

THE STUDENTS' ABILITY IN WRITING REPORT TEXT  
AT THE 5TH SEMESTER OF ENGLISH DEPARTMENT  
UIN SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN



**A THESIS**

*Submitted to State Islamic University Syekh Ali Hasan Ahmad Addary  
as Partial Fulfilment of the Requirement for the Graduate Degree  
Education (S. Pd) in English*

**Written by:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

2024

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2024

## LETTER OF AGREEMENT

Term : Thesis  
a.n. Yesi Fitri Amalia

Padangsidempuan, Desember 2023  
To : Dean of Tarbiyah and Teacher  
Training Faculty  
In-  
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Yesi Fitri Amalia**, entitled "*The Students' Ability in Writing Report Text at The 5<sup>th</sup> Semester of English Department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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## DECLARATION OF THESIS COMPLETION

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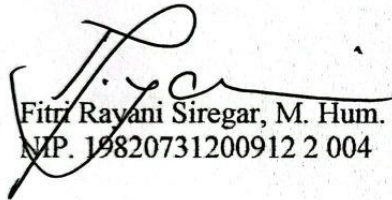
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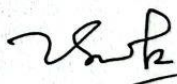
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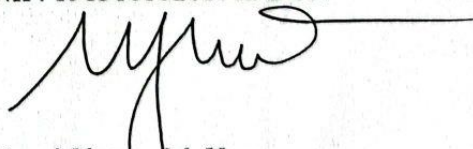
  
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## LEGALIZATION

**Thesis** : **The Students' Ability in Writing Report Text at The 5<sup>th</sup> Semester of English Department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan**

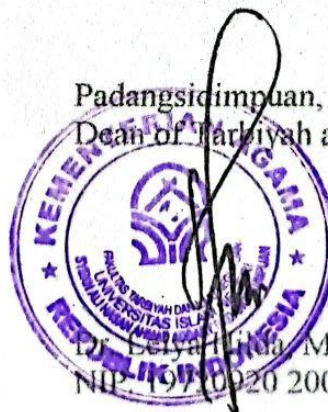
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## ABSTRACT

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PADANGSIDIMPUAN

There are several problems that exist at the university UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in writing report text were: 1) The students are low ability in writing report text. 2) The students have several factors than make it difficult for them to write. 3) The students are lack of motivation or students don't interest in learning to write, especially in text report text. Purposes of this research is to analyze the students' ability in writing report text. This research used quantitative approach. The instruments of data collected is test. The method of this research is descriptive and quantitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. Sample of this research were 62 students at two class at the 5<sup>TH</sup> semester of English department Uin Syekh Ali Hasan ahmad Addary Padangsidimpuan. Data processed and analyzed with quantitative process. After calculating and analyzing the data from the students' score, it could be found the score of the students was low. So it can be categorized the students ability in writing report text at the 5<sup>TH</sup> semester of english department Uin Syekh Ali Hasan ahmad Addary Padangsidimpuan in 2022-2023 Academic year was *enough category*.

*Keywords: Ability in Writing, Report Text*

## ABSTRAK

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REPORT TEXT AT THE 5<sup>TH</sup> SEMESTER OF  
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PADANGSIDIMPUAN

Ada beberapa permasalahan yang ada di Universitas UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan dalam menulis teks laporan adalah: 1) Rendahnya kemampuan mahasiswa dalam menulis teks laporan. 2) Siswa mempunyai beberapa faktor yang menyulitkan mereka dalam menulis. 3) Siswa kurang motivasi atau siswa tidak tertarik dalam belajar menulis khususnya pada teks report text. Tujuan penelitian ini adalah untuk menganalisis kemampuan siswa dalam menulis teks laporan. Penelitian ini menggunakan pendekatan kuantitatif. Instrumen pengumpulan data adalah tes. Metode penelitian ini adalah pendekatan deskriptif dan kuantitatif. Penelitian deskriptif melibatkan pengumpulan data untuk menjawab pertanyaan tentang pendapat orang tentang suatu topik atau isu dan penelitian deskriptif disebut juga penelitian survei. Sampel penelitian ini adalah 62 siswa di dua kelas semester 5 jurusan Bahasa Inggris Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Data diolah dan dianalisis dengan proses kuantitatif. Setelah menghitung dan menganalisis data nilai siswa, diketahui bahwa nilai siswa tersebut rendah. Jadi dapat dikategorikan kemampuan siswa dalam menulis teks laporan semester 5 Jurusan Bahasa Inggris Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan tahun ajaran 2022-2023 berada pada kategori cukup.

*Kata kunci: Kemampuan dalam Menulis, Text Report*

## خلاصة

الاسم : يسي فيتري أمالي  
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الكلية : التربية وتدريب المعلمين  
القسم : تعليم اللغة الانجليزية  
عنوان الرسالة: التقرير في الفصل الطلاب على كتابة نص قدرة  
اداري بادانجسيدمبوانالشيخ علي حسن أحمد الإنجليزية ج قسم اللغة  
جامعة عين الخامس

هناك العديد من المشكلات التي تواجه جامعة عين سيخ علي حسن أحمد اداري بادانجسيدمبوان في كتابة نصوص التقارير، وهي  
١ :انخفاض قدرة الطلاب على كتابة نصوص التقارير ٢٠ لدى الطلاب عدة عوامل تجعل من الصعب عليهم الكتابة ٣٠ يفتقر  
الطلاب إلى الحافز أو لا يهتم الطلاب بتعلم الكتابة، خاصة في نص التقرير .يهدف هذا البحث إلى تحليل قدرات الطلاب في كتابة  
نصوص التقارير .تستخدم هذه الدراسة النهج الكمي .أداة جمع البيانات هي اختبار .طريقة البحث هذه هي المنهج الوصفي والكمي .  
يتضمن البحث الوصفي جمع البيانات للإجابة على أسئلة حول آراء الأشخاص حول موضوع أو قضية ما، ويسمى البحث الوصفي  
أيضًا بالبحث الاستقصائي . كانت عينة هذا البحث ٦٢ طالبًا في فصلين دراسيين ٥ فصول من قسم اللغة الإنجليزية في عين الشيخ  
علي حسن أحمد اداري بادانجسيدمبوان . تتم معالجة البيانات وتحليلها باستخدام عملية كمية .ويعد حساب وتحليل بيانات درجة  
الطالب، تبين أن درجة الطالب كانت منخفضة .لذلك يمكن تصنيفها على أنها قدرة الطلاب على كتابة نصوص التقارير للفصل  
الدراسي الخامس من قسم اللغة الإنجليزية عين الشيخ علي حسن أحمد اداري بادانجسيدمبوان للعام الدراسي ٢٠٢٢ ٢٠٢٢ على  
أنها ضمن الفئة الكافية.

الكلمات الدالة: القدرة على الكتابة وتقرير النص

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3. Mrs. Fitri RayaniSiregar. M. Hum., as the Chief of English Department.
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Padangsidimpun, 2023

Yesi Fitri Amalia

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Appendix 3 : The Calculation

# CHAPTER I

## INTRODUCTION

### A. Background of the problem

Language is a communication tool that used every day, language cannot be separated from a person because language is very important, such as talking to other people, establishing social relationships, and conveying information. In language, not only what is spoken through the mouth, language is also a symbol, whether written or not. Everyone has a different language, so to make it easier to understand a communication in different language needed there is such a thing as a unified language, namely English. In learning English, there are four language skills that are taught such as listening, speaking, reading, and writing.

Writing is one of the skills that must be mastered as well as language skills for students to master science which is usually a determinant of their academic success in learning activities. Writing is the process of providing information to readers through text which is involved in producing letters, words, sentences and become a good paragraph and easy to understand. Writing is influenced by several elements such as vocabulary, grammar, spelling organization, and punctuation. Writing skill guides us to reach the goals of the effective in writing skill.<sup>1</sup> In writing there are many types of text Such as

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<sup>1</sup> Moh.Hafidz, *Basic Academic writing*, (Bangkalan: STKIP PGRI Bangkalan, 2010), p. 1.

recount text, procedure text, narrative text, news item and report text. But The researcher only focus on the type of text namely report text.

Report text is a text which describes thing in general. It is a type of text which tells the result of systematic, observation, and analysis.<sup>2</sup> The Report text explains or tells something in general, report text indicates the generality of what is reported. This text generally reports an object, both animate objects, for example mammals, planets, rocks, computers, the culture of a country, and so on. In writing report text students' knowledge of events that actually happened is needed in presenting information about something, and reporting information. Writing report texts helps students in education to strengthen grammar, vocabulary, and functional language. Second, writing report text adds to students' knowledge and insights about other sciences, not only the skills in grammar or correct writing are obtained, but also such as biology, history, chemistry, geography and mathematics. From the explanation above, the writer can conclude that report text is very important to learn.

Learning Report text starts from senior high school to university. However, the facts show that there are still many students who are unable to master these skills or are not proficient in English. Especially at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher did the interview with the English lecture (writing lecture) and the students have problem to write

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<sup>2</sup> Nurul Khoiriah, *Genre Text*, (Depok: Guapedia, 2021), p. 17.

report text. There are many causes of structural errors or elements of report text writing among students such as lack of vocabulary mastery, low knowledge of grammatical structures and lack of general knowledge. In tertiary institutions, especially UIN Syekh Ali Hasan Ahmad Addary a score of 80 is considered a very good grade and gets an A and this grade is also given based on the existing curriculum. But in reality there are still many students who get bad grades and even repeat courses to improve grades. This shows that the ability of students in writing, especially report text is still very low and students have difficulties.<sup>3</sup>

Difficulties in writing texts, especially report texts because there are rules in writing texts that must be mastered. Usually, many students avoid writing this type of text. According to experience in the process of writing report texts, students ignore the most important things or things that must be mastered in the composition or elements of the text. such as grammar, content, vocabulary, spelling punctuation, mechanics, general classification, and sentence description. In addition, it was also found that some students lack motivation in learning to write texts, and also lack interest in writing. The lack of interest in writing is also an obstacle to creating or developing ideas, so that one cannot write well and it is also difficult to communicate in good English.

