



**AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN
WRITING NEWS ITEM TEXT AT GRADE X MAN 2
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of
Graduate of Islamic Education (S.Pd.I) In English*

By:

**YULI KARTINI
Reg. No. 10 340 0037**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**



**AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN
WRITING NEWS ITEM TEXT AT GRADE X MAN 2
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Degree of
Graduate of Islamic Education (S.Pd.I) In English*

By:

YULI KARTINI
Reg. No. 10 340 0037



Advisor I

Ray Fahmei Lubis

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II

Sojuangan Rumbé

Sojuangan Rumbé, S.S, M.Pd
NIP. 19790815 200604 1 003

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**

Term : Thesis
a.n. Yuli Kartini
Item : 7 (seven) Exemplars

Padangsidimpuan, May 6th, 2015
To :
Dean Tarbiyah and teaching training faculty
in –
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to **Yuli Kartini**, entitle "*An Analysis of Students' Ability and Difficulties in Writing News Item Text at Grade X MAN 2 Padangsidimpuan*", we assume that the thesis has been acceptable to complete the assignment fulfill for the degree of Islamic Educational Scholar (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

Advisor I



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II



Sojuangon Rambe, SS, M.Pd
NIP. 19790815 200604 1 003

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : YULI KARTINI
Reg. no. : 10 340 0037
Faculty / Department : Tarbiyah and Teacher Training Faculty / TBI-1
Title of thesis : **AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN WRITING NEWS ITEM TEXT AT GRADE X MAN 2 PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14 verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 27 April 2015
Declaration maker,



YULI KARTINI
NIM. 10 340 0037

AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic civity of the State Institute for Islamic Studies Padangsidimpuan,
the name who signed here:

Name : YULI KARTINI
Nim : 10 340 0037
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop science and knowledge, declare for giving to the State Institute
for Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis
with the title:

**“AN ANALYSIS OF STUDENTS’ ABILITY AND DIFFICULTIES IN
WRITING NEWS ITEM TEXT AT GRADE X MAN 2 PADANGSIDIMPUAN”**

With all the sets of equipment (if needed). Based on this Non-exclusive
Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right
to save, format, organize in database form, keep and publicate my final task as long as
I determine as a writer and own creative right.

Thus, this statement is made trully.

Made in : Padangsidimpuan

Date : 6th February 2015

The Signed



(YULI KARTINI)

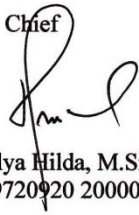
**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : YULI KARTINI

Reg. No : 10 340 0037

Thesis : AN ANALYSIS OF STUDENTS' ABILITY AND
DIFFICULTIES IN WRITING NEWS ITEM TEXT AT GRADE
X MAN 2 PADANGSIDIMPUAN

Chief



Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

Secretary



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

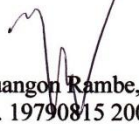
Members



1. Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002



2. Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



3. Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003



4. Hatri Kayani Siregar, M.Hum
NIP. 19820731 200912 2 2 004

Proposed:

Place	: Padangsidimpuan
Date	: May 6 th , 2015
Time	: 09.00 WIB - finish
Result/ Mark	: 75.12 (B)
Cumulative Achievement Index	: 3.29
Predicate	: Very Good



**RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

**Thesis : AN ANALYSIS OF STUDENTS' ABILITY AND
DIFFICULTIES IN WRITING NEWS ITEM TEXT AT
GRADE X MAN 2 PADANGSIDIMPUAN**

**Written By : YULI KARTINI
Reg. No : 10 340 0037
Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY/
ENGLISH DEPARTMENT**

Had been accepted as a partial fulfillment of the requirement for the degree of Graduate of
Islamic Education (S.Pd.I) in English

Padangsidimpuan, 20 Mei 2015
Dean of Tarbiyah and Teacher Training



**H. ZULHIMMA, S. Ag., M. Pd.
NIP. 19720702 199703 2 003**

Name : YULI KARTINI
NIM : 10 340 0037
Faculty : TARBIYAH AND TEACHER TRAINING
Program Study : ENGLISH EDUCATION (TBI-1)
Title of Thesis : AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN WRITING NEWS ITEM TEXT AT GRADE X MAN 2 PADANGSIDIMPUAN

ABSTRACT

This research discussed about an analysis of students' ability and difficulties in writing news item text at grade X MAN 2 Padangsidimpuan. The students' problems in this research were most of students' ability in writing was still low, they could not differ each generic structure of texts and they found difficulties in constructing sentences and vocabularies. Students also did not write in chronological order. Other thing that also become problem is MAN 2 Padangsidimpuan revealed the average of students' writing achievement of grade X is 79, whereas, KKM of grade X is 85. In brief, students' writing achievement did not fulfill the expectation.

The kind of this research was qualitative research by using descriptive method. Researcher used interview and test as the instrument to collect the data. The form of the test was essay test by giving clues. The research was done in MAN 2 Padangsidimpuan. The sources of data was the first year students, there were 23 students at grade X Unggulan 1 MAN 2 Padangsidimpuan. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the mean score of students' ability in writing news item text at grade X Unggulan 1 MAN 2 Padangsidimpuan was 59.04% then it categorized enough. Then, based on the result of interview, researcher concluded that the students' difficulties in writing news item text were determining and developing idea, not focusing on the central idea, not using variety vocabularies (especially in using noun, verb and adverb), not using a good structure and grammar, and having a bad mechanic in writing sentence. The last, the students had low motivation and concentration in writing.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the writer would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chances for finishing this thesis: **“An Analysis of Students’ Ability and Difficulties in Writing News Item Text at Grade X MAN 2 Padangsidempuan”**. This thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidempuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the writer would like to express her gratitude to the following people:

1. Thanks are to Rayendriani Fahmei Lubis M.Ag, as the first advisor and Sojuangon Rambe, S.S.,M.Pd, as advisor II who has guided, supported and suggested me with great patience to finish this thesis as well.
2. Thanks are to Dr. H. Ibrahim Siregar, MCL, as the Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan and Vice Rector I, II, III.
3. Thanks are to Mrs. Hj. Zulhingga, S.Ag, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Thanks are to Mrs. Rayendriani Fahmei Lubis M.Ag, as the Chief of English Department.
5. Thanks are to all lectures that have taught, guided and also encouraged her during studying in IAIN Padangsidempuan.
6. Thanks are to Mr. Muhlison M.Ag, as my advisor academic who gladly supported and counseled me till finishing this thesis.
7. Thanks are to Headmaster, English teacher Mrs. Rosnasari Nababan S.Pd and also students of MAN 2 Padangsidempuan who helped me to completed my research.
8. My beloved parent, Narman and Siti Rani Harahap who taught me how to be patient to face this life, who always give me pray, motivation, and moral

encouragement to finish my study, my beloved my sister (Ade Agustina S.Pd and Rana Anjani) and to my only one brother (Muhammad Syafi'i).

9. Thanks are to Yusri Pahmi, S. Ag. M.Hum., as the Chief of Library and his staffs have borrowed the books to the writer in this research.
10. Thanks are to my best friends Widya Noor, Eis Safitri, Titi Madaira, Etek Suryani Harahap S.Pd.I, Lonny Nur Iffah Nasution S.Pd.I, Kak Surya Rahma S.Pd.I, and all my friends in TBI 1 that I can't mention who was patience and care to support me. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the almighty bless them all, Aamiin.

This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher aspects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 27 April 2015

Researcher,

YULI KARTINI

NIM. 10 340 0037

TABLE OF CONTENTS

	Page
COVER PAGE.....	
ADVISORS' DECLARATION PAGE	
ADVISORS' LEGALIZATION PAGE.....	
DECLARATION LETTER OF WRITING OWN THESIS	
AGGREEMENT PUBLICATION OF FINAL TASK OR ACADEMIC CIVITY	
SCOLAR MUNAQASYAH EXAMINATION	
LEGALIZATION TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF APPENDIXES	vii
LIST OF TABLE	viii
LIST OF FIGURE	ix
CHAPTER I INTRODUCTION	
A. Background of the Problems	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Formulation of the Problem	7
E. Purposes of the Research	7
F. Definition of the Key Terms	8
G. Significances of the Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Description	11
1. Students Writing Ability	11
2. Students Writing Difficulty	12
3. Writing News Item Text	13
4. The Nature of News Item Text	18
5. Evaluation of Writing	22
B. Review of Related Findings	23
C. Conceptual Framework	25
CHAPTER III RESEARCH METHODOLOGY	
A. Research Methodology	28

1. Location and Schedule of The Research	28
2. Research Design	28
3. The Source of Data	29
4. Technique of Collecting Data	29
5. The Technique of the Data Trustworthiness	35
6. Technique of Analyzing Data	36

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	40
1. Data Presentation	40
a. Students Ability in Writing News Item Text	40
b. Students Problem in Writing News Item Text	47
B. Discussion	60
C. Threats of the Research	61

CHAPTER V THE CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Suggestion	64

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF APPENDIXES

Appendix I Instrument for the Test

Appendix II List of Interview

Appendix III Rubric of Writing

Appendix IV Table The Score of Students' Ability in Writing News Item Text at Grade X
IPA MAN 2 Padangsidempuan

Appendix V Calculated the Percentage of Students' Answer

LIST OF TABLE

	Page
Table 1 Rubric Score of Writing	32
Table 2 The Score of Students' Ability in Writing News Item Text	40
Table 3 Score of Composing	42
Table 4 Score of Style	43
Table 5 Score of Sentence Formation	44
Table 6 Score of Usage	45
Table 7 Score of Mechanics	46
Table 8 The Classification Quality of Students' Score	47

LIST OF FIGURE

	Page
Figure 1 : Research Conceptual Framework	27

CHAPTER I

INTRODUCTION

A. Background of the Problems

Writing is the visual representation of language through the use of an established selection of markings. As a means of communicating ideas and storing information, written language is the single most important technology that available to humans and has served as the foundation for virtually all other information technologies to the world of digital access that we enjoy today. Writing has allowed for the development and maintenance of large and complex societies, the formalization of both academic and practical learning, and the ability to exchange information on a global level. It is, perhaps, foremost among the many other fundamental social and technological advancements that have shaped our world.

Writing is the process of transferring idea, feeling and thought from the writer, to the reader. Writing is also processes and the writer is able to make communication with audience through his sentence. The process in the researcher should be able to make the reader understand what he means through his sentences.

Language learning is expected to increase students language skill through listening, speaking, reading, and writing. The four aspects have the same important role for students so that they can master English skill.

Otherwise, writing skill is one of expressive-productive skill that is quite important to be mastered by students in written communication process. There are many success people because of having good written communication skill. Therefore, students have to master a good writing skill so that they have a good language skill.

The target of teaching English at school is not only for understanding communication but also written book in English. The target can be reached by the students if the students always practice English orally and written in school. The students should be mastered English to communicate with other people who come from another country, so the students are expected to master English as oral and written.

There are some advantages of writing. The main advantage of writing is as indirect communication way. Writing is important in education because it can make students easier in thinking. On the other hand, writing also can help us to think critically. The following illustration will present some importances of writing.

Firstly, writing is one of worthwhile social media and it has a large power of spread, moreover in this technology era. We can write about knowledge or science while others can read our writing and they can take advantage from it.

Secondly, writing also has advantage in education. By writing, it will encourage us to be more active in searching, finding, and collecting information

to support the theme or the topic of what we will write about. The topic can be theoretically or some facts happened.

One of four skills that expressing students' thoughts and communicating idea to other people is gotten by writing. By writing, people can communicate each other indirectly. The writer can deliver his ideas, thoughts, and even invite others to join thinking and developing. Therefore, writing is very important to be mastered by everyone, especially for students.

On the other hand, by writing, students are able to concern their thinking, developing their understanding and capability. This skill will encourage them to find new ideas. Writing also can help them to think critically.

