

## Efforts to Improve Students' Learning Interest By Writing Summaries of The Contents of Narrative Essay of Class VIII State Middle School 1 Sosopan

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### ABSTRACT

*Summarizing the content of narrative essays is very important for students to simplify and clarify a reading text that is too long. The higher the students' summarization ability, the higher their level of understanding of the content delivered. However, most students have deficiencies in mastering summarization. The purpose of this study is to increase students' interest in learning by writing narrative essay contents. The subjects of this study were students in class VIII SMP Negeri 1 Sosopan academic year 2024-2025 consisting of 40 students. The sample in this study was defined as individuals/students from the entire population studied. The method used in this study was classroom action research (CAR). As stated by Supardi et al. (2007:102) who stated that classroom action research is reflective research conducted by educators themselves on the curriculum, school development, and improving learning achievement in carrying out learning activities in the classroom with the material of writing a summary of the contents of narrative essays. To analyze the data, classroom action research was conducted through cycles I, II, and III. Through the stages: classroom action plan, implementation, observation, and reflection according to the learning implementation plan (RPP) and syllabus applied in the learning curriculum in State Junior High School 1 Sosopan. Based on data from 40 class students VIII SMP Negeri 1 Sosopan academic year 2024-2025 obtained the percentage of student learning completion classically in cycle I of 75% of the total number of students who completed 30 people, while those who did not complete 10 people, in cycle II of 82.5% of the total number of students who completed 33 people, while those who did not complete 7 people, and cycle III of 95% of the total number of students who completed 38 people, while those who did not complete two people. Thus, it is clear that students' interest in learning by summarizing the content of narrative essays is included in the good or increasing category.*

*Keywords: Learning Interest, Skills, Writing, Summary, Narrative Essay*

### I. INTRODUCTION

Learning is a change in behavior, and this change in behavior also brings consequences in the form of changes in a person's mindset and behavior patterns. To produce quality, valuable, and competitive learning, various methods are used, starting with curriculum arrangement, manpower, infrastructure, sufficient allocation of funds, and so on. Thus, at the level of policy determination on how education should truly provide character and color to a person's life, it is continuously carried out.

In line with this, Ihsan (2005; 05) stated that education is essentially a conscious effort to develop personality and abilities inside and outside school, and lasts a lifetime. Education is a series of purposeful communication between teachers and students face- to-face or with media in order to provide assistance to the development of children as a whole, and efforts to develop their potential as much as possible, in order to become responsible adults.

Reading is one of the most important aspects of increasing knowledge. Reading plays an important role in encouraging the development of intellectual human beings. Students understand that, through reading materials, they will get many useful ideas and information.

By reading, students are able to express or retell the content of their reading. Either in the form of a summary or a story idea in an oral or written form. The lack of students' ability to write a summary of a reading is

actually influenced because the student is not serious about understanding what he reads, or the student is influenced by several factors in his environment.

With the above description, the author is interested in conducting research with the title: "Efforts to Increase Students' Interest in Learning by Writing Summaries of Narrative Essay Contents for Grade VIII Students of SMP Negeri 1 Sosopan in the 2024-2025 Academic Year".

## II. METHODS

Research methods are processes required in the planning and implementation of research. Classroom action research (CAR) was conducted by the researcher. This study was designed to solve a problem that functions as an improvement. This improvement effort is carried out by taking actions to find answers to problems raised by daily activities in the classroom. As stated by Supardi et al. (2007:102), classroom action research is reflective research conducted by educators themselves on the curriculum, school development, and improving learning achievement in carrying out learning activities in the classroom with punctuation material.

### *Population*

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### *Data Collection*

From the data collection tools, the steps taken for each learning cycle in this research procedure were as follows:

#### *Planning Stage*

At this stage, activity planning is carried out by adjusting the model to be implemented as follows:

- Prepare a learning implementation plan (RPP) for Cycle I, Cycle II, and subsequent cycles as a reference for implementing the learning process based on the current curriculum.
- Compiling student worksheets (LKS).
- Compile student activity observation sheets.
- Compile final tests for each cycle.