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<sup>3</sup> Rayendriani Fahmei Lubis, Pra-Interview , The Students' Ability in writing Report Texts at the 5<sup>th</sup> semester of English Department UIN Syeikh Ali Hasan Ahmad Addary Padangsidimpuan, Result of Pra-Interview (Padangsidimpuan, 23 April 2023 ).

In identifying the above, the researcher only focuses on the analysis of report text writing which concludes descriptions of general classifications, identifying social functions and tenses. Because report text conveys information about subject. It usually contains facts, description, and information about the subject. Mastery in writing report texts is very important for students, in mastering report texts students are able to find out the contents and draw conclusions from the story, but in reality students' abilities are not satisfactory even though a lot of report texts are written in books. Based on the explanation above, the researcher is interested in conducting research on " The Students' Ability in writing Report Text at the 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan".

## **B. Identifications of problem**

Based on the background above, there are several identification problems at the 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan are:

1. The students are low ability in writing report text
2. The students have several factors that make it difficult for them to write
3. The students are lack of motivation or students don't interest in learning to write, especially in text report texts.

From the problems above, this research is only concerned with exploring students' abilities in writing report texts.

### **C. Limitation of the Research**

This research focuses on students' ability in writing report text at the 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **D. Formulations of the Problem**

This research discussed the students' ability in writing report text at the 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Based on background and identification above, researcher formulated the problem on the question "How is the ability of students to write report texts at the 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?".

### **E. Objectives of The Research**

The purpose of this study aims: To analyze students' ability to write report texts at the 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **F. Significances of The Research**

There are several significances of this study which can be illustrated in the following:

1. This research is to add insight and knowledge to students about writing report texts and overcoming difficulties in writing report texts.
2. Students will be given the task of writing sample report texts ranging from 2 paragraphs to several pages, and will write answers to tests and

examinations which may be a few sentences or a complete essay. Then students will know how their own abilities in learning sentences in the report text and also their difficulties in learning sentences in the report text. So, it is expected that they will be better at writing report texts.

3. This research is a combination of helping teachers, especially lecturers or English teachers, to find out students' abilities and also students' difficulties in writing report texts.

## **G. Definitions of Key Terms**

### **1. Students' Ability**

Ability is a skill that is owned by an individual to do the task or work that is assigned or given to him.<sup>4</sup> Learned abilities to acquire and apply knowledge and skills. Learning this stuff involves learning how to learn. So ability is a skill owned by someone who makes it easier for him to do something and also develop knowledge.

### **2. Writing Report Text**

Writing is processes involve collecting ideas and converting them into sentences which in the end make up a whole text. Writing involves the fullest possible functioning of the brain, which entails the active participation in the process of both the left and the right hemispheres. Writing is one of the language skills among listening, reading, and

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<sup>4</sup> Mohammad Ali, *Ilmu dan Aplikasi Pendidikan*, 2<sup>nd</sup> edition, (Bandung: PT Imperial Bhakti Utama, 2007 ), p. 63.

speaking. Writing ability is the ability of students in producing a good writing to express their own ideas using vocabulary and grammar.<sup>5</sup> So the writer concludes that writing is one way to express ideas or develop ideas so that a text is formed. In Writing there are many types of text but here the researcher only focuses on report text.

Report text is a text explains or tells something in general, report text indicates the generality of what is reported. Report text is a type of text in English which explains the details of an object.<sup>6</sup> The explanations contained in the report text are the results of observations, research, observations and studies on various matters. Report text is a text that aims to convey information regarding things that happen as they are as a result of a research or observation.

Report text provides information as it is or can also be called real information without any artificial things because observations and statistics have been carried out to prove the analysis of these observations. Report text also describes participants in general, meaning that the report text provides an overview of general classification of things, animals, public places, plants, etc.

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<sup>5</sup> Dyah Mutiarin, and Friends, *Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022)*, (Yogyakarta: 2022), p. 229.

<sup>6</sup> Joko prayuda, *jenis –jenis teks dalam bahasa inggris*, ( Bogor,Guepedia, 2022 ), p 31.

## **H. Outline of the Research.**

The systematic of this research is divided into five chapters. every chapter consists of many sub chapters with details as follows :

Chapter I discusses the introduction, which consists of the background of the problem, namely the ability of students to write a text report explaining the importance and reasons for research, identification of problems, formulation of problems regarding problem formation, objectives of research. research on something to be fined, significance of research on the benefits of research, definition of key terms about the meaning of a few words of the title.

In chapter II it consists of a description of the theory that is conveyed about the description of the theory is the meaning of writing, the purpose of writing, the writing process, the evaluation of writing, the meaning of report text, the purpose of report text, the elements of report text structure. report text, examples of report text and conceptual framework.

In chapter III, the research methodology is discussed; consisting of research locations and schedules from May 2023 to completed, research locations. The study was in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The research design, population and sample were the 5<sup>th</sup> semester of tbi students in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The data collection instrument is a test. Furthermore, the data analysis technique is the Mean Score.

In chapter IV the results of research and data analysis are in the form of data descriptions that students are able to write report texts in 4<sup>th</sup> semester of English department uin syahada Padangsidempuan categorized sufficient. Finally, the results of the discussion of this study are students' ability to write report texts. Finally, in chapter V, the conclusion is the ability to write report texts and difficulties in writing report texts.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Definition of Students' Ability

Ability is physical, mental, or legal to perform. Ability is a power or a mental that have by someone to do something or a property).<sup>7</sup> The students be intended in this research is in 5<sup>th</sup> semester of English Department UIN Syekh Ali Hasan Ahmad Adary padangsidempuan.

##### 2. Kinds of Ability

There are kinds of ability, namely:

###### a. Sociological ability

It is about the ability of a person to be sensitive to social problems around him. This sensitivity encourages him to think critically and emancipatoryly. Sympathy and empathy are forms of sensitivity possessed by those who have the potential for sociological thinking.

###### b. Natural abilities

It is about the ability of a person to feel sensitive to the surrounding natural environment. People who have the potential for naturalist abilities will feel sick when nature is hurt. Not only that, this potential can also be described by the ability to understand ecological life on earth.

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<sup>7</sup> Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (NP: Gitamedia Press, NY), p.511.

c. musical ability

It is about the intelligence of a person to create harmony through sound. The sound is generally created through the playing of musical instruments. The skill to play a musical instrument and the intelligence to appreciate the tunes are some examples of the potential that only certain people have.

d. Spatial ability

That is intelligence related to the understanding of spatial space. Spatial space is often associated with mapping.

e. Visual ability

It is about intelligence to create visual creations. These creations can be drawings, paintings, or films. Not only that, those with this potential can understand a puzzle that appears visually, for example translating the meaning of a painting.

f. Logic ability

That is a person's ability to think logically and mathematically. This potential is related to the intelligence in his mind to understand something numerically, including calculating and memorizing mathematical formulas.

g. Linguistic ability

That is individual ability in language. This ability has a broad scope, not only understanding descriptive texts, but also speaking, lecturing, and discussing. This ability is closely related to the intelligence that a person has in developing self-actualization skills verbally.

h. Kinesthetic ability

It is about the ability of a person in moving his body. Not just moving, but also developing elasticity or flexibility of the body and creating harmony through precise and dazzling physical movements, like a professional dancer.

i. Interpersonal skills

That is a person's ability to establish social relationships. The intelligence potential of someone who is good at interpersonal relations can be seen from his ability to communicate, lobby, interview other people or the like.

j. Intrapersonal skills

That is a person's ability to understand, regulate, and manage oneself. People who successfully develop their intrapersonal potential are good at making decisions, designing visions, and setting life goals.

### 3. Definitions of Writing

Writing is referred to as the ability to use language to express thoughts and feelings to people around by using written language that can produce results. According to Harmer writing is the way to give the language and express the ideas, feelings, and opinions thorough lettering.<sup>8</sup> Writing is a product thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize coherently, and how to edit a text for appropriate grammar, and how to produce a final product.<sup>9</sup>From the explanation, when someone wants to write must think about what sentence wants to write or must have idea so can put the idea in the paper and make a good writing.

In language writing is one of the four language skills that must be mastered in school, because by writing can convey thoughts and feelings as described earlier. Writing is included as a difficult subject in school, because it is not only a matter of making letters and number on paper. The existence of elements in writing that must be fulfilled and process that must be mastered is also the difficult of students to mastering writing skill. In this writing activity, student must focus so that the students are able to master writing skill. Writing also is a tool that can used by students to review knowledge, organize

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<sup>8</sup> J Harmer, *How to teach writing*, (Overland : Personal Education Limite, 2004), p. 162.

<sup>9</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco, California: Pearson Education, 2000), p. 335.

their thinking, and evaluate their understanding of content. Writing can help students explore, processes, and express what they have learned or in the process of learning.<sup>10</sup>

Based on the explanation above, the researcher summarizes writing is the way or a tool that someone can use to express feelings, ideas, opinions and information as outlined in symbols and letters or numbers so that they become sentences and paragraphs that are correct and easy to understand. Can be poured on paper, blackboard, and other places where it is possible to write. So to get the right writing there are several writing process that must be passed, the process of writing as said here will illustrated as shown blow.

#### **4. Kinds of Writing**

There are eight kinds of writing, namely:

- 1) Short story
- 2) Biography
- 3) Information report
- 4) Observational writing
- 5) Problem/solution writing
- 6) Cause and effect

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<sup>10</sup> Holly S Atkins and Lin Carver, *Writing is Thinking*, (London: Rowman & Littlefield, 2022), p. 3.

