

A Study of Vocational Students' Ability in Writing Report Text in Painan, Indonesia

Rahmi Azizah¹, Hermawati Syarif², Yenni Rozimela³

^{1,2,3}State University of Padang, English Department, Jalan Prof. Dokter Hamka Padang, Indonesia

Abstract: *This paper reports on the results of a study focusing on the analysis of students' ability in writing report texts in terms of generic structure and language features. The subject of the research was the second year students at Vocational high school number 1 Painan. To take the sample, stratified random sampling was used. The data of this research were the texts that were written by the students. Thus, to collect data, writing test was used. The test was analyzed by using scoring rubric. Based on the data analysis, it was found that there was no students had excellent, good and very good ability, 38 % students had fair ability, and 56% had poor ability. Then 6% students had very poor ability. The analysis of the data indicate the students' ability in writing report text was poor. Then, most of students cannot achieve the passing grade which was seventy. Hence, appropriate teaching techniques and approaches should be implemented.*

Keywords: writing ability, report text, vocational student

1. Introduction

English has been well known as one of languages in the world. Indonesia, as one of the international communities, includes English as one of the subjects to be learned by the students from the junior high school up to university level. In this subject there are some competencies that should be mastered by students, namely; listening, speaking, reading and writing. From the four competencies, writing is useful for the students to be an alternative way for communication besides speaking. Also, it can be motivating for the students in reflecting on what is achieved and to see a concrete example of students' progress in learning.

Basically, writing is a process of communication something through media writing to a reader. In writing activity, students are demanded to be able to produce an effective and interesting composition which combines the abilities of the students in expressing their ideas and the students' knowledge about the grammatical patterns. The writing skill is considered as a cognitive challenge because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long-term memory (Kellogg, Olive, & Pilot, 2001). Moreover, the ability of productive writing requires sound ability of thinking on comprehensible matters (Nickerson, Perkins, & Smith, 1985). We can see that, writing is a complex skill which requires to the students to express his or her idea. Besides that, with writing the students can also gain creativity when they can write based on their own ideas, not copying what has already been written.

Writing a report text is one of a skill that needs to be mastered for grade eleven of Vocational High School. Report text is a text that has purpose to describe the way things are, with reference to a range of natural, human made and social phenomena in our environment. Derewiaka (1990: 51). Says that information reports classify and describe the phenomena of ourworld. We use them when we talk about a whole class of things, like bikes. The major focus of this text is on "thing" (or more accurately, a class of thing) rather than

a sequence. The topic of the report is usually introduction by an opening general statement or general classification and followed by a series of description paragraphs about the topic.

But writing is not easy to mastery by the students. The difficulties in writing happen by the students because it needs process to transfer opinion into written form. Huges (2003:101) states writing process is a learning one and learning that process fully take time. Experienced writers are able to write fluently because they have invented time in learning to write well. According to O'Malley and Lorraine (1995:136) writing is a personal act in which writer take ideas or prompts and transform them into self initiated topics

In the same point, Oshima and Houges (1993:3) say that writing is not easy to be conducted since students need to consider several process of writing in other to be able to generate a good composition Davless (1998:55) adds that writing is an essential creative process and good writers must learn to communicate their ideas carefully to unseen audience. Furthermore, Nunan (1999:24) states writing as a skill a difficult one in skill even most native speaker of English also cannot master that skill from explanation above it can be concluded that ability to write is not really easy to learn eventless hard work and good effort to practice can increase students' ability to write. This is supporting by several research findings related of the students ability and difficulty in writing genre text. first, Leviana (2016) who conducted a study about students' ability and problems in writing explanation text at grade X students on SMAN 7 Padang, found that the students' ability in writing text was fair and the students also have problems in writing explanation text; organization, content, grammar, vocabulary and mechanics. And then the other research by Efrianti (2015) who conducted a study about students' ability in writing generic structure of descriptive text at Tenth Grade of Senior High School 4 Padang, the aim of this study is to find out the students' ability in writing generic structure of descriptive text at Tenth Grade of Senior High School 4 Padang. The result found that some of the students of Senior

High School 4 Padang at Tenth Grade were not able to write generic structure of descriptive text well, they did not fulfill some criteria based on Winch's theory such as did not put identification in the first paragraph, described more than one participant, and they also did not describe the thing that they wanted to describe into detail information.

