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by Ratakan Laoli

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CHAPTER I INTRODUCTION

A. The Background of the Research

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader and it is also a process of converting thoughts and ideas into written form not just a process of connecting words into sentences or paragraphs, but is a series or steps of ideas, thoughts and feelings that are organized in the form of words and combined into sentences into paragraphs where each sentence is closely related. As Khairani and Zainuddin (2011:2) state that writing, especially academic writing is not an easy thing. It takes study and practice to develop these skills. For native speakers and new learners of English, it is important to note that writing is a process, not a “product”. Since writing is the most difficult process in the language, students have to study harder to be able to write effectively.

Based on the 2013 curriculum syllabus at SMK Negeri 1 Sitolu Ori, especially in the twelfth grade, writing is one of the skills that must be taught to students based on the competence that states Compiled report text that involve giving and asking for information to read some information report texts related to subjects in class XII in making short and simple texts about natural phenomena related to writing followed by orders/suggestions, with paying attention to social functions, text structures, and linguistic elements that are correct and in context. And core competencies expect students to be able to understand, apply, analyze, and evaluate factual, conceptual, procedural, and metacognitive knowledge based on students' curiosity about the art of writing.

Khairani, Zainuddin (2011:5) state:

Report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. Report means a text which describes things in general. It's a little bit different from descriptive text which describes specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are heredity, simple past tense

is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details.

Based on the statement above, it can be said that writing a report text is one of the activities carried out in secondary schools, especially in the twelfth grade in accordance with the syllabus of subjects in general.

Based on observations made by researcher when doing internships in the last semester and also the results of interviews conducted by the researcher with English teachers at SMK Negeri 1 Sitolu Ori on Wednesday 3th November 2021 that students still have many weaknesses, especially in the arrangement of writing report texts, students have difficulty making arrangements and how to describe the report text specifically and accurately.

This research was carried out in class XII of SMK Negeri 1 Sitolu Ori in 2021/2022. The results of this study provided an overview of the situation that was occur in schools, especially in learning English. In this case the researcher hoped to provide insight to readers about students in writing analytical report texts. In this study, the researcher tried to describe some of the limitations experienced by students, especially in the twelfth grade at SMK Negeri 1 Sitolu Ori as one of the objectives of this research is to test students' ability in writing analytical report texts. In conducting this research, the researcher used a qualitative descriptive technique in analyzing the data. It's supported by Atmowardoyo (2018:198), Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The word "existing phenomena" makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. This research is a qualitative descriptive research because this research is designed to analyze students' ability in writing report texts.

Based on the description above, the researcher was interested in conducting the research entitled "A Descriptive Analysis of Students' Ability in Writing Report Text at the Twelfth Grade of SMK Negeri 1 Sitolu Ori in 2021/2022

B. Focus of the Research

From the description of the background above, the researcher identifies the focuses of the research namely:

1. The students' ability in writing report text.
2. The factors affecting the ability of twelfth grade in writing report texts.

C. Formulation of the Problem

Based on the focus of the research above, the researcher identifies the formulations of the problem as follows

1. Are the twelfth grade students able to write report text?
2. What are the factors affecting the ability of twelfth grade in writing report texts?

D. The Purpose of the Research

Based on the description above, the aims of this research are follows:

1. To know the students' ability in writing report text.
2. To describe the factors that affecting the ability of twelfth grade in writing report texts.

E. The Significances of the Research

The significances of the research is divided into two significances both theoretically and practically in the following:

1. Theoretically
 - a. Theoretically, the result of this research provides the description of students' ability in writing report text.
 - b. This research will give contribution in theory of teaching-learning English in the class.
2. Practically
 - a. For the researcher, as a tool and way to enrich his knowledge and experience in analyzing and describing the students' report text writing in generic structure through descriptive analysis.

- b. For the students, by conducting the research, it shows the students about how to write the structure of report text.
- c. For the teachers, it will improve the teachers' ability and knowledge for looking the best and suitable components of teaching writing in the class such as strategy, material, media etc.
- d. For other researchers, this research can be used as references and a source of improvement in doing research in the same field in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Writing

a. Definition of Writing

Writing is very popular in English learning activities where everyone knows about writing. Moreover, writing is part of the English language skills that must be mastered by everyone. Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader. Writing is also a process of developing ideas into writing that contains meaning and can be understood by the reader. Writing is the act of putting letters, symbols, or words on paper or on a computer screen. Writing is used to express and explain ideas. Khairani, Zainuddin (2011:4) states that writing is an expression of language in the form of letters, symbols or words. Symbols must be arranged according to certain conventions, to form words and words must be arranged to form sentences. Furthermore Langan (2012:9) in Irwan *et al* (2018), states that writing is a skill that converts thoughts from heads into words on a piece of paper and writing is a discovery process that involves a series of steps. That is, this writing process extracts everything that is in one's head into a form of language that can be read.

