

Increasing Interest in Learning by Applying Learning Summary Writing Skills Text Content Using Inspiring Stories Important Video Media for Student Class IX

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Article history: received March 12, 2024; revised April 28, 2024; accepted May 09, 2024

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Abstract. The skill of writing a summary of the contents of an inspirational story text is very important for students to simplify and clarify something too long. The higher the student's writing ability, the higher the level of understanding of what has been conveyed/listened to. However, most students lack mastery of summarizing. This research aims to increase students' interest in learning by implementing learning skills in writing summaries of the contents of inspirational story texts using illustrated video media in class IX Plus students at Al-Azhar Medan Middle School, Medan Johor District, academic year 2023-2024. The subjects of this research were class IX Plus students at Al-Azhar Medan Middle School, Medan Johor District, for the 2023-2024 academic year, consisting of 40 students. The sample in this study is defined as individuals/students who constitute the entire population studied. The method used in this research is classroom action research (PTK). The indicators for this research are teachers who teach the material to write summary sentences and paragraphs on the contents of inspirational story texts. The data analysis technique used was classroom action research through Cycle I and Cycle II. Through the stages: class action plan, implementation, observation, and reflection according to the learning implementation plan (RPP) and syllabus applicable in the learning curriculum at Al-Azhar Middle School Medan. Based on data from 40 students, it was found that the percentage of classical student learning completeness in cycle I was 75% of the number of students who completed it, while 10 students did not complete it, and in cycle II it was 95% of the number of students who completed it, there were 38 students who did not complete it, while 2 did not complete it.

Keywords: interest in learning, writing skills, inspirational story texts, audiovisual

I. INTRODUCTION

Learning is a change in behavior, and changes in behavior also bring consequences for changes in one's mindset and action patterns. To produce quality, valuable and competitive learning, various ways are taken, starting from structuring the curriculum, personnel, infrastructure, allocating sufficient costs, and others. So that at the level of determining policies on how education should really give the style and color of one's life, it is continuously carried out.

In line with this, Ihsan (2005: 05) states 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 the whole child, efforts can develop their potential as much as possible, in order to become responsible adults.

In learning Indonesian language and literature, students are expected to have language skills consisting of listening, speaking, reading, and writing. The four basic skills are interrelated and are a unity. One language skill will affect

other language skills, especially those at a higher level. Writing is an ability that requires a good command of language and not everyone who masters a language can express their ideas or ideas in writing. Writing ability is considered the most difficult ability. Nurgiantoro (2001, p. 296) says that writing is an ability that is more difficult to master than the other three abilities, namely listening, speaking, and reading. The ability to write is very difficult compared to other abilities because you have to process your own words. One of the writing skills that must be taught at school is story writing.

An inspirational story is a literary work in which there are various building blocks, such as character, setting, plot, theme, point of view and language style. Inspirational stories are one of the prose forms of the literary genre. Through inspirational story writing activities, a person can express his thoughts, ideas, and feelings in writing. learning

to write inspirational stories is listed in the Merdeka Curriculum as teaching material that must be taught in schools in the Basic Competencies (KD).

Morsey in Tarigan (2013: 4) says "Writing is used, reporting / informing, and influencing; and such goals and objectives can only be achieved well by people who can organize their thoughts and express them clearly, this clarity depends on thoughts, organization, use of words, and sentence structure".

The learning model is a way or plan carried out by the teacher as a tool to facilitate students in the learning process carried out at school. Djamarah and Zain (2006, p. 124) explain, "Audiovisual media is media that has sound elements and image elements. This type of media consists of several media, namely (1) silent audiovisual media, namely media that display sound and images such as sound frame films (sound slides), sound frame films and sound prints; (2) motion audiovisual media, namely media that can display elements of sound and moving images such as sound films and video-cassettes".

Based on the results of the author's observations in class IX Plus Al-Azhar Medan Junior High School, Medan Johor District in the 2023-2024 learning year, writing is still less attractive to students and students have not been able to determine the structure of the story text properly. The importance of writing as a component in communication should be a concern, as well as a motivation to increase the interest of students who have great potential, thus making writing skills a fun activity. Writing skills that are not balanced with practice are one of the factors for students' lack of skill in writing. Students in senior high school should be more able to express their ideas, thoughts, and feelings in writing. But in reality, writing activities have not been fully implemented. Organizing ideas, opinions, and experiences into a series of written language that is organized, systematic, and logical is not an easy job, but a job of constant practice. In connection with the above problems, it does not mean that learning to write should be avoided by a teacher to his students, but it should be the teacher's job to educate, teach, and train students. Educating means introducing and developing life values (affective). The statement is the main task of a teacher to be able to develop the potential of students and one of them is an effort to develop the potential of writing that is trained.