Besides, related in writing report text several researches have been conducted early, the research is written by Pestaria (2014), in a paper present in *IOSR-JHSS* entitled "Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjung Balai", states that the students in the IX-1 class still had the problems in using grammar features. However, they were able to write generic structure. But they had difficulty in determining the tense and the attribute of a topic in report text. In short, the students of the IX-1 class did not know how From to write the report text well. The second research by Leviana (2013) who conducted a study about Students' difficulties in Writing Report Text of Eleventh Science class of SMAN 1 Kec. Harau in 2012/2013 academies year, found that the students of senior high school got difficulty in writing identification and writing description of a report text.

Although there are a lot of researchers who have conducted the research previously, this research is different because the researcher investigated the students' ability in writing a report text viewed from generic structure and language features at XI grade SMKN 1 Painan. By analyzing students' ability in writing report text will help to find out students' problems in writing report text.

2. Data and Methods

2.1 Study Design

This research was descriptive research since it sought deep discussion about the students' ability and problems in writing report text. Gay (2000:16) state that qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them. In this research, the researcher analyzed and interpreted the data in order to find out the students ability and the problems in writing report text. This research was held in SMK Negeri 1 Painan, at eleven grade students. It was located on at Jl. Moh. Hatta Painan, Pesisir Selatan district.

2.2 Population and Sample

The population of this research was the eleven grade student of SMK negeri 1 Painan in the academic 2017/2018. It consisted of twelve classes. The total population from twelve classes at grade XI of SMKN No. 1 Painan is 323 students. Since the limitation of ability and time in conducting this research, 32 students was choosed as the sample in this research. In choosing the sample for this research, the researcher takes 10% from the population. So that, from each class takes three or two students as the sample. As states by Gay (2002) the minimal sample for descriptive study is 10%

of the population while for a relatively small population at least 20% of the population. And to choose the students to be sample, the writer used proportionate random sampling technique; the researcher writes each name of the students in each class. After that, the researcher rolled-up paper that written of the students' name. Then, it is taken randomly based on the number of sample of each class.

2.3 Research Instrument

The research instrument for this research was writing test. The writing test has content validity. It is based on the content of curriculum and material that has been taught to the students in the first semester. A test is valid if it measures what it purpose to measure (Anderson et. Al in Arikunto, 2013:80). The test that the researcher give to the students is based on the syllabus, the content of curriculum and teaching material that have been taught by the English teacher.

According to Arikunto (2013:87) in measuring the reliability of the test product moment formula can be used. The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

R_{xy} : Coefficient correlation between x and y

N : Numbers of stud

$\sum XY$: Score total of cross x and y

$\sum X$: Sum of the item score x

$\sum Y$: Sum of the item score y

$(\sum X)^2$: Square of x

$\sum Y^2$: Square of y

Table 3.7: Criterion of reliability test

Degree of (r)	Interpretation
0.800-1.00	Very High
0.600-0.800	High
0.400-0.600	Fair
0.200-0.400	Low
0.000-0.200	Very Low

Finally, the degree of coefficient correlation of the test would be checked whether the test is reliable or not based on Arikunto's idea (2013:89)

2.4 Technique of Data Collection

In collecting the data for this research, the researcher distributed the sheet of written test of report text. There were some procedures that had been done. First, the researcher asked the student in class XI to write a report text based on four topics that researcher offer. Then, the students choose one topic from four topics offered to develop into a report text and the writer explained to the students about what they should do during the test. The test was observed by the researcher. The time of the test is 90 minutes. The last, the researcher collected the students paper to be scored. After collecting the data.

