
EXPLORING STUDENTS' REPORT TEXT AT THE ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF KHAIRUN UNIVERSITY

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Abstract

This study aims to find out how to explore the text of student reports at the Khairun University English Education Study Program. The purpose of this study was to obtain information about the text of the Exploring student report. It is a qualitative method design and uses tests to collect data. Involving 20 fifth semester students. The researcher found that the aspects written by 20 respondents were more dominant in the generic structure. Writing report text is more accurate on generic structure and more wrong in writing text on linguistic features which include grammar, and vocabulary.

Keywords: *Exploring, Writing, Report Text.*

INTRODUCTION

Writing as a productive skill means the ability to express ideas, feelings, opinion, imaginations, and knowledge into a written form more freely. Although it seems to be more in fact, writing process is still considered as one language skill that is most difficult to perform. Many complicated requirements should be included to produce good writing result.

Writing is an important skill that should be mastered by English language learners. Writing makes learners need to express their own ideas, emotions, and creatively to make their writing be interesting to read. According to Carroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. According to Kane (2000), writing has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). Moreover, writing can also sharpen our thinking skills. Brown (2003) said that learning to write "well" is difficult in any language, even in our own native language.

According to Dorothy E Zemach (2005) Writing is an important form of communication in day to day life it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Writing is a form language using activities in the form of written. In writing process the students must be focus to select idea, must have a lot of vocabulary when writing, be creative in using of language, and understand proper spelling or grammar.

Helping students to make good writing needs time. Even though English has become one subject which is taught as a compulsory subject at schools, the time for teachers and students to spend in the classroom is limited. Considering this fact, it is important to stimulate the students to study autonomously. So that, they can be more independent and active in their own learning.

A. The Definition of Writing

Writing cannot be separated from human being. Most people did a writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things, we can express our ideas and opinions, we can explain something to the reader, we can get many information, we can still communicate even it is in long distance, we can dispense our hobby like write a short story, novel, or science, and many others. We cannot imagine if this world without writing. In short, writing has very significant role in our live.

Writing is also has important role in the educational context. Writing is one of four skills (listening, speaking, reading, and writing) that students must learn. Writing has always appeared in the syllabus of teaching English. In educational field, writing is evidence of successful learning because there are feedbacks from the understanding of learning where writing result can be analyzed directly (Richards, 1990:100). Hurwitz (2008:136) added “writing is essential when the second language is needed for academic or professional purposes”. In addition, Raimes (1983:3) stated that writing could help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea. However, the students still need a guided from the teacher as facilitator to develop their writing skill and create a good written.

1. The Characteristics of Written Language

Brown (2001) pointed out several characteristic of written language such as: permanence, production time, distance, orthography, complexity, vocabulary, and formality. The explanation of each characteristic are as follows:

a. Permanence

Writing is permanent. The writers cannot re-edit their writing when their writing was finished.

b. Production time

A sufficient length of time will affect the production of a good writing. When the time given is not sufficient, the writers may produce a messy text.

c. Distance

A good writer is the one who can deliver the message of this writing clearly to the target reader. Distance means a range between the writer and the target audience.

d. Orthography

e. Complexity

f. In produce writing

The writers should write clearly, cohesively, and coherently in delivering the message to the readers.

g. Vocabulary

The writer should learn and take benefits from the extensive number of English words. The writer should now the lexical items used in the text may have different depend on the context embedded.

h. Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.

2. The Process of Writing

Writing is a productive skill and the stages of a writing lesson differ from that of receptive skill. A typical process writing lesson usually includes pre-writing, writing revising, editing, and publishing the final version (Zakime, 2018). According to Alves (2008), process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages can be represented.

B. Report Text

According to Susilohadi (2008) report text is a text that classifies or describes something in general. Reports begin with a general statement which introduces the topic. In the description, facts (parts, qualities, habits and behaviors of the subject) may be described.

Report is a text which presents information about something, as it is and as a result of systematic observation and analysis. Beside this definition, there are some experts who explain definition of report text (Ristiyani, 2011, p. 17).

METHODOLOGY

This type of research uses descriptive qualitative analysis methods. Data collection techniques are the most strategic step in research, because the main purpose of research is to get data. Without knowing data collection techniques, researchers will not get data that meets predetermined data standards. In qualitative descriptive research, data collection is carried out in the test of students'.

DISCUSSION

The results of the research show that the aspect written by 20 respondents is more dominant is Generic structure. It can be seen in the finding above that the writing of text reports is more correct in the generic structure and more incorrect in writing the text on the language features including Grammar, and vocabulary. Based on the data analysis, the results of the respondents who wrote the report text from Generic structure and Language Features can be seen in the findings above. However, in terms of the content of the 20 students report texts it shows that:

According to Barker (2000) the generic structure of report text: Title: a title that describes the subject being discussed. General Classification: Stating classification of general aspect of things; animal, public place, plant, etc. which will be discussed in general. This part as an introduction to the main discussion. Description: describing the thing which will be discussed in detail.

Based on the findings of the researcher about the students' attitudes of using online games in English learning, it is supported by the findings of previous research with the title Based on the results of relevant research with the title The Use of Picture in Teaching Writing Report Text by Siti Mahmudah. In her research, she was using picture to teach writing of report text. The objectives of her study were to find out the students' achievement in writing of report text. She was using picture as media to teach writing of report text. She was taking 2 classes of 8th grade students of M.Ts. N Jekerto Grobogan as experimental and control class. The result is that picture can improve students' achievement in writing report text.

CONCLUSION

This can be seen from the data analysis that most of the students of the fifth semester English education study program at Khairun University who participated in this study and were able to write report texts. The aspect written by 20 respondents is more dominant is Generic structure. writing report text is more accurate on generic structure and more wrong in writing text on linguistic features which include grammar, and vocabulary.

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