the decreasing of excellent summary occurred. The researcher concluded that the students still found the difficulties to summarize texts which contain complex sentences, new vocabularies, and tricky important point of the texts. However, his research problem only focused on scoring students' summary writing in order to investigate the students' ability in writing summary. He did not analyze in which aspect of summary writing that was poorly achieved by the students.

Another research was conducted by Chin (2011) entitled "*Investigating the Summary Writing Performance of University Students in Taiwan*". The research reported the investigation on the summary writing performance of university students in Taiwan. The high-intermediate and advanced level students were asked to write summaries based on two argumentative English texts. The criteria that were used to analyze the summaries in this research included two sets of criteria: (1) Content-related criteria (i.e., main ideas, extraneous ideas, and inaccurate statements). (2) Writing-related criteria (i.e., paraphrase integration of ideas, rhetorical features, and language control). The result showed that the high-intermediate students included fewer main ideas and more extraneous ideas than the advanced level students, it was shown in the differences in their average main idea scores (11.739 for high-intermediate, and 13.848 for advanced-group). In the writing-related criteria, the high-intermediate students still had so many errors in lexical and grammar, and they still tend to copy-paste the sentences rather than paraphrasing compared to the advanced level students. In general, both groups of students still needed more training in rearranging and reorganizing the idea from the source text in order to compose a better summary.

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CHAPTER III. RESEARCH METHODOLOGY

The third chapter presents the research method applied in this research covering research design, research context, research participants, data collection methods, research procedures, and data analysis method.

3.1 Research Design

The research design applied in this research was descriptive design which aimed to describe a certain phenomenon. It is supported by Mcmillan (1992:144), he explains that descriptive study is a research design that describes a phenomenon. The description in this research design is usually in the form of statistics for instance frequencies, percentages, averages, and sometimes variability. Fraenkel and Wallen (2012:15) give some examples of descriptive studies in education, such as identifying and describing the achievements of various groups of students, describing the behaviors of teachers, and describing the physical capabilities of schools. In this case, this research was intended to describe a certain phenomenon which was about the third year students' ability in writing summary at the English education program of the faculty of teacher training and education of Jember University in 2017/2018 academic year. The data obtained in this study were the summary writing results in the form of statistic data that was analyzed using analytical scoring rubric.

3.2 Research Context

Research context refers to the area where the research was conducted. This study was conducted at English Education Program of the Faculty of Teacher Training and Education of Jember University. The research area of this study was determined using purposive method. Purposive method is a method in which the researcher chooses sample based on the researcher's specific needs or for certain purposes (Cohen, Manion and Morrizon, 2007: 114-115). English Education Program of the Faculty of Teacher Training and Education of Jember University was chosen as the research area because the researcher as a student in the

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institution has known the situation and condition of the institution. In addition, the students have been accustomed to writing summaries as a means of learning.

The students at English Education Program of the Faculty of Teacher Training and Education of Jember University learn English as a foreign language. English is the major subject in this program. They use English in formal occasions. For example, they speak English with the lecturers when the teaching and learning process is conducted in the classroom, and they use English to write the assignments given by the lecturers. On the contrary, the students use the Indonesian language outside classroom and in informal situation.

Since the first semester, the students have learned reading and writing in English. There are four courses of writing and reading at English Education Program of Jember University. For writing courses, they are introduction to paragraph writing course, advanced paragraph writing course, critical essay writing course, and academic writing course. Meanwhile, for reading courses, they are intensive reading course, extensive reading course, critical reading and literacy course, and the last stage is academic reading course. However making a summary is taught in academic writing course and critical reading and literacy course.

Beside the summary writing is taught in academic writing and critical reading and literacy course, in the process of learning reading and writing, the lecturers tend to ask the students to summarize what the students have read, partly to show that the students understand the study material that has been read, and as a learning practice to write with their own words. This is also the reason why the researcher chose English Education Program of the Faculty of Teacher Training and Education of Jember University as the area of the study.

3.3 Research Participants

The research participants of the study were taken from the third year students at the English education program of the faculty of teacher training and education of Jember University in 2017/2018 academic year. From the documentation, it was known that the total number of the students was 103.

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According to Arikunto (2009: 119), if the total number of the population is more than 100 people, researcher can take 10%-15%, or 20%-25% of the total population as the samples. In this research, the researcher took 15% of the student's total number. It means that from the 103 students, the researcher took 16 students as the samples.

In trying to determine the 16 samples out of 103 students, the researcher applied simple random sampling. Cohen, Manion, and Morrison (2007) say that in simple random sampling each member of the population has an equal and independent chance of being chosen. This sampling method involves choosing randomly the required number of samples from a list of population. There is a way to choose the samples randomly which is by drawing names or numbers out of a box until the required number is reached.

To determine the samples, the researcher used lottery. The researcher made a list of 103 students as the first step by putting their names in order of their student's number, so each member of the population had number. After that, the researcher wrote their numbers on separate pieces of paper. These pieces of paper were mixed and put into a box. Then, the numbers were drawn out of the box randomly until it reached the required number of samples which was 16.

3.4 Data Collection Methods

This research used summary writing test to get the main data, and documentation to get supporting data.

