STUDENTS' ABILITY IN WRITING REPORT TEXT AT THE SECOND YEAR STUDENTS OF SMPN 35 MAKASSAR

SKRIPSI

BY:
IONSIANUS HANU
4513101083

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BOSOWA MAKASSAR
2018

STUDENTS' ABILITY IN WRITING REPORT TEXT AT THE SECOND YEAR STUDENTS OF SMPN 35 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial Fullfillment of the Requirements for the Sarjana Degree (S.Pd)

BY:
IONSIANUS HANU
4513101083

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BOSOWA MAKASSAR
2018

SKRIPSI

STUDENTS' ABILITY IN WRITING REPORT TEXT AT THE SECOND YEAR STUDENTS OF SMPN 35 MAKASSAR

Submitted by

IONSIANUS HANU
NIM 4513101082

Had been defended in front of Skripsi Examination Committee
March 21st, 2018

Approved by:

Supervisor I,	Supervisor II,
Hj. Restu Januarty Hamid, S.Pd.I., M.Pd.	Rampeng, S.Pd., M.Pd.
NIDN. 0905018503	NIDN. 0916047806

Under the cognizance of,

Dean Faculty of Teacher Training and Education,	Head English Education Department,
Dr. Asdar, S.Pd., M.Pd.	Ulfah Syam, S.S., M.Pd.
NIK. D. 450375	NIK. D. 450394

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "*Students' Ability in Using Modal Auxiliaries at the Second Year Students of SMP Muhammadiyah 13 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 19 Maret 2018

Yang membuat pernyataan

Ionsianus Hanu

Nim : 4513101082

ACKNOWLEDGEMENT

In the name of God the Beneficent the Merciful. All praise be to God, Lord of the World, who has blessed and given the writer abundant mercies, helps and guidance so that he could complete this “skripsi” properly; peace and blessing be upon the prophet Muhammad (peace be upon him),his families, his companions, and his followers.

The writer is absolutely consious that he could not carry out this work without helping of others either in materiality or in spirituality. On this great occasion, he would like to express his greatest honor to his beloved parents: Petrus Meda, his father, Maria GoretiJaju, his mother; who have given him the meaningful things and much love that never end so that he could finish his study,and also to his brothers, who have prayed him and have given huge spirit and motivation, and the whole family who have given him the moral encouragment to finish this “skripsi”. He is proud to be part of all.

The writer does not forget to express his great appreciation and gratitude to his advisor, Hj. Restu januarty hamied. S,Pd. M,Pd and Rampeng S,Pd, M,Pd, for his huge motivation, spirit and sincerity in guiding

him to carry out this work from the beginning to the end. The writer also wishes to express acknowledgement and deep gratitude to:

1. Drs. Lutfin Ahmad. S,Pd. M,Pd, the dean of the Faculty of Teacher Training and Education, University of Bosowa, makassar.
2. Hj. Restu Januarty Hamid, S,Pd. M,Pd, the head of English EducationDepartement.
3. Hj. Restu Januarty Hamid, S,Pd. M,Pd and Rampeng. S,Pd.M,Pd., as the supervisors for their guidance and help to the writer in finishing this “skripsi”.
3. All lecturers of English EducationDepartement who have taught and educated the writer during his study in University of Bosowa Makassar, who has allowed him to observe the school.
4. Parenrengi. S,pd. M,pd, the headmaster of SMPN 35 Makassar, who has allowed him to observe the school.
5. Yoseph B. Mangalo. S,Pd, the English teacher of SMPN 35 Makassar, who have given their time to conduct this research, all the teachers and staffs of SMPN 35 Makassar, the second year students, especially class VIII-A who have already helped him in doing this research, and all the big family of SMPN 35 Makassar.

7. The librarians of University of Bosowa, Makassar, who have him opportunity to overview the books and reference concerning with the topic discussed in this "skripsi".

Finally, the words can not be enough to be expressed, except praise be to Allah the lord of the world, for his blessing and quidence. May this "skripsi" be useful to every one, particulary for the writer and the reader in general. Also the writer realizes that this "Skripsi" is far from being perfect. It is a pleasure for him to receive constructive critics and suggestion from everyone who read this "skripsi". May God grant our wishes. Amien.

Makassar, 03 maret 2018

The Writer

ABSTRACT

HANU IONSIANUS, 2018, *Students' Ability in Writing Report Text at the Second Year Students of Smpn 35 Makassar, skripsi*,English Education Departement, Faculty of Teacher Training and Education University of Bosowa Makassar

First Supervisor: Hj. Restu januarty hamid. S,pd. M,pd

Second Supervisor : Rampeng. S,Pd. M,Pd

The aim of this study is to know the students' ability in writing report text, the content and organization of report text, the students vocabulary, grammar, and mechanism in writing reporttext at the eight grade of SMPN 35 Makassar.. This research is a descriptive research. The object of this research is report text made by the eight grade students of SMPN 35 Makassar. The methods of collecting data are writing test and analyzing document. Data of this research are the students' writing of report text. The data source of this research are the informant and writing test. The technique for analyzing data is (1) reading the students' work sheet in the form of report text. (2) analyzing the aspects of report text; content, organization, vocabulary, grammar and mechanic. (3) classifying and scoring the students test of writing report paragraph. (4) drawing conclusion based on the result of the research of the students' ability in writing report text. The result of this study shows that the students' ability in writing report text at the eight grade of SMPN 35 Makassaris average. 7 students belong to good category. There are 23 students belong to fair category, and there is no student who belongs to very good and poor category. It means that the students' ability in writing reporttext at the eight grade of SMPN 35 Makassar is fair. The most problem faced by the students in writing report text are mechanism and grammar. It can be seen from the average score of the five aspects in writing report text.

Keyword : Students' Ability, Writing, Report Text

ABSTRACT

HANU IONSIANUS, 2018, *Kemampuan Siswa Dalam Menulis Teks Laporan Di Kelas Delapan SMPN 35 Makassar*, *Skripsi*, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa, Makassar.

Pembimbing Pertama: Hj. Restu januarty hamid. S,pd. M,pd

Pembimbing Kedua : Rampeng. S,Pd. M,Pd

Penelitian ini bertujuan mengetahui kemampuan siswa kelas delapan SMPN 35 Makassar dalam menulis teks laporan, isi dan susunan teks laporan, kosa kata siswa, grammar, dan mekanisme dalam menulis teks laporan di kelas delapan SMPN 35 Makassar. Penelitian ini adalah penelitian deskiptif. Objek penelitian ini adalah teks laporan yang dibua toleh siswa kelas delapan SMPN 35 Makassar.Metode pengumpulan data adalah teks tertulis dan menganalisa dokumen. Data dari penelitian ini adalah tulisan siswa dalam teks laporan. Sumber data dari penelitian ini adalah siswa sebagai pelapor dan teks tertulis. Tekhnik untuk menganalisis data adalah (1) membaca hasil kerja siswa dalam bentuk teks laporan, (2) menganalisis aspek teks laporan, isi, susunan, kosa kata, tata Bahasa, mekanisme, (3) mengklasifikasikan dan menilai hasil kerja siswa dalam penulisan paragraph laporan, (4) menggambarkan kesimpulan berdasarkan hasil penelitian dari kemampuan siswa dalam menulis teks laporan. Hasil dari penelitian ini menunjukkan kemampuan siswa dalam menulis teks laporan di kelas delapan SMPN 35 Makassar adalah dalam tingkatan sedang. 7 siswa masuk dalam kategori baik. Ada 23 siswa masuk dalam kategori agak baik. Dan tidak ada siswa yang masuk dalam kategori sangat baik dan kategori rendah. Itu berarti bahwa kemampuan siswa dalam menulis teks laporan di kelas delapan SMPN 35 makassar adalah sedang. Permasalahan yang banyak di hadapi oleh para siswa dalam menulis teks laporan adalah dalam hal mekanisme dan tata Bahasa. Hal itu dapat dilihat dari nilai rata - rata dari lima aspek dalam penulisan teks laporan.

Kata Kunci: Kemampuan Siswa, Menulis, Teks Laporan.

TABLE OF CONTENTS

PAGE OF TITLE	i
PAGE OF APPROVAL	iii
PERNYATAAN	iv
ACKNOWLEDGEMENT	v
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENT	x
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C.Objective of the Research	3
D. Significance of the Research	3
E. Scope and Limitation	4
CHAPTER II : REVIEW OF RELATED THEORIES	5
1. The General Concepts of Writing	5
2. Targeted Skill of Writing	10
3. Writing a Good Paragraph	11
4. Teaching Writing for Junior High School	13
5. Text	16
6. Genre	17

7. General Concept of Report 20

CHAPTER III : RESEARCH METHOD 21

A. Research Design 21

B. Population and Sample of study 22

C. Research Instruments 24

D. Data Collecting Method 24

E. Data Collection Procedure 24

F. Data Analysis 26

CHAPTER IV FINDING AND DISCUSSION 30

A. Research Findings 30

1. The Description of Data 30

2. Validity 35

3. Reliability 35

B. Discussion 37

CHAPTER V CONCLUSION AND SUGGESTION 31

A.Conclusion 41

B. Suggestion 42

BIBLIOGRAPHY 44

APPENDICES 46

LIST OF TABLES

Table 3.4 Indicators of Scoring Rubric in the Report text

Table 4.1 Students' writing descriptive text score at five indicator

Table 4.2 Developing Ideas

Table 4.3 Organization Ideas

Table 4.4 Grammar

Table 4.5 Vocabulary

Table 4.6 Mechanic

Table 4.7 The Reliability

LIST OF APPENDICES

Appendix 1. Students' Writing Result

Appendix 2. Documentation Photo

Appendix 3. Biography

CHAPTER I

INTRODUCTION

1.1 Background

Human beings use language as a means of communication with other people. Not only is it a means of communicating thoughts and ideas, but it forges friendship, cultural ties, and economic relationships. Without language it is hard for people to cooperate and get along with one another. Because of that, some people who live in an area have their own language. They use the language to communicate with their own community. However, they couldn't use the language to communicate with other people from other parts of the world because they use a different language. Therefore, an international language for communicating with people from various parts of the world is needed.

English, which is spoken by people in most of the countries in the world, is known as an international language. English is used as a means of communication both orally and in writing among people from different countries in the world. It is needed for communicate and socialize in the world community.

Therefore, it is important to learn English, otherwise we will be left behind. As an international language, English has been chosen by Indonesian government as the first foreign language. It is taught at schools and considered as a major subject in junior high school and senior high

school. In some elementary schools, it is taught from fourth grade as a local content.

Basically, there are four basic skills of English: listening, speaking, reading, and writing. Students must master the four language skills in order to use English effectively. But one of the most important of those four basic skills is writing because it is one of the media of communication.

Generally, writing is difficult and complex. The students often encounter some problems in writing. They get difficulty in making a choice of words and putting the words together. In writing, the choice of words depends on the purpose and the particular situation that are being used in creating the text. Today, genre is one of important and influential concepts in English education. Dudley-Evans and S. T. John (1998: 15) stated that knowledge of genre is a key element in all communication and especially significant in writing academic or professional text. It means that genre is an important element when someone wants to communicate his idea especially in writing. Based on kurikulum 2013, the ninth grade students of junior high school study some of the genres such as procedure, report, and narrative.

