



**AN ANALISYS OF THE STUDENTS' ABILITY IN
USING PARAGRAPH ELEMENTS IN WRITING
REPORT TEXT AT GRADE XI IPS-5 SMA N 3
PADANGSIDIMPUAN**

A THESIS

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

Written By:

SYARIFAH WANI
Reg. Number: 12 340 0119

ENGLISH EDUCATION DEPARTMENT

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

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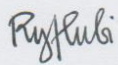
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Syarifah Wani**, entitle "*An Analysis Of The Students' Ability in Using Paragraph Elements' in Writing Report Text at Grade XI IPS-5 SMA N 3 Padangsidimpua*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Education (S.Pd), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

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

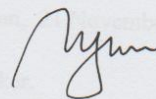
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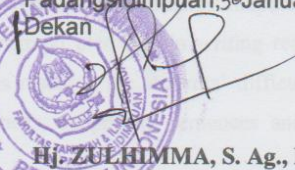
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Abstract

The aims of the research were to know the students ability in using paragraph elements in writing report text at grade XI SMA N 3 Padangsidimpuan and to know the difficultties of the students' ability in using paragraph elements in writing report text at grade SMA N 3 Padangsidimpuaan.

The research was conducted by dscriptive analysis and qualitative approach. The souch of the data in this research was english teachers, and students' of XI IPS-5class SMA N 3 Padangsidimpuan was secondary sources of the data. Primary souces consist of a teacher and Secondaary sources consisT of 30 students' . there were 3 instruments in collecting with the data; test, interview and observation. Data was processed and analyzed by qualtative process. The test that analyzed by mean score was just as a supporting analysis.

After done the research to the students'XI SMA N 3 Padangsidimpuan, it could be concluded that the student' ability in using paragraph elements in writing report text was enough with the mean scorre (55,53%). In this research the students' difficulties were in using paragraph element such as topic sentences, supporting sentences and concluding sentences in writing report text.

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Writer

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Reg. Number. 12 340 0119

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a system habits of communication play the important role in the human life. It can be used for establishing social relationship and conveying information. Language is recognizing and conveying information. Language is recognized as the most perfect instrument of the communication. Without language the religion, art, science, laws, economic system could not exists. Through the language people learn everything what they want to know. They can communicate one another to express idea, feeling, thoughts and desires. English is an international language which must be achieved.

English international language that used by many people in some countries for establishing relationship. It is means that English use for communication all over world. English is very important for us, because English is an international community globalization era.

In Indonesian, English is the language use as medium of communication and as an international language first used to interact with others around the world. English is one a subject of matter in the school, because English second language for learners and they difficulties to communicate to native speaker, the students learns English started from elementary school fourth grade until senior high school element grade. So, students have learnt English for four years.

English language is four language skills that must be learned, they are listening, speaking, reading, and writing. Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing the meaning of ideas. Writing means the activity or the ability to share information in order to express idea and feeling in writing form. Thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. Allah SWT said in holy Quran in Al- Qolam verse 1.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

1) Nun, by the pen and by record which (men) write.¹

Base on the verse above, Allah SWT explains for human to write by pen, because human has every limited capability especially in majoring and remembering. Writing is one basic language skill, that is important to be learnt in learning language. Writing included in productive skill.

There are some procedures of writing, they are: free writing, organizing, writing, polishing revising and editing. In writing, people usually write word by word until form a paragraph.

Paragraph is a number of sentences grouped together and relating to one topic; or a group of related sentences that develop a single point. A paragraph may consist of a single sentence, or of many sentences. Paragraph also is a basic unit of organization in writing in which a group

¹ Dr. M uhammad Muhsin Khan dan Dr. Muhammad Taqi- ud- Din athilali, *the noble Qur'an*, (Jakarta: PT. Al- Huda Pelita Insani Indonesia, 2009), p, 1310.

of related sentences develop one main idea. Paragraph also a section of a piece of writing, usually consisting sentences starts on new line. A Paragraph has major structural parts: topic sentence, supporting sentence and concluding sentence until form a text.

There are some kinds of writing text : descriptive text is to expose describes the object can be animal, plants, and people. Narrative is with problematic events which lead to a crisis. Recount text is to retell events for the purpose of informing or interlining. Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. News item is a text that informs the readers about newsworthy or important events of the day and report. From all of the those kinds of text above, the researcher will only do research report text. Report text is a type of text that announce the result of an investigation or announce something. The information given in a report text is very general information. Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: animals, the planets, rocks, plants, countries of region, culture, transportation, and so on. Generic structure: general classification and description.

Actually, using paragraph elements in report text has been studied since at the first time studying English in classroom. But, majority of students at grade XI SMA N 3 Padangsidempuan find out the difficulties in writing report text in using paragraph elements. When the observed the

researcher asked to the English teacher many students in SMA N 3 Padangsidempuan still can not write well paragraph especially writing report text.

Base on the interview with the English teacher in SMA N 3 Padangsidempuan MRS Kasmin Tanjung said that most of students are still low in English especially in using paragraph elements in writing report text.² The students are not interest to learn English: there are many factors , why the student do not understand the use writing report text. Such as the students do not understand about the subject matter the example writing report text and using paragraph elements. But in fact in learning material that students still difficult to understand about writing report text.

Based on explanation above, the researcher interest to conduct a descriptive qualitative research with the title, **“AN ANALYSIS OF THE STUDENTS’ ABILITY IN USING PARAGRAPH ELEMENTS IN WRITING REPORT TEXT AT GRADE XI IPS-5 SMA N 3 PADANGSIDIMPUAN”**.

B. The Focus of Research

Based on the problem above. The research is concern with the analysis of the students’ ability in using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidempuan.

² Kasmin Tanjung as English Teacher in class XI, Private Interview, (SMA N 3 Padangsidempuan: Maret 14, 2016 at 10.30 a.m).

C. The Formulation of Problem

Based on the background of the problem above. The formulation of the research are expected:

1. How are the students' ability in using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidimpuan?
2. What is the students' difficulties in using paragraph elements in writing report text at Grade XI IPS-5 SMA N 3 Padangsidimpuan?

D. The Objectives of the Research

Based on the formulation of the problem above the aim of the research are expected.

1. To describel How is the students' ability using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidimpuan.
2. To find the students' difficulties in using paragraph elements in writing report text at Grade XI IPS-5 SMA N 3 Padangsidimpuan.

E. The Significances of the Research

The significances of the research are:

1. Headmaster of SMA N 3 Padangsidimpuan to make a better concept with giving facilities in teaching English in the school.
2. English teachers of English at SMA N 3 Padangsidimpuan to improve and to motivation the English teaching and to encourage students to be more cautious using elements paragraph in writing report text.
3. Next researchers who like to develop the research related to this topic.