7) Evaluation

8) Autobiography.<sup>11</sup>

## 5. Process of Writing

Writing process is the stages or activities that must be passed in order to produce a correct writing. Most of the learners think about writing is a simple process that may finish in one-step. However, to get the composition the learner must pass the processes. There are 3 stages in writing process:

### a. Pre Writing

Prewriting is an activity carried out before writing a draft which functions to get ideas about the topic to be written. Prewriting helps student to organize thoughts, plan student research or writing, and clarify student thesis.

### b. Planning

The first step that the students should do as writers is plan. The write should plan what he should write. In the planning process the writer must determine the purpose of writing. By knowing the purpose of writing, the writer can determine the most appropriate language style and grammar. So that the results are easily understood by the reader.

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<sup>11</sup> Allen S. Goose, *Kinds of Writing, Portland*, Second (J. Weston Walch, 2001), <https://doi.org/10.5040/9798216011897.ch-002>.

c. Revising/Drafting

After the writer gets some mistakes of his writing, it is his chance to do editing and revising. The mistakes, which can be, include content, grammar, and word choice and organization mechanics.<sup>12</sup>

By the Knowing the writing process, it aims to produce good writing that is easily understood by readers. From this explanation it can be concluded that writing is very important both for oneself and for others. Below will be described that importance of writing activities.

## 6. Importances of Writing

Writing is very important, because by writing students can provide useful information for others who need it. No matter how simple the word is written, it will definitely be useful for those who need it. There are 5 advantages in writing:

- a. Write helps you to remember
- b. Writing helps you to observe and to gather evidence.
- c. Writing helps you to think.
- d. Writing helps you to communicate.
- e. Above all, writing helps you to learn.<sup>13</sup>

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<sup>12</sup> Ida Royani, "Difficulties in Academic Writing: Perspective of Graduate students of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan", *English Jurnal for Teaching and Learning*, Vol. 11, No. 01, June 2023, p. 75.

<sup>13</sup> Trevor day, *success in academic writing*, (2018), p. 3.

From some of the explanations above, it is already known how important writing is for someone. So It necessary to increase the will and improve the quality of a person in writing. Below there are some explanation of components writing to generate the correct text.

## **7. Components of Writing**

In writing skill, students need to know and master the writing components. In order to make a good writing students need to recognize the component of writing writing such as content, forms, grammar, vocabulary, and mechanics(punctuation and capitalization).

### **a. Content**

Content is about the ideas that used by students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, the ideas detail or not, and the students use much varieties of ideas or not.

### **b. Form**

Form is a term that means the style of how a text is written. As the following example forms include novel, manuscripts, and poetry. Choosing the forms is an important part of writing because it determine or provides structure and also helps the writer communicate meaning.

c. Grammar

Grammar is a structured set of rules that govern the arrangement of sentences, phrases, and words in any language.

d. Vocabulary

Vocabulary is a collection of several words that are combined, so that it has meaning or significance. In this aspect describes how to students choose the word idiom.

e. Mechanic

The mechanical use of capital letters, punctuation, and spelling is correct. These aspects are very important, to lead the reader to understand and identify. The use of good mechanics in writing will make it easier for the reader to group the conveyer's ideas or messages in written materials.<sup>14</sup>

After knowing the definition of writing, importance of writing, process of writing, and component of writing. Writer also wants to explain the purpose of writing.

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<sup>14</sup> Harni Basonggo, and friends. "Developing Writing Skill of Grade VIII Student thorough Personal Letter," e- *Journal English Language Teaching Society* (ELTS), Vol 4, No. 1, 2016, p. 2.

## 8. Writing Assessment

A teacher's first responsibility is to provide opportunities for students to write and encouragement for students who are trying to write. The second responsibility of a teacher is to promote student success in writing. Teachers should do so carefully by monitoring students' writing to assess their strengths and weaknesses. Writing assessment refers to a field of study that contains theories and practices that guide the evaluation of a writer's performance or potential through writing assignments. Assessment writing can be thought of as a combination of the scientific study of composition and the theory of measurement in educational assessment. Writing assessment may also refer to technologies and practices used to evaluate student writing and learning. According to Isaacson students writing can be evaluated on five product factors : fluency, content, conventions, syntax and vocabulary.

### a. Fluency

The first writing skill a teacher might assess is fluency. Students able to translate one's thought into written words. A simple curriculum-based measure of fluency is the total number of words written during a short writing assignment. When fluency is the focus, misspellings, poor word choices, and faulty punctuation are not considered. Attention is only directed to the student's facility in translating thoughts into words.

A baseline of at least three writing samples should be collected and the total number of words counted for each. For the purpose of evaluation, this total can be compared with those of proficient writers of the same age or grade level. However, total words may be used best in monitoring the student's progress, comparing performance with his or her own previous fluency.

b. Content

Content is the second factor to consider when writing a product. Content features include the composition's organization, cohesion, accuracy (in expository writing), and originality (in creative writing). Analytical scales are the best way to lend some objectivity to evaluation of content. One can choose from a general rating scale, appropriate for almost any writing assignment, or one tailored to a specific genre or text structure.

c. Conventions

In order to fulfill the communicative function of writing, the product must be readable. Writers are expected to follow the standard conventions of written English: correct spelling, punctuation, capitalization, and grammar and legible handwriting. Consequently, even if the message is communicated, readers tend to be negatively predisposed to compositions that are not presentable in their form or appearance. Teachers traditionally have been more

strongly influenced by length of paper, spelling, word usage, and appearance than by appropriateness of content or organization.

d. Syntax

A child's early attempts at writing move from writing single words to writing word groups and sentences. Beginning writers often produce sentences that follow a repeated subject-verb (S-V) or subject-verb-object (S-V-O) pattern. A more mature writer will vary the sentence pattern and combine short S-V and S-V-O sentences into longer, more complex sentences. Seldom does a student write sentences at only one level of syntactic maturity. One determines a syntactic level by analyzing all the sentences in the sample and summarizing them according to the type most often used.

e. Vocabulary

The words used in a student's composition can be evaluated according to the uniqueness or maturity of the words used in the composition. Both quantitative and qualitative methods can be used to evaluate vocabulary. A simpler classroom-based method of looking at vocabulary is to simply make note of words used

repeatedly (over-used words) as well as new and mature words the students uses.<sup>15</sup>

## 9. Purposes of Writing

There are many benefits and purposes of writing, both for yourself and for others. According to Michael and Lorraine, there are purpose in writing. They are : informative writing, narrative writing, persuasive writing.

### a. Informative writing

Informative writing is used to share the knowledge and provide information, direction or ideas. Informative writing helps writers to informative writing include describing events or experiences, analyzing, concepts, speculating about cause and effect, and developing new ideas or relationship.

### b. Narrative Writing

Narrative Writing is a type of writing in English that aims to entertain readers about the writing that is presented.<sup>16</sup> The writing can motivate, educate and most importantly the purpose of this text is to entertain any one who read it.

### c. Persuasive Writing

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<sup>15</sup> Stephen Isaacson, "Simple Ways to Assess the Writing Skills of Students with Learning Disabilities" Vol. 98, No. 1, 2023, p. 3–15.

<sup>16</sup> George Braine and Clarire May, *Writing For Sources: A Guide For ESL students*, (California: Mayfield, 1996), p.141.

Persuasive writing is any written communication with the intention of convincing or influencing the reader to believe in an idea or opinion and take an action.<sup>17</sup>

As explained above, there are several goals of writing, namely to share knowledge, information to entertain people with stories and to argue a particular point of view in a convincing way. Of the several writing purposes, there are also types of text in English which have different meanings, structures, and purposes of the text. But the researcher only focuses on one type of text, namely report text and will be explained below.

## **10. Definitions of Report Text**

Report text is a text which reports about general description of the subject. It is a result of Systematic observation and analysis.<sup>18</sup>The report text explains the actual situation, with reference to various natural, man-made and social phenomena in our environment. Report is a text that presents information about a case as it is without any falsified information. Because this text is the result of systematic observation and analysis.

The purpose report text is Generally used to organize and store factual information.<sup>19</sup>Generally describes an entire class of things, both natural and

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<sup>17</sup>J. Michael O'Malley and Lorraine valdes Pierce, *Authentic assessment for English language Learners*, (Addison-Writersley Publishing Company), Inc, 1960, p. 137.

<sup>18</sup>Atiko and Ahmad Taufik, *Lets Learn English*, (Caramedia Communication, 2020), p.24.

<sup>19</sup> John Barwick, *Targetting Text*, (Black Education, 1998), p. 4.

man-made: mammals, planets, rocks, plants, countries, territories, cultures, transportation, and so on. Reports usually contain text whose facts can be scientifically proven as previously described. From other source it was also found that it was explained again that, report Text is text that is used to describe something in general.<sup>20</sup> So from some of these sources and almost the same explanation, it has clarified and strengthened the explanation about report text. So from the explanation above it is known what is report text, and when someone wants write the report text. The writer must know the generic structure of report text, to make it easier in write report text.

### **11. Generic Structure of Report text**

When reading or writing a sentence there must be a certain purpose and when want to write text have to use the correct language structure according to the type of text that want to write. As well as report text. The type of report text has several parts, namely : The title, General statement, and description.

#### **a. Title**

Report Text generally have concise title without connotative meaning. The title is usually the object to be discussed. The title used is very concise but can represent the entire content, intent, or purpose of writing the text.

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<sup>20</sup> Hanafi, *English text Devolving English material*, (JawaTimur: CV.PustakaAbadi, 2019) p. 43.