Report, as one of genres which is taught in ninth grade of junior high school is a piece of text that talks about an entire class of thing or animal. Report gives information about a subject which is being the topic of the text, but students have some difficulties in learning this material. The students usually do not know about kinds of topics that can be chosen

and how to develop them to produce a report text.

Based on the background above, the researcher is interested to do a research entitle **"students' ability in writing report text at the second year students of SMPN 35 Makassar"**.

B. Problem Statement

How is the students' ability in writing a report text at the second year students of SMPN 35 Makassar?

C.Objective of the Research

To know the students' ability in writing a report text at the second year students of SMPN 35 Makassar?

D. Significance of the Research

For Students, they can find out their strenght and weakness so that they can fix the weakness and improve the strenght in writing descriptive text. For Teachers, the English teachers can use the research for increasing their method to find out the students' strength and weakness aspect in writing report text and also for another genre of text. Further Researchers, the research findings are expected to give information about writing in report text. It is hoped to be an inspiration for the next researchers who will do a research in this field. It can be the guidance for them to do a better research.

E. Scope and Limitation

The scope of this research is analyzing writing report text. This study was limited on the analysis of ability in writing. This study has the purpose to find how is the students' ability in writing report text at the second year students of SMPN 35 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature review, which covers the general concept of writing, general concept of text, General concept of genre, and General concept of recount text.

1. The General Concepts of Writing

a. Definition of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it.

Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. “Writing is functional communication, making learners possible to create imagined worlds of their own design”. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc. to convey a specific purpose. The purpose of writing is to give some information.according Richard (2000 : 172) “Writing is a two – step process. First, you figure out your meaning, then you put it into language.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. Making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and

consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia (2000:142), “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.” Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express their ideas, feelings, experience, message and opinion through words by words.

b. Types of writing

Type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write.

According to Finnochiaro (1974:85), there are two types of writing:

1. Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

2. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc. The type of writing above which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple sentence. When the teacher sets a task for young learners students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

c. Writing Conventions

Writing text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word and text formation, manifested by handwriting, spelling and layout also punctuation.

1) Handwriting

Handwriting is a personal issue. Students should not all be expected to use exactly the same style. Nevertheless badly – formed letters may influence the readers again the writer, something which is undesirable whether the work is the product of some creative task or, more seriously, work that is going to be assessed in a test. We should encourage students with problematic handwriting to improve it.

Thought more and more written communication takes place from a computer keyboard, handwriting is still important for written assignments, and most exams.

2) Spelling

Spelling in writing form is very important to be checked. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment.

One of the reasons that spelling is difficult for students of English that correspondence between the sound of a word and the way it is spelt not always obvious. So, one of the best ways to help students improve their spelling is through reading especially extensively.

d. Writing Process

Writing requires complex thinking; the process of writing involves problem solving and decision making. According to Lundsteen(:) “writing is a tool for getting along in the world”

According to Lundsteen (1994:1) that “writing process is a complicated intellectual undertaking, writers need to be creative enough to generate ideas and goal directed enough to organize hose ideas into meaningful text. Humes (1994:5) adds that "the process doesn’t move in a straight line”

Jenkinson (1994:7) stated that, “Teachers who focus on the writing process in a variety of disciplines take students through some variation of these steps:

(1) prewriting activities (jotting down ideas, listing thoughts, brainstorming, gathering information, and so on);

(2) writing a draft;

(3) peer review of the draft;

(4) revising;

(5) editing;

(6) writing the final draft; and

(7) publishing”.

Writing process approach involves the process – step necessary to produce a good quality final piece ofwriting.

The writing process is :

1) Prewriting

In this important first step, young learners are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry. For every piece of writing there is always prewrite activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and the learners. In prewrite steps, you gather ideas to write about. Taking notes in one of way to gather ideas.

There are several ways to warm up before you write, they are brainstorming and clustering.

2) Writing

Young learners write down all of their ideas. They don't worry about form of correctness or even the order. The objective is to get the ideas on paper as quickly as possible. For instance, if young learners are going to be writing a manual on how to use her favorite toy, they could write down the steps they do when they play with it.

3) Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4) Editing

Learners (with the help of their teachers, caregivers, or classmates) proof – read their work to make sure that there are not any content errors or grammatical or spelling errors. Correcting students' errors and helping students to find and correct their own errors presents a riel dilemma for teachers. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

5) Publishing

The writing piece is rewritten in a published or presentable form, in a student – made book, on special paper, and/or on a computer so that it can be displayed or shared.

These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical?. After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish.So that, the text is better produced.

2. Targeted Skill of Writing

According to Heaton (1975:138), writing involves the following skills:

a. Grammatical skills

The Ability to write correct sentences.

b. Stylistic skills

The ability to manipulate sentences and use language effectively.

c. Mechanical skills

The ability to use correctly those conventions peculiar to the written language e.g. punctuation, spelling.

d. Judgment skills

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

As we know from those skills above, grammatical skill has the main position than other skills, like as: stylistic, mechanical, and judgment skill. Because from grammatical skill, everybody knows students ability in writing by using structure sentence correct or not. Thus, talking about test that every test has purposes. For purpose of testing, as an example that grammatical skill can be measured by an objective test of grammar. It is possible to construct grammar items of this nature by drawing on the error made by students in their free written work.

3. Writing a Good Paragraph

Basically, students are hoped be able to write paragraph well, so that they have to follow the general component of writing. Paragraph is a group of sentences which has one main point and some supporting sentences. according to Arthur Hughes (2003:104) a paragraph has unity when all of its sentences are related to the main point.

Most of teachers probably agree that there are fifth general components of writing, they are :

a. Content is the substance of writing, the ideas expressed.

b. Form is the organization of the content.

c. Grammar is the employment of grammatical form and syntactic patterns, that is included in language use categories.

d. Vocabulary is the choice of structure and lexical items to give a particular tone a flavor the writing. It is also called style.

e. Mechanic is the use of the graphic conventions of the language. In writing a good paragraph, students should concern to three based thing, they are:

a. Unity

Based on the explanation above that paragraph has unity when all of its sentences are related to the main point. Unity is an important element of a good paragraph. It means that a paragraph discusses one and only one main idea from beginning to end.

b. Coherence

Another element of a good paragraph is coherence. Co- is a Latin prefix that means “together” or “with”. So, the verb cohere means “hold together”. Coherence itself means that a paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals. For coherence in writing, the sentences must hold together; that is, the movement from one

sentence to the next must be logical and smooth. Coherence has crucial position in a paragraph, because without it, a paragraph cannot be understood easily by the reader. To achieve coherence, the writer need to use the transition, such as however, but, finally, fundamentally, basically, although and nevertheless.

4. Teaching Writing for Junior High School

Teaching English at Junior High School encompasses the four language skills. They are taught in explicit manner; therefore it cannot separate them from one another because they are related to each other.

Teaching writing at Junior High School is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control her/his language performance, or his effort to have

writing practice continually. Still time allotment to learning English at Junior High School is limited that the students might not get much attention and guidance from their teacher.

While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development, which ideas will put on the text. Specific attention is needed in teaching writing English for Junior High School because the range of students' age is varies between thirteen to fifteen years old.

Students in this transition – period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced. Mark Pennington's has statement that students in this transition period have less motivation, and they present outright discipline problems22.

Based on the statement above, the researcher concludes that the teacher's role is needed to motivate students in teaching learning process while students in transition period. They have some characteristic, they are:

a. Curious and willing to learn things they consider useful.
b. Focused on themselves and how they are perceived by their peers.
c. Beginning to think critically
d. Enjoy solving "real - life" problems and they would be much happier if such problems didn't exist.
e. Resists adult authority and asserts independence
f. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things, which interest them.

When helping students to become better writers, teachers have a number of crucial tasks to perform. Jeremy Harmer (41-42) divide the numbers of crucial tasks to perform are :

a. Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to their attention.

b. Motivating and Provoking

Student writers often find themselves “lost for words”, especially in creative writing task. This is where the teacher can help, provoking the students into having the ideas, enthusing them with the value of the task, and persuading them what fun it can be.

c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

d. Responding

When responding, we react to the content and construction of a piece supportively and often make suggestions for its improvement.

e. Evaluating

There are many occasion, however, when we do want to evaluate students’ work, telling both them and us how well they have done. All of us want to know what standard we have reached (in this case of a progress

/achievement test). When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, it although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity. Thus, the researcher concludes that English teacher has crucial role and tasks to perform to students in Junior High School, especially at transition-period, because sometimes they have less motivation.

5. Text

a. Definition of Text

Oxford Advanced Learner's Dictionary (1987:1234) stated that "text is the main written or printed part of a book or page, contrasted with notes. And Longman Dictionary of Applied Linguistics (1990:292) stated that "text /tekst/ is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions".

b. Types of Text

There are two types of the text, they are:

Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about on our life and considers our beliefs. There are three main text types in

this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

Factual texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

6. Genre

a. Definition of Genre

The word genre comes from the French (and original Latin) word for “kind” or “class”. The term is widely used in rhetoric, literary theory, media theory, and ore recently linguistics. Robert Allen notes that for most of its 2,000 years, genre study has been primarily numerological and typological in function.

Swales (1998:37) defines, Genre as a class of communicative events which has (1) a shared set of communicative ur process that are recognized by the parent discourse community, (2) established constraints and contributions in terms of their content, positioning and form, and (3) nomenclature for ernes that is determined by the discourse community.

The feasibility study, progress report, and research report are all examples of what today we would call genres.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social

function of the genres is realized. While some purposes for speaking and writing remain constant across cultures, the ways in which these purpose are realized vary. Thus it is likely that there will be considerable variation of genres between cultures.

Thus from the explanation above, the researcher concludes that genre (in classroom context) is simple texts or type of literature which is communicative in its explanation to the students

b. Kinds of Genre

according to Mark Anderson and Kathy Anderson (opcit:3) There are twelve kinds of genre, they are

1) Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

2) Report

Report is a piece of text that describes the way things are, with reference to a range of natural, manmade and social phenomena in our environment.

3) Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4) Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena.

5) Exposition (Analytical)

Exposition – analytical is a piece of text that persuades the reader or listener that something needs to get attention.

6) Exposition (Hortatory)

Exposition – hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

7) New item

New item is a piece of text that informs readers, listeners and viewers about events of the day which are consider newsworthy or important.

8) Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

9) Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with

problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

10) Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

11) Description

Description is a piece of text that describes a particular person, place or thing.

12) Review

Review is a piece of text that critiques an ar work, event for a public audience

7. General Concept of Report

A report text is a piece of text that presents information about a subject.

Report usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about persons, places or things in general based on people's research.

According to Gerot and Wignell (1994: 196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While, Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and then describing their

characteristics. Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject. According to Gerot and Wignell (1994: 196) , generic structure of report includes:

a. General Classification: tells what the phenomenon under discussion *is*

b. Description: tells what the phenomenon under discussion is like in terms of

- parts (and their function)
- qualities
- habits or behaviours, if living; uses, if non-natural

The lexicogrammatical features of report are:

a. Focus on Generic Participants

b. Use Relational Processes to state what is and that which it is

c. Use simple present tense

d. No temporal sequence

CHAPTER III

RESEARCH METHOD

This chapter discussed about the method used by the researcher in conducting this study. This discussion the researcher design, population and sample of the research, data and data sources, and research instrument, validity and reliability testing and data collecting method and data analysis.

