

***Magnet Summary Strategy* in Descriptive Writing: The Case of Madrasah Students in South Sumatera**

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ABSTRACT

The purpose of this study were to find out whether or not (1) there was a significant improvement on students' descriptive writing achievement taught by using Magnet Summary Strategy before and after the treatment and (2) there was a significant difference on students' descriptive writing achievement between the students who were taught by using Magnet Summary Strategy and those who were not. The sample were 68 students taken from 139 of the population. A quasi- experimental method was used in this study. Writing test was used to collect the data. Based on the result of the data analysis by using paired sample t-test, the p-output was 0.000 and the t-value was 11.347. It can be stated that there was a significant improvement on students' descriptive writing between those who were taught by using Magnet Summary strategy and those who were not before and after treatment. Based on the result of independent t-test, the p-output was 0.000 and the t-value was 5.994. It could be stated that there was a significant difference on students' descriptive writing achievement between those who are taught by using Magnet Summary strategy and those who are not. It could be assumed that Magnet Summary strategy could be used as an alternative strategy in teaching descriptive writing.

Keywords: magnet summary strategy, teaching descriptive writing

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INTRODUCTION

Language is practically defined as a characteristic of the human being. It has an important role for human life because through language people can express their ideas, emotion and desires. According to Brown (2000), language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.

As one of the international languages, English has been considered as the actual universal language without any doubts. Abrar et al., (2018) stated that English was used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. Khadafi (2017) adds that English is one of language that used for communication all over the world, therefore, English has become a global language. Furthermore, Arif (2017) states that English is called world language or international language. English become important since the world got into globalization

era, where people use English in business, education, healthy, science, and technology. According to Crystal (2003), English is as a global language which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people. Siska (2016) states that creating a real life situation in English Language teaching has become a fashion in recent years. Jamin (2017) argues that character education is a conscious and planned effort to create an atmosphere and process of empowering the potential and culture of learners in order to build unique personal and group characters as citizens. According to Richards and Renandya (2002), English in different parts of the world where it is not a native language may have the status of either a “second” or a “foreign” language. In the former case, it is a language that it is widely used in society, and learners need to acquire English in order to survive in society.

In learning English, there are four basic skills that must be mastered. They are listening, speaking, reading and writing. Silfia (2016) stated that as one of four language skills, reading has occupied a place in English syllabus. Even so, arguments are sometimes put forward for not teaching students to read because it is felt that a command of the speaking and of writing is more important since these two skills are examined nationally. According to Zhang (2013), there are generally four basic skills involved in the language learning process. They are listening, reading, writing and speaking. Listening and reading are the processes of receiving, whereas, writing and speaking are processes of production, or put it another way, output.

Among those skills, writing is the most difficult skill. Richard and Renandya (2002) states that writing is the most difficult skill for learners to master. It is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. It is often perceived as the most difficult language skill because it requires a higher level of productive language control than the other skills. According to Harmer, as one of the four skills, writing has always formed part of syllabus in the teaching English. Problems in schools today largely center on the management of the classroom and school to improve students’ achievement (Muazzomi, Sofwan, & Muslim, 2017). Wahyuni, Dien and Ekawati (2016) argue that the students face some difficulties in writing because they are not accustomed to writing activity. In addition, Ghazali, Rabi, Wahab and Rohaizad (2017) states that in order to achieve this, all teachers and educators have to do is to prepare the country with an education system, infrastructure, teaching strategies and assessment system which could meet the present and future demands.

Based on the current School-Based Curriculum, writing is one of the language skills that must be taught at junior high school/Islamic junior high school (SMP/MTS). The teaching of writing aims to enable students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure and report. In addition, based on the Standard Competence - *Standar Kompetensi* (SK) and Basic Competence- *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact in the form of text types, usually know as genres, which are closely related to the purpose of each type. Descriptive writing is one of the text types that are taught at the eighth grade.

Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. According to Kaplan (2008), descriptive text refers to real person, places, and things within actual word. Besides, the descriptive text is not only a text learned at school but also the one found in the daily life: describing things and describing people. Students can find descriptive text in promotion, advertisement, and the brochure of university profile. They can also find the description of people in a poster of a music concert and in a seminar. Those are examples of the authentic texts of descriptive texts that we can find in the daily life. It is helpful for the students in learning descriptive writing.

In writing descriptive text, many students still find it difficult to make a good writing. Based on the informal interview with the students and teacher of English at one private madrasah in Palembang, South Sumatera, the reasons that the students could not make a good writing were caused by difficulties in generating their ideas, lack of grammar, and so on. Many students thought that writing was a boring lesson because they did not understand and did not know how to write well. They often felt confused about how to write correctly. Those made the students have no motivation during teaching and learning process. Moreover, what the teacher stated in the interview about the students' difficulties was true.

