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**A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MADRASAH  
ALIYAH DAREL HIKMAH PEKANBARU  
IN WRITING REPORT TEXT**

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***Abstract***

*This research was conducted to find out the ability of the second year students of Madrasah Aliyah Darel Hikmah Pekanbaru in writing report texts. The subjects of this research were 38 students. This research was descriptive conducted from December 2012 to January 2013. The data were obtained through a writing test. The findings of the research showed that the ability of the second year students of Madrasah Aliyah Darel Hikmah Pekanbaru in writing report texts fell into mediocre level. It could be seen from the mean score of the students which is 59.12. Based on the result findings related to the students' ability in writing report texts, it was suggested to English teachers to improve their teaching strategies so that the students can get better understanding and result especially regarding report texts.*

**Keyword:** *Writing, Report Text*

## **INTRODUCTION**

Writing is an important skill that must be learned by senior high school students when learning a language, including the students of Madrasah Aliyah Darel Hikmah Pekanbaru. According to Petty and Jensen (1960:362), writing is a process of expressing thought and feelings of thinking on shaping experience. It means that we are free to express everything in our mind such as feeling, and also experiences in writing form clearly and efficiently.

However, writing is not an easy activity because it is productive and expressive as said by Tarigan (1982:3). It means that writing does not come automatically. We need a lot of practice to make a good writing. Therefore, it is important to note that writing is a process, not a product, because it is not easy and it takes time to study and practice in order to develop writing skill.

Based on the writer's observation at Madrasah Aliyah Darel Hikmah Pekanbaru, he discovered that many students have difficulties to write in English. There are some factors that the writer found in his observation. The first problem is the students have limited vocabulary. As known already that vocabulary plays a very important role in writing so that the students can convey their ideas in words. As most of the students have limited vocabulary, they often lose interest in writing because they do not know how to express their ideas in writing. In addition, low motivation in learning English especially writing based on the text organization of genre also becomes the reason for the students to have problem in writing.

As a result, many students have problem to reach the standard minimum criteria of achievement (KKM) of English subject in which the standard minimum criteria of achievement (KKM) is  $\geq 70$ .

The writer chooses the topic because the second year students of Madrasah Aliyah Darel Hikmah Pekanbaru must know and have ability in writing report text since they learn texts based on the genre of texts in odd semester, based on the curriculum. Moreover, based on the writer's survey, nobody has done a research to find out the students' ability in writing report text.

In order to find out the ability of the second year students of Madrasah Aliyah Darel Hikmah Pekanbaru in writing report texts, the writer is interested in carrying out a research entitled: ***A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MADRASAH ALIYAH DAREL HIKMAH PEKANBARU IN WRITING REPORT TEXTS***

## **METHODOLOGY**

This research was conducted at Madrasah Aliyah Darel Hikmah Pekanbaru from December 2012 to January 2013. The number of the students was 38. The writer administered writing test to the students to collect data. The students did writing test individually in the class.

After the test had been administered, the test was analyzed by two raters. The first rater was an English teacher of Madrasah Aliyah Darel Hikmah Pekanbaru named Titi Maryati S.Pd. The second rater was Nopri Malia S.Pd, an English teacher of Ganesha Operation. After getting the data from those two raters, the writer calculated the students' score in order to know the students' ability in writing report texts.

To analyze the data and to find out the students' ability in writing report texts, the writer used the following scoring system:

### The Scoring System of Writing

The aspect of writing	The score range
1. The accuracy in grammar	5:4:3:2:1
2. Form of organization	5:4:3:2:1
3. Vocabulary	5:4:3:2:1
4. Mechanics	5:4:3:2:1
5. Fluency	5:4:3:2:1

Adapted from Heaton (1976:136)

To know the total score from writing, the writer used the following formula:

$$\text{Students' score} = G + V + M + F1 + F2$$

Where  
S = students' score  
G = students' ability in grammar  
M = students' ability in mechanics  
F1 = students' ability in form of organization  
F2 = students' ability in fluency  
V = vocabulary

Hughes (1989:93)

The real score of the respondents are classified into five levels of ability, as shown on the table below:

### The Classification of the respondents' Score

The Classification of Scores	Categories of Scores
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very poor

Adapted from Heaton (1976:137)

To know real score of the students, the writer uses the following formula:

$$RS = \frac{TS}{25} \times 100 \%$$

The explanation:

RS = real score of individual

TS = total score of the aspect of writing

To know the mean score of the test, the Heaton's formula is used:

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

Notation:

M : mean score

X : the score of the students

F : frequency

N : total respondents

Heaton (1991:176) in Elinda (2009:16)

In scoring the students' writing, the writer uses a scale. It ranges from 1 to 5. The scales are hierarchical so that (5) is better than (4) and so on. If the students get the score 5 for each aspect of writing, the score will be multiplied by the number of all aspects of writing (5x5=25). It is still a raw score. The real scores can be calculated by the following formula:

$$RS = \frac{5}{25} \times 100$$

= 20, it is the lowest score

However, when the students get the different score for each aspect of writing for example: score 5 for grammar, score 4 for vocabulary, 3 score for mechanics, score 2 for form of organization score 2 for fluency, then all the scores will be added: 5+4+3+2+2=14. By using the formula, the real score can be obtained.

$$RS = \frac{14}{25} \times 100$$

= 56

### The Measurement of the Report Text

18-20	Excellent	Natural English, complete realization.
16-17	Very good	Good vocabulary and structure
12-15	Good	Simple but accurate realization
8-11	Pass	Reasonably correct
5-7	Weak	Vocabulary and grammar inadequate
1-4	Very poor	Incoherent errors showing lack of basic knowledge of English

Heaton (1976:145)

To find the standard deviation of the students' ability in writing report text based on the outlines, the writer uses the formulation below.

$$Sd = \frac{\sqrt{\sum d^2}}{N}$$

Where, Sd: standard deviation

$d^2$ : mean score

N: number of students

To find the percentage of ability of students' who get very good, good, mediocre, poor, and very poor in writing report text, the writer uses this pattern:

$$\% = \frac{f}{N} \times 100$$

Notation: f= frequency

N= the number of total students.

