THE EFFECT OF MAGNET SUMMARY STRATEGY ASSISTED BY VIDEO MEDIA ON STUDENTS' ACHIEVEMENT IN WRITING

SKRIPSI

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ABSTRACT

Winda Putri Lestari. 1502050154. The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing. Skripsi. English Education Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019.

The objective of this study was to investigate the effect of Magnet Summary Strategy assisted by video media on students' achievement in writing. This research was conducted at SMA Al-Hikmah Medan Marelan of 2019/2020 academic year. The sample of this study there were 80 students taken from class XI MIA-1 totaling 40 students as a control group, XI MIA-2 totaling 40 students as an experimental group, and was taken by using purposive sampling technique. The research data were obtained by giving pre-test and post-test in both groups. Those data were analyzed quantitatively as staged by Sugiyono (2015). The analysis indicated that $t_{test} > t_{table}$, or 17,4367 > 2,024. It means that, alternative hypothesis (Ha) was accepted. In conclusion, there was the effect of magnet summary strategy on students' achievement in writing.

Keywords: *Magnet summary strategy, writing, students' achievement*

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Alhamdullillahirabbil'alamin. First of all, the researcher would like to say Alhamdulillah for Allah SWT the Most Almighty, who has given healthy and chance for researcher in resolving this study form the beginning up to the end. Blessing and peach be upon prophet Muhammad SAW who has brought humanbeing from the darkness into the light era as we behold today.

This researcher intended to fulfill one of requirements in accomplishing Bachelor degree at English Education Department of Faculty of Teacher Training and education University of Muhammadiyah Sumatera Utara. Furthemore in finishing the research entiledThe Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing experienced many obstacles. Thus, in the completion of this thesis, starting from the beginning until the end, the researcher would like to thank firstly to the special people for the valuable assistance and guidance. For this reason, the researcher expressed her deepest gratitude to her most beloved father in the world Alm. Drs. Kaswar Caniago, and the most beloved mom, Rosmaniar Tanjung, and also brother and sisters, Andi, Kak Rika, Kak Ria, Adek who inspired and encouraged when she was sick to do struggle with the limitations got. On this occasion the researcher also expressed her respects and thanks to:

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Finally, the researcher realized that this research was still far from being perfect. Thus, she expected various constructive suggestion and critics to make this study better. Hopefully, it is useful for the researcher herself and readers. May all be under the guidance of Allah SWT.

Medan, September 2019

The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is an activity that is express, thinking, experiences, and knowledge into the form of records using scripts, symbols or symbols that are made systematically can be easily understood by others. Based on Leo (2007) writing as a process of expressing ideas or thoughts in word should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Percy (2002) classified that writing have six benefits is first, a tool for self-expression; second, a tool for understanding; third, a tool to help developing personal satisfaction, pride, and a feeling of self-worth; fourth, a tool for increasing awareness ang perception of one's environment; fifth, a tool for active involvement, not passive acceptance; sixth, a tool for developing and understanding of and ability to use the language.

In Curriculum 2013, it is expected that students should be able to understand, respond, express, and arrange meaning in a monologue text or essay using a variety of written languages accurately, expeditiously, and acceptablely in form of text, especially on analytical exposition.

In fact, the students are still bad in writing. This case is proven through the observation at SMA Al-Hikmah Medan Marelan as the researcher internship location. This reality is indicated from some students' problem in writing. Some

of these things like the students writing are not still concise and neat, and tend to write a summary in length. In addition, the choice of words used in writing summaries are still exactly the same as the writing you want summarized. There are factors perceived by students, is internal and external factors. In internal factors, obstacles that arise from within the students selves, for example students do not have enough vocabulary, or are confused because there are no ideas to be expressed. And in external factors, obstacles that arise from outside the students, from the teacher. The teachers does not provide interesting media and strategies in writing activities, so there are no definite stages to help students in writing.

The problems above can be minimized by applying a more interesting teaching strategy. Magnet summary strategy is one strategy that can be used by the teacher in teaching writing achievement. Buehl (2001) states that Magnet Summary helps students expand on key terms or concepts from a reading. These "magnet" words help students organize information that becomes the basis for student created summaries. Through this strategy, students can determine relevant and irrelevant details when they synchronize information, think, understand, and develope ideas. It was more efficient when this strategy was juxtaposed with video media. Using video can help the teacher to transfer the material to the students in detailed informations about the object content. It can give imagination about the content of the video that is related to the material. So, the students was focused to watch video and they could see the act and hear language from video, so they write down in a paper or book.

From the explanations above, the researcher is interested in doing a research entitles: The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing.

B. The Identification of Problem

The problems of the study were identified clearly as the followings:

1. The students had difficulties in concepting the ideas.
2. The students' writing were not still concise and neat.
3. The students tended to write a summary in length.
4. The teachers did not provide interesting media and strategy in writing activities.

C. The Scope and Limitation

The scope of this research was focused on writing skill, and it was limited on the students' ability in writing analytical exposition by using Magnet Summary Strategy assisted by video media.

D. The Formulation of the Problems

Based on the problems which had been identified above, the research problem was formulated as follow: "Is there any significant effect of using Magnet Summary Strategy on students' achievement in writing?"

E. The Objective of the Study

The objective of this study was to investigate the effect of Magnet Summary Strategy on students' achievement in writing.

F. The Significance of the Study

The results of this study were expected to be useful theoretically and practically. Theoretically, those were the valuable references in improving the readers' knowledge, especially about writing. Then, practically, those significantly give contribution to teacher, student, school, and other researchers as elaborated below:

a. For teacher; those gave inspiration for teachers to apply Magnet Summary in their teaching.
b. For student; those improved their interest and motivation in writing.
c. For school; those contributed on varying the teaching strategy to be applied by the teachers.
d. Other researcher; those motivated the other researchers to do the further research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Sarwono (2013) stated that writing is one of the most important skills in learning a language besides listening, reading, and speaking. Writing is one of the language skills when inform the writer's ideas in the written form. It meant that writing is a process who people write to often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

Pardiyono (2007) stated that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The writing as the production of written word that result in a text, but the text must be read and comprehend. By using writing, people can share their ideas, feeling or anything that exist in their mind. It is also a creative process and good writer must learn to communicate their ideas clearly.

Based on the theories above, the researcher took the conclusion that writing is a way to produce language that comes from the thought.

2. The Process of Writing

Whatever readers writing habits, they are simply the enabling conditions that allow readers to begin and persue readers' writing process. Crimmon (2012)

explained that the writing process be devided into three stages: a) planning, b) drafting, and c) revising.

a. Planning

Planning is any orderly procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. When readers begin any writing project, readers need to discover what is possible. Readers need to locate and explore a variety of subjects. Readers need to invent alternative ways to think and write about each subject. And readers need to consider all ideas, however mundance or unsettling, in order to select and create the substance out of which readers shape subject.

b. Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing. Once planning has enabled readers to identify several subjects and encouraged readers to gather information on those subjects from different perspectives, readers need to determine what readers can best accomplish in writing. Readers need to select one subject and organize your information about it into meaningful clusters. Then readers need to find connection among those clusters and discover the relationship that links the connections.

c. Revising

Revising is a procedure for improving for correcting or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. After readers have completed readers' preliminary draft, readers need to stand back from readers text and decide what actions would seem to be most productive. Readers may have to embark upon global revisiona complete recreation of the world of readers' writing. Or readers may be able to begin local revisiona concerted effort to perfect the smaller elements in a piece of writing readers have already created.

3. Genres of Writing

Pardiyono (2007) stated that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation. For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

Based on the explanation above, researcher knew that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, researcher can construct appropriate text that can be understood clearly by others.

According to Gerrot and Wignell (1995), the texts are classified into several genres, they are:

1. Spoof is genre which has social function to retell an eventwith a humorous

twist.

2. Recount is genre which has social function to retell event for the purpose of informing or entertaining.
3. Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.
4. Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.
5. News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.
6. Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.
7. Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.
8. Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.
9. Description is a genre which has social function to describe a particular person, place or thing.
10. Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11. Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.
12. Discussion is a genre which has social function to present (at least) two points of view about an issue.
13. Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballet.

4. Writing Assesment Criteria

To know students ability in writing there was some scoring the test. Hughes (2003) classified that there is five scoring components scales namely: a) content, b) organization, c) vocabulary, d) language use, and e) mechanism. The specific criteria are described in detail by the following stages:

a. Content

The sentences of the content depended on the students' capability to write their ideas information in the form of logical sentences.

Table 3.1
Content

30-27	Excellent to very good. For the students with some knowledge and subject adequate or range limited development. Mostly relevant to topic sentences but lack the details.
22-26	Good to average. For the students with some knowledge of the subject, edequate ranges limited out, but lack details.

21-27	Fair to average. For the students with their knowledge of the subject, little substance in edequate development of subject.
16-12	Very poor. When the students do not know knowledge of the subject non substantive, not pertinent to evaluate.

b. Organization

The Organization refers to the students' ability to write ideas of information in good logical, topic supporting sentences be clearly state. The criteria as follows:

Table 3.2
Organization

20-18	Excellent to very good. Where the students is ready to provide fluent expression, ideas clearly stated. Sentences are organized logical sequence cohesive.
17-14	Good to average. Somewhat rought – loosely organized but the main ideas stand out.
13-10	Fair to poor. Non fluent ideas confuse or disconect, lack the logical acquently not development.
9-6	Very poor. Does not communicative an organization or not enough or evaluate.

c. Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/ idiom choice and usage, word form mastery, and appropriate register. The criteria as follows:

Table 3.3
Vocabulary

20 – 18	Excellent to very good Sophistical range-effectives word forms, etc.
17-14	Good to average Adequate range – accossional errors of word form, choice, usage that meaning not obscurred.
13-10	Fair to poor Limited range – frequent errors of word form, choice, usage meaning confused of obscurred.
9-6	Very poor Lack of essential translation, title knowledge of English vocabulary word form or not enough to evaluation.

d. Language use

Language use reffered to someone capability in writing, simple complex or composed sentences correctly and logically. It also refer to the ability in using agreement in sentences and some other words such as a nouns, adjective, verbs and the time signal.

Table 3.4
Language Use

25-22	Excellent to very good Effective complex construction, few errors of agreement, tense, number, word, function, articles, pronouns, preposition.
21-18	Good to average Effective but simple construction – minor problems in complex construction – several errors of agreement, tense, number, word function, articles, pronouns, preposition, but meaning seldom obscured.
17-11	Fair to poor Major problem in simple/complex constructions – frequent error negative, agreement, tense, number, word function, articles, pronoun, preposition, and fragments non – on, delections –meaning confused or obscured.
10-4	Very poor Virtually no mastery of sentence construction rules – dominated

e. Mechanism

Mechanism refers to the students' ability in using word appropriety, using function correctly. Paragraph and the text can be read correctly.

Table 3.5
Mechanism

5	Excellently very good Demonstrate mastery of conventions – few errors or spelling, punctuation, capitalization, paragraphing.
4	Good to average Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confuse or obscure.
3	Good to poor Frequent errors of spelling, punctuation, capitalization paragraphing, - poor handwriting – meaning confuse or obscure.
2	Very poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible or not enought to evaluate.

Based on these indicators, then the students' writing ability are classified in quantitative and qualitative system. Scales are as follows:

Table 3.6
Qualitative and Quantitative form

Skill	Skill
Qualitative form	**Quantitative form**
Excellent to very good	90-100
Good to average	70-80
Fair to poor	30-60
Very poor	0-29

5. Magnet Summary Strategy

Magnet Summary is a strategy which teaches the students about how to make a good summary by finding the important key terms from the text and then

composing those words into sentences or paragraph by using their own words. Buehl (2014) states that magnet summary assists students to figure out the details from the text and make a summary based on the details by using their own words. This strategy requires students to identify the key term of concept magnet words from the text and then arrange the important information into a meaningful summary. It helps students to understand how to relate and connect the main idea and the important details found in the text and also how to compose the words into sentences and combine the sentences into paragraph.

Urquhart, Vicki and Monette Mclver (2005) states that, magnet summaries is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrases and then combine the words or phrases into a sentence or two that incorporates all of the relevant information.

6. The Advantages of Magnet Summary Strategy

Moss & Lapp (2010) explain some advantages of using the magnet summary strategy. First, it includes a graphic organizer that helps students how the ideas in a text are connected and related. Second, teaching summarization by using this strategy is more effective than using a less-structured approach. Third, it leads students to have an effective summary by deciding the important ideas and presenting it in a brief manner. Fourth, it can be used across the curriculum so students can apply it to any content area and it can also be applied for different types and levels of learner.

7. Steps of Magnet Summary

Buehl (2013) classified the ways to apply magnet summaries strategy below:

1. To summarize, a reader must identify the most important ideas and omit details of lesser significance. An effective summary also includes paraphrasing-reinterpreting what was read in the reader's own.
2. Introduce the idea of magnet words to student by explaining how magnets affect the metal objects. As magnet attracts the metal object, magnet words attract the information.
3. Ask students to read the short passage and to find the key term of concept to which the details in the passage seem to connect. Write the magnet word on the white board and ask students to recall important words or phrases that are related to the magnet words.
4. As you write these details around magnet words, the students also follow the same procedures on an index card.
5. Ask students to reread the passage and figure out three of four additional magnet words. Students work with the partners to identify what are the remaining magnet words should be as they determine the main ideas of each text segment. For the younger students, the text should have more modest length that they should identify a magnet word for each paragraph or section following the heading.

6. Model the students how to organize and combine the information on one card into a sentence. Next, they work to write sentences that summarize each of their remaining cards.
7. Guide students to arrange the sentences in the order they wish the summary to read.

8. The Example of Applying Magnet Summary Strategy

To get clarity, the researcher included the example of applying magnet summary strategy below :

Paragraph :

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

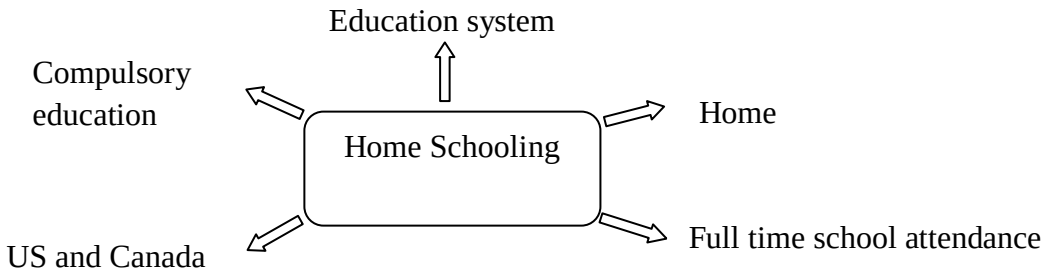

Chart 2.1 Home Schooling Components

Note : The word in the circle is the magnet word while the words outside the circle are the important details

Summary:

Home schooling is a home education system and takes the place of full time school attendance and, in the US and Canada, it can be the compulsory education.

