THE ABILITY TO WRITE A SUMMARY OF READING STUDENTS OF CLASS X-2 SMA NEGERI 1 TELUKDALAM KABUPATEN NIAS SELATAN

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ABSTRACT

The data collection tool used was a written test, namely making a summary of the story of the legend of Malin Kundang, with assessment criteria, namely point 2 length of the summary, main idea, explanatory idea, use of words and sentences according to the contents of the summary with the reading. before the indicator is determined as a means of collecting research data, it is first validated by the three Indonesian language study teachers in a triangulation manner until it is declared fit for use. After the legend manuscript was administered to the respondent, it was processed statistically; with the results as the interval 71-85. Second, from the results of observations of the level of ability obtained information: 1) a description of student learning outcomes in learning obtained data, namely: students who have a high level of ability are 16 people or 40.504%, students who have a moderate level of ability are 9 people or 24.32%, students who have a low level of ability are 13 people or 34.14%. 2) a description of student learning outcomes for each item of question is obtained: for item 1 (ability level 36 people, and medium ability level 1 person), for item 2 (high ability level 22 people, medium ability level 7 people, low ability level 8 people), for icon 3 (high ability level 24 people, medium ability level 5 people, low ability level 8 people), for item 4 (high ability level 25 people, medium ability level 6 people, medium ability level 7 people, low ability level 28 people) based on the description above, it can be concluded that the students' ability to write a narrative paragraph framework is classified as moderate. This statement is stated as moderate because of the variation in the abilities of students where there are good performers and some are low. So that to determine it, take the middle way, namely moderate.

Keyword : Write, Paragraph Narrative, Student

1. INTRODUCTION

Language is one such communication tool. Chaer and Agustina (2004) state that, "Language is a system, meaning that language is composed of a number of components which have a fixed pattern and can be established". Keraf (1994) states that, "Language is a means of communication between members of society in the form of sound symbols produced by human speech tools". thus it can be stated that language is a means of human communication and expresses desires and statements to others in spoken or written form.

Given the urgency of language in human life, language needs to be learned and mastered by its speakers. in Indonesia this has become one of the priorities and standards, so that language lessons, especially Indonesian, are one of the conditional subjects that determine whether or not students graduate from school.

The purpose of implementing Indonesian language learning in schools is for students to have language skills, namely listening skills, speaking skills, reading skills, and writing skills. This is clearer through Tarigan's (1990) statement that the ultimate goal
of language teaching is that students are skilled in speaking dots in other words, so that students have good skills. Four aspects of rubbing language skills are: listening skills, speaking skills, reading skills, and writing skills.

The four skills above are closely related. This is because language skills are stated if and only if someone is skilled at listening, speaking, reading and writing in good and correct language.

In connection with Indonesian language learning activities, one of the elements of language skills that needs to be developed is the relationship between writing and reading. According to Goodman and Tierney, reading and writing is an activity that makes writers as readers and readers as writers as writers as readers, meaning that when writing activities take place the writer reads his essay. The reader as a writer means that when reading activities take place, the reader performs activities such as the writers of PB the reader finds the topic and purpose of writing ideas and their relationship between main ideas and explanations of descriptions of norms and organizing readings, solving problems, and improving reading conclusions while he analyzes and reconstruct reading by imagining what the author means and wants so that the message the writer conveys can be captured properly (Suparno and Yunus, 2003). One of the activities relevant to this is the activity of summarizing a book or essay. Summarizing is one of the reproductive activities that involves careful reading skills being able to express the main ideas of additional ideas being able to determine the right words and sentences and being able to avoid lengthy descriptions in the summary, in this case the summary writer must try so that the summary is not too much. large.

In general, summary writing has been introduced to students since elementary school. But the methods and systematics are usually left up to the students themselves. This activity can be a summary of an article or essay, paragraph or topic.

Writing is a language skill that is used for communication indirectly, not face-to-face with other people. Writing is a productive and expressive activity. In writing, the writer must be skilled in utilizing graphology, language structure, and vocabulary. Writing skills will not come automatically but must go through a lot of practice and regularity. This is further emphasized by Suparso and Yunus (2003: 1.5) that, "Likewise with writing, without being involved in writing activities and exercises, a person will never be able to write well. He had to try and practice over and over ".