F. Definition of KeyTerms

1. Analysis

Analysis means study or examines in order to learn about something. According to Hornby, “the analysis is the study of something by examining its parts and their relationship”. Defined as the detailed study or examination of something in order to understand more about it, or careful examination of substance in order to find out what it consist of.³ While in Indonesia Dictionary ataated that “Analysis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya”.⁴ (Analysis is the investigation of an even to find out the real situation).

So, the researher can be conducted that analysis here is the study about something to find out the real situation. Then the researcher focused to analysis about ability in using elements paragraph in writing report text at Grade XI IPS-5 SMA 3 Padangsidimpuan.

2. Students’

Students’ is the person who learns on the elementary, junior and senior high school whether it is for formal education or informal

³A. S Hornby, *Oxford Advanced Learner’s Dictionary* (Fourth Edition), (New York: Oxford University Press, 2000), p. 38

⁴Tim Penyusun Kamus Pusat Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesi*, (Jakarta: Balai Pustaka, 2001), p. 34

education.⁵ Students is a person who studies, or investigates or person who is enrolled for study at school, and collage.⁶

Based on the above definition, the researcher concludes that the student in this research is the students who studies at grade XI in SMA N 3 Padangsidempuan.

3. Ability

According to Hornby ‘’Ability is the power to do something physical or mental, it’s also definite as special nature power to do something well or talent’’.⁷ Ability is actuality or being able, especially in physical, mental or legal power to perform.⁸ So the ability is talent or special nature power to do something well of the student.

4. Paragraph

The paragraph is usually a series of sentence that develops one topic. It means in a paragraph is the content of the essay writing section that forms an integral part of writing a text. So, Paragraph is a distinct section of a piece of writing with of several sentence dealing, usually consisting of several sentence dealing with a single them. The first sentence of a paragraph start on a new line.⁹

According to Wren and Martin said, ‘‘ A paragraph is a number of sentences group together and relating to one topic, or a group of

⁵*Ibid*,p.1187.

⁶ Victoria Newfeld, *Webster’s New Wold Collage Dictionary*, (USA; Macmilan, 1996), p. 1330

⁷A.S Hornby, *Oxford Advanced by ...* p.2

⁸Mariam, A., Webster, *Webster’s Collegiate Thesaurus*, (USA: Massa Chusettes, 1976), p. 33

⁹*Ibid*, p. 840.

related sentences that develop a single point".¹⁰ Base statements above the researcher concludes that paragraph is the group sentences and consist of the topic sentences.

5. Element

An element is a substance consisting of atoms which all have the same number of protons, the same atomic number. Element are chemically the simplest and hence cannot be broken down using chemical methods. Elements can only be changed into other element using nuclear methods¹¹.

6. Writing

Writing is the productive to language skills the skill of a writer to communicate information to a reader or group of reader.¹² Writing is multivalent, interactive and goal directed process of means of a communicational system of visible marks.¹³

Base on statements above, the researcher concludes that writing is expresses though and feeling by write form.

7. Report text

Report text is which tell about the result of observation, analysis, research or study about thing, animals, people, or place.¹⁴

¹⁰Wren and Martin, *High School English Grammar and Compotion*, (New Delhi: Company LTD, 1968), p. 283.

¹¹Hasan Alwi, *Kamus Besar Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1013.

¹²Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2

¹³Mukhsin Ahmad, *Dasar-dasar Komposisi Bahasa Indonesia*, (Malang: Yayasan Asih Asah Asuh, 1990), p. 24

¹⁴Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: YramaWidyu), p. 30

Base on the defenition above, they are able to write what in their minds about report.

G. Outline Of The Thesis

The systematic of thiis research are divided in to five chapter. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, itconsisted of background of the problem,, focus of research, the formulation of problem, aim of the research, significanses of the research, definition of key terms and outline of the thesis.

Chapter two, it consisted of the theoretical description and review of related finding.

Chapter three itconsisted of research methodology, research design, lace ad time of the research, sources of data, intrument of collecting data, technique of data trustworthiness and techniques of data analysis.

Chapter four, it consisted of the research and data nalysis consist of description of data, tes, discussio result of the research, and the limitation of the research.

Chapter five is the conclusion nd suggesion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Paragraph

A paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point. These definitions show that the paragraphs of a composition are not more arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced.¹

This is supported also by Upper Saddle River, “a paragraph is a group of related sentences that presents a unit of thought”.² A paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point. These definitions show that the paragraphs of a composition are not mere arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced.³

The paragraph is usually a series of sentences that develops one topic. A paragraph is a piece of a writing text containing several sentences in a context. According to Leggett that, A paragraph is a

¹Wren and Marten, *High School English Grammar & Composition*, (S. Chan & Company Ltd: Rain Nagar, New Delhi, 1991), p. 387-388

²Upper Saddle River, *Writing and Grammar Communication in Action*, (New Jersey: Prentice Hall, 2001), p. 32

³Wren and Marten, *High School...*, p. 387-388

piece of writing consisting of several sentences about a main topic and a central idea.⁴

So, based on the statement above, the researcher concludes that a paragraph is the collection of words that become sentences and students can write a paragraph clearly.

2. Elements of Paragraph

a) Topic Sentence

Topic sentence is a complete sentence which contains a subject, a verb, and usually a complement. Topic sentence indicates the main idea of paragraph and is the most general statement in a paragraph. The topic sentence is a helpful guide to both the writer and reader.

Here are three important points to remember about a topic sentence.

- a. A topic sentence is a complete sentence; that is, it contains at least one subject and one verb. The following are not complete sentences because they do not have verbs:

Example: driving on freeways

- b. A topic sentence contains both a controlling idea.

Example: Gold is treasured not only for its beauty, but also for its utility

⁴Saggam Siahaan, *Issue In Linguistics*, (Yogyakarta: Graham Ilmu, 2008). P. 215

c. A topic sentence most general statement in the paragraph because it gives only the main idea. Sometimes a topic sentence comes at the end.⁵ The topic sentence is usually the first sentence in paragraph.⁶

b) Supporting sentences

Supporting sentences develop the topic sentence. Supporting sentences give information that supports and explain the the topic of the paragraph.⁷ It explains the topic sentence by giving reasons, examples, facts, statistics, and quotations. There are some of the supporting sentences that explain the topic sentences about gold, they are⁸:

A paragraph contains concrete support for the topic sentence; you must make your topic sentence by using specific and factual supporting details. Opinions that stated by the writers must be supported by the concrete support that can support the opinions become the believable information. The key details directly explain the main idea. Other details may provide additional information,, offer an example, or further explanation of the key details.⁹

Example;

The mix of cultures in Hawali makes weddings there very special occasions. Certainly, Hawalian clothing, music, and othe rHawalian customs play a big role. For example, the brideoften wears a long whileholoku (wedding drass), an the groom wears a long sleeved white sirt and pants with a red sash aroundhis waist. Both the bride and the groom wear leis.