9. Video

Video is a technology for capturing, recording, processing, transmitting and rearranging moving images. Usually using celluloid film, electronic signals, or digital media. Video can also be say to be a combination of dead images that are read sequentially at a time with a certain speed. The combined images are called frames and the speed at which images are read is called frame rate, with one fps.

According to the KBBI, the video is recording live images or television programs to be aired on television, or in other words the video is a moving image accompanied by sound. Video actually comes from Latin, video-vidi visum which means to see.

Azhar Arsyad (2011) states that video is an image – a picture in a frame, where frame by frame is projected through a lens the projector is mechanically so that on the screen there is a live picture. From the definition above can be concluded, that video is one type audio-visual media that can describe a moving object together with natural sound or appropriate sounds. Ability videos depicting vivid image and sounds provide a special attraction. Based on the understanding according to some experts above, it can be concluded that video is one type of

audio-visual media and can describes an object that moves together with sound natural or appropriate sound. Video presents information, explain process, explain complex concepts, teach skills, abbreviate or extend time, and influence attitude.

According Harmer (2005) classified that there are three basic types of video can readily be used in class, they are:

a. Off- air program video

Off –air program video is all channels in television that is recorded become video. This video is difficult video to understand by students because they are very length and difficult to comprehend.

b. Real-world video

Real-world video is not really different from off-air programs. Features films, manual exercise, wildlife documentary or comedy are example of real-world videos.

c. Language learning video

Language learning video is the video that is accompanied by course books. This video is comprehensible, best used for every subject in the class, and it is designed with interesting topic. Yet, this video has weakness: they have unauthentic situation and language, the content is not suitable with culture and real world situations.

10. The Steps of Applying Magnet Summary Strategy Assisted by Video in Teaching Writing

According to Buehl (2013) the general steps that can follows to apply Magnet Summary Strategy:

1. Instruct students to watch carefully analytical exposition video.
2. The students must identify the important ideas and eliminate details which are less important.
3. Ask the students to find the key word or magnet word on the paper and students to recall important words that are related to the magnet words.
4. Ask the students to figure out three or four additional magnet words.
5. Then, the students organize and combine the magnet word and additional magnet words.
6. Guide the students to arrange tthe sentences in the order they wish the summary to read.

B. Relevant Studies

Some of the relevant studies with the research were elaborated as the following. First, Hardiansyah (2013) made a research about "The Effect of Using Magnet Summary Strategy toward Reading Comprehension of The Fifth Grade Students at Almunawwarah Islamic Boarding School". He focused on investigating the problems that there was some of students have difficulty to comprehend the text given. He found that the student who had taught by using magnet summaries strategy have good level in reading comprehension than the students who have no thought by using Magnet Summary Strategy and the Magnet Summary Strategy gave significant effect to word students reading comprehension.

Second, Siregar (2018) made a research about "The Effect of Magnet Summary Strategy on Students' Reading Comprehension Trough Procedure Text at Seventh Grade in SMP Muhammadiyah 48 Medan". She focused on investigating the problems that the students was have difficulty to comprehend the procedure text given because the teacher just using the lecture method. She found that the student's achievement in reading procedure text by applying Magnet Summary Strategy was higher than taught by conventional method.

Based on the relevant studies above, it was seen that there were the similarity and the differences with this present study. The similarity was focusing on using the same strategy. While the difference was the two previous studies were scoped on reading skill but this current study dealt with writing skill.

C. Conceptual Framework

Writing is one of the language skills when inform the writer's ideas in the written form and should be mastered by students. However, some problems of writing in the grade XI students were found. The students writing are not still concise and neat, and tend to write a summary in length. in addition, the choice of words used in writing summaries are still exactly the same as the writing you want summarized.

Magnet Summary Strategy is choosen as a strategy to solve the problems above. The advantages of Magnet Summary Strategy is that by following the procedure, students can determine relevant and irrelevant details when they

synchronize information, thinking, understanding, and developing ideas. The researcher used experiment design that consist of experimental and control class.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of Research

This research was conducted at SMA Al-Hikmah Jl. Marelan I Pasar IV Barat No. 10 Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara . This location was chosen based on the observation which has been done for one week and it shows that the students in the school still had difficulty in summarizing. The research was carried out at 2019/2020 academic year.

B. Population and Sample

1. Population

The population of this study were from the students of eleventh grade of SMA Al-Hikmah Medan of 2018/2019 academic year, which consisted of three classes. There were XI MIA-1, X1 MIA-2, and XI IPS-1. Those amount to fourty students in XI MIA-1, fourty students in XI MIA-2, and thirty five students in XI IPS-1. It meant that the total number of population were 115 students.

2. Sample

The sample of this research was taken by purposive sampling technique. So, class XI MIA 1 and XI MIA-2 were taken as the sample of this research. The total of the sample were 80 students. In detail, the population and sample in this research were presented in the following table.

Tabel 3.1
Population and Sample

No.	Class	Number of Population	Sample
1	XI MIA-1	40	40
2	XI MIA-2	40	40
3	XI IPS-1	35	
Total		**115**	**80**

C. Research Design

This research was True Experimental Research. It was a research which is aimed to search whether there was or there was no effect of treatment which was done to the experimental subject without random assignment. In this research, the researcher used two classes namely experimental and control classes. The design of research was illustrated in the following table.

Tabel 3.2
Research Design

Group	Pre-test	Treatment	Post-Test
Experimental	√	Magnet Summary Strategy	√
Control	√	Conventional Method	√

1) Pre-Test

The pre-test was conducted to know each students' ability in the experimental and control groups before doing the treatment. A pre-test which was

administrated to the both groups was the same test. The function of the pre – test was to know the mean scores of students before give a treatment.

2) Treatment

Treatment was given to the students after the pre-test administrated. Both of groups were taught the same material by using different way. The experimental group was taught by using magnet summary strategy and the control group was taught by conventional method.

3) Post Test

The post-test was conducted to know each students' writing ability after the treatment applied. It was administrated to experimental and control groups. The administrating of the post-test meant to find the differences scores of both groups.

D. Instrument of Research

To collect research data was the test as the instrument of this research. The test was written test. In this case, the students wrote a summary of analytical text. To make sure the test was good, the researcher examined its validity, reability, and difficulty level.

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$rxy = \frac{N\,\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

Rxy = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX2 = the sum of the square score in each text, and

ΣY2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N\ (\Sigma\ XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\Sigma y^2) - (\Sigma y)^2\ ]}}$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired scores

3. Difficulty Level

The difficulty level of a test was indicated by the percentage of the studentwho gets the item right. The more difficult an item was, the fewer was the students who selected the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

E. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data :

1. Giving the pre-test.
2. Applying the treatment, which Magnet Summary Strategy is applied to the experimental group, while the control group is taught by using conventional method.
3. Giving post-test to both of the classes.
4. Collecting the students' answer sheets and score the students' answer.

F. Technique of Data Analysis

There were some steps in analysing the data as follows:

1. Correcting the students' answer.
2. Scoring the students' answer.
3. Listing the students' score into tables, first for the experimental group's score and the second for the control group's score.
4. Calculating the total of the score.

   a. Coefficient of correlation :

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i{}^2 - (\sum x_i)^2\}\{n\sum y_i{}^2 - (\sum y_i)^2\}}}$$ (Sugiyono, 2015:255)

   b. Test of Significant :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sugiyono, 2015:259)

   c. Test of Linear

Y = a + Bx

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$ (Sugiyono, 2015:262)

   d. Test of The Effect

D = $(rxy)^2$x 100 %

   e. Test of Sample Related

t= $t = \frac{x1-x2}{\sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$ (Sugiyono, 2015:273)

Note :

t = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation squire (variants) of sample 1 (Experimental Group) and sample 2 (Control Group)

n = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

1 = Number Consonant

r = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Based on the literature and framework above , in this study the researcher formulated two alternatives of hypothesis as tentative answer to the problem in the research as following:

H0 : There was no a significant effect of Magnet Summary Strategy on the students' achievement in writing.

Ha : There was a significant effect of Magnet Summary Strategy on the students' achievement in writing.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by showing a video that contain analytical exposition text. The researcher got the score after giving the post-test and pre-test to the control and experiment classes. The results of the test were listed in the following tables:

Table 4.1
The Scores of Pre-test and Post-Test of Experimental Group

No	Students' Initial	Pre-test	Post-test
1	AN	45	75
2	AP	45	75
3	AN	50	75
4	BDP	50	80
5	BA	50	80
6	CC	40	80
7	CS	55	75
8	CDY	55	70
9	D	35	80
10	DPP	50	85
11	DPS	50	85
12	EGP	45	90

13	FR	40	85
14	FL	50	80
15	FR	35	90
16	H	45	85
17	IF	40	90
18	IKH	50	80
19	IN	45	85
20	ISK	45	85
21	LW	40	80
22	MBF	50	80
23	MY	40	80
24	MRA	35	85
25	N	40	85
26	NAA	50	85
27	REN	50	80
28	RNF	40	90
29	RYP	50	90
30	RP	50	90
31	RP	35	90
32	RD	35	80
33	RM	45	80
34	STW	35	75
35	SS	50	75
36	S	45	80

37	UA	45	80
38	WR	50	80
39	WW	50	80
40	ZK	40	85
Total		**1.795**	**3.280**
Mean		**44,875**	**82**

Based on the data above, it was seen that the highest score in pre-test was 55 and the lowest score was 35. While in post-test, the highest score was 90 and the lowest was 70. Then, the table above also indicated that the mean score in pre-test was lower than in post-test, 44,875 < 82.

Table 4.2
The Scores of Pre-test and Post-Test of Control Group

No	**Students' Initial**	**Pre-test**	Post-test
1	AK	30	80
2	A	30	70
3	ADP	40	70
4	AA	35	70
5	AYS	35	75
6	CAF	35	80
7	DEF	40	75
8	DF	35	75
9	DF	45	75

10	DSF	30	65
11	DIK	40	65
12	DAS	50	75
13	IS	50	80
14	JP	35	80
15	JA	35	65
16	MAS	45	60
17	MAR	45	75
18	MFGH	45	65
19	MRM	40	65
20	MD	50	80
21	M	40	60
22	MB	30	70
23	MG	40	75
24	MI	50	80
25	NN	40	75
26	PA	40	75
27	RA	40	70
28	RH	50	60
29	RH	40	65
30	RM	30	65
31	RP	45	80
32	RS	35	70
33	SD	40	70

34	SNA	45	75
35	SM	45	70
36	S	45	70
37	TPN	50	70
38	TMP	30	75
39	WP	40	80
40	WS	35	85
Total		**1.600**	**2.885**
Mean		**40**	**72,125**

Based on the data above, it was seen that the highest score in pre-test was 50 and the lowest score was 30. While in post-test, the highest score was 85 and the lowest was 60. Then, the table above also indicated that the mean score in pre-test was lower than in post-test, 40 < 72,125.

B. Data Analysis

From all the data of the pre-test and post-test of experimental and control groups obtained, then the reseacher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

Table 4.3
The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students'	Score

	Initial	Pre-Test (T_1)	T_1^2	Post-Test ($T_{2)}$	T_2^2	T_2-T_1 (X1)
1	AN	45	2025	75	5625	30
2	AP	45	2025	75	5625	30
3	AN	50	2500	75	5625	25
4	BDP	50	2500	80	6400	30
5	BA	50	2500	80	6400	30
6	CC	40	1600	80	6400	40
7	CS	55	3025	75	5625	20
8	CDY	55	3025	70	4900	15
9	D	35	1225	80	6400	45
10	DPP	50	2500	85	7225	35
11	DPS	50	2500	85	7225	35
12	EGP	45	2025	90	8100	45
13	FR	40	1600	85	7225	45
14	FL	50	2500	80	6400	30
15	FR	35	1225	90	8100	55
16	H	45	2025	85	7225	40
17	IF	40	1600	90	8100	50
18	IKH	50	2500	80	6400	30
19	IN	45	2025	85	7225	40
20	ISK	45	2025	85	7225	40
21	LW	40	1600	80	6400	40
22	MBF	50	2500	80	6400	30
23	MY	40	1600	80	6400	40
24	MRA	35	1225	85	7225	50
25	N	40	1600	85	7225	45
26	NAA	50	2500	85	7225	35
27	REN	50	2500	80	6400	30
28	RNF	40	1600	90	8100	50
29	RYP	50	2500	90	8100	40
30	RP	50	2500	90	8100	40
31	RP	35	1225	90	8100	55
32	RD	35	1225	80	6400	45
33	RM	45	2025	80	6400	35

34	STW	35	1225	75	5625	40
35	SS	50	2500	75	5625	25
36	S	45	2025	80	6400	35
37	UA	45	2025	80	6400	35
38	WR	50	2500	80	6400	30
39	WW	50	2500	80	6400	30
40	ZK	40	1600	85	7225	45
Total		**$\sum T_1$ = 1.795**	**$\sum T_1^2$= 81.925**	**$\sum T_2$= 3.280**	**$\sum T_2^2$= 270.000**	**$\sum$(X1) = 1.485**

The data in the table 4.5 showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying magnet summary assisted by video media on students' writing achievement. The collected data were analysis t-test formula. In experimental group, pre-test was 1795 and post-test was 3280. The differences of the pre-test and post-test were T2 – T1 = 1485.