Based on the theories above, the researcher concludes that writing is a very important part of language skills in delivery. Extracting and transcribing meaning or ideas from our heads into a form of language that can be read on paper.

b. Writing Process

In writing, there are the processes of writing in order to achieve well-organized writing product. According to Harmer (2004) in Husna and Multazim (2019:55) there are four main elements in writing process:

1) Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the facts, ideas or argument which they have decided. This stage is called pre-writing.

2) Drafting

The first version of writing is called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text. 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 final version.

3) Editing

In writing, the way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. In editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples etc.

4) Final Version (Final draft)

Final version is the last stage of writing. 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.

To sum up, the processes of writing include some steps such as planning where the writer needs to plan what she or he had been written, drafting where the writer must use the idea that he or she generated in the planning as a guide, editing where the writer checks all the components of his/her writing, final draft where the writer produces the final revision.

c. Types of Writing

A type of writing is one form which is an essential component of our writing result. According to Huy (2015:54), there are some classifications of writing as follows:

1) Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. Exposition is used for speech. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

2) Argumentation

Argumentation is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. Argumentation text refers to the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.

3) Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction writing mode for transmitting a mental image or the particulars of a story. Description text gives the expansion or more information of an object.

4) Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are

from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

Furthermore, Gerot and Wignel in Pestaria (2014:29) state that there are fourteen types of writing, they are :

- a) Spoof
- b) Recount
- c) Report
- d) Analytical
- e) Exposition
- f) News Items
- g) Anecdote
- h) Narrative
- i) Procedure
- j) Description
- k) Hortatory Exposition
- l) Explanation
- m) Discussion
- n) Reviews

Base on the classification of writing above, it can be concluded that writing has been decided based on the target and the purpose to use it. In this research, the researcher used report text as the material that is written by the students.

2. Report Text

a. Definition of Report Text

Report text is one type of text that must be read and written by high school students. Gerot and Wignell (1994: 196-197) in Khairani, Zainuddin (2011:5) state that report text is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. The generic structure in the report text is a general classification (telling what the

phenomenon is being discussed), and description (telling what the phenomenon is being discussed in terms of parts, qualities, and habits or behavior. According to Roza (2015:3) report text is a writing which aims to describe something in general. This theory implies that the report text refers to a type of text that describes information by explaining the general information used to report information.

Then, to Mustafa and Sundayana (2006:125) in Roza (2015:3) explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form. Something that is considered to be important to report is in a text.

So it can be concluded that report text is text that contains information that describes something real, from sources such as; natural, man-made, and social phenomena in our environment. In writing the report text, the writer must describe the subject in the correct information as observed.

b. Generic Structure of Report Text

To create a well-organized text, the writer must follow the generic structure of a text type. Gerot and Wignell (1994:194) in Khairani, Zainuddin (2011:6), generic structure of report text:

- a) General Classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
- b) Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

c. Language Features of Report Text

Gerot and Wignell (1994:196-197) in Khaorani, Zainuddin (2011:6), language features of report text:

- a) Introducing group or general aspect,
- b) Using of Relational Processes³.Using conditional
- c) logical connection; when, so,
- d) Using of simple present tense (unless extinct),
- e) No temporal sequence.

Table 2.1

EXAMPLE OF REPORT TEXT FROM KHAORANI, ZAINUDDIN (2011:6)

Platypus	
<p>Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia.</p> <p>Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light.</p> <p>Platypus lives in streams, rivers, and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">General classification</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 20px;">Description</div>

3. The Factors Affecting in Writing Report Text

In conducting this research the researcher was inspired by some theories about the students' difficulty in writing report text. As the researcher explained below:

According to Situmorang (2022:18) Writing is seen to be difficult by the majority of students' because there are several crucial components in writing such as vocabulary, spelling, punctuation, and grammar.

Because they don't grasp the report material, children are having difficulty learning English. However, throughout, this sort of Report Text does not receive a significant amount of explanation in the form of teaching materials and from the lecturer's explanation. Students must make an attempt to solve and comprehend the lesson of the report text.

Moreover, according to Situmorang (2022:19) The problem that occurs in writing is a problem posed by students. Some students are still not thorough in writing, and also don't understand how to find ideas and develop ideas. The types of problems in writing are grammar problems, sentences structural problems, word choice problems and cognitive problems. Grammar problems, mechanical problems, sentences structure problems and problems of diction problems are linguistic problems that hamper students' effective in writing English.

In addition, Harmer in Situmorang (2022:19) states that most people will not realize that writing is a craft. You have to take your apprenticeship in it like anything else. Based on the statement, writing is an important skill but a difficult skill for students to master, because of many tools in it. When practicing to produce great writing, difficulty is a common word for students.

The three theories above were aimed to answer the focuses of the research.

B. The Latest Related Research

In conducting this research, the researcher was inspired by some of the earlier researches related to this research. As the researcher explained below:

First, Azizah (2019) conducted a study about "Students' Ability in Writing Report text of Grade XI at SMK Negeri 1 Painan". This study aims to determine the students' ability in writing report texts. The focus of this research is on the students' ability to write Generic Structure and Language Feature from the report text. The participants of this study were students of class XI SMK Negeri 1 Painan. In taking samples, this

research uses stratified random sampling. The data in this study were derived from texts written by the students then in collecting the data using a writing test. The test is then scored using an assessment rubric. Based on the analysis data, it was found that there were no students who had extraordinary and very good abilities in writing report texts.