⁵Alice Oshima, Ann Hogue, *Writing Academic English*, (Amerika: Pearson Longman, 2006) p. 4-5

⁶ Alice Oshima, Ann Hogue, *ibid*, p. 40

⁷ Keith s, Folseet. Al., *Great Paragraphs*, (USA : Heinle Cengange learning, 2010), p. 63..

⁸ Alice oshima and ann hogue, *Writing Academic...*, p. 4.

⁹ Paul Fournies, *Strategies For Correct Writing*, (Unitted States Of Africa, Logman: 2004), p.73

The bride's lei is traditionally made of white flowers such as pikake (jasmine), and the groom's is made of green male leaves. Another Hawaiian custom is the blowing of a conch shell three times to begin the ceremony. Hawaiian music is played both during the ceremony and during the afterward. Other customs included in the festivities depend on the ethnic backgrounds of the couple. For instance there may be noisy firecrackers, a Chinese way of keeping bad spirits away. There may be a display of Japanese origami. Or there may be a padango, a Filipino custom. During a padango, the wedding guests tape money together and wrap it around the couple during their first dance together as husband and wife.

So, the supporting sentences must be support the main ideas given in the main ideas.

c). Concluding Sentence

A concluding sentence is not absolutely necessary, but it is very often helpful to the reader because it signals the end of the paragraph and because it reminds the reader for important points.¹⁰

Concluding sentence is stated at the end of the paragraph. Concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes:¹¹

- a. It signals the end of the paragraph, such as in conclusion.
- b. It summarizes the main points of the paragraph
- c. It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

For example:

¹⁰Alice. *Writing Academic* by ... P.12

¹¹ *Ibid.*, p.74,

Paragraph Elements	Cats
Topic sentence	Cats also called the domestic cat or house cat is a type of carnivorous mammal of the family Felidae. The word “ cat“ generally refers to a “cat” that has been tamed, but can also refer to the “big cats” such as lion and tigers.
Supporting sentence	Cat are considered as “perfect carnivore” with teeth and particular digestive tract. Teeth cat have pair of fangs on each side of the mount that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. In captivity, cats can not adapt to a vegetarian diet because they can not synthesize all the amino acids they need from plant material.
Concluding sentence	So, cats is one of the most popular pet in the world and like to keep animals as pets in the house.

3. Writing

Writing is a method of represent language in visual form. Writing system use sets of symbols to represent sound of the speech and also

have symbols for such things as punctuation and numerals. Minto Rahayu says:” writing is express opinion in written form.¹²

According to David Nunan stated: Writing is both a physical and a mental act the most basic level. On other hand, 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 a reader. It also both a process and a product the writer imagines, organizes, drafts, edits, and reads.¹³

On the other hand, 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 a reader It also both a process and a product, the writer imagines, organize, drafts, edits and read. This is process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, or research report.¹⁴

Based on the explanation above, the researcher conclude that writing is an activity to transfer the ideas and describe a language in write form, so the readers can understand what writer means. To write well, students need to incorporate the purpose or prompts into their unique approach to writing.¹⁵

¹²Minto Rahayu, *Bahasa Indonesia di Perguruan Tinggi* , (jakarta: Grafindo, 2007), p. 143

¹³ Alice Oshima, Ann Hogue, *Introduction Writing by...* p. 88

¹⁴ H. Douglas Brown, *Teaching By Principle An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 321

¹⁵ O, Malley at All, J. Michael, *Authentic Assessment for English Learner's*, (Addison Wesley Publishing Company, 1996), p. 136

1. The Purpose of Writing

As the guide line there are three purposes of writing, they are: informative, narrative persuasive.¹⁶

- a. Informative writing, it means that the purpose are to give information , direction, or ideas.
- b. Narrative writing, it gives purposes a personal or imaginative expression which the writer prosedures stories or essays.
- c. Persuasive writing, it means that writers attempt to influence others and imitate action or change.

According to Taringan book, the purpose of writing are:

- a. Assignment purpose
This purpose is there is not aims at all the writer, writes something because as just a duty. It is not herself will.
- b. Al touristic purpose
This purpose is to please is the reader to bring the readers saddles.
- c. Persuasive purpose
This purpose make sure the readers of truth of ideas the shared.
- d. Informational purpose
This purpose is to give information or explanation to the reader.
- e. Self expressive
This purpose to introduce or defined author to readers.
- f. Creative purpose
It has with self express purpose but it has “ creative will” it is more that self expression and involving herself with the will to search artistic norm or ideas art. So its purpose is to purpose is to search artistic value and art value.
- g. Problem solving purpose
The researcher want to solve the problem is faced, with explain to clear, and explore also to search the thought and ideas to carefully to be understood and received by the reader.¹⁷

¹⁶*Ibid*, p. 137

¹⁷Sharon Screnson, *Academic Writing From Paragraph Essay*, (Spain: Macmillan, 2010), p. 10

Based on the purposes of writing above, the researcher conclude that the purposes of writing as follow:

- a. To give information and knowledge to the readers.
- b. To introduce or define author to the readers.
- c. To make readers happy and entertain.
- d. To make sure the readers about the truth of idea.

2. Process of writing

There are three stages of writing process, they are.

- a. Prewriting, in prewriting stage students might use graphic organizers as an aid to clarify the concepts the students 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 the students have written, or exchange writing with other students.¹⁸

According to Jack. C. Richards, Willy A. Renandya that, the four basics, they are:

- a). planning (prewriting), prewriting is any in the classroom that encourages students to write.
- b). drafting (writing). One sufficient ideas are gathered at the planning stage may proceecquicly.
- c). Revising (redrafting), when students revise, the students review their texts on the basis of the feedback give in the responding stage.
- d). Editing, at this stage, students are engaged I tidying up their texts as the students prepare the final draft for evaluation by the teacher.¹⁹

So, writing pocess is a learn with can say a symbol or scratches with

need planning, thinking, a reader and message and ide writer to reader.

¹⁸J. Michael O. Malley and Friends, *Authentic Assessment For English Language Learner*, (United States of America Addition- Wesley Publishing Company, 1996), p. 136

¹⁹Jack C. Richards, Willy, A, Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice*,(Cambridge University Press: 2002), p. 315-319

6. Report text

Report text is a text which presents information about something. Report text is kind of text which conveys information about findings related to the observation analysis or study about thing or people.²⁰ Gerot and Wignell state that report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.²¹ Report means a text which describes things in general. It is a little bit different from descriptive text which describe specific thing. The researcher usually uses simple present tense. Except, the thing are extinct, simple past tense is used report text. Report contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior.