### b. General Statement

A report text begins with a general statement which is an introduction to the object to be written.<sup>21</sup>

### c. Description

Description is to describe a thing that will be discussed in detail part per part, customs or deed is for living creature and usage for materials.<sup>22</sup> The Description stage can be in the form of a single paragraph or a series of paragraphs about the object of discussion. However, in many report texts, we will find that supporting information is presented in a short and simple manner by only including the main idea or action without including explanations.<sup>23</sup> Report text also have some purpose which will be explain below.

## 12. Purposes of Report Text

Each type of text has a purpose as well as report text. The purpose report text is to convey information about something, as a result of systematic observation or analysis.<sup>24</sup> Report text also has a main purpose, namely report text for nine special functions or detailed information about an object. The

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<sup>21</sup> Wy. Dirgeyasa, *College Academic Writing a Genre Based Perspective*, (Jakarta: Kencana, 2016), p. 71.

<sup>22</sup> Dumaris, and friends, "High Order Thinking Skill (Hots) Questions On Learners' Writing Ability Of Report Text At EFL Of FkipUniversitas HKBP Nommensen", *Jurnal Dinamika Pendidikan*, Vol 14, No.2, July 2021, p. 22.

<sup>23</sup> Yesica J P situmorang, and friends. "An Analysis of students Difficulties in writing Report Text" *Jurnal pendidikan Tambusai*, Vol 6, No. 1, 2022, p. 4248.

<sup>24</sup>Novi Kumalasari, and friends, *Beyond Reading Text book*, (Jombang: LPPM Universitas K.H.A. Wahab Hasbullah, 2021), p. 49.

information described may include natural phenomena, the environment, social phenomena or man-made objects. This type of text contains facts that can be scientifically proven. After knowing the purpose of report text, writer also must know language features of report text. Here are some language features of report text.

### **13. Elements of Language/Language Feature of Report Text**

Apart from Generic Structure, Report Text has language features or Language Features that you need to know. Here are some Language Features you need to know about.

- a. Use Present Tense to Describe The Future.
- b. General nouns, using words that refer to something in general. For example dog, lion, or other generally non-specific denominators like my dog and so on.
- c. Relating verbs or linking verbs, for example is, am, are, look, looks, taste and so on.
- d. Timeless Present Tense, using the Simple Present Tense time marker. Usually for example, often, always and so on.
- e. Technical Terms, using terms related to the topic or discussion of the Report Text. For example, if you make a Report Text about animals, then in the Report Text there must be terms or mentions about animals.

- f. Introduction to Groups or General Aspects, using language that introduces the subject or object of research in general.<sup>25</sup>

As explained above, there are several language elements that must be considered so that the text written is easily understood by readers. especially deep write a text that is report text.

#### 14. Example of Report text

##### Bird (title)

Birds are interesting flying animals. They are vertebrates and warm blooded animals. **(General Classification)** Birds breath with air pocket. Beside as respiration organ, air pocket also can an large or reduce their weight when fly or swimming. There are many kinds of birds. Earth bird has special characteristic. They have different morphology according to their food and their habitat. Some of them eat seeds, pollen, fish, or meat. They are some special birds living in land and others living in water. Land bird live on their nest. Female birds have spesifict tasks. They lay eggs and feed their baby. Besides that they look for foods for they baby.<sup>26</sup> **(Description)**

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<sup>25</sup> Tri Anitasari, *Learning English Smartly*, (Jawa Timur: Srikandi Kreatif Nusantara, 2020), p. 92.

<sup>26</sup> Rinjani Bonavidi, and friends, *English for mathematic*, edition 2 (Malang : IKAPI, 2018), p. 276.

## B. Review of related Research

This research employed the previous study to make in finishing the thesis. To prove the originality of this research, the research presents some previous researchers that deal especially with English. Those researchers presented the similar topic but it is observed from different aspect are the research approach, the technique of data collection and the technique of analyzing data.

The first is script of Wani in her research was focus to analyzing of Students' ability in using paragraph elements in writing report Text. Most of students are not interest to learn English, there are many factors. Based on the general problem above the formulation in this research was : 1) How are students ability in using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidimpuan2) What is the students' difficulties in using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidimpuan?. This research used a qualitative descriptive method. Based on the results, the instrument to collecting the data are test, interview, and observation. She found that Students ability in using paragraph elements in writing report text were enough. It found the total mean score was 55.53%.<sup>27</sup>

Secondly, according to research done by Lestari script, based on the general problem above formulation in this research was : 1) What types of erros

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<sup>27</sup> Syarifah Wani, "An Analysis of Students Ability in Using Paragraph Elements in Writing Report Text at Grade XI IPS-5 SMA N 3 Padangsidimpuan" (Script IAIN Padangsidimpuan 2018).

are made by students at the XI grade in MAN 1 Padangsidempuan in writing report text 2) Why do the students at the XI grade MAN 1 Padangsidempuan do the errors in writing report text ?. This research used a descriptive qualitative method. Based on the results, the instrument to collecting the data are test, and interview. She argue that the history of MAN 1 Padangsidempuan until currently correct and looks good students.<sup>28</sup>

The last previous study was conducted by Azizah, this study reports the results of research that focuses on analyzing students' ability to write report texts in terms of generic structure and language features. The subjects of this study were second grade students of SMKN 1 Painan. For sampling used stratified random sampling. To collect data the researcher used written test. Tests were analyzed using a scoring rubric. Based on the researcher data analysis it is known that there are no students who have very good and very good abilities, 5 students have good abilities, 14 students have moderate abilities. Then 7 students have poor ability and 4 students have very poor ability. Data analysis showed that students' ability to write report texts was quite good.<sup>29</sup>

Based on these researcher, the researcher wants to know and look for other information deeply same material in writing report text.

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<sup>28</sup> Vivi Sri Lestari “Error Analysis In Writing Report Text Based On Surface Strategy Taxonomy Theory At The XI Grade Students Of MAN 1 Padangsidempuan” (Script UIN SYAHADA Padangsidempuan 2023).

<sup>29</sup> Azizah, “Students’ Ability in Writing Report text of Grade XI at SMK Negeri 1 Painan”, *Jurnal ilmiah Universitas Batanghari Jambi*, vol 19, no 2(2019).

## CHAPTER III

### Research Methodology

#### A. Time and Place of The Research

This research was done in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan it is the campus located in Sihitang, Subdistrict. Southeast Padangsidempuan, Padangsidempuan city, North Sumatra . The subject of research is the student At the 5<sup>th</sup> semester of English Department 2022/2023 academic years.

The process of the research was from May 2023 until completed. The date of the research has been taken after the research letters comes from the academic office of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

#### B. Research Design

The kind of the research is quantitative with descriptive method. Because this research wants to describe students' abilities in writing report texts. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, and control phenomena of interest.<sup>30</sup> Than descriptive research is research involves collecting data in order to answer question about the current status of the subject or topic of study. Quantitatif

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<sup>30</sup> Geoffrey E. Mills and Lorraine R Gay, *Educational Research Competencies for analysis and Applications*, (USA: Practice Hall, 2016), p. 24.

descriptive aim to describe with systematically and accurate pf fact about the population.

So, it can be concluded that quantitative descriptive research means analyzing or interpreting (descriptive) a situation or event. This is used to describe how students' ability to write report texts at the 5<sup>th</sup> semester of the English Department of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

### **C. Population and Sample of the research**

#### **1. Population of the Research**

Population is a set of people, animals, plants, events, numbers, etc, that have at least one characteristic in common.<sup>31</sup> In doing the research needs population, population is whole subject of the research. In this problem the researcher chose the students in the 5<sup>th</sup> semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan as the population of this research.

There are 2 (two) classes and consist 62 students.

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<sup>31</sup> David Marchevsky, *Critical Appraisal of Medical Literature*, (New York: Kluwer Academic/Plenum, 2000), p. 43.

**Table III.1**  
**Population of the research**  
**The 5<sup>th</sup> semester of English Department**  
**In UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**  
**Academic Year 2022/2023**

No	Classes	Number of students
1.	TBI I	25
2.	TBI 2	37
Total of Students		62

Source : the lecture of English department

## 2. Sample of The Research

Sample is part of the number and characteristics possessed by the population.<sup>32</sup> To get the sample of this research the researcher guided of the opinion of Suharsimi Arikunto, Who said if the total population is less than 100 people then the total sample is taken as a whole and if it's amount more amount was taken by 10%-15% or 20-25%.<sup>33</sup> So because the Population of this study was less than 100, the researcher took the entire sample namely 62 students.

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<sup>32</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017), p. 118.

<sup>33</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT RinekaCipta, 2006), p.110.

**Table III.2**  
**Sample of the research**  
**The 5<sup>th</sup> semester of English Department**  
**In UIN Syekh Ali Hasan Ahmad AddaryPadangsidimpuan**  
**Academic Year 2022/2023**

No	Classes	Number of students
1.	TBI I	25
2.	TBI 2	37
Total of Students		62

#### **D. Instrument of Collecting Data**

Instrument is a tool used to view and measure an observed natural and social phenomena.<sup>34</sup> The instrument used in this study is a test that asked students to describe their ability to write report texts. A research must have a good instrument, because with a good instrument can guarantee valid data. In this case, in order to get the date of this research, the research would prepared the available instrument. The instrument in this research is use by test. Test is sequence of question or practice that would be used for surveying the skill, intelligence, knowledge, ability to trail that is owned be used for surveying by individual or group. So it some questions about report text in order to get the information about the students' ability in writing report text. The form of the test is essay test. The researcher would be used the students as participant, in doing test. The researcher would be used writing techniques. The researcher

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<sup>34</sup> Heru Kurniawan, *Pengantar Praktis Penyusunan Instrument Penelitian*, (Yogyakarta :Deepublish Publisher, 2021), p. 1.

would be control all the students when doing this test and the students involve this research.

In order to gather the data accurately on students' ability in writing report text, the researcher gave a writing test with some title to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher want to analyze the students' ability in writing report text. In this research, researcher gave test about writing a text report and then order to get the information of the text like analyzing generic structure, grammatical, and language features.