3.4.1 Writing Test

Writing test in this research was conducted in the form of summary writing task. The summary writing test in this research was used as the main data in order to measure the students' summary writing ability. Writing test is a kind of test that is administered in written form to measure test takers' writing skills. It means that the participants of this research had to give the answer of the test in the form of writing, and then the researcher analyzed the results. In this research, the researcher asked the participants to write a summary based on a certain text.

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Hughes (2003:26) states that a good test should have validity and reliability. A valid test is a test which measures accurately the target skill. He also states that a test which is measured accurately what it is to be measured can be said as a valid test. If the skill measured is writing, it means that the students need to write. In this study, the researcher wanted to measure the students' summary writing ability through a summary writing test, that was why the researcher asked the students to write a summary based on the text given, and then evaluated the students' summaries based on 5 aspects of summary writing which were: Length, accuracy, paraphrasing, focus, and convention.

Meanwhile, reliable test means a test that has consistency of the score obtained. The researcher applied inter-rater scoring method in order to get the reliability of the test. Inter-rater reliability refers to the tendency of different raters to give the same score to the same writings (Cushing, 2002:135). In this research, there were two raters that scored the students writing test's results. The first rater was the researcher, and the second rater was the English instructor of the institution. Then, the scores from the first and second raters were calculated by means of correlation reliability in order to find the consistency of the results. If the correlation reliability is close to 1 rather than 0, it means that there is a strong relationship between two scores which indicates that the test is reliable.

In conducting the test, the students had to do a summary writing task. They were given 60 minutes to make a summary based on the source text which contained 469 words. The source text used in this research can be seen in Appendix B. Macalister (2010) says that a good careful silent reading speed is around 250 words per minute. The researcher gave the students 30 minutes to read the text, so that the students had several times to read the text to comprehend the source text completely. After that, the researcher gave 30 minutes for the students to write the summary based on the source text. Before they read the source text, the researcher as the instructor explained the requirements of the task. In order to get the assessing process objective, the researcher was suggested to deliver the purpose and the task's requirements of the test to the test-takers (Alderson: 2000).

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That is why the researcher explained the task's requirements before the test began. The summary writing task's requirements were:

1. The summary should contain restatements of the source text important points with the summary writer's own words without including the personal opinion.
2. The summary must be accurate and coherent with the source text
3. The summary should be shorter than the source text; it is about one-third the length of the source text.

Further information about the procedure of administering summary writing test is presented in the table 3.1 below:

Table 3.1 The Procedure of Administering Summary Writing Test

No	Activities	Time Allocation
1.	The researcher distributes the source texts and the summary writing sheets to the test-takers.	1 minute
2.	The researcher explains the task's requirements.	3 minutes
3.	The test-takers read the source text.	30 minutes
4.	The test-takers write the summary.	30 minutes
5.	The researcher ends the summary writing test and collects the source text and the summary writing sheets from the test-takers.	1 minute

3.4.2 Documentation

Documentation in this research was used to obtain supporting data. It was used to get data from written documents, such as books, reports, daily notes, etc (Arikunto, 2009:158). The documents used in this research were the name list of the research participants, and the syllabuses were used to teach summary writing.

3.5 Data Analysis Method

Data analysis method is the way to analyze the data obtained in this research, so that the research problems can be solved and the research conclusion

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can be drawn. The main data in this research was in the form of the students' summary writing scores. To assess the students' summary writing score, the researcher used analytical scoring rubric adapted from Frey, Fisher, and Hernandez. (2003). The original scoring rubric of Frey, Fisher, and Hernandez is presented in Table 3.2 below:

Table 3.2 The Original Scoring Rubric of Frey, Fisher, and Hernandez

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

(Taken from Frey, Fisher and Hernandez, 2003)

By considering the practicality in scoring the students' writing and the source texts that were used in this research, the researcher decided to adapt the original version of the scoring criteria above into the one which could meet with the researcher's need. In adapting the scoring criteria, the researcher made some changes such as; changing the description of the criteria, and changing the table of the scoring rubric so that the data collected could be more appropriate to what the

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researcher's need. The scoring criteria used in this research are presented in the Table 3.3 below:

Table 3.3 The Scoring Rubric Applied in the Research

Aspect	Score	Criteria
Length	4	156 words or fewer
	3	157-167 words
	2	168- 178 words
	1	179+ words
Accuracy	4	All statements are accurate and stated from the source text
	3	Most statements are accurate and stated from the source text and include opinion
	2	Some statements are irrelevant from the source text and include opinion
	1	Most statements are irrelevant from the source text and include opinion
Paraphrasing	4	No more than 4 words consecutively taken directly from the source text
	3	1-2 sentences contains more than 4 words consecutively taken directly from the source text
	2	3-4 sentences contain more than 4 words consecutively taken directly from the source text
	1	4+ sentences contain more than 4 words consecutively taken directly from the source text
Focus	4	The main idea and all important details are stated in the summary
	3	The main idea and most of the important details are stated in the summary
	2	The main idea and only some important details are stated in the summary
	1	Main idea of the source text is not discussed
Convention	4	No more than one punctuation, grammar, or spelling error
	3	2-5 punctuation, grammar, capitalization or spelling errors
	2	6-9 punctuation, grammar, capitalization or spelling errors
	1	10+ punctuation, grammar, capitalization or spelling errors
Total Score = Length+Accuracy+Paraphrasing+Focus+Convention =....x5=....		