1. The Calculation in Experimental Group

A. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M1(X1) = \frac{\sum(\text{T2} - \text{T1})}{N1}$$

$$= \frac{1485}{40}$$

= 37,12

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T2-T1)^2}{N}}$$

$$= \sqrt{\frac{(1485)^2}{40}}$$

$$= \sqrt{\frac{2205225}{40}}$$

$$=\sqrt{55130,625}$$

$$= 234,79$$

B. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T1}{N}$$

$$= \frac{1795}{40}$$

$$= 44,87$$

b. Variances

$$S^2 = \sum T_1^2 - \frac{(\sum T1)^2}{N}$$

$$= 81925 - \frac{(1795)^2}{40}$$

$$=81925 - \frac{3222025}{40}$$

$$=81925 – 80550,625$$

= 1374,37

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum \mathbf{T1}^2}{N}}$$

$$= \sqrt{\frac{81925}{40}}$$

$$= \sqrt{2048,125}$$

= 45,25

C. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{3280}{40}$$

= 80

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T2)^2}{N}$$

$$= 270000 - \frac{(3280)^2}{40}$$

$$= 270000 - \frac{10758400}{40}$$

= 270000 – 268960

= 1040

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T2^2}{N}}$$

$$= \sqrt{\frac{270000}{40}}$$

$$= \sqrt{6750}$$

= 82,15

Table 4.4
The Calculation Table

No	X	Y	X^2	Y^2	XY
1	80	75	6400	5625	6000
2	70	75	4900	5625	5250
3	70	75	4900	5625	5250
4	70	80	4900	6400	5600
5	75	80	5625	6400	6000
6	80	80	6400	6400	6400
7	75	75	5625	5625	5625
8	75	70	5625	4900	5250
9	75	80	5625	6400	6000
10	65	85	4225	7225	5525
11	65	85	4225	7225	5525
12	75	90	5625	8100	6750
13	80	85	6400	7225	6800
14	80	80	6400	6400	6400
15	65	90	4225	8100	5850
16	60	85	3600	7225	5100

17	75	90	5625	8100	6750
18	65	80	4225	6400	5200
19	65	85	4225	7225	5525
20	80	85	6400	7225	6800
21	60	80	3600	6400	4800
22	70	80	4900	6400	5600
23	75	80	5625	6400	6000
24	80	85	6400	7225	6800
25	75	85	5625	7225	6375
26	75	85	5625	7225	6375
27	70	80	4900	6400	5600
28	60	90	3600	8100	5400
29	65	90	4225	8100	5850
30	65	90	4225	8100	5850
31	80	90	6400	8100	7200
32	70	80	4900	6400	5600
33	70	80	4900	6400	5600
34	75	75	5625	5625	5625
35	70	75	4900	5625	5250
36	70	80	4900	6400	5600
37	70	80	4900	6400	5600
38	75	80	5625	6400	6000
39	80	80	6400	6400	6400
40	85	85	7225	7225	7225
Total	**2.885**	**3.280**	**209.675**	**270.000**	**237650**

The table 4.7 above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

C. Testing The Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

Y = a + b was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i\ )(\sum X_i Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(3280)(209675) - (2885)(237650)}{40(209675) - (2885)^2}$$

$$a = \frac{687.734.000 - 685620250}{8387000 - 8323225}$$

$$a = \frac{2113750}{63775}$$

a = 33,14

$$b = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{40(237650) - (2885)(3280)}{40(209675) - 8323225}$$

$$b = \frac{9506000 - 8440704}{8387000 - 8323225}$$

$$b = \frac{1065296}{63775}$$

b = 16,70

Y = a + bx

= 33,14 + 16,70x

b. Coeficient r^2

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40(237650) - (2885)(3280)}{\sqrt{\{40\sum 209675 - (2885)^2\}\{40(270000 - (3280)^2\}}}$$

$$r_{xy} = \frac{9506000-9462800}{\sqrt{\{8387000-8323225\}\{10800000-10758400\}}}$$

$$r_{xy} = \frac{43200}{\sqrt{\{63775\}\{41600\}}}$$

$$r_{xy} = \frac{43200}{51507}$$

$$r_{xy} = 0{,}8387$$

c. Examining The Statistical Hypothesis

Ha : There was any significant effect of applying magnet summary strategy assisted by video media on students' writing achievement.

H0 : There was not any significant effect of applying magnet summary strategy assisted by video media on students' writing achievement..

With the criteria examination, Ha was accepted if t {1 – 1a} < t < t $\frac{\{1-1a\}}{2}$

where t$\frac{\{1-1a\}}{2}$ was getting by t distribution with dk = n -2. dk = 40 – 2 = 38. α = 5 % = 0,05. In the other way, H0 was rejected.

$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$

$$t = \frac{0{,}8387\sqrt{40-2}}{\sqrt{1-(0{,}8387)^2}}$$

$$t = \frac{5{,}1700}{\sqrt{0{,}2965}}$$

t = 17,4367

$t_{tabel} = \left(1-\frac{1}{2}.a\right)(38)$

$=\left(1-\frac{1}{2}.0{,}05\right)(38)$

$= t_{0,9975}(38)$

= 2,024

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or 17,4367> 2,024. So, H0 was rejected. It meant that Hα was accepptable or "there was any significant effect of magnet summary strategy on the students' writing achievement.

d. Determining the percentage of the effect of X variable toward Y variable

$D = (rxy)^2 \times 100\ \%$

$= 0{,}8387^2 \times 100\%$

$= 0{,}7034 \times 100\%$

= 70,34%

It meant the effect of X variable toward Y variable or the effect of applying magnet summary strategy was 70,34% and 29,66% was influenced by another factors.

Based on the the result of the data analysis, the researcher found that the value of t-test (17,4367) was higher than the value of t-table (2,024). So, alternative hypothesis was accepted. It indicates that there is a significant effect of using magnet summary strategy on students'achievement in writing.

D. Research Finding

Based on the data analysis, it was found that there was the effect of magnet summary strategy assisted by video media on students' achievement in

writing. It was indicated by the score of t-test was higher than t-table (17,4367 > 2,024). It means that alternative hypothesis (Ha) was accepted.

E. Discussion

Based on the research finding, there were some points to discuss. The finding that shows that there was the effect of magnet summary strategy assisted by video media on students' achievement in writing. This finding means that mage et summary strategy by video media give the significant effect on students' achievement in writing. This research finding was in line with the findings found by Hardiansyah (2013) and Siregar (2018). The result research from Hardiansyah shows that t-test was 2,68 and t-table was 2,01. It means that, alternative hypothesis (Ha) was accepted. While, the result research from Siregar shows that t-test was 4,9704 and t-table was 2,002. It means that alternative hypothesis (Ha) was accepted.

In conclusion, this research finding and two others shows that there were a significant effect of magnet summary strategy on students' achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research finding, the conclusion was drawn that the students who were taught by using Magnet Summary Strategy got better ability in writing and its using caused a positive effect to the students' achievement in writing, which was proven from the result of the test, ($t_{test} > t_{table}$, or 17,4367 > 2,024).

B. Suggestions

In relation to the conclusion above, suggestions were put forward as follows:

1. The teacher was suggested to apply Magnet Summary Strategy in teaching writing in the classroom as a method to help the students increasing their writing achievement.
2. For the students, this strategy is very helpful for students because it can help the students to write good summary.
3. It was recommended to other researchers who are interested in doing the relevant research to use these findings as a source of information for further related studies.

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Appendix 1

Lesson Plan in Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NamaSekolah : SMA SMA Al-HikmahMarelan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
MateriPokok : Teks eksposisi analitis
AlokasiWaktu : 1 x 2 JP (90menit)

A. Kompetensi Inti

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalitis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah ~~secara~~ mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

KD 3.10 Menganalitis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

KD 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. Indikator

3.10.1 Mengidentifikasi unsur kebahasaan (*simple present tense* dan *conjunctions*) dari teks eksposisi analitis.

3.10.2 Menjelaskan unsur kebahasaan (*simple present tense* dan *conjunctions*) dari teks eksposisi analitis.

4.14.1 Menyusun teks eksposisi analitis.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi unsur kebahasaan (*simple present tense* dan *conjunctions*) dari teks eksposisi analitis.
2. Menulis rangkuman dari teks analytical exposition yang baik

E. Materi Pembelajaran

Analytical exposition is a text that elaborates the writer‘s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure

1. Thesis: introducing the topic and indicating the writer’s point of view.
2. Argument: explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
3. Reiteration: restating the writer’s point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration

Language Features

- Using relational process
- Using internal conjunction
- Using causal conjunction
- Using Simple Present Tense
- Using compound and complex sentence.
- Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

F. Metode

- Tanya jawab, metode pembelajaran berbasis teks.

G. Langkah-langkah Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa	- Membalas salam guru	15 menit
- Mengajak siswa berdoa	- Berdoa bersama dengan guru	
- Mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I'm here."	
- mereview pelajaran tentang teks eksposisi analitis	- menjawab dan merespon teks eksposisi analitis yang diberikan oleh guru	
- menjelaskan tentang teks analisis eksposisi	- memahami pelajaran yang dijelaskan oleh guru	
- meminta siswa untuk menyampaikan pertanyaan jika ada yang tidak dimengerti	- menyampaikan pertanyaan jika ada yang tidak dimengerti	

2) Kegiatan Inti

Guru	Siswa	Waktu
- Menayangkan video dan meminta siswa untuk menulis rangkuman.	- Mengamati tayangan video dan menulis rangkuman	60 menit
- Meminta siswa melaporkan hasil temuan	- Melaporkan hasil temuan	
- memberi *feedback* pada laporan hasil temuan siswa	- mendengarkan *feedback* dari guru	

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- Menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	15 menit
- Memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru	

H. Media/ Alat dan Sumber Pembelajaran

1. Media/ Alat
   a. PapanTulis
   b. Infokus
   c. Kertas HVS

d. Laptop

e. Video

2. SumberPembelajaran: Buku Mandiri English on Target ErlanggaKelas XI

I. Evaluasi

1. Penilaian sikap spiritual dansosial
2. Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

The Importance of Library

I personally believe that libraries are among humanity's most important institutions for several reasons.

Firstly, most of humanity's collective knowledge is stored in libraries. Secondly, libraries protect and preserve this knowledge. They also classify for group the materials into logical and easily available divisions.

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need. Finally, libraries are our link to the past and our gift to the future.

From the facts above, I conclude that libraries are important institutions for humanity.

Cars and Accidents

Car is the most popular transportation. However, there are many different causes of car accidents in streets.

Sometimes accidents are caused by bad weather. Ice or snow can make toads very dangerous. Accidents also can result from problems with the car. Even a small problem like a flat tire can be serious. Bad roads are another cause of accidents. Some accidents are caused by drinking too much alcohol.

Knowing some factor causing accidents is extremely important to prevent accident while driving.

J. Rubrik Penilaian Tugas Writing

Aspect Criteria	Excellent	Good Average	Fair to Poor	Very Poor
Content	27-30	22-26	21-27	13-16
Organization	20-18	17-14	13-10	9-7
Vocabulary	20-18	17-14	13-10	9-7
Language use	25-22	21-18	17-11	10-5
Mechanism	5	4	3	2

Medan, September 2019

Known by,

Headmaster of SMA Al-Hikmah

Nuriadi, S.Pd.I

English Teacher

Ummi Nadrah Siregar, S.Pd, M.Hum

Researcher

Winda Putri Lestari

Appendix 2

Lesson Plan in Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NamaSekolah : SMA SMA Al-HikmahMarelan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
MateriPokok : Teks eksposisi analitis
AlokasiWaktu : 1 x 2 JP (90menit)

K. Kompetensi Inti

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalitis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

L. Kompetensi Dasar

KD 3.10 Menganalitis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

KD 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

M. Indikator

3.10.1 Mengidentifikasi unsur kebahasaan (*simple present tense* dan *conjunctions*) dari teks eksposisianalitis.

3.10.2 Menjelaskan unsur kebahasaan (*simple present tense* dan *conjunctions*) dari teks eksposisianalitis.

4.14.1 Menyusun teks eksposisi analitis.

N. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

3. Mengidentifikasi unsur kebahasaan (*simple present tense* dan *conjunctions*) dari teks eksposisi analitis.
4. Menulis rangkuman dari teks analytical exposition yang baik

O. Materi Pembelajaran

Analytical exposition is a text that elaborates the writer‘s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure

4. Thesis: introducing the topic and indicating the writer’s point of view.
5. Argument: explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
6. Reiteration: restating the writer’s point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration

Language Features

- Using relational process
- Using internal conjunction
- Using causal conjunction
- Using Simple Present Tense
- Using compound and complex sentence.
- Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

P. Metode

- Tanya jawab, metode pembelajaran berbasis teks.

Q. Langkah-langkah Pembelajaran

4) KegiatanPendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa	- Membalas salam guru	15 menit
- Mengajak siswa berdoa	- Berdoa bersama dengan guru	
- Mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I'm here."	
- mereview pelajaran tentang teks eksposisi analitis	- menjawab dan merespon teks eksposisi analitis yang diberikan oleh guru	
- menjelaskan tentang teks analisis eksposisi	- memahami pelajaran yang dijelaskan oleh guru	
- meminta siswa untuk menyampaikan pertanyaan jika ada yang tidak dimengerti	- menyampaikan pertanyaan jika ada yang tidak dimengerti	

5) Kegiatan Inti

Guru	Siswa	Waktu
- Menayangkan video dan meminta siswa untuk menulis rangkuman.	- Mengamati tayangan video dan menulis rangkuman	60 menit
- Meminta siswa melaporkan hasil temuan	- Melaporkan hasil temuan	
- memberi *feedback* pada laporan hasil temuan siswa	- mendengarkan *feedback* dari guru	

6) Kegiatan Penutup

Guru	Siswa	Waktu
- Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- Menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	15 menit
- Memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya	- Membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- Mendengarkan penjelasan guru	

R. Media/ Alat dan Sumber Pembelajaran

3. Media/ Alat
   a. PapanTulis
   b. Infokus
   c. Kertas HVS
   d. Laptop
   e. Video

f. SumberPembelajaran: Buku Mandiri English on Target ErlanggaKelas XI

S. Evaluasi

3. Penilaian sikap spiritual dansosial
4. Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

The Importance of Library

I personally believe that libraries are among humanity's most important institutions for several reasons.

Firstly, most of humanity's collective knowledge is stored in libraries. Secondly, libraries protect and preserve this knowledge. They also classify for group the materials into logical and easily available divisions.

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need. Finally, libraries are our link to the past and our gift to the future.

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Cars and Accidents

Car is the most popular transportation. However, there are many different causes of car accidents in streets.

Sometimes accidents are caused by bad weather. Ice or snow can make toads very dangerous. Accidents also can result from problems with the car. Even a small problem like a flat tire can be serious. Bad roads are another cause of accidents. Some accidents are caused by drinking too much alcohol.

Knowing some factor causing accidents is extremely important to prevent accident while driving.