Teachers as planners and implementers of curriculum developers in their classes have a very important role, everything that is applied by teachers affects the learning process. Audiovisual media is used to persuade readers to be interested in their writing. Image media directs students to think and easily find ideas to develop them when writing inspirational stories. In this study, audiovisual media in the form of short films are used as learning media. That is, in the learning process, audiovisual media in the form of short films is used as a learning tool for writing short stories. The aim is to see whether or not there is an effect of audiovisual media on learning to write inspirational stories in class IX Plus Al-Azhar Junior High School Medan District Medan Johor in the 2023-2024 learning year.

II. METHODS

Research methods are all the processes necessary in planning and conducting a study. The research conducted by researchers is a class action research (PTK). This research is structured to solve a problem that serves as an improvement. This improvement effort is carried out by carrying out actions to find answers to problems raised from daily activities in the classroom. As said by Supardi, et al (2007: 102) which states that "classroom action research is a reflective research conducted by educators themselves on the curriculum, school development, improving learning achievement in conducting learning actions in the classroom with the material use of punctuation".

Population is a collection of units as the main target in carrying out a study. Based on the above opinion, the population in this study were all students of class IX Plus SMP Al-Azhar Medan, Medan Johor District in the 2023-2024 learning year, totaling 40 people. The sample in this study is defined as individuals / students who constitute the entire population under study. So based on the above opinion, given the limited population in this study, the entire population in the study was sampled as many as 40 people. In accordance with the formulation of the problem, the variables of this study are independent variables. That is, discussing the observation learning material or the phenomenon studied in the classroom through an assessment of students' interest in learning in the classroom to learn the material of writing a summary of the contents of the inspirational story text through PTK.

The indicator of this research is classroom action research (PTK) is a teacher who teaches material to summarize sentences, paragraphs on the content of inspirational story texts. Research Instruments. The research instruments determined in this study consisted of three cycles. This is in accordance with the requirements in classroom action research, namely in classroom action research must fulfill at least two cycles. Each cycle consists of the stages of planning, preparation for action, observation or observation, and reflection in learning activities. Before the main activity, the researcher conducted a reflection as an initial reflection for determining the problem. For an easier view of the research steps or procedures can be seen through the following chart:

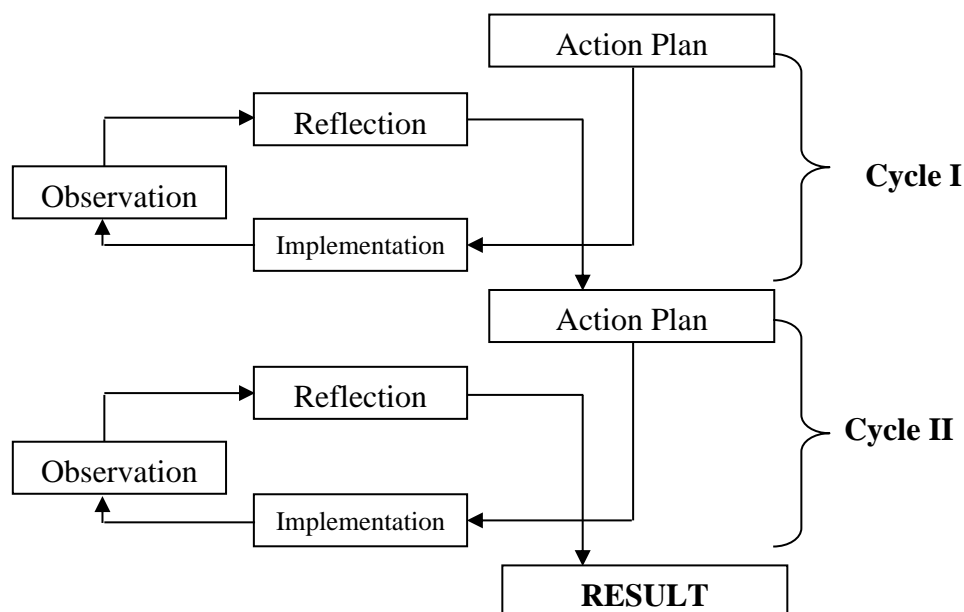


Fig 1. Classroom Action Research Cycle

Data analysis techniques with the aim of knowing the level of student learning completeness at the end of each specified cycle. Learning completeness of all students if the target average score reaches 6.5 with the number of students who complete learning 85%, or more of the total number of students in the class. The data analysis used in measuring student interest is a percentage of both the minimum percentage of classical student interest and the level of development of student interest in learning. While the minimum percentage of students' interest in learning is expected to be 80% of the total number of students.