Considering the difficulties faced by these students, the teachers should apply some strategies that are effective to solve the problems. Teachers should be able to encourage the students to express their ideas into good writing, stimulate and guide them to make good writing by providing some vocabulary that relates to the content. It can be done by introducing some topics.

Magnet Summary strategy is the appropriate strategy to overcome the problem above. According to Urquhart and McIver (2005), magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information. Summary as a part of writing activity should be focused on. Kamil, Suhaimi, Hartono, and Vintoni (2017) state that memory strategy involves simple tasks such as storing and retrieving new information while cognitive process. In addition, Moss (2010) stated that magnet summary helps students to represent how the ideas in the text are related and connected. It helps students collect some important vocabularies to be crystallized and arranged into a sentence or two that incorporate all of the relevant information. It is also a strategy which teaches the students about how to make a good writing by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own words based on their grade level. 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.

In addition, Moss (2010) stated that magnet summary strategy is appropriate for students from elementary age through high school and can be successfully used with materials in all content areas. In addition, it is appropriate for the eighth-grade students because one of the indicators in their course grid is that the students are able to write a descriptive text correctly. This strategy requires students to identify the key term of

concepts 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. This study is supported by Hudaya (2015) who found that the use of magnet summary strategy is effective in teaching writing summary. Therefore, teacher can use magnet summary as an alternative strategy in teaching writing summary. Sakdiyah (2014) showed that there was a significant effect of using magnet summaries strategy toward ability in writing report paragraph of the second-grade students at Senior High School Budi Dharma Dumai. In conclusion, the use of magnet summaries could help students improve their writing skill.

Based on the explanation above, we were interested in finding out a significant improvement on Madrasah students' descriptive writing achievement taught by using Magnet Summary Strategy at one private Madrasah in Palembang, South Sumatera before and after the treatment and to know the significant difference on students' descriptive writing achievement between the students who were taught by using Magnet Summary Strategy and those who were not.

LITERATURE REVIEW

The concept of teaching

According to Brown (2000), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Fajrina (2017) states that teaching means to help and cause someone to know something or to do something. In addition, according to Moore (2005), teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. Thus, teaching is how the teacher gives someone knowledge or trains someone to instruct. Teaching also gives some information of a subject matter to the students in the classroom.

Language teaching material are very essential. Richard argues that materials are the key components in most language programs (as cited in Erlina, Marzulina, Pitaloka, Astrid, fikriansyah, & Mukmin, 2018, p. 111). It can be defined as giving instruction, knowledge skill to somebody or making somebody understand or being able to do something. Then, teaching English is how the teacher transfers the language to the students in the classroom. The objective of teaching English as a foreign language is to make the students who do not understand the English language understand it.

The concept of writing

Nunan stated that writing is probably the most difficult thing there is to do in language (as cited in Holandiyah, 2006, p. 48). According to Mora-Flores (2009), writing is a process of transferring our thinking, our ideas, and our experiences into written form. It is not only the combination of letter which relates to the sounds when people speak, but writing is more than production of these graphic symbols. According to Harmer, writing has mechanical components like other skills (as cited in Astrid, 2015, p. 9).

According to Purwati (2017), writing is different with other basic skills in English. Heryanti, Sucipto, and Makmur (2017) says that writing skills could be defined as the ability of someone, in this case a writer skill to produce a piece of discourse, which composes correctness of form accuracy of style and unity of theme and topic. The process of writing is complex in which these processes should be followed from its first step until the final step of writing. In every step of writing, the writer should make an evaluation in order to produce good writing quality. It is because once the writer misses to evaluate one step which could be a mistake, than another step will be followed by another mistake connected to the previous step. Hedge (2000) states:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers” (p. 302).

While Harmer (2004) describes the process of writing into 4 parts.

- a) *Planning*, involves when planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.
- b) *Drafting*, involves the writers can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.
- c) *Editing (reflecting and revising)*, reflecting and revising are often helped by other readers (or editors) who comments and make suggestions. Another reader’s reaction to piece of writing will help the author to make appropriate revisions.
- d) *Final version*, involves once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

In order to compose texts that are both accurate and effective, students need to be taught how to engage in these processes with a critical understanding of how written language is used.

The concept of teaching writing

Teaching writing is an activity to transfer teacher's knowledge to the student to write effectively. Harmer (2001) states that teaching writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know some of writing's special conventions (punctuation, paragraph, construction, etc.) just as they need to know how to pronounce spoken English appropriately. In all subjects and at all stages of learning, students need to understand the purposes and contexts of their writing. This enables them to compose written texts effectively which involves the ability to structure texts and to use language well.