#### *Action Stage*

At this stage, the implementation was based on a previously prepared learning plan with the following activities:

- Implementing learning in class VIII of SMP Negeri 1 Sosopan in the 2024-2025 academic year as a previously determined class using a learning model applied based on the RPP created by the researcher.
- In this case, researchers work with partners to divide tasks according to learning scenarios such as what happens in class.
- The observer's job is to observe while working on the observation sheet, which is made to record student interest during learning activities.
- Final learning tests were conducted for cycle I, cycle II, and subsequent cycles.

#### *Observation*

In this activity, the observer conducts observations, records, and interprets the ongoing learning, especially for students, while understanding the observation sheet provided. At this stage, accuracy and precision in recording and observing are necessary, especially if there is a sudden change in the implementation of the action caused by the responses of students who are subjected to the action.

At this stage, the results of the observations are discussed as evidence of good learning implementation.

#### *Reflection*

At this stage, observations obtained from each cycle were collected for further analysis, and reflection on the results of the analysis was conducted to determine whether there was an increase in learning outcomes before and after the action. These learning outcomes will later be used as considerations for implementing the next cycle.

### III. RESULTS AND DISCUSSION

#### A. Research Result

Preliminary data were collected to obtain information about the results of classroom actions, namely, to increase students' interest in learning by summarizing learning. From the data collection, a learning profile of the use of summarizing good narrative essays that are currently taking place in the classroom will be obtained. VIII SMP Negeri 1 Sosopan academic year 2024-2025, and the real conditions of the subjects at the time of study. This is necessary in classroom action research to develop a way or approach to improve the quality of learning. Empirical data are needed on how the teaching and learning processes in the classroom are needed.

In this report, several things that researchers have found in preliminary studies will be presented, including: (1) student learning interests, (2) teacher activities in teaching, and (3) student learning achievements.

The pre-cycle of learning conditions summarizes narrative essays in State Junior High School 1 Sosopan, showing that there is still a gap between the Indonesian language curriculum and the teaching performance displayed by teachers. Likewise, the learning services provided by teachers are still unable to accommodate and appreciate the differences in students' abilities to optimize achievement.

academic/student learning outcomes, researchers have the opportunity to discuss the need to improve and enhance the current conditions.

The results of the discussion between the researcher and the teacher formulate alternative actions in the classroom that will be carried out by the researcher in collaboration with the teacher as a collaborative partner in classroom action research by implementing an approach to students and trying to create an easy learning design so that students can be more responsive to responding to lessons in the form of group methods, discussions, individual students, and so on.

#### B. Discussion

##### I. Cycle I

The results of the initial observation of the research showed that the researcher worked together with collaboration partners to prepare a plan of activities that will be carried out in classroom action research by taking the topic of summarizing narrative essays. These activities include (1) making a teaching plan referring to the syllabus in the applicable KTSP curriculum, (2) making observation sheets, (3) reading narrative essays and then summarizing them, and (4) evaluation sheets.

To make lesson plans, observation sheets also need to be prepared, and the purpose is to determine whether student activity during the learning process has increased. Students are then asked to summarize an essay in a reading text, either in books, newspapers, or magazines.

At the end of the cycle, the main topic of learning summarizes narrative essays, and students are given the task of making essays and then summarizing the contents of the essay with a book. This was to determine the increase in students' interest and learning achievement both individually and as a class in class.

Cycle I in the actions given to class students VIII SMP Negeri 1 Sosopan academic year 2024-2025 This was carried out in two meetings by discussing how to make a narrative essay, summarizing the contents of the narrative essay, and writing sentences in one paragraph on the board properly and continuing to summarize the sentences. The entire series of learning activities to summarize the contents of the narrative essay was adjusted according to the research design.

Cycle I was carried out in two face-to-face meetings, each of which still discussed the same topic, namely, summarizing narrative essays in textbooks, newspapers, or magazines.

In the implementation of the final cycle activities, the results of students' learning interests were also obtained, which showed a significant increase, namely, the average of classical and individual student learning outcomes. A comparison of the increase in student achievement or interest in learning obtained from the implementation of the final test of Cycle I is summarized in table below:

Table 1. Improving Learning Achievement in First Cycle I

INFORMATION	INITIAL DATA	LEARNING I
The highest score	70	75
Lowest value	50	50
Average value	60	60
Total amount	18	28
Incomplete amount	22	12

INFORMATION	INITIAL DATA	LEARNING I
Classical completion (%)	45%	70%
Not completed (%)	55 %	30%
Number of students	40	40

Based on the data in the table above, interest in learning to summarize the contents of narrative essays in cycle I has increased. This increase consists of an increase in the presentation of learning completeness in the classical or the individual. Classically, the increase in the percentage of student learning completion was 25% from the initial data of 45% to 70%. Meanwhile, students who did not complete their studies experienced a decrease of 25%. Students who have not completed are given reassignment or remediation for parts of the lesson that have not been mastered until they reach the targeted value. Twelve students had to undergo remediation is 12 students.

