THE STUDENTS' ABILITY IN WRITING REPORT TEXT AT THE GRADE XI MAN 1 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English

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Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to Annalia Harahap, entitled *"The Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan"*, we approved that the thesis has been acceptable to complete the requirement to 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 the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
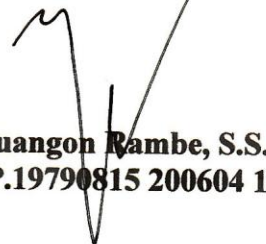
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

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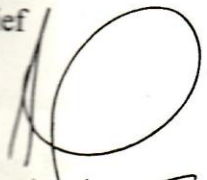**Reg. No. 10 340 0078**

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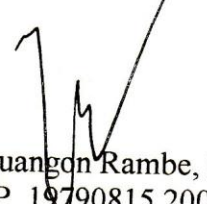
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ABSTRACT

This research focused about the students' ability in writing report text at the grade XI MAN 1 Padangsidimpuan. The problems of this research were most of the student still get low grade with average 60-65; meanwhile the standard of English competency in this school is 78, and the students were lack motivation in learning writing, seldom to practice writing in activities. Purposes of this research were to analyze the students' ability in writing report text. To examine whether the students' ability in writing report text is low. This research used quantitatif approach. The instruments of data collected were test.

The method research was descriptive and quantitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data was stratified random sampling, there were 50 students at sixth class XI MAN 1 Padangsidimpuan. Data processed and analyzed with quantitative process.

After calculating and analyzing the data from the students' score, it could be found the score of the students was 3300. Based on the criteria above, the cumulative score was 66%. So, it could be categorized into *enough criteria*. From the explanation that the hypothesis was accepted, because in the hypothesis that the students' ability in writing report text at the Grade XI MAN 1 Padangsidimpuan in 2014-2015 Academic year was *enough category*.

ACKNOWLEDGEMENT

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Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan,   Mei 2015

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a medium for communication, and it can be used for establishing social relationship and conveying information. Everyone needed instrument for communication. There is English. Now days, English is as an international language has known around people in the word. In Indonesia, English is important lesson which learned by the students. It is learned from elementary school up to university level.

English has four major aspect categorized into main ways are receptive competence and productive competence. Receptive competence consists of two different modes of language behavior are listening and reading, which also obviously includes interpretation of context and relation tasks. Productive competence consists of two modes are speaking and writing it included using of non- verbal signs and cues, and writing. In turn the four types of competence could be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing)[1]. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge.

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[1] Nirmala Sari, *An Intruction to Linguistics* (Jakarta: debdikbud, 1998), p. 11.

In educational curriculum, from elementary school to senior high school a great deal of report text comprehension was given to the students as plan in the curriculum. This curriculum had three important aspects they were cognitive, affective, and psychomotorycs. Hopefully, working on this learning program the learners are able to speak English well.

Students must have four basic English skills, they are: speaking, listening, reading and writing. They are integrated skills and they cannot be separated one to others. Actually, there are many students have difficulties to master the skill till they can not to use English completely. The difficulties of the students can be known from their unable to communicate or to give information to a reader or group of readers in written language of the reality of a subject of discussion.

Writing is the one of the four language skills that is very important to possess. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In senior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure written simple functional text in the recount text, narrative text, descriptive text, procedure text, explanation text and report text. They can use right diction, grammar, punctuation, spelling and organization.

Report text is one of kinds of text. Report text is the students' ability to present information about something, to reporting information. The report text is very important genre in the society. Report text enables us to reporting

something. There are several factors that influence the students writing report text ability such as vocabulary, sentence structure and so forth. Furthermore, the report text contains elements, such us as social function, generic structure, and lexicogrammatical features. The elements must exist in report text. The elements are used as an indicator to indicate whether the students' text correct or not. The good report text writing makes the students easier to presents information about something.

Based on the explanation above, Writing is one of language skills for students to master science it frequently determines their academic success. Writing gives them the ability to record their own in report text correctly; they should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals. Writing is the process of giving information by texts that involved in generating the letters, words and sentences.

Writing report text is a writing activity that purposes to tell somebody about something, especially something that you have experienced. *The First*, writing report text help students in education to reinforces grammar, vocabulary and functional language. Make themselves understood, making a document, organise and store factual information on a topic. Information classify and describe the phenomena of our world. Information reports are written about living things like plants and aimals, societies, land masses, mathematical operations, historical eras weather patterns and non-living things like phones, bikes or oceans.

The second, writing report text help the student's random knowledge becomes organised into discrete disciplines such as biology, history, chemistry, geography and maths. The student's becomes an apprentice biologist, an apprentice historian, an apprentice chemist-introduced into the various ways of knowing about the world. The apprentice makes hypotheses, collects and analyses data, compares and contrasts, generalises, classifies and draws conclusions. The student's learning is formalised and systimatised into different ways of knowing valued in our society and necessary for full participation in it. This generalised, systematised knowledge is reflected in the language features characteristic of such texts as report, explanations, instructions, and arguments

From the explanation above, the writer concludes that report text is nece1ssary for everybody in variety of purposes and needs. So, if the students want to describe the things, peoples, and animals, they are able to understanding of report text.

Nevertheless the facts indicated that many senior high school graduated were still very poor in English. Therefore, many students deal with complication in writing report text due to many rules of it. Frequently, many students are avoiding writing in this form. They, sometimes, in the process of writing report text the students abandon the most important part on the composition or element of a text, such as grammar, content, organization, vocabulary, punctuation, spelling, mechanics, general classification, and description of the sentences.

There are number reasons for these mistakes in making the composition or elements of writing report text among the students particularly in MAN 1 Padangsidimpuan. *The first*, students mastery of English writing values is low. Based on the curriculum in MAN 1 Padangsidimpuan is 7.8 for all subjects. However, the data found at the grade XI MAN 1 Padangsidimpuan revals the average of students' writing ability of grade XI : 60- 65. In brief, Students' writing does not fulfill the expectation.

The second is Range of grades is also problematic. Based the students' grades list given by the teachers. In each classroom, it is seen that some of them get 8.0 to 9.0 grades. Most of them get 5.0 to 5.5 grades. The rest get 3.0 to 4.0 grades. These grades reveal a very high contrast in the matter of ability among students in the classrooms. The were asmed expressing their idea especially in write some objects in the classroom.

Beside of that, it was found that students have lack motivation in learning writing. Based on the writer's observation, when the writer's interviewed with Miss Afnita S. Pd, one of English teacher at MAN 1 Padangsidimpuan.[2] She said students do not have many vocabularies. Many vocabularies are one way to easy in written. If the students are ordered by teacher to write by model dictation, they usually use the dictionary because they do not know the written of the words or they enjoy to wait for the teacher to write down the sentence in the whiteboard,

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[2]Miss Afnita S. Pd, *Private Interview to the English Teacher of MAN 1 Padangsidimpuan. (Padangsidimpuan: MAN 1, July14th, 2014 on 10 pm).*

and than they are also tend to forget the stucture and grammar, so they often have difficulties to build and develop their ideas and they could not be able write and communicate English well.

In identifying of the above, the researcher focused only analyzing writing report text about rhetorica which concluding general classification description, identifying social function and tense.

The report text is very important to students, in mastering the report text, the students are able to know the content and taken the conclusion of the stories, but the fact the students' ability was unsatisfactory although there were many books were written in report text.

Based on the explanation above, the researcher was interested in conducting research about **"The Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan"**

B. The Identification of the Problems

Based on the background above, there are some identifications of problem at grade XI MAN 1 Padangsidimpuan are:

1. Students low in writing value.

2. High contrast of ability among students in the classrooms, and

3. The students have lack motivation in learning writing, so the researcher must create interesting activities in the class in order the student can develop their ideas in writing especially in report text, because sometimes much of them (students) do not know the text of report in their lesson books at school. From

these problems above, this research only concerns with explore students' ability in writing report text.

C. The Formulation of the Problem

Based on background of the problem above, the researcher formulated the problem of the research it is: How is the students' ability in writing report text at the grade XI MAN I Padangsidimpuan?

D. The Objective of the Research

The objective of the research aims: To analyze the students' ability in writing report text at grade XI MAN 1 Padangsidimpuan.

E. The Significances of the Study

There are some significances of this research that be illustrate in the following:

1. The research is to increase the insight and knowledge about writing report text and the difficulties in writing report text.

2. The students will write assignments that may range from one paragraph to several page long, and will write answers on tests and exams that may be a few sentences long or a complete essays. Then the students know their ability in learning sentence in report text and also their difficulties in learning sentence in report text. So, it is hoped they will be better in writing report text.

3. This research is the combination in helping English teacher to know the ability of students and the difficulties for students in writing report text.

4. Finally, this research will be the one of the research literatures that can be a source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

E. The Limitation of key Terms

The following are definition of variables:

a. Ability

In Indonesia dictionary state that Ability is power or a mental have someone to do something, a property that people.[3] Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).[4] So, ability is a level of skill or intelegence.

b. Writing

Writing is one of the language skills among listening, reading, and speaking. Writing means the activity or the ability to share information in order to express idea and feeling in written form.[5] Besides that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers.[6] According to A S Hornby in this book

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[3]Tim Prima Pena. *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511.
[4]A. Merriam Webster. *Webster's Colegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.
[5]Wren Martin, *High School English Grammar and Composition*, (S. Chand and company Itd: Ramesh nagar, 1991), p. 71.
[6]Sanggam Siahaan, *The English Paragraph*, (Yogyakarta : Graha Ilmu, 2008), p. 2.

'Oxford Advanced Learner's Dictionary' that writing is group of pieces writing, especially by a particular person or on a particular subject.[7]

So, based on the explanation above, the researcher concludes that writing is the activity or the ability to share information in order to express idea and feeling in written form, so the readers can understand what the writer means, and the Students' Ability in writing repot text mean study or examine the ability or the potential of students in writing report text.

c. Report Text

Report text is being used in a very specific way to refer only to texts used to store information about a class of things.[8] And Report text also a text which presents information about something, as it is. It is as a result of systematic observation and analysis. And report text also to describe generic participants, it means a report text giving description of general classification of things, not a thing in particular condition, animals, public place, plant, ect. would be discussed in general.

Based on explanation above, the writer concludes that students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Senior High School. And the researcher concludes that writing is the activity or the ability to share information in order to express

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[7]A S Hornby, *Oxford Advanced Learner's Dictionary,* (New York: Oxford University Press, 2005), p. 502

[8] Beverly Derewianka, *Exploring How Texts Work* (Australia: Primary English Teaching Association 1990), p. 52.

idea and feeling in written form, so the readers can understand what the writer means, and the Students' Ability in writing repot text mean study or examine the ability or the potential of students in writing report text. And the last the research concludes the students' to share information something of report text as a result of systematic observation and analysis.

F. Outline of the Problem

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter I discussed about introduction, it consisted of background of the problem was the students' ability in writing report text. explained about the important and reasons of the research, identification of the problems, formulation of the problems about forming of the problem, objectives of the research about something that will be fined, significant of the research about of the advantages of the research, the limitation of key terms about meaning of some words from title.

In chapter II, it has consisted of the theoretical description told about the theoretical description was definition of writing, the purpose of writing, the process of writing, evaluation of writing, definition report text, the purpose of report text, the structural element of report text, example of report text and the conceptual framework.

In chapter III, discussed about the methodology of research; it consisted place and schedule of the research was July 2014 up to finish, the location of the

research was MAN 1 Padangsidimpuan. Research design, population and sample was grade XI students MAN 1 Padangsidimpuan. The instrument of collecting data was test. Next, technique of analyzing data was Mean Score.