A. Research Design

This research is descriptive quantitative research. The purpose of the research is to gain information about phenomena in order to describe existed condition in the field. Gay (2005:208) states that “descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation”. Then Gay and Airasian (2000:11) state that “quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena”. Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interest of some group of people.

In this research, the researcher is going to analyze the descriptive writing made by the second year students, and the result of the data were tabulated in the form of numeric. In this research, the researcher focus on the students' ability in writing descriptive text on the developing ideas, organizing ideas, grammar, vocabulary and mechanics. Then the data were analyzed inductively to provide meaning, where the researcher worked to collect data and to find the relevant information and get the conclusion (Syah Nur 2006) Since this research was intended to investigate the an analysis of the students' ability in writing report text at the second year students of SMPN 35 Makassar.

B. Population and Sample

It is important that the researcher must design the population a sample carefully and completely, including the description of number to be included:

1. Population

In Encyclopedia of Educational Evaluation as quoted by Arikunto (2010: 173), population is set or collection of all elements possessing one or more attributes of interest. A population is defined as all members of any well-defined class of people, events or objects (Ary, 2010: 148).

The population of this research is the second year students of SMPN 35 Makassar. There are 356 students that are divided into nine classes.

2. Sample of the study

Sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects. According to Creswell (2012: 142) “sample is a subgroup of the target population that the researcher plans to study for the purpose making generalization about the target population". From the statement above, this research takes one classes they are E class to observation of the research. In E class consists of 35 students, they are 12 males and 23 females of second year students of SMPN 35 Makassar.

The data were collected the writing test. The topic of the test was about persons, places or things in general based on people’s research. The topic was chosen by the students about the place that they were interested in. The teachers gave the students 90 minutes to write their report writing text of about 200 words. From the teacher’s information about the students ability in writing report text, they only produced about 200 words. According to Weir (1993:97) “each task of each student should be scored independently (as many scores as possible should be involved in the same assessment of each students’ work)”. The students wrote report text in their writing activities. In this case the researcher focused in using the correct grammar, mechanics, vocabulary and develop their ideas into a good text.

C. Research Instruments

Research instrument can be defined as a tool or media that used by the researcher to get the data. According to Creswell (2012: 14) said, “An instrument is a tool for measuring, observing, or documenting quantitative data. Moreover, in accordance with the aim of the study which focus on the analysis of students’ writing report text skill, research instrument which was used in this study was writing test. In this case, the teacher gave such instruction for the students to write a report text on their sheet.

D. Data Collecting Method

The data in this research will collect by the result of students’ worksheet in writing report text. The aim of data collection is to get the material needed. The data itself is the 35 writing worksheet of E class. By analyzing the data, the researcher want to get the result make by students writing report text.

E. Data Collection Procedure

In analyzing the data, one thing that we should not be forgotten in applying procedure how the data be collected data until interpreted. There are three procedures to collect until interpreted the data. Firstly, the researcher ask the permission to English teacher that taught the second year at SMPN 35 Makassar. Here the researcher asked the data which is students’ writing descriptive text work to be analyzed. Then, the researcher analyze the students’ worksheet in writing descriptive text one by one. The researcher focused on their ideas, organizing ideas,

grammar, mechanics and using vocabulary appropriately. The researcher determine and the analyze of ability are found in the data. Then, the researcher calculated them, and knew what the dominant in writing ability of report text.

1. Describing test scores

A convenient way of summarizing data is to find a single index that can represent a whole set of measures. In statistics, three indexes are available for such use. They are called measures of central tendency**,** or averages. To most lay people, the term *average* means the sum of the scores divided by the number of scores. To a statistician, the average can be this measure, known as the mean,or one of the other two measures of central tendency, known as the *mode* and the *median*. Each of these three can serve as an ind ex to represent a group as a whole.

a. Mean

The mean is probably the single most importance indicator of central tendency. The mean is virtually the same with average.

The formula will be : = Σ

Where : = mean

X = scores

N = number of score

b. Mode

Another indicator of central tendency is the mode. The mode is that score which occurs most frequently.

c. Median the median is that pont below which 50% of the score fall and above which 50% fall.

d. Standard deviation

The standard deviation is a short of average of differences of all score from the mean (Brown, 1989: 107). The formula is as follows:

$$= \Sigma(-)2$$

S = Standard deviation

X = the score

= the mean

N = the number of scores

F. Data Analysis

The data that been collected need to be analyzed. The researcher will analyze this data by some steps. Some formulas were applied in this research to process the data as follows:

1. Tabulating the students' scores

The students' score was tabulated by using the following criteria:

Table 3.4 Indicators of Scoring Rubric in the Report text

No	Aspect	Indicator	Sub Indicator	Score
1	Developing Ideas	1. Paragraph unity	a. Topic b. Topic sentence c. Concluding sentence	8
		2. Coherence	a. The sentence hold together	

2.	Organizing idea	1. Coherence	a. Repeat key from sentence to sentence b. Use pronoun for preceding key term c. Use demonstrative adjective d. Uses connecting words	14
		2. Identification	a. Identify the name of place and location b. Describe the complete features of the place	
		3. Description	Part, Qualities, and Characteristic	
3.	Grammar	1. Simple present tense	a. To describe b. actions or conditions that are usual, habitual or permanent. c. to state general /truth d. for future action on schedule time e. for future action in certain time. f. relational verbs used when classifying and describing appereances/qualities and parts/functions of phenomena (is, are, has, have). used to add extra information to nouns and may be technical, everyday or literally, depending on the text.	14

4.	Vocabulary	1. Word choices	Choose the Appropriate and accurate words to express ideas.	4
		2. Amount of vocabulary	200 words	
5.	Mechanic	1. Punctuation	a. comma, b. Period, c. the d. colon, e. Semicolon, f. Apostrophe, g. Quotation marks, h. the dash	28
		2. Capitalization	a. the first word in sentence b. capitalize pronoun I, c. capitalize the titles of composition, d. capitalize the proper noun, e. capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures.	
		3. Spelling	Avoid misspelling	
Maximum score				68

2. Calculating the students score, the students score calculated with the formula:

$$\frac{\qquad}{100}$$

3. Analyzing students score

Based on the scores which were gotten from the test, the research calculated the scores so that the finding of the research was be revealed in form of the information related to the nalysis of students' writing skill in descriptive text of the second year students at SMPN 35 Makassar. Then, the scores were analyzed acoording to the central tendency (mean, mode, and median) and standard deviation for the each aspects and hole aspect.

4. The researcher give the score clasification

There are five level of the students' writing ability encompassing poor, fair, average, good, excellent Harris (1969).

The students' score skill level :

81 – 100 classifield as Excellent

61 – 80 classifield as Good

41 – 60 classifield as Average

21 – 40 classifield as Fair

0 – 20 classifield as Poor

CHAPTER IV

FINDINGS AND DISCUSSIONS

Most important in the research is research finding and discussion. This chapter presents data presentation, data analysis and the discussion.

A. Research Findings

The finding consist of description of data. After the data had been collected from the sample of the research, the data was going to be described. In describing the data, it involves analyzing of the data

1. The Description of Data

In order to collect the data, the researcher conducted a test. The test given was writing descriptive text. The score of the test consist of five aspects. The aspects measured are developing ideas, organizing idea, grammar, vocabulary, and mechanic. After conducting the test the result in form of students' scores are tabulated as follows:

Table 4.1

Students' writing descriptive text score at five indicator

Students' number	aspects					score
	Developing ideas	Organizing ideas	Grammar	Vocabulary	Mechanic	
1	4	9	11	2	16	62
2	6	10	6	3	16	60
3	3	6	7	2	9	40
4	3	6	5	2	9	37

5	4	9	7	4	11	51
6	3	7	6	2	11	43
7	4	10	8	3	11	53
8	4	9	6	2	15	53
9	4	10	8	2	13	53
10	7	12	8	3	18	53
11	4	10	6	3	14	71
12	6	10	12	2	17	54
13	4	9	5	2	14	50
14	3	8	4	2	10	40
15	6	12	8	3	18	69
16	5	10	9	2	14	59
17	4	9	6	2	6	40
18	7	12	8	4	13	65
19	4	10	5	2	15	53
20	6	12	8	3	14	63
21	4	7	7	3	10	46
22	4	10	8	2	10	50
23	6	11	12	4	18	75
24	6	12	8	3	20	72
25	4	10	7	2	15	56
26	5	10	7	2	12	53

27	6	10	7	2	10	51
28	3	6	3	1	6	28
29	4	9	8	2	11	50
30	7	9	8	4	11	57
31	6	9	10	1	13	57
32	5	7	10	1	13	53
33	6	12	10	3	13	65
34	4	9	8	3	13	54
35	3	8	8	2	10	46
Total						1899
Mean						54
Standard Deviation						10.48

From the table above can be calculated the descriptive statistics as follows :

a. Mean = 54

b. Mode = 53

c. Median = 53.5

d. Standard deviation = 10.48

Next step the researcher analyzed the data in each aspects to find out which aspects are good and which aspects are weak. The result has

been in form of mean score and for the detail calculation can be seen in appendix 2-6.

The analysis of each aspect distributed in form of table as follows :

Table 4.2

Developing Ideas

Total of Real Score	Mean	Mode	Median	SD	Level
2092	60	50 & 75	50.5	23.27	Average

In terms of developing ideas, it was found that the mean score of writing skill of second year students at SMPN 35 Makassar was 60, mode 50 & 75, median 50.5, standart deviation 23.27 and categorized as average level.

Table 4.3

Organization Ideas

Total of Real Score	Mean	Mode	Median	SD	Level
2324	66	71	71.5	13.3	Good

Then, in terms of organization ideas, it was found that the mean score of writing skill of second year students at SMPN 35 Makassarwas 66 , mode 71, median 71.5, standart deviation 13.3 and categorized good level.

Table 4.4

Grammar

Total of Real Score	Mean	Mode	Median	SD	Level
1899	54	57	57.5	14.16	Average

In addition of grammar, it was found that the mean score of writing skill of second year students at SMPN 35 Makassarwas 54, mode 57.5, median 57, standart deviation 14.16 and categorized as average level.

Table 4.5

Vocabulary

Total of Real Score	Mean	Mode	Median	SD	Level
2225	64	50	50.5	20.34	Good

The next, in vocabulary, it was found that the mean score of writing skill of second year students at SMPN 35 Makassarwas 64, mode 50, median 50.5, standart deviation 20.34 and categorized as good level.

Table 4.6

Mechanic

Total of Real Score	Mean	Mode	Median	SD	Level
1600	46	46	46.5	11,92	Average

Furthermore, in terms of mechanics, it was found that the mean score of writing skill of second year students at SMPN 35 Makassarwas

46, mode 46, median 46.5, standart deviation 11.92 and categorized average level.