The students wrote the report text with choose one of the title example "*What is rainbow?*", and "*What is elephant?*". The researcher gave 100 score for very good text. In writing the text, researcher gave five values follows: grammar, vocabulary, mechanic, fluency and form (organization).

Researcher gave 20 for every very good value. So the high score was 100.

**Table III.3**  
**Rubric Score of writing**

N0	Indicators	Score			
1	Grammar a. Simple Present tense b. Linking verbs c. Timeless present tense	20	15	10	5
2	Vocabulary a. General Noun	20	15	10	5
3	Mechanic a. Punctuation(period, comma, quotation, braces, question, brackets, parenthesis and braces)	20	15	10	5
4	Fluency a. Introducing group or General Aspect	20	15	10	5
5	Form(organization) <sup>35</sup> a. Technical Terms b. General classification and Description	20	15	5	5

a. Grammar

The criteria of scoring are as determined by ranges of the scores as following:

No.	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order.	20
2	Some errors of grammar or word order which do not however, interfere with comprehension.	15
3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.	10
4	Errors of grammar or word order so severe as to make comprehension virtually impossible.	5

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<sup>35</sup> Arthur Hughes and Jake Hughes, *Testing For language Teachers*, (New York: Cambridge University Press, 2020). p. 101-103.

## b. Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer.	20
2	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.	15
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

## c. Mechanics

No.	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling.	20
2	Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.	15
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.	10
4	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.	5

## d. Fluency

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20
2	Some structures or vocabulary items noticeably in appropriate to general style.	15
3	Structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10

4	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5
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e. Form (Organization)

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer.	20
2	Some lack of organization; re-reading required for clarification of ideas.	15
3	Individual ideas may be clear, but very difficult to deduce connection between them.	10
4	Lack of organization so severe that communication is seriously impaired. <sup>36</sup>	5

## E. Technique Validity and Reliability

### 1. Validity

To measure the accuracy of the indicators or methods in the test, validity tests are carried out. Measurements Validity is carried out by giving tests to lecturers majoring in English education to determine correctness and compatibility according to the indicators or methods used.

### 2. Reliability

Reliability refers to consistency across measurement sets. The research instrument must be reliable. The instrument is said to be reliable if the instrument can be trusted to be used as a data

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<sup>36</sup>Arthur Hughes and Jake Hughes, *Testing For language Teachers*, (New York: Cambridge University Press, 2020). p. 101-103.

collection instrument because it is good. Thus, this study will use the mean formula for instrument reliability.

#### **F. Technique of Data collecting**

After preparing the test, the researcher gave the test to the sample of the research, then try to find out the result. There are some steps to collect the data:

- 1) The researcher make preparation of the tests which are all the items of the tests concern with the material.
- 2) The researcher gave students the tests and the time in 45 minutes to do the tests.
- 3) Collecting the item of students' answer.
- 4) Analyzing the data.

#### **G. The Technique of Data Analysis**

After collecting data, the researcher analyzed the data by using some procedure, they are:

1. Counted the students' answer and then classified it based on their score.
2. Calculated their result (mark)

Because the researcher used the test, so the researcher also used the formula:

- a. Know the range of the date, the formulation is:

$$\text{Range} = \text{High Score} - \text{Low score}$$

- b. Know the total of class(BK), with the formula

$$1+3,3 \log n$$

- c. Know the interval(p) used the formula:<sup>37</sup>

$$\text{The formula is: } p = \frac{r}{bk}$$

- d. Know the mean score used the formula:

$$M = \frac{\sum \text{score}}{\sum \text{responden}}$$

- e. Know the median Score used the formula:

$$\text{Me} = b + p \left[ \frac{\frac{1}{2}n - F}{f} \right]$$

- f. Know the modus score used the formula:<sup>38</sup>

$$M = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

In get percentage the researcher were calculated using the pattern:

$$X = \frac{\sum x}{n} \times 100$$

X : The mean of the students

$\sum x$  : The total of Score

N : The students' Size<sup>39</sup>

3. After finding the mean scores of all students, it was consulted to the classification as follows:

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<sup>37</sup> Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan*, (Medan: Perdana publishing, 2015), p.22.

<sup>38</sup> Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan.....*, p. 35-39.

<sup>39</sup> Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan.....*, p. 172-173.

**Table III.4**  
**Criteria Score Interpretation**

N0	Percentage	Criteria
1	80% - Above	Very Good
2	69% - 79%	Good
3	56% - 65%	Enough
4	41% - 55%	Less
5	40% - Down%	Failed

*(Adapted by Pusat kurikulum dan Perbukuan, Baitbang, Kemendikbud)*

After the researcher found the mean scores all students, it is consulted to the criteria as follows: If the value of mean score is 30% - 39% it can be categorized into very less ability.

- a) If the value of mean score is 40% - down it can be categorized into Failed.
  - b) If the value of mean score is 41% - 55% it can be categorized Less.
  - c) If the value of mean score is 56% - 65% it can be categorized into enough.
  - d) If the value of mean score is 69% - 79% it can be categorized into good ability.
  - e) If the value of mean score is 80% - above it can be categorized into very good ability
4. Finally, the researcher took conclusion. It is done to conclude discussion solidly and briefly.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

As mentioned in earlier chapter, in order to know the writing report text at the 5<sup>th</sup> semester of English department Uinsyeikh Ali Hasan Ahmad Addary Padang sidimpuan. The researcher has calculated the data using test writing report text. Applying Quantitative analysis the researcher use the formulation of mean score. Next, the researcher described the data as follow:

#### **A. Description of Data**

##### **1. Students' Ability in Writing Report Text**

Based on the result of the students' test in which the students' were asked to write a text about the report text. From the result of the students there are 62 students it could know that the score of the students was between 25 Up to 90 It means that the highst score got by students was 90, the lowest score was 25 The data description of the students' ability in writing report text at the 5<sup>th</sup> semester of English deparment Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan could be see in the following table.

**Table IV.1**  
**The Students' Ability in Writing Report Text Had been gotten as in**  
**the table below**

No	Statistic	Total
1	High Score	90
2	Low Score	25
3	Range	65
3	Mean Score	64,44
5	Median	65.00
6	BK	7
7	Interval	10
8	Modus	65

From the table above it has been known the higher score of students was 90 score and the lower score was 25 score, range 65 score, mean score 64,44 and median score 65.00 and the total of the class BK 7 and interval was 10 and modus was 65. Based on calculation mean score above, the students couldn't achieved KKM that was 80. So the ability of students in writing report text was enough category.

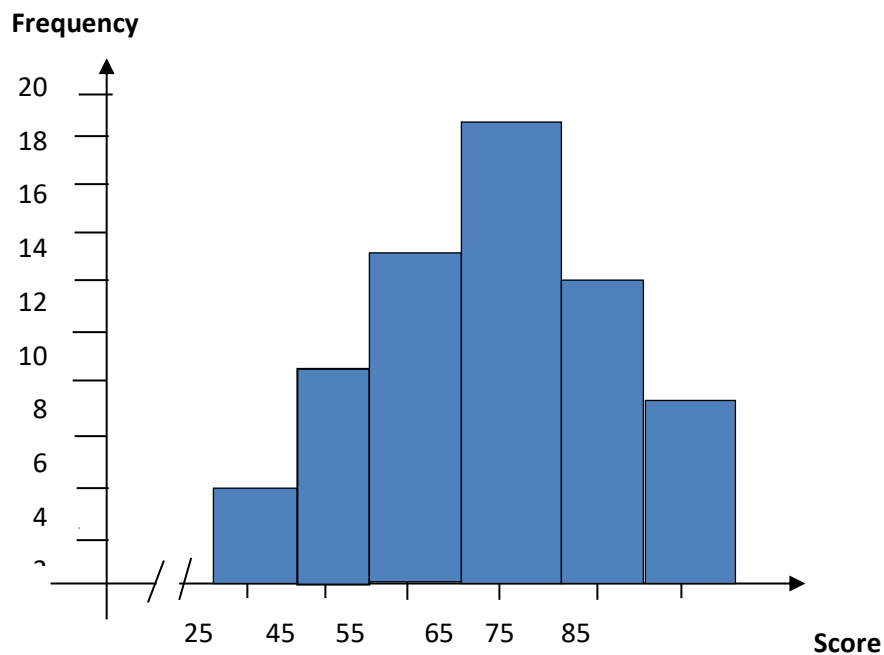
From the data above can be know the mean score 64,44 and median was 65.00 and modus was 65. From the three data constituted as central tendency of the students' ability in writing report text at the 5<sup>th</sup> semester of English department Uin Syekh Ali Hasan Ahmad Addary padangsidempuan. The Distributing data above could be seen in the following table:

**Table IV.2**  
**The Frequency Distribution of Students' ability in writing report text**

<b>No</b>	<b>Interval</b>	<b>Median</b>	<b>Frequency(f)</b>	<b>Percentage(%)</b>
1	25-34	29.5	4	7%
2	35-44	39.5	-	0
3	45-54	49.5	8	13%
4	55-64	59.5	13	21%
5	65-74	69.5	18	29%
6	75-84	79.5	12	19%
7	85-94	89.5	7	11%
Total			N= 62	100%

From the table above, it can be known the score of students were 4 students (7%) have 25 up to 34 score. There were 8 students (13%) have 45 up to 54. There were 13 students (21%) have 55 up to 64 score. There were 18 students (29%) have 65 up to 74 score. There were 12 students (19%) have 75 up to 84 score, and there were 7 students (11%) have 85 up to 94 score.

In continuation, the distribution date of problems that students face in writing at the 5<sup>th</sup> semester of English department Uin Syekh Ali Hasan Ahmad addary Padangsidimpuan was drawn in the following histogram.