Therefore, teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills, knowledge and understanding require students need to learn about writing and learn through writing.

The concept of descriptive writing

Descriptive text is a text describing a particular person, places, or things. According to Kaplan (2008), descriptive texts refers to real person, places, and things within actual word. Similarly, Holandiyah (2012) states that descriptive text is a text used to describe particular person, places, or thing which describes the objects, people, places specially. Iskandar (2017) says that descriptive text is a text which describes a specific person, place, thing, or any subject. Kistono et al., (2006) state that descriptions are almost the same as report text. However, they are different in which a descriptive text focuses on a specific thing, and its specific features and report usually deal with things in general. It means that descriptive text is not similar to report text because a descriptive text concentrates on specific thing and its specific features, otherwise report text focused on things in general.

Descriptive text consists of three main points. Zaidah (2006) states that a description consists of: first, identification; this part introduces the person or thing described. Second, description; this part gives the details of the person or thing described. It may describe parts, qualities, and characteristics. the last, conclusion; optional statement to sum up main ideas.

There are some language features in descriptive text. According to Kristono et al., (2006), generic features of descriptions are first, the use of simple present tense, second, the frequent use of epithets and classifiers in nominal group. next, use of "be": is, are, was, for the identification and showing qualities. use of verb "have": have, has, had, to give detailed description of the object's features, then the use of action verbs related to the topic, especially when describing behaviors or personalities (for person). The last, the use of adjectives in describing things especially the qualities.

Based on the explanation above, it can be concluded that descriptive text is used to describe a particular person, place and thing within actual word. Descriptive texts are almost similar to report text because descriptive text focuses on specific things and its specific features meanwhile report text focuses on things in general. In other world, descriptive text consists of identification, description, and conclusion which has some generic features of description.

The concept of magnet summary strategy

According to Moss (2010), magnet summary helps students to represent how the ideas in the text are related and connected. Urquhart and McIver (2005) state that magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information.

Based on Sejnost (2010), magnet summary strategy helps students crystallize what they have read into its main points. In fact, they must read, comprehend, and then restate what has been said in a more concise way, using their own words. In summary, magnet summary is a strategy that helps students condense and crystallize what they have read. It also helps students to comprehend the text selection easily.

The advantages of magnet summary strategy

Buehl (2014) shows that some advantages of magnet summaries strategy as follows:

1. students learn to prioritize what they need to remember, and develop facility in separating main ideas from supporting details.
2. students flesh out their understandings of key vocabulary and ideas.
3. students gain practice in reducing text to their most essential elements, allowing them to reflect on their personal understandings of what a text means.

Teaching procedure by using magnet summary strategy

There are some steps in applying magnet summary strategy. According to Urquhart and McIver (2005), magnet summary consists of some steps. They are as follows.

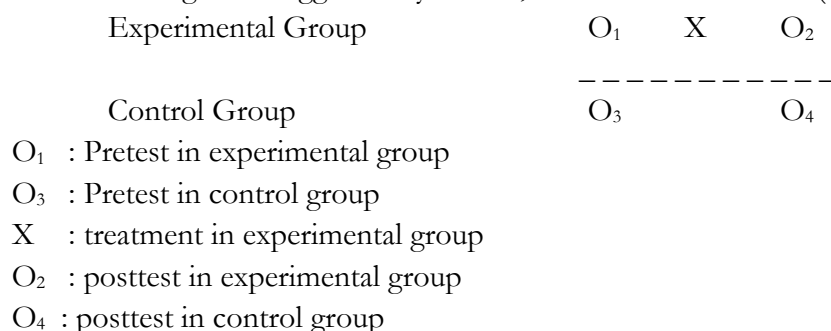
1. Begin by explaining how magnets attract metal object. Explain that magnet words will do the same thing. Model the concept by selecting a sample word and identifying key words or phrases that the sample word might attract. Teacher may want to consider repeating this model using a text selection.
2. Determine the text the teacher wants the students to read as they complete this exercise independently or with a partner.
3. Determine magnet words as the students become more familiar with this strategy and consider having them select their own magnet words.
4. Distribute index card to students and ask them to write the magnet words in the center.
5. Ask students to read the text and write key words or phrases on the appropriate card.
6. Show the students how they can combine the information on each card to write a summary sentence or two on the back of the card.

RESEARCH METHOD

Research design

In this study, a quasi experimental design was used, namely pretest - posttest non-equivalent group design. There are two groups, experimental and control groups which both were given the pretest and posttest. The treatment by using Magnet Summary Strategy was given to the experimental group, but the control group was not

The figure is suggested by Cohen, Manion and Morrison (2007) as follows:



The experimental group was taught by using magnet summary strategy. Meanwhile, the control group was taught by using teacher strategy.