T. RubrikPenilaianTugas Writing

Aspect Criteria	Excellent	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	21-27	13-16
Organization	20-18	17-14	13-10	9-7
Vocabulary	20-18	17-14	13-10	9-7
Language use	25-22	21-18	17-11	5
Mechanism	5	4	3	2

Medan, September 2019

Known by,

Headmaster of SMA Al-Hikmah

Nuriadi, S.Pd.I

English Teacher

Ummi Nadrah Siregar, S.Pd, M.Hum

Researcher

Winda Putri Lestari

Appendix 3

Instrument of Research

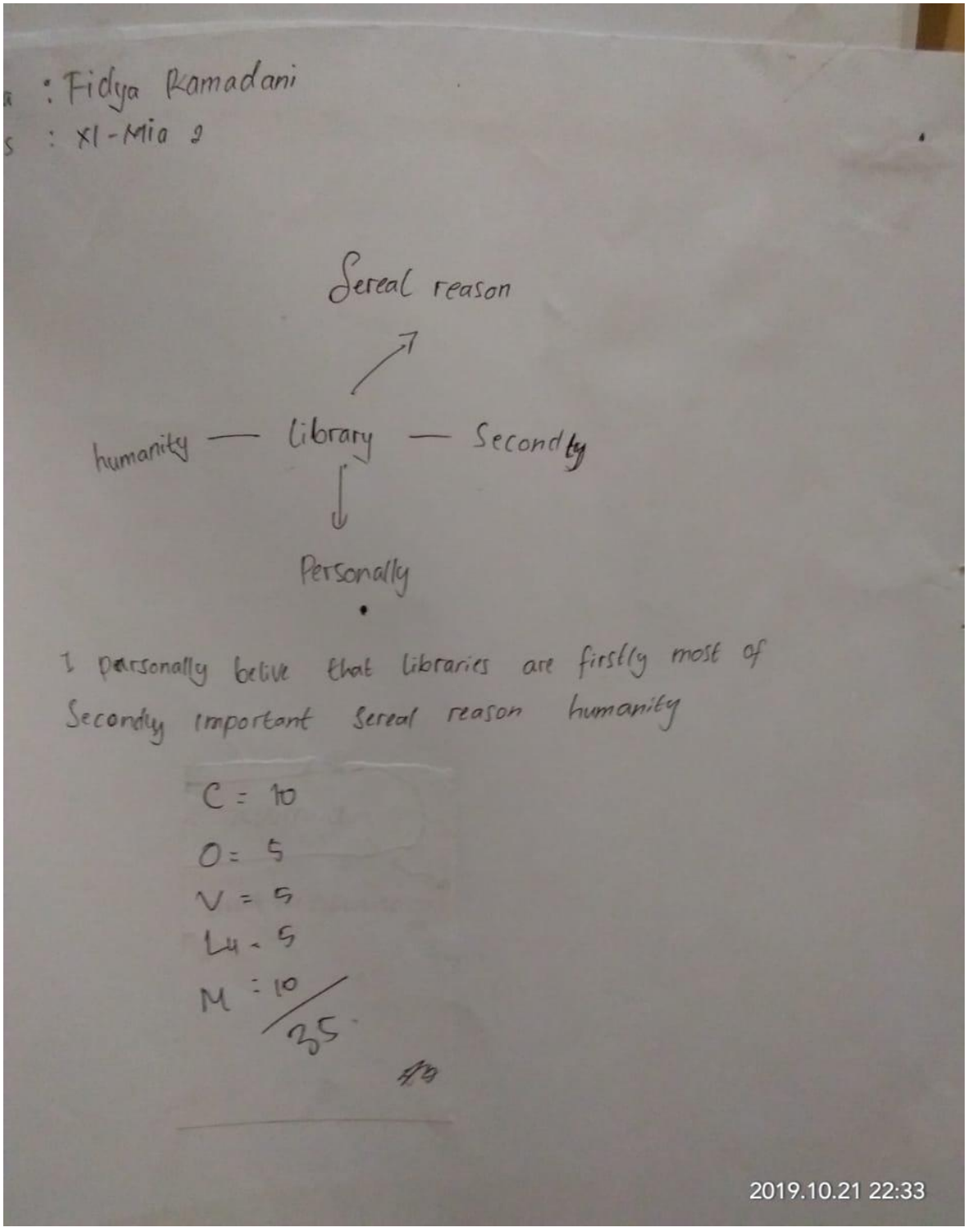
A. Pre-Test (Experimental and Control Group)
   Please write your summary based on the video played!

B. Post-Test (Experimental and Control Group)
   Please summarize in your writing the video you watch!

Appendix 4

Students' Answer Sheets (Experimental Group)

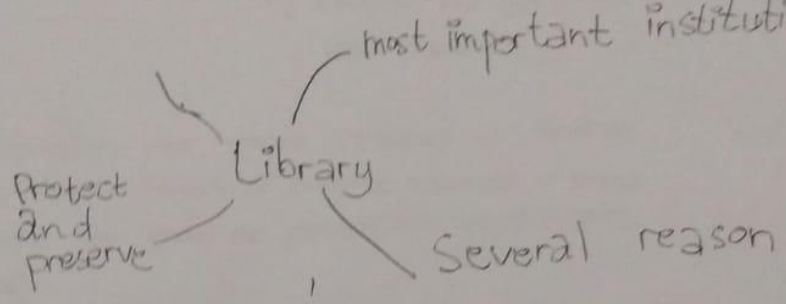
Pre-Test



Pre - Test

Name : Eva Gusti Pratiwi
Class : XI - MIA 2

The importance of Library



Summary :

I believe that libraries are ~~that~~ most important institution for several reasons. first, most of humanity collective knowledge is stored in libraries. second, libraries protect & preserve this knowledge.

C = 11
O = 9
V = 10
Lu = 11
M = 4

45

2019.10.21 22:34

Pre-Test

NAME : Cindy Septiani

CLASS : XI MIPA 2

among humanity's most important
most important institutions
For several reasons

most of humanity's
collective
knowledge is stored
in Libraries

Libraries → easily available division

classify For group the materials
into logical

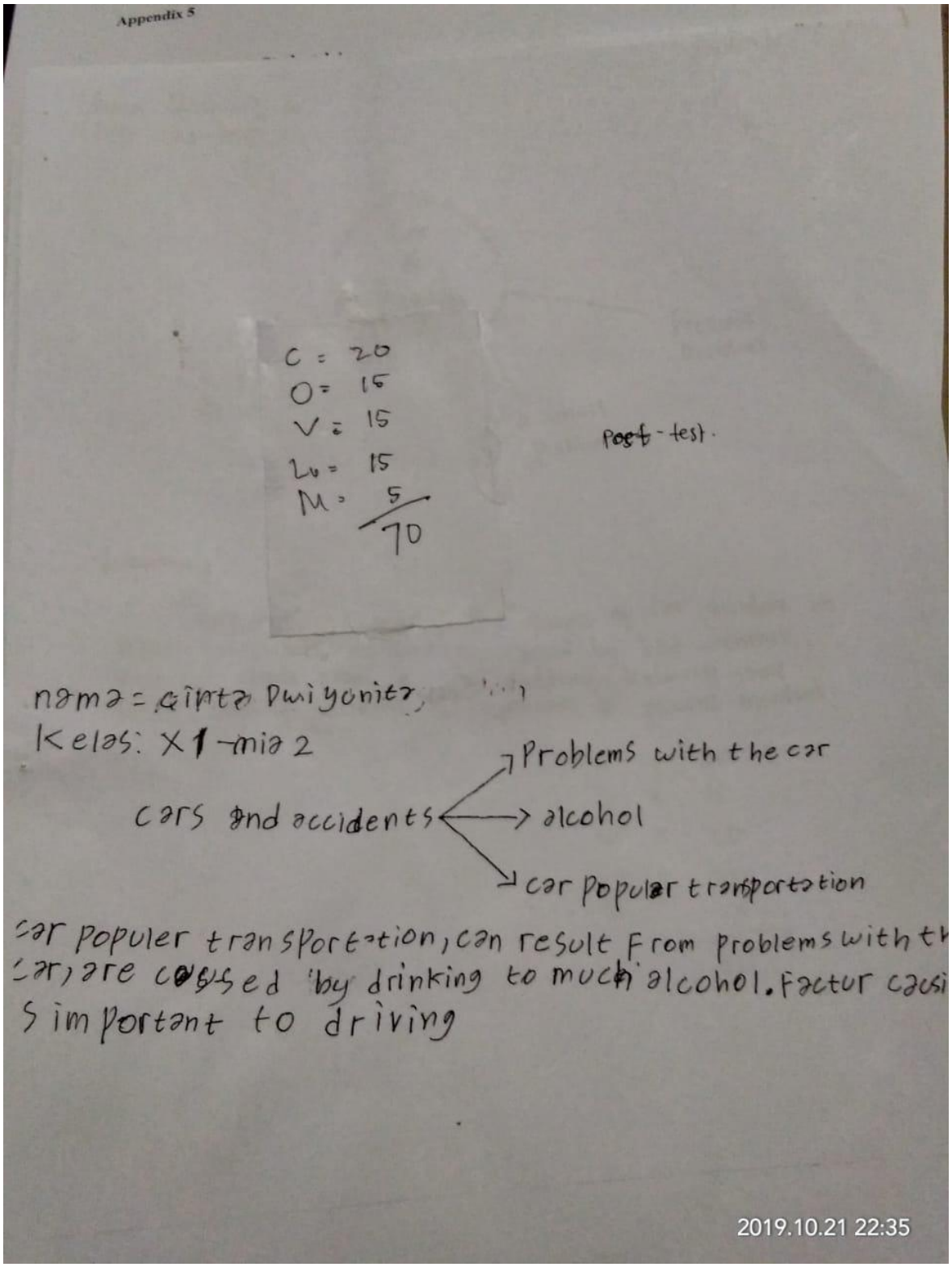
Library among humanity's most important institutions for several reasons. Library is most of humanity's collective knowledge is stored in libraries classify per group the material into logical & easily available division.

C : 10
O : 13
V : 12
Lu : 10
M : 10

55

2019.10.21 22:35

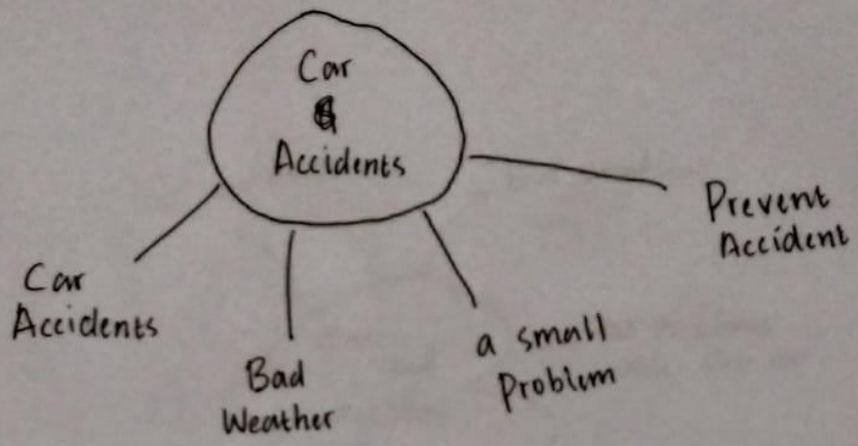
Post-test


Appendix 5
C = 20
O = 15
V = 15
Lo = 15
M = 5
70
Post-test.
nama = Cinta Dwiyonita
kelas: X1-mia 2
cars and accidents
Problems with the car
alcohol
car populer transportation
car populer transportation, can result From problems with th
car) are caused by drinking to much alcohol. Factur causi
s important to driving
2019.10.21 22:35

Students' Answer Sheets (Control Group)

Post-test.

Nama : Risma Diva
Class : XI-MIA 2



Summary:

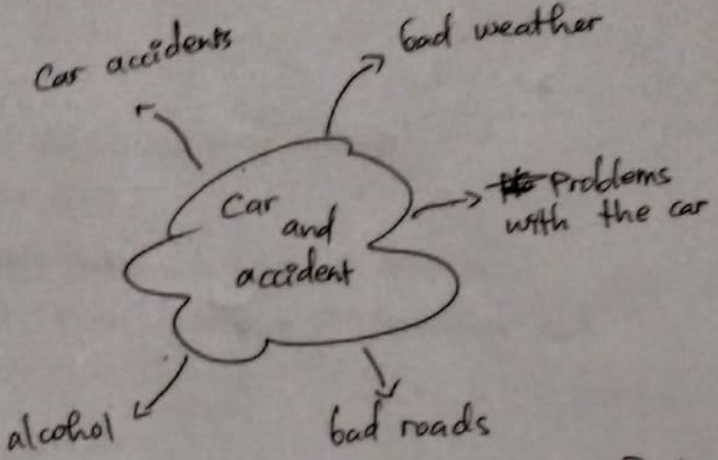
There are many different causes of car accident in streets. Sometimes accidents are caused by bad weather, also can result from a small problems. Knowing some factor causing accident is important to prevent accident.

C = 20
O = 15
V = 20
W = 20
M = 5

80

2019.10.21 22:35

Name : Rethan Habila Fashah
Class : XI - MIA 2



There are many causes of car accidents. First, accident caused by bad weather. Second, caused by problems with the car like a flat tire. Third, caused by bad roads, and the last caused by drinking alcohol.

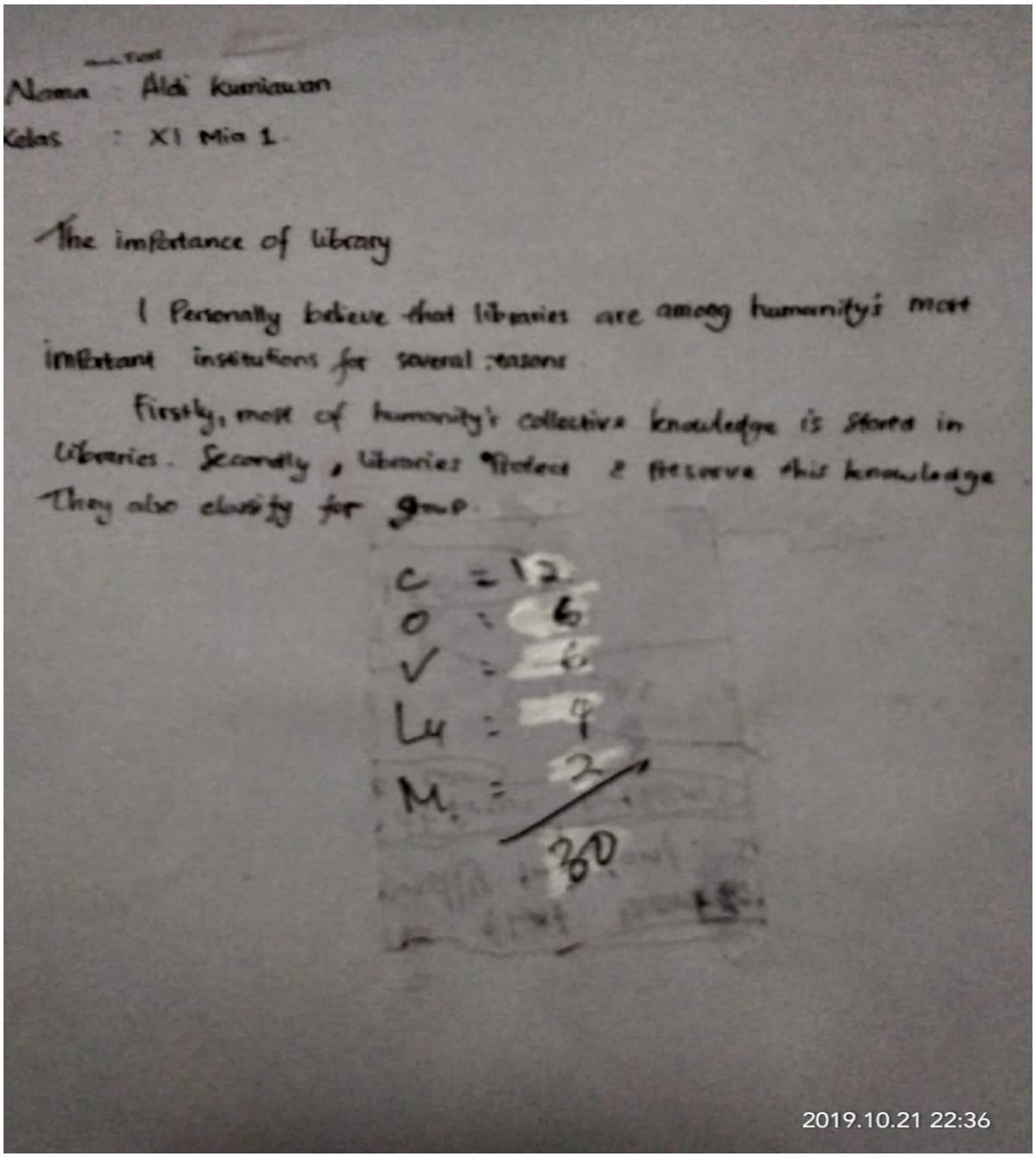
C : 27
O : 20
V : 18
Lu : 20
M : 5
90

2019.10.21 22:36

Appendix 5

Students' Answer Sheets (Control Group)

Pre-Test



Nama : Sinta Dewi
Kelas : XI - MIA 1

Personally belive that Libraries are the most important institution. most of humanity collective knowledge is stored in Libraries. Secondly Libraries protect and preserve this knowledge. further more, Libraries make the materials available to everyone and even provide Libraries to help us find what we need and Libraries are our Link to the past and our gift to the future.