Guntur (1982.21) that, "Writing is finding or depicting graphic symbols". In the Big Indonesian Dictionary (2001: 1219) it is said that, "writing is giving birth to thoughts or feelings (such as composing a letter) with writing.

Lerner (1985) states that writing is in expressing ideas into a visual form. Markam (1989) explains that writing is expressing language in the form of image symbols. Writing is a complex activity that includes movements of the arms, hands, fingers and eyes in an integrated manner. Writing points are also related to language understanding and speaking skills. Tarigan (1986) defines writing as depicting a graphic symbol of the language understood by the writer or by other people who use the same language as the writer.

Mulyono (2004-223) that, "The use of writing for students is to keep, take notes, and do most of the schoolwork. Without having the ability to write, students will experience many difficulties in carrying out the three types of tasks ".

Tarigan and friends (1990: 32) argue that: reading is one of the four language skills reading point reading is a process that is carried out and used by readers to get the message the writer wants to convey through the media of words or written language.

Hutabarat (1988: 41) states that: Reading is a process in which our minds translate written or located symbols into ideas the writer wants to convey, and attempts to understand those ideas. We say we managed to read, if we can capture and understand the message conveyed by writing. Reading is not just knowing and spelling words, but it goes much deeper, which is being able to understand the ideas conveyed by the visible words.

Writing and reading are written language activities. The message conveyed by the author and received by the reader is bridged through the symbol of the language written in. According to Goodman and Tierney, "Reading and writing is an activity that makes the writer the reader and the reader the writer" (Suparso and Yunus, 2003: 1.6). The writer as a reader means that when the activity takes place the writer reads his essay. He imagines himself as a reader to see and judge whether his writing presents something meaningful, whether there is anything inappropriate, and whether the writing is interesting and easy to read.

The writer also carries out various other reading activities. He reads the work of other writers to get ideas and information, find, clarify and solve problems, as well as study how authors present and package their writings. The quality of this reading experience will greatly affect his success in writing. Frank Smith said that, "because when reading the reader unconsciously, reads like a writer." the reader as a writer means that when reading activities take place, reading activities as the writer does. Readers find the topic and purpose of writing ideas and the link between the main idea and the explanation of the description, and organize the reading, solve problems, and improve the conclusions of the reading. He analyzes or reconstructs the reading by imagining what the author means and wants so that the message that the writer conveys can be captured properly.

The British philosopher Francis Bacon said that, some books should be tasted, others should be swallowed and a small portion should be chewed and tasted (Gie, 1988: 114). Further he said that, a good summary would be an invaluable aid tool for every student. By way of summarizing, the contents of a thick book can be covered on several sheets of paper. This will make it easier to memorize. From this statement it can be stated that the content of the subject matter needs to be chewed and disturbed. A good attempt at this is to summarize.

Summaries are an effective way of presenting a long essay in a short form. Because a summary starts from presenting a written work briefly, it is a skill to reproduce existing works (Keraf, 1994: 261). Summarizing basically means cutting or pruning. Thus Gapat is stated that making a reading summary is likened to cutting a tree so that only the most important trunk, branches and branches and important leaves are left behind. Dalara summarizes the reading as it is, where the mindset of the author is maintained.

Writing a reading summary is not as easy as turning your palm. in summarizing or an article or a work intensive practice is needed. Regular intensive practice will develop creative power and concentration, as well as sharpen the possibility of understanding the original literary work intimately so that the reading summary works as if the result of maturation in the writer of the summary. A thorough and thorough summary will not be obtained without careful study and understanding of what is read or heard.