(Adapted from Frey, Fisher and Hernandez, 2003)

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To describe the students' summary writing ability in general, mean score was calculated. Mean score told the readers about general score achieved by the students. Thus the formula to find the mean score is:

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

Notes:

$\bar{x}$: The mean score of the students' summary writing ability.
$\sum x$: The total score of writing test achieved by the students
N : The total number of students that participated in the summary writing test

(Adapted from Gay, Mills, and Airasian, 2011:323)

After getting the students' summary writing scores, the researcher graded them based on the classification of scoring in order to decide the students' ability and achievement. The classification of scoring was adapted from Heaton (1988:145) and HISD (2015). It covered five different levels, they were; excellent, good, fair, poor, and fail. The classification of scoring used in this research is as follows.

Table 3.4 The Classification Score Levels Applied in the Research

Score Levels	Frequency	Percentage	Categories	Descriptions
80-100			Excellent	Demonstrates excellent understanding and clearly states the overall main ideas of the text with essential and relevant details. The summary briefly states using summarizer's own words. It is well organized and free of distracting grammatical and mechanical errors.
70-79			Good	Demonstrates adequate understanding of information in the text. Briefly states main ideas but not all in summarizer's own words with a few exact languages from the text. Contains a few inaccuracies. The summary, contains a few of distracting grammatical and mechanical errors

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60-69			Fair	Demonstrates basic understanding of information in the text. Some main ideas are missing. States some exact languages of the text. Contains some inaccuracies. It may contain some grammatical and mechanical errors.
40-59			Poor	Demonstrates little understanding of information in the text and contains a lot of inaccuracies. A lot of the main ideas are missing. Some of the languages are taken from the text. Summary may be poorly organized or contains grammatical errors that distract the reader and prevent effective communication.
0-39			Fail	Demonstrates no understanding of information in the text. Includes exact language of the text that is copied indiscriminately. Contains irrelevant details and many severe grammatical errors that distract the reader and prevent effective communication.
Total	**16**	**100%**		

(Adapted from Heaton, 1988:145, and HISD, (2015))

The last, to describe which aspects of summary writing that were poorly and highly achieved by the students, each aspect of summary writing was calculated by using the following formula:

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

Notes:
P : The percentage of the students' summary writing ability for each aspect
n : The total score for each aspect
N : The total score for all aspects

(Adapted from Arikunto, 2009:236)

The steps of analyzing the data were as follows:

1. Using analytical scoring rubric to score the students' summary writing test based on 5 aspects of summary writing twice in different occasions.
2. Calculating the students' average scores from the first rater and the second rater
3. Finding the mean score to describe the students' summary writing ability in general.

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4. Classifying the score achieved into the classification of scoring.
5. Analyzing the students' achievement in each aspect of summary writing.
6. Analyzing the data of the students' scores by using percentage.
7. Stating which aspects of summary writing that are highly and poorly achieved by the students.
8. Drawing the conclusion to answer the research problems.

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CHAPTER V. CONCLUSION AND SUGGESTION

This chapter highlights the conclusion and some suggestions related to the result of this research. The suggestions are proposed for the future researcher.

From the result of the students' summary writing test that has been described in the previous chapter, it was revealed that the students' summary writing ability was categorized as fair since the students' summary writing test result was 68.6. To be more specific, 1 student was categorized as excellent, 6 students were categorized as good, 7 students were categorized as fair, 2 students were categorized as poor, and no one was categorized as fail. Therefore, it can be concluded that the third year students' summary writing ability at the English education program of Jember University was not yet satisfying.

Dealing with the five aspects of writing that were used to assess the students' summary writing test, it was found that there were different results from each aspect. The mean scores that the students obtained in the aspect of length, accuracy, and paraphrasing were 89.1, 79.7, and 79. It means that the students were good enough in those three aspects. The students were able to make summaries that were much shorter than the source text with their own words but still, the content was accurate with the source text. The researcher concluded that the students have mastered the aspect of length, accuracy and paraphrasing in term of summary writing and those aspects reflected the students' strengths in summary writing.

Meanwhile, the mean score obtained by the students in the aspect of focus and convention were 54 and 41.4. The students were categorized as poor. The students were categorized as poor in the focus aspect means that the students still had difficulties in dealing with determining the source text's important details and minor details. That was why the students tended to leave out some important details. Thus, for the aspect of convention, the students were struggled the most in grammar and spelling. Only a few students made some errors in punctuation, and capitalization. The researcher concluded that the focus and convention

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aspects were the aspects that became the students' weaknesses in summary writing.

The percentage of the students in term of 5 aspects of summary writing showed that length came up with 26% compared to the other aspects. Next was accuracy with 23.3%, and in the third place was paraphrasing with 23%. In the fourth place, there was focus with 15.7%. In the last place, there was convention with 12%. In conclusion, length was the aspect of summary writing that the students highly achieved. Meanwhile, convention was the aspect of summary writing that the third year students at the English education program of Jember University struggled the most.