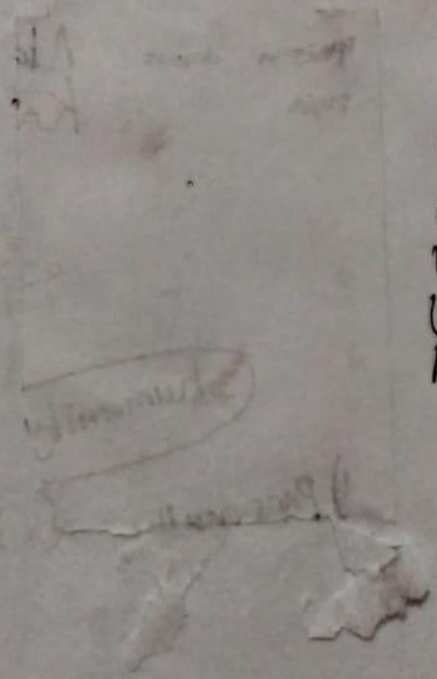
C = 13
O = 10
V = 10
Lu = 5
M = 2
40

2019.10.21 22:36

Nama : Muhammad Iqbal
Kelas : XI-Mia 1

the importance of library

I personally believe that libraries are among humanity's most important institutions for several reasons, like human knowledge is stroed in libraries, classify group. the materials. libraries are our past and future. libraries are important institutions for humanity.

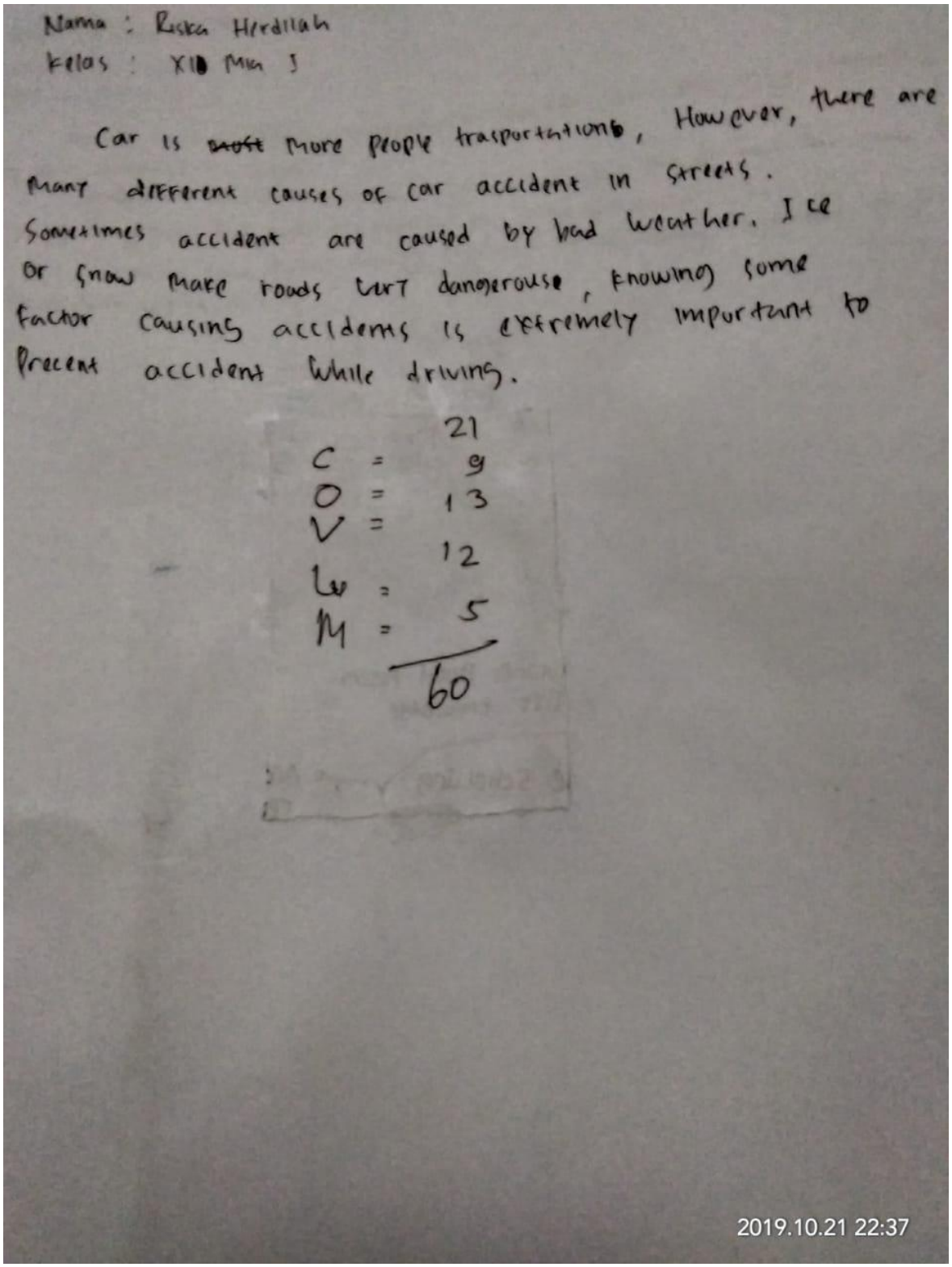


C : 23
O : 12
V : 7
U : 5
M : 3

50

2019.10.21 22:36

Post-tes



Nama : Riska Herdilah
Kelas : XI MIA 3

Car is ~~most~~ more people trasportations, However, there are many different causes of car accident in streets. Sometimes accident are caused by bad weather. Ice or snow make roads bert dangerouse, knowing some factor causing accidents is extremely important to Precent accident while driving.

C = 21
O = 9
V = 13
Lv = 12
M = 5
60

2019.10.21 22:37

Nama : Muhammad Ammar Rinaldi

Class : XI Mia 1

Cars : Accident

Car is the most popular transportation. However, there are many different of car accidents in street.

Sometimes accidents are caused by bad weather, see or now can make Very dangerous Bad roads are another cause of accidents.

Knowing some factor causing accidents is extremely important to p accident while driving.

C = 25
O = 14
V = 15
L = 18
M = 3
75.

2019.10.21 22:37

Nama : Wulan Syahpitri
Kelas : XI MIA 1

There are many different causes of car accidents in streets. Sometimes caused by bad weather, problems with the car, bad roads, & drinking alcohol. Knowing some factor causing accident is extremely important to prevent driving.

C = 26
O = 17
V = 16
W = 21
M = 5.
85.

2019.10.21 22:38

Appendix 6

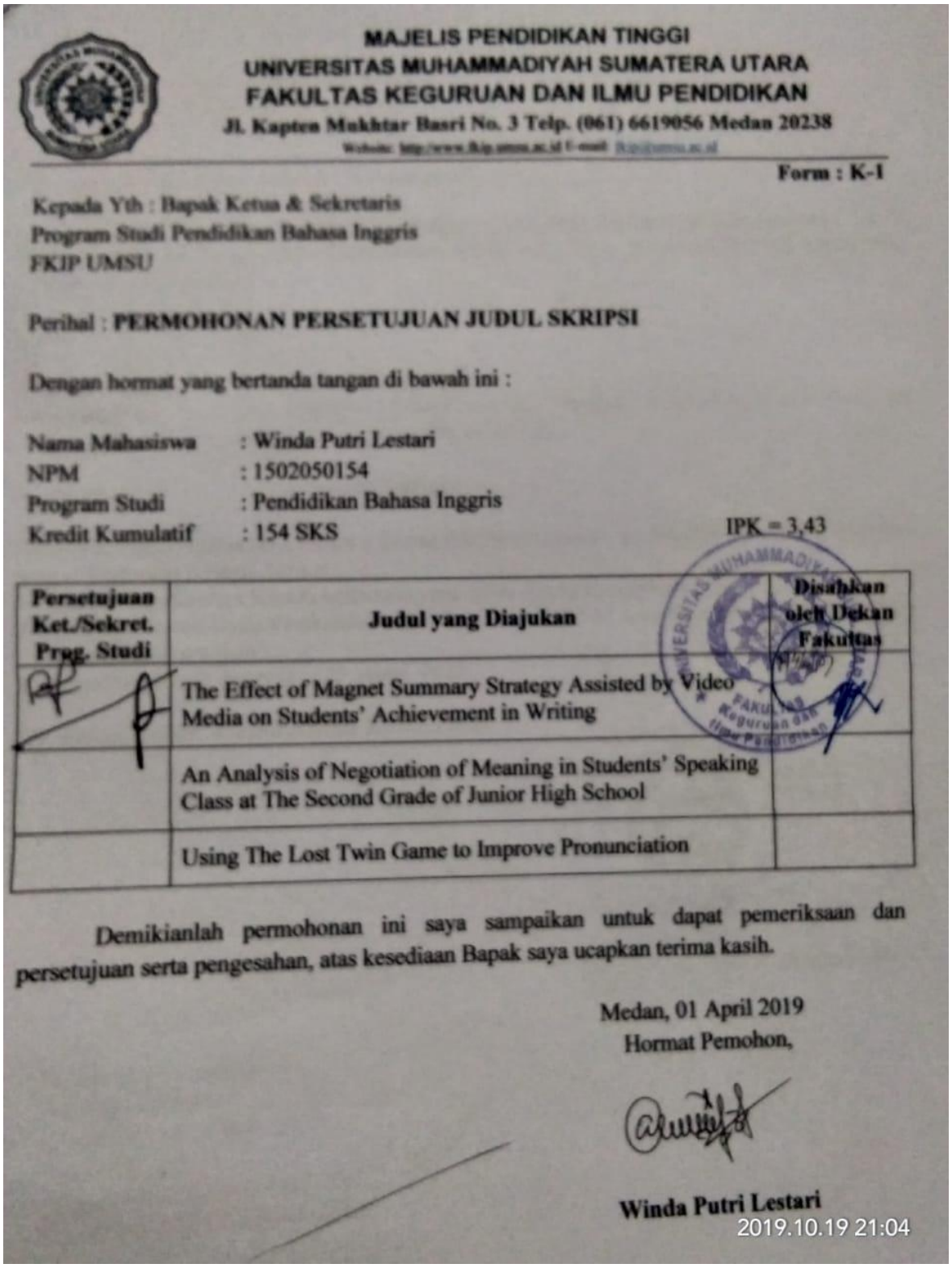
Documentation of Research

Picture.1 The Learning Process in Experimental Group

Picture.2 The Learning Process in Control Group

Appendix 7

Form K-1



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K-1

Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa : Winda Putri Lestari
NPM : 1502050154
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,43

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing	
	An Analysis of Negotiation of Meaning in Students' Speaking Class at The Second Grade of Junior High School	
	Using The Lost Twin Game to Improve Pronunciation	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

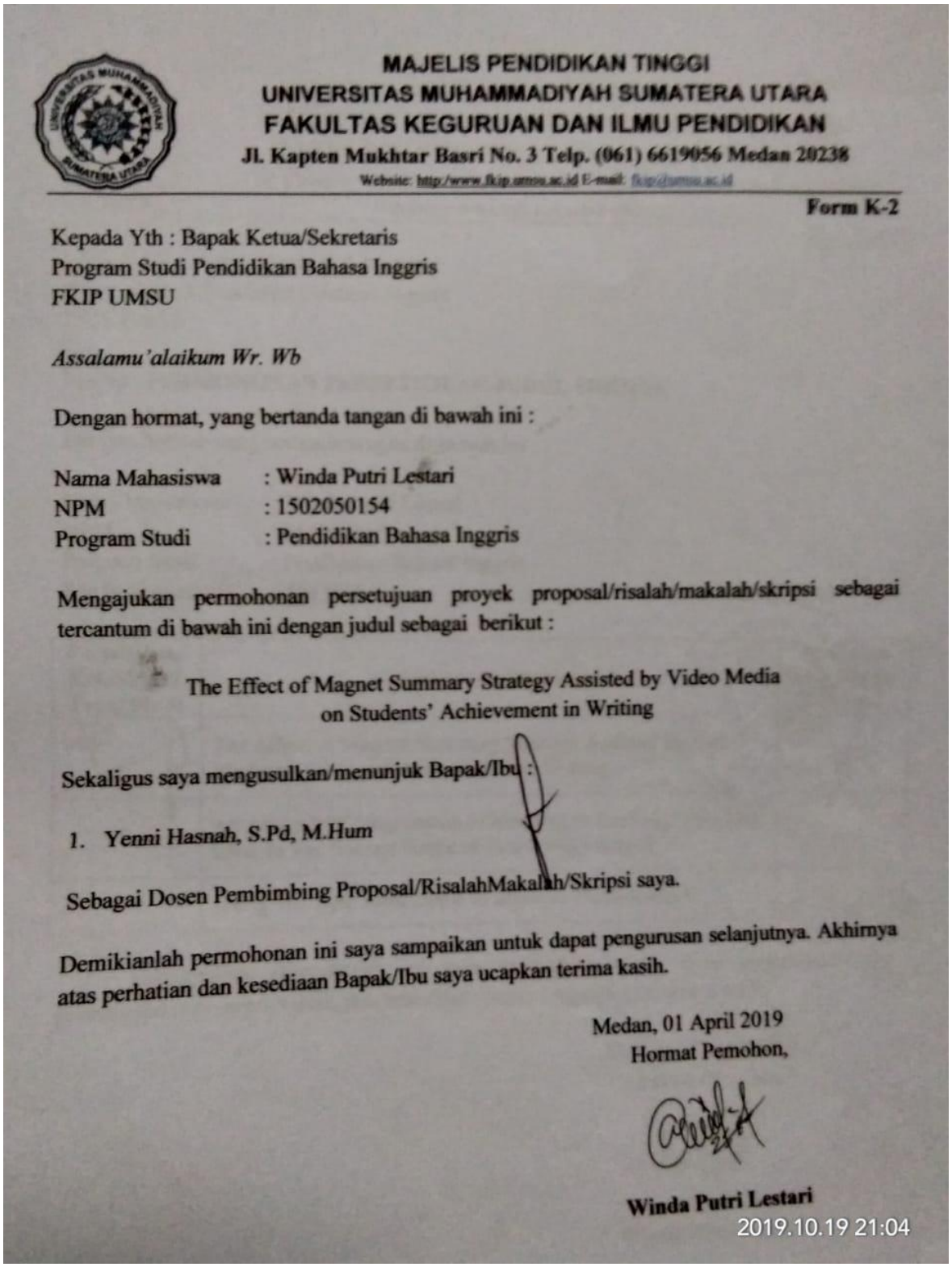
Medan, 01 April 2019
Hormat Pemohon,

Winda Putri Lestari

2019.10.19 21:04

Appendix 8

Form K-2



MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Winda Putri Lestari
NPM : 1502050154
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Yenni Hasnah, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/RisalahMakalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

