



AN ANALYSIS ON THE STUDENTS' ERROR IN WRITING REPORT TEXT AT EIGHT GRADE STUDENTS OF SMP N 6 TIMANG GAJAH

Muhammad Hasyimsyah Batubara¹, Cut Dara Ilfa Rahila², Putri Rahmadani³

^{1,2,3}IAIN Takengon, Aceh Tengah, Aceh, Indonesia

Email: muhammad.hasyimsyahbatubara@gmail.com^{1,3}, dara.rahila@gmail.com²

Abstract: This research aims to determine the students' errors in writing report text at eight grade SMP N 3 Timang Gajah students. The research was conducted using a qualitative approach with a descriptive design. The primary data source is the eighth-grade students and the teacher English at SMP N 3 Timang Gajah. The data collection instrument uses observation sheets, interview sheets, and the documentary (test) study and the researcher's data analysis using Miles and Huberman models, including data reduction, display, and verification. The percentage of grade VIII students' achievement in writing report text in the reference made is low, namely only reaching: general nouns 22.04%, at present tense 22.57%, on linking verbs 29.17% and action verbs are 26.21%. In conclusion, the students still error in writing report text at grade VIII students of SMP N 3 Timang Gajah. Therefore, they should have great motivation and interest in learning report text and get used to practicing it in everyday life.

Keywords: Students' Error, Report Text

Abstrak: Penelitian ini bertujuan untuk mengetahui kesalahan yang dilakukan dalam menulis teks report pada siswa kelas VIII SMP N 3 Timang Gajah. Penelitian dilakukan dengan menggunakan pendekatan kualitatif dengan desain deskriptif. Sumber data primer adalah siswa kelas delapan dan guru bahasa Inggris di SMP N 3 Timang Gajah. Instrumen pengumpulan data menggunakan lembar observasi, lembar wawancara, dan studi dokumenter, selanjutnya pada analisis data peneliti menggunakan model Miles dan Huberman, meliputi reduksi data, penyajian, dan verifikasi. Persentase pencapaian siswa kelas VIII dalam menulis teks laporan dalam acuan yang dibuat sangat rendah yaitu hanya mencapai seperti dalam kata benda umum 22,04%, pada present tense 22,57%, pada verba linking 29,17% dan kata kerja tindakan adalah 26,21%. Kesimpulannya, siswa kelas VIII SMP N 3 Timang Gajah masih mengalami kesalahan dalam menulis teks laporan. Oleh karena itu, mereka harus memiliki motivasi dan minat yang besar untuk mempelajari teks report dan membiasakan diri mempraktikkannya dalam kehidupan sehari-hari.

Kata Kunci: Kesalahan Siswa, Teks Laporan

INTRODUCTION

Currently, English is one of the subjects most encouraged to master by students. The demand for mastery of the English language is based on it by people in many countries, including Indonesia. English is transformed as the most comfortable medium of instruction to communicate with each other in life, such as business, economy, technology, education, and social life. According to Keller (2013); Porsch and Köller (2010), in Fleckensteina et al. (2020) convey English is the lingua franca of association of higher education, business, and science in the modern and globalized world. So English is a mandatory qualification for any individual who wants to achieve success in life, as mentioned earlier. Thus, students demand better receptive and productive English competencies to succeed in tertiary education and facilitate decent work in a globalized world (Fleckenstein et al., 2016); Fleckenstein et al., 2020). Master English is not easy, and there are many obstacles faced in learning this language, one of the hardships students often experience is when they have to write in English.

In junior high school, writing skills are the most necessary skills for developing student competency. Writing lessons are challenging to learn, specifically for junior high school students. However, writing will be easy to understand and will increase if students are diligent in studying. Among the four English skills, writing is considered one of the most troublesome language skills to acquire and teach (Klimova, 2014). In the future, writing ability will develop the best association with reading, listening, and speaking activities (Douglas, 2001). Hidi and Boscolo, 2006; Graham, 2018 mention that writing is a very complex activity, which assigns authors to engage in cognitive, metacognitive, and affective skills simultaneously while also covering social and contextual factors such as environment and social interactions.