Overall, although the students already showed that they were able to create a decent summary, the students still need more training to improve their ability in summary writing especially in focus and convention aspects. The students need to learn how to differentiate the important details and minor details dealing with the completeness of the summary. Also, the students need to work on rearranging and rewriting the main ideas extracted from the source text with grammatically and mechanically correct in order to compose good summaries.

Therefore, from all the data gained in this research, hopefully, the new findings can help the students to find a way to improve their summary writing ability and overcome their difficulties in summary writing especially in convention and focus aspects. Also, it is expected for the lectures who are involved in the summary writing field to find a new technique and method that can solve students' problems in summary writing. For the future researchers who want to conduct similar research relating to the students' summary writing ability, there are suggestions that can be applied in the future research. First, the future researchers can apply different rubric and genre of text on the future research. For example, the future researchers can add the aspect that also focus in dealing with text's organization and vocabulary. Second, as this study only focused on the products of summary writing, the researcher can collect the data from the summarization process, so that the future researchers can gain insight into the processes and strategies involved in summarization.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Investigating the Third Year Students' Summary Writing Ability at English Education Program of Jember University	1. How is the summary writing ability of the third year students of English Education Program of Jember University? 2. Which aspects of summary writing that are highly and poorly achieved by the students in the test?	The students' summary writing ability	The scores of summary writing ability, covering aspects of summary writing: a. Length b. Accuracy c. Paraphrasing d. Focus e. Convention (Adapted from Fisher and Hernandez , 2003)	1. Population: The third year students of the English Education Program of Jember University 2. Informants: The reading and writing lecturers of the English Education Program of Jember University	1. Research Design: Descriptive Study 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Simple Random Sampling 4. Data Collection Methods: 1. Writing Test 2. Documentations 5. Data Analysis Method: 1. Analytical scoring rubric for summary writing (Adapted from Fisher and Hernandez , 2003) 2. The classification score levels (Adapted from Heaton (1988) and HISD (2015))

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APPENDIX B

RESEARCH INSTRUMENT

NAME :
STUDENT NUMBER :

SUMMARY WRITING TEST

Skill : Summary Writing
Genre : Expository Text
Topic : Education
Time : 2 x 30 Minutes

Write a summary of the text below consisting of a paragraph based on the following requirements:

1. Use your own words in writing the summary without including your own opinion!
2. The summary must be accurate and coherent with the text.
3. The summary should be shorter than the text, it is about one-third the length of the text. The total number of words in the text is 469.

Bekasi Teacher Creates Anti-Skipping School App
The Jakarta Post

Najib Yusuf, a teacher at Madrasah Tsanawiyah at-Taqwa 02 in Babelan district, Bekasi regency, has created Jetschool, an app to prevent students from skipping class as well as assist parents in monitoring students' grades and school activities.

Najib explained on Thursday that he created the app in August 2017 and it is being tested in six schools around Jakarta and Bekasi by at least 4,700 students. "Previously, the existing app could only be used by students, parents or the school. I tried to integrate the users into one app and, praise God, it was well-received," he said. Prior to teaching, Najib was part of the IT team at Al-Azhar Rawamangun, Jakarta.

The app is connected to an e-register that records students' school arrival and departure time. "At the same time, the children's attendance is reported to the parents' mobile phones. When they go home, the students fill out their attendance record and parents will know whether their children attended school or not in real

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time," said Najib. "Aside from recording attendance, the app also has other functions such as recording activities in the library," he added.

Jetschool also has features that enable parents to monitor their children's grades as well as complete administrative tasks such as paying tuition fees. "The big picture is that with this integrated app, parents can be more involved in their children's education. In the past, they were used to see their children's grades every six months. Now they can see their day-to-day results. This is important because children's education is a one-time-thing that parents should not miss out on," Najib said.

The app also helps students study as it provides lesson summaries. Teachers are also able to give out daily tests, grade the tests and report grades to parents all within the app.

Approaching the new school academic year in June, Najib said he had received interest from at least six new schools in using Jetschool. "One school has in fact used the premium version of Jetschool, not the trial one. The other five schools will start using it in the new school academic year," said Najib.

Sabrina, a student of MTS At-Taqwa 03, who is a Jetschool user, said the app helps her study, "I'm happy with the app because it helps me study and I can use it with my mobile phone."

The Research, Technology and Higher Education Ministry expressed its appreciation for the development of the Jetschool app and granted Rp 300 million (US$21,600) to Najib via its Technology-Based Start-up Company (PPBT) program. "As this is a start-up, this support is really needed. I hope Jetschool can be a management and information ecosystem for schools. The purpose is that we want to involve parents in the most important aspects of their children's education in school, even from a distance," said Najib.

Words : 469
Interviewers : Pradita Kurniawan Syah, and Mayolus Fajar Dwiyanto
Editor : Maryati
Source : The Jakarta Post
http://www.thejakartapost.com/life/2018/05/03/bekasi-teacher-creates-antihooky app.html

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APPENDIX C

RESEARCH INSTRUMENT

NAME :
STUDENT NUMBER :

THE SUMMARY WRITING SHEET

SCORING:			
Length	:	Focus	:
Accuracy	:	Convention:	
Paraphrasing	:		

TOTAL SCORE:
L+A+P+F+C=.....x5=…..