2. Validity

Based on the data calculated, the researcher measured the validity. Since there are some kinds of validity, in this research the researcher focuses on content validity. The objective of this research is to measure the students' writing descriptive text ability that has the generic structure identification, description and conclusion. Since the students wrote an organized paragraph, show logical development of ideas, and use correct grammar and mechanics, that means that the test meets the content validity.

3. Reliability

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, the researcher used inter-rater reliability. Inter-rater reliability is used when score on the test are independently estimated by two or more judges or raters. In this case, the first rater of the research was the researcher and she asked Mrs. Tutik, the English teacher of SMPN 35 Makassar as the second rater. Before scoring the students' report text writing, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria

devised from Jacobs et al (1981: 90). To know how reliable the scoring was, the researcher used Spearman Rank Correlation with the formula:

$$r = 1 - \frac{6.\sum d^2}{}$$

Where :

r : Coefficient of rank correlation

d : Difference of rank correlation

1 and 6 : Constant number

N : Number of students

(Sugiyono, 2006: 228)

In this case, the researcher then analyzes the coefficient of rank correlation with the standard of reliability below:

0.8 – 1.0 : very high reliability

0.6 – 0.8 : high reliability

0.4 – 0.6 : medium reliability

0.2 – 0.4 : low reliability

0 – 0.2 : very low reliability

(Arikunto, 1998: 260)

After calculating the result of the student's descriptive text writing, the researcher calculated the dat a by using the formula above (see Appendices 8) and the result of the reliability could be seen in the following tables:

Table 4.7 The Reliability

Reliability	Criteria
0.78	high reliability

B. Discussion

From the data presentation in general result found that the students' mean score in writing descriptive text is 54 and according to the score clasification theory by Harris (1969) categorized as average. The scores were analyzed acoording to the central tendency (mean, mode, and median) and standart deviation come from five aspects they are developing idea, organizing idea, grammar, vocabulary, and mechanic.

Beside the data was analyzed in general, each aspect was also being analyzed. First is from the aspect of developing ideas. There are two indicators in this aspect, they are paragraph unity and coherence. The paragraph unity itself has the sub indicators consists of topic, topic sentence, and concluding sentence. And the coherence sub indicators consists of sentence hold together. With the guide of indicators and sub indicators, the researcher can collect and analyze the data. The finding

shows that the mean score in developing ideas aspect is 60, mode 50 & 75, median 50.5, standart deviation 23.27 and according to the score clasification theory categorized as average level.

The second aspect to be analyzed is Organizing idea. There are 3 indicators in this aspect, they are Coherence, Identification, Description. The coherence indicatorshas the sub indicators consists of repeat key from sentence to sentence, use pronoun for preceding key term, use demonstrative adjective, uses connecting words. Next identification indicator has the sub indicators consists of Identify the name of place and location, describe the complete features of the place. And the last description indicators has the sub indicators consists of part, qualities, and characteristic. With the guide of indicators and sub indicators, the researcher can collect and analyze the data.

The finding shows that the mean score in organizing idea aspect is 66, mode 71, median 71.5, standart deviation 13.3 and according to the score clasification theory the categorized as good level. Compared with the previous aspect can be seen that the mean score of this aspect is higher than developing ideas aspect.

The third aspect to be analyzed is Grammar. There are two indicators in this aspect, they are simple present tense and adjective words. In Simple present tense indicatorshas the sub indicators consists of; to describe, actions or conditions that are usual, bhabitual or

permanent, to state general /truth, for future action on schedule time, for future action in certain time,relational verbs used when classifying and describing appearances /qualities and parts/functions of phenomena (is, are, has, have). The next Adjective words indicators has the sub indicators consists of used to add extra information to noun sand may be technical, everyday or literally, depending on the text.In this aspect of indicators and sub indicators, the researcher can collect and analyze the data. The finding shows that the mean score in grammar aspect is 54, mode 57, median 57.5, standart deviation 14.16 and according to the score clasification theory the categorized as average level compared with the previous aspect can be seen that the mean score of this aspect is lower than developing ideas and organizing idea aspects.

The next aspect is vocabulary. This aspect consist of two indicator they are word choices and In sub indicator of word choices is choose the appropriate and accurate words to express ideas.In sub indicator of word choices is choose the appropriate and accurate words to express ideas.Then in terms of of In sub indicator of word choices is 200 words.With the guide of indicators and sub indicators, the researcher can collect and analyze the data. the result of collect and analyze the data finding and to shows that the mean score in vocabulary aspect is 64, mode 50, median 50.5, standart deviation 20.34 and according to the score clasification theory the categorized as good level compared with the previous aspect can be seen that the mean score of this aspect is less

than organizing ideas aspect but higher than grammar, and developing ideas aspect.

The last aspect is mechanic. There are three indicators in this aspect, they are punctuation, capitalization and spelling. The punctuation indicators has the sub indicators consists of; comma, period, the,colon, semicolon, apostrophe, quotation marks, the dash. The next capitalization indicators has the sub indicator as follows; the first word in sentence, capitalize pronoun I, capitalize the titles of composition, capitalize the proper noun, capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures. And then the last in terms of sub indicatoris spelling is avoid misspelling. With the guide of indicators and sub indicators, the researcher collect and analyze the data to shows that the mean score in mechanic aspect is 46, mode 46, median 46.5, standart deviation 11.92 and according to the score clasification theory the categorized as average level compared with the previous aspect can be seen that the mean score of this aspect is the lowest aspect.

From the students' mean score in each aspect, it could be seen that the students' weakness in writing descriptive text is in mechanic aspect with mean score 46 From the result we also can find that the students' strength in writing descriptive text is in organizing idea aspect with mean score 66. However the students' work still can be categorized as average level.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two points related to conclusions of the results of the study discussed in the previous chapter and to suggestions that can be used to interpret cohesive devices in proper context in English teaching learning activities, especially the teaching reading.

A. Conclusions

The objectives of this study are to identify the cohesion found and also the most frequently of correctly and incorrectly used in report text that written by second year students at SMPN 35 Makassar. Based on the findings, the conclusion is drawn from the analysis report texts are developing ideas, organizing ideas, grammar, vocabulary, and mechanic. Based on the statement of the research problem, the result shows:

The first point is that students' writing skill in report text of the second year students at SMPN 35 Makassar in terms of three out of five components (developing ideas, grammar, and mechanic) were considered as the average level, and two of them (organizing ideas and vocabulary component) was considered as the good level. Moreover, the students' writing skill in report text was analyzed based on score clasification. In this case, the highest score of 35 students in this class, get 75 which it considered the as in good level. While the lowest results get score 28 which it considered the as in poor level. Then, the other students' get 40

until 60 mean score in terms of sub indicator in writing text they get was in which it also considered as in fair and average level. Thus, generally, the students' mean score of writing skill particularly in writing descriptive text was 60 and it was considered as the average level of skill. Thus, from the data presentation, it can be concluded that the writing report text skill of the second year students of SMPN 35 Makassar was in average level.

Furthermore, on the research, the last point is that there are five aspects in assessing aspects toward the students' writing ability in report text of the second year students at SMPN 35 Makassar They are developing ideas, organizing ideas, grammar, vocabulary, and mechanic in which organizing ideas was becoming the component which become the strength of students' writing skill which the students got the highest mean score 66. It was indicated that this part mainly affect the students' writing report text ability while the weakness came from mechanic aspect. In this aspect the mean score was 46 which is the lowest of all aspects. Thus, from the data presentation, it can be concluded that the writing report text skill of the second year students of SMPN 35 Makassar was in average level.

B. Suggestion

Based on the conclusion presented in the previous sub-chapter, the researcher gave some suggestions for the teacher, students, and

future researcher about the English teaching especially in teaching writing report text.

1. For the Teachers

The teachers, they should develop their method in teaching writing especially teaching writing descriptive text. Analyzing students' work is one of methods that they can apply to find out the students' strength and weakness in writing ability especially in report text because it is important to acknowledge the students' strength and weakness so that the teacher can teach effectively.

2. For the Students

The students should improve their ability in constructing a report paragraph with the right mechanic aspect. Somehow they still have to keep developing their writing ability especially in report text in other aspects that support their writing so that their achievement also can be enhanced.

3. For further Researchers

The result of this study was hopefully able to give input for them who want to conduct developmental research on the topic of teaching writing report text. The result of this study was hopefully able to give input for them who want to conduct developmental research especially on analyzing students' ability in writing or other English skill. The researcher

also suggests the further researcher conduct a research about analyzing students' writing in different genre even in different level of students.

BIBLIOGRAPHY

Anderson Mark and Kathy Anderson, 1997. *Text Types in English*, South Yarra: Macmillan Education Australia

Arikunto Suharsimi, 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta:Rineka Cipta

Blanchard, Karen and Christine Root, 2003. *Ready to Write*, New York: Pearson Education Inc

Brown, H. Douglas, 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Great Britain: Longman

Celce M. and Murcia Elite Olstain, 2000. *Discourse and Context in Language Teaching*, (New York: Cambridge University Press

David Nunan, 1992. *Research Method in Language Learning*, New York: Cambridge University Press

Dudley-Evans, T. and M.J. St John. 1998. Development in English for Specific Purposes. New York: Cambridge University Press.

Feez, Susan and Helen Joyce, 2002. *Text-Based Syllabus Design,* Sydney: Macquarie University

Finnochiaro, Marry, 1974. *English as a Second Language: from theory to Practice*, NY: Regents Publishing Company, Inc

Gerot, L. and P. Wignell, 1994. Making Sense of Functional Grammar. Sydney: AEE (Antipodean Education Enterprises).

Hodge, B.J. an William P. Anthony, 1984. *Organization Theory,* United States of America: Allyn and Bacon, Inc

Hornby ,S. 1987. *Oxford Advanced Learners Dictionary,* NY: Oxford University Press

Hyland, Ken, 2004. *Genre and* Second *Language Writing,* US: University of Michigan Press

Hyland, K. 2002. Teaching and Researching Writing. London: Pearson Education Limited.