Secondly, Prayuda (2020) conducted a study about "An Analysis of Students' Writing Error in Report Text". This research purposed to measure the students' writing errors in report text so that it can find the kinds of errors that were faced by the students in the writing of report text. This research was conducted in descriptive research and the method in taking the sample was random sampling. The instruments for this research were observation and interview. The result of this study was that most students did errors in the word form.

Thirdly, Retnowati (2017) conducted a study about "Improving Students' Skill on Writing Report Text Using References (A Report on Best Practice Conducted at Grade 9 of SMP Negeri 1 Dramaga Bogor)". This research has presented information about how to improve students' report text writing skills using references. This study describes the teaching procedure for writing report texts using references. The process includes planning, drafting, editing, and final processing. References are used in pre-writing activities.

Based on the latest researches above, there are similarities or relationship related to this research. Firstly, the research design is similar. It is a descriptive qualitative research. Secondly, the focuses of this research are similar in the concept of students' ability.

C. Conceptual Framework

The researcher decides to conduct this research based on the wishes of the researcher who are influenced by the development of situations and conditions when making decisions. Based on the syllabus that the researcher has gotten from SMK Negeri 1 Sitolu Ori, Report text is one

type of text being taught in that school. So, the researcher is interested in conducting the research on the students' ability to write a report text.

In this research, the test is used as the main data and interviews as secondary data. After all the data is collected, it is analyzed. Then, the results of the data analysis are described and reported as the result of the research. The description of the result of the research is a real condition and situation that the researcher meets and gets either directly or indirectly in the field.

The researcher conducted the research by using the following concept:

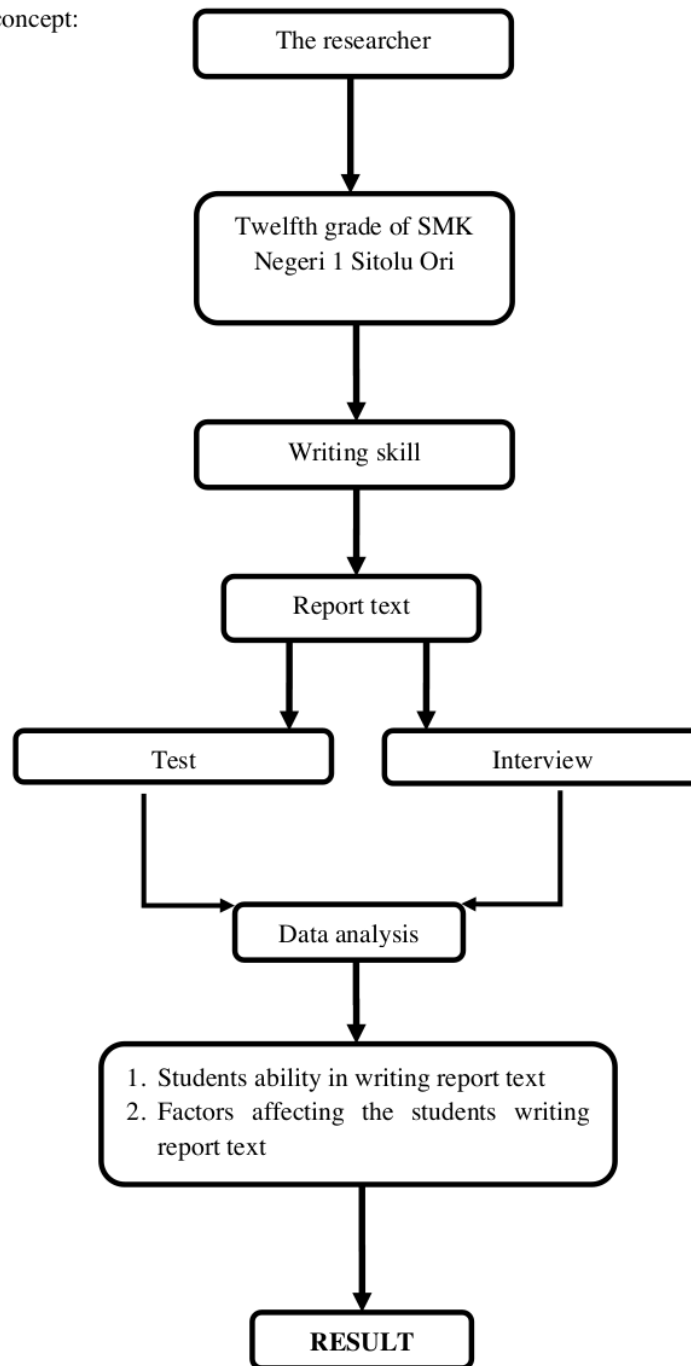


Figure 2.1 The Conceptual Framework of the Research

CHAPTER III

RESEARCH METHOD

Research methods are strategies, processes or techniques used in collecting data or evidence for analysis in order to uncover new information or create a better understanding. There are different types of research methods that use different tools for data collection. In this study, the researcher used a qualitative descriptive method because this study is designed to analyze students' ability in writing report texts.