Related to the curriculum, practitioner observes and analyzes education system and implements competence based curriculum. It is introduced in 2002 and has been implemented fully in 2004. It is stressed in developing the basic competence such as making the students are able to reflect their own experience to express their idea, their feeling and their understanding to their own cultures and to participate in social community who used the language. In 2004 English curriculum, English functions as a medium in learning science, technology and art which were emphasized the teaching of English on the four skills: listening, speaking, reading, and writing which were taught interestedly.

The school has a curriculum about writing skill that is taught by the English teacher. This curriculum is very important for the students to develop their writing skills. The curriculum states that students must be able to express

their idea in written language in terms of short functional text and simple essay to increase knowledge and capability in daily life. This curriculum is expected to increase the students' skill in English, especially in writing.¹

There are many kinds of the text that learnt by students of Senior High School in learning the writing skill. They are report text, explanation text, letter, news item and others. News item text is one of texts that really important to teach for students. KTSP expects the students are able to write all of the text type. News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about events of the day that are considered newsworthy or important.

A news item text can be called with actual news and can be found in newspaper whether it is in English or Indonesia. News item text has main purpose to inform about daily events like political news, accident, criminal, and gossip of celebrity. It can be seen from its appropriateness to know whether it can be called with news item or not. If the source of the news is valid, then the event is proper and can be raised to news item.

In English teaching context at Senior High School, writing skill is absolutely needed because one of purposes in learning English at Senior High School is to develop competency in communication orally and written. Scope in learning English at Senior High School include: (1) ability in conducting passage, it is ability in comprehending and conducting oral or written text that

¹Silabus KTSP mata pelajaran Bahasa Inggris tahun 2014

realized in four language skills, they are listening, speaking, reading, and writing; (2) ability in comprehending and create various short functional text and monolog or essay in procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking.²

From the explanation above, the researcher concludes that news item text is necessary for some people in variety purposes and needs. It is important for some people such as journalist to understand news item so that he know how to make an appropriate news in any media. It is also necessary for students in learning English. So, if the students want to inform about news, they have to understand how to conduct a news item text.

According to researcher's information from the English teacher, Mrs. Rosnasari Nababan S.Pd, said that most of students' ability in writing was still low, they could not differ each generic structure of texts and they found difficulty in constructing sentences and vocabularies.³

Based on the information from her, in MAN 2 Padangsidempuan reveals the average of students' writing achievement of grade X is 79, whereas, KKM of grade X is 85. In fact, from one of the class X, there are about 23 students, only 8 students can get score 85 - 90, 16 students can get 71 - 84. In brief, students' writing achievement does not fulfill the expectation.

²Depdiknas, *Kurikulum Tingkat Satuan pendidikan*, (Jakarta: Depdiknas, 2006).

³Rosnasari Nababan as English Teacher in class X U-1, X U-3, *Private Interview* (MAN 2 Padangsidempuan: Februari 13nd, 2014 at 10.30 a.m).

Based on explanation above, the researcher interests to conduct a descriptive qualitative research in which the purpose is to describe ability and difficulties of students in writing. Therefore, this research is entitled **An Analysis Of Students' Ability and Difficulties in Writing News Item Text at Grade X MAN 2 Padangsidimpuan.**

B. Identification of the Problem

Based on the background of this research, there were some problems in writing especially news item text at grade X Unggulan 1 MAN 2 Padangsidimpuan that caused students' ability were low in writing as following:

1. Students' lack of vocabulary
2. Students could not differ each generic structure of text
3. Students found difficulty in construcing sentences

In details, this research concern with students' ability and difficulties in writing news item text.

C. Limitation of the Problem

As has been mentioned above, this research was dealing with analysis of students' ability and difficulties in writing news item text. In this topic, the researcher only limited on writing news item text in X grade of MAN 2 Padangsidimpuan that focused on ability and difficulties of students.

D. Formulation of the Problem

From the above explanation, the researcher formulated the problem on below questions:

1. How was the ability of Grade X Unggulan 1 students at MAN 2 Padangsidimpuan in writing news item text?
2. What are the students' difficulties in writing news item text at Grade X Unggulan 1 MAN 2 Padangsidimpuan?
3. What were the causes of the problems faced by the students in writing news item text at Grade X Unggulan 1 MAN 2 Padangsidimpuan?

E. Purposes of the Research

In accordance with the formulation of the problems, this research is to find out how the ability of students in writing news item text, their difficulties and the causes. The purpose of this research can be formulated as follows:

1. To describe how the students' ability at Grade X Unggulan 1 MAN 2 Model Padangsidimpuan in writing news item text.
2. To identify the students' difficulties at Grade X Unggulan 1 MAN 2 Model Padangsidimpuan in writing news item text.
3. To identify the causes of the problems faced by the students in writing news item text at Grade X Unggulan 1 MAN 2 Model Padangsidimpuan.

F. Significances of the Research

The significances of this research are expected to be useful for some domains, are :

1. For the headmaster as a domain of measurement in teaching progress.
2. As an input to the teachers in teaching and learning process, so they are able to know the difficulties of students in writing news item at grade x unggulan 1 man 2 padangsidimpuan.
3. It is also expected to be useful to the students to decrease their problems in writing news item.
4. As an input or reference for the readers especially the english learners that is expected to be able to improve their knowledge especially in writing.
5. This research is hoped to help the other researcher who will conduct further research in the same topic.

G. Definition of the Key Terms

There were some words that are important to clarify to avoid misunderstanding.

1. Student

According to Hornby, he stated that the students is a person is a studying at a school, college, university, etc.⁴ While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior, and

⁴Hornby. *Oxford Advanced Learner's Dictionary*, (New York: University Press, 2000), p.1344.

senior high school.⁵ So, based of those definition above, the writer concludes that the student is a person on grade of elementary, junior, and senior high school not only on the formal educational institution but also on the informal educational.

2. Ability

Ability means a skill to perform certain action both physically and mentally both before and after receiving training.⁶ While according to Hornby, he states that ability is a level of skill or intelligence. Ability is the mental or physical capacity, power or skill required to do something.⁷ So, students' ability is a physical or mental skill or qualities that a person need to do something.

3. Difficulties

Students may experience difficulties in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration. As Hornby stated that difficulties are requiring effort or skill to solve, understand, etc.⁸ In other words, difficulty is something that is not easy to do or understand.

⁵Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p.1077.

⁶James Drever, *Kamus Psikologi*, (Jakarta: Bina Aksara, 1998), p.2.

⁷Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p.1187.

⁸ Hornby. *Op. Cit.*, p.322.

4. Writing

Writing is the process of result of recording language in form conventional shed visible marks or graphic signs on a surface.⁹ According to Sanggam Siahaan said that writing is the productive language skill. It is skill of a writer to communicate the information to the reader or group of readers.¹⁰ In conclusion, writing is a complement to speech or spoken language that relies on many of the same structures as speech, such as vocabulary, grammar and others.

5. News Item Text

News item is a type of written text that has the main function or communicative purpose is to inform readers or listeners about events of the day that are considered newsworthy or important. The main purpose of this text is to give information in news form. The news can be regional or national. Rhetorical structure of news item text are: headline/title, summary of events, background events, and source.¹¹

⁹R.R.K. Hartman, *Dictionary of Language and Linguistic* (London: Applied Science Publisher LTD, 1972), p.258.

¹⁰Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

¹¹Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: ANDI, 2007), p.246.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Students Writing Ability

Discussing about the definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find “the” writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right. Each approach and definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition.¹²

The task of writing clearly and simply has never been either clear or simple. In fact, it can be one of the most difficult of all writing tasks. Clear and simple writing is an art to which many aspire and few achieve. Even so, the understandability of a writing depends upon clear and simple writing.¹³

That is why unclear or confusing writing could be understood by all readers,

¹²Jyi-yeon Yi. “Defining Writing Ability for Classroom Writing Assessment in High Schools”, (<http://files.eric.ed.gov/fulltext/EJ921024.pdf>, retrieved on January 29, 2015 at 2:25 p.m).

¹³_____, “Techniques Writing”, (<http://webaim.org/techniques/writing/>, retrieved on January 29, 2015 at 3:00 p.m).

but it could be difficult for people with reading disorders or cognitive disabilities.

2. Students Writing Difficulty

Students who need additional support in writing often demonstrate significant difficulties planning, writing and revising text. Some students may have difficulty communicating ideas, events and experiences because of a limited repertoire of spoken and written English. Others may have difficulties with the ‘mechanical’ aspects of writing, such as handwriting, punctuation and spelling.¹⁴

Students’ perceptions of difficulty may not always be the same as the actual or performance difficulty that they encounter. A high level of difficulty may be perceived by students who have produced a small number of errors because they could avoid using items they found difficult. Difficulty is therefore a subjective concept. Attribution theory, for example, would suggest that since (task) difficulty is an external and stable, it is difficult to control.¹⁵ Therefore, students should avoid attributing their negative attitudes or performance to task difficulty in some cases.

¹⁴ _____, “Writing and Spelling Strategies: assisting students who have additional learning support needs”, (<http://www.schools.nsw.edu.au/media/lrngdifficulties/writespellsec1.pdf>, retrieved on January 29, 2015 at 3:57 p.m).

¹⁵Nancy Shzh-chen Lee, “Understanding Students’ Perceptions of Difficulty with Academic Writing for Teacher Development: A Case Study of the University of Tokyo Writing Program”, (http://www.hiqhedu.kyoto-u.ac.jp/kiyou/data/kiyou14/01_nancy.pdf, retrieved on January 29, 2015 at 5:00 p.m).

3. Writing News Item Text

a. The Nature of Writing

Writing is one of the language skills that has important role in daily life. It is one of the four skills that should be mastered. According to Patel and Praveen, “Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern”.¹⁶ That opinion added by Doris M. Cook says, “Writing is an excellent way to develop and assess comprehension as well as a way for students to organize and express their ideas, emotion, and experiences”.¹⁷ It means that writing is a process of developing our thinking about language and expressing our ideas, feelings in written form.

Writing is the process of the communication which uses conventional system to convey the meaning to the receiver or word to form sentence, paragraph, verse, and so forth. In other words, writing is a method of communication.

Writing well enables to succeed as a result get and keep a good job. On another level, writing empowers you because becoming comfortable with the writing process helps the figure out what you think,

¹⁶M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher & Distributors, 2008), p. 125.

¹⁷Doris M. Cook, *A Guide to Curriculum Planning in Reading*, (Madison: Wisconsin Department of Public Instruction, 2004), p. 57.

and once you know what your thoughts and beliefs are, you can share them with others and perhaps convince others to share, or at least understand, your point of view.

Screnson says:

“Good writing starts with process and there are four broad steps in writing, that involved: a) prewriting: the prewriting process refers to the kinds of things you, how to make choices, prewriting prepares you to write freely, b) writing: Suggestion for writing follow with details about how to use the building blocks of good writing: Good sentences, good paragraphs, and good multi-paragraph paper, c) revising: then we help you with probably the toughest part of writing: polishing your paper, improving content, improving structure, improving emphasis, and improving continuity, and d) proofreading: Finally, we show you how to eliminate those bother some mechanical errors”.¹⁸

It means to be good in writing there are some steps that should be attention, the first steps in writing a paragraph or an essay are important to know the kinds of thing that will be write, then writing the thing that will be write with the details that build the thing/object, next revising the written to improve the result of the written, and the last eliminate the words or something that is not match with the written. This process will help the writer to be successful in writing.

Writing is also useful for setting homework exercises and for some class text. One of writing news item text is a kind of writing style also called genre, beside procedure, discussion, exposition, spoof,

¹⁸Sharon Screnson, *Academic Writing from Paragraph to Essay*, (Spain: MACMILLAN, 2010), p. 10.

recount, anecdote, report, narrative and so on that the researcher concerns in this research.