**Figure 1: The Histogram of The Students' Aility in Writing Report Text at the 5<sup>th</sup> Semester of English depermentUinSyekh Ali Hasan Ahmad Addarypadangsidimpuan.**

Based on the figure of histogram above, it was describe about the frequency every score distance of students' ability in writing report text. The first, in 25 up to 34 score the frequency were 4. Second, in 45 up to 54 score the frequency were 8. Third, in 55 up to 64 score the frequency were 13. Forth, in 65 up to 74 score frequency were 18. Fifth, in 75 up to 84 score frequency were 12. And the last in 85 up to 94 score frequency were 7.

So from the figure of the histogram above could be seen that, frequency most high 18 were in 65 up to 74 score. It means that the students' ability still low because didn't achieve to KKM of English department UinSyekh Ali Hasan Ahmad Addry Padangsidimpuan.

## 2. Students' Ability based on Each Indicator

So, based on the description score above, next, the researcher would be calculated the percentage of the students', and it can be seen on the table below:

**Table IV.3**

### **The Percentage of Students' Score in grammar**

<b>Indicator</b>	<b>Point</b>	<b>Total of Student</b>	<b>Percentage(%)</b>
Few (if any) noticeable errors of grammar of word order	20	1	2
Some errors of grammar or word order which do not however, intervere with comprehension	15	28	45
Errors of grammar or word order frequent; effoerts of interpretation sometimes required on readers' part	10	29	47
Errors of grammar or word order so severe as to make	5	4	6

comprehension impossible	virtually			
				100

Based on the table above, it can be known that the students can write report text by first statement were 1 student that has 20 points, it can be percentage (2%), that the students who can write report text by second statement were 28 students have 15 points (45%), that the students who can write report text by third statement were 29 students that have 10 points, it can be percentage (47%), that the students who can write report text by last statement were 4 students that have 5 points, it can be percentage (6%).

Where the students choose one of the titles below: rainbow, elephant, and rafflesia flower. There are some students who got false in grammar, it can be seen the result of the table students:

Table IV.4

## The Result of Students' Test Grammar

No	Grammar	Wrong	Correctly
1	Example: ARR Got false in auxiliary "has"	"Rainbows <u>has</u> been the subject of myths and legends for centuries"	"Rainbows <u>have</u> been the subject of myths and legends for centuries"
2	Example: RH Got false in auxiliary "is"	"Rafflesia flower <u>are</u> the biggest"	"Rafflesia flower <u>is</u> the biggest"
3	Example: KP Got false in auxiliary "is"	"Rainbow <u>are</u> form when the sun's ray pass trough"	"Rainbow <u>is</u> form when the sun's ray pass trough"
4	Example: YSS Got false in verb "cause"	"A rainbow is <u>caused</u> by sunlight"	"A rainbow is <u>cause</u> by sunlight"
5	Example: UH Got false in auxiliary "is"	"Elephant <u>are</u> the largest living land animal"	"Elephant <u>is</u> the largest living land animal"
No	Grammar	Wrong	Correctly
7	Example: NH Got false in verb	"creating the different colours of	"creat the different colours

	“create”	the rainbow”	of the rainbow”
8	Example: DH Got false in verb “note-pruduce”	“It is <u>noted</u> for <u>producing</u> the largest”	“It is <u>note</u> for <u>produce</u> the largest”
9	Example: ANH Got false in verb “see”	“that can <u>seen</u> in the sky”	“that can <u>see</u> in the sky”
10	Example: YPR Got false in auxiliary “is”	“A Rainbow <u>are</u> a beautiful natural phenomenon”	“A Rainbow <u>is</u> a beautiful natural phenomenon”

TABLE IV.5

### The Percentage of Students’ Score in Vocabulary

Indicator	Point	Total of Student(f)	Percentage(%)
Use of Vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer.	20	8	12
Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.	15	32	51
Limited vocabulary and frequent errors clearly hinder expression of ideas.	10	18	29
Vocabulary limitations so extreme as to make comprehension virtually impossible.	5	4	8
			100

Based on the table above, it can be known that the students can write report text by first statement were 8 students that have 20 point, it can be percentage (12 %), that the students who can write report text by second statement were 32 students that have 15 point (51%), that the students who can write report text by third statement were 18 students that have 10 point (29%), that the students who can write report text by last statement were 4 students that have 5 point (8%).

Where the students choose one of the titles below: Rainbow, elephants, and rafflesia flower. There are some student got false in vocabulary, it can be seen the result of table students:

**Table IV.6**  
**The Result of Students' Test**  
**Vocabulary**

No	Vocabulary	Wrong	Correctly
1	Example:TAN In her sentences, she made so minim and lack of ideas	Text of "Rainbow"	In her text it shoul be more clear explanation.
2	Example: PA She lose the general noun	"I know there are two types of elephant"	"There are two types of elephant"
3	Example:S In her sentences, she made so minim and lack of ideas	Text of "Rainbow"	In her text it shoul be more clear explanation.

4	Exaple:RA Her paragraph was so minim and just one paragraph.	Text of “Rainbow”	In her text it shoul be clarified the ideas of the sentences.
5	Example:LFN Her paragraph was so minim and just one paragraph.	Text of “Elephant”	In her text it shoul be clarified the ideas of the sentences.
6	Exaple:RA Her paragraph was so <b>No Vocabulary</b>	Text of “Rainbow” <b>Wrong</b>	In her text it shoul be clarified <b>Correct</b>
	minim and just one paragraph.		the ideas of the sentences
7	Exaple:DMPP Her paragraph was so minim and just one paragraph	Text of ”Rainbow”	In her text it shoul be clarified the ideas of the sentences.
8	Example:M In her sentences, she made so minim and lack of ideas	Text of “Elephant”	In her text it shoul be more clear explanation.
9	Example:SZH	Text of “RafflesiaFlowe”	In her text it shoul be more

	In her sentences, she made so minim and lack of ideas		clear explanation.
10	Exaple:WH Her paragraph was so minim and just one paragraph.	Text of 'Rainbow'	In her text it shoul be clarified the ideas of the sentences.

**Table IV.7**

**The Percentage of Students' score in mechanics**

<b>Indicator</b>	<b>Point</b>	<b>Total of Student (F)</b>	<b>Percentage (%)</b>
Few (if any) noticeable lapses in punctuation or spelling.	20	5	8
Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension	15	21	34
Frequent errors in spelling or punctuation; lead sometimes to obscenity.	10	32	52
Errors in spelling or punctuation so severe as to	5	4	6

make comprehension virtually impossible.			
			100

Based on the table above, it can be known that the students can write report text by first statement were 5 students that have 20 point, it can be percentage (10%), that the students who can write report text by second statement were 21 students that have 15 point (34%), that the students who can write report text by third statement were 32 students that have 10 point, it can be percentage (43%), that the students who can write report text by last statement were 4 students that have 5 point, it can be percentage (13%).

Where the students choose one of the titles below: Rainbow, elephant, and rafflesia flower. There are some student got false in mechanic, it can be seen the result of table students' below:

**Table IV.8**  
**The result of Students Test**  
**Mechanics**

No	Mechanic	Wrong	Correctly
1	Example: VFP False in spelling verb "come"	"Elephants <u>came</u> in two main species"	"Elephants <u>come</u> in two main species"
2	Example: WH False in spelling adjective "Unique"	"for their <u>yunique</u> "	"for their <u>unique</u> "

3	Example: HSR False in spelling adjective“Specific”	“ <u>spicific</u> conditions mest be met”	“ <u>specific</u> conditions mest be met”
4	Example:SR False in spelling noun “Indigo”	“Green, blue, mdigo and violet”	“Green, blue, indigo and violet”
<b>No</b>	<b>Mechanic</b>	<b>Wrong</b>	<b>Correctly</b>
5	Example:YS False in using punctuation or don’t make punctuation in the last sentences “full stop (.)”	“in the ground is <u>still alive</u> ”	“in the ground is <u>still alive.</u> ”
6	Example: YFH False in spelling verb “study”	“provide a way to <u>stady</u> light”	“provide a way to <u>study</u> light”
7	Example: UH False in spelling noun “species”	“living spicies are currently”	“living species are currently”
8	Example:A False in using punctuation “comma (,)”	“First is red and orange yellow green blue indigo”	“First is red and orange, yellow, green, blue, indigo”
9	Example: KP	“creating the <u>diffeint</u> colors”	“creating the <u>different</u> colors”

	False in spelling adjective “diffrent”		
10	Example:YM False in using punctuation “doble quotation marks (“)”	“It’s called <u>“Trunk”</u> it is basically”	“It’s called <u>“Trunk”</u> it is basically”

**Table IV.9**  
**The Percentage of Students’ Score in Fluency**

<b>Indicator</b>	<b>Point</b>	<b>Total of Student (F)</b>	<b>Percentage (%)</b>
Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20	6	10
some structures or vocabulary items noticeably in appropriate to general style.	15	21	34
structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10	27	43

communication often impaired by completely inappropriate or misused structures or vocabulary items	5	8	13
			100

Based on the table above, it can be known that the students can write report text by first statement were 6 students that have 20 point, it can be percentage (10%), that the students who can write report text by second statement were 21 students that have 15 point (34%), that the students who can write report text by third statement were 27 students that have 10 point, it can be percentage (43%), that the students who can write report text by last statement were 8 students that have 5 point, it can be percentage (13%).