In chapter IV, it is the result of the research and data analyzing consists of description of data were students' ability in writing report text at the grade XI MAN 1 Padangsidimpuan was categorized enough. The last, discussion result of the research was students' ability in writing report text.

Finally, in the chapter V consisted of conclusion was the ability in writing report text and the difficulties in writing report text.

CHAPTER II

THEORETICAL DESCRIPTION

A. Writing

1. Definition and Concept of Writing

Writing is one the most important skills in learning language besides reading, speaking, and listening, the students think that writing is more difficult than speaking and reading. Writing is process and product with make a writer such symbol, letter, which has a meaning. Writing means the activity or the ability to share information in order to express idea and feeling in written form.[1]

According to A S Hornby in this book 'Oxford advanced learner's Dictionary' that writing is group of pieces writing, especially by a particular person or on a particular subject.[2] While, Pardiono says "Writing is one of realization from linguistic competence that express in to written in to oral language".[3] Next, Minto Rahayu say "Menulis adalah mengungkapkan pikiran dalam bentuk tulisan".[4] (Writing is expressing of mind in writing form).

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[1]Wren Martin, *High School English Grammar and Composition*, (New delhi: Ramesh Nagar, 1998), p. 151.

[2]A S Hornby, *Oxford Advanced Leaner's Dictionary,* (New York: Oxford University Press, 2005), p. 441.

[3]Padiono, *Writing Clues for Better Writing Competence,* (Yogyakarta: CV andi offset, 2006), p. 9.

[4]Minto Rahayu, *Bahasa Indonesia di Perguruan Tinggi,* (Jakarta: PT Grafindo, 2007), p. 143.

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Then, David Nunan stated:

Writing is both a physical and a mental act the most basic level. On other land, writing is the mental. work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to reader. It also both a process and a product, the writer imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a widower audience is a product an essay, letter, story, or research report.[5]

Meanwhile according to Henry Guntur Taringan said:

Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yaang dipahami oleh seseorang, sehingga orang-orang dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik itu, menulis merupakan suatu representasi bagian dari kesatuan-kesatuaan.[6]

(writing is lowering or drawing the symbols graphic that describes a language that is understood by a person, so that others can read the symbols of the graphic if they understand the language graphic picture. Writing is a representation of language expression).

So, based on the explanation above, the researcher concludes that writing is the activity transferring the ideas and to describe a language in graph of symbol that understood by someone, so the readers can understand what the writer means.

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[5]David Nunan. *Practical English Language Teaching*, (New York: Mc Grow Hill Compamse, 2003), p. 88.

[6]Henry Guntur Taringan. *Menulis Sebagai Suatu Ketrampilan Berbahasa,*(Bandung: Angkasa, 1986), p. 21.

2. The Purpose of Writing

According to Michael Omalley, there are three purposes of writing, they are: informative, expressive, persuasive.

a. Informative writing, it means that the purpose are to give information, directions, or ideas.

b. Expressive writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.

c. Persuasive writing, it means that writers attempt to influence others and imitate action or change.[7]

To make good writing there are the writing process, according to Penny Ur the writing has three stages:

Stages 1: writing
Stages 2: reflection
Reflecting on the writing process:
    1) Preparation
    2) Process
    3) Product
Stages 3: conclusion[8]

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

1) Focus on the process of writing that leads to final written product;
2) Help student writers to understand their own composing process;
3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

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[7]Michael Omalley, *Authentic Assesment For English Language Learning*, (USA: Addison Wasley Publishing Company), p. 137-138.
[8]Penny Ur, *A Course In Language Teaching*, (USA: Cambridge University Press, 1991), p. 167-168.

      a. Give students time to write and rewrite;

      b. Place central importance on the process of revision;

      c. Lets student discover what they want to say as they write;

      d. Give students feedback throughout the composing process (not just on final product) to consider as they attempt to bring their expression closer and closer to intention;

      e. Encourage feedback both from the instructor and peers;

      f. Include individual conferences between teacher and student during the process of composition;[9]

Based on the process of writing above, the research concluded that the process of writing according J. Michael O. Malley, Friends, Penny Ur and David Nunan it's so correctly and good statement, but I'm very agree to statement of David Nunan because it's more complete, it's easy for understanding that the student how to process writing is good and possible.

3. The Process of writing

There are three stages of writing process, they are:[10]

a. Prewriting, in prewriting stage, students might use graphic organizers as an aid to clarify the concepts they will use in writing.

b. Writing, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.

c. Post writing, in which students share their writing with others read aloud what they have written, or exchage writing with other students.

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[9] David Nunan, *Practical English Language Teaching*, (New York: Mc Grow Hill Compamse, 2003),p. 87.

[10] J. Michael O. Malley and friends, *Authentic Assesment for English Language Learner,*(USA: Addison-Wesley publishing company, 1996), p. 136.

4. Evaluation of Writing

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assessments in writing task are:

According to Arthur Hughes there are some criteria of writing assessment.[11]

a. Grammar

Grammar is the part of the study of language which deals with forms and structure of word, with their costmary arrangement in phase and sentence and often with language sounds and word meanings.

b. Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

c. Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all need capitals, paragraph intended, punctuation and spelling.

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[11] Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.S

d. Fluency

In fluency of writing must be consistence between chose of structure with vocabulary and also both of them must be appropriate.

e. Form (Organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

B. Report Text

1. Definition and Concept of Report text

A text is a meaningful linguistic unit in a context.[12] A text of a language is unique. Some languages may have some similarities in a text. They also have some differences. Someone of the kinds of text is Report Text.

Report text is a kind of genre which has the aim to inform the reader. Basically, Report text is a kind of text that gives general information about something. Before going to discuss Report text deeply, it would be better to discuss the definition of Report text according to some expert.

According to Otong Setiawan Djuhari says that Report text is a kind of pare result of perception, research, observation, or study about object, animal

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[12]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha 2008), p. 1.

,people or place .[13] To be able to analysis report text, the students should understand about the generic structure firstly. The generic structure of Report text is: general classification and description.

2. The Purpose of Report text

The function of an information report is to document, organise and store factual information on a topic. Information reports classify and describe the phenomena of our world. We use them when we talk about a whole class of things, e.g "Bikes". By contrast, a description only talks about specific thing, e.g " My Bike". Reports sre written about living things like plants and animals, and non-living things like phones,bikes or ocean.[14]

3. The Structural Element of Report Text

Here structural element of report text, consist to social function, generic stucture and significant lexicogrammatical features. and will be explain as follow:

	Social function	Generic structure	Significant Lexicogrammatical features
	To describe the way things are, with reference to a	1) General classification: introduces the topic of the report/tells	1) Use of general nouns (computer, kangaroo) 2) Use of relational

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[13]Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 26.
[14]Beverly Derewianka, *Exploring How Texts Work* (Australia: Primary English Teaching Association 1990), p. 51.

| **STRUCTURAL ELEMENT** | range of natural, man-made and social phenomena in our environment. | what phenomenon under discussion is.

 2) Description: tells what the details of topic/the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviors, if living; uses if non natural.

 3) Conclusion | process to state what is and that which it is.

 3) Use of simple present tense |

Linda Gerot and Peter Wignell adds Report text consist of these rules that must be paid attention, they are: a. Social function, b. Generic structure, c. Significant Lexicogrammatical features.[15]

a. Social Function

The social function of a report text is to draw a general inference or to report. For example, a whale is a kind of mammal because it gives birth its calf. To make such a report, students need to observe and compare whales from other animals having similar characteristics. Students may also make a report about, for example, a very simple house, *warung tegal*,

[15]Linda Gerot and Peter Wignell, *Making Sense of Functional Gramma* (Sydney: Gerd stabler, 1994), p. 196.

a school, a hospital, etc. by providing description of the subject. The social function is near the same with the communicative purpose which refers to aim of the texts which want to be expressed by the writer to the read.[16]. Stefen Peter said "The social function is near the same with the communicative purpose which refers to the aim of the text which want to be expressed by the writer to the reader". [17] Michael Swan says, "Social function is a vaquency specified a social event and social function used as noun is very rare.[18].

Linda Gerot and Peter Wignell said, "Social function to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment".[19] Furthermore Otong Setiawan Djuharie says Social function gives the reader about the topic of the text itself and brought the reader to know what are talking about in the text self.[20] Pardiyono said, Social function is telling what the aim of the text.[21]

Then the social function or communicative purpose aims to tell events for the purpose of informing or entertaining. The social function gives the reader about topic of the text itself and brought the reader to know what are talking about.

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[16]*Ibid.,*
[17]Stefen Peter, *Living English Structure* (New York: Prentice Hall, 2002), p. 78.
[18]Michael Swan, *A Communicative Grammar of English* (Sydney: Gerd Stabler, 2001), p. 127.
[19]Linda Gerot and Peter Wignell, *Making Sense of Functional Gramma* (Sydney: Gerd stabler, 1994)., p
[20]Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007)., p. 27.
[21]Pardiyono*, Theaching Genre Based Speaking* (Yogyakarta: Andi Offset, 2008), p. 25.

By doing so, the writer concludes that social function is aimed to socialized, in order to attend the readers to know what the text is and what the aim to be written by the writer is.

b. Generic Structure

Generic structure is the stages that must be followed in arranging the text. Generic Structure is something important of text construction. Otong Setiawan Djuharie says, Generic structure mengacu pada alur yang tersaji dalam teks atau tahapan- tahapan pemetaan gagasan⁄ informasiteks.[22] It means generic structure is the structure of the text contains idea or information of the text. According to Sanggam Siahaan and Kisno Shinoda said, "The text structure is the culture of the native speakers of a language to select and use the linguistic units of their language in the production and interpretation a text as the tool of an effective and efficient communication".[23]

Then, generic structure of Report text refers to general statements which explain reported subject, additional information, and its classification.

It means that the generic structures of the Report Text are: 1) General Classification, 2) Description.

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[22]Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 26.
[23]Sanggam Siahaan and KisnoShinoda, *Generic Text Structure* (Yogyakarta: Graha 2008), p. 2.

1) General Classification

General classification Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.[24] Linda Gerot and Peter Wignellsays, General Classification tells what the phenomenon under discussion.[25] Report text is difficult enough to learn by students. Report text is a type of text function to describe particular idication of thing, animal, public place, plant, etc.

2) Description

Description is describing the thing which will be discussed in detail part per part, customs or deed for living creature and usage for materials.[26] An information report is a piece of text that information presents information about a subject. You would use this type of text if you had to give a lecture on a topic or write about such things as computers, sport or natural disasters. An information report usually contains fact about the subject, a description and information on this parts, habit or behavior and qualities.[27]

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[24]http://reporttext.blogspot.com accessed on 07 th Oct 2014.

[25]Linda Gerot and Peter Wignell, *Making Sense of Functional Gramma* (Sydney: Gerd stabler, 1994).,

[26]http://reporttext.blogspot.com accessed on 07 th Oct 2014.

[27]Mark Anderson and Kathy Anderson, *Text Types in English* (Australia: Andi Offset, 1997), p. 86.

c. Lexicogrammatical Features

A lexicogrammatical features is the rule in arranging a text. It is the domain language feature that is used in the text such as focus on general noun, use of relational process, and use simple present tense.

According to Otong Setiawan Djuharie said, "Lexicogrammmatical identik dengan syntax (dalam tata bahasa tradisional). Lexicogrammatical mengacu pada struktur tertentu yang digunakan untuk mengungkapkan makna tertentu".[28] It means that lexicogrammatical is identic syntax in traditional grammar and refers to certain structure which is used to express certain meaning.