Based on the above table, there is an increase in students' interest in learning. However, from the classical learning completion data, learning achievement students have not reached 85% of all students or have not reached the passing limit, namely, the Minimum Learning Completion Standard (SKBM), which has been set to 85% of the total number of students, namely 40 people in the class subject to action.

Based on the data in table 1.1. above, the interest in learning to summarize the contents of narrative essays of class students VIII of State Junior High School 1 Sosopanyear of study 2024-2025. The average value of the initial data and the second learning is the same, which is 60%. The number of students who completed the questionnaire was 28, while the number of students who did not complete the questionnaire was 12 out of 40. Based on the results of monitoring by researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved significantly, both in terms of learning management for individuals and groups, student learning discipline, and preparation of rooms and learning resources needed by students as well as support from supervisors, in this case the principal and other partner teachers.

This increase can be seen in the large increase in students' interest in learning in the first cycle of learning. Data on the details of summarizing the narrative compositions of class XI students were obtained from the results of the conclusions between teachers and observers (discussions), which are attached in Appendix 4.

The results of the agreement between the teacher and observer during the assessment of student behavior in the classroom, such as answering or responding to teacher questions, listening to the teacher's explanation of learning objectives, focusing on activities carried out by the teacher, taking notes, listening, asking questions, giving examples, paying attention to the teacher, and so on. Therefore, the assessment of student abilities is continued in the first cycle of learning so that an increase in achievement or interest in learning can be observed, which is supported by initial data or student attitudes during the learning process.

Based on the results of monitoring the progress of the action research stage, there are still several students who do not understand how to summarize well, and the lack of interest in learning during the first lesson needs to be improved in terms of good learning methods between teachers and students.

To meet the standard results of the first activity, the second learning process was continued so that the differences between cycle I in the first learning and the results of the second learning could be clearly seen, after which cycles II and III continued until the standards required by the researcher or school were met.

This second learning cycle I is still the same as the first learning stage for class students VIII of State Junior High School 1 Sosopanyear of study 2024-2025. This is carried out in one meeting by discussing summarizing narrative compositions by giving example sentences, summarizing the composition on the board by individual students.

The results of student learning achievement were also obtained from the implementation of the final cycle, which showed a significant increase, namely, the average of classical and individual student learning outcomes. A comparison of the increase in student learning achievement obtained from the implementation of the final test of Cycle II is summarized in table below:

Table 2. Improving Learning Achievement in the Second Cycle I

INFORMATION	INITIAL DATA	LEARNING I
The highest score	70	80
Lowest value	50	60
Average value	60	70
Total amount	18	30
Incomplete amount	22	10

Classical completion (%)	45%	75%
Not completed (%)	55 %	25%
Number of students	40	40

Based on the data in the table above, interest in learning to summarize the narrative essays of students in cycle I has increased. This increase consists of an increase in the presentation of learning completion, both classically and individually. Classically, the increase in the percentage of student learning completion was 30% from the initial data of 45% to 75%. The number of students who did not complete their learning decreased by 30%. Students who have not completed are given assignments remedial for parts of the lesson that have not been mastered until they reach the targeted value. The number of students who had to undergo remedial surgery was 10.

Based on the data in Table 1.2, the percentage of students' interest in learning to summarize narrative essays in class VIII of State Junior High School 1 Sosopanyear of study 2024-2025 the average value obtained was 60% in the initial stage, while in the first learning stage, it increased by 70%. The number of students who completed the second learning cycle I was 30, while the number of students who did not complete it was 10 out of 40.

The observation results obtained in the second learning cycle increased significantly, and the seriousness of students' learning also increased. It is just that students still need to add if the learning method is carried out in groups; there are still some students who are lazy to do the questions, because it only involves the group leader. Observers assessed a teacher during the first learning process, stating that the interaction of the teacher in dealing with students was not yet firm. Therefore, it is necessary to build firmness towards students by asking questions back or repeating the explanation given by the previous teacher so that students are afraid and pay attention to the next learning.