Another explanation, writing is a multi-ingredient that prosecutes an understanding of genre-specific requirements, mechanics, objectives, audience, organization, sufficient meta-knowledge, sociocultural background knowledge, as well as the generation of fluent language and lore of the subject matter (Falk, 1979; Taylor, 1981; Perkins and Bruten, 1990; Alexander, Schallert, and Hare, 1991; Wong, 1999; McCutchen, 2000; Chenoweth and Hayes, 2001; Celce-Murcia, 2001; Cumming, 2001; Hyland, 2007; Deane et al., 2008; Kobayashi and Rinnert, 2012; Stapa and Majid, 2017; Hyland, 2019). More profound, as for the linguistic capacity of writing, a writer requires to master spelling, lexis, syntax, punctuation, and phrase choice (National Writing Project and Nagin, 2006 in Karaca and Uysal, 2021). Based on the definition, the mean of it is one form of expertise, especially for students in the junior high school learning process. To write well and correctly, the students must understand the content in the text. If students do not understand the writing, it can indicate that they are not skilled in writing.

Analyzing students' writing text skills is very important because it can help English teachers determine students' abilities. Many students got low scores in writing. Students thought that writing is not exciting and not essential to learn. The teacher must tell students that writing is critical to learn and to write. Some steps must go through for students to succeed in learning to write. Harmer (2004) stated that a teacher must consider at least three steps in teaching writing, (1) The instructor must understand the students' reasons for writing, (2) Instructor should furnish many opportunities for students to write, (3) The instructor should provide valuable and meaningful feedback.

Moreover, there are four distinct phases of the writing process that should be students mastering, which are prewriting, writing, editing, and revising (Haynes, 2010). Like a text report, which has a writing procedure that can make the reader feel easy to understand its meaning. Report text is another type of text in English material created to announce the results of an investigation or announce something that has happened. When the writer saw the SMP N 3 Timang Gajah phenomenon, many students still do not master English writing, and students cannot write English especially report text. Therefore, teachers should find a solution to fix it. Felt-through report text will significantly help students when writing. Students' ability in English lessons needs to be developed by teachers in the classroom. The researcher is interested in researching the students' error in writing report text at SMP N 3 Timang Gajah from the first observation from the explanation above. This research's benefits are that teachers can deepen the

approach in writing learning by reporting text and development materials to improve the quality of learning English and motivate students to improve writing ability in English, mainly on report text material.

LITERATURE REVIEW

The Nature of Writing

Writing plays an essential part in our life. Not only teachers but also students can express and show information in written language. It is disciplinary, which means interpreting persuasive writing and how knowledge should be communicated amongst disciplinary members (Hyland, 2003). Additional, the writing purpose of building the character of a writer in scientific disciplines, facilitates the preservation of disciplinary norms and values within genres, and assist society to develop and conceive of how meaning is negotiated among writers and readers (Par'e, 2014; Mitchell, 2018; in Kim M. Mitchell, 2021). Theoretically, writing is the process of discovering and a transaction with the word, whereby presently thinks, idea, feels, and perceive on paper or other media (Meyers, 2005). It is a skill as an activity that is important to be developed in any language.

Moreover, writing is a way to keep thinking of something that is in mind. Writing needs to be done by students and invited by the teacher. Like that, writing is a communication system between writers and readers who do not meet (Bryne, 1991). Furthermore, writing is the action of composing ideas in a sentence, and the ideas have to be well organized so that they will be meaningful to the readers. According to Nunan (2003); Creme and Lea (2003) elucidate writing is a thought process about finding ideas, thinking, and putting them in words in good writing or arranging those ideas in good formation so that they become clear statements and paragraphs. According to statements, writing is the activity of putting the contents of the mind in skillfully. By writing skills make people understand quickly the contents of messages contained in the text. Indeed, writing can also be defined as a process of production text. However, in writing a process, people must pay concern to some writing stages: planning, drafting, editing (revising), and the final product (Hayes and Flower, 1980; Flower and Hayes, 1981; Richard, 2002; Oshima and Hogue, 2007; Johnson, 2008; Mitchell et al., 2017; Mitchell et al., 2017). Hyland states that illustrator writing stages give students a clear concept that writing is pivotal to producing good writing (Hyland, 2004). Furthermore, writing activities not only focus on the final result but also pay attention to getting used to practicing it as often as possible.