A Ghani Johanalso regues,"Lexicogrammatic adalah tata aturan penulisan suatu wacana berdasarkan tata bahasa Inggris yang baik".[29] In the Report Text, it has some lexicogrammatical features such as first, general noun, second, use relational process and third, uses simple present tense.

1) General Noun

Noun is the name of person, place or thing.[30]HotbenLingga D says, Kata benda adalah kata yang digunakan untuk menamai seseorang, tempat, benda,sifat, ide, atau perbuatan. Kata benda adalah kata yang

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[28]Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007) *Op. Cit.,*

[29]A Ghani Johan,*Reading and Translation* (Yogyakarta: PustakaPelajar, 2006), p. 5.

[30]Joyce Amstrong Carrel, *Writing and Grammar* (Texas: Prentice Hall, 2001), p. 368.

digunakan sebagai nama orang, binatang, benda atau tempat.[31] It maeans that noun is the word that is used to accompany someone place, thing, attitude, idea or action. Noun is the word that used as the name of someone, animal, thing or place.

2) Use of Relational Process

Relational process involve state of being (including having). They can be classified according to whether they are being used to identify something.[32] Relational process merujuk pada kata kerja yang dapat menggambarkan participant atau mengisyaratkan kepemilikan. Lazimnya relational process terwujudkan dengan penggunaaan copula dan lingking verbs.[33]

Relational Process refer to verbs that can describe the participant or imply ownership. Typically realized with the use of relational process's copula and verbs.

Example : it is important

: Ronaldo is a good-football player

a. Use of Simple Present Tense

Simple Present Tense is used to talk habitual action. Michael A Payle and Mary Ellen says, this tense is usually not used to indicate

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[31]LinggaHotben D, *Intisari Tata Bahasa Inggris Kontemporary* (Jakarta: Kesaint Blanc, 2003), p. 7.

[32]Linda Gerot and Peter Wignell, *Making Sense of Functional Gramma* (Sydney: Gerd stabler, 1994),p. 67.

[33] Otong Setiawan Djuharie,*Genre* (Bandung: Yrama Widya, 2007)*,* p. 14.

present time.[34] The present tense is tense for description, definition, and statements of general truth.

In Oxford Advanced Learner's Dictionary by Hornby states that simple present tense is used to describe the present tense of in active verb that is formed without an auxiliary verb.[35]

Another like Jayanthi opinion who stated that simple present tense is when a tense is used to show the present tense.[36] Further, Jhon Stated, Simple present tense is expressed that an action took places at present in simple form or a habitual action was not relate with time.[37]

So, it can be concluded that simple present tense was used to show that an action took places at present, general truth or an action was not relate with time. As known that the simple present tense is when a verb is used for event situations in present time.

Adverb of frequency is common time markers in the present tense. They tell how often an action is repeated: always, usually, often, sometimes, occasionally, seldom, rarely, hardly ever, etc.

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[34]Michael A Payle and Marry Ellen, *TOEFL* (India: Willey Dreamlech, 2002), p. 57.

[35]As. Hornby, *Oxford Advanced Leaner's Dictionary,* (New York: Oxford University Press, 2005), p. 1187.

[36]Jayanthi Dakshina Murthy, *Contempory English Grammar,* (Delhi: Book Place, 2003), p. 2012.

[37]JhonS.Hartantoet.eL Accurate, Brief and clear English Grammar (Surabaya: Indah Surabaya, 2003), p. 277.

Ex: She writes his homework.

He comes to the office

I always go to campus

4) Example of Report Text

Sell House

Hi for every listeners, I have a good news for you all. It's about house.

The house is in Pasar Matanggor. It locates in the middle of wet rice. Width of land is about 60 m^2 and width of building is about 80 m^2. It has two bedrooms, one bathroom, kitchen, and garage. The color of house is white. The price is Rp 100.000.000

So, if you need a house to live, we are welcome, for information, please call this phone number 081260867650. Thank you for your attention.

a. Analyzing of the Text
   1) Generic Structure analysis:
      a. General classification; stating general classification, sell house
      b. Description; describing in detail characterization of house's wide, white and price.
      c. Conclusion; the last paragraph.

   2) Language Feature Analysis

      a. Focusing in group; The Animal of Cat.
      b. Conditional, logical connective; so, and if.
      c. Simple present tense pattern; The house is in Pasar Matanggor, It locates in the middle of wet rice, etc.

         From the example above, it can be seen the rules of the text as

follows:

a. Social Function   : To inform us about Sell House

b. Generic Structure

General Classification	Stating general classification, sell house.
Description	Describing in detail characterization of house's wide, white and price.
Lexicogrammatical Features	1. General Noun: Sell House. 2. Use Relation Process: Conditional, logical connective; so, and if. 3. Use Simple Present Tense: The house is in Pasar Matanggor, It locates in the middle of wet rice, etc.

C. Related Findings

Firstly, A Script of Lenggana Dori Bulan Sitorus "An Analysis Students Compound Sentences Mastery in Report Text".[38] The research was focus to analyzing of students' compound sentences in report text. Most of students error analysis compound sentences in report text, (A Study at XI Grade SMA Negeri 8 Padangsidimpuan). Based on the general problem above the formulation in this research was "1) How is the students' compound sentence mastery in report text? 2) What difficulties are dominant? 3) What were the efforts done by English teacher to increase the students' compound sentences mastery in report text? Then, the objective of the problem was; 1) to analyze students' Compound

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[38]Lenggana Dori Bulan Sitorus, *An Analysis Students Compound Sentences Mastery In Report Text (A Study at XI Grade SMA Negeri 8 Padangsidimpuan)* , (Script STAIN Padangsidimpuan, 2012).

Sentence mastery in Report Text. 2) To find dominant difficulties of students' Compound Sentences mastery in Report Text. 3) To know the efforts of teacher to overcome the difficulties about the students' Compound Sentences mastery in Report Text. the result of test given, it is found that most students made errors using punctuation in writing paragraph . Based on the total errors (290 errors) for writing test that the students made, the highest percentage of errors belong to substitution type (42,1%) and the lowest percentage of errors is disordering type (2.3 %).

Secondly, according to research done by Lainatussipa script entitled "The ability of students' Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph.[39] Based on the calculating score it was have mean score was 44%. Based on the criteria above, it could be categorized in to enough category. Sakiah script entitled "An Analysis on Students' Ability in Writing Narrative Base on Picture was very weak category". Found the total mean score was 7.20%.

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

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[39] Lainatussipa, *The Ability of Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph*, (Script STAIN Padangsidimpuan, 2011).

D. The Conceptual Framework

Based on the theoritical review of related findings, the researcher made the 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 school, they also should study hard at home, or another place make them comportable, by repeating the lessons at the school from the teacher not only time the learn in class but they can save the materials in their mind.

One of the students' problems in learning English is in writing, especially in writing report text. The researcher found the students ability in writing report text is still low. It can be seen because there are still many students that forgetten to put the resource the information, they also do not know how to elaborate the information, and some of students think that report text is the same with descriptive text. Because the report text just only difference aim, if the aim of report text is explain the general phenomenon and the aim of descriptive text is explain especial phenomenon. 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 report text, if the students master in the elements of the text. The point is most of them responded that writing is difficult.

Therefore, the researcher conducted a research to find out and explain about the ability and the difficulties of students in writing report text and also

find out the causes of the problems faced. The conceptual framework can be seen

from figure below:

Figure I: Research Conceptual Framework

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┌─────────────────────────────────────────────────────────┐
│                                                          │
│   Writing problems:                                      │
│                                                          │
│   1.  Students  low in writing value.                    │
│                                                          │
│   2.  High contrast of ability among students in the     │
│       classrooms, and                                    │
│                                                          │
│   3.  The students have lack motivation in learning      │
│       writing                                            │
│                                                          │
└─────────────────────────────────────────────────────────┘
                            │
                            ▼
                     ┌──────────────┐
                     │     TEST     │
                     └──────────────┘
                      ╱            ╲
                    ▼               ▼
┌──────────────────────────┐   ┌──────────────────────────┐
│  Factors which cause the │   │  Students' writing        │
│  ability                 │   │  achievement              │
└──────────────────────────┘   └──────────────────────────┘
```
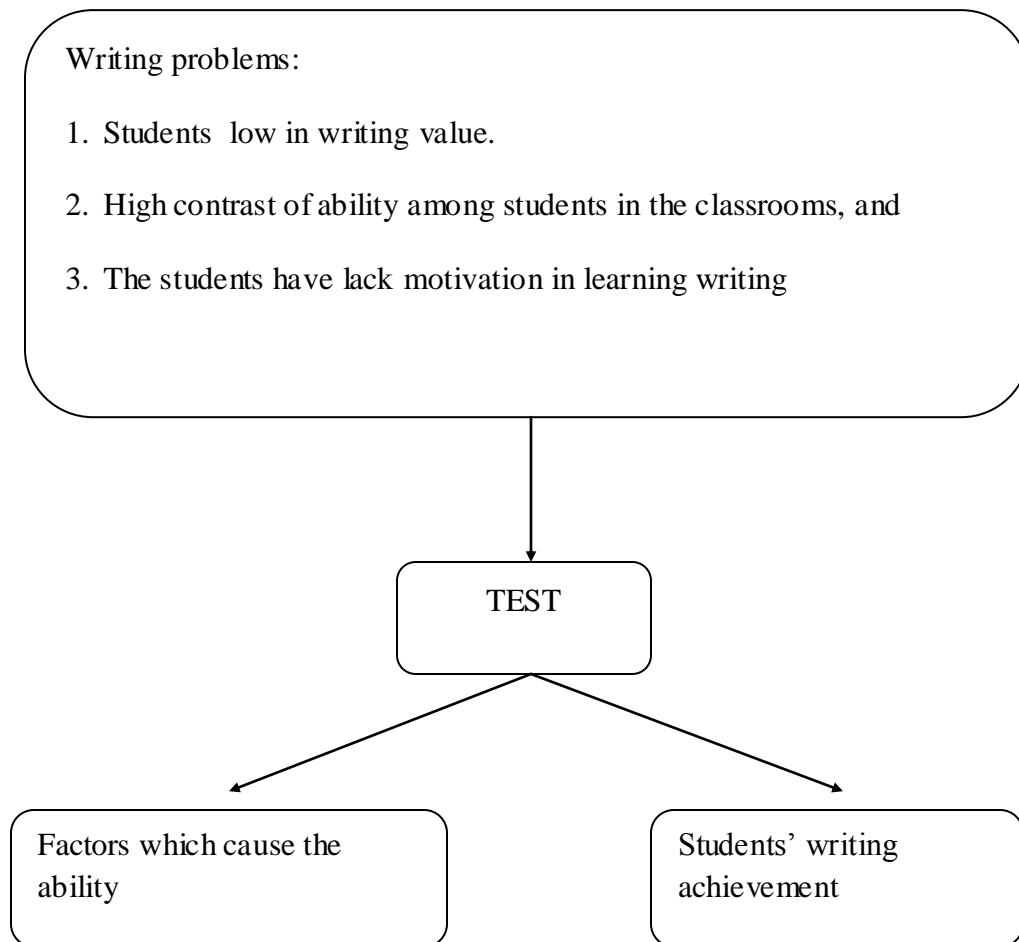
E. Hypothesis

        L.R Gay says, "A hypothesis is a researcher's tentative prediction of the result of the research findings".[40] Here, the hypothesis of this research is "The Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan is in enough category".

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[40]L. R .Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application,* (USA: Merril, 2000), p.71.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place of the Research

This research had done in MAN 1 Padangsidimpuan. It is the school located in Soripada Mulia Street No.31C Sihadabuan, Padangsidimpuan. The subject of researchis Grade XI Student in MAN 1 Padangsidimpuan 2014/2015 academic years.

2. Time of the research

The process of the research had been done from July 2014 up to April 2015. The data of the research had been taken after the research letter comes from the Academic office of IAIN Padangsidimpuan.

B. Research Design

The design of this research was descriptive in nature, because the researcher wants to describe the students' ability in writing report text. Descriptive method is a survey that determines and allocates it with technical interview, observation or technical test, studying time of problem and identification of comparative analysis or operation).

According L.R Gay that, "descriptive research is a descriptive study determines and describes the way thing are. It may also compare how subgroups such as male and females or experienced and inexperienced teacher view issues

and topic".[1] Will be conduct quantitative approach. The quantitative research is the research the analysis of the data by using figure data. According by Ranjit Kumar" in quantitative research you are guided by predetermined sample size that is based upon a number of other considerations in addition to resources available"[2]. Like according by Gay and Peter Airasian, "Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study".[3] Quantitative descriptive is aim to describe with systematically and accurate of fact about the population.

So, it can be concluded that quantitative descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students' ability in writing report text at the grade XI MAN 1 Padangsidimpuan.

C. Population and Sample of the Research

1. Population of the Research

Suharsimi Arikunto said, "A population is a set (collection) of all elements processing one or more attributes of interest.[4] And according to Sugiono in Ruslan that "Population is generalization area consist of object or subject has special quantity and characteristic which determined by researcher

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[1]L.R. Gay & Peter Airasian, *Educational Research Competence for Analysis and Application,* (USA: Prentice Hall, 2000), p. 275.
[2]Ranjit Kumar, *Research Methodology,* (London: Sage, 2011), p. 192.
[3]Gay and Peter Airasian, *Education Research Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 8-11.
[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1993), p. 108.

to get concluding."[5] In similarly, Ary in Sukardi said "Population is all members of well defined class of people, event, or objects." In addition, Babies said "Population is the elements of research as target of result research theoretically."[6]

In doing a research, the researcher needs population. Population is whole subject of the research.[7] In this problem the researcher chose the grade XI students of MAN I Padangsidimpuan as the population of this research. There are 6 (six) classes and consist of 202 students.

Table I
Population of the Research
Grade XI students at MAN I Padangsidimpuan
Academic Year 2014/2015

No.	Classes	Number of Students
1.	XI IPA-1	30
2.	XI IPA-2	28
3.	XI IPA-3	37
4.	XI IPA-4	35
5.	XI IPS-1	37
6.	XI IPS-2	35
	Total of students	202

Source: School Administration Data of MAN I Padangsidimpuan

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[5]Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT. Raja Grafindo Persada, 2004), p. 133.

[6]Sukardi,, *Metodologi Penelitian Pendidikan,* (Jakarta: Bumi Aksara, 2003), p. 53.

[7]SuharsimiArikunto,*Prosedure Penelitian Suatu Pendekatan Praktik,(*Jakarta:PTRineka Cipta, 2006), p. 130.

2. Sample of the Research

Suharsimi Arikunto says, "Sampel adalah sebagian atau wakil populasi yang diteliti."[3] (Sample is a parts of population which will be researched). Morever, Suharsimi Arikunto says[8]. According by Saifuddin Azwar: "sample adalah bagian populasi , karena ia merupakan bagian dari populasi ,tentulah ia harus memiliki ciri-ciri yang di miiki oleh populasinya"[9], to got the sample of this research the researcher guided of the opinion of Suharsimi Arikunto, who said that when the subject less than 100, taken better all together and if it's amount more amount was taken by 10%-15% or 20%-25% or more appropriate with the researcher ability.[10] The population of the eleventh grade of MAN 1 Padangsidimpuan was 202 students, so the researcher just took 25% from the whole of students, it was about 50 students. The sampling strategies that used in this research was *random sampling.* Random sampling means every individual or object in the population of interest has an equal chance of being chosen for study.[11] Specifically, it was used by making lottery. First, listing all of students by numbers, then writing the all numbers in some pieces of papers. Finally, taking the number one by one till getting the amount of sample or it was said lottery, it was needed 50

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[8]Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik,(*Jakarta:PTRineka Cipta, 2006), p.109

[9]Saifuddin Azwar, *Metode Penelitian,* (Yokyakarta:Pustaka Pelajar,2004), p.79

[10]Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik,(*Jakarta:PTRineka Cipta, 2006), p.110

[11] Lorain Blaxter, et. all., *How to Research* (Buckingham: Open University Press, 2001), p. 162 – 163.

students. So, the number that has been chosen become the sample in this research. It was described in the following below:

Table II
Sample of the Research
XI the grade of MAN 1 Padangsidimpuan

No.	Class	Total of Students
1.	XI IPA-1	11 students
2.	XI IPA-2	11 students
3.	XI IPA-3	9 students
4.	XI IPA-4	7 students
5.	XI IPS-1	7 students
6.	XI IPS-2	5 students
Total of students		50 students

From the table above, it could be seen that every class, in this research the sample were taken from all classes randomly.

D. Instrument of Collecting Data

Intruments that has been employed in this research were test and interview which request the students to describe their ability in writing report text. A research might have a good instrument in this research because a good instrument could go guarantee the valid data. Suharsimi Arikunto, "pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya".[12]

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[12]Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 134.

In this case, in order to get the data of this research, the researcher would prepared the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.[13] The instrument that will be use by test and interview. They are:

1. Test

Test is sequence of question or practice that would be used for surverying the skill, intelligence, knowledge, ability to trail tat is owned be used for surverying by individual or group.

So it some questions about report text in order to get the information about the students' ability in writing report text. The instrument is test, the form of the test is essay test. Essay is a literary device for saying almost everything and adds that by tradition almost by definition[14]. The researcher would be used the students as participant, in doing test. The researcher would be used writing techniques. The researcher would be control all the students when doing this test and the students involve this research.

In order to gather the data accurately on students' ability in writing report text, the researcher gave a writing test. Test is some tittle to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher want to analyze the students'

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[13]*Ibi.,*
[14]An. M.wikipedia.org/wiki/essay, (assesed nov 11 2013).

ability in writing report text. In this research, researcher gave test about writing a text report and then order to get the information of the text like analyzing generic structure, grammatical, and language features.

The students wrote the report text with choose one of the title *"What is house?", "What is Rabbit?" and What is Human?"*. The researcher gave 100 score for very good text. In writing the text, researcher gave five values follows: grammar, vocabulary, mechanic, fluency and form (organization). Researcher gave 20 for every very good value. So the high score was 100.

Table III : Rubric Score of writing

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

a. Grammar

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

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

b. Vocabulary

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

c. Mechanics

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

d. Fluency

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20
2	Some structures or vocabulary items noticeably in appropriate to general style.	15
3	Structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10
4	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5

e. Form (Organization)

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

Suharsimi Arikunto said that, Validity chance shows the level of instrument something[16]. There is validity of instrument:

a. Logical validity is the instrument which done by analysis logically; it comfort content construct validity.

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[15] Arthur Hughes, Testing For Language Teachers, (New York: Cambridge University Press, 1990), p. 91-93

[16] Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik,*(Jakarta:PT Rineka Cipta, 2006), p. 508.

In this researcher, the research used content validity to establish the validity of the instrument. The logical validity is done by divided variable to be sub variable and indicator of variable. Actually, content validity is the degree to which a test measures an intended content are. So, the researcher showed the test to validator as a specialist test to measure the test to be valid.

E. Technique of Data collection

After preparing the test, the researcher gave the test to the sample of the research, then try to find out the result. There are some steps to collect the data: 1) the researcher make preparation of the tests which are all the items of the tests concern with the material. 2) The researcher gave students the tests and the time to do the tests. 3) Collecting the item of students' answer and 4) Analyzing the data.

F. The Technique of Data Analysis

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

1. Counted the students' answer and then classified it based on their score.

2. Calculated their result (mark)

Because the researcher used the test, so the researcher also want to:

a. Know the range of the data, the formulation is:

Range = High Score- Low Sore

b. Know the total of classes (BK), with the formula:

1+ 3,3 log n

c. Know the interval (i) used the formula:

$$I = \frac{R}{BK}$$

d. Know the mean score used the formula:

$$M = \frac{\Sigma\,Score}{\Sigma\,Responden}$$

e. Know the median score used the formula:

$$Me = B + \frac{\frac{1}{2}n - (\Sigma f2)o}{f\,Me} \cdot C$$

f. Know the modus score used the formula:

$$Mo = L + \frac{d_1}{d_{1} + d_{2}} \cdot C$$

In getting the percentage the researcher were calculated using the pattern:

$$X = \frac{\Sigma\,x}{N}\,x100$$

Where:

X   : The mean of the students

Σx : The total scores

N   : The students' size

3. After calculating and scoring the students' answer test, then the students' score are consulted into the criteria score interpretation on the table below:

Table IV
Criteria Score Interpretation[17]

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100	Very high

After the researcher found the mean scores all students, it is consulted to the criteria as follows:

a) If the value of mean score is 0% - 20% it can be categorized into very low ability.
b) If the value of mean score is 21% -40% it can be categorized into low ability.
c) If the value of mean score is 41% -60% it can be categorized enough ability.
d) If the value of mean score is 61% - 80% it can be categorized into high ability.
e) If the value of mean score is 81% - 100% it can be categorized into very high ability.

4. Finally, the researcher took conclusion. It is done to conclude discussion solidly and briefly.

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

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to know the writing report text at the Grade XI of MAN 1 Padangsidimpuan. The researcher has calculated the data using writing report text test. Applying quantitative analysis the researcher use the formulation of mean score. Next, the researcher described the data as follow:

A. Description of Data

1. Students' Ability in Writing Report Text

Based on the result of the students' test in which the students were asked to write a text about the report text. From the result of the students it could know that the score of the students was between 45 up to 85. It means that the highest score got by students was 85, the lowest score was 45. The data description of the students' ability in writing report text at the grade XI MAN 1 Padangsidimpuan could be seen in the following table:

Table V
The Total Score of Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan

Name	Grammar	Vocabulary	Mechanics	Fluency	Form/ Organization	Score
AN	20	20	15	15	15	85
AR	20	20	10	10	15	75
AS	5	5	20	15	15	60
BL	20	15	15	10	10	70
DM	15	15	10	10	5	55
DS	15	5	20	10	10	60
FR	15	10	10	20	15	70
IL	5	10	10	10	10	45
MA	10	10	10	10	5	45
NW	15	15	10	10	15	65
RK	10	10	15	15	15	65
AA	20	10	20	15	10	75
HM	20	15	10	10	10	65
IF	15	15	15	10	10	65
LA	20	5	20	5	20	70
MSS	15	10	15	10	5	55
NH	20	15	10	10	10	65
QP	10	10	10	15	15	60
RS	20	5	20	5	10	60
SL	10	5	10	15	10	50
SR	15	15	20	15	5	70
YS	20	5	20	5	15	65
DA	20	5	10	15	15	65
IRH	20	20	15	15	15	85
NHB	10	10	20	20	10	70
RAS	15	15	15	10	10	65
RH	15	10	10	15	15	65
RRH	20	20	10	10	10	70
SH	20	20	20	15	10	85
SR	10	10	20	10	10	60
TH	20	10	20	10	20	80
AL	15	5	15	15	5	55
MD	15	10	10	15	10	60
PL	20	15	15	15	15	80
RH	20	10	15	15	15	75
SP	10	10	15	15	20	70

TI	10	5	15	10	10	50
YSK	20	15	10	10	5	60
AA	15	15	20	10	15	75
BP	10	5	15	15	10	55
BR	20	10	15	15	15	75
ES	20	10	15	15	20	80
GG	15	5	5	10	15	50
MM	15	10	5	10	15	55
TT	15	10	10	15	15	65
AI	15	10	15	15	10	65
BS	20	5	15	15	15	70
MJ	20	5	15	20	15	75
UN	20	10	15	20	15	80
ZF	15	10	10	15	15	65
Total						3300

From the table researcher found that the students' ability in writing report text was enough from the maximal score. Then, from the fifty students was only 45 for the minimal score and only 85 for maximal score. The students that got 45 score was 2 students. The students that got 50 score was 3 students. The students that got 55 score was 5 students. The students that got 60 score was 7 students. The students that got 65 score was 12 students. The students that got 70 score was 8 students. The students that got 75 score was 6 students. The students that got 80 score was 4 students. And The students that got 85 score was 3 students.

To evaluate the students' ability in writing report text, the researcher has calculated the data by using statistic count. Next, the researcher described the data as follow:

Table VI
The Students' Ability in Writing Report Text
Had been gotten as in the table below:

No	Statistic	Total
1	High score	85
2	Low score	45
3	Range	40
4	Mean score	66
5	Median	67.83
6	BK	7
7	Interval	6
8	Modus	67.27

From the table above it has been known the higher score of students was 85 score and the lower score was 45 score, range 40, mean score 66 and median score 67.83 and the total of class BK 7 and interval I was 6, and modus was 67.27. Based on the calculation means score above, the students couldn't achieved KKM that was 78. So the ability of students in writing report text was enough category.

From the data above can be know the mean score 66 and median was 71.16 and modus was 68.94 from the three data constituted as central tendency of the students' ability in writing report text at the grade XI MAN 1 Padangsidimpuan. The distributing data above could be seen in the following table:

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

No	Interval	Median	Frequency (F)	Percentage (%)
1	45 – 49	2	2	4 %
2	50 – 54	3	3	6%
3	55 – 59	5	5	10 %
4	60 – 64	7	7	14 %
5	65 – 69	12	12	24 %
6	70 – 74	8	8	16 %
7	75 – 79	6	6	12 %
8	80 – 84	4	4	8 %
9	85 – 89	3	3	6%
	Total		N = 50	100

From the table above, it can be known the score of students were 2 students (4%) have 45 up to 49 score, there were 3 students (6%) have 50 up to 54 score, there were 5 students (10%) have 55 up to 59 score, there were 7 students (14%) have 60 up to 64 score, there were 12 students (24%) have 65 up to 69 score, there were 8 students (16%) have 70 up to 74 score, there were 6 students (12%) have 75 up to 79 score, there were 4 students (8%) have 80 up to 84 score and the last there were 3 students (6%) have 85 up to 89.

(See in Appendix 4).

In continuation, the distribution data of problems that students face in writing at the grade XI MAN 1 Padangsidimpuan was drawn in the following histogram.
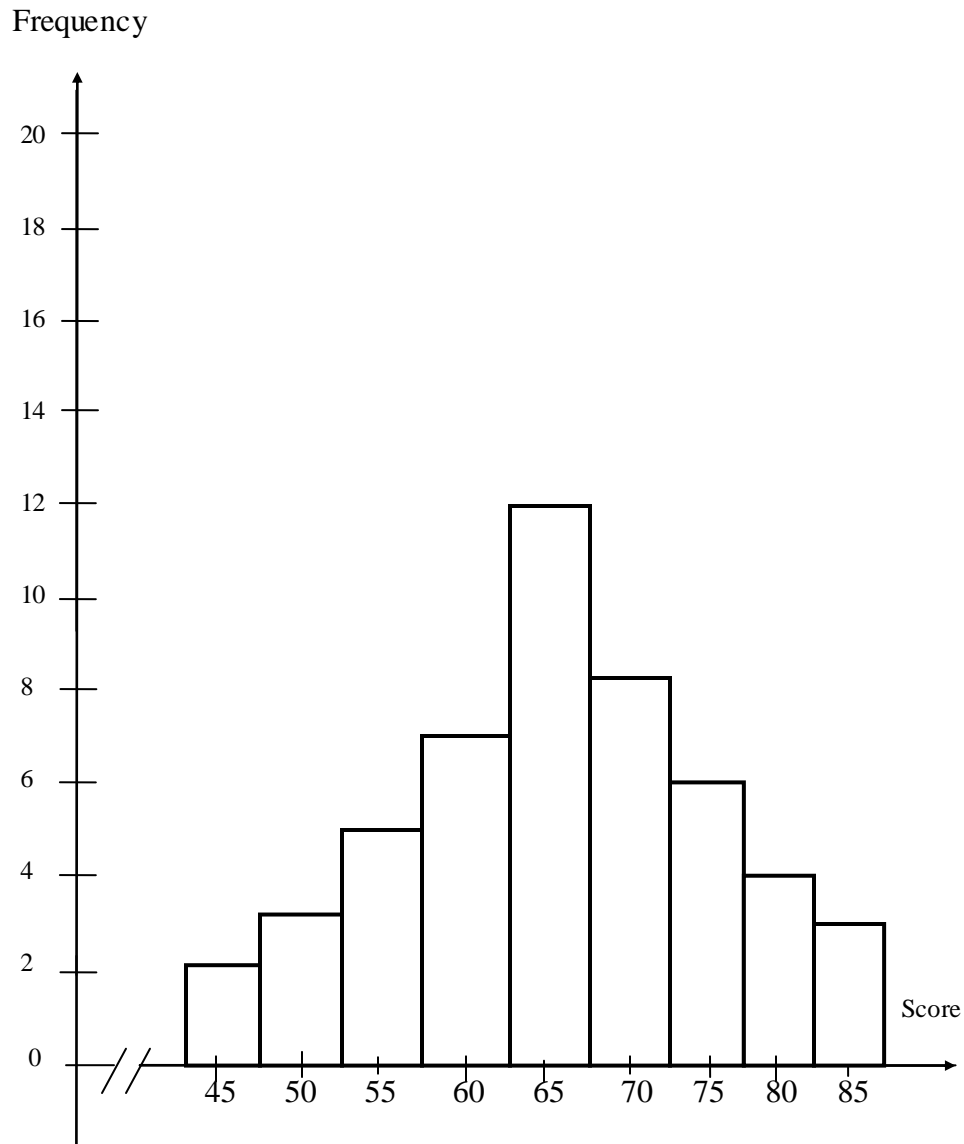
Frequency

Graph 4.1: The Histogram of The Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan.

Based on the figure of histogram above, it was describe about the frequency every score distance of students' ability in writing report text. The first, in 45 up to 49 score the frequency was 2. Second, in 50 up to 54 score the frequency were 3. The third, in 55 up to 59 score the frequency were 5. Fourth, in 60 up to 64 score the frequency were 7. Fifth, in 65 up to 69 score the frequency were 12. Sixth, in 70 up to 74 score the frequency were 8. seventh, 75 up to 79 were 6. Eight, 80 up to 85 were 4 and the last 85 up to 89 score the frequency were 3.

So from the figure of the histogram above could be seen that, frequency most high 12 were in 65 up to 69 score. It means that the students' ability still low because didn't achieve to KKM at MAN 1 Padangsidimpuan.

2. Students' Ability Bades on Each Indicator

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

Table VIII
The Percentage of Students' Score in Grammar

Indicator	Point	Total of student (F)	Percentage (%)
Few (if any) noticeable errors of grammar or word order.	20	22	44
Some errors of grammar or word order which do not however, interfere with comprehension	15	17	34
Errors of grammar or word order			

frequent; efforts of interpretation sometimes required on reader's part.	10	9	18
Errors of grammar or word order so severe as to make comprehension virtually impossible	5	2	4
			100

Based on the table above, it can be known that the students can wrote report text by first statement were 22 students that have 20 point, it can be percentage (44%), that the students who can wrote report text by second statement were 17 students that have 15 point (34%), that the students who can wrote report text by third statement were 9 students that have 10 point, it can be percentage (18%), that the students who can wrote report text by last statement were 2 students that have 5 point, it can be percentage (4%).

Where the students choose one of the titles below: *what is house?, what is rabbit? and what is human*?, there are some student got false in grammar, it can be seen the result of table students:

Table IX
The Result of Students' Test
Grammar

No	Grammar	Errors	Correctly
1.	Example: AS Got false in auxiliary *"is"*	*"the house was large".*	*"the house is large".*
2.	Example: DM Got false in auxiliary *"has"*	*"the rabbit had to pay attention".*	*"the rabbit has to pay attention".*
3.	Example: TI Got false in auxiliary *"is"*	*"the rabbit was cute animal".*	*"the rabbit is cute animal".*
4.	Example: SL Got false in verb *"goes"*	*"the rabbit go to the part to play".*	*"the rabbit goes to part to play".*

5.	Example: MD Got false in verb *"lives"*	*"he <u>live</u> in his house".*	*"he <u>lives</u> in his house"*
6.	Example: SLD Got false in verb *"eats"*	*"rabbit eat carrot".*	*"rabbit <u>eats</u> carrot".*
7.	Example: DS Got false in verb (2) *"gets"*	*"the human <u>got</u> mind".*	*"the human <u>gets</u> mind".*
8.	Example: YS Got false verb (3) *"eats"*	*"arrive in the part, the rabbit <u>eaten</u> grass".*	*"arrive in the part, the rabbit <u>eats</u> grass"..*
9.	Example: MMS Got false in article *"the"*	*"<u>the he</u> and his friend play together".*	*"<u>he</u> and his friend play together".*