Janet, Holmes. 2001. *An Introduction to Sociolinguistics*, Longman :Pearson Education,

J.B Heaton, 1975. *Writing English Language Text,* London; Longman Dictionary

Kern, Richard, 2000. *Literacy and Language Teaching*, New York:Oxford University Press

Munandar, Utami. 2009. *Pengembangan Kreativitas Anak Berbakat*, Jakarta: Rineka Cipta

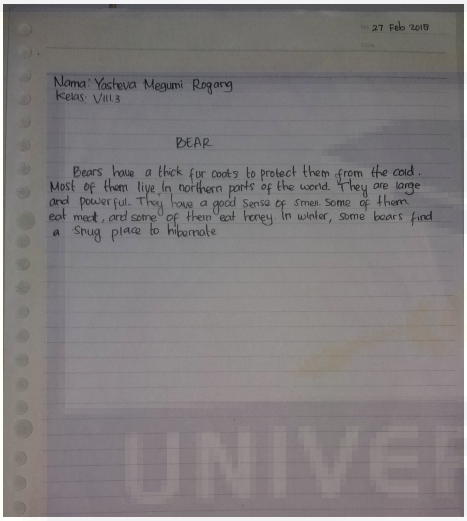
Richards, Jack C. and Theodore S. Rodgers, 2001. *Approaches and Methods in Language Teaching,* New York: Cambridge University Press

Sugiono, 2008. *Metode Penelitian Kuantitatif Kualitatif dan R & D,*Bandung: Alfa Beta

Wallace, Michael J, 1998. *Action Research for Language Teacher*, Cambridge: Cambridge University Press

APPENDICES

APPENDIX 1
Student's Worksheet In Writing Report Text

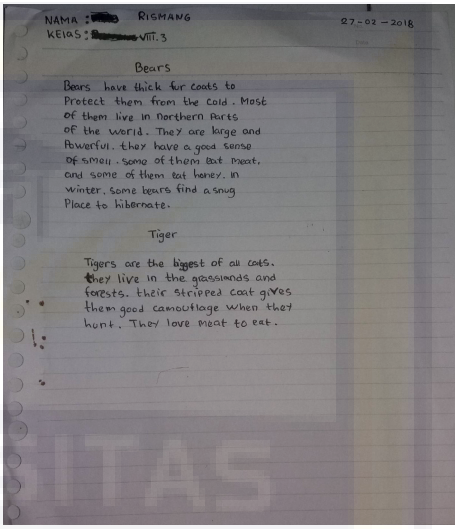


27 Feb 2018

Nama: Yasheva Megumi Rogang
Kelas: VIII.3

BEAR

Bears have a thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate



NAMA : [redacted] RISMANG
KELAS : [redacted] VIII.3

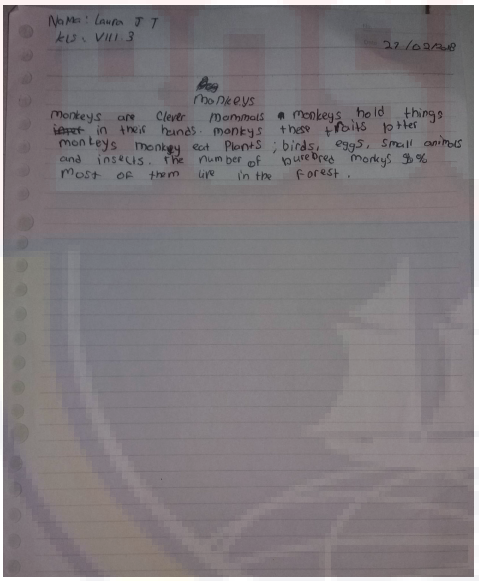
27-02-2018

Bears

Bears have thick fur coats to Protect them from the cold. Most of them live in northern parts of the world. They are large and Powerful. they have a good sense of smell. some of them eat meat, and some of them eat honey. In winter, some bears find a snug Place to hibernate.

Tiger

Tigers are the biggest of all cats. they live in the grasslands and forests. their stripped coat gives them good camouflage when they hunt. They love meat to eat.

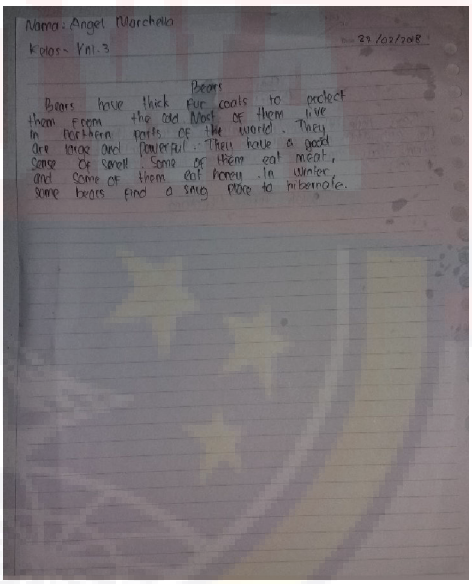


Nama: Laura J T
Kls. VIII.3

27/02/2018

Monkeys

Monkeys are clever mammals monkeys hold things in their hands. monkys these traits latter monkeys monkey eat Plants; birds, eggs, small animals and insects. The number of burebred monkys 95% most of them live in the forest.

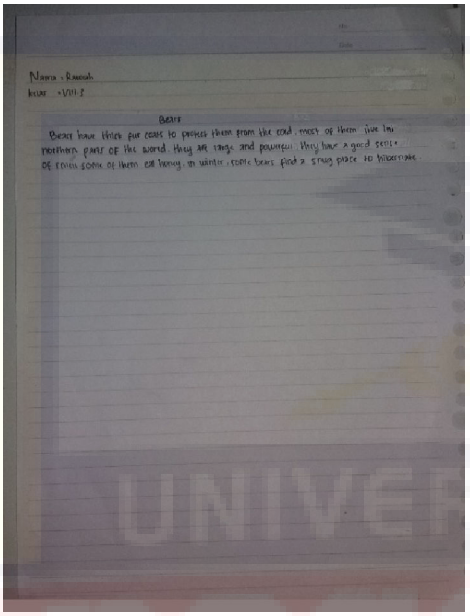


Nama: Angel Marchella
Kelas: VIII.3

27/02/2018

Bears

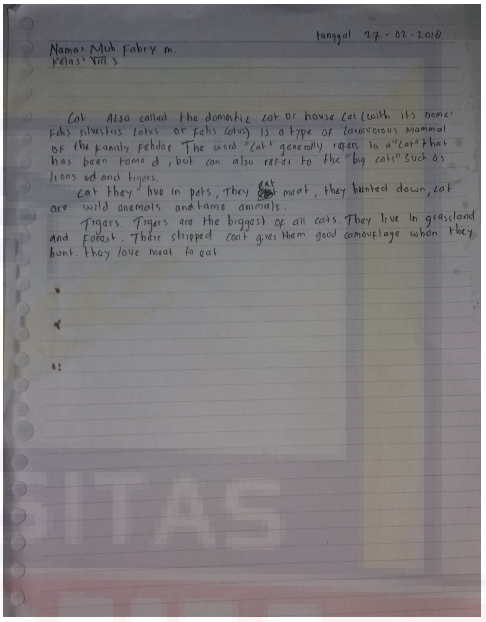
Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.



Nama : Rawah
Kelas : VIII.3

Bears

Bears have thick fur coats to protect them from the cold. most of them live in northern parts of the world. they are large and powerful. they have a good sense of smell some of them eat honey. in winter, some bears find a snug place to hibernate.



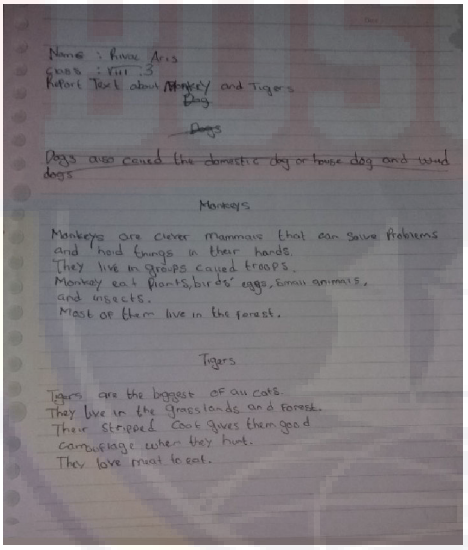
tanggal 27 - 02 - 2018

Nama : Muh. Fabry m.
Kelas : VIII.3

Cat Also called the domestic cat or house cat (with its name: Felis silvestris catus or Felis catus) is a type of carnivorous mammal of the family Felidae The word "Cat" generally refers to a "Cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cat they live in pets, they eat meat, they hunted down, cat are wild anemals and tame animals.

Tigers. Tigers are the biggest of all cats. They live in grassland and forest. Their stripped coat gives them good camouflage when they hunt. they love meat to eat



Name : Rivac Aris
Class : VIII .3
Report Text about ~~Monkey~~ Dog and Tigers

~~Dogs~~

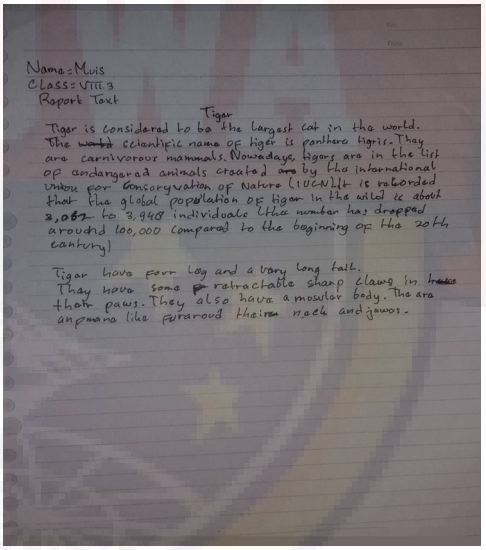
~~Dogs also called the domestic dog or house dog and wild dogs~~

Monkeys

Monkeys are clever mammals that can solve problems and hold things in their hands.
They live in groups called troops.
Monkey eat plants, birds' eggs, small animals, and insects.
Most of them live in the forest.

Tigers

Tigers are the biggest of all cats.
They live in the grasslands and forest.
Their stripped coat gives them good camouflage when they hunt.
They love meat to eat.

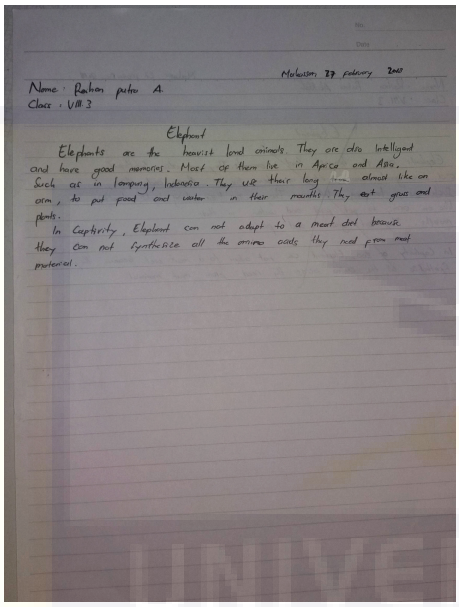


Name = Muis
Class = VIII.3
Report Text

Tiger

Tiger is considered to be the largest cat in the world. The ~~world~~ scientific name of tiger is panthera tigris. They are carnivorous mammals. Nowadays, tigers are in the list of endangered animals created ~~are~~ by the international union for Conservation of Nature (IUCN). It is recorded that the global population of tiger in the wild is about 3,062 to 3,948 individuals (the number has dropped around 100,000 compared to the beginning of the 20th century)

Tiger have four leg and a very long tail.
They have some ~~p~~ retractable sharp claws in ~~these~~ their paws. They also have a muscular body. The are anpmane like furaroud their neck and jaws.