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APPENDIX D

Key Answer

Bekasi Teacher Creates Anti-Skipping School App

Jetschool is an app that was created by Najib Yusuf which the functions are preventing students in cutting the class and helping parents to control their children's grades and activities from a distance only through their mobile phones. The app records the time when the students entering the school, and going back home. It also records students' activities in the library and provides some features that allow parents to observe students' grades and tuition fees. Not only that, the app also provides lesson summaries to help students study. Through the app, the teachers can give the students daily test, assess the test, and report the results to the parents. To support the development of Jetschool, The Research, Technology and Higher Education Ministry offered 300 million rupiahs to Najib as the creator. Najib explained that the main purpose of this app is to allow parents to involve in their children's academic life anywhere and anytime.

Words: 154

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APPENDIX E

The Research Participants' Name List

No.	Participants' Names	Student Number
1.	Wardatun Najwa	150210401053
2.	Eka Duriyatul Muhlisoh	150210401055
3.	Ifadhotur Rizkiyah	150210401058
4.	Dewi Wulan Suci R	150210401063
5.	Umi Kusnul Khotimah	150210401064
6.	Sandy Pratama P	150210401068
7.	Sigit Cahyo Anggoro	150210401069
8.	Mukhammad Amar Ma'ruf	150210401071
9.	Achmad Zainul Aini	150210401079
10.	Kartika Dewi Ambarwati	150210401081
11.	Martha Eka Firmansyah	150210401082
12.	Derik Trian Hadi	150210401085
13.	Irma Khariroh	150210401087
14.	Sekar Rahmadyanti Bahtiar	150210401090
15.	Ivan Putra Pratama	150210401093
16.	Agri Imanda Ruslen	150210401103

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APPENDIX F

The Students' Summary Writing Test Scores and Its Classification

No.	Name	Rater 1	Rater 2	Average Score	Category
1.	WN	65	65	65	Fair
2.	EDM	75	80	77.5	Good
3.	IR	80	70	75	Good
4.	DWSR	70	65	67.5	Fair
5.	UKK	70	65	67.5	Fair
6.	SPP	80	85	82.5	Excellent
7.	SCA	80	70	75	Good
8.	MAM	70	65	67.5	Fair
9.	AZA	55	55	55	Poor
10.	KDA	70	70	70	Good
11.	MEF	65	60	62.5	Fair
12.	DTH	50	50	50	Poor
13.	IK	70	65	67.5	Fair
14.	SRB	75	70	72.5	Good
15.	IPP	70	65	67.5	Fair
16.	AIR	75	75	75	Good
TOTAL		**1120**	**1075**	**1097.5**	

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APPENDIX G

The Students' Average Scores in Each Aspect of Summary Writing

No.	Participants' Names	L	A	P	F	C	Total Score	Score x 5
1.	WN	4	4	2	2	1	13	65
2.	EDM	4	4	4	1.5	2	15.5	77.5
3.	IR	4	3.5	4	2	1.5	15	75
4.	DWSR	4	3	2.5	3	1	13.5	67.5
5.	UKK	4	3.5	2	2	2	13.5	67.5
6.	SPP	4	3	3.5	3	3	16.5	82.5
7.	SCA	4	2.5	3.5	2	3	15	75
8.	MAM	4	3.5	4	1	1	13.5	67.5
9.	AZA	2	2.5	3.5	2	1	11	55
10.	KDA	4	3.5	3	2	1.5	14	70
11.	MEF	3	3	2.5	3	1	12.5	62.5
12.	DTH	2	2	3	2	1	10	50
13.	IK	2	3.5	3	3	2	13.5	67.5
14.	SRB	4	3.5	3	2	2	14.5	72.5
15.	IPP	4	2.5	4	1	2	13.5	67.5
16.	AIR	4	3.5	3	3	1.5	15	75
Total		**57**	**51**	**50.5**	**34.5**	**26.5**	**219.5**	**1097.5**

Notes:
L : Length
A : Accuracy
P : Paraphrasing
F : Focus
C : Convention

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APPENDIX H

The Students' Scores in the Length Aspect of Summary Writing

No.	Name	Rater 1	Rater 2	Average Score	Score	Category
1.	WN	4	4	4	100	Excellent
2.	EDM	4	4	4	100	Excellent
3.	IR	4	4	4	100	Excellent
4.	DWSR	4	4	4	100	Excellent
5.	UKK	4	4	4	100	Excellent
6.	SPP	4	4	4	100	Excellent
7.	SCA	4	4	4	100	Excellent
8.	MAM	4	4	4	100	Excellent
9.	AZA	2	2	2	50	Poor
10.	KDA	4	4	4	100	Excellent
11.	MEF	3	3	3	75	Good
12.	DTH	2	2	2	50	Poor
13.	IK	2	2	2	50	Poor
14.	SRB	4	4	4	100	Excellent
15.	IPP	4	4	4	100	Excellent
16.	AIR	4	4	4	100	Excellent
TOTAL		**57**	**57**	**57**	**1425**	

The students' Mean Score in the Length Aspect of Summary Writing

$$\bar{x} = \frac{\sum x}{N} = \frac{1425}{16} = 89.1$$

Notes:

$\bar{x}$: The students' mean score in the length aspect of summary writing

$\sum x$: The total score of length aspect achieved by the students

N :The total number of students that participated in the summary writing test

(Adapted from Gay, Mills, and Airasian, 2011:323)

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APPENDIX I

The Students' Scores in the Accuracy Aspect of Summary Writing

No.	Name	Rater 1	Rater 2	Average Score	Score	Category
1.	WN	4	4	4	100	Excellent
2.	EDM	4	4	4	100	Excellent
3.	IR	4	3	3.5	87.5	Excellent
4.	DWSR	3	3	3	75	Good
5.	UKK	4	3	3.5	87.5	Excellent
6.	SPP	3	3	3	75	Good
7.	SCA	3	2	2.5	62.5	Fair
8.	MAM	4	3	3.5	87.5	Excellent
9.	AZA	3	2	2.5	62.5	Fair
10.	KDA	4	3	3.5	87.5	Excellent
11.	MEF	3	3	3	75	Good
12.	DTH	2	2	2	50	Poor
13.	IK	4	3	3.5	87.5	Excellent
14.	SRB	4	3	3.5	87.5	Excellent
15.	IPP	3	2	2.5	62.5	Fair
16.	AIR	4	3	3.5	87.5	Excellent
TOTAL		**56**	**46**	**51**	**1275**	

The students' Mean Score in the Accuracy Aspect of Summary Writing

$$\bar{x} = \frac{\sum x}{N} = \frac{1275}{16} = 79.7$$

Notes:

$\bar{x}$: The students' mean score in the accuracy aspect of summary writing

$\sum x$: The total score of accuracy aspect achieved by the students

N :The total number of students that participated in the summary writing test

(Adapted from Gay, Mills, and Airasian, 2011:323)

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APPENDIX J

The Students' Scores in the Paraphrasing Aspect of Summary Writing

No.	Name	Rater 1	Rater 2	Average Score	Score	Category
1.	WN	2	2	2	50	Poor
2.	EDM	4	4	4	100	Excellent
3.	IR	4	4	4	100	Excellent
4.	DWSR	3	2	2.5	62.5	Fair
5.	UKK	2	2	2	50	Poor
6.	SPP	3	4	3.5	87.5	Excellent
7.	SCA	4	3	3.5	87.5	Excellent
8.	MAM	4	4	4	100	Excellent
9.	AZA	3	4	3.5	87.5	Excellent
10.	KDA	3	3	3	75	Good
11.	MEF	3	2	2.5	62.5	Fair
12.	DTH	3	3	3	75	Good
13.	IK	3	3	3	75	Good
14.	SRB	3	3	3	75	Good
15.	IPP	4	4	4	100	Excellent
16.	AIR	3	3	3	75	Good
TOTAL		**51**	**50**	**50.5**	**1262.5**	

The students' Mean Score in the Paraphrasing Aspect of Summary Writing

$$\bar{x} = \frac{\sum x}{N} = \frac{1262.5}{16} = 79$$

Notes:

$\bar{x}$: The students' mean score in the paraphrasing aspect of summary writing

$\sum x$: The total score of paraphrasing aspect achieved by the students

N :The total number of students that participated in the summary writing test

(Adapted from Gay, Mills, and Airasian, 2011:323)

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APPENDIX K

The Students' Scores in the Focus Aspect of Summary Writing

No.	Name	Rater 1	Rater 2	Average Score	Score	Category
1.	WN	2	2	2	50	Poor
2.	EDM	1	2	1.5	37.5	Fail
3.	IR	2	2	2	50	Poor
4.	DWSR	3	3	3	75	Good
5.	UKK	2	2	2	50	Poor
6.	SPP	3	3	3	75	Good
7.	SCA	2	2	2	50	Poor
8.	MAM	1	1	1	25	Fail
9.	AZA	2	2	2	50	Poor
10.	KDA	2	2	2	50	Poor
11.	MEF	3	3	3	75	Good
12.	DTH	2	2	2	50	Poor
13.	IK	3	3	3	75	Good
14.	SRB	2	2	2	50	Poor
15.	IPP	1	1	1	25	Fail
16.	AIR	3	3	3	75	Good
TOTAL		**34**	**35**	**34.5**	**862.5**	

The students' Mean Score in the Focus Aspect of Summary Writing

$$\bar{x} = \frac{\sum x}{N} = \frac{862.5}{16} = 54$$

Notes:

$\bar{x}$: The students' mean score in the focus aspect of summary writing

$\sum x$: The total score of focus aspect achieved by the students

N :The total number of students that participated in the summary writing test

(Adapted from Gay, Mills, and Airasian, 2011:323)