According to Henry Guntur Tarigan, the purpose of writing are:¹⁹

a) Assignment Purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not self-will.

b) Altruistic Purpose

This purpose is to make the readers happy and attend sadness.

c) Persuasive Purpose

This purpose is to make sure the readers of the truth of ideals is shared.

d) Informational Purpose

This purpose is to give information or explanation to the readers.

e) Self-expression Purpose

This purpose is to introduce or define author to the readers.

f) Creative Purpose

This purpose has close relationship with self-expression purpose but it has “creative will”. It is more than self-expression and involving herself with will to reach artistic norm or ideal art. So, its purpose is to reach artistic value and art value.

¹⁹ *Ibid.*, p. 10.

g) Problem Solving Purpose

The researcher wants to solve the problem faced. The researcher wants to explain, to clarify, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.

Based on the purposes of writing above, it can be concluded that the purposes of writing are as follow:

- 1) To give information and knowledge to the readers.
- 2) To entertain the readers.
- 3) To make sure the readers about the truth of idea.

b. Genre and text type

Before explaining about news item text, firstly, researcher wants to explain about genre and text type. According to Brian Paltridge in his article entitled Genre, text type, and classroom, genre and text type are different.²⁰

A number of definitions of genre have been influential in the area of genre analysis, notably those of Martin (1984) and Swales (1990). Martin's definition has been particularly influential in the work of the Australian genre-based approach to teaching writing. Martin describes genre as 'a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture'. Further examination of Martin's

²⁰Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 2003), p. 1.

work, in which he gives examples of genres such as poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, and news broadcasts, clearly shows that his definition takes largely the same perspective on genre as that of Biber. Swales' definition of genre as 'a class of communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community' shows that he, too, views the notion of genre from a similar perspective to that expressed by Biber.

This discussion may give the impression that the notions of genre and text type are clearly defined in the area of genre analysis. Whilst this is true in some cases, it is much less so in others, and, in particular, in certain pedagogic applications of the results of genre analysis. In fact, some pedagogic applications of genre analyses seem to be based on the notion of 'text type' rather than 'genre'. Derewianka (1991), for example, in her discussion of writing in schools, presents as genre categories texts which she labels as recounts, narratives, information reports, explanations, and arguments.

This is also the case in the work of Hammond *et al.* who, in a work focusing on adult second language literacy development, list as genre categories anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews. An examination of the written

texts presented in Hammond *et al.*, however, reveals that these texts may be viewed from another perspective as well; that is, one which identifies the genre and text type category membership of the genres in the terms described above.

c. The Nature of News Item Text

1) Definition of News Item Text

A news item text is a text which contains about news is categorized as [news item text](#). This text supplies the readers, listeners or viewers the up to date about events or information which are considered newsworthy or important hottest issue of the day since media like newspapers are published daily. The main function of narration is telling stories or informing about events in chronological order. The order in the narration can be based of time, place and the events themselves.²¹

News item text is written for public information of what is the newsworthy of the day. Basically, a news item text tries to answer the 5Ws and 1H questions; “ *what, who, when, where, why, and how* “ relating to the newsworthy.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. The

²¹Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 61.

purpose of news item is to inform readers about events of the day which are considered newsworthy or important.

A news item text is also called a headline and it is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

The newsworthy is commonly a sentence. It is the beginning of the text. Its function is to yarn the event in a summary form. The background events elaborate what happened, to whom, in what circumstances. The sources are about comments by participants in, witnesses to and authority expert on the event. The text function of news item is to inform readers about an event of the day which are considered newsworthy or important.²²

2) The text structure of News Item Text

There are three parts of the structure of news item such as below:²³

1) Newsworthy Event

It tells the main event which is considered newsworthy in a summary form.

²²*Ibid.*, p. 61.

²³*Ibid.*, p. 61.

2) Background Events

It elaborates what happened or tell the detail information or what causes the incident. It can include the background, participant, time, and place relating to the news.

3) Sources

It contains original comments which can be formed by the participants, witness, the official authorities or experts in the events.

3) Linguistics Feature

The linguistics feature of news item as follows:²⁴

- 1) Short, telegraphic information about story captured in headline.
- 2) Use of material processes/action verbs to retell the story or event
- 3) Use of projecting verbal processes in “Source” stage. (e.g. the police said...; the witness thought ...)
- 4) Using adverb like: badly injured, the most beautiful bride in the world.
- 5) Focus on circumstances (e.g. last night, just this morning, at that time, etc)

²⁴*Ibid.*, p. 61.

4) Example of News Item Text

The researcher took one example of news item text.

Russian Nuclear Catastrophe

Moscow—A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo-22 near Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the then Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated materials were sworn to secrecy.

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

The Text Structure Analysis

Newsworthy Event

Moscow—A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

Background event 1

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo-22 near Vladivostock.

Background event 2

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the then Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated materials were sworn to secrecy.

Sources

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

5) Evaluation of Writing

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study.

There are some components of writing assessment:

a. Composing

Composing includes to central ideas with an organized and elaborated text.

b. Style

Style includes chosen vocabulary, sentence variety, information, and voice to affect reader.

c. Sentence formation

Sentence formation includes to modifiers and transitions.

d. Usage

Usage includes inflection (e.g., plurals, possessives, -ed, -ing with verbs, and -ly with adverbs), subject-verb agreement (we were vs we was), and standard word meaning.

e. Mechanics

Mechanics includes to use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting).

B. Review of Related Findings

This research is not the first research but there were some related findings to this research. There are some researchers had done regard to this research problem, writing skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings. The first, Riandi Ardika had done the research about “The Students Ability in Writing

Explanation Text at Grade XI SMK Negeri 1 Padangsidimpuan”.²⁵ The research design is qualitative research. The conclusion of the research is the students ability in writing explanation text at grade XI Administrasi SMK Negeri 1 Padangsidimpuan in writing explanation text was 52.5%. The category of interpretation could be categorized into “Enough”.

The second, Lainatussipa, she also had done research in State College for Islamic Students (STAIN) Padangsidimpuan about “The Ability of The Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph”.²⁶ This research found the difficulties and the effort of the English teacher in overcoming the students difficulties in writing narrative text. It was gotten that the value of mean score (M) was 44.33% and it can be categorized into enough category.

The third, Halimatus Sa’diyah, she also had a research about “Improving Students’ Ability in Writing Descriptive Texts Through a Picture Series-aided Learning Strategy” in SMA Negeri 1 Kembangbahu Lamongan.²⁷ It proves that the presence of the picture series as interesting realita increased the students attention and seriousness in doing the writing task. The pictures also enhanced the students’ participation and interaction during the learning activities. This study also proves the efficacy of using a picture series aided learning strategy to

²⁵Riandi Ardika, “The Students Ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidimpuan” (*Unpublished Thesis*, STAIN Padangsidimpuan, 2010), p. 45.

²⁶Lainatussipa, “The Ability of The Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph” (*Unpublished Thesis*, STAIN Padangsidimpuan, 2013), p. 51.

²⁷Halimatus a’diyah, “Improving Students’ Ability in Writing Descriptive Texts Through a Picture Series-aided Learning Strategy in SMA Negeri 1 Kembangbahu Lamongan” (*The English Teacher* Vol. XL: 164-182, retrieved on December 29, 2014 at 6:48 p.m).

improves the students' ability in writing a descriptive text. Their average score increased from 56.86% to 77.87%.

Thus, from the description above, the researcher concluded that students need to develop their writing skill in which most of the result those research above was categorized enough. Therefore, the first thing that should be done to develop their skill is getting to describe their ability and difficulties in writing. Moreover, this research would be focus on students' ability and difficulties in writing especially news item text at Grade XI MAN 2 Padangsidempuan.

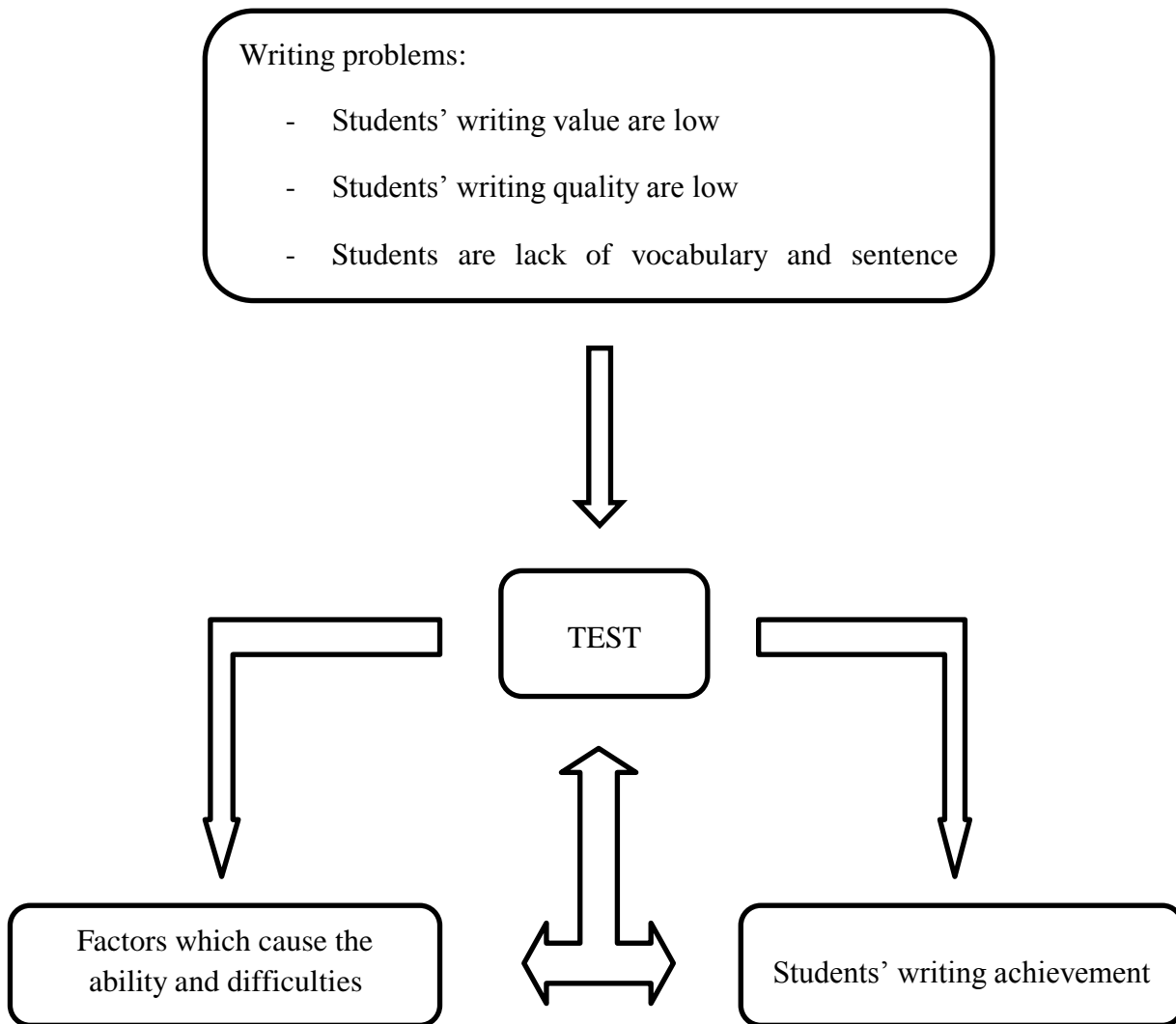
Therefore, this research is conducted by researcher to complete the previous research. This research will explore a new findings that will be focus on students' ability and difficulties in writing news item text deeply. Hopefully, this research will contribute a finding in writing to enrich knowledge in teaching for students and teachers.

C. Conceptual Framework

Based on the theoretical review and review of related findings, the researcher arrive at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities face by the students. Therefore, actually if the students want to be good in English, it should be determined by themselves. The students should not just study English at school, they also should study hard at home, that is by repeating the lessons at the school from the teacher to recognize or memorize the materials in their mind.