A report presents information about subject. It is a result of an observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something. A report text is have some elements, they are: Generic structure and language feature of report.

²⁰Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal ujian Pemahaman*, (Bandung: Yrama Widya), p. 31

²¹Garot. L. & wignell, *Making Sense of Functional Grammar*, (Sydney: Gerdstables,1994), p. 192

- a. Generic structure of Report Text
 - a) General classification: stating classification of general aspect of thing , animal, public place, plant, etc which will be discussed in general.
 - b) Description: describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for material.²²
- b. Language features of report text
 - a) Introducing group or general aspect.
 - b) Using of relational processes.
 - c) Using conditional logical connection.
 - d) Using of present tense
 - e) No temporal sequence.²³
- c. Example of Report Text

Cats

General Classification.

Cats also called the domestic cat or house cat is a type of of carnivorous mammal of the family Felidae. The word “ cat“ generally refers to a “cat” that has been tamed, but can also refer to the “big cats” such as lion and tigers.

Description

Cat are considered as “perfect carnivore” with teeth and particular digestive tract. Teeth cat have pair of fangs on each side of the mount that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. In captivity, cats can not adapt to a vegetarian diet

²²*Ibid*, p. 194

²³*Ibid*, p. 196-197

because they can not synthesize all the amino acids they need from plant material.

So, cats is one of the most popular pet in the world and like to keep animals as pets in the house.

4. Students' Ability

Students' ability comes from two words; students and ability. Students according to oxford dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.²⁴

A student is a learner, or someone who attends an educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other language), although in the United States a person enrolled in grades K-12 is often called student.

In its widest use, student is used for anyone who is learning.²⁵ In the oxford dictionary stated that ability is level of skill or intelligence.²⁶

There are many kinds of ability, this is 10 mental abilities, they are:

²⁴A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York; Oxford University Press, 2000), P. 442

²⁵Richard Nordquist "Definition of Students" <http://en.wikipedia.org/wiki/Student> Accessed At April 20, 2016 retrieved on 10,30 am).

²⁶A.S. Hornby, *Oxford Advanced by...* p.23

The 10 mental abilities:²⁷

Table 1

Mental ability	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas, and verbal expression.
3. inductive reasoning	The ability to form and test hypothesis directed at finding relationships.
4. Associative Memory	The ability to remember bits of unrelated material and to recall.
5. Span Memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
6. Number Facility	The ability to rapidly manipulate number in arithmetic operations.
7. Perceptual Speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
8. Deductive Reasoning	The ability to reason from stated premiers to their necessary conclusion.
9. Spatial Orientation and Visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal Comprehension	Knowledge of words and their meaning as well as the application of knowledge.

From the explanation above, the researcher used ability from the book Gibson with the title Organization Behavior Structure Processes the

²⁷Gibson, et.,all, *Organization Behavior Structure Processes*(Singapore: The Mcgraw Hill Companies, 2004), P. 93

number 2. The researcher chose point two, because the ability of writing can produce new ideas to become a paragraph. So that, ability is skill or potential to get about a competence of special power result for action or practice and used to work something, especially, in analyzing paragraph elements in writing Report text. Students must understand about it. So, the ability in this research means the power of the grade XI students of SMA Negeri 3 Padangsidimpuan especially in writing report text

B. Review of Related Finding

Related to this researcher, some researchers had been done as below: *first*. Anna Kholidaziah IAIN Padangsidimpuan research on the title “a descriptive study on the student ability in using simple present tense in writing paragraph “result of the researcher the data .that the student should can using simple present tense in writing text.”²⁸

Second, Improving Students’ Achievement In Writing Report Text Through Numbered Heads Together at VIII SMP Swasta UPMI Medan. The research found that the student’s achievement in writing text through numbered heads together at VIII SMP Swasta UPMI Medan in 2010/2011 academic year. She found that the achievement in writing report were categorized into good. It found the total mean score was 66,43%.²⁹

²⁸Anna Kholilah, “A Descriptive Study On The Students Ability In Using Present Tense In Writing Paragraph At Grade Of Pesantren Basilam In 2013-2014 academic year”(Unpublished Script) (Padangsidimpuan: IAIN, 2014).

²⁹Yunita khairani *Improving Students’ Achievement In Writing Report Text Through Numbered Heads Together at VIII SMP Swasta UPMI Medan in 2010/2011 academic year*”(unpublished thesis) (Medan, UNIMED, 2010)

Next, Retana Tartila Tristy, “ Improving Students’ Skill In Writing Report Text With All About Animals VCD At VIII SMP 2 Kudu Academic Year” she found that students’ skill writing report text were categorized into good. It found the total mean score was 79,55 %.³⁰

³⁰ Retana Tartila Tristy, *improving students’ skill in writing report text with all about animal vcd at grade viii smp 2 kudas in academic year 2009- 2010*” ((unpublished thesis 0, (semarang: UNNES, 2010)

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Methodology

1. Research Design

The kind of this research uses a qualitative research. The method of this research was a descriptive method. The descriptive method is a kind of method used in the research and this research used a qualitative approach.” Qualitative approach is used for investigating a variety of educational problems an issue it’s used to the terming and descript the way things.¹

So, in this research use a qualitative approach. Qualitative research are these in which the description of observation is not ordinal expressed in qualitative terms. Saipuddin Anwar stated that : penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara istematik sehingga dapat lebih mudah untuk dipahami dan disimpulkan.² its means descriptive research means to analyze and give the fact with systematically.

¹ L. R. Gay & Peter Airasian, *Educational Research : Competencies for Analysis and Application*, (USA : Prentice Hall, 2000), p. 56

²Saipuddin Anwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

The paragraph is usually a series of sentences that develops one topic. A paragraph is a piece of a writing text containing several sentences in a context.

So, it can be concluded, this research will use qualitative descriptive method to describe how the students' ability in using paragraph elements in writing report text at Grade XI IPS-5 SMA N 3 Padangsidempuan.

2. Place and Time of the Research

- a. This research has been done at SMA N 3 Padangsidempuan. Especially at Grade XI. It is located at Jl, Perintis Kemerdekaan, no. 56 Padangsidempuan.
- b. This research has been done from October 21th2015 until november 21th 2016.

3. Sources of Data

Source data is the subject who has given the data to the researcher.³ There were some sources that needed in this research, they are:

- a. Primary source, the data was collected from English teacher of SMA N 3 Padangsidempuan.

³ Suharsimin Arikunto, *Procedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 8

- b. Secondary sources, the data was collected the students of SMA N 3 Padangsidempuan.