After the teacher explained the learning material, the students were given text leaflets. Students were asked to pay attention to sentences that needed to be included in summarizing the reading. Only a few students wrote the correct summary, namely, writing the theme and main idea of the story. Therefore, the teacher asked all students in class VIII SMP Negeri 1 Sosopan academic year 2024-2025 provide an example of a good summary of an essay, and then asked one of the students to write an example question on the board.

Students who have provided examples of poor summarization then provide explanations that are lacking in the summary. The results of this learning are discussed together in class so that teacher mastery increases and students participate in group discussions to work on tasks given by the teacher.

After students are asked to give examples to the board, it can be seen that the average of students reading texts from books, newspapers, or magazines to give examples to the board is 60%, increasing understanding of the material summarizing narrative essays has reached a level of perfection. Students recorded the results of improvement by the teacher on examples given by students in class. Only a few students did not take notes on the grounds that they had already understood, and because they were lazy. Therefore, the teacher gave a small punishment to students who did not pay attention or were lazy to study, by making narrative essays at home.

The learning process was continued in the second learning activity; namely, students experienced an increase with an average of recording the learning material delivered by the teacher and giving examples by students who already understood a lot. Thus, what the teacher explained could be explained again by the students. Students were able to provide a good summary in the exercise book and on the board so that the learning in this learning design was completed, and then a cycle II learning design was made for a different learning method.

Thus, it can be concluded that the results of monitoring by researchers and partner teachers in the classroom show that teaching and learning activities between students and teachers have increased significantly, so that there is a second learning value as follows in the source of attachment 5.

Based on the agreement between the teacher and the observer during the assessment of student behavior in the classroom, such as answering or responding to teacher questions, listening to the teacher's explanation of learning objectives, focusing on activities carried out by the teacher, taking notes, listening, asking questions, giving examples, paying attention to the teacher, and so on. Therefore, the assessment of student abilities is continued in the second learning cycle, so that an increase in achievement can be seen, which is supported by initial data or student attitudes during the learning process.

Based on the results of monitoring the progress of the action research stage, there are still some students who summarize the contents of narrative essays incorrectly and omit the main idea of the story. Therefore, it is necessary to deepen the teaching of summarizing with other methods so that all students are 100% successful in understanding the lesson taught by the teacher.



Students' learning activities in the first learning session increased on average from 45% to 70% in the beginning and from 45% to 75% in the second learning session. This presentation value did not meet the target set for the success indicator of 80%. While the classical student score in cycle I of the first learning with the second learning can be seen to have increased from 70% to 75%. The percentage value of learning achievement was still 25%, below the classical completeness standard set at 85%.

In general, the implementation of learning in Cycle I was quite good. However, learning activities in Cycle I need to be improved, especially the involvement of student activities during the learning process, and the achievement of individual and classical learning completion can be achieved at the desired value.

Therefore, to achieve the desired target, it is necessary to implement learning to summarize the contents of narrative essays in the next cycle, namely, cycle II.

## II. Cycle II

In this first learning stage, researchers work together with collaborative partners to prepare a plan for activities to be carried out in classroom action research by taking the topic of summarizing narrative essays.

The activities include making lesson plans according to the syllabus in the applicable curriculum, and the teacher provides direction on the material to summarize a good narrative essay. Students are asked to read a reading text, either in the form of a newspaper or magazine. Students were asked to summarize the contents of the essay well and then write down the intrinsic elements of the narrative essay. After the results were shown to the teacher, the teacher observed what the students had not understood.

At the end of the cycle, the main topic of learning summarizes narrative essays, students are given the task of conducting a group interview with their group mates, and the results of the interview are written in the form of a story summary. This was to determine the increase in students' interest and learning achievement both individually and as a class in class.

Cycle I in the actions given to class students VIII SMP Negeri 1 Sosopan academic year 2024-2025 This was carried out in two meetings by discussing how to make a good narrative essay; students were then asked to interview their friends about the travel report. The results of the story were presented in the form of a summary for each group member to write on the board for assessment by the teacher and observer. The entire series of learning activities summarizing this narrative essay was adjusted to research design.

Cycle I was carried out in two face-to-face meetings, each still discussing the same topic, namely, summarizing narrative essays in the form of interviews in one group and taking discourse from newspapers or magazines.