Report Text

A reported text is a script that purposes to portray as it is, with reference to various natural, human-made, and social phenomena in our environment (Gerrot and Wignell, 1994). The report text is a study of the result of an observation about the place, animal, things, or person. On the other hand, it tells about the factual text that describes the way things are, concerning the whole range of phenomena, natural, syntactic, and social, in our environment (Literacy and Education Network, 1991). A report is a form of

composition or discourse trying to present an event or occurrence. It should tell about the factual text that events are arranged in some valuable ways. It describes something based on systematic observation and analysis. Therefore, a report text is a text that is constructed to retell an event that happened.

RESEARCH METHODOLOGY

In this study, the writer uses qualitative descriptive, and this study was carried out by formulating the problem, collecting the data, classifying, and explaining the result. Qualitative research is naturalistic research, and it is the research that getting the database on the description of the situation (Suharsimi, 2006). Qualitative descriptive is research intended to investigate the situation, conditions, or the other things mentioned, and the result is present in the form of a research report (Suharsimi, 2006). In this study, the research design using a descriptive method using observation techniques aimed at all subjects of the research by providing an observation sheet that each participant must fill. Then, using the interview to know the errors students often encounter in the lesson, and the last, using the test to find out the data from the students' error in writing report text at SMP N 3 Timang Gajah. The primary source is the source that can give valuable information directly (Sugiyono, 2008). Based on the definition, the primary source is to give prominent data related to the research problems. In this study, a primary source is the 16 students SMP N 3 Timang Gajah class VIII. The technique of collecting data such as observation, interview, and test based on purpose. Based on the explanation above, data will be taken from the informant in error in writing report text at SMP N 3 Timang Gajah. After collecting the data, the writer analyzes the data. According to Miles and Huberman, there are three steps to analyze data: data reduction, data display, and data verification (Miles and Huberman, 1994).

FINDINGS AND DISCUSSION

The Result of Observation

Based on the observation that had been in this research, the researcher concludes, the students' error in writing report text can be seen in the table below:

Table 1. Students observation sheet

No	Indicators	Categories	
		Yes	No
1.	The students are enthusiastic about learning report text	✓	
2.	The students using passive voice	✓	
3.	The students understanding of the material	✓	
4.	The students ask a teacher about the report text material	✓	
5.	Students can be using vocabulary in writing the sentence		✓
6.	The students like report text		✓
7.	The students using a dictionary on English lesson	✓	
8.	The students use grammatical rule		✓

9.	The students still feel difficulty translating a sentence	✓
10.	The students have been confused about learning report text	✓

In the observation, the researchers concluded that second-grade SMP N 3 Timang Gajah still have the error in the writing report text.

The Result of the Interview

The teacher's interview

Furthermore, based on the interview that had been done during the research, the teacher of SMP N 3 Timang Gajah states, there are some errors faced by the students SMP N 3 Timang Gajah in writing report text, there are:

1. The students low in arranging the text because they have enough vocabulary.
2. The source of learning that is used is still limited, and the students feel difficult to find out information about the text.
3. The students felt it challenging to write because the language used should be in English, which means the students' background in mastering English still low. Despite the unable to write report text clearly and easily.
4. The student's ability to make a relevant type of text is low.
5. The students' motivation was the main problem in teaching writing.

The students' interview

The researcher also gave an interview for the students in the VIII grade. The result of this interview was that students felt difficulty in arranging the sentences on report text because of limited vocabulary and sourcebook from the teacher in learning.

The Result of Documentation

After finding out the student's errors in writing report text by implementing observation and interview in this research, the researcher continues the research on finding out the students' writing ability by using the test on the documentary study. There were some topics that the researcher gave to the students in writing tests, like is "*The Flag*". The tests consist of analysis about the writing report text from General Noun (GN), Present Tense (PT), Linking Verbs (LV), and Action Verbs (AB). To know the students' errors, the researcher used the following standard:

Table 2. The standard score

Explanation	Score
General noun (GN)	25
Present tense (PT),	25
Linking verbs (LV)	25
Action verbs (AB)	25

Based on the test result in this research, the eighth-grade students at SMP N 3 Timang Gajah still have limitations or errors in writing report text, where the students score still in category low. The data in the following table.