Azizah (2019:227) states that qualitative research seeks to delve deeply into the research setting to gain an understanding of how things are, why they are the way they are, and how participants in the context perceive them. Creswell (2014:239) states that the data collection of qualitative research consists of some procedures as follows: identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. So it can be concluded that this qualitative research is an attempt by researchers to find out what and how to gain a deeper understanding of the context. This research begins with the problems faced by teachers in teaching writing report texts to overcome the problem of teaching the same material in the 2021/2022 school year.

A. Research Approach and Type

The researcher used an inductive approach which aims to find the focus of the research. The reason researcher conducted research using an inductive approach with the aim of finding meaning that comes from facts. The instrument that used in this research is structured interviews with English teachers and students. The researcher conducted the interview with English teachers and students to get deeper information. This qualitative data source

showed the factors that influence student writing. Gay et al (2012:382) say "in a formal structured interview, the researcher has a certain set of questions that raises the same information from the respondent".

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that researcher can measure or observe and varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions.

Creswell (2012:112) in Basir (2020:20) say that when variables range, it means that scores will assume different values depending on the type of the variable was being measured. In this research, the variables were the dependent variable and the independent variable. An independent variable is an attribute or characteristic that influences an outcome or dependent variable. The independent variable is the cause of the other variable. Based on the definition above, the independent variable of this research was determining the structure in writing report text.

The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. It is the effect of the independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was students' ability.

C. The Setting of the Study

The research location is SMK Negeri 1 Sitolu Ori which is located in North Nias. there were 30 teachers and 2 of them were English teachers. SMK Negeri 1 Sitolu Ori consisted of 11 classes, of which 5 classes were class XII and the number of class XII was 83 students.

D. Research Data and Informant

The data of the research indicates the types of data that should be collected and analyzed by the researcher. According to Susanti (2017:28),

The qualitative data is use to describe the situation during the learning teaching process. The qualitative data such as: interview, observation sheet, diary notes and documentation. Interview is useful to get information which have been done into cycles both students and the teacher. The writer interviews the student in order to know their weakness and problem at writing descriptive text. Observation sheet is useful to know student's reaction and to see the development that is exist since applying the learning cell learning strategy. Diary notes contain the writer personal evaluation about the class progress of the project.

Research data indicates the types of data that must be collected and analyzed by researcher. Transcripts of structured interviews with English teachers and students were distributed to English teachers and students at SMK Negeri 1 Sitolu Ori. The structured interview transcripts were prepared by the researcher. In this case, the researcher conducted interviews with English subject teachers and students at SMK Negeri 1 Sitolu Ori. In this research, researcher selected 18 students of class XII SMK Negeri 1 Sitolu Ori as informants. The researcher chose this class based on information from the English teacher that the class could be used as an object of research to write a report text.

E. Schedule of Action

This research was conducted on November 2021. The time allocation refers to the education calendar of SMK Negeri 1 Sitolu Ori.

F. Procedure of Collecting Data

Creswell (2014:239) states,

The data collection of qualitative research consists of some procedures as follows: identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

Regarding to the theory above, the researcher applied these procedure to identify the informant of the research namely Class twelfth of SMK Negeri 1 Sitolu Ori.

a. Document

A source of information in this research is documents. Creswell (2014:241) states that documents can be a data which is includes public documents minutes of meetings, newspaper and privates documents journals, diaries, of letters. In conducting documents method, the researcher takes syllabus of SMK Negeri 1 Sitolu Ori.

b. Interview

Interview is activity that involves the researcher and students where the researcher will give some question to be answer by teacher and students. Creswell (2014:241) sates that to collect the interview data there are some types, 1) one-on-one interview in person interview, 2) telephone researcher interviews by phone, 3) focus group researcher interviews participants in a group, 4) e-mail internet interview. Thus, in this case the researcher should collect data with doing interaction or communication directly to make clear the document data. Based on the types of interviews above, the researcher interview with the English teacher as well as the students in getting the deeper information about the students' problem and the factors influencing their writing based on their score.

Table 3.1
THE EXAMPLE OF STUDENTS' INTERVIEW SHEET

INTERVIEW SHEET	
Name	: _____
1. <i>Apa yang mempengaruhi kemampuan menulis anda?</i>	
2. <i>Apa yang mempengaruhi hasil penulisan general structure dalam report text anda?</i>	
3. <i>Apa yang menyebabkan sulitnya mengidentifikasi bagian-bagian struktur report text anda?</i>	
4. <i>Mengapa tulisan report text anda masih sangat singkat dan sederhana?</i>	

Table 3.2
THE EXAMPLE OF ENGLISH TEACHERS' INTERVIEW SHEET

INTERVIEW SHEET	
1.	<i>Apa hambatan yang dialami siswa dalam mempelajari report text?</i>
2.	<i>Apa yang mempengaruhi hasil penulisan general structure dalam report text siswa?</i>
3.	<i>Apa yang menyebabkan sulitnya mengidentifikasi bagian-bagian struktur report text siswa?</i>
4.	<i>Bagaimana pendapat anda tentang terjemahan yang dilakukan siswa dalam menulis report text?</i>