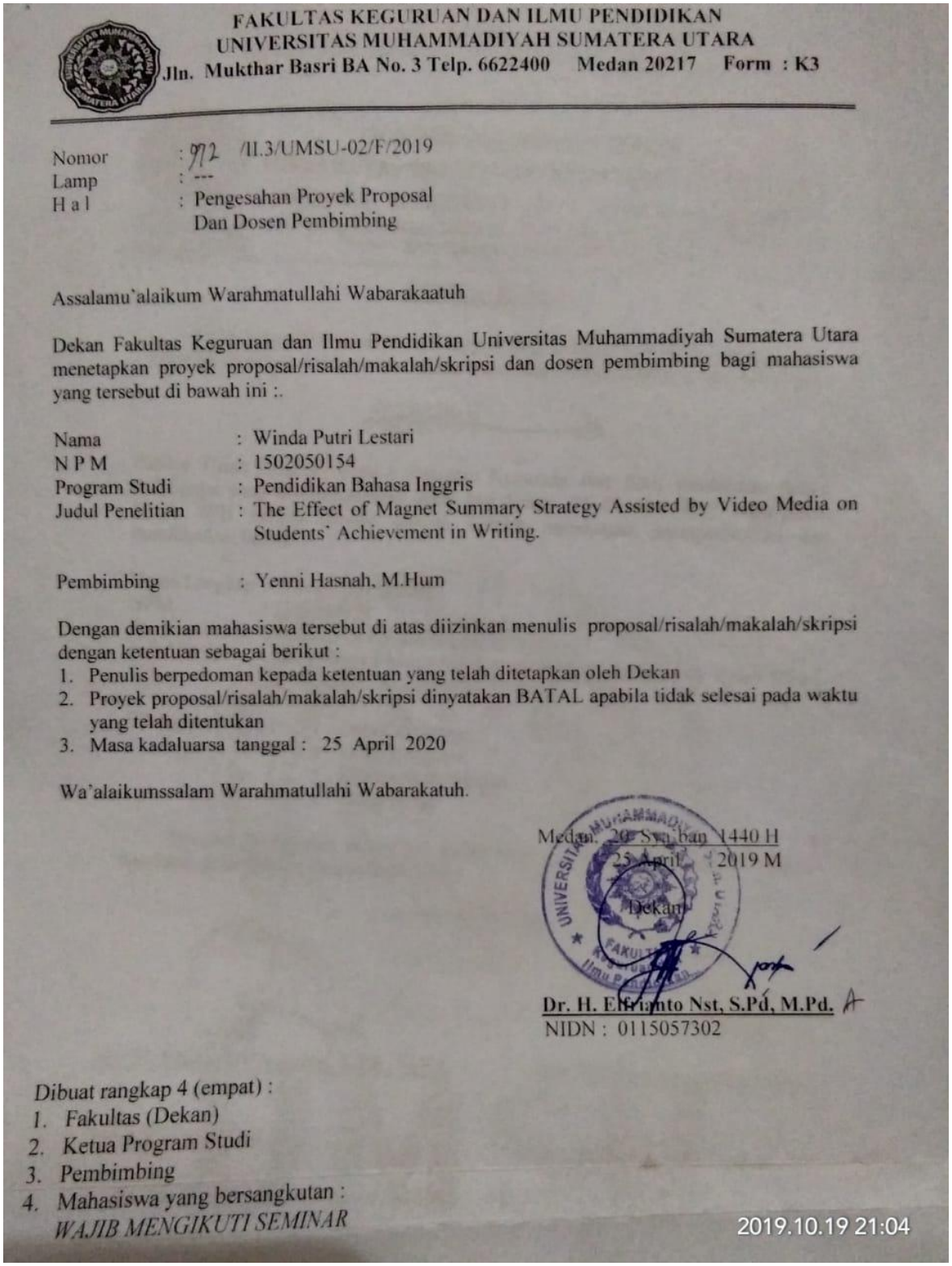
Medan, 01 April 2019
Hormat Pemohon,

Winda Putri Lestari

2019.10.19 21:04

Appendix 9

Form K-3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 972 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama : Winda Putri Lestari
N P M : 1502050154
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing.

Pembimbing : Yenni Hasnah, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Syaban 1440 H
25 April 2019 M
Dekan

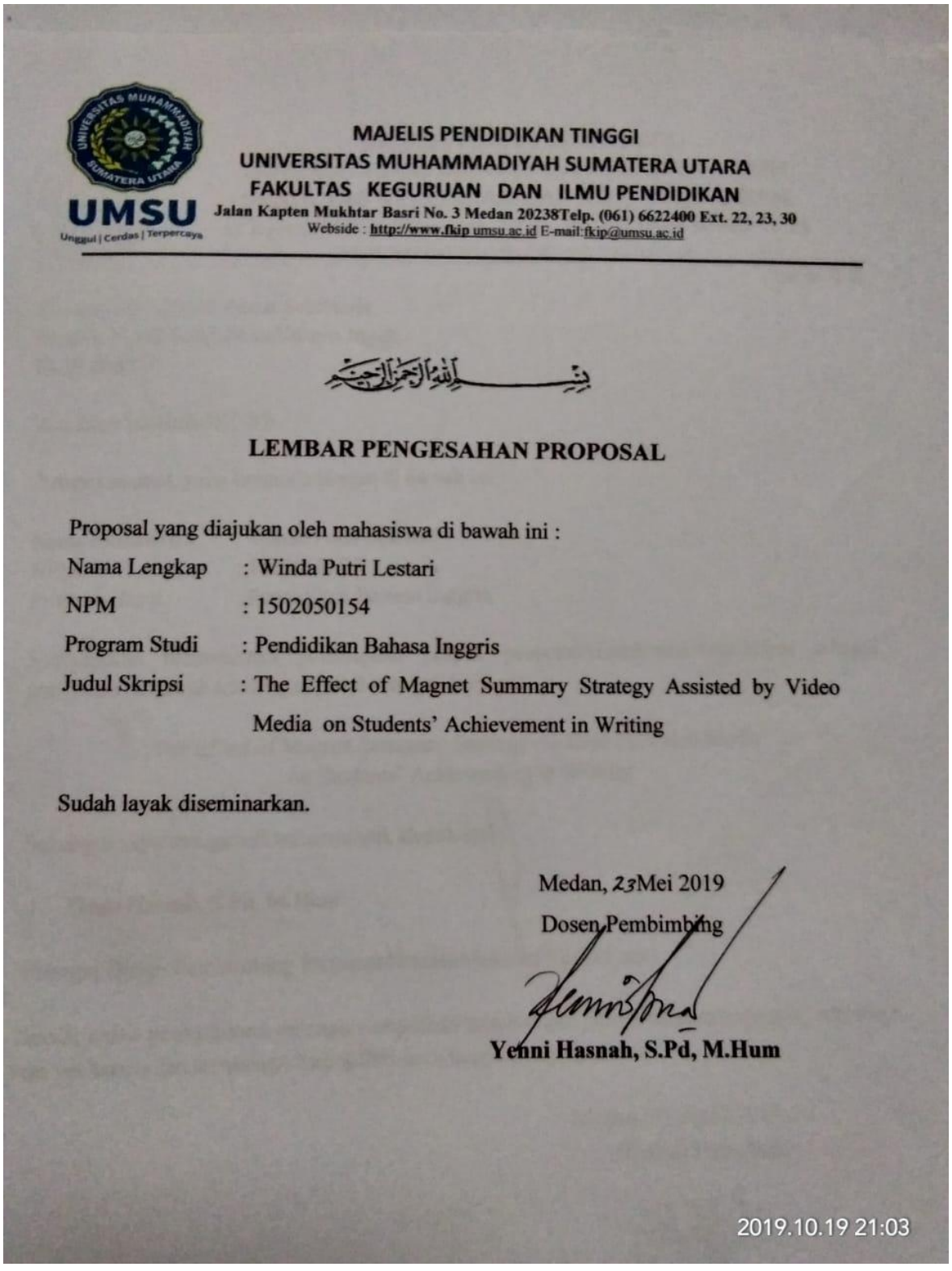
Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

2019.10.19 21:04

Appendix 10

Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238Telp. (061) 6622400 Ext. 22, 23, 30
Webside : http://www.fkip umsu.ac.id E-mail:fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap	: Winda Putri Lestari
NPM	: 1502050154
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

Sudah layak diseminarkan.

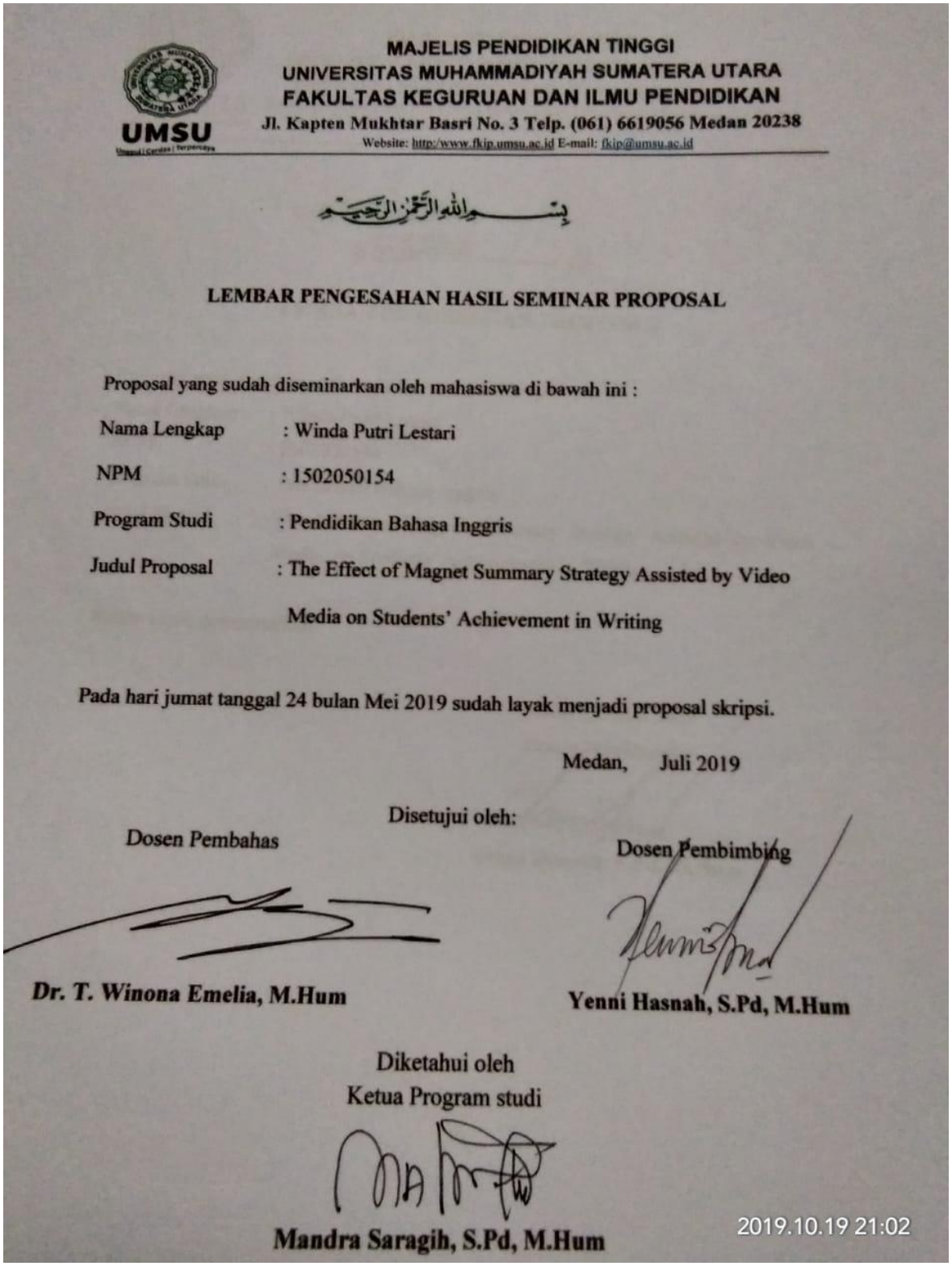
Medan, 23Mei 2019
Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum

2019.10.19 21:03

Appendix 11

Lembar Pengesahan Hasil Seminar



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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Winda Putri Lestari

NPM : 1502050154

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

Pada hari jumat tanggal 24 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Dr. T. Winona Emelia, M.Hum