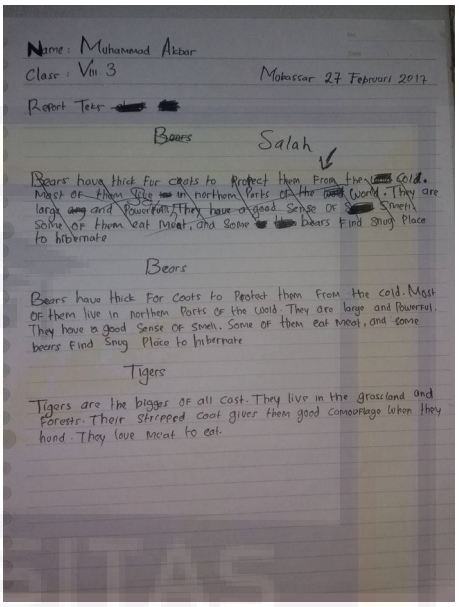
Makassar, 27 February 2017

Name : Rahim putra A.
Class : VIII.3

Elephant

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia. Such as in lampung, Indonesia. They use their long [illegible] almost like an arm, to put food and water in their mouths. They eat grass and plants.

In Captivity, Elephant can not adapt to a meat diet because they can not synthesize all the amino acids they need from meat material.



Name : Muhammad Akbar
Class : VIII.3

Makassar 27 Februari 2017

Report Teks [redacted]

Bears

Salah

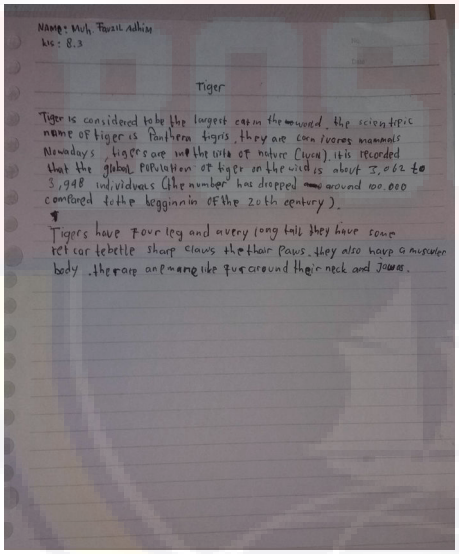
Bears have thick for coats to Protect them from the [redacted] Cold. Most of them live in northern Parts of the [redacted] world. They are large and Powerful. They have a good Sense of [redacted] Smell. Some of them eat Meat, and Some [redacted] bears Find Snug Place to hibernate

Bears

Bears have thick For Coats to Protect them From the cold. Most of them live in northern Parts of the world. They are large and Powerful. They have a good Sense of Smell. Some of them eat Meat, and some bears Find Snug Place to hibernate

Tigers

Tigers are the bigges of all cast. They live in the grassland and Forests. Their stripped coat gives them good camouflage when they hund. They love meat to eat.

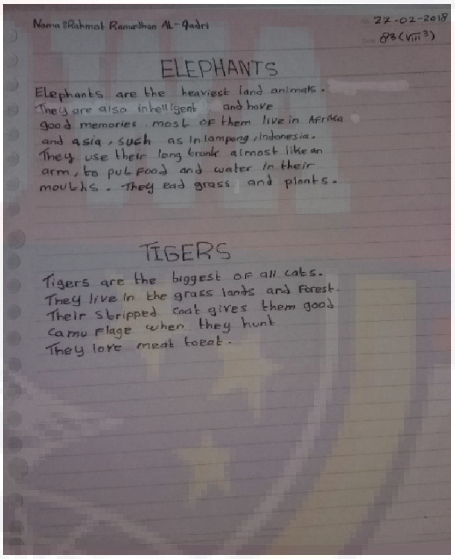


Name : Muh. Fauzil Adhim
Kls : 8.3

Tiger

Tiger is considered to be the largest cat in the world. the scientific name of tiger is Panthera tigris, they are carnivores mammals Nowadays, tigers are in the list of nature (IUCN). it is recorded that the global population of tiger on the wild is about 3,062 to 3,948 individuals (the number has dropped around 100.000 compared to the begginnin of the 20th century).

Tigers have four leg and a very long tail they have some ret car tebetle sharp claws the their paws. they also have a muscular body. the rare are many like fur around their neck and Jaws.



Nama : Rahmat Ramadhan AL-Qadri

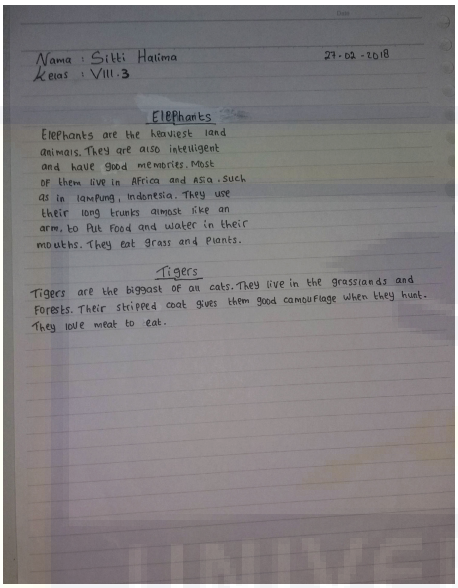
27-02-2018
83 (VIII 3)

ELEPHANTS

Elephants are the heaviest land animals. They are also intelligent and have good memories. most of them live in Africa and asia, such as in lampung, Indonesia. They use their long trunk almost like an arm, to put food and water in their mouths. They ead grass and plants.

TIGERS

Tigers are the biggest of all cats. They live in the grass lands and Forest. Their stripped coat gives them good camuflage when they hunt They love meat to eat.



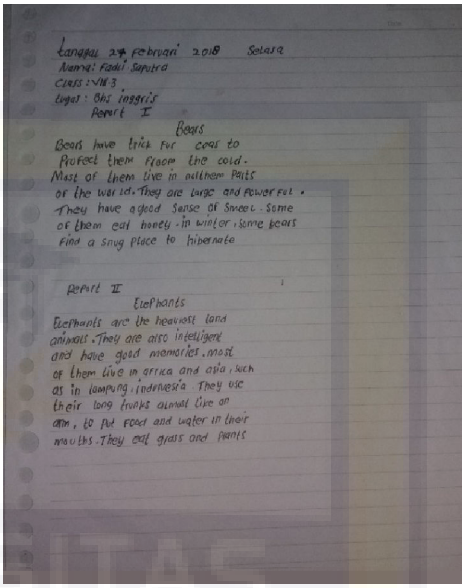
Nama : Sitti Halima 27-02-2018
Kelas : VIII.3

Elephants

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia. Such as in lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

Tigers

Tigers are the biggest of all cats. They live in the grasslands and Forests. Their stripped coat gives them good camouflage when they hunt. They love meat to eat.



Tanggal 27 Februari 2018 Selasa
Nama: Fadil Saputra
Class: VIII 3
Lagal: Bhs inggris
Part I

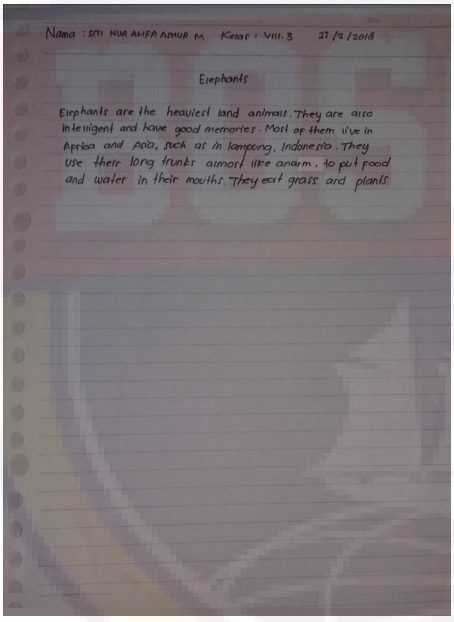
Bears

Bears have trick fur coat to Protect them fraom the cold. Most of them live in allthem Pats of the world. They are large and Power ful. They have a good Sense of Smell. Some of them eat honey. In winter, some bears find a snug place to hibernate

Part II

Elephants

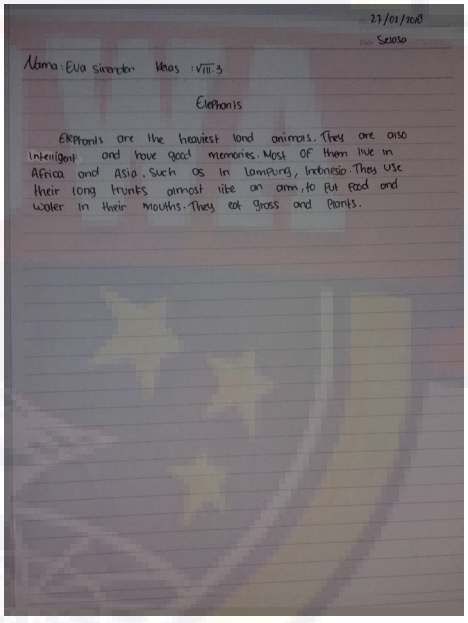
Elephants are the heaviest land animals. They are also intelligent and have good memories. most of them live in africa and asia, such as in lampung, indonesia They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants



Nama : SITI NUR AMIFA ANUR M Kelas : VIII. 3 27/2/2018

Elephants

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in lampong, Indonesia. They use their long trunks almost like anarm. to put food and water in their mouths. They eat grass and plants.

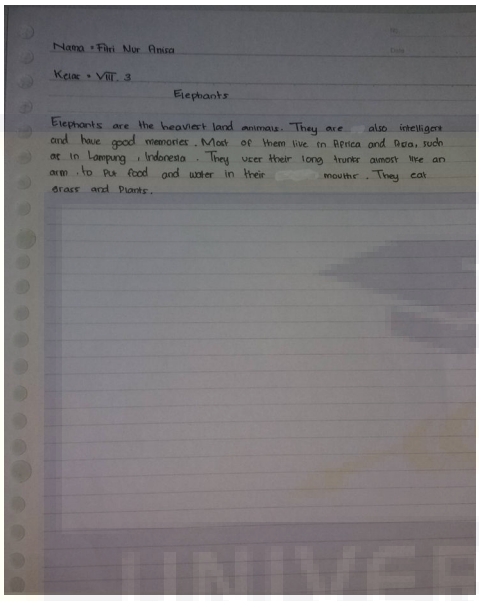


27/02/2018
Selasa

Nama: Eva Sirenden Kelas: VIII 3

Elephants

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia. Such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

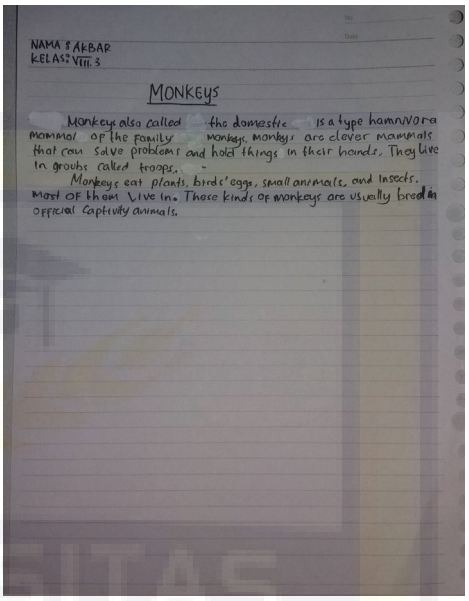


Nama : Fitri Nur Anisa

Kelas : VIII. 3

Elephants

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They user their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

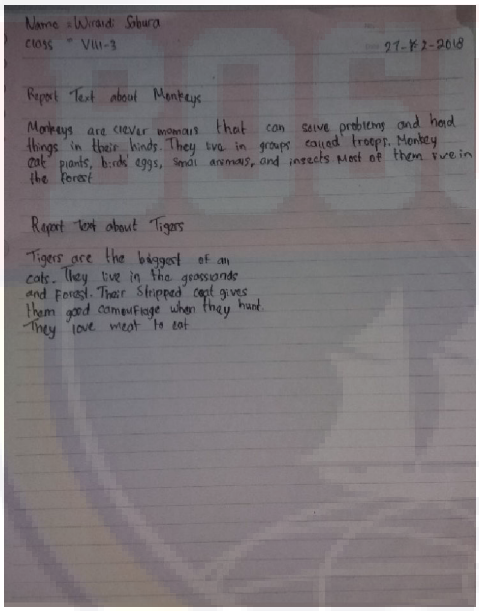


NAMA : AKBAR
KELAS : VIII. 3

MONKEYS

Monkeys also called the domestic is a type hamnivora mammal of the family monkeys. monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops.

Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in. These kinds of monkeys are usually bred in official captivity animals.



Name : Wiraldi Sabura
class : VIII-3

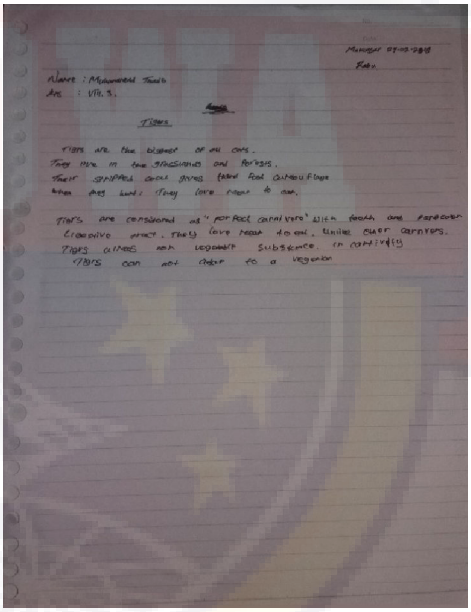
27-12-2018

Report Text about Monkeys

Monkeys are clever mamals that can solve problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds' eggs, small animals, and insects most of them live in the forest

Report text about Tigers

Tigers are the biggest of all cats. They live in the grassiands and forest. Their stripped coat gives them good camouflage when they hunt. They love meat to eat



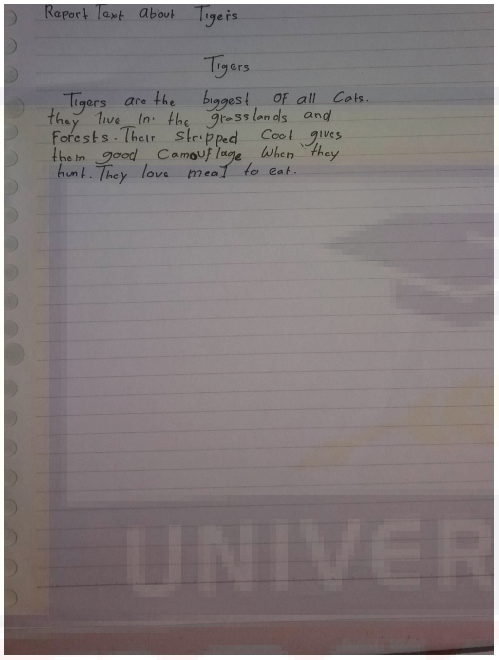
Manager 27-12-2018
Rabu.

Name : Muhammad Jaeb
Ans : VIII. 3.

Tigers

Tigers are the biggest of all cats.
They live in the grassiands and forests.
Their stripped coat gives them good camouflage when they hunt. They love meat to eat.

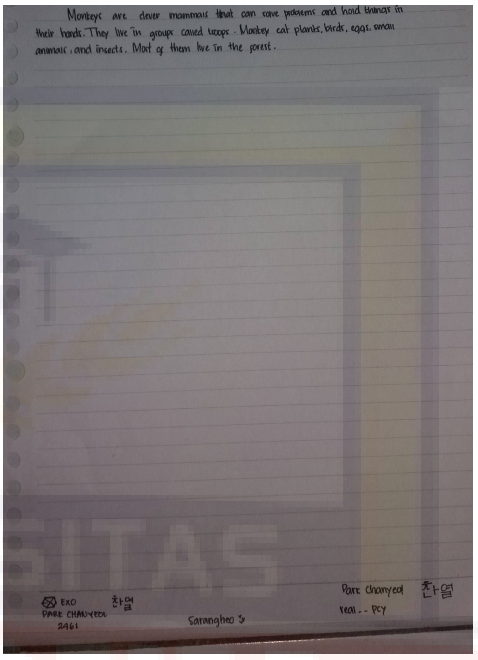
Tigers are considered as "perfect carnivore" with teeth and perfection creative effect. They love meat to eat. Unlike other carnivores.
Tigers allows non vegetable substance in cantivity
Tigers can not adapt to a vegetation



Report Text about Tigers

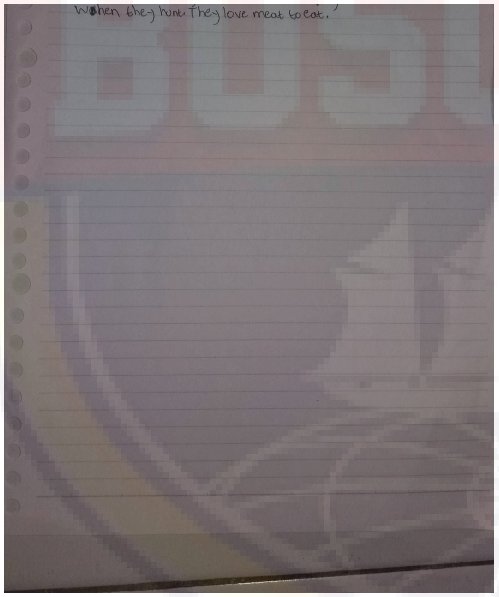
Tigers

Tigers are the biggest of all Cats. they live in the grasslands and Forests. Their Stripped Coat gives them good Camouflage When they hunt. They love meat to eat.

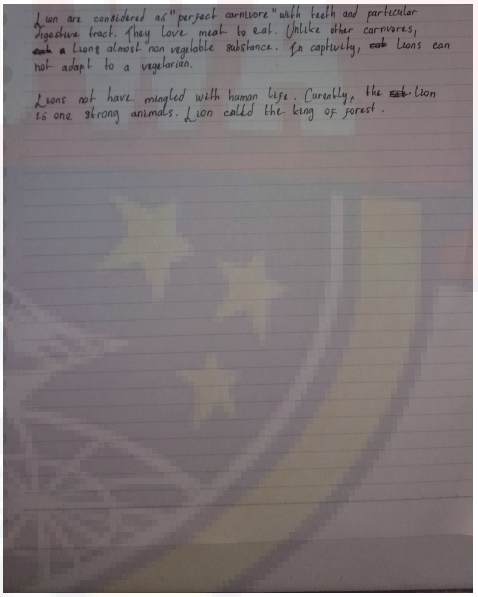


Monkeys are clever mammals that can save problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds, eggs, small animals, and insects. Most of them live in the forest.

EXO 찬열 PARK CHANYEOL 2461 Saranghae ♡ Park Chanyeol 찬열 real -- PCY

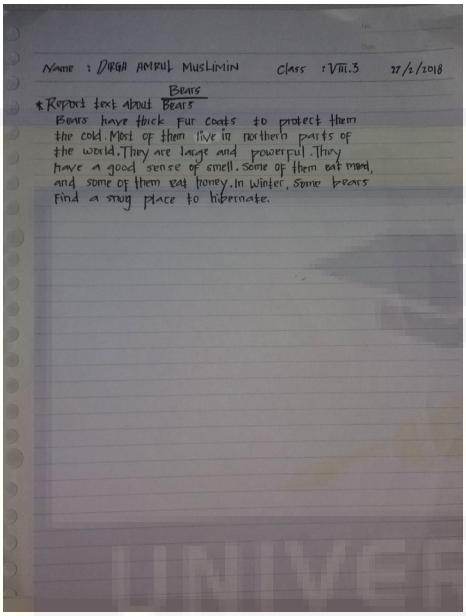


When they hunt. They love meat to eat.'



Lion are considered as "perfect carnivore" with teeth and particular digestive tract. They love meat to eat. Unlike other carnivores, ~~eat~~ a Lions almost non vegetable substance. In captivity, ~~eat~~ lions can not adapt to a vegetarian.

Lions not have mingled with human life. Currently, the ~~lion~~ Lion is one strong animals. Lion called the king of forest.

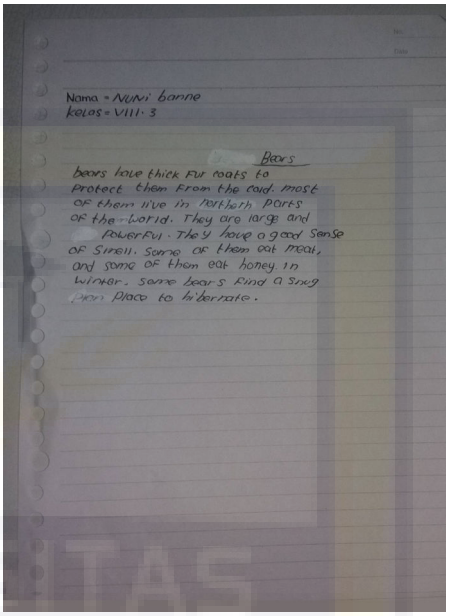


Name : DIEGA AMRUL MUSLIMIN Class : VIII.3 27/2/2018

Bears

*Report text about Bears

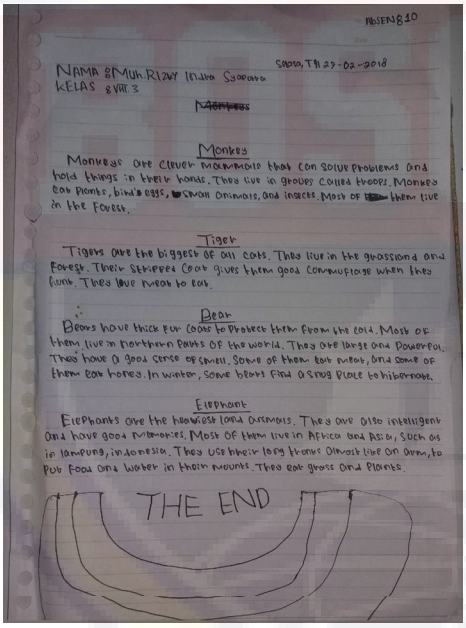
Bears have thick fur coats to protect them the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In Winter, Some bears Find a snug place to hibernate.



Nama = NUNI banne
kelas = VIII. 3

Bears

bears have thick fur coats to protect them from the cold. most of them live in northern parts of the world. They are large and powerful. they have a good sense of smell. some of them eat meat, and some of them eat honey in winter. some bears find a snug den place to hibernate.