Research site, sampling, and participants

The population of this study was four classes of the eight grade of madrasah students in Palembang, South Sumatera. The sampling technique used in this study was purposeful technique sampling. Two classes were selected from the population as the sample because they had the same number of students.

Data collection

In this study, test was used to collect the data. The test was conducted twice as pre-test and post-test in control and experimental group. According to Brown (2004), test is a method of measuring a person's ability, knowledge, or performance in a given domain. In collecting the data, the writing instrument test in the form of composition is used. The test is taken from Junior High School book for the eighth grade by Zaidah (2006) entitled "Practice Your English Competence". The test was about writing an essay with the topic which was relevant with the students' materials, for example the topic about my father, my village, my cat, my house and my English teacher. The purpose of the test was to know the result in teaching writing by using magnet summary strategy. The same test was used twice, as pretest and posttest. The test items in the pretest were the same as those of posttest because the purpose of giving them was to know the progress of students' writing score before and after the treatment.

The pretest was the test given before giving some treatments. According to Creswell (2012), a pretest provides a measure on some attributes or characteristics that is assessed for participants in an experiment before they receive a treatment. The pretest was conducted to the sample: experimental and control groups. It measured the students' descriptive writing achievement before the treatment. The students got an instruction to write descriptive text by using their own words. The students chose one theme. The themes were My Father, My Village, My Cat and My house or My English Teacher. The text had to consist of generic structure on descriptive text; identification, description, and conclusion. To assess students' descriptive writing achievement, analytical writing rubric was used. Students' time to write a descriptive text was 40 about minutes. The purpose of giving pretest to the students was to know the students' ability in learning writing before

implementing *Magnet Summary Strategy*. The result of students' work was checked and scored by three raters.

Posttest was given after conducting treatment to the experimental and the control group. According to Creswell (2012), a posttest is a measure on some attributes or characteristics that is assessed for participants in an experiment after the treatment. The treatment was given to the experimental group by using *Magnet Summary Strategy*. The type of posttest was the same as the pretest. The students got an instruction to write descriptive text by using their own words. The students had to choose one theme. They were My Father, My Village, My Cat and My house or My English Teacher. The text had to consist of generic structure of descriptive text; identification, description, and conclusion. To assess students' descriptive writing achievement, analytical writing rubric was used. Students' time to write a descriptive text was 40 minutes. The aim of giving posttest to the students was to measure students' descriptive achievement in descriptive writing after implementing magnet summary strategy. The same as pretest, three raters checked and gave scores to the students' work. The result of this test was to compare with the result of pretest in order to know the effect of teaching writing by using magnet summary strategy in the students' writing achievement. From the posttest, the data that could be obtained to measure the students' progress taught by using magnet summary strategy.

Validity

A good test should fulfill its validity. According to Fraenklel, Wallen, and Hyun (2012), validity is the most important idea to consider when preparing or selecting an instrument for use. Furthermore, Moore (2005) states that validity is the extent to which an evaluative device measures what it is supposed to measure. It means validity is the judgment of the appropriateness of a measure for specific inferences or decisions that result from the score generated by the measure. There were three experts evaluating the test whether it was appropriate or not. The raters were English lectures in one state university in Palembang and instructor of English Language Institution in one state university in Palembang. They were 5 (five) evaluated items; instruction, topic, time allocation, content, and content appropriate. In brief, the writing test was valid and appropriate to be used to collect the data. In this study, the test validity of construct validity and content validity were done.

a. Construct Validity

In order to know the validity of questions, the construct validity was estimated. According to Cohen, Manion, and Morrison (2007), a construct is an abstract; this separates from the previous types of validity which dealt in actualities – defined content. Further, Brown (2004,) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. Then, the we asked three validators to measure the format of instrument test. They were English lectures in state university in Palembang and English instructor of English Language Institution in one state university in Palembang who had pursued master degree of English Education, had more than three year teaching experience, and also had TOEFL score more than 530. They measured including such

things as instruction, topic, time allocation, content, and rubric. After measuring the format of instrument test, three validators accepted it to continue doing research to the eight grade students.

b. Content Validity

Then, content validity was estimated. According to Cohen, Manion and Morrison (2007), content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question achieved by making professional judgments about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response or scores. Further, Fraenkel, Wallen, and Hyun (2012) state that content validity refers to the content and format of the instrument. A book for junior High School was used.

Reliability Test

Reliability is a measure of degree to which a test gives consistent result or scores. According to Fraenkel, Wallen, and Hyun (2012), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. In this study, raters (expert judgements) were used to handle the instrument and the rubric whether they were reliable or not. According to Brown (2004) Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular “good” and “bad” students, or simple carelessness. Inter-rater reliability is degree of agreement among raters.