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APPENDIX L

The Students' Scores in the Convention Aspect of Summary Writing

No.	Name	Rater 1	Rater 2	Average Score	Score	Category
1.	WN	1	1	1	25	Fail
2.	EDM	2	2	2	50	Poor
3.	IR	2	1	1.5	37.5	Fail
4.	DWSR	1	1	1	25	Fail
5.	UKK	2	2	2	50	Poor
6.	SPP	3	3	3	75	Good
7.	SCA	3	3	3	75	Good
8.	MAM	1	1	1	25	Fail
9.	AZA	1	1	1	25	Fail
10.	KDA	1	2	1.5	37.5	Fail
11.	MEF	1	1	1	25	Fail
12.	DTH	1	1	1	25	Fail
13.	IK	2	2	2	50	Poor
14.	SRB	2	2	2	50	Poor
15.	IPP	2	2	2	50	Poor
16.	AIR	1	2	1.5	37.5	Fail
TOTAL		**26**	**27**	**26.5**	**662.5**	

The students' Mean Score in the Convention Aspect of Summary Writing

$$\bar{x} = \frac{\sum x}{N} = \frac{662.5}{16} = 41.4$$

Notes:

$\bar{x}$: The students' mean score in the convention aspect of summary writing

$\sum x$: The total score of convention aspect achieved by the students

N :The total number of students that participated in the summary writing test

(Adapted from Gay, Mills, and Airasian, 2011:323)

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APPENDIX M

The Examples of the Students' Summary Writing Scored by the First Rater

NAME : Wardatun Najwa

STUDENT NUMBER : 150210401053

THE SUMMARY WRITING SHEET

Bekasi Teacher Creates Anti-Skipping School App

Najib Yusuf is a teacher at Madrasah Tsanawiyah at-Taqwa 02 in Babelan district, Bekasi regency who created an app to prevent a school skipping and parents can monitor their children's grades and school activities. The name of the app is Jetschool. It created in August 2017 and it is being tested six school around Jakarta and Bekasi. Jetschool has features that can record students' arival and departure time. It also helps the students because it provided lesson summaries.

For the important one is parents can monitor their children's grades and school administrative such as paying tuition fees. for the derelopment of the app, Technology and Higher Education Ministry gave a grant for Rp 300 Million to Najib Yusuf.

words : 121

3 important details are missing — benefit for teacher; through the parents' phones; the main purpose of the app

SCORING:
Length : 4 Focus : 2
Accuracy : 4 Conventions : 1
Paraphrasing : 2

TOTAL SCORE:
L+A+P+F+C=13x5=65

Digital Repository Universitas Jember

NAME : Achmad Zainul Aini

STUDENT NUMBER : 150210401079

THE SUMMARY WRITING SHEET

Bekasi Teacher creates Anti-Skipping School App

A teacher of Madrasah Tsanawiyah, at taqwa oz of Babelan District, ~~Name~~ Named Najib Yusuf succesfully created Jetschool App. This application hopefully can prevent the students from skipping the class in the school. Since this Application connected to e-register, the students' attendance will be reported to their parents. In other hand, this application also provides day-to-day result which can help the parents to monitor their children's ~~achive~~ achievements in the school. (This feature is a big development in our education system) since the parents usually can see their children's achievements every 6 months. Besides that, this application also provides the students with lesson summaries, which might help them. Somehow, (it might help the student whom absent because of sick, so they can know what the teachers taught on that day.) The purpose of creating this application is to involve every aspect, especially parents in their children's education life. This development also raises appraise from The Research, Technology and Higher Education Ministry. The ministry provides ~~bugg~~ budget Rp 300 million to Najib in order to develop the application further and better.

opinion

opinion

words : 177

3 important details are missing
- controlling administrative tasks
- benefit for the teacher
- recording students' arrival and departure-time.

SCORING:

Length	: 2	Focus	: 2
Accuracy	: 3	Conventions:	1
Paraphrasing	: 3		

TOTAL SCORE:

L+A+P+F+C=...11x5=...55

Digital Repository Universitas Jember

NAME : Sekar Rahmafyanti Bahtiar

STUDENT NUMBER : 150210401040

THE SUMMARY WRITING SHEET

Bekasi Teacher Creates Anti-Skipping School App

Jetschool, a new application created by Najib Yusuf, a teacher at MTs at-Taqwa 02, Bekasi regency. This app is very useful to help either parents or school in controlling the students' attendance, grades and their school activities. It also designed to help the parents complete the administration tasks and provides lesson summaries for the students. However, this app was made in August 2017 and it is being tested in six schools around Jakarta and Bekasi by at least 4700 students. By the new academic year in June, this app will be used premium version by one of the schools that interest in using Jetschool. The Research, Technology and Higher Education Ministry give their appreciation and granted Rp 300 million to Najib.

words = 121

3 important details are missing
- benefit for the teacher
- reporting through the parents' phones
- the main purpose of the app

SCORING:			
Length	: 4	Focus	: 2
Accuracy	: 4	Conventions:	2
Paraphrasing	: 3		

TOTAL SCORE:

L+A+P+F+C= 15 x5= 75

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APPENDIX N

The Examples of the Students' Summary Writing Scored by the Second Rater

NAME : Wardatun Najwa

STUDENT NUMBER : 150210401053

THE SUMMARY WRITING SHEET

Bekasi Teacher Creates Anti-Skipping School App

Najib Yusuf is a teacher at Madrasah Tsanawiyah at-Taqwa 02 in Babelan district, Bekasi (regency.) who created an app to prevent a school skipping and parents can monitor their children's grades and school activities. The name of the app is Jetschool. It created in August 2017 and it is being tested in six schools arround Jakarta and Bekasi. Jetschool has features that can records students' arival and departure time. It also helps the students to because it has provided a lesson summaries.