III. RESULTS AND DISCUSSION

Preliminary data is taken to collect information about the results of classroom action, namely to increase students' interest in learning by implementing learning skills in writing a summary of the contents of inspirational story texts using illustrated video media in class IX Plus Al-Azhar Medan Junior High School students in the 2023-2024 learning year. From the data collection, a good profile of learning skills in writing a summary of the content of inspirational story texts that are taking place in class IX Plus Al-Azhar Medan Junior High School in the 2023-2024 learning year will be obtained. This is necessary in a classroom action research that will develop a way or approach in order to improve the quality of learning. For this reason, empirical data on the teaching and learning process in the classroom is needed.

In this report, several things that have been found by researchers in the preliminary study will be included: (1) students' interest in learning, and (2) teachers' activities in teaching, and (3) students' learning achievement. Pre-cycle about the learning conditions of writing skills to summarize the content of inspirational story texts using illustrated video media in class IX Plus Al-Azhar Medan Junior High School in the 2023-2024 learning year shows that there is still a gap between the curriculum and the content of the inspirational story texts. There is still a gap between the Indonesian language subject curriculum and the teaching performance displayed by the teacher.

Likewise, the learning services provided by teachers still cannot accommodate and appreciate the differences in students' abilities in order to optimize students' academic achievement/learning outcomes, so researchers have the opportunity to discuss the need to improve and improve the conditions being faced. The results of the discussion between researchers and teachers, formulating alternative classroom actions that will be carried out by researchers in collaboration with teachers as collaborative partners in classroom action research by applying an approach to students and trying to make easy learning designs, so that students can be more responsive to lessons in the form of group methods, discussions, personal students and so on.

Tabel 1. Pretest

Notes	Pretest
Highest Score	70
Lowes Score	50
Average	60
Total Finished	18
Total Unfinished	22
Percentage Finished (%)	45%
Percentage Unfinished(%)	55%
Total Students	40

Cycle I (Learning I)

The results of the initial observations of the research that have been carried out, researchers work with collaboration partners to develop a plan of activities that will be carried out in classroom action research by taking the subject matter of summarizing the contents of inspirational story texts. These activities include: (1) Making teaching plans referring to the syllabus in the applicable curriculum, (2) Making observation sheets, (3) listening to inspirational videos and then summarizing them, (4) evaluation sheets.

Making lesson plans, observation sheets also need to be prepared, the point is to find out whether student activity during the learning process has increased or not. Then, students were asked to write a summary of the contents of the inspirational story text in an illustrated video that they had listened to and listened to.

At the end of the cycle, the subject matter of learning to summarize the content of inspirational story texts, students are given the task of summarizing the content of inspirational story texts. This is to determine the increase in students' interest and learning achievement both individually and classically in class.

Cycle I in the action given to students of class IX Plus SMP Al-Azhar Medan was carried out twice a meeting by watching videos of inspirational stories and then summarizing the contents of the inspirational story text, and writing sentences in one paragraph of the notebook properly. The first meeting was held on February 12, 2024 and the second meeting was held on February 13, 2024. The whole series of learning activities to summarize the content of inspirational story texts are adjusted to the design in the research design.

This first cycle was carried out twice face-to-face or meetings, each still discussing the same topic, namely summarizing the contents of inspirational story texts in learning videos. In the implementation of the end-of-cycle activities, the results of students' learning interest were also obtained, which showed a significant increase, namely the average of students' classical and individual 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 as summarized in the following table:

Tabel 2. Improvement of First Learning Achievement Cycle I

Notes	Pretest	LEARNING I (1)
Highest Score	70	75
Lowes Score	50	50
Average	60	60
Total Finished	18	28
Total Unfinished	22	12
Percentage Finished (%)	45%	70%
Percentage Unfinished(%)	55%	30%
Total Students	40	40

Based on the data table above, the interest in learning to summarize the contents of inspirational story texts using illustrated video media in cycle I has increased. The increase consisted of an increase in the presentation of classical and individual learning completeness. Classically, the increase in the percentage of student learning completeness was 25%, from the initial data of 45% to 70%. Meanwhile, students who did not complete their learning decreased by 25%. And for students who are not yet complete, they are given a reassignment or remediation of the part of the lesson that has not been mastered until they reach the targeted value. The number of students who had to undergo remediation was 12 students.