Hatch and Farhady (1982:43) in Elinda (2009:26)

## **FINDINGS AND DISCUSSIONS**

After obtaining the real scores of the students from each rater, the writer computed them to get the students' average scores for each aspect of writing. The result could be seen in the following table:

**The students' average scores for each aspect of writing according to the two raters**

Aspect of writing	Rater I			Rater II			X
	$\sum x$	N	x1	$\sum x$	N	x2	$x1+x2:2$
Grammar	100	38	2.63	116	38	3.05	2.84
Organization	106	38	2.78	113	38	2.97	2.87
Vocabulary	131	38	3.44	134	38	3.52	3.48
Mechanics	102	38	2.68	107	38	2.81	2.74
Fluency	111	38	2.92	107	38	2.81	2.86
							X= 3.53

The table showed the students' average score for each aspect of writing. At the average, in terms of grammar aspect, the students' score is 2.84, whereas in the organization aspect, their score is 2.87. Referring to vocabulary, the students obtain 3.48 of the average. For mechanics aspect, the students' average score is 2.74. Finally, for fluency aspect, the students achieve 2.86 of the average. Overall, the students' average score for all aspects of writing is 3.53.

After analyzing the students' average scores for each aspect of writing, the writer computed the percentage of the students' ability. The scores could be seen in the following table.

**The percentage of the students' ability in writing report text according to the two raters**

No	The score of range	Ability level	Frequency	Percentage
1	81-100	excellent	0	0%
2	61-80	good	16	42%
3	41-60	mediocre	21	55%
4	21-40	poor	1	3%
5	0-20	very poor	0	0%
			38	100%

It can be seen from the table above that 16 students reached good level with the score ranging from 64-80. 21 students were in mediocre level with the score ranging from 44-60. The last, there was 1 student in poor level with the score ranging from 36-40. None of students was in excellent or very poor level.

Based on the assessment from rater 1 and rater 2, the writer concluded that most of the students of second year students of Madrasah Aliyah Darel Hikmah Pekanbaru were facing problem in form of organization.

After analyzing the percentage of the students' scores in writing report text, the writer calculated the students' average scores according to the two raters as follows:

1. The students' average scores based on rater 1:

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

$$M = \frac{2062}{38}$$

$$M = 54.2$$

2. The students' average scores based on rater 2:

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

$$M = \frac{2412}{38}$$

$$M = 63.5$$

3. The students' average scores based on to the two raters:

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

$$M = \frac{2306}{38}$$

$$M = 59.12$$

The average scores of the students were 59.12. It indicated that the students' ability in writing report text fell into mediocre level (41-60) as shown in the following table:

**The students' average scores according to the two raters**

Average	Rater	Total score	The score range	Level of ability
1	2062	54.2	41-60	Mediocre
2	2412	63.5	61-80	good
Total		2036		
Average score		59	41-60	mediocre

## **CONCLUSION**

Based on the result of the data analysis in chapter IV, some conclusions can be drawn. The first one is about the classification of the students' ability in writing report text. Among 38 students, none is at *excellent* and *very poor* levels, 16 students (42.10%) are at *good* level, 21 students (55.26%) are at *mediocre* level, 1 student (2.63%) is at *poor* level. Based on the data analysis in previous chapter, the writer concludes that the level of the second year students of Madrasah Aliyah Darel Hikmah Pekanbaru in writing report text is at *mediocre* level (55.26%).

The second one is about the mean score. The mean score of the whole students in writing report text is 59.12. It means that the ability of the second year students of Madrasah Aliyah Dar El Hikmah Pekanbaru is at *mediocre* level.

Since the research dealt with analyzing some aspects of writing report text, conclusions for each classification can be drawn as follows:

Mechanics becomes the most difficult aspect for the students in writing report text. It can be seen from the average score which is 2.74. There are some factors which contribute to this low score such as the students always forget to use punctuation and capitalization correctly, and so forth. In terms of grammar aspect, the students also still have problem which causes the average score of the grammar aspect to be 2.84

Meanwhile, the average score for fluency is 2.86 and organization is 2.87. From 5 aspects of writing used to find out the students' ability in writing report text, the students get the highest score in vocabulary aspect. The average score for vocabulary aspect is 3.48. It means that most of the students are able to use vocabulary and expression of ideas hardly impaired.

## **SUGGESTION**

Based on the result of this study, the writer would like to give some suggestions dealing with teaching and learning English especially about writing report text.

The suggestions are as follows; in teaching English, (1) the teacher needs to be more friendly so that the students can enjoy the lesson and understand the teaching materials well. (2) The English teachers should give more explanation and more exercises of writing report text in order to improve the students' ability. (3) The teacher should be a good facilitator instead of language feeder so that the students can have much time to practice what they get in the class



directly, especially related to writing activity. (4) The students should use their free time to practice writing if they really want to be good at it.

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