The following interview sheets that describe the improvement of the student achievement in writing report texts.

a. Analyzing the Quantitative Data

The researcher continued to analyze in this research using quantitative analysis techniques that function to describe and interpret the results of students' report text worksheets. In analyzing the data, the researcher applied Brown rubric in Umami (2016:7) as follows:

Table 3.3
SCORING RUBRIC ADOPTED FROM BROWN (2014:7)

Aspect	Score	Performance Description
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic

Organization (O) 20 % - Identification description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

This rubric is used to score the result of the student worksheet to get the final result by using the following formula.

$$\text{Students' Mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Then the researcher interpreted the scores into the Arikuntos' criteria; they are excellent, very good, good, fail, poor or very poor. The table of writing score criteria according to Arikunto (2013: 245). It can be seen in the following table below.

Table 3.4
THE INTERPRETATION RANGE OF STUDENTS' WRITING
ACHIEVEMENT

Test Score	Probable class performance
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fail
51-60	Poor
Less than 50	Very poor

b. Analyzing the Qualitative Data

The researcher continued to analyze the secondary data obtained from the transcripts of interviews. The researcher conducted the interview to the students based on the structured interview. Gay et al (2012:382) state "in a formal structured interview, the researcher had a specified set of questions that elicits the same information from the respondents". Moreover, Gay et al (2012:467) state one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data. The explanation is as follows:

1) Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.

2) Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

3) Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher will categorize all of the collected data into some classifications or categories. The researcher will examine and compare all data, one to another to categorize them.

Through this step, the researcher could easily analyze the secondary data. Firstly, the researcher had read the result of the interview and the

researcher also highlighted the important sentences and could be noted for the important parts of the data that needed more explanation. Secondly, the researcher described the experience from the phenomena such as, the source of the data, how the data taken, and so on. Lastly, the researcher categorized to classify the data.

Furthermore, the interview for the students and English teacher could be conducted after the researcher analyzed the quantitative data. The quantitative data is the documentations of students' report text writing. Based on the result of the data analysis, the researcher conducted the interview to get the factors that affect the students' writing in generic structure of report text. In this research, the researcher used structured interview.

G. Checking the Validity of the Data and Research Findings

Checking the validity of the data is an important thing to do in conducting a research. As Creswell (2014:225) says that validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. Moreover, Sireci and Faulkner-Bond (2014:100) say that the validity of an assessment is described as "the degree to which evidence and theory support the interpretation of test scores entailed by their proposed use".

In checking the validity and research findings, the researcher used four criteria by Lincoln and Guba (1985) in Jhonson and Rasulova (2016:12) as follows.

Table 3.5
LINCOLN AND GUBA'S PRINCIPLES FOR EVALUATING
TRUSTWORTHINESS IN QUALITATIVE RESEARCH

Qualitative Research	Questions that underpin the principles of qualitative research (Pretty, 1994: 42)
Credibility	How can we be confident about the 'truth' of the findings?
Transferability	Can we apply these findings to other context or with other groups of people?
Dependability	Would the findings be repeated if the inquiry were replicated with the same (or similar) subjects in the

	same or similar context?
Confirmability	How can we be certain that the findings have been determined by the subjects and contexts of the inquiry, rather than the biases, motivations and perspectives of the investigator?

a. Credibility

Many researchers argue that the most important criterion for judging a qualitative research is its credibility. Shanton (2004:63) in Chowdhury (2015:148) says that credibility is the accuracy of research findings where investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. Moreover, Jhonson and Rasulova (2016:15) say that a research is seen as credible when the researcher has confidence in the truth of the findings with regard to the subjects of research and the context where it was conducted. It means that credibility establishes whether the research findings represent possible information drawn from the participants' original data (truth) and is a correct interpretation of the participants' original view.

b. Transferability

Transferability is when the research descriptions and findings are sufficient to draw similarities with another context. Transferability refers to the degree to which the result of qualitative research can be transferred to other contexts with other respondents, it is the interpretive equivalent of generalizability. According to Bitsch in Anney (2014:276) in tranferability, the researcher facilitates the transferability judgement by a potential user through thick description and purposeful sampling. In other words, when the researcher provides a detailed, clear, sistematic description of the research, so it will encourage the readers for deciding the application of that research to other contexts as well as it facilitates the tranferability of the research.

To achieve this criterion, the researcher needs to provide detailed descriptive information. These details should enable the reader to judge the applicability of findings to her own settings. Nevertheless, the researcher has the (ethical) responsibility to describe the findings in the way that allows

transferability and let the reader decide whether those meanings are transferrable to her context (Baxter and Eyles, 1997 in Jhonson and Rasulova, 2016).

c. Dependability

According to Bitsch in Anney (2014:278), dependability refers to stability of finding over time, it involves the participants evaluating the findings and the interpretation and recommendations of the research to make sure that they are all supported by the data received from the informants of the research. Moreover, Jhonson and Rasulova (2016:22) say that dependability is to ensure consistent data collection without unnecessary variations to ensure repeatability of the research process. This is about being able to trace sources that the data comes from and about documenting the data, methods and decisions made during the fieldwork. So consistency in the entire research process is key for achieving dependability.

d. Confirmability

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. Baxter and Eyles (1997) in Jhonson and Rasulova (2016:20) say that confirmability is about ensuring that the research process and findings are not biased, hence it refers to both the researcher and the interpretations.