There were three expert judgements used to see whether the test was reliable or not. The expert judgements were English lectures in one state university in Palembang and English instructor of English Language Institution in one state university in Palembang. They were 5 evaluated items; instruction, topic, time allocation, content, and content appropriate. In brief, the writing test was reliable to collect the data.

Data analysis

For analyzing the data, we used SPSS (Statistic Package for the Social Science) Statistics version 20 for calculating students' scores in pretest and posttest between two groups, experimental and control groups. The data were presented by using some steps and techniques. For scoring of descriptive writing, we asked raters. To assess students' descriptive writing achievement, analytical writing rubric was used. There were categories in scoring assessment of descriptive writing. They were excellent, good, fair, poor and very poor. The score is excellent if the students get 81-100. The students who get 66-80, the category is good. The category is fair if the students get 56-65. The students who get 47-55, the category is poor. If the students get score below 46, the category is very poor.

In analyzing the data description, there were two analyses. In distributions of frequency data, the students' scores and frequency were achieved. The distributions of frequency data were obtained from students' pretest scores in control group. Students'

posttest scores in control group, students' pretest score in experimental, and students' posttest scores in experimental group. Then, the distribution of frequency data was displayed in a table analysis. In descriptive statistics, the data was acquired to get the minimal score, the maximum score, standard deviation, and standard error of mean. Descriptive statistics were obtained from students' pretest and posttest in control group, and the students' pretest and posttest score in experimental group.

Normality was conducted to know whether the data obtain were normal or not. The data are classified as normal when the p-output is higher than 0.025 level (Basrowi & Soeyono, 2007). In order to test the normality, the Kolmogorov-Smirnov in SPSS program was used. The normality test was used to measure students' pretest posttest scores in both groups (control and experimental). Homogeneity test was used to measure the data obtained whether they were homogeneous or not. Basrowi and Soeyono (2007) stated that the score was categorized homogeneous when the p-output was higher than mean significant difference at 0,05 level. The homogeneity test was used to measure students' pretest and posttest scores in both groups (control and experimental). In measuring homogeneity test, Levene Statistics in SPSS was used.

In measuring the significance on student's descriptive writing achievement from pretest and posttest scores, independent sample t-test was used to compare two population means. There were two samples which were calculated to compare the subjects' mean scores on pretest and posttest, to see if there is significant difference between the students' posttest score in experimental group and control group. It was used to decide the students' development in their descriptive writing achievement by using *magnet summary strategy*.

- a. In measuring the significant improvement, the paired sample t-test was used for testing the students' pretest to posttest scores in experimental groups. The significance of experimental group is accepted whenever the p-output (sign.2-tailed) is lower than 0,05, and t-obtained is higher than t-table (2.0345). Meanwhile, the significance of experimental group is rejected when the p-output (sig.2-tailed) is higher than 0,05, and t-value is lower than t-table (2.0345).
- b. In measuring the significant difference, the independent sample t-test was used for testing the students' posttest scores in control and experimental groups. The significance difference is accepted whenever the p-output (sign.2-tailed) is lower than 0,05, and t-obtained is higher than t-table (1.9966). Meanwhile, the significance of experimental group is rejected when the p-output (sig.2-tailed) is higher than 0,05, and t-value is lower than t-table (1.9966)

FINDING AND DISCUSSION

Students' pretest scores in control group

In distribution of data frequency, we got the interval score, frequency, and percentage. It was found that six students got 25 (17.0%), one student got 26 (2.9%), two students got 29 (5.6%), two students got 30 (5.9%), three students got 31 (8.8%), one student got 32 (2.9%), one student got 33 (2.9%), three students got 34 (8.8%), one student got 35 (2.9%), one student got 36 (2.9%), one student got 38 (2.9%), one student got 41 (2.9%), one student got 44 (2.9%), one student got 48 (2.9%), one student got 49 (2.9%),

one student got 51 (2.9%), one student got 52 (2.9%), one student got 56 (2.9%), one student got 57 (2.9%), two students got 58 (5.9%), one student got 59 (2.9%), one student got 61 (2.9%).

Students' posttest scores in control group

In distribution of data frequency, it was found that five students got 28 (14.7%), two students got 30 (5.9%), two students got 32 (5.9%), two students got 33 (5.9%), one student got 35 (2.9%), one student got 36 (2.9%), one student got 37 (2.9%), one student got 40 (2.9%), two students got 41 (5.9%), three student got 45 (8.8%), one student got 48 (2.9%), one student got 50 (2.9%), one student got 51 (2.9%), one student got 52 (2.9%), one student got 55 (2.9%), one student got 61 (2.9%), two students got 64 (5.9%), one student got 67 (2.9%), two students got 69 (5.9%), one student got 70 (2.9%), one student got 72 (2.9%), one student got 76 (2.9%).