Based on the table above, the increase in student interest in learning has increased. However, from the data on classical learning completeness, student learning achievement has not reached 85% of all students or has not reached the graduation limit, namely the Minimum Learning Completeness Standard (SKBM) set, which is 85% of the total number of 40 students in the class subjected to action.

Based on the data in the table above, the interest in learning to summarize the content of inspirational story text using illustrated video media in class IX Plus SMP Al-Azhar Medan, the average value of the initial data and the second learning is the same, which is 60%. The number of students who were complete was 28 people, while the number of students who were not complete was 12 out of 40 students.

Based on the results of monitoring by researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved a lot, both in terms of managing learning for individuals and groups, student

discipline in learning, and preparing the room and learning resources needed by students as well as the support of supervisors, in this case the principal, and other partner teachers.

This improvement can be seen from the magnitude of the increase in student learning interest in the first lesson of cycle I. Data about learning skills in writing a summary of the content of inspirational story texts using illustrated video media for students in class IX Plus Al-Azhar Junior High School Medan in the 2023-2024 learning year, obtained from the conclusion between the teacher and the observer (discussion).

The results of the agreement between the teacher and the observer during the assessment of student behavior in the classroom such as: answering/responding to the teacher's questions, listening to the teacher's description of the learning objectives, focusing on the 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 students' abilities in the first lesson of cycle I continued so that it could be seen that there was an increase in achievement and interest in learning which was supported by initial data or students' attitudes while undergoing the learning process.

Based on the results of monitoring the course of the action research stage, in the classroom there are still some students who do not understand how to summarize well, and the lack of interest in learning during the first lesson still needs to be improved again good learning methods between teachers and students. To meet the standard results of the first activity, the second learning process was continued so that it could be seen clearly the difference between the first cycle in the first learning and the results of the second learning, after which the cycle II was continued.

Cycle I (Learning II)

The results of follow-up observations for the second lesson of the researcher and collaboration partners are the same as the first lesson, which is still the same as compiling a learning plan, but only different about the text that is observed. Students are asked to find an inspirational story video on the internet and then students write a summary of it in their respective assignment books.

Making lesson plans, observation sheets also need to be prepared, the point is to find out student activities during the learning process to assess during learning both individually and classically. At the end of the cycle, the subject matter of summarizing the essay, each student is given the task of making a lesson essay which is then retold the contents of the essay. This second learning cycle I is still the same as the first learning stage in class IX Plus Al-Azhar Junior High School Medan learning year 2023-2024. At this stage, one meeting was held by discussing illustrated videos containing inspirational stories and making summaries by giving example sentences, essay summaries to the blackboard by students individually.

From the implementation of the end-of-cycle activities, the results of students' learning achievement were also obtained, which showed a significant increase, namely the average of students' classical and individual learning outcomes. The comparison of the increase in student learning achievement obtained from the implementation of the final test of cycle I is as summarized in the following table:

Tabel 3. Improvement of Second Learning Achievement Cycle I

Notes	Pretest	LEARNING II(1)
Highest Score	70	80
Lowes Score	50	60
Average	60	70
Total Finished	18	30
Total Unfinished	22	10
Percentage Finished (%)	45%	75%
Percentage Unfinished(%)	55%	25%
Total Students	40	40

Based on the data table above, the interest in learning the skill of writing a summary of the content of inspirational story text using illustrated video media in cycle I has increased. The increase consisted of an increase in the presentation of classical and individual learning completeness. Classically, the increase in the percentage of student learning completeness was 30%, from the initial data of 45% to 75%. While students who did not complete their learning decreased by 30%. And for students who have not completed are given assignments, remediation of the parts of the lesson that have not been mastered until they reach the targeted value. The number of students who had to undergo remediation was 10 students.

Based on the data in the table above, the percentage of interest in learning to summarize the contents of inspirational story texts of students in class IX Plus Al-Azhar Medan Junior High School in the 2023-2024 learning year, the average value obtained was 60% at 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 people while the number of students who did not complete was 10 out of 40 students.