In writing a summary, it's actually not that complicated. For people who are used to writing summaries it is very easy to do this. But in this research, it is necessary to put forward things that need to be considered as a benchmark in writing a summary appropriately. Keraf (1994: 263) outlines some of the steps taken in writing a summary as follows, reading the original manuscript, noting the main ideas, making reproductions, and additional provisions. The first step that the summary writer must take is to read the original text once or twice, if necessary repeated several times, to know the general impression of the essay as a whole. The point of the writer needs to also know the author's intent and the point of view of the author to help the writer achieve this. then the title of the table of contents of the essay can be used as a reference for the point of detail of the table of contents of the essay which has a connection with the title of the essay. on the contrary, paragraph by paragraph in the essay supports the points listed in the table of contents. Therefore
, when reading an original essay, writing does not pay attention to the table of contents so that it is easier for him to get a general impression and the original author's intent and the perspective of the author implied in the essay.
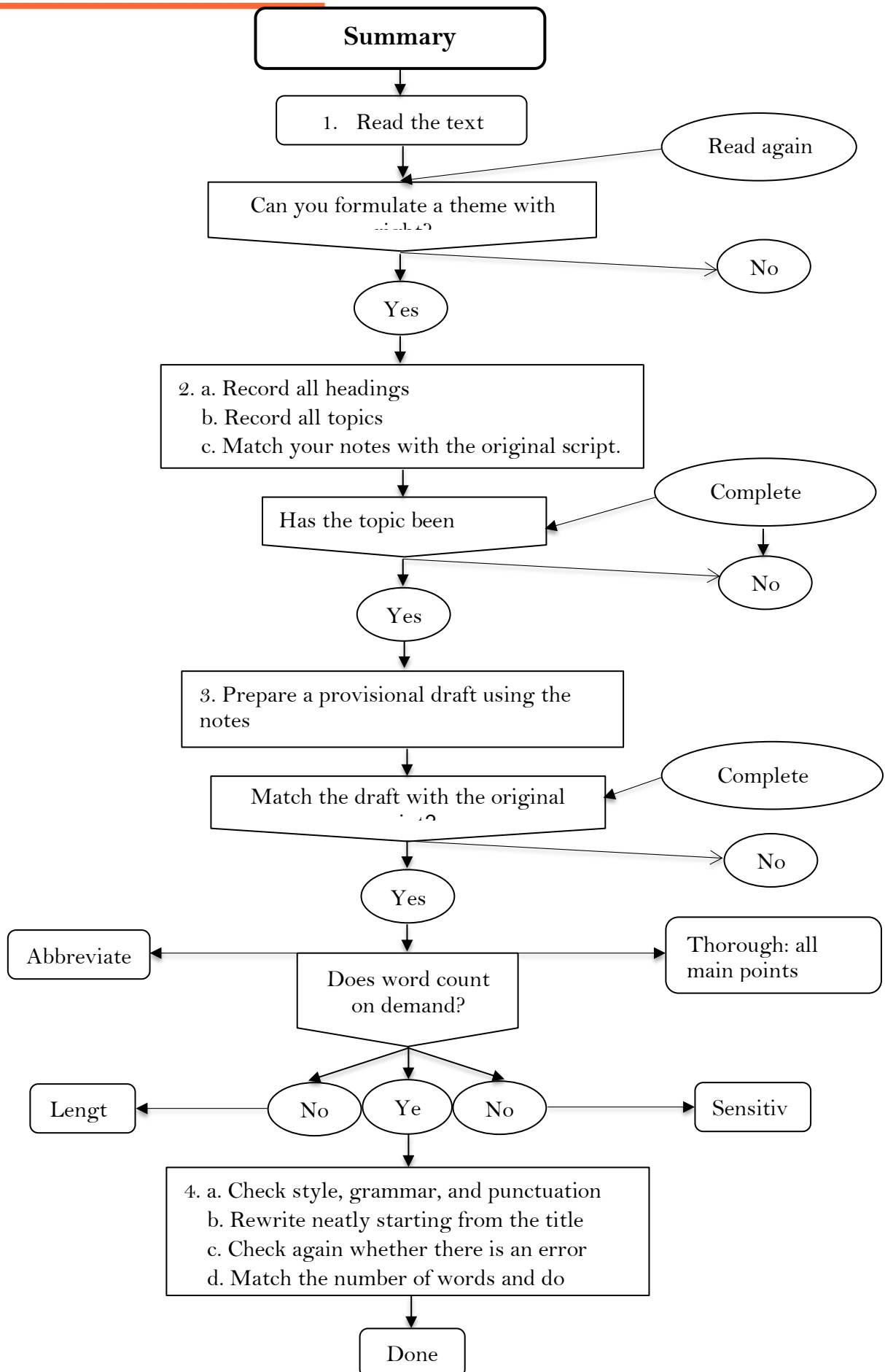
If the author has grasped the original author's intent, general impression and point of view, then he must now deepen and concretize all these things. The action or step that must be taken is to reread the essay section by section, paragraph by paragraph while noting down all the important ideas in the section or paragraph. The recording was carried out for two purposes, (1) for security purposes in order to make it easier for the author when re-examining whether the items recorded were important or not, and (2) this note would also be the basis for further processing. The most important purpose of this recording is that, without the binding of the original text, the writer begins to rewrite it to compile a summary using the points that have been recorded.