Students' pretest scores in experimental group

In distribution of data frequency, it was found that eleven students got 25 (32.4%), two students got 26 (5.9%), one student got 29 (2.9%), one student got 31 (2.9%), one student got 32 (2.9%), one students got 33 (2.9%), one student got 34 (2.9%), one student got 35 (2.9%), one student got 41 (2.9%), one student got 43 (2.9%), one student got 44 (2.9%), two students got 45 (5.9%), one student got 46 (2.9%), two students got 48 (5.9%), one student got 50 (2.9%), two students got 51 (5.9%), one student got 53 (2.9%), one student got 55 (2.9%), two students got 59 (5.9%).

Students' posttest scores in experimental group

In distribution of data frequency, it was found that one student got 39 (2.9%), one student got 40 (2.9%), one student got 47 (2.9%), one student got 48 (2.9%), one student got 49 (2.9%), one students got 53 (2.9%), one students got 58 (2.9%), three students got 59 (8.8%), one students got 62 (2.9%), two students got 65 (5.9%), two students got 66 (5.9%) two students got 67 (5.9%), three students got 68 (8.8%), one student got 69 (2.9%), one student got 70 (2.9%), two students got 71 (5.9%), one student got 74 (2.9%), two students got 77 (5.9%), two students got 78 (5.9%), one student got 79 (2.9%), two students got 84 (5.9%), one student got 85 (2.9%), one student got 87 (2.9%).

Students' pretest scores in control group

In descriptive statistics, it showed that the total number sample was 34 students. The minimum score was 25.00, the maximum score was 61.00, the mean score was 38.1471, and the standard deviation was 12.06330.

Table 1. Descriptive Statistics on Students' Pretest Scores in Control Group

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------|----|---------|---------|---------|----------------|
| Pretest Scores | 34 | 25,00 | 61,00 | 38,1471 | 12,06330 |

Students' posttest scores in control group

In descriptive statistics, it showed that the total number sample was 34 students. The minimum score was 28.00, the maximum score was 76.00, the mean score was 45.9706, and the standard deviation was 15.51048.

Table 2. Descriptive Statistics on Students' Posttest Scores in Control Group

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------|----|---------|---------|---------|----------------|
| Posttest Scores | 34 | 28,00 | 76,00 | 45,9706 | 15,51048 |

Students' pretest scores in experimental group

In descriptive statistics, it showed that the total number sample was 34 students. The minimum score was 25.00, the maximum score was 59.00, the mean score was 37.0294, and the standard deviation was 11.85898.

Table 3. Descriptive Statistics on Students' Pretest Scores in Experimental Group

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------|----|---------|---------|---------|----------------|
| Pretest Scores | 34 | 25,00 | 59,00 | 37,0294 | 11,85898 |

Students' posttest scores in experimental group

In descriptive statistics, it showed that the total number sample is 34 students. The minimum score was 39.00, the maximum score was 87.00, the mean score was 66.3824, and the standard deviation was 12.39994.

Table 4. Descriptive Statistics on Students' Posttest Scores in Experimental Group

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------|----|---------|---------|---------|----------------|
| Posttest Scores | 34 | 39,00 | 87,00 | 66,3824 | 12,39994 |

Normality test

In the normality test, the total of sample (N), kolmogorov smirnov, significant and result were analyzed. The scores were got from: (1) students' pretest scores in control group, (2) students' posttest scores in control group, (3) students' pretest scores in experimental group, and (4) students' posttest scores in experimental group.

Students' pretest scores in control group

After acquiring the data from the scores of the 34 students in control group, it was found that the significance level was 0.157. From the result of the output, it could be stated that the students' pretest control group was normal. Since, it was higher than 0.025.

Table 5. Normality Test of Students' Pretest Scores in Control Group

| Students' Pretest | N | Kolmogorov Smirnov | Sig. | Result |
|-------------------|----|--------------------|------|--------|
| Control Group | 34 | 1,127 | ,157 | Normal |

Students' posttest scores in control

After acquiring the data from the scores of the 34 students in control group, it was found that the significance level was 0.611. From the result of the output, it could be stated that the students' posttest control group was normal. Since, it was higher than 0.025.

Table 6. Normality Test of Students' Posttest Scores in Control Group

| Students' Posttest | N | Kolmogorov Smirnov | Sig. | Result |
|--------------------|----|--------------------|------|--------|
| Control Group | 34 | ,759 | ,611 | Normal |

Students' pretest scores in experimental group

After acquiring the data from the scores of the 34 students in Experimental group, it was found that the significance level is 0.111. From the result of the output, it could be stated that the students' pre-test experimental group was normal. Since, it was higher than 0.025.