4. Instrument of Collecting Data

The instruments of collecting data will be used in this research are:

a. Test

Test is a method of measuring a person's ability knowledge or performance in a given domain.⁴ Albert J.Harris stated that test is some of questions of views and other tools which are used to measure skill, knowledge and intelligent ability. The material in a test is selected after careful analysis of the kind of reading students' in the level for which the test is intended my be called upon to do.⁵

This research uses writing report text, the students are asked to write text based on the generic structure of report text. There are two generic structures of reort text, they are General classification and Description. Then to construct the good paragraph. The elemets paragraph have three elements, namely topic sentence, supporting sentence and concluding setence..

⁴ H. Douglas Brown, *Language Assesment Principle & Classroom Practice*, (San Pransisco Longman,2004), p. 3.

⁵ Albert J. Harris, *How to Increase Reading Ability: fifth Edition*, (New York : New Publisher Hill 1969), p. 153.

Base on the explanation above, the indicator that used by researcher as follow;

Table 2

No	Indcator	Score
1	Ability in using paragraph elements:	
	a. Topic sentence	30
	b. Supporting sentence	40
	c. Concluding sentence	30
Jumlah		100

For this variable is given to students ability in using paragraph elements in writing report text is 100 for an the correctly answer.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁶ The researcher concludes that interview is an activity that is done to get information by giving the question to the sources of the data. In this research, Researcher will interview students at Grade XI SMA N 3 Padangsidempuan. It is about students' difficult in using paragraph elements in writing report text. Also, researcher will

⁶L. R, Gay & Peter Airasian, *Educational Research by...* p. 219.

interview English teacher about students' difficult in using paragraph elements in writing report text.

c. Observation

Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior.⁷ Observation is a technique collecting to again insight on understanding the natural environment as lived by the participants. This observation is used to know the teaching learning activity in using paragraph elements in writing report text at SMA N 3 Padangsidempuan, and how the teacher's way in explaining using paragraph elements in writing report text.

5. Technique of Data Trustworthiness

The researcher need to make validating of the findings in this case the research used the term of trustworthiness for validating the accuracy findings. Thrushworthiness of qualitative research is very important, because checking to the trust worthiness of the data is used to contradicted the assumption of qualitative research is not scientific.⁸ There are nine techniques to determine the data trustworthiness as below :

⁷Abdurrohman Fathoni, *Metodology Penelitian dan Teknik penyusunan skripsi*, (Jakarta : RinekaCipta, 2006), p. 104.

⁸L. R , Gay & Peter Airasian, *Educational Research by ...* p. 225.

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
- b. Include additional participants to broaden the representativeness of the study and thus the database.
- c. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
- d. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recordings for accuracy and meaning but only at the end of the entire data collection period.
- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
- h. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual result for explanation.
- j. Triangulate by using different data source to confirm one other, as when interview, and recollections of other participants produce the same description of an event or when a participant responds similarly to a personal questions asked on three different occasions.⁹

From the explanation above, the researcher will use the examine unusual result for explanation technique to check the data, after observation the researcher give a test and interview to participant.

2. Techniques of Data Analysis

After data is collected, the researcher analyzed the data by using some step, they are:

- a. Check the true or false of the data.
- b. Count sum of the true or false of the data.

⁹*Ibid.*,p.225

- c. Count sum of the true from the students answer and then classified it based on their score.
- d. Calculate the their result (mark) by using mean score the formula is below:

$$M = \frac{\sum X}{N}$$

Where:

M: Means score (average)

N: Sum of respondents

$\sum X$: Total of the result.¹⁰

- e. Description of the data, after describe or interpretation data that have been collected systematically.
- f. Take conclusion, it was done toconclude the discussion solidly and briefly.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Students' Ability in Using Paragraph Elements in Writing Report Text at grade XI SMA N 3 Padangsidempuan

The research was conducted at SMA N 3 Padangsidempuan. The participants of the research were 30 students of class XI. This chapter that the researcher was consisten of the answer for formulation of the froblem that was discussed in the chapter one. They were some realities in the field tht were found by the researcher. So, the researcher described them as follow:

1. Topic sentence

For the students' about using paragraph elements in writing report text of time the research gave one question and gave choose same titlejj. They are A Cat, Sumatra Tiger, Dolphins, Snake, Flower, Cendrawasih. Each students' chooses one of the most preferred title, than they wrote the report text. Upon completion, researcher corrects the results of their writing under the title above.

For the topic above with the title A Cat, the choose only 10 students' they are Triady Gunawan Manalu, Saor Andra Unedo, Ryan Ramadhan, Mhd. Ridwan Hsb, Nyaik Kumala, Asman Ritonga, Andriansyah, Asmala Resky, Ferdinan Agustian, Indah. Than, Students' who choose the title sumatra tiger, dolphins, and snake no. Students' who are interested in choosng a title flower there is 8 students, they are Aprilia Khoirunnisa,

Suandi Cipto, Elpina Yanti Phn, Eliana Simanungkalit, Winda Sari, Riska Putri Btr, Rivaldo Pramita Manurung, and students' who choose the title of the cendrawasih there is 7 students They are Tia Ayu Lestari, Sriponiem, Julius Sanjaya Putra, Jese Marorto, Clinton Sipahutar and Alwi Irawan, Willisrian.

Based on the result test above, the researcher described students' ability in using paragraph elements in writing report text. The first was Tg. He write report text with the title "A Cat". He write and correct to find the topic of the text. The topic sentence of the text was both exciting and frightening possibilities. from the grammar, vocabulary, mechanic, fluency, and form, he understood with the title above. So, he got the score 30. The second was SA. He did not understand what he wrote from the title above, also he did not understand about grammar, vocabulary, mechanic, fluency, and form. So he got the score 0. The third was R. The ability in writing report text with the title A Cat. He write and correct to find the topic of the text. So, he got the score 30. The fourth was M. She understood about the title A Cat, he write and correct to find the topic of the text above. So, he got the score 30.

The fifth was NK. He understood with the title A Cat. He used correct to find the topic sentence of the text above. He didn't understand about it. So, he got score 0. The sixth was AR. He understood with the title A Cat, he wrote and correct to find the topic sentence of the text above. So,

she got score 30. The seventh was FA. He understood with the title A Cat, she used correct 30 to find the topic sentence of the text above. The eighth was NK. He understood with the title A Cat. He used correct to find the topic sentence of the text above. So, he got score 30.