By using the notes obtained in the second step and the general impression obtained in the first step, the writer is ready to make the summary in question. Because the notes are made according to the order in the original essay, the order of contents is not a problem. What should be noted is that with the aforementioned notes, he has to compile new sentences, weave all the earlier ideas into a clear and common sense discourse, as well as redraw the contents of the original essay.

By making the reproduction as described in the third step, it is not certain that the author has done everything properly. There are several things that need to be considered so that the summary is accepted as a good article:

a. It is better if in compiling a summary use single sentences rather than compound sentences.

b. If possible, condense sentences into phrases, phrases into words. This is also how a long series of ideas becomes a central idea.

c. The number of paragraphs depends on the size of the summary and the number of main topics to be included in the summary. Paragraphs containing illustrations can be omitted except those deemed important. Thus, only general conclusions need to be drawn and recorded in the summary.

d. Wherever possible all adverbs or adjectives are discarded: sometimes an adjective or adverb is retained to explain a general idea implied in a series of adverbs, or a series of adjectives contained in the text.

e. Maintain the order of the original ideas, and summarize the ideas in the order in which the original text was ordered.

f. To distinguish a summary of an ordinary writing and a speech or lecture, the first person is singular or plural.

g. Usually for a summary the length of the final summary is also determined. Thus summarizing an essay into 100 words, the thing that is required is 200 words, not a skill.

Based on the results of the initial assessment at SMA Negeri 1 Telukdalam, it was found that most students were still unable to write a summary correctly according to the content of the reading. In addition, most students still hesitate to put forward the main ideas and explanatory ideas that underlie the contents of the summary. Starting from this situation, the author wants to conduct research on the ability to write a reading summary of class X-2 students of SMA Negeri 1 Telukdalam, South Nias Regency for the 2018/2019 academic year. This is deemed necessary as information material to the school, especially Indonesian language teachers in improving students' ability to write summaries. In addition, this research is deemed necessary as a material for scientific thinking to the author, as well as as a study material in an effort to develop science.

Summary

1. Read the text

Read again

Can you formulate a theme with ~~right?~~

No

Yes

2. a. Record all headings
   b. Record all topics
   c. Match your notes with the original script.

Complete

Has the topic been

No

Yes

3. Prepare a provisional draft using the notes

Complete

Match the draft with the original ~~script?~~

No

Yes

Abbreviate

Thorough: all main points

Does word count on demand?

Lengt

No

Ye

No

Sensitiv

4. a. Check style, grammar, and punctuation
   b. Rewrite neatly starting from the title
   c. Check again whether there is an error
   d. Match the number of words and do

Done

Problem

What is the level of ability to write a reading summary.

Research Objectives General Purpose To

Determine the level of ability to write a reading summary

Special Purpose

1. To know a description of the ability of students to summarize a reading
2. Identify the ability of students to summarize different readings

2. METHODOLOGY

In this study the research method was variable independent, namely the ability to summarize readings. Subana and Sundrajat (2001: 27) say that, "Descriptive research is a study of the symptoms and conditions experienced now by the subject being studied". Furthermore, Nazir (2003: 54) says that, the descriptive method is a method of examining the status of a group of humans, an object, a set of conditions, a system of thought, or a class of present events. The purpose of this descriptive study is to make descriptions, descriptions or paintings systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated. In connection with the above opinion, Narkubo and Achmadi (2004: 44) say that "descriptive research tells of solving existing problems based on data, analyzing and interpreting". Based on the above opinion, in this study, the author uses a quantitative approach using descriptive methods with the aim of describing the ability of class X-2 students of SMA Negeri 1 Telukdalam in the 2018/2019 Academic Year in writing a summary of the reading of the legend of Malin Kundang.

Research Variables

In this study, the research variable became the independent variable, namely the ability to summarize the reading.

Population and Sample

Arikunto (2002: 108) says that, "The population is the entire research subject". The population in this study were all students of class X-2 SMA Negeri 1 Telukdalam with a total of 37 students.