From the implementation of the final cycle activities, the results of students' learning interests also showed a significant increase, namely, the average of classical and individual student learning outcomes. A comparison of the increase in student achievement or interest in learning obtained from the implementation of the final test of Cycle I is summarized in table below.

Table 3. Improving Learning Achievement in the Second Cycle II

INFORMATION	INITIAL DATA	LEARNING I
The highest score	70	80
Lowest value	40	50
Average value	55	65
Total amount	15	27
Incomplete amount	25	13
Classical completion (%)	37.5%	67.5%
Not completed (%)	62.5%	32.5%
Number of students	40	40

Based on the data in the table above, interest in learning to summarize the contents of students' narrative essays in cycle II increased. The increase consisted of an increase in the percentage of learning completion, both classically and individually. Classically, the increase in the percentage of student learning completion was 30% from the initial data of 37.5% to 67.5%. The number of students who did not complete their learning decreased by 30%. Students who had not completed the lesson were given reassignments or remedies for parts of the lesson that had not been mastered until they reached the targeted value. Thirteen students were required to undergo remedial was 13 students.

Based on the table above, the students' interest in learning has increased. However, from the classical learning completion data, students' learning achievement has not reached 85% of all students or has not reached the

passing limit, namely, the Minimum Learning Completion Standard (SKBM), which has been set to 85% of the total number of students as many as 40 people in the class subject to action.

Based on the data in Table 2.1, the interest in learning to summarize the contents of narrative essays in the initial learning data of class students VIII SMP Negeri 1 Sosopan academic year 2024-2025 the the average value obtained was 55%, and the average value of the second learning increased to 65%. The number of students who completed the first learning session was 27, while the number of students who did not complete it was 13 out of 40.

Based on the results of monitoring by researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved significantly, both in terms of learning management for individuals and groups, student learning discipline, and preparation of rooms and learning resources needed by students, as well as support from supervisors in this case, the principal, and other partner teachers.

This increase can be seen in the large increase in students' interest in learning in the first cycle of learning. Data on the details of summarizing narrative essays by class students VIII SMP Negeri 1 Sosopan academic year 2024-2025 This was obtained from the results of the conclusions between the teacher and the observer (discussion), which are attached in Appendix 6.

The results of the agreement between the teacher and observer during the assessment of student behavior in the classroom, such as writing a good summary of the essay on the board, answering teacher questions, interview assessments, and student behavior in the classroom during the learning process. Therefore, the assessment of student abilities in the first cycle of learning is continued so that an increase in achievement or interest in learning can be seen, which is supported by initial data or student attitudes during the learning process.

Based on the results of monitoring the progress of the action research stage, there are still several students who do not understand how to summarize well, and the lack of interest in learning during the first lesson needs to be improved in terms of good learning methods between teachers and students.

To meet the standard results of the first activity, the second learning process was continued so that the differences between cycle I in the first learning and the results of the second learning could be clearly seen, after which cycles II and III continued until the standards required by the researcher or school were met.

The results of the follow-up observations for the second learning of researchers with collaboration partners were the same as the first learning, which was still the same as compiling a learning plan, but only different for the texts observed. Students were asked to make a travel report, then students were asked to exchange the results of their travel reports, then students were asked to write a summary of the intrinsic elements only on the board.

In making lesson plans, observation sheets also need to be prepared with the purpose of determining student activities during the learning process to assess during the learning process both individually and as a class.

At the end of the cycle, the topic of the essay is summarized, and each student is given the task of writing a travel essay and then retelling its contents.

This second learning cycle I is still the same as the first learning stage for class students VIII SMP Negeri 1 Sosopan academic year 2024-2025 This is carried out in one meeting by discussing summarizing narrative compositions by giving example sentences, summarizing the composition on the board by individual students. From the implementation of the final cycle activities, the results of student learning achievement also showed a significant increase, namely, the average of classical and individual student learning outcomes. A comparison of the increase in student learning achievement obtained from the implementation of the final test of Cycle II is summarized in table below:

Table 4. Improving Learning Achievement in the Second Cycle II

INFORMATION	INITIAL DATA	LEARNING I
The highest score	70	75
Lowest value	40	50
Average value	55	60
Total amount	15	33
Incomplete amount	25	7
Classical completion (%)	37.5%	82.5%
Not completed (%)	62.5%	17.5%
Number of students	40	40

Based on the data in Table 2.2, interest in learning to summarize the contents of students' narrative essays in cycle I has increased. This increase consists of an increase in the percentage of learning completion, both classically and individually. Classically, the increase in the percentage of student learning completion was 45% from the initial data of 37.5% to 82.5%. The number of students who did not complete their learning decreased by 45%. Students who have not completed are given assignments remedial for parts of the lesson that have not been mastered until they reach the targeted value. The number of students who must undergo remedial surgery was seven.