The ninth was AF. He understood with the title flower, she used correct to find the topic sentence of the text above. So, she got score 30. The tenth was SU. She understood with the title flower, she used correct to find the topic sentence of the text above. So, she got score 30. The eleventh was EL. He understood with the title flower, she used correct to find the topic sentence of the text above. she got score 0

The twelfth was WS. He understood with the title flower, she used correct to find the topic sentence of the text above. She didn't understand about it. So, she got score 0. The thirteenth was RI. He understood with the title flower, she used correct to find the topic sentence of the text above. So, she got score 30. The fourteenth was RIV. He understood with the title flower, she used correct to find the topic sentence of the text above. So, she got score 30. The fifteenth was PRA. He understood with the title flower, she used correct to find the topic sentence of the text above. So, she got score 30.

The sixteenth was TI. He understood with the title Cendrawasih, He used correct to find the topic sentence of the text above. So, she got score

30. The seventeenth was SR. She understood with the title Cendrawasih, she used correct to find the topic sentence of the text above, she got score 30. The eighteenth was JS. She understood with the title Cendrawasih, she used correct to find the topic sentence of the text above. So, she got score 30.

The nineteenth was C. She understood with the title Cendrawasih, she used correct to find the topic sentence of the text above. So, she got score 30. The twentieth was AL. She understood with the title Cendrawasih, she used correct to find the topic sentence of the text above. So, she got score 30. The twenty first was Willi. He didn't understand with the title Cendrawasih, she used correct to find the topic sentence of the text above. So, she got score 0. Wendi. He didn't understand with the title Cendrawasih, she used correct to find the topic sentence of the text above. So, she got score 30.

Based on criteria of score above, the researcher concluded that the students' ability in using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidempuan in using topic sentences, the students didn't able write report text.

2. Supporting sentence

Based on the result of the test, the researcher described students' ability in using paragraph elements in writing report text. The first was TG. He understood of the text above. The second was SA. He don't understand with the text above the title A Cat. He didn't understand

about supporting sentence. He got score 0. The thirth was R. He didn't understand about supporting sentence with didn't able put supporting sentence in text. He got score 10. The fourth was PM. He understand about supporting sentence, in using suporting sentence. He got score 0.

The fifth was M. He understood bout supporting sentence with the title A Cat. He used correct to find he supporting sentences of the text.. He didn't understand. He got score 0.The sixth was NK. He understood about supporting sentence with the title A Cat. He used correct to find the supporting sentences of the text.. He didn't understand. He got score 0.The seventh was LA. She He understood about supporting sentence with the title A Cat. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0.The eight was KS. She didn't understand about supporting sentence with the title A Cat. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0.

The ninth was S. He understood about supporting sentence with the title flower. He used correct to find the supporting sentences of the text. The supporting sentence of the text used vocabulary. He didn't understand about it. He got score 0.The tenth was JS. He understood about supporting sentence with the title flower. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0.The eleventh was JS. He understood about supporting sentence with the title

flower. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0.

The twelfth was CS. He understood about supporting sentence with the title flower. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0. The thirteenth was AI. He understood about supporting sentence with the title flower. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 30

The fourteenth was AI. He understood about supporting sentence with the title flower. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 40. The fifteenth was AK. He understood about supporting sentence with the title flower. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 5

The fifteenth was S. He understood about supporting sentence with the title Cendrawasih. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0. The sixteenth was EY. He understood about supporting sentence with the title Cendrawasih. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0. The seventeenth was ES. He didn't understand about supporting sentence with the title Cendrawasih. He used

correct to find the supporting sentences of the text. He don't understand about it. He got score 30

The eighteenth was WS. He understood about supporting sentence with the title Cendrawasih. He used correct to find the supporting sentences of the text. He didnt' understand about it. He got score 0. The nineteenth was W. He didn't understand about supporting sentence with the title Cendrawasih. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0. The twenty was A. He didn't understand about supporting sentence with the title Cendrawasih. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0

3. Concluding sentence

Based on the result of the text. The researcher described student' ability in using paragraph element in writing report text. The first was TG. He understand of the text above and using vocabulary. He got score 40. The second was SA. He didn't understand about concluding sentence with the title A cat. He got score 0. The thirth was R. He didn't understand about it. He got score 10. The fourth was PM. He undestand about concluding sentnce. He got score 0.

The fifth was M. He understood about supporting sentence with the title A Cat. He used correct to find the concluding sentences of the text.

He didn't understand about it and he can't put concluding sentence in report text. He got score 0. The sixth was NK. He understood about concluding sentence with the title A Cat. He used correct to find the supporting sentences of the text.. He didn't understand about it. He got score 0. The seventh was LA. She understood about concluding sentence with the title A Cat. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0. The eighth was KS. She didn't understand about concluding sentence with the title A Cat. He used correct to find the supporting sentences of the text. He didn't understand about it. He got score 0.

The ninth was S. He understood about concluding sentence with the title flower. He used correct to find he supporting sentences of the text. He didnt' understand about it. He got score 0. The tenth was JS. He understood about concluding sentence with the title flower. He used correct to find he supporting sentences of the text. He didn't understand about it. He got score 0. The eleventh was JM. He understood about supporting sentence with the title flower. He used correct to find he supporting sentences of the text. The supporting sentence of the text used grammar. He didn't understand about it. He got score 0.

The twelfth was CS. He understood about concluding sentence with the title flower. He used correct to find the conc luding sentences of the text. He didn't understand about it. He got score 0. The thirteenth was AI.

He understood about concluding sentence with the title flower. He used correct to find the supporting sentences of the text. He didnt' understand about it. He got score 5. The fourteenth was AK. He understood about concluding sentence with the title flower. He used correct to find the concluding sentences of the text. He don't understand about it. He got score 5

The fifteenth was S. He understood about concluding sentence with the title Cendrawasih. He used correct to find the concluding sentences of the text. He didnt' understand about it. He got score 0. The sixteenth was EY. She understood about concluding sentence with the title Cendrawasih. He used correct to find the concluding sentences of the text. He didn't understand about it. He got score 0. The seventeenth was ES. She didn't understand about concluding sentence with the title Cendrawasih. He used correct to find the concluding sentences of the text. She didn't understand about it. She got score 5. The eighteenth was WS. She understood about concluding sentence with the title Cendrawasih. He used correct to find the concluding sentences of the text. She didnt' understand about it. She got score 0

The nineteenth was W. She didn't understand about concluding sentence with the title Cendrawasih. She used correct to find the concluding sentences of the text. She didnt' understand about it. She got score 0. The twenty was A. He didn't understand about concluding

sentence with the title Cendrawasih. He used correct to find concluding sentences of the text. He didn't understand about it. He got score 0

Base on the explanation above, the researcher concluded that the students' using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidempuan. The students can not determine concluding sentence , because they could not focus in writing report text.