ABSENSI 10

Soppa, Th 27-02-2018

NAMA : MUH. RIZAL Indra Saputra
KELAS : VIII. 3

~~Monkeys~~

Monkeys

Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, bird's eggs, small animals, and insects. Most of them live in the forest.

Tiger

Tigers are the biggest of all cats. They live in the grasslands and forest. Their stripped coat gives them good camouflage when they hunt. They love meat to eat.

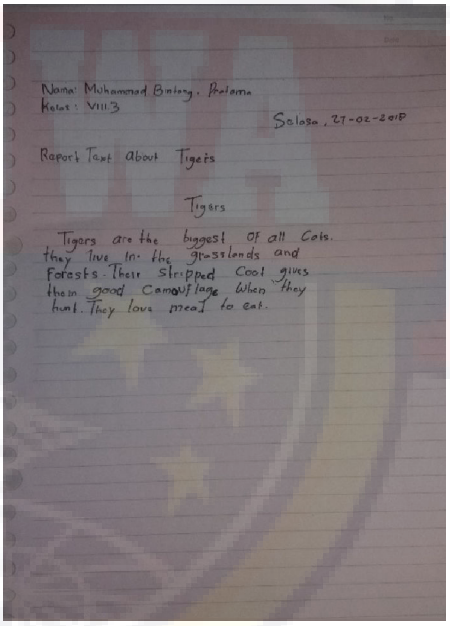
Bear

Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

Elephant

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in lampung, indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

THE END



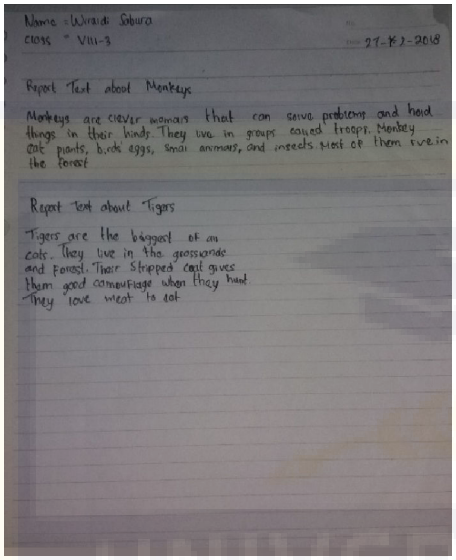
Nama: Muhammad Bintang. Pratama
Kelas : VIII.3

Salaba, 27-02-2018

Report Text about Tigers

Tigers

Tigers are the biggest of all Cats. they live in the grasslands and Forests. Their Stripped Coat gives them good Camouflage When they hunt. They love meat to eat.



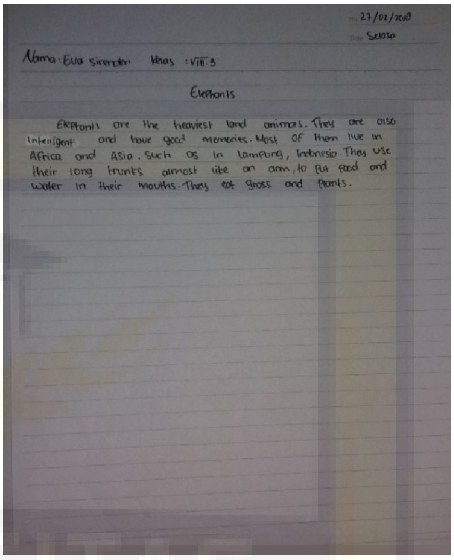
Name : Wiraidi Sabura
Class : VIII-3
27-02-2018

Report Text about Monkeys

Monkeys are clever mamals that can solve problems and hold things in their hinds. They live in groups called troops. Monkey eat plants, birds eggs, smal animals, and insects. Most of them live in the forest

Report Text about Tigers

Tigers are the biggest of all cats. They live in the grasslands and forest. Their stripped coat gives them good camouflage when they hunt. They love meat to eat

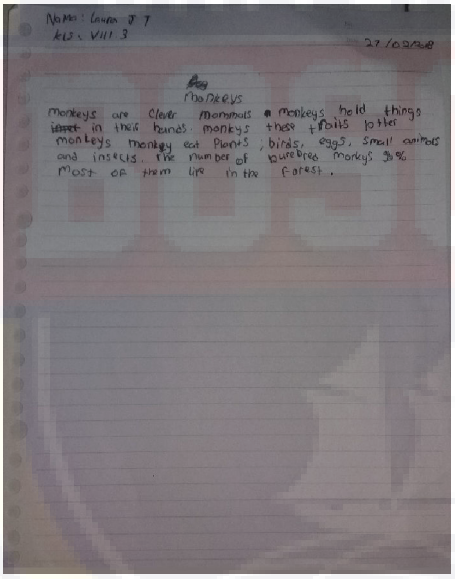


27/02/2018
Sekolah

Nama : Eva Sirendon Kelas : VIII-3

Elephants

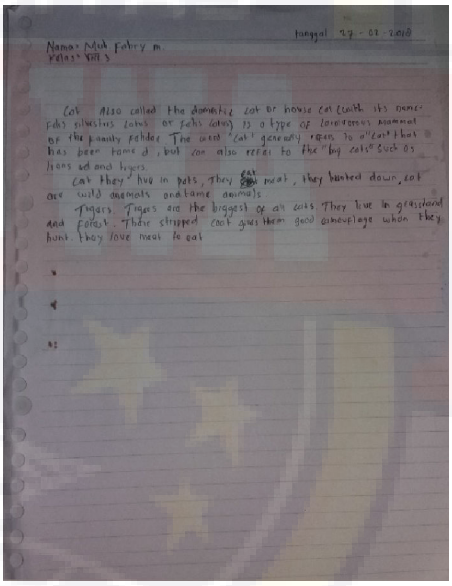
Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia. Such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.



Nama : Laura J T
Kls : VIII 3
27/02/2018

Monkeys

Monkeys are clever mammals monkeys hold things in their hands. monkys these traits latter monkeys monkey eat plants, birds, eggs, small animals and insects. the number of pure-bred monkys 90% Most of them live in the forest.



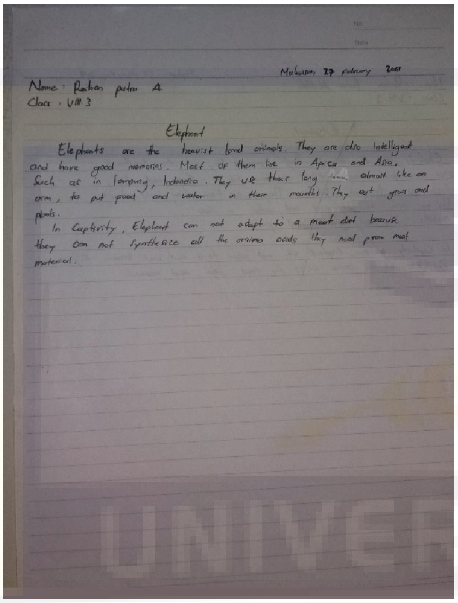
tanggal 27-02-2018

Nama : Muh Fahry m.
Kelas : VIII 3

Cat Also called the domestic cat or house cat (with its name: Felis silvestris catus or Felis catus) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cat they live in pets, they eat meat, they hunted down, cat are wild animals and tame animals.

Tigers. Tigers are the biggest of all cats. They live in grassland and forest. Their stripped coat gives them good camouflage when they hunt. they love meat to eat



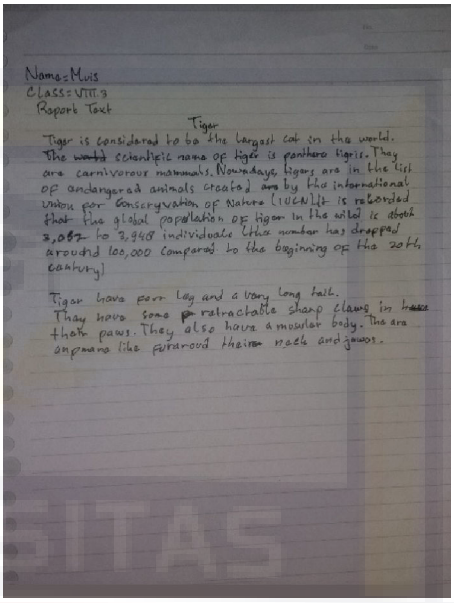
Makassar, 27 February 2018

Name : Rahim putra A
Class : VIII 3

Elephant

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia. Such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

In Captivity, Elephant can not adapt to a meat diet because they can not synthesize all the animal acids they need from meat material.

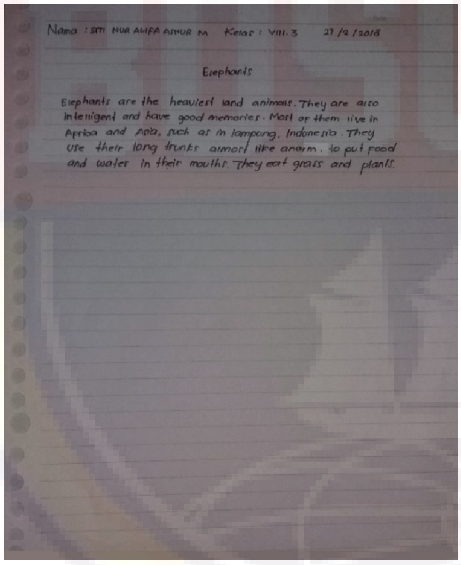


Name = Muis
Class = VIII.3
Report Text

Tiger

Tiger is considered to be the largest cat in the world. The ~~world~~ scientific name of tiger is panthera tigris. They are carnivorous mammals. Nowadays, tigers are in the list of endangered animals created ~~are~~ by the international union for conservation of Nature (IUCN). It is recorded that the global population of tiger in the wild is about 3,062 to 3,948 individuals (the number has dropped around 100,000 compared to the beginning of the 20th century)

Tiger have four leg and a very long tail. They have some ~~p~~ retractable sharp claws in ~~have~~ their paws. They also have a muscular body. The are anpmane like furaroud their neck and jaws.



Nama : SITI NUR ALIFA ASHUR M Kelas : VIII.3 27/2/2018

Elephants

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

APPENDIX 5
PICTURE DOCUMENTATION

Photo 1 : The researcher give some explain about material

Photo 2. Divide the test to the students

Photo 3. The students were doing the test

Photo 4. The students were doing the test

Photo 5. Watch the students in doing the test

Photo 6. The researcher was collecting students' worksheet

APPENDIX 5
BIOGRAPHY

The writer was born in Manggarai, April,9 1992. The writer is the first son of six brotherhood from the couple Petrus Meda and Maria Goreti Jaju. The writer began his elementary school in SDI Racang West Manggarai on 2003, then continued in junior high school in SMPN 2 Datak that was finished on 2006, for the next, the writer continued his education in senior high school at SMAN 1Welak West Manggarai and finished on 2009.

At 2013, the writer continued his college on Faculty of Teacher Training and Education at bosowa university makassar and take interest on English Education Departement. on 2017, the writer did PPL at SMPN 35 Makassar.