One of the students' problems in learning English is in writing, especially in writing news item text. The researcher found the students ability in writing news item text is still low. It can be seen because there are still many students that forgotten to put the resourse of information, they also do not know how to elaborate the information, and some of students think that news item text is the same with report text. On the other hand, they do not know the generic structure of the text, construct the sentence and vocabulary. The students are considered quite good in news item text, if the students master the elements of the text. The point is most of them responded that writing is difficult.

Therefore, the researcher will conduct a research to find out and explain about the ability and the difficulties of students in writing news item text and also to find out the causes of the problems faced. The conceptual framework is shown in the following diagram:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

To get the result of this research clearly and systematically, the researcher used the method of the research with the research plan in the field. Method of the research also avoid this writing from unstructured writing and to make this writing easy to read.

1. Location and Schedule of The Research

This research has been done at MAN 2 Padangsidempuan. It was located on Jl. Sutan Soripada Mulia No. 29. This subject of research was at the first grade of students at MAN 2 Padangsidempuan 2014 academic years. This research has been done from March 13th, 2015 until March 17th, 2015.

2. Research Design

The kind of this research uses the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non-numerical data such as observations, interviews, and other more discursive sources of information.”²⁸

Based on the method, this research uses descriptive method. Sumadi Suryabrata stated that: “penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskriptif) mengenai situasi-situasi

²⁸L.R. Gay & Peter Airasian, *Educational Research: Competes for Analysis and Application*(USA: Prentice Hall, Incorporate. 2000), p. 9.

atau kejadian-kejadian.²⁹ It means descriptive research is the research has a sense that perception (descriptive) about situations or events. Saifuddin Azwar, stated that: “penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk di pahami dan disimpulkan”.³⁰ It means descriptive research meant to analyze and give the fact systematically, so it’s easier to be known and concluded.

So, it could be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It was used to describe how the students’ ability in writing news item text and also the difficulties of students in writing news item text.

3. The Sources of the Data

The sources of data for this research were the students at grade X Unggulan 1, second semester in academic years 2014/2015 MAN 2 Padangsidimpuan, because the researcher found the problems of writing ability in this class. The total of the students in this class were 23 students.

4. Technique of Collecting Data

The researcher took the data by the students and the English teacher and to collect the valid data. Based on the source of data, for the primary data the researcher used the test and interview as an instrument for collecting the

²⁹Sumadi Suryabrata, *Metode Penelitian*(Jakarta: Raja Grafindo Persada, 1983), p. 76.

³⁰Saifuddin Azwar, *Metode Penelitian*(Yogyakarta: Pustaka Pelajar, 2004), p. 6.

data, this research used the qualitative research. L. R. Gay stated: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (e.g. test scores) data in studies, resulting in the need for statistical analysis“.³¹

Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research. In this research, the researcher use two instruments of collecting data, as follow:

a. Test

Brown defines “test as a method of measuring a person’s ability; knowledge or performance in a given domain”.³² Suharsimi Arikunto said³³: “Test adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok”. (It means the test is some questions or exercises and the tool that is used to measure the skill, knowledge, intelligence, ability or talents that are had by individual or group). The researcher concludes that this test was given to know the students’ ability in writing news item text.

The test was students write news item text with the title “*Fire in Jl. Hadia Utama*”. The researcher gives five values namely: composing, style, sentences formation, usage, mechanics. In writing the text, researcher gave values as follows: grammar, vocabulary, clarity of

³¹L.R Gay & Peter Airasian, *Op. Cit.*, p. 109.

³²H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

³³Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005), p. 156.

meaning, and correlation across ideas/cohesiveness. Researcher gave score 4 for every excellent value. So the high score is 100. Moreover, the researcher has some indicators in writing test as follow:

- a) Students are able to compose central idea of writing news item text
- b) Students are able to make style of vocabulary of writing news item text
- c) Students are able to form sentences of writing news item text
- d) Students are able to use English structure of writing news item text
- e) Students are able to use mechanics of writing news item text

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

Table 1: Rubric Score of Writing³⁴

Dimension	Domain Score		Score
Composing	4	Focus on central idea with an organized and elaborated text	20
	3	Central idea, but as evenly elaborated and some digressions	15
	2	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	10
	1	No clear idea, little or no elaboration, many digressions	5

³⁴Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), p. 145.

Style	4	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	20
	3	Vocabulary less precise and information chosen less purposeful	15
	2	Vocabulary basic and not purposefully selected; tone flat or inconsistent	10
	1	Not controlled, tone flat, sentences halted or choppy	5
Sentences Formation	4	Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions	20
	3	Mostly standard word order, some enjambment or sentence fragments	15
	2	Some non-standard word order, enjambment and word omissions (e.g., verbs)	10
	1	Frequent non-standard word order, enjambment, and word omissions	5
Usage	4	Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs, and -ly with adverbs), subject-verb agreement (we were vs we was), standard word meaning	20
	3	Mostly standard inflections, agreement, and word meaning	15
	2	Some errors with inflections, agreement, and word meaning	10

	1	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc)	5
Mechanics	4	Effective use of capitalization, punctuation, spelling, and formatting(paragraphs noted by indenting)	20
	3	Mostly effective use of mechanics; errors do not detract from meaning	15
	2	Some errors with spelling punctuation that detract from meaning	10
	1	Misspells even simple words; little formatting evident	5
Total Score:			100

Guidance in writing assessment:

- Maximal score for every student is 100

So, the techniques for collecting data by using the test as follow:

1. Preparing the test.
2. Giving written test to all of students according the sample stated.
3. Determining the time of doing the test.
4. Giving chance or time for students to ask something left or not clears in doing the test.
5. Asking the students to do test and the researcher looked after the students during the test time.

6. After the students finish answering the test, then the researcher collect their answer to analyze it.

b. Interview

According to Hornby states “interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study”.³⁵ Interview was used to get the data or information that is not expressed in observation. The interview concern with the findings of the observation notes to get more information and clarification of the findings from the students.

The researcher concluded that interview as an activity to get information by giving the questions to the participants. This interview is one of collecting data by doing oral interview in individual meeting. Interview is done to get data about the students’ difficulties in writing news item text.

The interview has been done for students in which it will ask them about their writing result. Same reason from students why they were making mistake on their writing would be explored in this interview. So, it can get the accurate data and related with the other instrument.

The researcher used the interview to know the condition of the students and also to know the students’ ability and difficulties. Interview

³⁵A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*(New York: Oxford University Press, 2005), p. 788.

has been done after doing the test to the students. So, researcher used the indicator of interview as below:

- a) Students difficulties in composing central idea of writing news item text
- b) Students difficulties in making style of vocabulary of writing news item text
- c) Students difficulties in forming sentences of writing news item text
- d) Students difficulties in using English structure of writing news item text
- e) Students difficulties in using mechanics of writing news item text

5. The Technique of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:³⁶

- a.** The extension of participation is the extension not only done at the short time, but need the long time.
- b.** The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
- c.** Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

³⁶Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2006), p. 175-183.

- d. Checking with friends through discussion is done with expose the interim result or the final result that gotten in discussion with friends.
- e. Analyze the negative cause is the research collects the example and in appropriate cause with the model and the inclination of information that have collected and used as a substance of comparison.
- f. Checking the member was the most important in checking the credibility.
- g. The detail description was a technique to demand the researcher to report the resut his/her research, so description was done carefully and accurately to draw the context of the research.
- h. Auditing we used to check the turth and certainty of data, this point is done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, researcher will use triangulation in which the researcher will compare the data of the test and interview.

6. Technique of Analyzing Data

a. The Analysis of Quantitative Data

After data is collected, the researcher analyze the data by using some steps, they are:³⁷

- 1) Check the true or false of the data.

³⁷Anas Sudijono, *PengantarStatistikPendidikan* (Jakarta: PT. Raja GrafindoPersada, 1987), p, 81.

- 2) Count many of the true from the students' answer and then classified it based on their score.
- 3) Calculate their result (mark) by using mean score, the formula is below:

$$M = \frac{(\sum x)}{N}$$

Note: M = Mean Score (Average)

N = Sum of the respondents

($\sum x$) = Total of the result.

Description of data was done to describe or interpretation of data that have been collected systematically. Then taking conclusion, was done to conclude the discussion solidly and briefly.

b. The Analysis of Qualitative Data

Qualitative data is used to describe the situation during the teaching learning process. The process of data analysis involves making sense of the data an image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the large meaning of the data.³⁸ The qualitative data is analyzed from observation sheet.

³⁸Ortrun Zubr- Skrrit, *New Direction In Action Research*, (London: The Falmer Press, 1996), p. 190.

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following:³⁹

Step 1: organizing and preparing the data for analysis.

Step 2: reading all the data. This is done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it is organizing material into chunks before bringing meaning to those chunks. It involves taking data into categories and labeling those with a term (a term based on the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involves a detail rendering of information about the notes. Then, researcher use this to generate categories. Beyond identifying the categories during the coding researcher build additional layers of complex analysis.

Step 5: advancing how the description and categories are represented in the qualitative. These are discussion that mentions a chronology of events, the detailed discussion of several categories or into connecting categories. Researcher use visuals or figure to convey descriptive information about participant in a table.

³⁹John W. Creswell, *Research Design: Qualitative, Quantitative And Mix Methods Approaches*, (USA: Sage Publication, 2003),p. 190.

Step 6: making interpretation or meaning of the data. It is researcher personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

So, the researcher made the technique analysis data for this research such as below:

1. Classification of data. Organizing data with research topic.
2. Description of data. Expounding data into combination of sentences sistematically.
3. Take aconclusion by enclosing discussion into some points in summary.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Data Presentation of Students' Ability in Writing News Item Text at Grade X IPA MAN 2 Padangsidempuan

a. Students Ability in Writing News Item Text

Based on the result of the students' test in which the students were asked to write a text about news item text. From the result of the students it could be known that the score of the students was between 45 up to 82. It means that the highest score that got by students was 82 and the lowest score was 45. The score of the students can be seen as the table below.

1) Table The Score of Students' Ability in Writing News Item Text at Grade X IPA MAN 2 Padangsidempuan

NO.	Initial Name	Corrector	Corrector	Corrector	Total Score
		1	2	3	
1.	AA	70	70	60	67
2.	AFP	80	85	80	82
3.	APS	65	75	60	67
4.	FAH	55	75	50	60

5.	IA	60	55	60	58
6.	ILH	45	50	40	45
7.	ISN	70	80	60	70
8.	IB.R	75	80	70	75
9.	LA	55	60	50	55
10.	MN	65	70	50	62
11.	MHI	45	50	40	45
12.	MHM	50	55	50	52
13.	MT	55	60	55	57
14.	MYS	55	70	55	60
15.	NAH	50	55	50	52
16.	NFY	50	65	40	52
17.	RAZ	55	55	55	55
18.	RN	55	45	55	52
19.	RBD	45	70	45	53
20.	SFP	60	75	60	65
21.	SAH	60	60	65	62
22.	TAP	70	80	60	70
23.	YT	40	60	40	47
Total :		1325	1515	1235	1358

Measuring the score of students' test will have neither the time nor the expertise to accept, discard, or revise items. But they are a must for standardized norm-referenced test.⁴⁰ The purpose is to accomplish the test through experts in order to make the score valid and test was corrected by three correctors in order to provide positive feedback on components of writing on which the students have progressed.⁴¹

From the data above, researcher found that the students' ability in writing news item text was still far from the maximal score. Then, from the 23 students was only 45 for the minimal score and only 82 for maximal score. The students that got 45 score was 2 students. The student that got 47 score was 1 student. The students that got 52 score was 4 students. The student that got 53 score was 1 student. The students that got 55 score was 2 students. The students that got 57 score was 1 student. The student that got 58 score was 1 student. The students that got 60 score was 2 students. The students that got 62 score was 2 students. The student that got 65 score was 1 student. The students that got 67 score was 2 students. The students that got 70 score was 2 students. The student that got 75 score was 1 student. The last for the student that got 82 score was 1 student.