10.	Example: DA Got false in Possessive Pronoun *"his"*	*"the men has mortar in <u>he lip</u>".*	*"the men has mortar in <u>his lip</u>".*

Table X
The Percentage of Students' Score in Vocabulary

Indicator	Point	Total of student (F)	Percentage (%)
Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer.	20	5	10
Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.	15	11	22
Limited vocabulary and frequent errors clearly hinder expression of ideas.	10	21	42
Vocabulary limitations so extreme as to make comprehension virtually impossible	5	13	26
			100

Based on the table above, it can be known that the students can wrote report text by first statement were 5 students that have 20 point, it can be percentage (10%), that the students who can wrote report text by second

statement were 11 students that have 15 point (22%), that the students who can wrote report text by third statement were 21 students that have 10 point, it can be percentage (42%), that the students who can wrote report text by last statement were 13 students that have 5 point, it can be percentage (26%).

Where the students choose one of the titles below: *what is house?, what is rabbit? and what is human*?, there are some student got false in vocabulary, it can be seen the result of table students:

Table XI
The Result of Students' Test
Vocabulary

No	Vocabulary	Errors	Correctly
1.	Example: MJ In his sentences, he made so minim and lack of ideas.	*Text of "what is rabbit?"*	*In his text it should be "more clear explanation".*
2.	Example: YSK She did not clear in writing text and ideas of the text lack.	*"the rabbits like to eat vegetables".*	*"the rabbits like to eat vegetables especially carrots and kale".*
3.	Example: SH She did not clear in writing ideas.	*"the brothers name is the first Salam".*	*"the name of my first brother is Salam".*
4.	Example: AS She wrote few sentences only and lack of ideas.	*Text of "what is house?".*	*In her text it should be "more explanation and so many ideas in her sentences".*
5.	Example: DM Her paragraph was so minim and just one paragraph.	*Text of "what is rabbit?".*	*In her text it should be "clarified the ideas of the sentences"*
6.	Example : DS	*Text of "what is*	*In her text it*

	Her paragraph was so minim.	*human?".*	*should be "more clear and completely".*
7.	Example : RS Her paragraph was so minim explanation of ideas.	*Text of "what is human?".*	*In her text it should be "more explanation again".*
8.	Example: BP She used few sentences on her paragraph so could not be understandable.	*Text of "what is rabbit?".*	*In her text it should be "more explanation and more expression of ideas".*
9.	Example: SP In his text, he used few sentences could not be understandable.	*Text of "what is human?".*	*In his text it should be "looking back attention what he wrote in his sentences to make the sentences be good".*
10.	Example: FR In his paragraph, he made just one paragraph only, it means the ideas are no good.	*Text of "what is house?".*	*In his text it should be "three paragraphs minimally in writing report text".*

Table XII
The Percentage of Students' Score in Mechanics

Indicator	Point	Total of student (F)	Percentage (%)
Few (if any) noticeable lapses in punctuation or spelling.	20	12	24
Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.	15	19	38
Frequent errors in spelling or punctuation; lead sometimes to obscurity.	10	17	34
Errors in spelling or punctuation so severe as to make comprehension virtually impossible.	5	2	4
			100

Based on the table above, it can be known that the students can wrote report text by first statement were 12 students that have 20 point, it can be percentage (24%), that the students who can wrote report text by second statement were 19 students that have 15 point (38%), that the students who can wrote report text by third statement were 17 students that have 10 point, it can be percentage (34%), that the students who can wrote report text by last statement were 2 students that have 5 point, it can be percentage (4%).

Where the students choose one of the titles below: *what is house?, what is rabbit? and what is human*?, there are some student got false in mechanics, it can be seen the result of table students' above:

Table XIII
The Result of Students' Test
Mechanics

No	Mechanics	Errors	Correctly
1.	Example: MJ False in spelling adjective *"diligent"*.	*"my friend is so deligent"*.	*"my friend is so diligent"*.
2.	Example: NW False in spelling *"adjective"*.	*"it has for foot"*.	*"it has four foot"*.
3.	Example: RS False in spelling adjective *"big"*.	*"the house is so bige"*.	*"the house is so big"*.
4.	Example: BS False in spelling adjective *"heaven"*.	*"the house is my haven"*.	*"the house is my heaven"*.
5.	Example: DA False in spelling conjunction *"with"*.	*"wite his friend"*.	*"with his friend"*.
6.	Example: QP False in spelling adjective *"often"*.	*"the rabbit aften eats carrot"*.	*"the rabbit often eats carrot"*.
7.	Example : MA False in using punctuation *"comma (,)"*.	*"there are man, women"*.	*"there are man and women"*.
8.	Example: SH False in using punctuation *"comma (,)"*.	*"by parents, brother, and, sister"*.	*"by parents, brother, and sister"*.
9.	Example: BR False in using punctuation *"semicolon (;)"*	*"the human is perfect creature;"*	*"the human is perfect creature"*.

10.	Example: FR False in using punctuation *"full stop (.)".*	*"it is my story of my <u>life</u>".*	*"it is my story of my <u>life.</u>".*

Table XIV
The Percentage of Students' Score in Fluency

Indicator	Point	Total of student (F)	Percentage (%)
Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20	4	8
Some structures or vocabulary items noticeably in appropriate to general style.	15	23	46
Structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10	20	40
Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5	3	6
			100

Based on the table above, it can be known that the students can wrote report text by first statement were 4 students that have 20 point, it can be percentage (8%), that the students who can wrote report text by second statement were 23 students that have 15 point (46%), that the students who can wrote report text by third statement were 20 students that have 10 point, it can be percentage (40%), that the students who can wrote report text by last statement were 3 students that have 5 point, it can be percentage (6%).

Where the students choose one of the titles below: *what is house?,*
what is rabbit? and what is human?, there are some student got false in
fluency, it can be seen the result of table students:

Table XV
The Result of Students' Test
Fluency

No	Fluency	Errors	Correctly
1.	Example: AI False in structure adjective *"beautiful"*	*"my house very <u>beautifully</u>".*	*"my house very <u>beautiful</u>".*
2.	Example: BL False in structure comparative *"biggest"*	*"this house is <u>very</u> biggest.*	*"his house is the biggest".*
3.	Example: IRH Do not use auxiliary *"is"* in the sentence.	*"usually my house (...) cleaned up every morning"*	*"usually my house <u>is</u> cleaned up every morning"*
4.	Example: RA Do not use auxiliary *"is"* in the sentence.	*"the human (...) created from the kind".*	*"the human <u>is</u> created from the kind".*
5.	Example: SA False in used auxiliary *"are"*	*"in front of my house there <u>is</u> many flowers".*	*"in front of my house there <u>are</u> many flowers".*
6.	Example: AR False in structure verb *"likes"*	*"many people <u>likes</u> my rabbit".*	*"many people <u>like</u> my rabbit"*
7.	Example: MD False in structure verb *"eats"*	*"rabbit <u>eating</u> carrot".*	*"rabbit <u>eats</u> carrot".*
8.	Example: MA False in used auxiliary *"are"*	*"rabbits <u>is</u> my favorite animal".*	*"rabbits <u>are</u> my favorite animal".*

9.	Example: AA False in structure infinitive "feed".	"i am busy to <u>feeding</u> my rabbit".	"i am busy to <u>feed</u> my rabbit".
10.	Example: GG False in structure auxiliary "lifes".	"human <u>life</u> in the in the earth"	"human <u>lifes</u> in the earth".

Table XVI
The Percentage of Students' Score in
Form (Organization)

Indicator	Point	Total of student (F)	Percentage (%)
Highly organized clear progression of ideas well linked: like educated native writer.	20	4	8
Some lack of organization; re-reading required for clarification of ideas.	15	22	44
Individual ideas may be clear, but very difficult to deduce connection between them.	10	18	36
Lack of organization so severe that communication is seriously impaired.	5	6	12
			100

Based on the table above, it can be known that the students can wrote report text by first statement were 4 students that have 20 point, it can be percentage (8%), that the students who can wrote report text by second statement were 22 students that have 15 point (44%), that the students who can wrote report text by third statement were 18 students that have 10 point, it can be percentage (36%), that the students who can wrote report text by last statement were 6 students that have 5 point, it can be percentage (12%).

Where the students choose one of the titles below: *what is house?, what is rabbit? and what is human*?, there are some student got false in fluency, it can be seen the result of table students:

Table XVII
The Result of Students' Test
Organization

No	Form (organization)	Errors	Correctly
1.	Example: RAS In his sentences, he made so minim, lack of ideas and he didn't know *"generic structure"*.	*Text of "what is rabbit?"*.	*"more clear in writing text so the text has the rules of generic structure.*
2.	Example: NW In her sentences, he made so minim, lack of ideas and she didn't make the *"main idea"*.	*Text of "what is house"?*	*"more clear in writing text so the text has the main idea".*
3.	Example: RS In his sentences, he made so minim, lack of ideas and he didn't make the *"supporting details"*.	*Text of "what is human"?*	*"more clear in writing text so the text has the supporting details."*
4.	Example: BS In his sentences, he made just one paragraph and lack of *"description"*.	*Text of "what is rabbit?"*.	*"more clear in writing text in description and conclusion."*
5.	Example: AI In her sentences, she made just two paragraph and lack *"conclusion"*.	*Text of "what is house"?.*	*"more explanation and less conclusion".*
6.	Example: AAS In his sentences, he made just one paragraph only and lack of ideas.	*Text of "what is human"?.*	*"more explanation what the language features of the text".*
7.	Example: NH In her sentences, she made so minim paragraph and in the	*Text of "what is rabbit?"*.	*"more explanation and organize what the*

	text combine the *"general classification, description and conclusion"*.		*general classification, description and conclusion"*.
8.	Example: TT In his sentences, he made so minim paragraph.	*Text of "what is house"?*.	*"more explanation what the language features of the text"*.
9.	Example: BS In his sentences, he made so minim paragraph and he didn't make the *"main idea"*.	*Text of "what is human"?*.	*"more explanation and add the main idea"*.