Table 7. Normality Test of Students' Pretest Scores in Experimental Group

| Students' Pretest | N | Kolmogorov Smirnov | Sig. | Result |
|--------------------|----|--------------------|------|--------|
| Experimental Group | 34 | 1,202 | ,111 | Normal |

Students' posttest scores in experimental group

After acquiring the data from the scores of the 34 students in Experimental group, it was found that the significance level was 0.593. From the result of the output, it could be stated that the students' posttest experimental group was normal since it was higher than 0.025.

Table 8. Normality Test of Students' Posttest Scores in Experimental Group

| Students' Posttest | N | Kolmogorov Smirnov | Sig. | Result |
|--------------------|----|--------------------|------|--------|
| Experimental Group | 34 | ,770 | ,593 | Normal |

Homogeneity test

Students' pretest scores in control and experimental groups

Based on measuring homogeneity test, it was found that the significance level was 0.83. From the result of the output, it could be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05.

Table 9. Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

| Students' Pretest | N | Levene Statistics | Sig. | Result |
|--------------------|----|-------------------|------|-------------|
| Control Group | 34 | ,083 | ,774 | Homogeneous |
| Experimental Group | 34 | | | |

Students' posttest scores in control and experimental group

Based on measuring homogeneity test, it was found that the significance level was 3.888. From the result of the output, it could be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05.

Table 10. Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups

| Students' Post-test | N | Levene Statistics | Sig. | Result |
|---------------------|----|-------------------|------|-------------|
| Control Group | 34 | 3,888 | ,053 | Homogeneous |
| Experimental Group | 34 | | | |

Results of hypothesis testing

Measuring a significant improvement on students' achievement in writing descriptive text taught by using magnet summary strategy before and after treatment

In this study, to measure the significant improvement on students' achievement in writing descriptive text taught by using *Magnet Summary Strategy* before and after treatment, we used the paired sample t-test. We analyzed the result of students' pretest score and the result of students' posttest scores by using paired sample t-test to find out whether or not there was significant improvement on students' descriptive writing achievement taught by using Magnet summary strategy before and after treatment.

Table 11. Result Analysis of Significant Improvement on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy Before and After Treatment

| Magnet Summary Strategy | Paired Sample T-Test | | | Ho |
|-------------------------|----------------------|----|-----------------|----------|
| | T | Df | Sig. (2-Tailed) | |
| | 11.347 | 33 | 0.000 | Rejected |

From the table analysis of pretest and posttest in experimental group, it was found that the p-output was 0.000 and the t-value was 11.347. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table ($Df: 33 = 2.0345$) at the significance level $p < 0.05$, so that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be stated that there was significant difference on students' writing achievement taught using Magnet Summary strategy.

Measuring a significant difference on students' achievement in writing descriptive text taught by using magnet summary strategy and teacher's method

In this study, to measure the significant difference on students' achievement in writing descriptive text taught by using *Magnet Summary Strategy*, those who were taught by using strategy that usually used by teacher at one [private Madrasah in Palembang, we used the independent sample t-test. We analyzed the result of students' pretest score and the result of students' achievement in writing descriptive text taught by using *Magnet Summary Strategy*. Those who were taught by using strategy that usually used by teacher at that Madrasah posttest was scored by using independent sample t-test to find out whether or not there was significant difference on students' achievement.

Table 12. Result Analysis of Significant Difference on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy and Teacher's Method

| Magnet Summary Strategy and Teacher's Method | Independent Sample T-Test | | | Ho |
|--|---------------------------|----|-----------------|----------|
| | T | Df | Sig. (2-Tailed) | |
| | 5.994 | 66 | 0.000 | Rejected |

From the table analysis of posttest in control and experimental group, it was found that the p-output was 0.000 and the t-value was 5.994. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table ($Df: 66 = 1.9966$) at the significance level $p < 0.05$, so that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be stated that there was significant difference on students' writing achievement taught using Magnet Summary strategy.

Based on the findings which had been described in the previous section, we made some interpretations as follows. First, we gave the pretest in both control and experimental group. After the students' pretest scores were obtained from control and experimental group, we chose class C as control group and class D as experimental group. It was because the students' scores in control group slightly higher than the students' scores in

experimental group. It was also proved that the mean of pretest in class C was higher than class D.