Based on the data in Table 2.2, the achievement of students' interest in learning to summarize narrative essays in class VIII SMP Negeri 1 Sosopan academic year 2024-2025 the average obtained was 60%. The number of students who completed the second cycle I learning was 33, while the number of students who did not complete it was seven out of 40 students.

The observation results obtained in the second learning cycle increased significantly, and the seriousness of students' learning also increased. It is just that students still need to repeat the lesson again, especially since travel reports are long. Observers assessed that a teacher during the first learning process stated that the interaction of the teacher in dealing with students was already firm. Thus, learning can be carried out well, as some students are less careful in the form of interviews between groups to summarize the contents of the report submitted in a notebook or in front of the writing. Therefore, it is the teacher's job to find an easy method so that students can do their summaries well without having to eliminate its intrinsic elements.

Students who have provided examples of poor summarization then provide explanations that are lacking in the summary. The results of this learning are discussed together in class so that teacher mastery increases and students participate in group discussions to work on tasks given by the teacher.

Students recorded the results of improvement by the teacher on examples given by students in class. Only a few students did not take notes on the grounds that they had already understood, and because they were lazy. Therefore, the teacher gave a small punishment to students who did not pay attention or were lazy to study, by making narrative essays at home.

The learning process was continued in the second learning activity; namely, students experienced an increase with an average of recording the learning material delivered by the teacher and giving examples by students who already understood a lot. Thus, what the teacher explained could be explained again by the students. Students were able to provide a good summary in the exercise book and on the board so that learning cycle II for different learning methods was completed.

Thus, it can be concluded that the results of monitoring by researchers and partner teachers in the classroom show that teaching and learning activities between students and teachers have improved significantly, so that the second learning score has been recorded as follows in the source of attachment 7.

Based on the results of the agreement between the teacher and observer during the assessment of student behavior in the classroom, such as answering or responding to teacher questions, listening to teacher explanations, taking notes, listening, asking questions, giving examples, paying attention to the teacher, and so on. Therefore, the assessment of student abilities is continued in the second learning cycle, so that an increase in achievement can be seen, which is supported by initial data or student attitudes during the learning process.

Based on the results of monitoring the progress of the action research stage, in the class of students in the first learning stage and the second learning stage there are differences where in the first stage there are still some who are noisy in class, compared to the second learning stage there have been many improvements, namely in terms of creativity, seriousness, and noise has decreased.

Students' learning activities in the first learning session increased on average from 55% to 65%, with an average of 55% to 60% in the second learning session. This presentation value did not meet the target set for the success indicator of 80%. Meanwhile, the classical student score in cycle I of the first learning session with the second learning session can be seen to have increased from 67% to 82.5%. The percentage value of learning achievement was still 17.5%, below the classical completion standard set at 85%.

In general, the implementation of learning in Cycle II was quite good. However, cycle II learning activities need to be improved, especially the involvement of student activities during the learning process, and individual and classical learning completion can be achieved at the desired value.

Therefore, to achieve the desired target, it is necessary to implement learning to summarize the contents of narrative essays in the next cycle, namely, cycle III.

### III. Cycle III



The results of the initial observation of the research that has been carried out show that the researcher worked together with collaborative partners to prepare a plan of activities that will be carried out, which is still the same as learning in cycle I and cycle II, namely making lesson plans first, then preparing observation sheets, attachments of narrative essay materials and textbooks, and evaluation sheets for the results that will later be worked on by students.

To make RPP (Learning Research Plan), observation sheets also need to be prepared to determine whether student activity during the learning process has increased. Students are then asked to summarize an essay in a reading text, either in books, newspapers, or magazines.

At the end of the cycle, the main topic of learning summarizes narrative essays, and students are given the task of making essays and then summarizing the contents of the essay with a book. This was to determine the increase in students' interest and learning achievement both individually and as a class in class.