B. The students' difficulties in using paragraph elements in writing report text.

Based on the result of the test and discussion with English teacher interview to the students, the researcher found difficulties students' paragraph elements in writing report text such as: difficult in using topic sentences, supporting sentences, and concluding sentences in writing report text.

a. Difficult in using topic sentence

The first, according to Triadi Gunawan, she said that the difficult wrote report text with the title A Cat, she was difficult to using topic sentence, because she din't understand about it.¹ Saor Andra, he said that study about paragraph element is difficult, because the teacher did not complete explain about topic sentence.² Riyan Ramadhan said that study about writing report was difficult, especially to writing report text because the students lack vocabulary and misunderstand grammar and form such as

¹Triani Gunawan, Student of SMA 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom:SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

² Saor Andra, Student of SMA 3 Padangsidempuan XI IPS class...12 Oktober 2016

topic sentence.³ Framita Manurung said that she felt difficult in understanding paragraph elements, because she did not like English learning.⁴ Mhd. Ridwan he said that he felt difficult in writing form and did not understand about topic sentence, and didn't understand grammar, because she did not like learn English.⁵ Nyaik Kumala said that she difficult in using paragraph elements in writing report text the title A Cat. she is difficult put topic sentence, because she didn't understand about it.⁶

Base on the finding above, the researcher took the conclusion that the students' could not determine topic sentence in writing report text.

b. Difficult in using supporting sentence

Base on the result interview between the researcher with Lisa Awaliah said that he enjoyed the write but he got difficulties in using paragraph element in writing report text with the title A Cat only using supporting sentence, because she did not understand how to put that.⁷ The seventh, according to Kurnia Sagala. He said that he felt difficult in using paragraph

³ Riyan Ramadhan, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsiimpuan, 12 Oktober 2016.

⁴ Framita Manurung,, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsiimpuan, 12 Oktober 2016.

⁵ Mhd. Ridwan Student of SMANegeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

⁶ Nyaik Kumala, student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

⁷ Lisa Awaliah student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

elements in writing report text especially how to put supporting sentence, because he has lack vocabulary in writing, so, she difficult to put that.⁸ Sriponiem said that students didn't understand where is the supporting sentences the title flower, because she was unable to use topic sentence correctly.⁹ Clinton Sipahutar said that he felt difficult to write about report text the title flower, because he have lack vocabulary to write sentences¹⁰

Suandi said that he felt difficult to write report text the title Cendrawasih, because he did not understand about supporting sentence and the fluency bad.¹¹ Eliyana Simanungkalit said that she felt difficult in writing report text only in form especially in using supporting sentence in writing report text the title Cendrawasih, because she did not understand about form in using supporting sentence.¹² Winda Sari said that she felt difficult in grammar, mechanic and form namely in writing report text, because she did not put that it.¹³ Next, willisrian said that she felt difficult in using paragraph elements in writing report text, because, She didn't

⁸ Kurnia Sagala student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

⁹ Sriponiem, Student of SMANegeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

¹⁰Clinton Sipahutar, Student of SMANegeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

¹¹ Suandi, Student of SMANegeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

¹² Eliyana Simanungkalit, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016.

¹³ ¹³ winda Sari, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

understand the use of the paragraph elements in writing report text and what is the paragraph element.¹⁴

c. Concluding sentence

The other difficulties that was got by the students were the about concluding sentence. Julius Sanjaya said that he don't know what is concluding sentence, so he can't put concluding sentence the title flower.¹⁵ Jese Marorto said that one of her difficulties in using paragraph element in writing report text was vocabulary and form in the title flower.¹⁶ Afrilia said that she got difficult to memorize vocabulary because when she want to write about the title Cendrawasih. She has to open dictionary and lack vocabulary, so, she did not put where is concluding sentence.¹⁷

Based on the explanation above there were some students' of SMA Negeri 3 Padangsidempuan. Difficulties in using paragraph elements in writing report text such as topic sentences, supporting sentences, and concluding sentences. Then, when the researcher asked the English teacher Mrs. Kasmin Tanjung,S.Pd. She said that students felt difficult in using paragraph elements in writing report text. When learning

¹⁴ Willisrian, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom : SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

¹⁵ Julius Sanjaya, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

¹⁶ Jese Marorto, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

¹⁷ Afrilia, Student of SMA Negeri 3 Padangsidempuan XI IPS class, *private interview*, XI IPS classroom: SMA Negeri 3 Padangsidempuan, 12 Oktober 2016

process directly, the English teacher saw the difficult of students in using paragraph elements in writing report text were students did not understand about text, they didn't find the idea of a writer. Because students didn't have enough vocabulary to understand and to wrote paragraph. Then, students mystified in paragraph element because paragraph has some sentences.¹⁸

4. Discussion

After analysing the data, it was gotten that the students' ability in using paragraph elements in writing report text can be categorized into enough categories. It can be known from the calculating score that the students' ability in using paragraph elements in writing report text at grade XI IPS-5 SMA N 3 Padangsidimpuan was 53,33% can be categorize into enough category.

The students got difficulties in writing report text by using paragraph elements. There were grammar, vocabulary, mechanic, fluency and form in writing. It can be seen from the students' score and the students got difficulties in writing report text. Their difficulties were, the first, the students' difficult writing because lack vocabulary and difficult using paragraph elements.

The second, the students difficulties was paragraph elements. The students got difficulty to write report text by using paragraph elements

¹⁸ S.Pd, English Teacher of grade XI SMA Negeri 3 Padangsidimpuan, *private interview*, teacher office: SMA Negeri 3 Padangsidimpu, 18 Agust 2016. At 11 am

because the students did not interest learn English and the students did not understand about report text.

The third, the students' lack vocabulary. The other hand, they got difficulty to memorize the vocabulary because one words takes in writing. They had to open the dictionary to write everything in English.

The fourth, students' difficulties in mechanic, because the students forget Write capitalize word after drop and students direct writing without seen firs sentence. In fluency writing, the students have difficult, because students did not choice of structure and vocabulary items in writing report text.

Next, difficulties using form writing in using paragraph elements such as topic, supporting and concluding sentence. The students misunderstand about paragraph elements in writing report text.

Based on the triangulation of students' test, students' interview and teacher interview that students' difficulties in using paragraph elements and lack of the knowledge to understand how to using paragraph elements in writing report text. It's all know from the result of students' test were enough category.

5. The 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 techniques of analysing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had many activities, when they answered the test they less concentrate test. There were the weakness of time. When they answered the test they less concentrate test and researcher can not control the seriously of the students in answer the test. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were threats the writer. The researcher has searched this research only. Finally this has been done because the helping from advisor and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. The Conclusions

Based on the result of the research, researcher can be concluded that the analysis of the students' ability in using paragraph elements in writing report text at grade XI SMA N 3 Padangsideimpuan as follow:

1. The students' ability in using paragraph elements in report text at grade XI SMA N 3 Padangsidimpuan can be categorized into enough category in which the mean score was 55,53%.