Yenni Hasnah, S.Pd, M.Hum

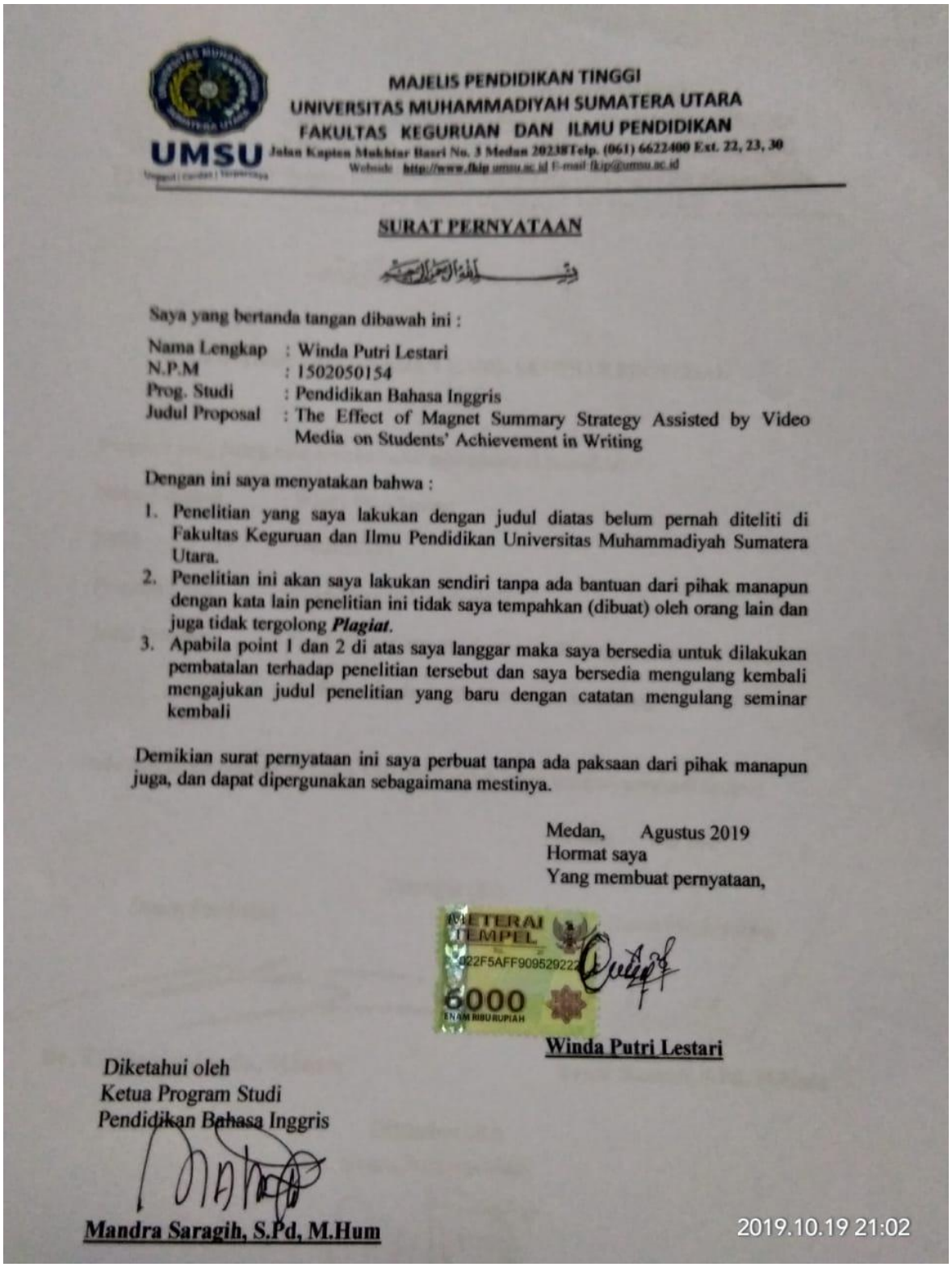
Diketahui oleh
Ketua Program studi

Mandra Saragih, S.Pd, M.Hum

2019.10.19 21:02

Appendix 12

Surat Pernyataan Plagiat



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Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Winda Putri Lestari
N.P.M : 1502050154
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong ***Plagiat***.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,

METERAI TEMPEL
6000
ENAM RIBURUPIAH

Winda Putri Lestari

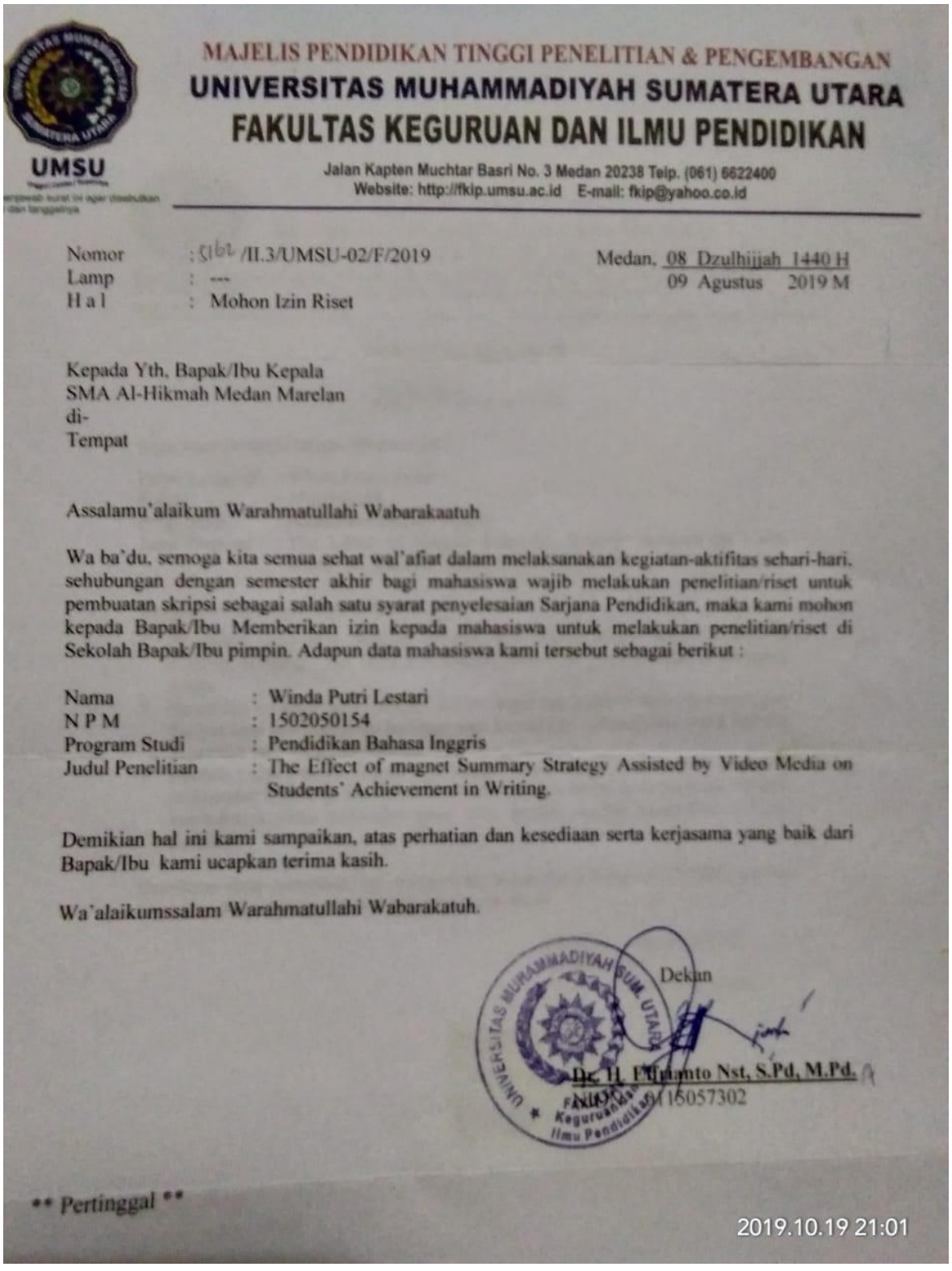
Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

2019.10.19 21:02

Appendix 13

Surat Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id

Nomor : 5162 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Mohon Izin Riset

Medan, 08 Dzulhijjah 1440 H
09 Agustus 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMA Al-Hikmah Medan Marelan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Winda Putri Lestari
N P M	:	1502050154
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Effect of magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

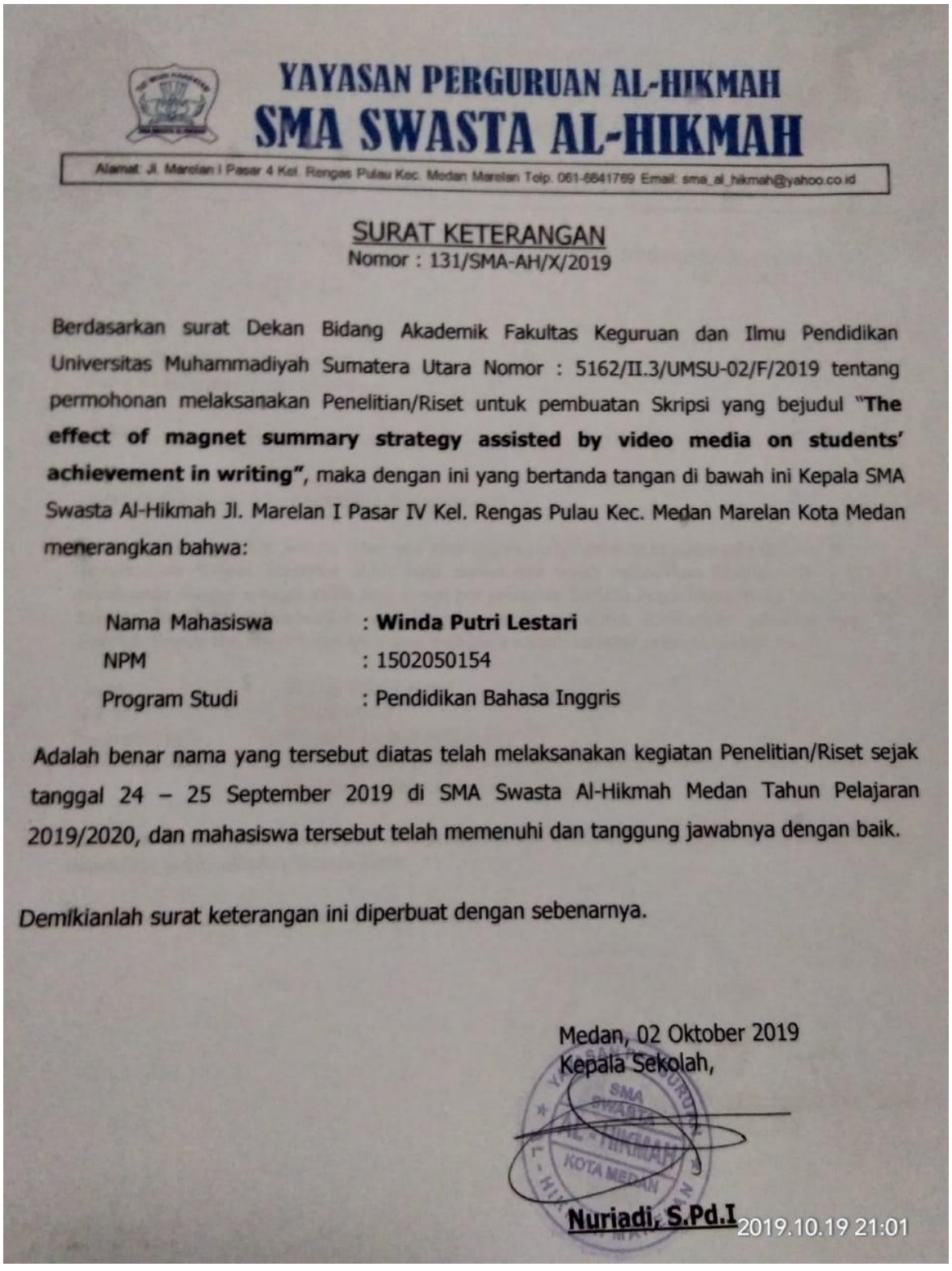
Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN: 0115057302

** Pertinggal **

2019.10.19 21:01

Appendix 14

Surat Balasan Riset



YAYASAN PERGURUAN AL-HIKMAH
SMA SWASTA AL-HIKMAH

Alamat: Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan Telp. 061-6841769 Email: sma_al_hikmah@yahoo.co.id

SURAT KETERANGAN
Nomor : 131/SMA-AH/X/2019

Berdasarkan surat Dekan Bidang Akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 5162/II.3/UMSU-02/F/2019 tentang permohonan melaksanakan Penelitian/Riset untuk pembuatan Skripsi yang bejudul "**The effect of magnet summary strategy assisted by video media on students' achievement in writing"**, maka dengan ini yang bertanda tangan di bawah ini Kepala SMA Swasta Al-Hikmah Jl. Marelan I Pasar IV Kel. Rengas Pulau Kec. Medan Marelan Kota Medan menerangkan bahwa:

Nama Mahasiswa	: **Winda Putri Lestari**
NPM	: 1502050154
Program Studi	: Pendidikan Bahasa Inggris

Adalah benar nama yang tersebut diatas telah melaksanakan kegiatan Penelitian/Riset sejak tanggal 24 – 25 September 2019 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2019/2020, dan mahasiswa tersebut telah memenuhi dan tanggung jawabnya dengan baik.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

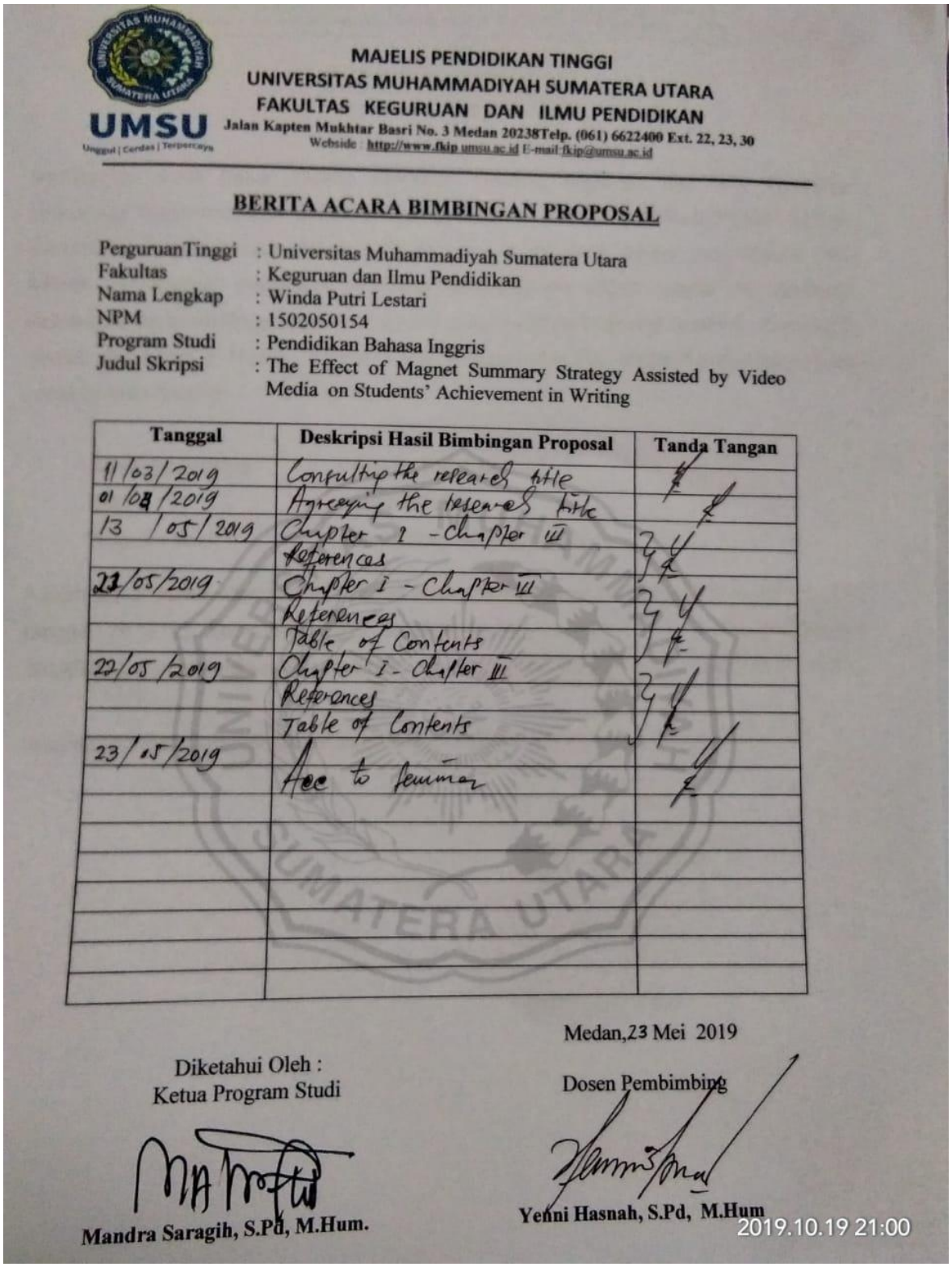
Medan, 02 Oktober 2019
Kepala Sekolah,

Nuriadi, S.Pd.I

2019.10.19 21:01

Appendix 15

Berita Acara Bimbingan Proposal



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UMSU
Unggul | Cerdas | Terpercaya