10.	Example: SP In her sentences, she made so minim and didn't know the *"tenses"*.	*Text of "what is rabbit?"*.	*"more explanation what the tenses of text"*.

Table VIII
Criteria score interpretation[1]

Percentage	Criteria
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	High
81% - 100%	Very High

Based on the criteria above, the cumulative score was 66%. So, it could be categorized into *enough criteria*. From the explanation that the hypothesis was accepted, because in the hypothesis that the students' ability in writing report text at the Grade XI MAN 1 Padangsidimpuan in 2014-2015 Academic year was *enough category*.

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

B. Discussion

In this research, after analyzing collecting data researcher gotten that the students' ability in writing report text was enough. It could known from the calculated of the means score that the students' ability in writing report text at the grade IX MAN 1 Padangsidimpuan was 66 %. From the classification quality of students' score, researcher concluded that the students' ability was enough.

Firstly, A Script of Lenggana Dori Bulan Sitorus "An Analysis Students Compound Sentences Mastery in Report Text". The research was focus to analyzing of students' compound sentences in report text. Most of students error analysis compound sentences in report text, (A Study at XI Grade SMA Negeri 8 Padangsidimpuan). Based on the general problem above the formulation in this research was "1) How is the students' compound sentence mastery in report text? 2) What difficulties are dominant? 3) What were the efforts done by English teacher to increase the students' compound sentences mastery in report text? Then, the objective of the problem was; 1) to analyze students' Compound Sentence mastery in Report Text. 2) To find dominant difficulties of students' Compound Sentences mastery in Report Text. 3) To know the efforts of teacher to overcome the difficulties about the students' Compound Sentences mastery in Report Text. the result of test given, it is found that most students made errors using punctuation in writing paragraph . Based on the total errors (290 errors) for writing test that the students made, the highest percentage of errors belong to

substitution type (42,1%) and the lowest percentage of errors is disordering type (2.3 %).

While according to research done by Lainatussipa script entitled "The ability of students' Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph. Based on the calculating score it was have mean score was 44%. Based on the criteria above, it could be categorized in to enough category. Sakiah script entitled "An Analysis on Students' Ability in Writing Narrative Base on Picture was very weak category". Found the total mean score was 7.20%.

Addition, There are some criteria of writing assessment. For the first, students must understand about Grammar. Next, students must rich about Vocabulary. Next, students must understand about Mechanics. The last is students must understand about Fluency and Form (Organization). Although, from the result of the test that have be given to the students at the grade IX MAN 1 Padangsidimpuan were lack understand and also unknown about the criteria of writing assessment above. So, the students at the grade IX MAN 1 Padangsidimpuan difficult in writing, especially writing report text.

Based on explanation above, researcher concluded that the students' ability in Writing Report Text at Grade XI MAN 1 Padangsidimpuan was enough. Researcher said like that because the result of the calculation of the students' ability in writing report text was 66 %. The result far from good category.

C. Threats of the Research

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

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

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

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After calculating and analyzing the data from the students' score, it could be found the score of the students was 3300. Based on the criteria above, the cumulative score was 66%. So, it could be categorized into *enough criteria*. From the explanation that the hypothesis was accepted, because in the hypothesis that the students' ability in writing report text at the Grade XI MAN 1 Padangsidimpuan in 2014-2015 Academic year was *enough category*.

B. Suggestions

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

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students' ability in writing other text.

2. To the students of MAN 1 Padangsidimpuan should have to do practice in writing text, especially report text.

3. To the teacher especially English teachers of MAN 1 Padangsidimpuan were hoped to develop the students' ability in writing text, especially report text.

4. To the head master of MAN 1 Padangsidimpuan should be active to look

her students' ability.

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Appendix 1

LIST OF TEST

A. Introduction

1. The instrument is used to find out the students' ability in writing report text.

2. Your answer will not influence your position in this school.

3. Your answer will be kept for its confident.

B. Guideline

1. Read the question carefully!

2. If you have a question, ask to the researcher!

3. Do the test by your self!

C. Questions

1. Write report text at least 3 paragraphs!

2. The text should be consist generic structure: general classification, description and conclusion

3. Choose one of the titles below:

   a. Description what is house?

   b. Description what is Rabbit?

   c. Description what is human?

Appendix 1

<center>**LIST OF TEST**</center>

D. Introduction

1. The instrument is used to find out the students' ability in writing report text.

2. Your answer will not influence your position in this school.

3. Your answer will be kept for its confident.

4. Guideline

1. Read the question carefully!

2. If you have a question, ask to the researcher!

3. Do the test by your self!

5. Questions

1. Write report text at least 3 paragraphs!

2. Make the text should be consist generic structure!

3. Choose one of the titles below:

   a) What is house?

   b) What is Rabbit?

   c) What is human?

<div align="right">

Validator

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

</div>

Appendix 2

Table III: Rubric Score of writing

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

a. Tata bahasa

Kriteria untuk panduan penilaian pengukuran rentang nilai adalah sebagai berikut:

No	Indicator	Nilai
1	Sedikit (jika ada) kesalahan grammar atau susunan kata	20
2	Beberapa kesalahan grammar dan susunan kata tetapi tidak tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada grammar dan susunan kata : terkadang pembaca harus menafsirkannya	10
4	Sering sekali terjadi kesalahan grammar dan susunan kata sehingga tidak dapat dipahami.	5

b. Kosa Kata

No	Indicator	Score
1	Sudah bagus tetapi hanya pada sejumlah kasus bisa terbedakan dengan penutur asli yang berpendidikan	20
2	Terkadang terjadi kesalahan kosa kata dan ekspresi ide terbatas karena keterbatasan kosa kata	15
3	Keterbatasa kosa kata menyebabkan kesulitan dalam mengekspresikan ide	10
4	Keterbatasan kosa kata sangat parah sehingga sulit untuk memahaminya	5

c. Tanda Baca

No	Indicator	Score
1	Sedikit (jika ada) kesalahan tanda baca dan ejaan	20
2	Terkadang terdapat kesalahan pada penulisan tanda baca dan ejaan, tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada penulisan tanda baca dan ejaan terkadang menyebabkan ketidakjelasan	10

4	Sering sekali terjadi kesalahan tanda baca dan ejaan sehingga tidak dapat dipahami	5

d. Kelancaran (Gaya bahasa dari komunikasi)

No	Indicator	Score
1	Pemilihan struktur dan kosa kata secara konsisten dan sesuai: seperti tulisan penutur asli berpendidikan	20
2	Tidak sempurna, dalam menggunakan struktur atau kosa kata dalam menulis dan terlihat jelas ketidak cocokan dengan gaya bahasa secara umum	15
3	Struktur kata dari bagian kosa kata terkadang tidak hanya tidak cocok tetapi juga salah menggunakan kosa kata yang menyebabkan kesalahan makna dalam berkomunikasi	10
4	Komunikasi sering terganggu yang disebabkan oleh ketidak sesuaian dalam penggunakan kosa kata dan struktur bahasa	5

e. Bentuk Penyusunan

No	Indicator	Score
1	Sangat bagus dalam menyusun dan mengaitkan ide-ide: seperti tulisan penutur asli berpendidikan	20
2	Beberapa kekurangan dalam menyusun paragrap sehingga harus dibaca beberapa kali agar dapat dipahami	15
3	Ide-ide yang tersusun dalam satu kalimat sudah bagus, tetapi ide antara satu kalimat dengan kalimat yang lain masih sulit untuk dihubungkan	10
4	Susunan kalimat dan paragrap dalam teks sangat buruk sehingga ide yang disajikan tidak bisa dipahami[1]	5

---

[1] Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.

Appendix 3

Table V

The Total Score of Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan

Name	Grammar	Vocabulary	Mechanics	Fluency	Form/ Organization	Score
AN	20	20	15	15	15	85
AR	20	20	10	10	15	75
AS	5	5	20	15	15	60
BL	20	15	15	10	10	70
DM	15	15	10	10	5	55
DS	15	5	20	10	10	60
FR	15	10	10	20	15	70
IL	5	10	10	10	10	45
MA	10	10	10	10	5	45
NW	15	15	10	10	15	65
RK	10	10	15	15	15	65
AA	20	10	20	15	10	75
HM	20	15	10	10	10	65
IF	15	15	15	10	10	65
LA	20	5	20	5	20	70
MSS	15	10	15	10	5	55
NH	20	15	10	10	10	65
QP	10	10	10	15	15	60

RS	20	5	20	5	10	60
SL	10	5	10	15	10	50
SR	15	15	20	15	5	70
YS	20	5	20	5	15	65
DA	20	5	10	15	15	65
IRH	20	20	15	15	15	85
NHB	10	10	20	20	10	70
RAS	15	15	15	10	10	65
RH	15	10	10	15	15	65
RRH	20	20	10	10	10	70
SH	20	20	20	15	10	85
SR	10	10	20	10	10	60
TH	20	10	20	10	20	80
AL	15	5	15	15	5	55
MD	15	10	10	15	10	60
PL	20	15	15	15	15	80
RH	20	10	15	15	15	75
SP	10	10	15	15	20	70
TI	10	5	15	10	10	50
YSK	20	15	10	10	5	60
AA	15	15	20	10	15	75
BP	10	5	15	15	10	55
BR	20	10	15	15	15	75
ES	20	10	15	15	20	80

GG	15	5	5	10	15	50
MM	15	10	5	10	15	55
TT	15	10	10	15	15	65
AI	15	10	15	15	10	65
BS	20	5	15	15	15	70
MJ	20	5	15	20	15	75
UN	20	10	15	20	15	80
ZF	15	10	10	15	15	65
Total						3300

Appendix 4

<center>**The Calculation**</center>

A. The calculation for making histogram

   1. The score of students in the questionnaire

45	45	50	50	50	55	55	55	55	55
60	60	60	60	60	60	60	65	65	65
65	65	65	65	65	65	65	65	65	70
70	70	70	70	70	70	70	75	75	75
75	75	75	80	80	80	80	85	85	85

   2. High score: 85

   3. Low score : 45

   4. Range = high score – low score = 85-45= 40

The total of classes (BK)
$$= 1 + 3,3 \log n$$
$$= 1 + 3,3 \log 50$$
$$= 1 + 3,3 \times 1,69$$
$$= 1 + 5,57$$
$$= 6,57$$
$$= \text{It was got the completion became } \underline{\mathbf{7}}$$

   5. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{7} = 5.71 = 6$$

   6. Mean score

$$M = \frac{\sum Score}{\sum Responden}$$

$$= \frac{3300}{50} = 66$$

7. Median

45	45	50	50	50	55	55	55	55	55
60	60	60	60	60	60	60	65	65	65
65	65	65	65	65	65	65	65	65	70
70	70	70	70	70	70	70	75	75	75
75	75	75	80	80	80	80	85	85	85

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

No	Interval	Median	Frequency (F)	Percentage (%)
1	45 – 49	47	2	4 %
2	50 – 54	52	3	6%
3	55 – 59	57	5	10 %
4	60 – 64	59	7	14 %
5	65 – 69	62	12	24 %
6	70 – 74	72	8	16 %
7	75 – 79	77	6	12 %
8	80 – 84	82	4	8 %
9	85 – 89	87	3	6%
	Total		N = 50	100