This raises the issue of distance from and influence of the researcher on data collection and analysis when the researcher is actively involved with research participants and constantly engages with the data. This closeness of the researcher to the object of the research is argued to be a unique feature of qualitative data, so it is challenging for the researcher as a 'positioned subject' (Rosaldo, 1989, in Jhonson and Rasulova, 2016:20) to consciously reflect about his own acts and background in relation to the data.

Confirmability is concerned with establishing that the data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data. The result is obtained from the process. Confirmability is achieved when the interpretation of data is neutral and free from the researcher's personal bias (Jhonson and Rasulova, 2016:20).

H. Procedure of the Research

In conducting the research, previously has done a preliminary observation and semi structural interviews to the English teacher then the researcher has analyzed the preliminary data. The researcher will continue to do the research by following the steps below

- a) The researcher asked permission to the principal of SMK Negeri 1 Sitlu Ori to do the research.
- b) The researcher tested the students' at SMK Negeri 1 Sitolu Ori.
- c) The researcher analyzed student test results.
- d) The researcher validated the results of the student test.
- e) The researcher prepared the semi- structural interviews to English teacher and students'.
- f) The researcher validated the semi-structured interview that has been prepared by the researcher.
- g) The researcher came to the school to do formal and semi-structured interview with English teacher and the students.
- h) The researcher came to school to get the syllabus of SMK Negeri 1 Sitolu Ori.
- i) The researcher analyzed the results of interviews from English teachers and students.
- j) The researcher validated the results of semi-structured interviews that have been conducted by the researcher
- k) The researcher described the students' writing report text result based on instrument rubric of writing report text.
- l) The researcher took the conclusion and made interpretation of the research.
- m)The researcher conducted the last report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Result of the Document

Based on the research design, the researcher has conducted research on students to answer the first focus of the research. Document retrieval was carried out on Saturday, March 26, 2022. To collect documents, the researcher collaborated with English teachers at SMK Negeri 1 Sitolu Ori and observed and collected student work in writing report texts. After that, the researcher conducted an analysis of the students' work with an assessment adopted from the assessment rubric by Brown (2014: 7). After that, the researcher conducted interviews with students to find out the factors that influence students' ability to write report texts which are supported by the theory. Creswell (2014: 225) says that validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the point of view of researcher, participant, or reader of a report. The data were validated by internal validators, namely research lecturers (Mr. Riswan Zega, S.Pd., M.Hum) and English teachers (Ms. Titian Nidam Hulu S.Pd.). They are considered experienced validators because they often teach English.

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Table 4.1
THE STUDENTS' RESULT OF
WRITING REPORT TEXT

Students Name of Writing Report Text	Score	Content (C) 30 % - topic - detail
Agus desniat zega	3	
Angga dela s. zega	1	
Arjuna harefa	2	
Berliang sAng putri zai	4	Organization (O) 20 % -Identification description
Dedisyah putra zega	3	
Desmartiawati zega	4	
Ester harefa	2	
Hengki putra zega	1	Grammar (G) 20 %
Kasih harapan zega	2	
Kristiani harefa	2	
Linda ratna w. zega	1	Vocabulary (V) 15 %
Markus hulu	1	
Mari susanti zega	2	
Nelvin purnama s. zega	3	Mechanics (M) 15 % - Spelling - Punctuation
Nobel roswita zega	3	
Wanpius putri w.s. zega	1	

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Based on the data presented in the previous table (tables 4.1) and the explanation of the results of the research that there is 1 student (5%) who is included in the sufficient category in writing report texts. On the other hand, there were 10 students (50%) who were not good at writing report texts. Furthermore, there were 5 students (45%) who were included in the category of failing in writing report texts. The results of the study also show that the factors that affect students' ability to write report texts are lack of vocabulary.

Table 4.2
THE PERCENTAGE OF THE STUDENTS' MASTERY CATEGORY

Test Score	Probable class performance
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fail
51-60	Poor
Less than 50	Very poor

2. The Result of Interview

a. Students Interview

Based on the research design, the researcher conducted interviews with students in answering the focus of the two studies. Before the researcher went to the school to interview the students, the researcher validated the interview questions with the validator. After the validator approved the interview, the researcher went to the field and took data from the informant.