- B.** The students' got the difficulties in using paragraph element such as topic sentence, supporting sentence and concluding sentence in writing report text at grade XI SMA N 3 Padangsideimpuan .

C. Suggestions

Based on the conclusions above, the researcher gave some suggestion as follow:

1. To the students; they have to increase their ability in using paragraph element in writing report text especially in using paragraph element by study harder. It can be done by writing English. Following the English course and they have to be more seriously in study carefully in writing English and to the students

as a motivation to do better research and to improve the write ability in writing English.

2. To the English teachers, all of the teachers have to be creatively in making the comfortable learning. So, the students are seriously in the writing text, especially for the English teachers. They have to improve their ability and always motivate the students to be seriously in learning English especially about using paragraph element in writing.

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: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;
1. Rayendriani Fahmei Lubis, M. Ag (Pembimbing I)
2. Yusni Sinaga, S.Pd, M.Hum (Pembimbing II)

di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Syarifah Wani
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Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3
Judul Skripsi : AN ANALYSIS OF THE STUDENTS' ABILITY IN USING PARAGRAPH ELEMENTS IN WRITING REPORT TEXT AT GRADE XI IPS-5 SMA N 3 PADANGSIDIMPUAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Penyelesaian Skripsi.

11 Oktober 2016

Yth. Kepala SMA N 3 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Syarifah Wani
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Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analisis of the Students' Ability in Using Paragraph Elements in Writing Report Text at Grade XI SMA N 3 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
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SURAT KETERANGAN

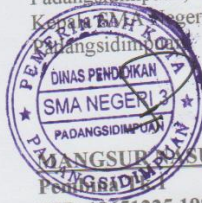
Nomor : 425.4/170/SMA-3/2016

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidempuan, Kecamatan Padangsidempuan Selatan, Kota Padangsidempuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : SYARIFAH WANI
NIM : 123400119
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Alamat : Sihitang

Penyerah telah melaksanakan Penelitian di SMA Negeri 3 Padangsidempuan dengan judul " **Analisis of the Students Ability In Using Paragraph Elements in Writing Report Text at Grade Kelas XI di SMA Negeri 3 Padangsidempuan**". Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan Nomor: B-307/In.14/E.4c/TL.00/09/2016 tanggal 11 Oktober 2016, tentang Izin Penyelesaian Skripsi. Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidempuan, 13 Oktober 2016
Kepala SMA Negeri 3



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APPENDIX III

A. Interview to the English Teacher

1. Bagaimana menurut ibu / bapak siswa-siswa dalam menggunakan bagian-bagian paragraph dalam menulis text report?
(How do you think about the students in using paragraph elements in writing report text?)
2. Apakah siswa mengalami kesulitan dalam menggunakan bagian-bagian paragraf dalam menulis teks report?
(Do student's feel difficult in using paragraph elements in writing report text?)
3. Menurut ibu/ bapak, dimana letak kesulitan siswa dalam menggunakan bagian-bagian paragraph dalam menulis sebuah teks report?
(what do you know about their difficulties in using paragraph element in writing report text ?)

B. To the Students

1. Apa yang kamu ketahui tentang bagian-bagian paragraph?
(what do you know about menggunakan bagian-bagian paragraf dalam meneulis teks repor?
(Do you feel difficult in using paragraph element in writing report text?)
2. Apakah kamu pernah belajar menulis dengan menggunakan bagian-bagian paragraph?
(do you ever study about writing in using paragraph elements?)
3. Dimana letak kesulitan yang kamu rasakan dalam menggunakan bagian-bagian paragraf dalam menulis teks report?
(Do student's feel difficult in using paragraph elements in writing report text?)

APPENDIX II

OBSERVATION GUIDENING

Situation of learning process of SMA N 3 Padangsidimpuan.

no	Teaching Learning Process in using paragraph elements in writing report text		yes	No
1	Opening	a) Teacher give greetig to the students b) Checked the present list of student c) Give motivation	✓	
2	Process	a) Teacher introduced the lesson b) Teacher wrote the lesson on blackboard c) Gave explanaiton about the report text, language feature and generic stucture d) Teacher gave example of the text and describe the picture e) Teacher gave questions to the stuentns f) Teacher fishing students to answer question g) Teacher gave students notebook about report textand uuing paragrap elements.	✓ ✓ ✓ ✓ ✓ ✓ ✓	
3	Closing	a) Teacher review the lesson b) Teacher give homework using elements paragraph in report text c) Give motivation	✓ ✓	✓

APPENDIX I

TEST

A. PENGANTAR

1. Instrument ini bertujuan untuk menyaring data siswa/I tentang kemampuan dalam menggunakan bagian-bagian paragraph dalam menulis sebuah teks report.

B. Instruction : Write down a good report text in using paragraph elements by choosing one of topics given below:

1. A cat
2. Sumatra tiger
3. Dolphins
4. Snake
5. Flower
6. Cendrawasih

APPENDIX IV

The Score of Students' Ability in Using Paragraph Elements in Writing Report Text at Grade XI SMA Negeri 3 Padangsidimpuan.

No	Name	Topoic sentence	Supporting sentence	Concluding sentence	score
1	Tiriadi gunawan	30	-	30	60
2	Saor andra	-	-	30	30
3	Ryan ramadhan	30	-	30	60
4	Mhd. Ridwan	30	-	30	60
5	Nyaik kumala MR	-	40	30	70
6	Asman ritonga	-	40	30	70
7	anrianyah	30	40	30	100
z9	Ferdinan agustiab	30	-	-	30
9	Ferdinan agustiab	30	40	-	70
10	Indah	30	-	30	60
11	Afrilia	30	40	30	100
12	Suandi	30	40	-	70
13	Elfina	-	40	30	70
14	Eliana	30	-	30	60
15	Winda	-	40	30	70
16	Riska	30	-	-	30
17	Rivaldi	30	-	-	30
18	Pramitta	30	-	30	60
19	Tia	-	-	30	30
20	Sriponiem	-	-	30	30
21	Julius	30	-	30	60
22	Jese	-	40	-	40
23	Clinton	30	-	30	60
24	Alwi	-	40	-	40
25	Willirian	-	40	-	40
26	Nia	30	40	-	70
27	Nisa	30	--	-	30
28	Reni amalia	30	-	-	30
29	Sri rahmadani	30	40	-	70
30	khairuddin	--	-	30	30
jumlah					1660

The researcher calculated the score by using the formula:

$$M = \frac{\sum x}{N} = \frac{\text{correct value} \times 100\%}{30}$$
$$= \frac{1660 \times 100\%}{30} = 55,33\%$$