Where the students choose one of the titles below: Rainbow, elephant, and rafflesia flower. There are some student got false in Fluency, it can be seen the result of table students' below:

**Table IV.10**  
**The result of students Test**  
**Fluency**

No	Fluency	Wrong	Correctly
1	Ex:VFP Do not use auxiliary "is" in the sentence.	"Elephant (.....) the largest land animals on earth"	"Elephant <u>is</u> the largest land animals on earth"

2	Ex:AZRL False in structure adjective “beautiful”	“A rainbow is a <u>beautifully</u> natural phenomenon”	“A rainbow is a <u>beautiful</u> natural phenomenon”
3	Ex:SL False in structure in verb “eat”	“Elephants <u>eats</u> grass, leaves, twings”	“Elephants <u>eat</u> grass, leaves, twings”
<b>No</b>	<b>Fluency</b>	<b>Wrong</b>	<b>Correctly</b>
4	Ex:SA False in structure adjective “beautiful”	“with <u>very very</u> <u>beautiful</u> colors”	“with <u>very</u> <u>beautiful</u> colors”
5	Ex:WA False in structure adjective “small”	“separate again into very <u>smalles</u> potions”	“separate again into very <u>small</u> potions”
6	Ex:YS False in structure verb “die”	“part of the stick like center they will <u>died</u> ”	“part of the stick like center they will <u>die</u> ”
7	Ex:NH False in structure verb “live”	“Asian elephants <u>lives</u> in Nepal”	“Asian elephants <u>live</u> in Nepal”
8	Ex:BRA False in structure adjective “biggest”	“Elephant is a <u>bigger</u> animal”	“Elephant is a <u>biggest</u> animal”
9	Ex:PA False in structure adjective “small”	“has <u>smaller</u> ears”	“has <u>small</u> ears”
10	Ex:WH False in structure adjective “beautiful”	“Rainbow have <u>beautifully</u> colour”	“Rainbow have <u>beautiful</u> colour”

**Table IV.11**  
**The Percentage of Students' score in Form (Organization)**

<b>Indicator</b>	<b>Point</b>	<b>Total of Student (F)</b>	<b>Percentage (%)</b>
Highly organized clear progression of ideas well Linked: like educated native writer.	20	16	26
Some lack of organization: reading required for clarification of ideas	15	30	48
Individual ideas may be clear, but very difficult to deduce connection between them.	10	13	21
Lack of organization so severe that communication is seriously impaired.	5	3	5
			100

Based on the table above, it can be known that the students can write report text by first statement were 16 students that have 20 point, it can be percentage (26%), that the students who can write report text by second statement were 30 students that have 15 point (48%), that the students who can write report text by third statement were 13 students that have 10 point,

it can be percentage (21%), that the students who can wrote report text by last statement were 3 students that have 5 point, it can be percentage (5%). Where the students choose one of the titles below: Rainbow, elephant, and rafflesia flower. There are some student got false in form (organization), it can be seen the result of table students' below:

**Table IV.12**  
**The Result of Students' Test**  
**Organization**

<b>No</b>	<b>Form (Organization)</b>	<b>Wrong</b>	<b>Correctly</b>
1	Ex: YSS In her sentences, she made so minim, lack of ideas and she didn't know the generic structure	Text of "Rainbow"	"more clear in writing text so the text has the rules of generic structure".
2	Ex: N She didn't know the generic structure, she made the description in the general classification.	Text of "Rainbow"	"more clear in writing text so the text has the rules of generic structure".
3	Ex: DH She didn't know the generic structure, she.	Text of "Rafflesia Flower"	"more explanation and organize what the
<b>No</b>	<b>Form (Organization)</b>	<b>Wrong</b>	<b>Correctly</b>

	made the description in the general classification.		general classsifictaion and description”.
4	Ex: DMPP In her sentences, she made so minim paragraph, just onle one paragraph and lack of ideas.	Text of “Rainbow”	“more explanation what the language features of the text”.
5	Ex: S In her sentences, she made so minim paragraph, just onle one paragraph and lack of ideas.	Text of “Rainbow”	“more explanation what the language features of the text”.
6	Ex: DH She didn’t know the generic structure, she made the description in the general classification	Text of “Rainbow”	“more explanation and organize what the general classsifictaion and description”.
7	Ex: SD In her sentences, she made so minim paragraph, just onle one paragraph and lack of ideas.	Text of “Elepehant”	“more explanation what the language features of the text”.

8	Ex: RSS In her sentences, she didn't know about the report text and generic structure of the text	Text of "Rainbow"	"more explanation and organize what the general classsifictaion and description".
9	Ex: WH In her sentences, she made so minim paragraph, just onle one paragraph and lack of ideas.	Text of "Rainbow"	"more explanation what the language features of the text".
10	Ex: M She made so minim paragraph	Text of "Elephnat"	"more explanation and add the main idea or sentences"

**Table IV.13**  
**Criteria score interpretation**

N0	Percentage	Criteria
1	80% - Above	Very Good
2	69% - 79%	Good
3	56% - 65%	Enough
4	41% - 55%	Less
5	40% - Down%	Failed

based on the criteria above, the cumulative score was 64, 44%. So, it could be categorized into *enough category*.

## B. Discussion

The researcher discussed the result of this research with the theory that related with report text . Based on the result of this research, the researcher found the students' ability in writing report text was enough. It could known from the calculated of the means score that the students' ability in writing report text at the 5<sup>th</sup> semester of English department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan was 64,44 %. The researcher discussed the result of this research and compared with related findings.

First, the research by Wani in her finding based on the result of students ability in using paragraph elements in writing report text. It can be concluded that students ability in using paragraph elements in writing report text can be categorized into enough category in which the mean score was 55, 53%. And the students got the difficulties in using paragraph such as topic sentences, supporting sentences and concluding sentences in writing report text.<sup>40</sup>

Than Lestari script based in her research , the result of error analysis in writing report text based on surface strategy taxonomy theory that guid from interview and test. There are four types error (omission, addition, misformation, and misordeering). And it found that error made by student shows that the percentage of error in written test including omissions errors 31%, addition errors with a total of 17.5%. Misformation errors 37.8%, and misordering errors

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<sup>40</sup> Syarifah Wani, "An Analysis of Students Ability in Using Paragraph Elements in Writing Report Text at Grade XI IPS-5 SMA N 3 Padangsidempuan" (Script IAIN Padangsidempuan 2018).

13.5%. Students made lots of errors are because they were still lacking in writing report text, they were lack of grammatical, they were lack practices and they were lack of vocabulary.<sup>41</sup>

The last Riska script in her research that found clustering technique could improve in teaching writing report skill at classroom XI IPA-3. It based on the students' writing score, the mean score in the cycle I was 58.92 (25%) then in the cycle II was 83.28 (89.28%). The students' improvement can be categorized into high motivation. Then the calculate result of  $t_o = 65.23$  t table with  $df = 27$  level of significance in t table 5% is 40.113. It can be known that the result of  $t_o$  is bigger than  $t_t$  it is  $65.23 > 40.113$  Based on the result, it means that there is a significant improvement between students' writing report text through clustering technique learning process result in the first cycle and second cycle.<sup>42</sup>

Addition, There are some criteria of writing assessment. For the first, students must understand about the Grammar. Next, students must rich about Vocabulary. Next, students must understand about Mechanics. The last is students must understand about Fluency and Form (Organization). Although, from the result of the test that have be given to the students at the 5<sup>th</sup> semester

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<sup>41</sup> Vivi Sri Lestari “Error Analysis In Writing Report Text Based On Surface Strategy Taxonomy Theory At The XI Grade Students Of MAN 1 Padangsidempuan” (Script UIN SYAHADA Padangsidempuan 2023).

<sup>42</sup> Yeni Riska, “Improving Students’ Writing Ability in Report Text Through Clustering Technique at Grade XI SMAN1 Siabu”(Script IAIN Padangsidempuan 2017).

of English department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan were lack understand and also unknown about the criteria of writing assessment above. So, the students at the 5<sup>th</sup> semester of English department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan difficult in writing, especially writing report text.

Based on explanation above, researcher concluded that the students' ability in Writing Report Text at the 5<sup>th</sup> semester of English department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan was enough. Researcher said like that because the result of the calculation of the students' ability in writing report text was 64.44 %. The result far from good category.

### **C. Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis and feels that research was still far from perfect.

This research still limited. They were many mistakes and weakness. Mistakes and weakness were caused by limitation of the researcher time, the original answers of the students. On doing the test, there were the weakness of time, because the students had activities, when they answered the tests they less concentrate test, increase of many task to fulfill for examination a head and also there were many weakness of the researcher. And the researcher expected to the generations would be able to do the best.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threats of the researcher. The researcher has searched this research only. Finally, it has been because the helping from the entire advisors, Headmaster and English teacher.

## CHAPTER V

### CLOSING AND SUGGESTIONS

#### A. Conclusions

After calculating and analyzing the data from the students' score, it could be found the score of all the students was 3.995. It can be known there were 4 students (7%) have 25 up to 34 score, there were 8 students (13%) have 45 up to 54, there were 13 students (21%) have 55 up to 64 score, there were 18 students (29%) have 65 up to 74 score, there were 12 students (19%) have 75 up to 84 score, and there were 7 students (11%) have 85 up to 94 score. It showed that most of students at the 5<sup>th</sup> semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan got score 65 up to 74.

Based on the analyzing the researcher found the mean score or the cumulative score was 64.44%. So, it could be categorized into *enough category*. It also can see on the result, after the researcher analyzing the students test in writing report text based on indicator (Grammar, vocabulary, mechanic, fluency, and form/organization). It showed students have difficulties to write report text or students ability to write report text it's not good and it can categories into *enough Category*.

## **B. Implication**

Implications are the direct results or consequences of the findings of a scientific research. The results of this research are about the ability to write report texts for 5th semester students majoring in English at Uin Syekh Ali Hasan Ahmad Addary Padangdimpuan. Based on the results of the research, students did not provide satisfactory results and the researcher believes that the essence of these results is:

1. Theoretically, students' ability to learn Report Text lessons is still very poor or it could be said that Report Text lessons are not very familiar to students so students is difficult to write Report Text.
2. Practically speaking, the level of student ability in writing report text is determined by the student's activeness in studying the report text. This means that if students learn to write report texts more often, they will more easily master report texts so that they no longer experience difficulties in writing report texts such as lack of vocabulary, lack of grammar and interest in writing, and vice versa.