The researcher conducted interviews with students using structured interviews on Friday, March 26, 2022. In conducting interviews, researcher collaborated with English teachers to direct students to answer questions. After collecting student interview sheets, the researcher calculated and made a recapitulation of student answers using the following table:

Table 4.3
THE RECAPITULATION OF RESPONSES STUDENTS' INTERVIEW

Item Number of Question	The Factors of Influenced	Response	SUM	%
1	Carelessness	<i>The students' did not know to write</i>	11	55 %
	Translation	<i>The students' experience translate case</i>	9	45 %
2	Lack of Grammar	<i>It was difficult for them to use simple past tense</i>	7	35 %
		<i>It was difficult for them to differentiate a verbal</i>	3	15 %
		<i>It was difficult for them to differentiate nominal</i>	10	50 %
3	Lack of Vocabulary	<i>Less of vocabulary particularly verbal and nominal</i>	6	30 %
		<i>The students' were not able to express idea</i>	14	70 %

Based on the table above, it is presented that the main influencing factors were carelessness, there are 4 students (55%) who say they don't know writing, and translation, there were 6 students (45%) who say that they have experience in translating. case. Furthermore, the content factor, in the lack of grammar there were 6 students (35%) who stated it was difficult.

At the end of the lack of vocabulary there were 10 students (30%) who said that they lacked vocabulary especially verbal and nominal and there were 12 students (70%) who said that they were not able to express ideas.

Table 4.4
THE MOST RESPONSES OF STUDENTS' FACTORS INFLUENCE

No	Response	Number of Students	%
1	<i>The students were not able to express ideas</i>	12	70%
2	<i>The students did not know to write</i>	12	55%
3	<i>It was difficult for them to differentiate nominal</i>	10	50%
4	<i>The students experience translate cases</i>	9	45%
5	<i>It was difficult for them to use simple past tense</i>	7	35%
6	<i>Less of vocabulary particularly verbal and nominal</i>	6	30%
7	<i>It was difficult for them to differentiate verbal</i>	3	15%

b. The English Teacher Interview

The researcher conducted interviews with teachers using structured interview questions on Friday, March 26, 2022 to find out the factors that influence students in writing report texts. After the researcher interviewed the students, the researcher interviewed the English teacher according to the influencing factors. The researcher has written their responses on the form provided. The results are as follows:

Table 4.5
THE ENGLISH TEACHER'S INTERVIEW

Item Number of Question	The Factors of Influence	Response
1	Carelessness	<i>Because the students still did not care about how to use simple past tense was very well. And when they wrote, they were only written in simple sentences because they were afraid if they made a fault.</i>
2	First language	<i>Because they had limited English vocabulary. Because of the influence of the first language, they rarely tried to write in English.</i>
3	Translation	<i>In my opinion, they were should develop more. Because they were still translated word by word. So, the meaning of their writing made us did not understand.</i>
4	The lack of grammar	<i>And also one of the weaknesses that affect students in writing report texts because students find it difficult to express ideas for them to make as a sentence in writing</i>
5	The lack of vocabulary	<i>Because the students still got less vocabulary, so they had difficulties developing the content of their writing.</i>

B. Discussion

1. The Analysis and Interpretation of the Research Findings

a. The Students' Ability in Writing Report Text

Regarding the theory in Chapter II, according to Atmowardoyo (2018: 198) "Descriptive research is defined as a research method used to describe existing phenomena as accurately as possible". Based on the LKS document, that the teacher has asked students to write a report text. After that, the researcher analyzed the students' worksheets through the simple past tense formula by Azar (1989) in Heppi (2019:14). Next, the researcher calculated the students' scores using the formula (Sudjana (2009) in Alfatah (2013)). Based on the data presented in the previous tables (tables 4.1) as well as an explanation of the results of the study that there was 1 student (5%) who was included in the sufficient category in writing report texts. On the other hand, there were 10 students (50%) who were categorized in the poor category in writing report texts. Furthermore, there were 9 students (45%) who fall into the category of failing in writing report texts. Based on the analysis above, it can be stated that most of the students are not able to write report texts based on this, this shows that the students' ability in writing report texts for class XI TKJ SMK N 1 Situlu Ori failed.

b. Factors Affecting the Students' Ability in Writing Report Text

Based on the data in the table (tables 6 and 7), the factors that influence students in using the simple past tense in narrative texts are various based on Norrish (1983) theory in Wardah (2019:78). The main factor affecting carelessness 55% of students said that they do not know writing, and translation 45% of students said that they have experience in translating cases. Comparing these results, it can be stated that the main factor influencing students is the difficulty of translating in English. The teacher's response also adds to the fact that students still find it difficult to use English vocabulary. This is influenced by Indonesian vocabulary

which makes them rarely try to write in English. It makes them very low in writing English.

In addition, based on the theory of Harmer (2005) in Mohamad (2019:126) that the factors that influence students in writing report texts are about content related to the lack of grammar. The researcher noticed that the students might not translate the vocabulary in their every sentence. As additional information, the teacher admitted that he was still confused and sometimes it was difficult to make a sentence in English

Related to the lack of vocabulary, 30% of students lack mastery of vocabulary in particular, and 70% of students admit that they are unable to express their ideas in writing. This is also supported by their English teacher who said that students could not express their ideas because they lacked vocabulary. Based on the students' responses, 70% of the students were unable to express their ideas in writing or lacked vocabulary. In addition, the researcher found other findings such as lack of diction, lack of time signal and difficult for them to distinguish place prepositions. So, that's what causes their content not to develop.