For the important one is parents can monitor their children's grades and a school administrative tasks such as paying tuition fees. for the development of the app, Technology and Higher Education Ministry gave a grant for Rp 300 Million to Najib Yusuf.

Words : 120

Miring 3 important information:

- reporting via mobile phone
- features for teacher
- the main purpose of the app.

SCORING:			
Length	: 4	Focus	: 2
Accuracy	: 4	Conventions	: 1
Paraphrasing	: 2		

TOTAL SCORE:

L+A+P+F+C=13x5=65

Digital Repository Universitas Jember

NAME : Achmad Zainul Aini

STUDENT NUMBER : 150210401079

THE SUMMARY WRITING SHEET

Bekasi Teacher creates Anti-Skipping School App

A teacher of Madrasah Tsanawiyah at-taqwa or of Babelan District, ~~Name~~ Named Najib Yusuf succesfully created Jetschool App. This application hopefully can prevent the students from skipping the class in the school. Since this Application connected to e-register, the students' attendance will be reported to their parents. In other hand, this application also provide day-to-day result which can help the parents to monitor their children' ~~achive~~ achievement in the school. This feature is a big development in our education system, since the parents ussually can see their children achievement every 6 months. Besides that, this application also provide the student with lesson summaries, which might help them. Somehow, it might help the student whom absent because of sick, so they can ~~pe~~ know what the teachers taught on that day. The purpose of creating this application is to involve every aspect, ~~a~~ especially parents in their children education life. This development also raising appraise from The research, Technology and Higher Education Ministry. The ministry provide ~~bugg~~ budget Rp 300 million to Najib in order to develop the application further and better.

Words : 176

Missing 4 important information :
- reporting via mobile phone
- features for teachers
- recording arrival and departure time
- paying administrative task

SCORING:
Length : 2 Focus : 2
Accuracy : 2 Conventions: 1
Paraphrasing : 4

TOTAL SCORE:
L+A+P+F+C=.11.x5=...55

Digital Repository Universitas Jember

NAME : Sekar Rahmafiyanti Bahtiar

STUDENT NUMBER : 150210401040

THE SUMMARY WRITING SHEET

Bekasi Teacher Creates Anti-Skipping School App

Jetschool, a new application created by Najib Yusuf, a teacher at MTs at-Taqwa 02, Bekasi regency. This app is very useful to help either parents or school in controlling the students' attendance, grades and their school activities. It also designed to help the parents complete the administration tasks and provides lesson summaries for the students. However, this app was made in August 2017 and it is being tested in six schools around Jakarta and Bekasi by at least 4700 students. By the new academic year in June, this app will be used premium version by one of the schools that interest in using Jetschool. The Research, Technology and Higher Education Ministry give their appreciation and granted Rp 300 million to Najib.

Words : 123

Missing 3 important information :
- reporting via mobile phone
- the main purpose of the app
- featurer for teachers

SCORING:
Length : 4 Focus : 2
Accuracy : 3 Conventions: 2
Paraphrasing : 3

TOTAL SCORE:
L+A+P+F+C=14 x5=...70

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APPENDIX O

Research Permission from the Dean of the Faculty of Teacher Training and Education Program

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 KampusTegalbotoKotakPos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 3958 /UN25.1.5/LT/2018 — 18 MAY 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Ketua Program Studi Bahasa Inggris Universitas Jember

di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama	: Gema Diniah Setra
NIM	: 130210401064
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Bapak/Ibu pimpin dengan judul: Assessing the Third Year Students' Summary Writing Ability at the English Education Program of Jember University

Sehubungan dengan hal tersebut, mohon Bapak/Ibu berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1 001

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APPENDIX P

Research Permission from the Chairperson of English Education Program

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

SURAT KETERANGAN BERSEDIA MENERIMA

Ketua Program Studi Pendidikan Bahasa Inggris Universitas Jember, menyatakan bersedia menerima mahasiswa FKIP Universitas Jember:

Nama	: Gema Diniah Setra
NIM	: 130210401064
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Assessing the Third Year Students' Summary Writing Ability at the English Education Program of Jember University

Untuk mengadakan penelitian di Program Studi Pendidikan Bahasa Inggris Universitas Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Ketua Program Studi
Pendidikan Bahasa Inggris,

Drs. Zakiyah Tasnim, M.A
NIP 19620110 198702 2 001

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APPENDIX Q

The Letter of Statement from the Chairperson for Accomplishing a Research at English Education Program

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegal boto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

SURAT PERNYATAAN

Ketua Jurusan Pendidikan Bahasa dan Seni Universitas Jember, dengan ini menyatakan bahwa :

Nama	: Gema Diniah Setra
NIM	: 130210401064
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Assessing the Third Year Students' Summary Writing Ability at the English Education Program of Jember University

Telah benar-benar melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris Universitas Jember, pada tanggal 22 Mei 2018.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Ketua Program Studi
Pendidikan Bahasa Inggris,

Drs. Zakiyah Tasnim, M.A
NIP 19620110 198702 2 001