⁴⁰H. Douglas Brown, *Language Assessment*, (San Fransisco: Longman, 2004), p. 58.

⁴¹Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), p. 144.

So, based on the description score above, then the researcher would calculate the percentage of the students' answer and it can be seen on the table below.

2) Table Score of Composing

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Focus on central ideas with an organized and elaborated text	20	5	21.7%
2.	Central idea, but as evenly elaborated and some digressions	15	11	47.8%
3.	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	10	7	30.4%
4.	No clear idea, little or no elaboration, many digressions	-	-	-
				99.9%

From the data above, it can be known that the students could write news item text by focusing on central idea, but as evenly elaborated and some digressions were done by 11 students (47,8%), while the students who can writing news item, text by not focusing

on idea or more than one idea, sketchy elaboration and many digressions were 7 students (30,4%) and student which writing news item text with no clear idea, little or no elaboration and many digression was no body.

3) Table Score of Style

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	20	-	-
2.	Vocabulary less precise and information chosen less purposeful	15	11	47.8%
3.	Vocabulary basic and not purposefully selected; tone flat or inconsistent	10	12	52.1%
4.	Not controlled, tone flat, sentences halted or choppy	5	-	-
				99.9%

From the data above, it could be known that the students who were able to write news item text with vocabulary less precise and information chosen less purposeful were done by 11 students

(47,8%), while the students who can write news item text with vocabulary basic and not purposefully selected, tone flat or inconsistent were done by 12 students (52,1%), and the students who wrote news item text by not controlled style, tone flat, sentences halted or choppy were no body.

4) Table Score of Sentences Formation

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions	-	-	-
2.	Mostly standard word order, some enjambment or sentence fragments	15	3	13%
3.	Some non-standard word order, enjambment and word omissions (e.g., verbs)	10	17	73.9%
4.	Frequent non-standard word order, enjambment, and word omissions	5	3	13%
				99.9%

From the data above, it could be known that the students who were able to write news item text with mostly standard word order, some enjambment or sentence fragments were 3 students (13%), while the students who were able to write news item text with some non-standard word order, enjambment and word omissions were done by 17 students (73,9%), and the students who were able to write news item text with frequent non-standard word order, enjambment, and word omissions were 3 students (13%).

5) Table Score of Usage

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Standard inflections (e.g., plurals, possessives,-ed,-ing with verbs, and -ly with adverbs), subject-verb agreement(we were vs we was), standard word meaning	20	-	-
2.	Mostly standard inflections, agreement, and word meaning	15	6	26%
3.	Some errors with inflections, agreement,	10	14	60.8%

	and word meaning			
4.	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc)	5	3	13%
				99.8%

From the data above, it could be known that the students who were able to write news item text with mostly standard inflections, agreement, and word meaning were 6 students (26%), while the students who were able to write news item text with some errors on inflections, agreement, and word meaning were 14 students (60,8%) and the students who were able to write news item text with there were shift from one tense to another; errors in conventions were 3 students (13%).

6) Table Score of Mechanics

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Effective use of capitalization, punctuation, spelling, and formatting(paragraphs noted by indenting)	20	-	-

2.	Mostly effective use of mechanics; errors do not detract from meaning	15	5	21.7%
3.	Some errors with spelling and punctuation that detract from meaning	10	14	60.8%
4.	Misspells even simple words; little formatting evident	5	4	17.4%
				99.9%

From the data above, it could be known that the students who were able to write news item text with mostly effective use of mechanics; errors do not detract from meaning were 5 students (21,7%), while the students who were able to write news item text with Some errors with spelling and punctuation that detract from meaning were 14 students (60,8%) and the students who were able to write news item text with misspells even simple words; little formatting evident were 4 students (17,4%).

Based on criteria of score interpretation, the result can be seen in the following table:

Table
The Classification Quality of Students' Score

Interval	Predicate
-----------------	------------------

0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ⁴²

Based on the above criteria of core interpretation, researcher concluded that the student's ability in writing news item text at grade X IPA Unggulan 1 MAN 2 Padangsidempuan was 59.04%, so the category of interpretation was enough.

b. Students' Problem in Writing News Item Text

1) Students Problem in Composing

From the result of the test, researcher found that from 23 students, there were 11 students that got 15 point or the percentage was 47.8%. The students were APS, FAH, IA, LA, MN, MHI, MHM, TAP, RAZ, SFP and MYS. Then, there were 7 students that got 10 point or the percentage was 30.4%. The students were ILH, MT, NAH, NFY, RBD, SAH and YT.

a) Generic Structure

The researcher found that LA did not write based on generic structure. The sentences that she wrote in the first paragraph

⁴²Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

should be in background event. While the first sentence in the second paragraph, it should be in newsworthy event. Next, the third paragraph, it was source and it should be at the end of the paragraph. While the last paragraph, it should be as background event.

In LA, he wrote:

Fire in Jl. Hadia Utama

Newsworthy event	{ There was fire caused sacrifice and loss very much. The fire caused jamming long until road closed and caused people fell difficulty.
Event 1	{ The fire location Jl. Hadia Utama RT 9 RW 11, wast Jakarta at time February 14, 2014 am. Have may time again came 7 fire truck are deployed. The fire caused victims 7 people were injured and 4 people died. The fire caused short circuit spring from electric socket in house
Source	{ According one of people in the house he see the fire on the roof and than spread section to all of part the house. Exegisis spring of Mulyadi one of the withness witch see.

Event 2 { The fire caused loss very much, 10 houses burn out and loss Rp. 100.000.000 – community only wait for assist from government quickly.

ILH, MHM, MT, NAH, NFY, RBD and YT admitted their difficulties were they were not careful in writing the text. They also said that they did not have dictionary so that they had difficulties in composing the text. In this case, the researcher also could accept their reasons. However, some of them also did not say anything then the researcher concluded that they were not focus in composing the news item text.

While MHM, he wrote:

Fire in Jl. Hadia Utama

Newsworthy event { Short circuit fire in Jl. Hadia Utama RT. 9 RW 11, West Jakarta fire Happened at 14 February, 2014 On 1.40 am. This fire caused people house burned down. The fire man successful To extinguish fire.

- Event 1** { The fire caused from one of people in the house. The firew saw on the roof. Ten houses were burn out, seven people were injured and four people died
- Event 2** { The fire couosed loss Rp. 100.000.00. seven fire trucks were deployed one of people in the houses saw the fire on the roof

From the text above could be seen that MHM still have difficulties in distinguish main idea (in this case newsworthy event) and supporting idea (in this case background event and sources). In newsworthy event, he wrote *“The fire man successful To extinguish fire”*. This sentence should be at background event as supporting idea. The source he wrote was also unclear by did not mention who the one is. Furthermore, he also just wrote three paragraphs, while the instruction asked to write at least four paragraphs.

APS, FAH, IA, LA, MN, MHI, TAP, RAZ, SAH, SFP and MYS admitted that their difficulty in it was they did not know what to write in order to elaborate the idea. They also thought that every sentence was just the same or as important as others in the text

that they wrote. The researcher found that their reasons are accepted.

b) Paragraph Sentences

The researcher found that MT did not follow the instruction in writing the text and many digressions.

In MT, he wrote:

At February 14, 2014 on 1.40 am. **a** incident fire in Jl. Hadia Utama RT. 9 RW 11, west Jakarta.

The fire caused short circuit 10 **house** were burn out and the loss Rp. 100.000.000 on this incident 7 fire **truck come** to put down fire.

*Not suitable
with the
instructions*

7 people were **injurid** and 4 people died because they **get** stuck in the house. **Maybe, they watching tv in the house and after fire come they can't be out from the house.**

The source say they fire come from behind house and because house made from the combustibile. The fire fast scorch the house.

While YT, she wrote:

A fire tore through Jl. Hadia Utama RT 9 RW 11, West Jakarta. Thusday morning, 10 houses were burn out the flooded **neighboord** before firefighters were able **to get the blaza under control.**

***Not suitable
with the
instructions***

At February 14, 2014 on 1.40 am, fire resulted 10 houses were burn out, 7 people were injured, and 4 people died. A houses caught fire shortly **after its residents, who evacuated the home in the floods, rehired** back to check the residence. **The power was cut to home in the neighborhood during the flood, but the home's owner tried to power to the house.**

Investigators said a short circuit likely caused the fire.

Based on her writing above, it could be seen that the generic structure of the news item that wrote was not complete, in which it just consist of newsworthy event, event 1 and source. She did not make event 2. Besides, her elaboration in writing the text did not follow the instruction that had been given. The instruction talked about "*a fire*" but she added unsuitable content of event, she made about "*flood*" also in her writing.

Based on the interview with YT, she said that, "In my opinion, flood can cause short circuit then it goes to be a fire. So, I also write about the flood"⁴³. In conclusion, she could not focus

⁴³Yasrina Tanjung, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

with the central idea. So, she wanted to elaborate and add her writing by her own elaboration.

2) Students' Problem in Style

From the result of the test, researcher found that from 23 students, there were 11 students that got 15 point. The students were AA, AFP, APS, FAH, IA, ISN, IBR, MT, RAZ, RN and TAP, and from 23 students, there were 12 students that got 10 point. The students were ILH, LA, MN, MHI, MHM, MYS, NAH, NFY, RBD, SFP and SAH.

a) Vocabulary

These are some of what they wrote:

- TAP's sentence, she wrote: *"The fire was consuming the **sacrifice**".*

The word "**sacrifice**" should be "**victims**". Based on interview with her, she said, "I don't know many vocabularies, so I write sacrifice"⁴⁴. In conclusion, the word "**sacrifice**" was not suitable in this context. When the researcher asked about it, she said that she did not know.

⁴⁴Tuty Alawiyah Pulungan, the students of Grade X Unggulan 1 MAN 2 Padangsidempuan, *Interview*, (MAN 2 Padangsidempuan: March 16th, 2015 at 1.52 p.m).

- Then the researcher also found not purposefully vocabulary selected in MHI's sentence in, she wrote, "*The fire in Jl. Hadia Utama **caught** 4 people in the house and 7 people is were injured.*"

The word "**caught**" was not suitable. It should be "**caused**" and it became: *The fire in Jl. Hadia Utama caused 4 people in the house died and 7 people were injured.* Based on interview with him, he said, "I don't know many vocabularies and I'm in a hurry"⁴⁵. In his mind, "**caught**" means "menyebabkan". It can be concluded that in this case, it was wrong.

3) Students Problem in Sentences Formation

From the result of the test, researcher found that from 23 students, there were 3 students that got 15 point or the percentage was 13%. The students were ISN, IBR and MN. Then, there were 17 students that got 10 point or the percentage was 73.9%. The students were AA, AFP, APS, FAH, IA, LA, MHM, MT, MYS, NAH, NFY, TAP, RN, RBD, SFP, SAH and RAZ. While others, there were 3 students that got 5 point or the percentage was 13%. The students

⁴⁵Mufhadil Hisyamul Ilmi, the students of Grade X Unggulan 1 MAN 2 Padangsidempuan, *Interview*, (MAN 2 Padangsidempuan: March 16th, 2015 at 1.52 p.m).

were ILH, MHI and YA. In this case, the students' mistakes in sentence formation were serious because more mistakes found by the researcher.

These are some of what they wrote:

- ISN's sentence for instance, she wrote, "*The **people out of their home***". It should be, "*The **people went out of their home***".
- In SFP's sentence, he wrote, "***Caused the fire is** short circuit. This fire **was** happened at time February 14, 2014 on 1.40 am". It should be, "***The fire was caused by** short circuit. **The fire happened on February 14, 2015 on 1.40 am***".*
- While, MYS's sentence, he wrote, "*One eyewitness witnessed the incident **the name is Mulyadi,***". It should be, "*One **of** eyewitness whose **name was Mulyadi***." In this case, the students made more mistakes.