Second, during the treatments in experimental group, we also found that the students faced the difficulties. Difficulties were in generating their ideas, lack of grammar, and so on. Many students thought that writing was a boring lesson because they did not understand and did not know how to write well. They often felt confused about how to write the English words correctly. Those made the students did not have motivation during teaching and learning process. Then, we implemented *Magnet Summary strategy* to help students in teaching and learning writing descriptive text. After implementing Magnet Summary strategy, we found that the students' motivation in learning English significantly improved.

Third, there was significantly achievement in experimental group through Magnet Summary strategy during the treatments in 10 meetings. In the first to the fourth meeting, we still found that the students felt difficulties in learning process by using *Magnet Summary Strategy*. It was because the students were still confused how to revise their sentences to be summary of descriptive text by using *Magnet Summary strategy*. We had to explain them again to stimulate their critical thinking. In the fifth to the eighth meeting, the students could adapt in using this strategy. They were able to find key words and made their sentences to be summary of descriptive text. They also began interested and motivated in learning writing descriptive text by using *Magnet Summary Strategy*. In the ninth to the tenth meeting, the students used to apply Magnet Summary strategy as their new strategy in learning writing skill. They also felt the advantage when they used the strategy. The students became more active and had more spirit in learning writing descriptive text because they were able to revise their sentences to be a summary of descriptive text by using *Magnet Summary Strategy* form.

Fourth, from the result analysis using Independent Sample t-test, it could be interpreted that there was a significant difference between students those who were taught by using magnet summary strategy and those who are not, it means that Information magnet summary strategy was significantly improve students' descriptive writing achievement compared teachers' method. It could be stated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Second, from the result analysis using Paired Sample T-Test, it could be interpreted that there was a significant improvement from students pretest to posttest score in experimental group. It indicated that there was a significant difference on students' descriptive writing achievement between who were taught by using *Magnet Summary Strategy* and those who were not before and after treatment.

Fifth, based on the explanation above, it could be interpreted that *Magnet Summary Strategy* was successfully applied to the eight grade students of one private Madrasah in Palembang. It showed that the strategy was suitable for the students which helped them improve their writing skill. There were some reasons why Magnet Summary strategy could improve the student's writing skill. This result was in line with the study of Hudaya (2015), which claimed that there was significant difference in students writing summary achievement. Moreover, this finding was also supported by Hardiansyah (2013) who stated

that *Magnet Summary Strategy* had significant effect on student's reading comprehension. Since reading is hand in hand with writing, it could be interpreted that the strategy was suitable to be one of the strategies used to teach writing.

By using *Magnet Summary Strategy*, the students were taught to be able to find key words for write descriptive text summary in order to improve the quality of their descriptive text. It was because *Magnet Summary Strategy* motivated the students to find key words and then from the key words the students could make sentences related to the text and finally the students could make summary by using their own words from their sentences. Based on Sejnost (2010), *Magnet Summary Strategy* helps students crystallize what they have read into its main points. In fact, they must read, comprehend, and then restate what has been said in a more concise way, using their own words. As Moss and Lapp (2010) states that magnet summary helps students to represent how the ideas in the text are related and connected. So, it can help the students to generating their idea from their information that they find from the text. Urquhart and McIver (2005) state that magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information.

From the interpretations above, it could be summarized that Magnet Summary strategy was beneficial to help students improve their skill in writing a good text, especially a good descriptive text. It was because with Magnet Summary strategy, the students could generate their ideas by their own words by using concept and step of Magnet Summary strategy.

CONCLUSION

After analyzing the result of the study in the previous chapter, we concluded that magnet summary strategy could improve students' descriptive achievement. It indicated that there was significant improvement and difference on students pretest to posttest score taught using *Magnet Summary Strategy*. It was because magnet summary strategy could be proven from students' encouragement in learning writing descriptive text.

It also could be proven in the study findings that the t-output was higher than t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level which could reject the null hypothesis (H_0) and accepted the alternative hypothesis (H_a). It was because the students' motivations in experimental class were higher than students' motivations in control class. Besides, the students in experimental class were more interested and more focused than students in control group in learning descriptive text. Moreover, most of students in experimental group gave positive responses toward magnet summary strategy which had been implemented in teaching and learning process.

For teachers of English, it is suggested that they can use magnet summary strategy in teaching descriptive writing especially in order to prepare students to be a good writer. For students, we suggested that they could use magnet summary strategy continuously in learning writing descriptive text. It is because magnet summary strategy is very helpful for students to write a good text, especially descriptive text. For the other researches, it is suggested that magnet summary strategy can be used in teaching writing descriptive text or

other writing genres like narrative text, descriptive text, persuasive text, expository text, letters, poetry writing, etc.

Finally, we hope that the result of this study can be useful contribution for educational department and for the reader. Hopefully, the reader will have more information and valuable suggestion about the use of magnet summary strategy.

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