## **C. Suggestions**

Based on the conclusion and the implications of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students' ability in writing other text.
2. To the students in the 5<sup>th</sup> semester of English Department Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan should have to do practice in writing text, especially report text.
3. To the lecture especially English lecture in the 5<sup>th</sup> semester of English department UinSyekh Ali Hasan Ahmad Addary Padangsidempuan were hoped to develop the students' ability in writing text, especially report text.

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## **Appendix 1**

### **WRITING TEST**

#### **A. Intruction**

1. The instrument is used to find out the students' ability in writing report text.
2. Your answer will not influence your position in this school.
3. Your answer will be kept for its confident.

#### **B. Guidline**

1. Read the question carefully!
2. Time to take the test 45 minutes!
3. If you have a question, ask to the researcher!
4. Do the test by yourself!

#### **C. Question**

1. Choose the title below:
  - a. Rainbow
  - b. Elephant
  - c. Rafflesia Flower
2. Write the report text least 3 paragraphs!
3. Make the text should be consist generic structure

## Appendix 2

**Table V**

**The Total Score of Students' Ability in Writng Report text at the 5<sup>th</sup>**

**Semester of English department Uin syekh Ali Hasan Ahmad Addary**

### **Padang sidimpuan**

Name	Grammer	Vocabulary	Mechanics	Fluency	Form/Organization	Score
YIA	15	15	20	15	20	85
NH	10	15	15	10	15	65
DSN	20	20	15	10	20	85
RH	10	10	10	10	10	50
NS	15	20	20	15	20	90
RER	15	15	15	15	20	70
SA	15	15	10	10	15	65
N	10	15	10	15	15	65
PAA	15	20	15	20	20	90
WH	10	10	10	10	15	55
SR	15	15	10	20	20	80
SZ	15	10	10	10	15	60
DH	10	20	20	15	20	85
N	15	15	15	15	20	80
M	15	15	10	10	15	65
KP	10	10	15	15	20	70
N	10	15	15	10	10	60
TA	15	20	10	20	15	80
YS	10	10	10	10	15	55
AN	10	10	10	10	15	55
RA	15	20	15	15	20	85
RF	15	20	15	20	20	90
ED	15	15	15	15	20	80
RS	5	5	5	5	5	25
UH	15	10	10	10	20	65
AS	10	15	10	15	15	65
AZRL	10	10	10	10	10	50
ANH	10	15	10	15	15	65
AAP	15	15	15	20	15	80
AN	10	10	10	5	10	45
BRNR	15	10	10	15	15	65
DMPP	10	10	10	5	10	45
DFS	15	15	20	15	15	80
DH	10	15	15	15	15	70

HSR	10	15	15	15	15	70
KNN	10	15	10	10	15	60
KH	15	15	100	10	15	65
LFS	10	10	10	5	10	45
LTH	10	10	10	10	15	55
NSS	15	15	15	10	10	65
NAN	10	15	10	10	15	60
NJ	15	15	10	10	15	65
PA	10	10	15	15	10	60
RA	5	5	5	5	5	25
RDS	15	15	15	15	15	75
S	5	5	5	5	5	25
SL	10	10	10	5	10	45
SA	10	10	10	10	10	50
SD	10	10	10	10	10	50
SA	15	15	15	20	15	80
TRBH	10	15	10	10	15	60
TAN	5	5	5	5	10	30
VFP	15	15	10	10	15	65
WA	15	15	15	10	15	70
WL	15	15	10	15	20	75
WH	15	15	15	15	20	80
YFH	15	15	15	15	20	80
YPR	10	15	20	10	15	70
YSB	10	15	10	10	15	60
YM	15	20	15	15	15	80
ARR	10	10	10	10	15	55
ANS	10	15	10	10	10	55
Total						3.995

## Appendix 3

### The Calculation

#### A. The calculation for making histogram

##### 1. The score of students in the questionnaire

25 25 25 30 45 45 45 45 50 50  
50 50 55 55 55 55 55 55 60 60  
60 60 60 60 60 65 65 65 65 65  
65 65 65 65 65 65 65 70 70 70  
70 70 70 75 75 80 80 80 80 80  
80 80 80 80 80 85 85 85 85 90  
90 90

2. High Score : 90

3. Low Score : 25

4. Range= high score-low score= 90-25=65

The total of Classes (BK) =  $1 + 3,3 (\log n)$

$$= 1 + 3,3 (\text{Log } 62)$$

$$= 1 + 3,3 (1,7)$$

$$= 1 + 5,61$$

$$= 6,61 (7)$$

5. Interval (i)

$$p = \frac{r}{bk}$$

$$= \frac{65}{7} = 9,2 \text{ (10)}$$

6. Know mean score

$$M = \frac{\sum \text{score}}{\sum \text{responden}} = \frac{3.995}{62} = 64,44$$

7. Median dan Modus get from spp sss

ABILITY

ability		
N	Valid	62
	Missing	1
Mean		64.44
Median		65.00
Mode		65
Std. Deviation		15.866
Range		65
Minimum		25
Maximum		90
Sum		3995

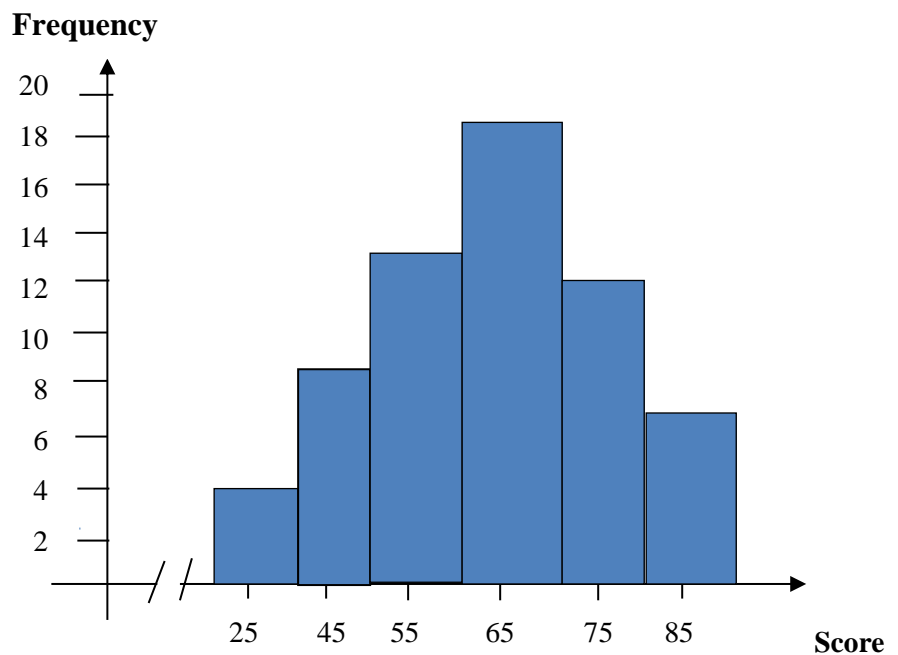
		Ability			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	3	4.8	4.8	4.8
	30	1	1.6	1.6	6.5
	45	4	6.3	6.5	12.9
	50	4	6.3	6.5	19.4
	55	6	9.5	9.7	29.0
	60	7	11.1	11.3	40.3
	65	12	19.0	19.4	59.7
	70	6	9.5	9.7	69.4
	75	2	3.2	3.2	72.6
	80	10	15.9	16.1	88.7
	85	4	6.3	6.5	95.2
	90	3	4.8	4.8	100.0
		Total	62	98.4	100.0
Missing	System	1	1.6		
Total		63	100.0		

25 25 25 30 45 45 45 45 50 50  
 50 50 55 55 55 55 55 55 60 60  
 60 60 60 60 60 65 65 65 65 65  
 65 65 65 65 65 65 65 70 70 70  
 70 70 70 75 75 80 80 80 80 80  
 80 80 80 80 80 85 85 85 85 90  
 90 90

**Table VIII**  
**The Frequency Distribution of Students' ability in writing report text**

No	Interval	Median	Frequency(f)	Percentage(%)
1	25-34	29,5	4	7%
2	35-44	39,5	-	0
3	45-54	49,5	8	13%
4	55-64	59,5	13	21%
5	65-74	69,5	18	29%
6	75-84	79,5	12	19%
7	85-94	89,5	7	11%
<b>Total</b>			<b>N= 62</b>	<b>100%</b>

8. The histogram graph



**Graph 4.1: The Histogram of The Students' Aility in Writing Report Text at the 5<sup>th</sup> Semester of English deparment Uin Syeikh Ali Hasan Ahmad Addary padangsidimpuan.**

## Documentation







## CURRICULUM VITAE



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Pembimbing Skripsi

/6 November 2022

Yth.

1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, M.Hum.

(Pembimbing I)

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dehgan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen. bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Yesi Fitri Amalia  
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Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The students' ability in writing report text at the 5<sup>th</sup> semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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2023

14 Agustus

Lampiran : -

Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi : Tadris Bahasa Inggris  
Alamat : Aek Garinggin, Kec. Linggabayu

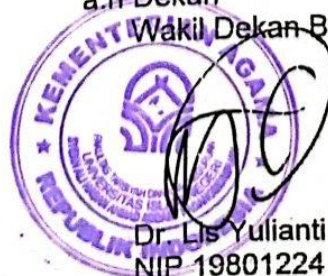
Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**The Students' Ability in Writing report text at the 5 th semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan

Wakil Dekan Bidang Akademik



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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Ability in Writing report text at the 5th Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan"**.

Sehubungan dengan itu, kami memberikan balasan penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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