8. The histogram graph of "The Students' Ability in Writing Report Text at the Grade XI MAN 1Padangsidimpuan 2014/2015 Academic Year"

Frequency
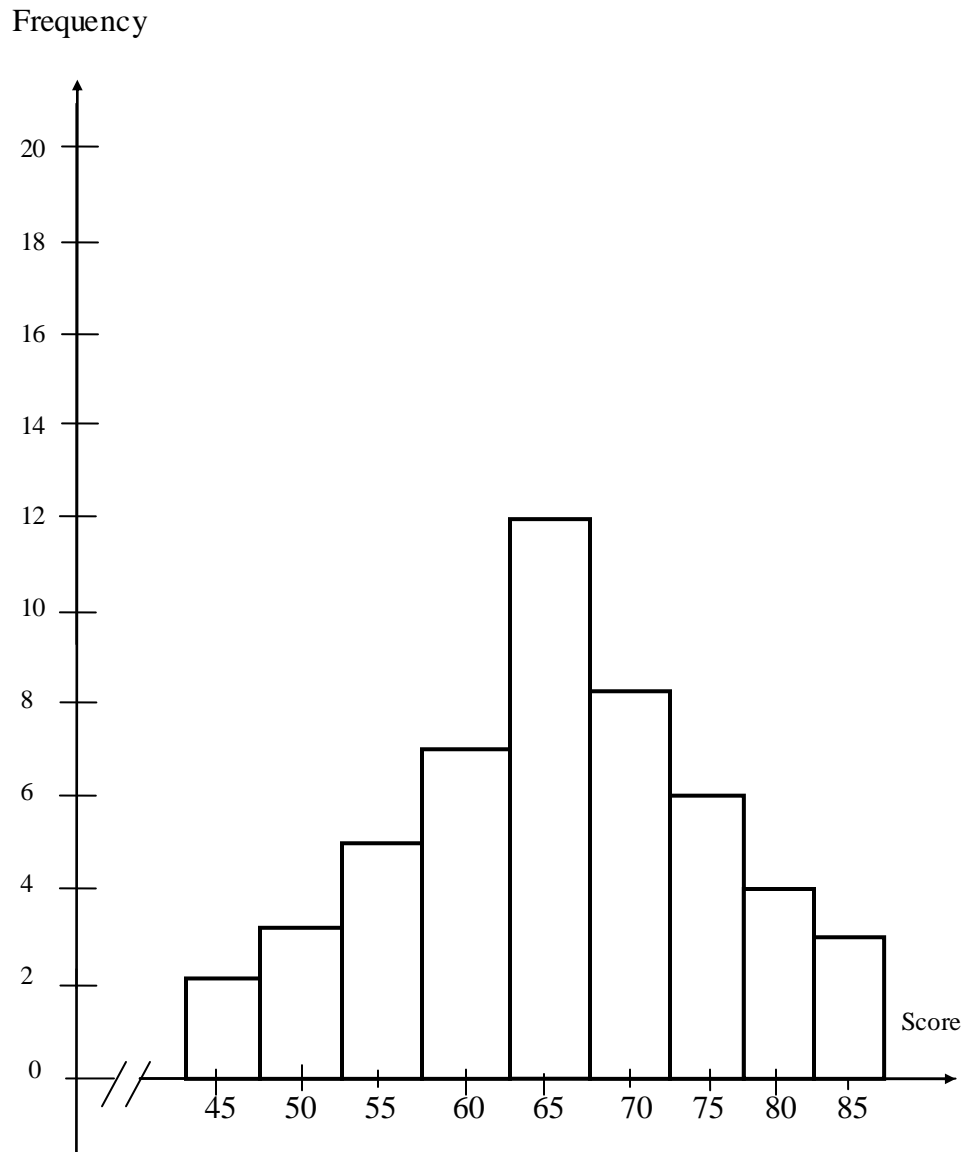
Graph 4.1: The Histogram of The Students' Ability in Writing Report Text at
the Grade XI MAN 1 Padangsidimpuan.

$$Me = B + \frac{\frac{1}{2}n - (\sum f2)o}{f\,Me} \cdot C$$

$B = 64.5$

$(\sum f_2)^o = 17$

$f\,_{Me} = 12$

$C = 5$

$$Me = B + \frac{\frac{1}{2}n - (\sum f2)o}{f\,Me} \cdot C$$

$$Me = 64.5 + \frac{\frac{1}{2}.50 - 17}{12} \times 5$$

$$Me = 64.5 + \frac{25 - 17}{12} \times 5$$

$Me = 64.5 + 3.33$
$= 67.83$

9. Modus

$$Mo = L + \frac{d_1}{d_{1} + d_2} \cdot C$$

$L = 64.5$
$d_1 = 12 - 7 = 5$
$d_2 = 12 - 8 = 4$
$C = 5$

$$Mo = 64.5 + \frac{5}{5 + 4} \times 5$$

$$= 64.5 + \frac{5}{9} \times 5$$
$= 64.5 + 2.77$

$= 67.27$

Appendix 5

<div align="center">

Table 1
The Result of Students' Test
Grammar

</div>

No	Grammar	Errors	Correctly
1.	Example: AS Got false in auxiliary *"is"*	*"the house was large".*	*"the house is large".*
2.	Example: DM Got false in auxiliary *"has"*	*"the rabbit had to pay attention".*	*"the rabbit has to pay attention".*
3.	Example: TI Got false in auxiliary *"is"*	*"the rabbit was cute animal".*	*"the rabbit is cute animal".*
4.	Example: SL Got false in verb *"goes"*	*"the rabbit go to the part to play".*	*"the rabbit goes to part to play".*
5.	Example: MD Got false in verb *"lives"*	*"he live in his house".*	*"he lives in his house"*
6.	Example: SLD Got false in verb *"eats"*	*"rabbit eat carrot".*	*"rabbit eats carrot".*
7.	Example: DS Got false in verb (2) *"gets"*	*"the human got mind".*	*"the human gets mind".*
8.	Example: YS Got false verb (3) *"eats"*	*"arrive in the part, the rabbit eaten grass".*	*"arrive in the part, the rabbit eats grass"..*
9.	Example: MMS Got false in article *"the"*	*"the he and his friend play together".*	*"he and his friend play together".*
10.	Example: DA Got false in Possessive Pronoun *"his"*	*"the men has mortar in he lip".*	*"the men has mortar in his lip".*

Table 2
The Result of Students' Test
Vocabulary

No	Vocabulary	Errors	Correctly
1.	Example: MJ In his sentences, he made so minim and lack of ideas.	Text of "_what is rabbit?_"	In his text it should be "more clear explanation".
2.	Example: YSK She did not clear in writing text and ideas of the text lack.	"_the rabbits like to eat vegetables_".	"the rabbits like to eat vegetables _especially carrots and kale_".
3.	Example: SH She did not clear in writing ideas.	"_the brothers name is the first Salam_".	"_the name of my first brother is Salam_".
4.	Example: AS She wrote few sentences only and lack of ideas.	Text of "_what is house?_".	In her text it should be "_more explanation and so many ideas in her sentences_".
5.	Example: DM Her paragraph was so minim and just one paragraph.	Text of "_what is rabbit?_".	In her text it should be "_clarified the ideas of the sentences_"
6.	Example : DS Her paragraph was so minim.	Text of "_what is human?_".	In her text it should be "_more clear and completely_".
7.	Example : RS Her paragraph was so minim explanation of ideas.	Text of "_what is human?_".	In her text it should be "_more explanation again_".
8.	Example: BP She used few sentences on her paragraph so could not be understandable.	Text of "_what is rabbit?_".	In her text it should be "_more explanation and more expression of ideas_".

No		Errors	Correctly
9.	Example: SP In his text, he used few sentences could not be understandable.	*Text of "what is human?".*	*In his text it should be "looking back attention what he wrote in his sentences to make the sentences be good".*
10.	Example: FR In his paragraph, he made just one paragraph only, it means the ideas are no good.	*Text of "what is house?".*	*In his text it should be "three paragraphs minimally in writing report text".*

Table 3
The Result of Students' Test
Mechanics

No	Mechanics	Errors	Correctly
1.	Example: MJ False in spelling adjective *"diligent".*	*Text of "my friend is so deligent".*	*"my friend is so diligent".*
2.	Example: NW False in spelling *"adjective".*	*"it has for foot".*	*"it has four foot".*
3.	Example: RS False in spelling adjective *"big".*	*"the house is so bige".*	*"the house is so big".*
4.	Example: BS False in spelling adjective *"heaven".*	*"the house is my haven".*	*"the house is my heaven".*
5.	Example: DA False in spelling conjunction *"with".*	*"wite his friend".*	*"with his friend".*
6.	Example: QP False in spelling adjective *"often".*	*"the rabbit aften eats carrot".*	*"the rabbit often eats carrot".*

7.	Example : MA False in using punctuation "comma (,)".	"there are man, women".	"there are man and women".
8.	Example: SH False in using punctuation "comma (,)".	"by parents, brother, and, sister".	"by parents, brother, and sister".
9.	Example: BR False in using punctuation "semicolon (;)"	"the human is perfect creature;"	"the human is perfect creature".
10.	Example: FR False in using punctuation "full stop (.)".	"it is my story of my life".	"it is my story of my life.".

Table 4
The Result of Students' Test
Fluency

No	Fluency	Errors	Correctly
1.	Example: AI False in structure adjective "beautiful"	"my house very beautifully".	"my house very beautiful".
2.	Example: BL False in structure comparative "biggest"	"this house is very biggest.	"his house is biggest".
3.	Example: IRH Do not use auxiliary "is" in the sentence.	"usually my house (...) cleaned up every morning"	"usually my house is cleaned up every morning"
4.	Example: RA Do not use auxiliary "is" in the sentence.	"the human (...) created from the kind".	"the human is created from the kind".
5.	Example: SA False in used auxiliary "are"	"in front of my house there is many flowers".	"in front of my house there are many flowers".
6.	Example: AR False in structure verb "likes"	"many people likes my rabbit".	"many people like my rabbit"
7.	Example: MD	"rabbit eating	"rabbit eats

	False in structure verb "eats"	*carrot".*	*carrot".*
8.	Example: MA False in used auxiliary "are"	*"rabbits is my favorite animal".*	*"rabbits are my favorite animal".*
9.	Example: AA False in structure infinitive "feed".	*"i am busy to feeding my rabbit".*	*"i am busy to feed my rabbit".*
10.	Example: GG False in structure auxiliary "lifes".	*"human life in the in the earth"*	*"human lifes in the earth".*

Table 5
The Result of Students' Test
Organization

No	Form (organization)	Errors	Correctly
1.	Example: RAS In his sentences, he made so minim, lack of ideas and he didn't know *"generic structure".*	*Text of "what is rabbit?".*	*"more clear in writing text so the text has the rules of generic structure.*
2.	Example: NW In her sentences, he made so minim, lack of ideas and she didn't make the *"main idea".*	*Text of "what is house"?*	*"more clear in writing text so the text has the main idea".*
3.	Example: RS In his sentences, he made so minim, lack of ideas and he didn't make the *"supporting details".*	*Text of "what is human"?*	*"more clear in writing text so the text has the supporting details."*
4.	Example: BS In his sentences, he made just one paragraph and lack of *"description".*	*Text of "what is rabbit?".*	*"more clear in writing text in description and conclusion."*
5.	Example: AI In her sentences, she made just two paragraph and	*Text of "what is house"?.*	*"more explanation and less conclusion".*

	lack *"conclusion"*.		
6.	Example: AAS In his sentences, he made just one paragraph only and lack of ideas.	*Text of "what is human"?.*	*"more explanation what the language features of the text".*
7.	Example: NH In her sentences, she made so minim paragraph and in the text combine the *"general classification, description and conclusion".*	*Text of "what is rabbit?".*	*"more explanation and organize what the general classification, description and conclusion".*
8.	Example: TT In his sentences, he made so minim paragraph.	*Text of "what is house"?.*	*"more explanation what the language features of the text".*
9.	Example: BS In his sentences, he made so minim paragraph and he didn't make the *"main idea".*	*Text of "what is human"?.*	*"more explanation and add the main idea".*
10.	Example: SP In her sentences, she made so minim and didn't know the *"tenses".*	*Text of "what is rabbit?".*	*"more explanation what the tenses of text".*

Nomor :In. 19/E.8b/TL.00.9/ *2462* /2014   Padangsidimpuan, 31 Desember 2014

Hal   : *Mohon Bantuan Informasi*
Penyelesaian Skripsi.

Kepada
Yth, Kepala MAN 1 Padangsidimpuan

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

Nama   : Annalia Harahap
NIM   : 103400078
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI
Alamat   : Padangmatinggi

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Ability in Writing report Text at the Grade XI MAN 1 Padangsidimpuan".** 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 Fakultas Tarbiyah dan
Ilmu Keguruan

Hj. Zulhimma, S.Ag., M.Pd
NIP. 197207021997032003

SURAT KETERANGAN
Nomor : Ma. 02.20/PP.00.6/029/2015

Yang bertanda tangan di bawah ini :

Nama	:	H. Sabaruddin, S.Pd, MM
NIP	:	19660831 199704 1 001
Pangkat/Gol. Ruang	:	Pembina, IV/a
Jabatan	:	Kepala

Dengan ini menerangkan bahwa :

Nama	:	Annalia Harahap
NIM	:	103400078
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan/TBI
Alamat	:	Padangmatinggi
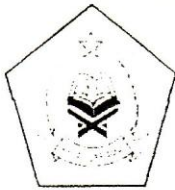
Benar telah mengadakan penelitian di Madrasah Aliyah Negeri 1 Padangsidimpuan dari tanggal 27 s/d 30 Januari 2015 untuk keperluan penyusunan skiripsi yang berjudul : **"The Students' Ability in Writing Report Text at the Grade XI MAN 1 Padangsidimpuan"**.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya, terima kasih.

Padangsidimpuan, 4 Pebruari 2015

Kepala,

H. Sabaruddin, S.Pd, MM
Nip. 19660831 199704 1 001

Nomor : In.19 /E1. 5 /PP.00.9/Skripsi/10/2014
Lamp :
Perihal : *Pembimbing skripsi dan Pengesahan Judul*

Padangsidimpuan 26 Mei 2015
Kepada Yth :
Bapak/Ibu
1. Pembimbing
   Drs.Fitriadi Lubis, M.Pd.
2. Pembimbing
   Sojuangon Rambe, S.S.,M.Pd.

Di -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut:

Nama : **ANNALIA HARAHAP**
Nim : **10 340 0078**
Sem/Tahun Akademik : **X (Sepuluh)/2015**
Prodi : **TARBIYAH DAN ILMU KEGURUAN / TADRIS BAHASA INGGRIS**
Judul Skripsi : **THE STUDENTS' ABILITY IN WRITING REPORT TEXT AT THE GRADE XI MAN 1 PADANGSIDIMPUAN.**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Ketua Jurusan TBI

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BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

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

CURRICULUM VITAE

A. Identity

Name : ANNALIA HARAHAP

Place and Birthday : Pintupadang, January 21[th] 1990

Sex : Female

Religion : Moslem

Adress : Pintupadang, Kec. Batang Onang

Phone number : 081360070077

B. Parents

Father : Hasan Basri Harahap

Mother : Tiasma Rambe

C. Background of Education

1. Graduated from Elementary School in SD Negeri 100130 Pintu Padang in 2003

2. Graduated from Islamic Junior High School Pondok Pesantren Roudhotul Jannah 2007

3. Graduated from Islamic Senior High School MAN 2 Padangsidimpuan in 2010

4. Student of State Institute for Islamic Studies Padangsidimpuan from 2010