According to Arikunto (2002: 108) that, "The sample is a part or representative of the population under study". Furthermore, Sugiyono (2006: 56) says that, "If the population is large and the researcher is not possible to study everything in the population, the researcher can use a sample taken from the population so that the sample must be truly representative". Based on this opinion, in this study the research sample used was the total sample or all students in the population with a total of 37 people.

Types of Data and Research Instruments

Types of Data The type of data used in this study is quantitative data in the form of student learning outcomes obtained through written tests.

Research Instruments The instrument in this study is a written test.) summarizes the legend of Malin Kundang. The lattice of the instrument of the study is as follows:

Table 1
GRADES OF ASSESSMENT INSTRUMENTS

Type of Test	Item assessed	Score	Weight
Writing Reading Summary	Length of summary	10	14
	Main ideas	20	16
	Explanatory ideas	20	16
	Use of words and sentences	20	24
	Suitability of summary content with reading	30	30
Total		100	100

Before this grid was used as a measure of students' ability in summarizing the reading of the Malin Kundang legend, the grille for the assessment instrument was first validated to three senior Indonesian teachers by triangulation. The results of this validation, then revised by the author according to the validator's goals, and after being declared fit for use, the grid is then designated as a means of collecting research data.

Data Collection Procedures

In the data collection of this research, several procedures were taken, among others:
a) Students wrote a summary of the reading of the legend of Maling Kundang.
b) The research time is used for 1 week.
c) The length of the reading summary is 100 words.

To make it easier for understanding to make a summary of the reading of the Malin Kundang legend, the following steps are described, including:
a) Reading the original text. The abridged writer must read the entire original text several times to get the general impression and intent of the author, and his viewpoint.
b) Making main ideas: all the main ideas or important ideas are noted or underlined.
c) Making reproductions: writing a summary by composing new sentences, assembling important ideas without having to eliminate the state of the content of the essay.
d) Additional provisions: to write a summary, you should pay attention to various criteria for writing a summary, for example, prioritizing single sentences rather than compound sentences, condensing sentences into phrases, or phrases into words and so on.

Data Analysis

To obtain an overview of the students' abilities in summarizing the reading of the legend of Malin Kundang, the authors processed the acquisition scores (raw scores) into standard scores (values).

Ministry of National Education (2002: 40) describes the formula for processing raw scores into standard scores as follows: The value of each question $=$

$$\frac{\text{Score of aquisition of learning citizens/students}}{\text{Maximum score,weight of the relevant items}} \text{ x Weight}$$

To determine the level of student ability, the Ministry of National Education (2004: 1) provides the following value intervals:

86 - 100 A = Very good

71 - 85 B = Good

56 - 70 C = Enough

41 - 55 D = Less

<40 E = Very Inadequate

In determining the level of mastery students make a summary of the reading of the legend of Malin Kundang, Sudjana (1997: 30) describes the following formula:

$$TP = \frac{B}{N} \times 100\%$$

TP = mastery level

B = score of student acquisition

N = fixed score

With the following clarification:

80% - 100%   = High student mastery

70% - 79%   = Medium student mastery

0% - 69%   = Low student mastery

To find out the average student learning outcomes make a summary reading of the legend of Malin Kundang as a whole, Arikunto (2002 : 264) describes the formula as follows:

$$\overline{X} = \frac{\sum X}{n}$$

Description:

$\overline{X}$ = Average count

$\sum x$ = Sum of all prices X

N   = Sample size

Table 2

DESCRIPTION OF STUDENT'S ABILITY IN SUMMARY OF STUDENT'S

| NO	STUDENT NAME	Aspect of Assessment				
		1	2	3	4	5
1						
2						

3. IMPLEMENTATION AND DISCUSSION
Description of Research Findings

To determine the ability of students to write the summary of the legend of Malin Kundang, then first In the past, the legend of Malin Kundang was shared with students. Furthermore, students are asked to write a summary based on the reading. The results of student work are simultaneously collected, then verified, assessed and analyzed according to the statistical method specified in the research method. Before the assessment indicators were established as a means of measuring students' abilities in summarizing the Malin Kundang legend, these indicators were first validated by three senior Indonesian teachers in triangulation. The validation corrections on each validity sheet are changed and adjusted according to suggestions, then after being declared valid, then the indicator is determined as a measure of students' ability in summarizing the Maling Kundang legend. In connection with the implementation of this study, the distribution and collection of data were adjusted to the research sample, namely to class X-2 with a total of 37 people. All the students were present and had submitted the results of their study to make a summary of the legend of Malin Kundang according to the research instructions. From the assessment of students' work to write a summary of the story of the Malin Kundang legend, an overview of each student's score was obtained as described in appendix 4.