The observation results obtained in the second learning in this cycle have improved a lot and the seriousness of learning students learning has increased. It's just that students still need to add that when the learning method is carried out in groups there are still some students who are lazy to work on problems, because it involves the group leader only.

The observer assessed a teacher when the first lesson took place stating that a teacher's interaction in dealing with students had not been assertive. So it is necessary to build assertiveness towards students by asking questions back or repeating the explanation conveyed by the previous teacher, so that students are afraid and pay attention to further learning.

After the teacher explains the learning material, students are given a reading text leaflet. Students are asked to pay attention to which sentences need to be included in summarizing the reading text. Apparently, only a few students who correctly wrote the right summary, namely writing the theme, and the main idea of the story. So the teacher asked all students in class IX Plus of SMP Al-Azhar Medan to give an example of a good summary, then asked one of the students to write the example on the board.

Students who had given examples of poor summarization, the teacher gave explanations that were lacking in the summary. The results of this lesson were discussed together in class so that the teacher's mastery increased and students participated in group discussions to work on the tasks given by the teacher.

After students are asked to give examples to the blackboard, it can be presented that the average of students from going through reading texts from a book, newspaper or magazine to giving examples to the blackboard by 60% increases the understanding of the material summarizing the contents of the inspirational story text has reached the level of perfection. Students have recorded the results of the teacher's correction of the examples given by students in the classroom. Only a few students did not take notes on the grounds that they already understood and because they were lazy. So the teacher gave a small punishment to students who did not listen or were lazy to learn by making a summary of the inspirational story text at home.

The learning process continued in the second learning activity, namely students experienced an increase with an average of recording the learning material conveyed by the teacher and giving examples by many students who understood. So that what the teacher explains can be explained again by students. Students have been able to provide a good summary in exercise books and on the board so that the learning is complete in this learning plan then a cycle II learning plan is made for different learning methods.

Thus it can be concluded that the results of the observation of researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved a lot, so there has been a second learning value.

Based on the results of the agreement between the teacher and the observer during the assessment of student 261 behaviour in the classroom such as: answering / responding to teacher questions, listening to the teacher's description of learning objectives, focusing attention, 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 students' abilities in the second lesson of cycle I is continued so that it can be seen that there is an increase in achievement which is supported by initial data or students' attitudes while undergoing the learning process.

Based on the results of monitoring the course of the action research stage, in the classroom there are still some students who write a summary of the contents of the inspirational story text still wrong and eliminate the main idea of the story, so it is necessary to deepen the teaching of summarizing with other methods so that all students are 100% successful in understanding the lessons taught by the teacher.

The average student learning activity in the first learning increased from the initial 45% to 70%, the average of the second learning of 45% to 75%. This percentage value has not met the target set in the success indicator, which is 80%. Meanwhile, the classical student achievement 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 standard of classical completeness set at 85%.

Broadly speaking, the learning implementation in cycle I was good enough. However, cycle I learning activities need to be improved, especially the involvement of student activities during the learning process, and the achievement of individual and classical learning completeness can be achieved at the desired value.

Therefore, in order to achieve the desired target, it is necessary to carry out learning to write a summary of the contents of inspirational story texts using illustrated video media in the next cycle, namely cycle II.

Cycle II (Learning I)

The results of the initial observation of the research that has been carried out, the researcher works with the collaboration partner to formulate an activity plan that will be carried out is still the same as learning in cycle I and cycle II, namely both making lesson plans first, then preparing observation sheets, attachments to materials for writing a summary of the contents of inspirational story texts using illustrated video media and textbooks and evaluation sheets for the results that will be done by students.

Making lesson plans (Learning Research Plans), observation sheets also need to be prepared, the point is to find out whether student activity during the learning process has increased or not. Then, students are asked to write a summary of the contents of the inspirational story text in an illustrated video. At the end of the cycle, the subject matter of learning to write a summary of the contents of the inspirational story text, students are given the task of making a picture video from the results of writing their own inspirational stories. This is to determine the increase in students' interest and learning achievement both individually and classically in the class.