Based on interview with ISN, she said, "I don't know how to make a good sentence. I also don't know to distinguish between

full verb and helping verb and I don't know the form of a sentence was subject+predicate+object"⁴⁶.

On the other hand, based on interview with SFP and MYS, they said, "I confuse in putting noun or verb in its certain place." In this case, the researcher found the students' mistakes in sentence formation were serious because more mistakes were found. It caused the sentences in their text were unstructured.

4) Students Problem in Usage

From the result of the test, researcher found that from 23 students, there were 6 students that got 15 point or the percentage was 26%. The students were AFP, APS, FAH, MHM, SFP and TAP. Then, there were 14 students that got 10 point or the percentage was 60.8%. The students were AA, IA, ILH, ISN, IBR, LA, MN, MT, MYS, NAH, NFY, RBD, YA and SAH. In this case, there were more errors that they wrote. While others, there were 3 students that got 5 point or the percentage was 13%. The students were RN, RAZ and MHI.

These are some of what they wrote:

⁴⁶Indah Sari Nasution, the students of Grade X Unggulan 1 MAN 2 Padangsidempuan, *Interview*, (MAN 2 Padangsidempuan: March 16th, 2015 at 1.52 p.m).

- FAH's sentence for instance, he wrote, "*An electrical short circuit caused the fire 10 **house** in Jl. Hadia Utama RT 9 RW 11 West Jakarta*". It should be, "*A short circuit caused the fire and 10 **houses** were burn out on Jl. Hadia Utama RT 9 RW 11 West Jakarta*".

Based on interview, he said, "I realize the mistake, but I was in a hurry so I forgot to write what is good"⁴⁷. In researcher's opinion, even he said that he was in a hurry in conducting the news item text, the researcher concluded that he was careless in conducting it.

- Another case, in MHI's sentence, he wrote, "*and 7 people others **is were** injured*". It should be, "*and 7 people were injured*" or "*and others **were** injured as many 7 people*". In that sentence, there is mistake in using helping verb between "is" and "were".

Based on interview, he said, "I don't know how to distinguish verb in present and past form"⁴⁸. There were many sentences that used present form in his text.

⁴⁷Fadli Amin Harahap, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

⁴⁸Mufhadil Hisyamul Ilmi, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

- APS's sentence, the mistakes were in the sentence, "*The incident **know** after one of people in the house saw the fire on the roof*". In this sentence, he did not use past form and indirect speech. The sentence should be, "*The incident was **known** after one of people in the house saw the fire on the roof*".

Based on interview, he said, "I was careless in writing the text"⁴⁹. He admitted that his difficulties were similar with the previous one that he was careless in conducting the text but the mistakes were found more in this case.

- While in RN's sentence, she wrote, "They don't know there *is* fire in *they* house". It should be, "*They do not know there **was** fire in **their** house*". In that sentence, the mistakes are the using of helping verb and possessive pronoun between "*they*" and "*their*".

In this case, based on interview, she said, "I don't know how to use possessive pronoun correctly"⁵⁰. She said that she also did not know how to use possessive pronoun.

⁴⁹Armansyah Putra Siregar, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

⁵⁰Rasianna Nainggolan, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

Moreover, some of them also said that the time given was less even they have 90 minutes to finish it. In this case, the researcher could not accept the reason because the researcher found that they were not in good focus in conducting the news item text.

5) Students' Problem in Mechanics

From the result of the test, researcher found that from 23 students, there were 3 students that got 15 point or the percentage was 21.7%. The students were AA, AFP, IBR, MN and TAP. Then, there were 14 students that got 10 point or the percentage was 60.8%. The students were APS, FAH, ILH, ISN, LA, MHI, MHM, MT, MYS, NAH, NFY, RAZ, SFP and SAH. While others, there were 4 students that got 5 point or the percentage was 17.4%. The students were IA, RN, RBD, and YT.

These are some mistakes in their writing:

- The using of comma

MN's sentence, she wrote, "*After a few hours 7 fire trucks are deployed*". In this sentence, she did not put comma. It should be, "*After a few hours, 7 fire trucks were deployed*".

Based on interview, she said, “Yes, I realize the mistake but at that time I forgot to put comma”⁵¹. In this case, she admitted that she forgot to put comma whereas she knew that it should be comma in that sentence.

- The using of full stop

AA’s sentences, she wrote, “*The people out of their home and some of them tried to extinguished the fire*” In two this sentence, she did not put full stop in last sentence.

Based on interview, he said, I forgot to put full stop because I was in a hurry”⁵². He also admitted that he forgot to put full stop in last sentence, he also said that he were in a hurry in write.

- Misspelling

ISN’s sentence, she wrote, “*It was so dangerous and made people **worrid**.*” It should be, “*It was so dangerous and made people **worried**.*” In this case, there was misspelling even in simple word.

⁵¹Madinah Nurzahra, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

⁵²Ainun Arfani, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

Based on interview, she said, “I don’t know the correct one. I just wrote what I think it’s right”⁵³. In this case, she admitted that she did not know how to write it well.

- The using of apostrophe

IA’S sentence, she wrote, “...and the cause is short circuit one of resident **house’s**. It should be, “...and the cause was short circuit from one of **resident’s house**”.

Based on interview, she said, “I was in a hurry so that I was careless in writing the text and I don’t know how to use apostrophe”⁵⁴. In this case, she also admitted that she was in a hurry so that she was careless in writing the text. She also said that she did not know how to use apostrophe.

- The using of capital letters

SAH’s sentence, there were many sentences that did not use capital letters at the beginning of the sentences. Such in this sentence: “*cause of the fire is the dissolution of one of the wires that lead to the current fire*”. The letter “c” should be capitalized.

⁵³Indah Sari Nasution, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

⁵⁴Indah Azisari, the students of Grade X Unggulan 1 MAN 2 Padangsidimpuan, *Interview*, (MAN 2 Padangsidimpuan: March 16th, 2015 at 1.52 p.m).

Then, in the next sentence, she wrote: *at the time of the fire there was one who saw the fire*. The letter “a” should be capitalized too.

Based on interview, she said, “I don’t pay attention to the using of capital letters. I just keep writing the things on my mind”⁵⁵. In this case, she admitted that she did not pay attention to the capital letter. In other words, she ignored it. After the researcher said that it should be capitalized, then she recognized it.

Beside that, some of them also did not know how to use apostrophe. These mistakes made their sentences unclear. The researcher admitted that it was reasonable. However some of them also said that they were in a hurry so that they were careless in writing the text. By this reason, the researcher concluded that they were just did not know what to say anymore.

B. Discussion

⁵⁵Siti Apshe Harahap, the students of Grade X Unggulan 1 MAN 2 Padangsidempuan, *Interview*, (MAN 2 Padangsidempuan: March 16th, 2015 at 1.52 p.m).

One of purposes of this research is to describe how the students' ability at Grade X Unggulan 1 MAN 2 Model Padangsidimpuan in writing news item text. In this research, after collecting and analyzing the data, the researcher found that the students' ability in writing news item text was enough. This result could be known from the calculating of the means score that the students' ability in writing news item text at Grade X Unggulan 1 MAN 2 Model Padangsidimpuan was 59.04 %. From the classification quality of students' score, researcher concluded that the students' ability was enough.

Moreover, Riandi Ardika in his research entitled "The Students Ability in Writing Explanation Text" found that the mean score was 52.5% while the researcher's result was 59.04%. So the range was 6.54%. Next, Lainatussipa, it was found that the mean score of her research entitled "The Ability of The Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph" was 44.33% and the range with the researcher's result was 14.71%. Additionally, Halimatus Sa'diyah, she also had a research about "Improving Students' Ability in Writing Descriptive Texts Through a Picture Series-aided Learning Strategy". This study also proved the efficacy of using a picture series aided learning strategy to improve the students' ability in writing a descriptive text. Their average score increased from 56.86 % to 77.87 % and the range with the researcher's result was 2.18%.

From the result of all the researchers, it was found that all of the mean score was above the average and the category was enough. In conclusion, from the description above, students still need to develop their writing ability even all of the result from those researches above has enough category. The students should increase their writing ability in order to be better in writing.

C. Threats of The Research

This research was conducted to analyze how the students' ability and difficulties in writing news item text at Grade X Unggulan 1 MAN 2 Model Padangsidempuan. In doing the research, the researcher found some threats in this research.

1. The limitation of the time in collecting data is not ideally enough for a qualitative research. The data collected may not represent the whole details of analyzing the problems.
2. In doing the test, the students were not in good focus. It can cause threats to occur that they wrote the text chaotically. It could be seen when they said that the time given was less even the researcher have given 90 minutes for them to finish the test.
3. The findings of this research cannot be generalized to the same grade in other class but the research only setting itself. The problems and causes of the

problems which are found in this research may be different from the same study in the other class of the same grade.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The calculation of students' score was 1358 and the value of their means score was 59.04%. Based on the consideration into the criteria students' score as stated before, it could be said that the students' ability in writing news item text at the Grade X Unggulan 1 MAN 2 Model Padangsidempuan in 2014-2015 academic year was stated into *enough* category in writing news item text.
2. The students' difficulties in writing news item text were determining and developing idea, not focusing with the central idea, not using variety vocabularies especially in using noun, verb and adverb, not using a good structure and grammar, and having a bad mechanic in writing sentence.
3. The causes of the problems that faced by students in writing news item were having low motivation, limitation of vocabulary power, the students did not focus in doing the test. Moreover, some students could not finish the text in the time given. That was why students could not write the news item text excellently.

B. Suggestions

Based on the conclusion of the research that has been mentioned above, the researcher would like to give some suggestions to people who get benefits from this research.

1. To the students of MAN 2 Model Padangsidimpun that they should have to do more practice in writing text, especially news item text.
2. To the teachers, especially English teachers of MAN 2 Model Padangsidimpun, it is hoped to develop the students' ability in writing text, especially news item text.
3. To the headmaster of MAN 2 Model Padangsidimpun to always motivate the English teachers to increase their teaching process in teaching English.
4. To the next researcher so that he/she is able to improve and develop this research by conducting a research related to the topic of this study or another kind of text which different with the researcher.