The ability to write a reading summary of class X-2

students how to calculate the value of each student based on each question as described in appendix 5 with the results of the clarification described in attachment 6. The results of analyzing the student's ability level are described in appendix 7 with the following results:

 a. Students who have a low level of ability are 13 people or 35%
 b. Students who have a moderate level of ability are 9 people or 24%
 c. Students have a high level of ability is 15 people or 41% with the following graphic.
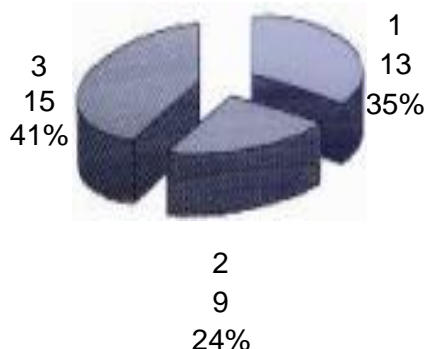
Description of Learning Outcomes

Based on attachment 5, information on the level of ability of each student is obtained based on each assessment criteria. Furthermore, to determine the level of students' ability in the student learning outcome test item items, data grouping was carried out based on the level of ability as described in the following table:

Table 3

DESCRIPTION OF STUDENT ABILITY LEVELS PER ITEM PROBLEMS LEARNING RESULTS TEST

NO	STUDENT NAME	Assessment Aspects									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
1	Low	-	-	8	21,62	8	21,62	6	12,22	28	75,67
2	Medium	1	2,70	7	18,92	5	13,51	6	16,22	7	18,92
3	High	36	97,30	22	59,46	24	64,87	25	67,56	2	5,41
	∑	37	100	37	100	37	100	37	100	37	100

Discussion of research findings

In this study the main problem is the ability to write a summary of the story of Malin's legend. Invite. Based on the results of research data processing, it shows that in general the level of ability to write summaries is categorized as moderate. This indicates that learning Indonesian, especially making summaries, needs to be improved in order for students to be more qualified in writing summaries which is categorized as moderate. This shows that Indonesian language learning in particular in making summaries needs to be improved, with the aim that students are more qualified in writing summaries.

Analysis and Interpretation of Research Findings

Based on data exposure, several research findings were obtained, namely:

a. Based on the results of the calculation of research data, the average result of the queen of student learning is 75.78 including the good category, which is between the 71-85 interval.)

b. Based on the results of analyzing the level of student learning ability, it was found that the majority of students had a moderate level of ability. This shows that the ability level of students is still a concern and needs empowerment.

Implications of Research Findings

Through the findings of this study, it can be seen how the ability of students to compile a summary of the legend of Malin Kundang. Therefore, considering that students' abilities are at the moderate level, it is better if teachers as educators prefer to prefer a more professional way of teaching. Or it can be stated that the teacher must be able to create various solutions to improve student abilities.

Limitations of Research Findings

In order for the findings of this study to be more realistic, it is necessary to state its limitations, including:

a. Research data is only limited to students of SMA Negeri 1 Telukdalam 2018/2019 academic year

b. Acquisition of research data is limited to the story of the legend of Malin Kundang so that the truth cannot be accepted 100%

4. CONCLUSION

Based on the results of the discussion that the researcher has done and by paying attention to the results of the research analysis, the author can convey the following conclusions:

1. Average student learning outcomes in writing a summary is 75.78 including the good category, namely in the interval 71-85.

2. From the results of analyzing the ability level of students, it is obtained an overview, namely:
    a. Students who have a low level of ability are 13 people or 354
    b. Students who have a moderate level of ability are 9 people or 24
    c. Students who have a high level of ability are 15 people or 41 K

5. SUGGESTIONS

With regard to some of the conclusions that have been obtained, in the implementation of this research, the researchers gave several suggestions to various parties, including:

1. Indonesian teachers are advised to always pay attention to the level of student ability in learning, and are expected to using a variety of relevant teaching methods so that there is student interest in learning.
2. Students are expected to learn more actively so that the learning situation does not feel stiff and the teachinglearning process can be achieved as much as possible.
3. To fellow students to carry out further research about summarizing in a broader scope.

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