Table 3. The recapitulation of the students' errors in writing recount text

No	Name	Error Classification				Total of Errors
		GN	PT	LV	AV	
1	Alhadi Munara	7	10	12	14	43
2	EkaSyah Putra	10	7	13	9	39
3	Haryandi Rahmad	8	8	9	8	33
4	Hendri Gunawan	8	8	10	7	33
5	Heriyansyah Putra	7	8	12	8	35
6	Indri Dwi Ultary	7	8	10	9	34
7	Irfan Arami	9	7	9	7	32
8	Khairi Dinar	7	8	8	10	33
9	Lasrikaina	8	7	9	12	36
10	Magfirah Wahyu	8	8	12	9	37
11	Malik Asipa	7	7	10	7	31
12	Maulida Sari	9	9	9	8	35
13	Rizka Randa	8	10	8	8	34
14	Safina	7	8	12	8	35
15	Tharmizan Dharma	7	9	10	12	38
16	Zainal Abidin	10	8	15	15	48
Total		127	130	168	151	576
Percent		22,04%	22,57%	29,17%	26,21%	99,99%

The researcher had found the data from the students in a general noun (GN), present tense (PT), linking verbs (LV), and action verbs (AB). The students in the eighth grade of SMP N 3 Timang Gajah wrote report text at *the flag*. In analyzing the students' writing, the highest error score is getting students initially ZA who got 48, and the lowest score is MA in 31. The error score in 43 is AM. Next, the error in 39 is EF, and the score of 38 is TD. The student in score 37 is MW, and in 36 is L. There are three students in 35 errors score, such as HP, MS, and S. Then, the students with errors score 34 are IDU and RR. Next, in the 33 errors score, they are HR, HG, and KD. Besides, other students get the errors at 32 is IA.

The test in the VIII grade can be seen that the total students' errors were 576, errors of the general noun (GN) is 127, present tense (PT) was 130, linking verbs (LV) was 168, and action verbs (AB) is 151. It can be concluded that the errors on writing in report text at eighth grade with a total error such as an error in a general noun (GN) are 127 (22,04%), present tense (PT) was 130 (22,57%), linking verbs (LV) was 168 (29,17%), and action verbs (AB) is 151 (26,21%). This data shows the low average achievement of students in writing the report text. It is proved that the student's performance is not following the reference score made, which is 25 (100%) of each reference standard. In conclusion, this finding, especially from the test result, may conclude that writing report

text's ability was still low. The students at the second grade SMP N 3 Timang Gajah faced an error in the writing report text.

Discussion

At this point, the researcher discusses the research finding and analyzing the previous point's data. The researchers made two main aspects of this discussion, are:

1. The student's errors in the writing report text

Lean back the technique of data collection, and the researcher can find out that:

- a. Students' errors in arranging the sentences caused the limitation in vocabulary because the students must be mastering the vocabulary to made the influence the product of writing they made in the report text.
- b. The students were challenging to write because they had limited background knowledge.
- c. The students' understanding of report text, but low in constructing it.
- d. The students felt difficulty writing because they had a poor understanding of the language they used.
- e. The last is that low motivation becomes the main factor that caused the students' error in writing report text at SMP N 3 Timang Gajah.

2. The English teacher in the teaching report text

The researchers find out the English teachers' information in teaching English material, especially on report text. The teacher is given the new sources as material in teaching English on report text. Besides, the teacher low on explaining the material based on the students' ability in the classroom, so most students are less motivated to learn. The last, the teacher rarely to a made evaluation in teaching-learning to give achievement to each student. So, the students still felt using English on writing report text.

The ways used by the English teacher in teaching writing, especially in report text, have various strategies. However, as general ways used were as follows:

- a. Introduce the text to the students.
- b. Ask the students to read the text and understanding part of the text.
- c. Ask the students to ask about the matter that they faced.
- d. Ask the students to write the text based on students' experiences.

Based on the information above, it can be concluded that there are many problems that the students still face in writing report text. So, the researcher agrees that the English teacher should use a suitable teaching technique for helping the students.

CONCLUSIONS

The students' error in writing report text at SMP N 3 Timang Gajah from some aspects they are students errors on arranging the sentences caused by their limitation vocabulary, the students' motivation was the main problem in teaching writing, where according to him there are many relevant sources, but the students do not want to read them. By this result, the students' error in writing report text at SMP N 3 Timang Gajah is a danger. From the conclusion above, some matters must grow teaching quality, especially in students' motivation in writing, and the way the teacher teaches is noticed with the suitable method.

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