BERITA ACARA BIMBINGAN PROPOSAL

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Winda Putri Lestari
NPM : 1502050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11/03/2019	Consulting the research title	
01/04/2019	Agreeing the research title	
13/05/2019	Chapter I - Chapter III	
	References	
21/05/2019	Chapter I - Chapter III	
	References	
	Table of Contents	
22/05/2019	Chapter I - Chapter III	
	References	
	Table of Contents	
23/05/2019	Acc to Seminar	

Medan, 23 Mei 2019

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

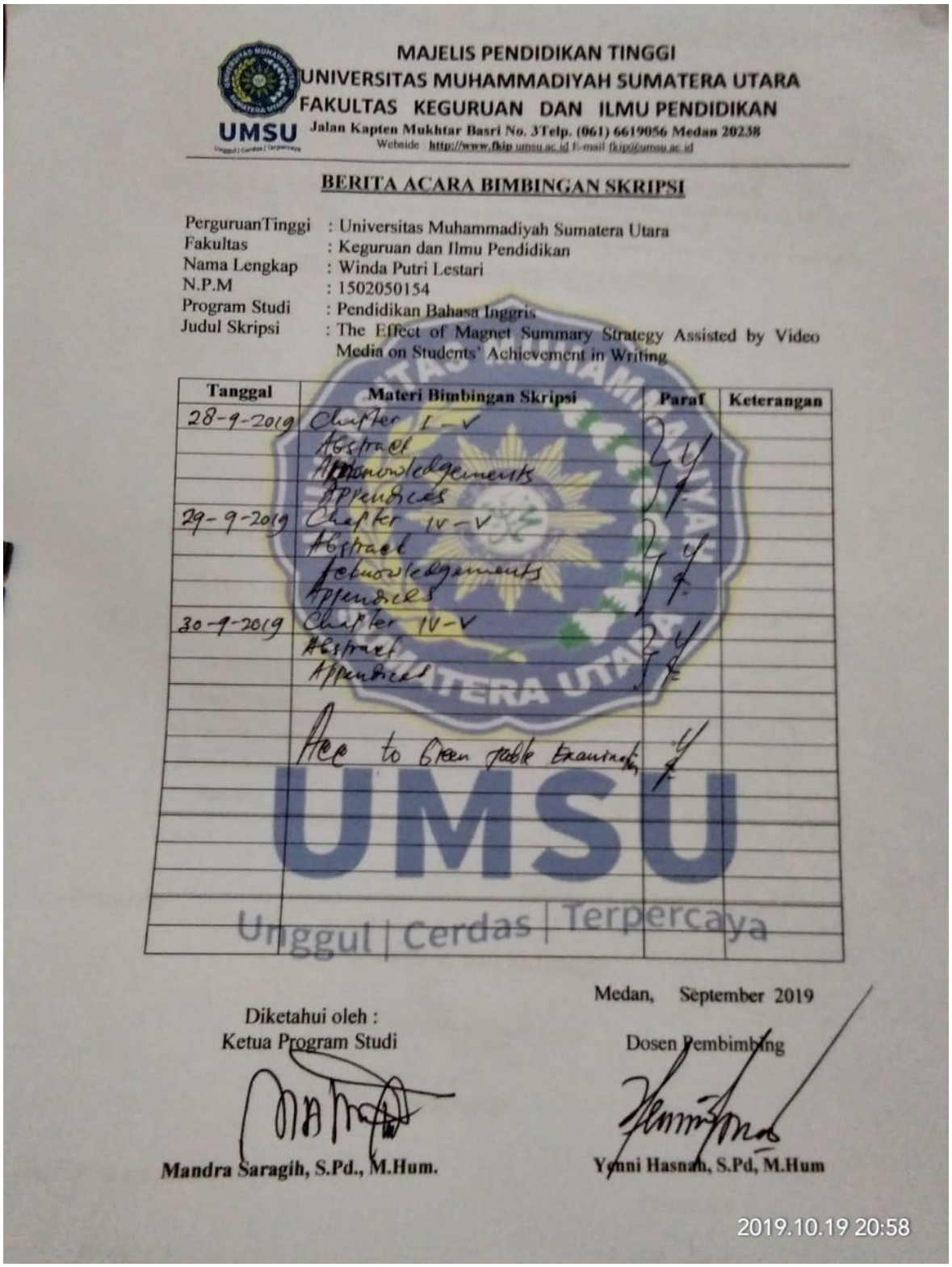
Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum

2019.10.19 21:00

Appendix 16

Berita Acara Bimbingan Skripsi



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Winda Putri Lestari
N.P.M : 1502050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
28-9-2019	Chapter I - V		
	Abstract		
	Acknowledgements		
	Appendices		
29-9-2019	Chapter IV-V		
	Abstract		
	Acknowledgements		
	Appendices		
30-9-2019	Chapter IV-V		
	Abstract		
	Appendices		
	Acc to Green Table Examination		

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

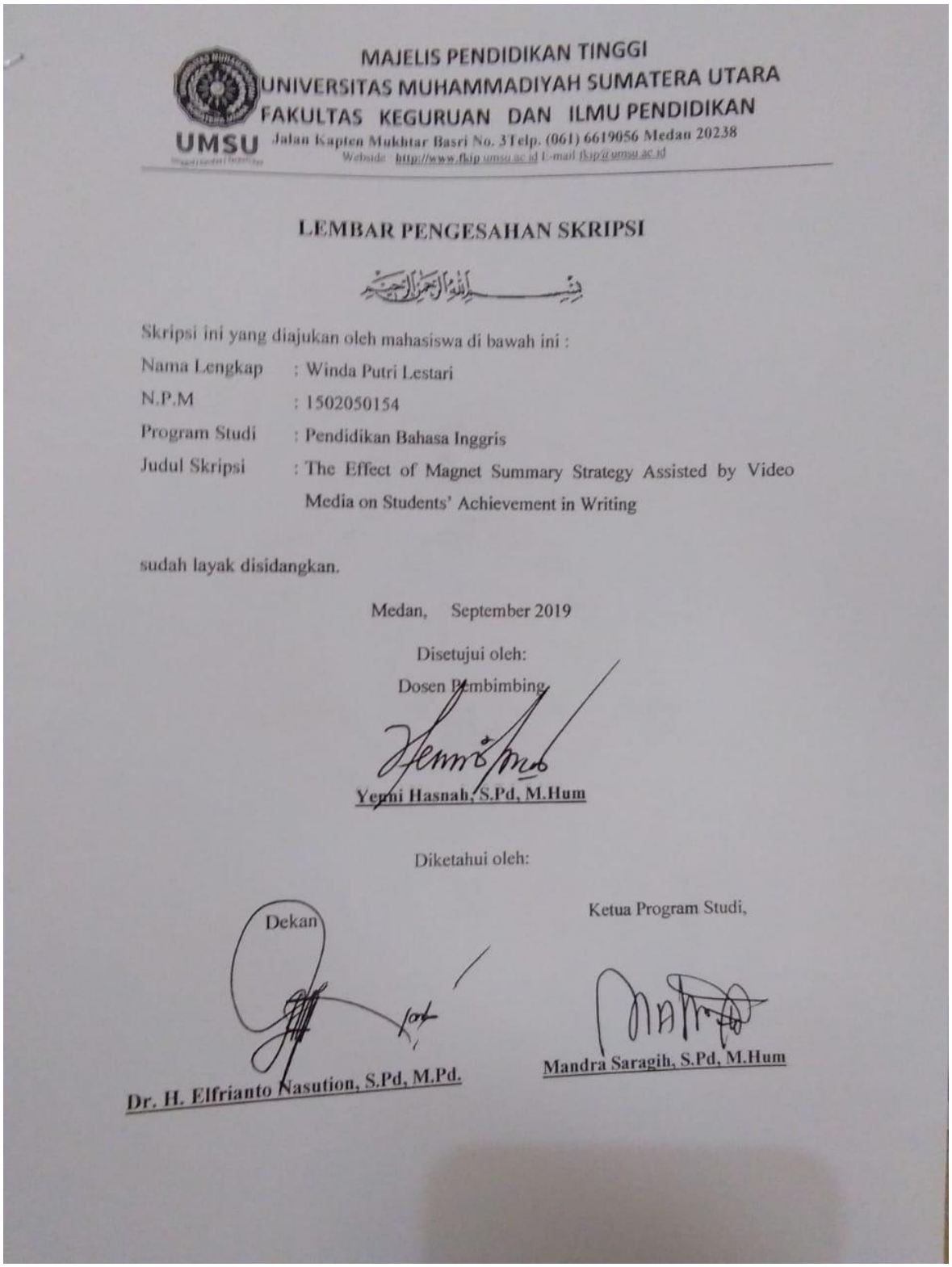
Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum

2019.10.19 20:58

Appendix 17

Surat Pengesahan Skripsi



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Website : http://www.fkip umsu.ac.id E-mail fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بسم الله الرحمن الرحيم

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Winda Putri Lestari
N.P.M : 1502050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Magnet Summary Strategy Assisted by Video Media on Students' Achievement in Writing

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Dosen Pembimbing,

Yenni Hasnah, S.Pd, M.Hum

Diketahui oleh:

Dekan

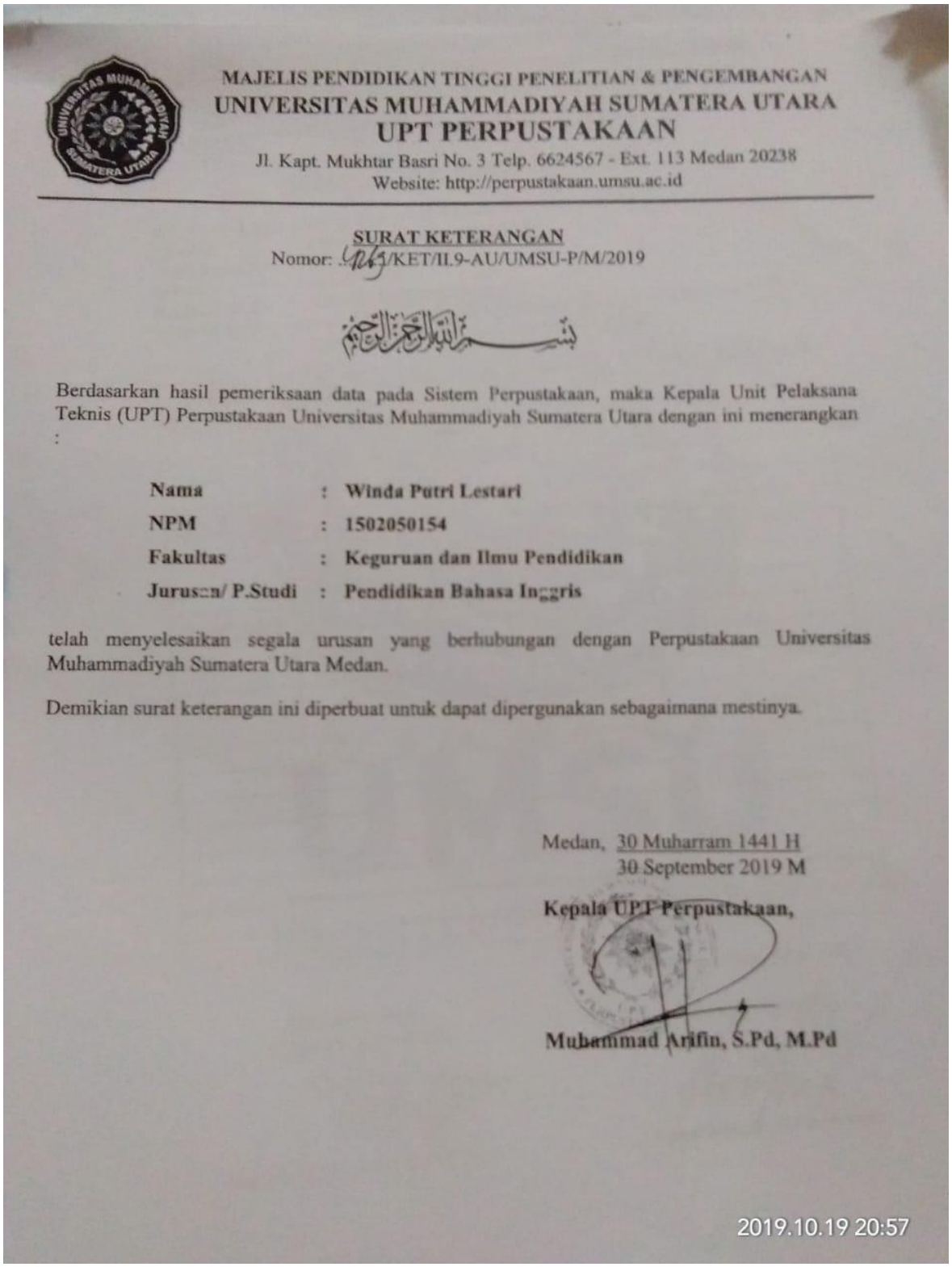
Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

Appendix 18

Surat Bebas Perpustakaan



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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UPT PERPUSTAKAAN
Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: http://perpustakaan.umsu.ac.id

SURAT KETERANGAN
Nomor: [illegible]/KET/II.9-AU/UMSU-P/M/2019

بسم الله الرحمن الرحيم

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Winda Putri Lestari**
NPM	:	**1502050154**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 30 Muharram 1441 H
30 September 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

2019.10.19 20:57

Appendix 19

CURRICULUM VITAE

DATA PERSONAL

Name	: Winda Putri Lestari
Place/Date of Birth	: Sibolga, 14 Juni 1997
Register Number	:1502050154
Sex	: Female
Religion	: Islam
Marital Status	: Single
Hobbies	: Singing, cooking, and reading comic
Fathers' Name	: Alm. Drs. Kaswar Caniago
Mothers' Name	: Mrs. Rosmaniar Tanjung
Address	: Sibolga

EDUCATION

- Elementary School at SD Negeri 081228 Sibolga (2003-2009)
- Junior High School at SMP Negeri 3 Sibolga (2009-2012)
- Senior High School at SMA Negeri 1 Sibolga (2012-2015)
- Students of University of Muhammadiyah Sumatera Utara until Sarjana Degree of English Department (2015-2019)

Medan, November 2019

The Researcher,

Winda Putri Lestari