2. The Researcher Findings versus the Latest Related Researchers

In the previous chapter, researcher stated there were three latest related researches. The first, Azizah (2019) conducted a study about "Students' Ability in Writing Report text of Grade XI at SMK Negeri 1 Painan". This study aims to determine the students' ability in writing report texts. The data in this study were derived from texts written by the students then in collecting the data using a writing test. The test is then scored using an assessment rubric. Based on the analysis data, it was found that there were no students who had extraordinary and very good abilities in writing report texts. While based on researcher data analysis, it showed that students' Ability in Writing Report text achieved low score, most students unable to write report text.

Secondly, Prayuda (2020) conducted a study about "An Analysis of Students' Writing Error in Report Text". This research purposed to measure the students' writing errors in report text so that it can find the kinds of errors that faced by the students in the writing of report text. The result of this study was that most students did errors in the word form. Based on the research data analysis it showed that the findings of the research have a similar result.

Thirdly, Retnowati (2017) conducted a study about "Improving Students' Skill on Writing Report Text Using References (A Report on Best Practice Conducted at Grade 9 of SMP Negeri 1 Dramaga Bogor)". This research has presented information about how to improve students' report text writing skills using references. The result of the research showed that most of student unable writing report text by using references. From 20 students only 5 students who achieved a good score. Based on the researcher data analysis showed that have similar research.

From the three researches above It shows that the students ability in writing report text was in a low score. It could be concluded that the two of the research findings above have a similar data while one of them have a different data which most of student were able to write report text used stratified random sampling.

3. The Research Findings versus the Theories

After getting the result of the research the researcher compared it with the theory of the research. The research was focused on finding out the students' ability in writing report text. First theory, According to Roza (2015:3) report text is a writing which aims to describe something in general. This theory implies that the report text refers to a type of text that describes information by explaining the general information used to report information. Compared to the theory above, the researcher used documentations and interview to find out the students' ability in writing general classification and description.

Second theory, according to Mustafa and Sundayana (2006:125) in Roza (2015:3) explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form. Something that is considered to be important to report is in a text. Compared to the theory above the researcher used the language future as follows: Introducing group or general aspect, using of relational processes, using conditional, logical connection; when, so, using of simple present tense (unless extinct), no temporal sequence.

In the result on the research it had been found that a number of students were able to write report text while in another hand most of students were unable to write report text, because of some factors affected it was students lack mastery of vocabulary in particular, And also one of the weaknesses that affect students in writing report texts because students find it difficult to express ideas for them to make as a sentence in writing.

4. The Research Findings Implication

The research findings showed that descriptive analysis has the significant towards the analysis of students' ability in writing report text and factors affecting it. For the students, by conducting the research, shows the students about the level of their ability and the ability of writing report text. This enables the students to know the level of their ability and lead then to increase their ability in writing report text.

For the English tether the research has same implication. The research findings show the students' progress in learning as well as the level of their ability and factors affecting it. It will improved and encourage the teachers' ability and knowledge for looking the best and suitable components of teaching writing report text in the class such as language future of report text, material, topic, media etc.

5. The Research Findings Limitation

There were some limitations from the research after the researcher conducted this research, such as:

- a. As a beginner, the researcher realizes that this process or research has not been completed properly, is full of weaknesses and of course needs improvement for further researchers.
- b. The students' lack of understanding in writing report texts such as translation, grammar and vocabulary and also one of the weaknesses that affect students in writing report texts because students find it difficult to express ideas for them to make as a sentence in writing.
- c. The researcher had limited references and better knowledge in dealing with qualitative analysis, and have limited experience in handling written materials

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research results from taking student worksheet documents and the results of interviews, it can be concluded that most of the XII grade students of TKJ SMK Negeri 1 Sitolu Ori are unable to write report texts with an average score of 38 or fail. Based on the data presented in the previous table (tables 4 and 5) and the explanation of the results of the research that there is 1 student (5%) who is included in the sufficient category in writing report texts. On the other hand, there were 10 students (50%) who were not good at writing report texts. Furthermore, there were 5 students (45%) who were included in the category of failing in writing report texts. The results of the study also show that the factors that affect students' ability to write report texts are lack of vocabulary, and also one of the weaknesses that affect students in writing report texts because students find it difficult to express ideas for them to make as a sentence in writing.

B. Recommendation

There are several suggestions from researchers after conducting research, such as:

1. For English teachers at SMK Negeri 1 Sitolu ori

It is very important to improve their teaching methods by using effective teaching techniques, increasing teaching vocabulary based on students' responses to the most influencing factors to make students understand the material better and reduce verbal and nominal form errors in their sentences.

2. For students of SMK Negeri 1 Sitolu ori

Students must eliminate the perception that English is very difficult to learn. Changing mindsets and study habits will have a positive impact on a

bright future. For other findings, the researcher suggests students to pay attention to their writing about diction, time signals and place prepositions

3. For the future researchers

The researcher suggests the future researchers to explore about writing report text especially that have not explore by the researcher in the research.

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