2.5 Technique of Data Analysis

In analysis the result of the research, the researcher analyzed the data in several steps: first, the students writing were scored by two scorers about generic structure; identification and description, language features; timeless present tense, technical terms, relating verbs and common noun. Second, after all of the students' text were scored, Then, the researcher analyzed the students' writing based on the criterion of writing score that they get in their writing. And to get the conclusion of the students' ability in writing report text the researcher got it from the students' mean score in writing report text and then interpret the scores into arikunto's criterion; they are excellent, good, average, poor or very poor. The table criterion of writing students' ability purposed by Arikunto (2013:245). It could be seen in the following table below.

Table 1: The Interpretation Range of Students' Writing Achievement

Test score	Probable class performance
91-100	Excellent
81 - 90	Very good
71 - 80	good
61 - 70	Fair
51 - 60	Poor
Less than 50	Very Poor

3. Results

This research was done at the second year students of SMKN 1 Painan in academic year 2017/20018. There were 32 students' takes as the sample of this research. In obtaining the data for this research, the researcher used writing test. After that, the students' writing was scored by two scorers; both of them were teachers at Vocational high school number one Painan and the researcher itself. And it was scored based on the scoring rubric of report text was developed from Brown (2004:244) and Raison (2004:38). The scorers were using the same scoring rubric to analyze the students' writing ability of report text. The data were analyzed based on the generic structure of report which consist of identification paragraph and description paragraphs and language features of report text, they are timeless present tense, Technical term, relating words and common noun.

After administering the writing test to the students. Then, calculating the result of writing score, it found that the Percentage of students' ability in writing report text is as bellow:

Table 2. Percentage of Students' Ability in Writing Report Text

Score	Category	Number of students	Percentage
91 -100	Excellent	0	0%
81 - 90	Very good	0	0%
71 - 80	good	0	0%
61 - 70	fair	12	38%
51- 60	poor	18	56%
Less than 50	Very poor	2	6%
Total		32	100%

The table 2' shows that there were twelve (38%) students had fair ability, eighteen students (56%) had poor ability and two (6 %) students had very poor ability in writing report text. It can be said that the second year students' ability in writing report text of SMKN 1 Painan was fair because most of students had fair ability in writing report text. It means that the students had problems in writing report text.

Besides, the students' ability of writing report text can be see from the students'score in of writing components report text. it can be see in the table below:

Table 3. The classification of students' average score in writing report text

Indicators	Score			Category
	Score1	Scorer 2	Total Score	
Generic structure				
General classification	17	17	17	Fair
Description	18	17	17	Fair
Language Feature				
Timeless present tense	6	5	6	Fair
Technical terms	6	5	6	Fair
Relating verb	6	5	6	Fair
Common noun	6	5	6	Fair
Total			58	Poor

The table 3 above shows that the students' ability of writing report text of general classification is categorized into fair in score 17. For the description, the students' ability is in score 17 in category fair and language features of report text of timeless present tense is categorized fair in score 6 and the technical terms in score 6 in category good , the relating verb in score 6 in category good and the common noun in score 6 in category good. The average score of students' in writing report text is 6 in fair category.

In summary, from the result finding, the students' ability in writing report text was poor. Also, most of students cannot achieve the passing grade which was seventy. It means that, this research with the title 'Students; Ability in report Text at Eleventh Grade Students of SMKN 1 Painan' was found that the students still have problem in developing the general classification and description paragraph, and in using language features of report text of timeless present tense and

it means that report writing text was hard to the students at the eleventh grade of vocational school.

4. Conclusion

Based on the findings it can be concluded that the students' ability in writing report at the second grade SMKN Painan was poor. It was based on the analysis of all of indicators in this research. Concerning with generic structure (general classification and description paragraph), and language features of report texts that consist of timeless present tense, technical terms, relating verbs and common noun. Where the average students' score was 58 and it cannot achieve the passing grade in writing which was seventy.

5. Implication

It can be implied that the vocational school students in Painan have poor ability in English especially in writing skill. The students did not know how to write well especially in writing report text. It means that students need to study hard to learn about writing components especially components of report text and do some exercise to avoid the same error when writing.

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