REFERENCES

- Ardika, Riandi, "The Students Ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidempuan" (*Unpublished Thesis*), Padangsidempuan: STAIN, 2010
- Arikunto, Suharsimi. *Manajemen Penelitian*, Jakarta: RinekaCipta, 2005
- Azwar, Saifuddin, *Metode Penelitian*, Yogyakarta: PustakaPelajar, 2004
- Brown, H. Douglas, *Language Assessment*, San Fransisco: Longman, 2004
- Cook, Doris M., *A Guide to Curriculum Planning in Reading*, Madison: Wisconsin Department of Public Instruction, 2004
- Creswell, John W., *Research Design: Qualitative, Quantitative And Mix Methods Approaches*, USA: Sage Publication, 2003
- Douglas, H. Brown, *Language Assessment*, San Fransisco: Longman, 2004
- Drever, James, *Kamus Psikologi*, Jakarta: Bina Aksara, 1998
- Gay, L.R. & Peter Airasian, *Educational Research: Competes for Analysis and Application*, USA: Prentice Hall, Incorporate. 2000
- Halimatussa'diyah, "Improving Students' Abillity in Writing Descriptive Texts Through a Picture Series-aided Learding Strategy in SMA Negeri 1 Kembangbahu Lamongan" (*The English Teacher* Vol. XL: 164-182, retrieved on December 29, 2014 at 6:48 p.m
- Hornby, *Oxford Advanced Learner's Dictionary*, New York: University Press, 2000
- _____, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995

- Jyi-yeon Yi. *Defining Writing Ability for Classroom Writing Assessment in High Schools*, (<http://files.eric.ed.gov/fulltext/EJ921024.pdf>), retrieved on January 29, 2015 at 2:25 p.m
- Lainatussipa, “The Ability of The Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph” (*Unpublished Thesis*), Padangsidempuan: STAIN, 2013
- Moleong, Lexy J, *Metode Penelitian Kualitatif* , Bandung: Remaja Rosdakarya, 2006
- O’Malley, Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, United States of America: Addison-Wesley Publishing Company, 1996
- Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, Yogyakarta: ANDI, 2007
- Rosnasari Nababan as English Teacher in class X U-1, X U-3, *Private Interview*, MAN 2 Padangsidempuan: Februari 13nd, 2014 at 10.30 a.m
- Screnson, Sharon, *Academic Writing from Paragraph to Essay*, Spain: MACMILLAN, 2010
- Siahaan, Sanggam & Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008
- Siahaan, Sanggam, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008
- Silabus KTSP mata pelajaran Bahasa Inggris tahun 2014
- Sudijono, Anas, *PengantarStatistikPendidikan*, Jakarta: PT. Raja GrafindoPersada, 1987
- Suryabrata, Sumadi, *MetodePenelitian*, Jakarta: Raja GrafindoPersada, 1983
- Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2005

Nancy Shzh-chen Lee, "Understanding Students' Perceptions of Difficulty with Academic Writing for Teacher Development: A Case Study of the University of Tokyo Writing Program", (http://www.highedu.kyoto-u.ac.jp/kiyou/data/kiyou14/01_nancy.pdf), retrieved on January 29, 2015 at 5:00 p.m.

_____, "Writing and Spelling Strategies: assisting students who have additional learning support needs", (<http://www.schools.nsw.edu.au/media/lrngdifficulties/writespellsec1.pdf>) retrieved on January 29, 2015 at 3:57 p.m.

_____, "Techniques Writing", (<http://webaim.org/techniques/writing/>), retrieved on January 29, 2015 at 3:00 p.m.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat: Jl. Imam Bonjol Km. 4,5 Sihitang, Telp. 0634 - 24022 Padangsidimpuan

Nomor : In.15/C/PP.009/Skripsi/791/2014
Lamp : -----

Padangsidimpuan, 13 Maret 2014

Kepada Yth;
Bapak/Ibu:

Perihal : Pengesahan Judul dan Pembimbing
Skripsi

1. Rayendriani Fahmei Lubis, M,Ag
2. Sojuangon Rambe, S.S,M.Pd

Di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : **Yuli Kartini**
Nim : 10 340 0037
Sem/Thn Akademik : VII (Tujuh) / 2013/2014
Fakultas /Jurusan : TARBIYAH/ Ilmu Keguruan / TBI-1
Judul Skripsi : **AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN WRITING NEWS ITEM TEXT AT GRADE X MAN 2 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak, kami ucapkan terimakasih.

Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Sekretaris Jurusan TBI

Fitri Rayani Siregar, M.Hum
NIP. 19820731 20091 2 004

Wakil Dekan Bidang Akademik
Dan Pengembangan Lembaga

Dr. Leyla Nilda, M.Si
NIP.19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor :In. 19/E.8b/TL.00/205 /2015

Padangsidempuan, 11 Pebruari 2015

Hal : ***Mohon Bantuan Informasi
Penyelesaian Skripsi.***

Kepada
Yth. Kepala MAN 2 Padangsidempuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidempuan menerangkan bahwa :

Nama : Yuli Kartini
NIM : 103400037
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Jl. Jend. Sudirman Gg. Swadaya Untemanis

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**An Analysis of Students' Ability and Difficulties in Writing News Item Text at Grade X MAN 2 Padangsidempuan**". Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor

Dekan



Hj. Zuhirra, S.Ag., M.Pd

NIP.197207021997032003



KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 2

Jalan Sutan Soripada Mulia No. 29 Telp. (0634) 21330 Padangsidempuan - 22715
NPSN : 10264758 Website : www.man2psp.sch.id Email : manduapsp.tu@kemenag.go.id

SURAT KETERANGAN

Nomor : Ma.22./02.20/PP.00.6/070/2015

Yang bertanda tangan di bawah ini :


Nama : **Dra. WASLIAH LUBIS, S.Pd, MA**
NIP : 19650708 199103 2 003
Pangkat/ Gol : Pembina (I/V/a)
Jabatan : Kepala MAN 2 Padangsidempuan

Menerangkan bahwa :

Nama : **Yuli Kartini**
NIM : 103400037
Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

adalah benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Padangsidempuan pada tanggal 13 s.d 17 Maret 2015 untuk menyelesaikan skripsinya yang berjudul:
"An Analysis of Student' Ability and Difficulties in Writing News Item Text at Grade X MAN 2 PADANGSIDIMPUAN". Sesuai dengan Surat dari IAIN Padangsidempuan Nomor : In.19/E.8b/TL.00/205/2015 tanggal 11 Pebruari 2015, perihal Mohon Bantuan Informasi Penyelesaian Skripsi.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya, atas kerjasama yang baik diucapkan terima kasih

Padangsidempuan, 17 Maret 2015
Kepala

Dra. Wasliah Lubis, S.Pd, MA
NIP. 19650708 199103 2 003

INSTRUMENT FOR THE TEST

Information: This test is just to know your ability in writing news item text and it will not affect your appraisal in final examination of this school.

Instructions:

Write a news item text under the title “Fire in Jl. Hadia Utama” with the following data:

- *Location: Jl. Hadia Utama RT 9 RW 11, West Jakarta*
- *Cause: Short circuit*
- *Victims: 7 people were injured and 4 people died*
- *Time: February 14, 2014 on 1.40am*
- *Source : One of people in the house see the fire on the roof (Mulyadi)*
- *Others :*
 - *10 houses were burn out*
 - *Loss : Rp. 100.000.000,-*
 - *7 fire trucks were deployed*

Questions

1. Write a news item text at least 4 paragraphs based on information above!
2. The text should be consist generic structure: Main Event (newsworthy event), Background event, and Resource of Information (Sources)

- **Newsworthy Event**

Pada Text berjenis news item, hal pertama yang harus anda buat adalah newsworthy event. Pada bagian ini sering disebut sebagai main event dalam news item. Yakni bagian yang menceritakan peristiwa secara singkat, jelas, dan padat (intinya saja). Bagian ini sering disebut sebagai summary atau ringkasan.

- **Background Event**

Background Event adalah bagian setelah newsworthy event, bagian ini berisi tentang kejadian secara terperinci. Background event sering disebut juga sebagai elaboration, atau artinya penjelasan lebih luas. Jadi bias berisikan siapa(who) yang terlibat dalam kejadian, dimana (where) kejadian tersebut terjadi, dan kapan (when) terjadi.

- **Source**

Pada bagian ini berisikan sumber kejadian tersebut, yakni komentar, saksi yang terlibat, pendapat para ahli di bidangnya. Misalnya, jika terjadi kecelakaan di suatu tempat, kita bias memasukkan komentar maupun sakasi yang melihat kejadian itu secara langsung. Serta memasukkan pendapat menurut dokter ataupun polisi yang memeriksa tempat kejadian.

3. The title is “Fire in Jl. Hadia Utama”

Appendix 2

LIST OF INTERVIEW

Composing

1. Why is there some digressions in your elaboration?

(Mengapa ada penjabaran yang kurang dan ada beberapa penyimpangan dalam kalimat yang adik buat?)

Answer:

2. Why is the idea not focused, unclear elaboration and many digression?

(Mengapa ide yang adik buat tidak terfokus, penjabaran kurang tepat dan ada banyak penyimpangan?)

Answer:

3. Why is the idea unclear and there were little/no elaboration?

(Mengapa idenya tidak jelas dan penjabaran idenya tidak ada/hanya sedikit dan banyak penyimpangan?)

Answer:

Style

4. Why is the vocabulary chosen less precise and the information chosen less purposeful?

(Mengapa kosakatanya kurang tepat dan informasi yang dipilih kurang relevan dengan tujuan?)

Answer:

5. Why is the vocabulary basic, the tone flat and the vocabulary is inconsistent?

(Mengapa kosa kata yang dipilih kurang tepat, gaya bahasanya datar dan tidak konsisten?)

Answer:

6. Why are the sentences not controlled, tone flat and the sentences halted or choppy?

(Mengapa kalimat yang adik buat tidak beraturan dan gaya bahasanya datar ?)

Answer:

Sentences Formation

7. Why is there any enjambment or sentence fragments?

(Mengapa ada kata yang tidak pada tempatnya dan ada kalimat yang tidak lengkap?)

Answer:

8. Why is there any some non-standard word order, enjambment and word omissions?

(Mengapa ada beberapa susunan kata yang tidak memenuhi standard dan tidak pada tempatnya dan ada penyimpangan kata (misalnya, kata kerja) ?)

Answer:

9. Why is there frequent non-standard word order, enjambment and word omission?

(Mengapa adik sering menggunakan susunan kata yang tidak memenuhi standard, kata yang tidak pada tempatnya dan banyak penghilangan kata?

(Lebih banyak kesalahan)

Answer:

Usage

10. Why is there any mistake in using inflections, agreement, and word meaning?

(Mengapa ada kesalahan dalam menggunakan infleksi, kecocokan kata dan arti kata)

Answer:

11. Why are there some errors in using inflections, agreement and word order?

(Mengapa ada beberapa kesalahan dalam kecocokan pemakaian kata dan arti kata?)

Answer:

12. Why is there any shifts from one tense to another; errors in conventions

(many mistake in using word and affect the meaning)?

(Mengapa ada perubahan makna dalam penggunaan kata, kesalahan dalam aturan penggunaan jenis kata (theme/those, good/well, double negative, dll) ?)

Answer:

Mechanics

13. Why is there any mistake in using punctuation (Mostly effective use of mechanics and errors do not detract from meaning)?

(Mengapa masih ada kesalahan dalam penggunaan tanda baca? Walaupun tidak mengaburkan arti)

Answer:

14. Why is there some errors with spelling and punctuation that detract from meaning?

(Mengapa ada beberapa kesalahan dalam pengejaan dan tanda baca sehingga mengaburkan arti?)

Answer:

15. Why is there any misspelling even it is simple words and little formatting evident?

(Mengapa ada kesalahan pengejaan meskipun itu hanya kata-kata yang sederhana dan tidak menggunakan format yang jelas?)