Cycle II in the action given to students of class IX Plus SMP Al-Azhar Medan in the learning year 2023-2024 was carried out twice a meeting by discussing inspirational stories from a video and then summarizing the contents of the story implied in the video, and writing sentences in their assignment book. The first meeting was held on February 12, 2024 and the second meeting was held on February 13, 2024. The whole series of learning activities to summarize the content of inspirational story texts are

adjusted to the design in the research design. Cycle II was carried out twice face-to-face or meetings, each of which still discussed the same topic, namely writing a summary of the contents of inspirational story texts in illustrated videos which were then written in their respective textbooks. In the implementation of the end-of-cycle activities, the results of students' interest in learning were also obtained, which showed a significant increase, namely with the average of students' classical and individual learning outcomes. The comparison of the improvement of students' achievement or interest in learning obtained from the implementation of the final test of cycle II is as summarized in the following table:

Tabel 4. Improvement of First Learning Achievement Cycle II

Notes	Pretest	LEARNING I(1)
Highest Score	70	80
Lowes Score	50	65
Average	60	70
Total Finished	18	35
Total Unfinished	22	5
Percentage Finished (%)	45%	87.5%
Percentage Unfinished(%)	55%	12.5%
Total Students	40	40

Based on the data in the table above, students' interest in learning to write a summary of the content of inspirational story texts in cycle II has increased. The increase consisted of an increase in the presentation of classical and individual learning completeness. Classically, the percentage increase of students' learning completeness was 40.5% from the initial data before the implementation of learning activities. While students who did not complete their learning in the initial data of 55% were 22 remaining with the first learning having an increase in percentage to 12.5%. And for students who are not yet complete, they are given a reassignment or remediation of the part of the lesson that has not been mastered until they reach the targeted value. The number of students who had to experience remediation was 5 students.

Based on the table above, there was no increase in student interest in learning in the first lesson, still equivalent to the initial stage. Then students' learning achievement has reached classical completeness exceeding 85%, namely 87% of all students or has not yet reached the graduation limit, namely the Minimum Learning Completeness Standard (SKBM) set, which is 87.5% of the total number of students as many as 40 people in the class subjected to action.

Based on the data in the table above, the interest in learning to write a summary of the content of inspirational story texts of students in class IX Plus Al-Azhar Medan Junior High School in the 2023-2024 learning year, the average value of the initial data and the first learning in cycle II experienced a significant change, namely by 42%%. The number of students who completed as many as 35 people, while the number of students who did not complete was 5 out of 40 students.

Based on the results of monitoring by researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved a lot, both in terms of managing learning for individuals and groups, student discipline in learning, and preparing the room and learning resources needed by students as well as the support of supervisors, in this case the principal, and other partner teachers.

This improvement can be seen from the magnitude of the increase in student learning interest in the first lesson of cycle II. Data about the details of writing a summary of the contents of the inspirational story text of students in class IX Plus, obtained from the conclusion between the teacher and the observer (discussion). The results of the agreement between the teacher and the observer during the assessment of student 262behaviour in the classroom such as: answering/responding to teacher questions, listening to the teacher's description of the 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 students' abilities continued in the first lesson of cycle II so that it could be seen that there was an increase in achievement and interest in learning which was supported by initial data or students' attitudes while undergoing the learning process.

Based on the results of monitoring the course of the action research stage, in the classroom there are still some students who do not understand how to summarize well, 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 it can be seen clearly the difference between cycle II in the first learning and the results of the second learning, after which the next cycle is continued if it has not met the standards required by the researcher or the school.

Cycle II (Learning II)

The results of follow-up observations for the second lesson of the researcher and collaboration partners are the same as the first lesson, which is still the same as compiling a learning plan, but only different about the text that is observed. Students are asked to find a video from the internet, then the student writes a summary of the contents of the inspirational story text he has made. Making lesson plans, observation sheets also need to be prepared, the point is to find out student activities during the learning process to assess during learning both individually and classically.

At the end of the cycle, the subject matter of writing a summary of the contents of the inspirational story text using illustrated video media, each student is given the task of making a video of the summary of the contents of their respective inspirational story text which is then retold the contents of the summary of the inspirational story text using illustrated video media.