Cycle I in the actions given to class students VIII SMP Negeri 1 Sosopan academic year 2024-2025. This was carried out in two meetings by discussing making narrative essays, which then summarize the contents of the narrative essay and write sentences in one paragraph on the board properly and continuing to summarize the sentences. The entire series of learning activities to summarize the contents of narrative essays was adjusted to the research design.

Cycle III was carried out in two face-to-face meetings, each of which still discussed the same topic, namely, summarizing narrative compositions in textbooks, newspapers, or magazines.

In the implementation of the final cycle activities, the results of students' learning interests were also obtained, which showed a significant increase, namely, the average of classical and individual student learning outcomes.

A comparison of the increase in student achievement or learning interest obtained from the implementation of the final test of Cycle III is summarized in table below:

Table 5. Improving Learning Achievement in First Cycle III

INFORMATION	INITIAL DATA	LEARNING I
The highest score	75	80
Lowest value	65	65
Average value	70	70
Total amount	35	35
Incomplete amount	5	5
Classical completion (%)	87.5%	85.5%
Not completed (%)	12.5%	12.5%
Number of students	40	40

Based on the data in Table 3.1, interest in learning to summarize the contents of students' narrative essays in cycle III has increased. This increase consists of an increase in the presentation of learning completion, both classically and individually. The increase in the percentage of students learning completion was 2%. Meanwhile, students who did not complete their learning in the initial data with the first learning have the same percentage, namely 12.5%. Students who have not completed are given reassignments or remediations for parts of the lesson that have not been mastered until they reach the targeted value. There were five students who had to undergo remediation is 5 students.

Based on the table above, there was no increase in students' interest in learning in the first lesson, which is still equivalent to the initial stage. Thus, learning achievement students have not reached 85% of all students or have not reached the passing limit, namely the Minimum Learning Completion Standard (SKBM), which has been set to 85% of the total number of students, namely 40 people in the class subject to action.

Based on the data presented in Tables 3.1. above, the interest in learning to summarize the contents of narrative essays of class students VIII of State Junior High School 1 Sosopanyear of study 2024-2025. The average value of the initial data and the second learning is the same, which is 70%. The number of students who completed the questionnaire was 35, while the number of students who did not complete the questionnaire was five out of 40.

Based on the results of monitoring by researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved significantly, both in terms of learning management for individuals and groups, student learning discipline, and preparation of rooms and learning resources needed by students as well as support from supervisors, in this case the principal and other partner teachers.

The increase can be seen from the large increase in students' interest in learning in cycle III. Data on the details of summarizing the narrative essays of class XI students were obtained from the results of the conclusions between the teacher and observer (discussion), which are attached in Appendix 8.

The results of the agreement between the teacher and observer during the assessment of student behavior in the classroom, such as answering or responding to teacher questions, listening to the teacher's explanation of learning objectives, focusing on activities carried out by the teacher, taking notes, listening, asking questions, giving examples, paying attention to the teacher, and so on. Therefore, the assessment of student abilities is continued in the first cycle of III learning so that an increase in achievement or interest in learning can be seen, which is supported by initial data or student attitudes during the learning process.

Based on the results of monitoring the progress of the action research stage, in the class, there are still several students who do not understand how to summarize well, and it is necessary to improve good learning methods between teachers and students.

To meet the standard results of the first activity, the second learning process is continued so that the differences between cycle III in the first learning and the results of the second learning can be clearly seen, after which the next cycle is continued if it does not meet the standards required by the researcher or school.

The results of the follow-up observations for the second learning of researchers with collaboration partners were the same as the first learning, which was still the same as compiling a learning plan, but only different in terms of the text being observed. Students were asked to find a narrative essay in a newspaper or magazine, and then write a summary on the board.

In making lesson plans, observation sheets also need to be prepared with the purpose of determining student activities during the learning process to assess during the learning process both individually and as a class.

At the end of the cycle, the topic of the essay is summarized, and each student is given the task of making a lesson essay and then retelling its contents.

This second learning cycle I is still the same as the first learning stage for class students VIII of State Junior High School 1 Sosopanyear of study2024-2025This is carried out in one meeting by discussing summarizing narrative compositions by giving example sentences, summarizing the composition on the board by individual students.