Answer:

Validator

**Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003**

Appendix 3

RUBRIC OF WRITING

Dimensi	Domain Skor		Total Skor
Susunan	4	Fokus pada ide utama dengan tes yang tersusun dan terurai	20
	3	Idenya terfokus, namun secara keseluruhan penjabarannya kurang dan ada beberapa penyimpangan	15
	2	Idenya tidak terfokus atau lebih dari satu ide, penjabarannya kurang tepat, dan banyak penyimpangan	10
	1	Tidak ada ide yg jelas, sedikit atau bahkan tidak ada penjabaran, banyak penyimpangan	5
Gaya Bahasa	4	Pemilihan kosakata yang tepat, kalimat yang bervariasi, berisi informasi, dan untuk mempengaruhi pembaca	20
	3	Kosakata kurang tepat dan informasi yang dipilih kurang relevan dengan tujuan	15
	2	Kosakata yang dipilih kurang tepat; gaya bahasanya datar dan tidak konsisten	10
	1	Tidak terkontrol, gaya bahasanya datar, kalimatnya tidak beraturan	5
	4	Susunan kata memenuhi standard, kalimat sesuai dengan ide utama, kalimat lengkap (tidak ada kalimat yang terpotong-potong), menggunakan modifier, kata penghubung dan	20

Pembentukan Kalimat		menggunakan transisi yang tepat.	
	3	Hampir semua susunan kata sudah memenuhi standard (baku), ada beberapa kata yang tidak pada tempatnya (tidak cocok) atau ada kalimat fragmen/tidak lengkap	15
	2	Beberapa susunan kata tidak memenuhi standard (tidak baku), kata tidak pada tempatnya (tidak cocok) dan ada penghilangan kata (misalnya kata kerja)	10
	1	Sering menggunakan susunan kata yang tidak memenuhi standard (tidak baku), tidak pada tempatnya (tidak cocok), dan banyak penghilangan kata	5
Cara Pemakaian Kata	4	Infleksi-infleksi yang standard atau baku (contoh; bentuk-bentuk jamak, kepunyaan, kata kerja yang berakhiran -ed,-ing, dan -ly dengan kata keterangan), subjek-kata kerja yang sesuai (we were vs we was), kata-kata yang memiliki arti yang baku.	20
	3	Hampir semua menggunakan infleksi-infleksi yang standard (baku), kecocokan pemakaian kata, dan arti kata	15
	2	Beberapa kesalahan dalam menggunakan infleksi-infleksi, kecocokan pemakaian kata, dan arti kata	10
	1	Ada perubahan makna dalam penggunaan kata, kesalahan dalam aturan penggunaan jenis kata (them/those, good/well, double negatives, dll)	5

Tanda Baca	4	Menggunakan huruf besar yang tepat, tanda baca, pengejaan, dan format (jarak/spasi antar paragraph).	20
	3	Sebagian besar penggunaan tanda baca sudah tepat; kesalahan-kesalahan yang ada tidak mengaburkan arti	15
	2	Beberapa kesalahan dalam pengejaan dan tanda baca yang mengaburkan arti	10
	1	Kesalahan dalam pengejaan/penulisan kata yang sederhana, tidak menggunakan format yang jelas	5

Validator

**Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003**

Appendix 4

**The Table Score of Students' Ability in Writing Spoof Text
at Grade X IPA MAN 2 Padangsidempuan**

NO.	Initial Name	Corrector 1	Corrector 2	Corrector 3	Total Score
1	AA	70	70	60	67
2	AFP	75	90	70	78
3	APS	65	75	60	67
4	FAH	55	75	50	60
5	IA	60	55	60	58
6	ILH	45	50	40	45
7	ISN	70	80	60	70
8	IB.R	75	90	65	77
9	LA	55	60	50	55
10	MN	65	70	50	62
11	MHI	45	50	40	45
12	MHM	50	55	50	52
13	MT	55	60	55	57
14	MYS	55	70	55	60
15	NAH	50	55	50	52
16	NFY	50	65	40	52
17	RAZ	55	55	55	55
18	RA	55	45	55	52
19	RBD	45	70	45	53
20	SFP	60	75	60	65
21	SAH	60	60	65	62
22	TAP	70	80	60	70
23	YA	40	60	40	47
Total :		1325	1515	1235	1358

Appendix 5

Calculated the percentage of student' answer, are:

$$P = \frac{f}{N} X 100\%$$

Explanation :

f : frequency

N : Sum of the students

P : Percentage

1. Composing

a) Focus on central idea with an organized and elaborated text:

$$P = \frac{5}{23} X 100\% = 21.74\%$$

b) Central idea, but as evenly elaborated and some digressions:

$$P = \frac{11}{23} X 100\% = 47.85\%$$

c) Not a focused idea or more than one idea, sketchy elaboration, and many digressions:

$$P = \frac{7}{23} X 100\% = 30.43\%$$

d) No clear idea, little or no elaboration, many digressions:

$$P = \frac{0}{23} X 100\% = 0$$

2. Style

- a) Vocabulary less precise and information chosen less purposeful:

$$P = \frac{11}{23} \times 100\% = 47.85\%$$

- b) Vocabulary basic and not purposefully selected; tone flat or inconsistent:

$$P = \frac{12}{23} \times 100\% = 52.2\%$$

- c) Not controlled, tone flat, sentences halted or choppy:

$$P = \frac{0}{23} \times 100\% = 0$$

3. Sentences Formation

- a) Mostly standard word order, some enjambment or sentence fragments:

$$P = \frac{3}{23} \times 100\% = 13\%$$

- b) Some non-standard word order, enjambment and word omissions (e.g., verbs):

$$P = \frac{17}{23} \times 100\% = 73.9\%$$

- c) Frequent non-standard word order, enjambment, and word omissions:

$$P = \frac{3}{23} \times 100\% = 13\%$$

4. Usage

- a) Mostly standard inflections, agreement, and word meaning:

$$P = \frac{6}{23} \times 100\% = 26\%$$

b) Some errors with inflections, agreement, and word meaning:

$$P = \frac{14}{23} \times 100\% = 60.8\%$$

c) Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc):

$$P = \frac{3}{23} \times 100\% = 13\%$$

5. Mechanics

a) Mostly effective use of mechanics; errors do not detract from meaning:

$$P = \frac{5}{23} \times 100\% = 21.7\%$$

b) Some errors with spelling punctuation that detract from meaning:

$$P = \frac{14}{23} \times 100\% = 60.8\%$$

c) Misspells even simple words; little formatting evident:

$$P = \frac{4}{23} \times 100\% = 17.4\%$$

Appendix 6

To get the presentation of writing news item text, the researcher made formula such as:

$$M = \frac{(x)}{N}$$

$$M = \frac{\textit{Score}}{\textit{Respondent} \times \textit{item} \times \textit{high score}} \times 100 \%$$

$$M = \frac{1358}{23 \times 5 \times 20} \times 100\%$$

$$M = \frac{1358}{2300} \times 100\%$$

$$M = 59.04\%$$

Table I
The Score of Students' Ability in Writing Spoof Text
at Grade X IPA MAN 2 Padangsidempuan

NO.	Initial Name	Corrector 1	Corrector 2	Corrector 3	Total Score
1	AA	70	70	60	67
2	AFP	75	90	70	78
3	APS	65	75	60	67
4	FAH	55	75	50	60
5	IA	60	55	60	58
6	ILH	45	50	40	45
7	ISN	70	80	60	70
8	IB.R	75	90	65	77
9	LA	55	60	50	55
10	MN	65	70	50	62
11	MHI	45	50	40	45
12	MHM	60	60	65	62
13	MT	55	60	55	57
14	MYS	55	70	55	60
15	NAH	50	55	50	52
16	NFY	50	65	40	52
17	RAZ	55	55	55	55
18	RA	55	45	55	52
19	RBD	45	70	45	53
20	SFP	60	75	60	65
21	SAH	50	55	50	52
22	TAP	70	80	60	70
23	YA	40	60	40	47
Total :		1325	1515	1235	1358

1) Table Score of Composing

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Central idea, but as evenly elaborated and some digressions	15	11	
2.	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	10	7	
3.	No clear idea, little or no elaboration, many digressions	5	-	-

2) Table Score of Style

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Vocabulary less precise and information chosen less purposeful	15		
2.	Vocabulary basic and not purposefully selected; tone flat or inconsistent	10		
3.	Not controlled, tone flat, sentences halted or choppy	5		

3) Table Score of Sentences Formation

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Mostly standard word order, some enjambment or sentence fragments	15		
2.	Some non-standard word order, enjambment and word omissions (e.g., verbs)	10		
3.	Frequent non-standard word order, enjambment, and word omissions	5		

4) Table Score of Usage

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Mostly standard inflections, agreement, and word meaning	15		
2.	Some errors with inflections, agreement, and word meaning	10		
3.	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc)	5		

5) Table Score of Mechanics

No.	Indicator	Point	Total of student (F)	Percentage %
1.	Mostly effective use of mechanics; errors do not detract from meaning	15		

2.	Some errors with spelling and punctuation that detract from meaning	10		
3.	Misspells even simple words; little formatting evident	5		

Table
The Score of Students' Ability in Writing Spoof Text
at Grade X IPA MAN 2 Padangsidempuan

No.	Initial Name	Composing	Style	Sentences Formation	Usage	Mechanics	Total
1.	AA	20	15	10	10	15	70
2.	AFP	20	15	10	15	15	75
3.	APS	15	15	10	15	10	65
4.	FAH	15	15	10	15	10	65
5.	IA	15	15	10	10	5	55
6.	ILH	10	10	5	10	10	45
7.	ISN	20	15	15	10	10	70
8.	IB.R	20	15	15	10	15	75
9.	LA	15	10	10	10	10	55
10.	MN	15	10	15	10	15	65
11.	MHI	15	10	5	5	10	45
12.	MHM	15	10	10	15	10	60
13.	MT	10	15	10	10	10	55
14.	MYS	15	10	10	10	10	55
15.	NAH	10	10	10	10	10	45
16.	NFY	10	10	10	10	10	50
17.	RAZ	15	15	10	5	10	55
18.	RA	20	15	10	5	5	55
19.	RBD	10	10	10	10	5	45
20.	SFP	15	10	10	15	10	60
21.	SAH	10	10	10	10	10	50
22.	TAP	15	15	10	15	15	70
23.	YA	10	10	5	10	5	40
Total :		335	285	230	245	235	1325

No.	Initial Name	Composing	Style	Sentence Formation	Usage	Mechanics	Total Score
1	AA	20	15	10	10	15	70
2	AFP	20	15	10	15	15	75
3	APS	15	15	10	15	10	65
4	FAH	15	15	10	15	10	65
5	IA	15	15	10	10	5	55
6	ILH	10	10	5	10	10	45
7	ISN	20	15	15	10	10	70
8	IB.R	20	15	15	10	15	75
9	LA	15	10	10	10	10	55
10	MN	15	10	15	10	15	65
11	MHI	15	10	5	5	10	45
12	MHM	15	10	10	15	10	60
13	MT	10	15	10	10	10	55
14	MYS	15	10	10	10	10	55
15	NAH	10	10	10	10	10	45
16	NFY	10	10	10	10	10	50
17	RAZ	15	15	10	5	10	55
18	RA	20	15	10	5	5	55
19	RBD	10	10	10	10	5	45
20	SFP	15	10	10	15	10	60
21	SAH	10	10	10	10	10	50
22	TAP	15	15	10	15	15	70
23	YA	10	10	5	10	5	40
Total :		335	285	230	245	235	1325

No.	Initial Name	Correction 1	Correction 2	Correction 3	Total Score	Score
1	AA	70	70	60	200	67
2	AFP	75	90	70	235	78
3	APS	65	75	60	200	67
4	FAH	55	75	50	180	60
5	IA	60	55	60	175	58
6	ILH	45	50	40	135	45
7	ISN	70	80	60	210	70
8	IB.R	75	90	65	230	77
9	LA	55	60	50	165	55
10	MN	65	70	50	185	62
11	MHI	45	50	40	135	45
12	MHM	60	60	65	185	62
13	MT	55	60	55	170	57
14	MYS	55	70	55	180	60
15	NAH	50	55	50	155	52
16	NFY	50	65	40	155	52
17	RAZ	55	55	55	165	55
18	RA	55	45	55	155	52
19	RBD	45	70	45	160	53
20	SFP	60	75	60	195	65
21	SAH	50	55	50	155	52
22	TAP	70	80	60	210	70
23	YA	40	60	40	140	47
Total :		1325	1515	1235	4075	1358

CURRICULUM VITAE

A. Identity

Name : YULI KARTINI
Place and Birthday : Padangsidimpuan, July 20th 1992
Sex : Female
Religion : Moslem
Adress : Jl. Jend. Sudirman Gg. Swadaya Untemanis
Padangsidimpuan
Phone number : 0822 7618 4846

B. Parents

Father : Narman
Mother : Siti Rani Harahap

C. Background of Education

1. Elementary School : SD N 144432 Padangsidimpuan (2004)
2. Junior High School : MTs N Padangsidimpuan (2007)
3. Senior High School : MAN 2 Padangsidimpuan (2010)
4. Institute : IAIN Padangsidimpuan (2015)