This second learning cycle II is still the same as the first learning stage for students of class IX Plus Al-Azhar Junior High School Medan in the 2023-2024 learning year, which is carried out once a meeting by discussing the summary of the contents of the inspirational story text by giving examples of sentences, summary essays to the blackboard by students individually. From the implementation of the end-of-cycle activities, the results of students' learning achievement were also obtained, which showed a significant increase, namely the average of students' classical and individual learning outcomes. The comparison of the increase in student learning achievement obtained from the implementation of the final test of cycle II is as summarized in the following table:

Tabel 5. Second Cycle II Learning Achievement Improvement

Notes	Pretest	LEARNING II(1)
Highest Score	70	90
Lowes Score	50	70
Average	60	80
Total Finished	18	38
Total Unfinished	22	2
Percentage Finished (%)	45%	95%
Percentage Unfinished(%)	55%	5%

Based on the data in the table above, students' interest in learning to write a summary of the content of inspirational story texts in cycle II has increased. The increase consisted of an increase in the percentage of learning completeness classically and individually. Classically, the percentage of students' learning completeness increased by 50%, from the initial data (pretest) from 45% to 95%. Meanwhile, students who did not complete their learning decreased by 50%. And for students who have not completed the assignment, remidi on the part of the lesson that has not been mastered until it reaches the targeted value. The number of students who had to experience remediation was 2 students.

Based on the data in the table above, the percentage of interest in learning to write a summary of the content of inspirational story texts for students in class IX Plus Al-Azhar Medan Junior High School in the 2023-2024 learning year, the average value increased. The number of students who completed the second lesson of cycle II was 38 people while the number of students who did not complete was 2 out of 40 students.

The observation results obtained in the second learning in this cycle have improved a lot, progress and seriousness of learning by students of class IX Plus Al-Azhar Medan Junior High School in the 2023-2024 learning year. Because of the results of this learning it is clear that the difference between cycle I is much improved again learning cycle II.

In learning to write a summary of the contents of this inspirational story text, it has met the classical completeness value of 85%, as desired by the researcher as well as raising the minimum completeness value from the school. It's just that there is still a need for overall improvement in Indonesian language learning at that school.

Observers assessed that a teacher during this cycle of learning was able to master the material being taught and assertiveness in the classroom increased, so that there were no more students who were lazy or went in and out of the classroom. After the teacher explained the learning material, students were given a reading text leaflet. Students were asked to pay attention to which sentences needed to be included in summarizing the reading text. Apparently, + 80% of students wrote a summary of the contents of the inspirational story text correctly, namely writing the intrinsic elements in the essay.

Thus it can be concluded that the results of the observation of researchers and partner teachers in the classroom, teaching and learning activities between students and teachers have improved a lot, so there has been a second learning value. Based on the results of the agreement between the teacher and the observer during the assessment of student behavior in the classroom such as: answering / responding to teacher questions, listening to the teacher's description of learning objectives, focusing attention, on activities carried out by the teacher, taking notes, listening, asking questions, giving examples, paying attention to the teacher, and so on. Then this research was completed at the second cycle stage, and if the other party was not satisfied with the results of the research, the party could continue the next cycle of research.

Based on the results of monitoring the course of the classroom action research stages from the beginning of cycle I and cycle II, the learning to write a summary of the contents of the inspirational story text can be concluded to have increased or it can be said that 100% of the learning interest of students in class IX Plus SMP Al-Azhar Medan in the 2023-2024 learning year has increased.

IV. CONCLUSIONS

Based on the formulation of problems, action hypotheses, and data analysis in the study, efforts to increase interest in learning to write a summary of the contents of inspirational story texts increased with an average of 60 each lesson, out of 40 students obtained the percentage of classical student learning completeness 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 95% of the total number of students who

completed 38 people while those who did not complete 2 people. Based on the data table above, the percentage of interest in learning to write a summary of the contents of the inspirational story text of class IX Plus Al-Azhar Medan Junior High School students in the 2023-2024 learning year, the average value increased. The interest in learning to write a summary of the content of the inspirational story text of students in cycle II has increased. Classically, the percentage of students' learning completeness increased by 50%, from the initial data (pretest) from 45% to 95%. Meanwhile, students who did not complete their learning decreased by 50%. And for students who have not completed are given assignments, remediation of the parts of the lesson that have not been mastered until they reach the targeted value. The number of students who had to undergo remediation was 2 students. The learning method of writing skills to summarize the content of inspirational story texts using illustrated video media in class IX Plus Al-Azhar Medan Junior High School, Medan Johor District in the 2023-2024 learning year in increasing student interest in student writing skills is proven to have an effect in improving writing skills in students and learning interests and student learning achievements.

ACKNOWLEDGEMENTS

The author expresses gratitude to all respondents, institutions, sponsors, and financial supporters who contributed to this research. No subjective evaluations were included.

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