The results of student learning achievement were also obtained from the implementation of the final cycle, which showed a significant increase, namely, the average of classical and individual student learning outcomes. A comparison of the increase in student learning achievement obtained from the implementation of the final test of Cycle II is summarized in table below:

Table 6. Improving Learning Achievement in Second Cycle III

INFORMATION	INITIAL DATA	LEARNING I
The highest score	75	90
Lowest value	65	70
Average value	70	80
Total amount	35	38
Incomplete amount	5	2
Classical completion (%)	87.5%	95%
Not completed (%)	12.5%	5 %
Number of students	40	40

Based on the data in the table above, interest in learning to summarize the narrative essays of students in cycle I has increased. This increase consists of an increase in the presentation of learning completion, both classically and individually. Classically, the increase in the percentage of student learning completion was 7.5% from the initial data of 87.5% to 95%. Meanwhile, the students who did not complete their learning decreased by 457.5%. Students who have not completed are given assignments remedial for parts of the lesson that have not been mastered until they reach the targeted value. There were two students who had to undergo remedial is 2 students.

Based on the data in Table 3.2, the percentage of students' interest in learning to summarize narrative essays in class VIII of State Junior High School 1 Sosopanyear of study2024-2025the average value increased from 70% to 80%. The number of students who completed the second learning cycle III was 38, while the number of students who did not complete it was two out of 40.

The observation results obtained in the second learning cycle have shown a lot of improvement, progress and seriousness in learning by class students VIII SMP Negeri 1 Sosopan academic year 2024-2025. From the results of this learning, the difference between cycle I and cycle II is clearly visible, and learning in cycle III has improved even further.

In learning to summarize the contents of narrative essays, it has met the average of 80%, as desired by the researcher, and to increase the minimum completion value from the school. It is just that there still needs to be an overall improvement in Indonesian language learning in school.

Observers assessed that a teacher during this learning cycle had mastered the material being taught and that assertiveness in the classroom had increased, so there were no more students who were lazy or wandered in and out of the classroom.

After the teacher explained the learning material, the students were given text leaflets. Students were asked to pay attention to sentences that needed to be included in summarizing the reading. It turned out that 80% of students wrote a summary of the contents of the narrative essay correctly, namely, writing the intrinsic elements in the essay.

Thus, it can be concluded that the results of monitoring by researchers and partner teachers in the classroom show that teaching and learning activities between students and teachers have increased significantly, so there is a second learning value as follows in the source of attachment 9.

Based on the agreement between the teacher and the observer during the assessment of student behavior in the classroom, such as answering or responding to teacher questions, listening to the teacher's explanation of learning objectives, focusing on activities carried out by the teacher, taking notes, listening, asking questions, giving examples, paying attention to the teacher, and so on. This research is completed at cycle III, and if other parties are not satisfied with the results of the research, the next party can continue the research stage of the next cycle.

Based on the results of monitoring the progress of the classroom action research stage from the beginning of cycle I and cycle II to the end of cycle III, it can be concluded that learning to summarize the contents of narrative essays has increased; it can be said that 100% of the students' interest in learning in class VIII SMP Negeri 1 Sosopan academic year 2024-2025 increased. On average, student learning activities in the first lesson were the same (initial data with the first lesson) at 70%, while in the second lesson, the average was 70%, increasing to 60%. The percentage value met the target set in the success indicator, which was 80%. The classical student score for this cycle was 95%. The percentage of learning achievement was 5%, which met the classical completion standard set at 85%.

In general, the implementation of learning in Cycle III was quite good. However, cycle III learning activities need to be improved, especially in other learning materials in the Indonesian language curriculum, and individual and classical learning completion can be achieved at the value desired by other parties. In other words, it usually continues in the next cycle until the results are satisfactory.

#### **IV. CONCLUSIONS**

Based on the formulation of the problem, action hypothesis, and data analysis in the research, efforts to increase interest in learning to write narrative essay summaries increased by an average of 65% in each lesson: from 40 students, the percentage of student learning completion in classical terms in cycle I was 75% of the total number of students who completed 30 people while 10 did not complete, in cycle II it was 82.5% of the total number of students who completed 33 people, while 7 did not complete, and in cycle III it was 95% of the total number of students who completed 38 people, while 2 did not complete. Learning methods that bring teachers closer to students need to be mastered again so that there are no more students who are lazy to learn during learning.

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