

CHAPTER I

INTRODUCTION

1.1 The Background of Research

English is a global language with vital applications in economics, commerce, science, and other fields. According to Goodwyn & Branson (2005:1), English is very essential and is often considered as the most important of all school courses, owing to the fact that writing, reading, speaking, and listening are required in every school subject and in life to varying degrees. As a result, mastering English is extremely crucial in Indonesia. Because of the importance of English in both oral and written international communication, the Indonesian Ministry of Education has made it a compulsory subject in schools. Every student struggles with learning and comprehending English. This is reasonable, given how different it is from the language of students studying in the national language, such as Indonesian students who are not natural English speakers or American students. They are perplexed by learning new languages, writing, and pronouncing words.

Understanding English as a foreign language begins with English study activities and adequate skill acquisition. It is critical for students to grasp all aspects of the English language. Reading, listening, and writing are examples of receptive skills, whereas writing and speaking are examples of productive skills. The process of deriving meaning from written material is known as reading. Speaking is an interactive, production-based process of meaning formation. Then writing is a talent that entails understanding all components of the target language in order to learn how

to communicate thoughts in written form. These abilities are interconnected. As a result, students must be aware of these four abilities. This is also confirmed by Chitra and Thiagaraja's (2001:1) assertion that students' communicative competence in the target language is determined by their mastery of language skills.

Writing is the act of putting anything down on paper. Writing is, in reality, a verbal transaction in which you liberate yourself from what you are now thinking, feeling, and seeing (Brown, 1994:324). According to Baker (1991:1), Writing is the most essential thing we can do since it allows us to record our ideas, actualize our thoughts, and stand out as fluent persuasive individuals in front of a meeting or the employer. In this scenario, writing is a kind of human communication that may convey information to readers since it can express thoughts even on paper. Brown (2001:335) also argues that complex activities and claiming that writings “as different from speaking as swimming is from walking”. In short, Brown claimed that writing was a difficult task, and the researcher agree.

Writing, as a productive talent, differs from speaking or other receptive skills in that it requires not just a large vocabulary to compose a paragraph, but also perfect syntax and other standards to be followed. Writing is an action that may be productively prepared for work in other abilities such as listening, speaking, and reading, according to Nation (2009: 113). Writing is often used to measure a student's progress in learning English. Writing is a productive skill that helps students develop their ability to express what they feel and think. Writing is one of the talents that children in elementary school, as well as seniors in high school, and even college students, find difficult. "Writing isn't easy," (Scott and Ytreberg, 1990: 68).

Recount text, narrative text, explanation text, report text, descriptive text, parody, analytical exposition, news item, anecdote, process, hortatory description, debate, and reviews are among the 13 categories of text (Gerot and Wignell, 1994:192-223). However, the writer will concentrate on report text in this study. A report is a type of text that can be written in a descriptive style. It gives the readers a description of an object. The length of the text is determined by the precise specifics of the described object. A report may be characterized as a description of how things are in our surroundings, containing references to a variety of natural, man-made, and social occurrences (Gerot and Wignell, 1994:196). The language of a report is a well-organized summary of data that clarifies or characterizes an item or event in its current state. To put it another way, report text is a sort of text that conveys information about something as it is, based on methodical observation and analysis.

Writing report text is seen to be difficult by the majority of students. If their language skills are poor, the challenge becomes more apparent. The researcher had the experience when the researcher wrote a report text, the researcher had difficulty because it was difficult to distinguish between the report text and the descriptive text. On the other hand, based on the results of the preliminary research conducted by the researcher, a third semester student at HKBP Nommensen Medan majoring in English education, also had difficulties in writing report texts such as not focusing on the generic structure and not using the simple present tense well.

There are many factors that cause students difficulties in writing report text, such as report text does not get a sufficient portion of explanation in the form of teaching materials and by the teacher's explanation. Some textbooks only provide a few basic

explanations and some brief examples that might even confuse you to clearly distinguish between report text types and other types of text. Likewise, teachers or lectures sometimes do not have enough time to provide additional knowledge about report texts due to limited lesson hours. Meanwhile, only a few books on the market are specifically used in English.

From all the explanation above, the researcher would like to carry out the research with the title: **“An Analysis of Students’ Difficulties in Writing Report Text at the 3rd Semester majoring in English Education in HKBP Nommensen University Medan”**.

1.2 The Problems of Research

The researcher identified the problems based on the background above, namely :

1. What are the students’ difficulties in writing report at the third semester majoring in English Education in HKBP Nommensen University Medan?
2. What are the causes of students’ difficulties in writing report text at the third semester majoring in English Education in HKBP Nommensen University Medan?

1.3 The Objectives of Research

Based on formulation of problem above, the objectives of the study are:

1. Describing the difficulties that students have in writing report text at the third semester majoring in English Education in HKBP Nommensen University Medan

2. Finding the factor that cause the students' difficulties in writing report text at the third semester majoring in English Education in HKBP Nommensen University Medan.

1.4 The Scope of Research

There are 13 types of text, namely recount text, narrative text, explanation text, report text, descriptive text, spoof, analytical exposition, news item, anecdote, procedure, hortatory description, discussion and reviews (Gerot and Wignell, 1994:192-223). However, the writer will concentrate on report text in this study. This research focuses on the students' challenges in creating report texts that focus on generic structure, significant lexicogrammatical features, diction and punctuation at the third semester majoring in English Education in HKBP Nommensen University Medan.

1.5 The Significances of the Research

1. Theoretically
 - a. To give formation regarding the explanation of students' comprehension in writing report text, then to determine what obstacles students face in writing report text and what factors make it difficult for students to write a report text text at HKBP Nommensen University Medan's third semester majoring in English Education.
 - b. The result of the research can help other researchers to do further research and also whoever wants analyze the students' difficulties in writing report text.

2. Practically

a. For the lectures:

This research is expected to be able to contribute to lecturers so that a solution can be found in the form of assistance activities to prevent students' difficulties in writing report text.

b. For the students:

This research is motivates students to make better writing, especially in writing report text

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 Defenition of Writing

We often hear the word writing in our daily life. Writing is an activity that someone does to produce text. People who are copying lessons, writing songs, writing in a diary, even people who are scribbling on walls can be said to be doing writing activities. Writing is one of the skills that students need to learn. Writing is the process of transferring ideas into an understandable written form. According to Sapkota (2012:70) quoted in HARRISSET. AL (2014:55), writing is an activity of putting graphic symbols that serve to present a language to convey a meaning so that readers can catch the information the author is trying to convey. Maharani (2007:12) states that writing is the expression of ideas, ideas, thoughts, or feelings through written language. In other words, writing is an activity that a person does to express his thoughts through writing.

Through writing, English learners can convey messages to their readers at any place and time. Writing skills are difficult and complex language skills because they require broad insight and broad thinking. It can be said that writing involves several components including content, organization, vocabulary, grammatical structure and mechanics such as punctuation and capitalization. As a result, students are unable to write because their writing does not master these components. When writing, students need to express ideas and arrange ideas in a good content, organization, vocabulary,

grammar and mechanics. Writing, according to Nunan (2003:88), is mental effort that involves locating ideas, considering how to communicate them, and organizing them into coherent statements and paragraphs.

2.1.2 Purpose of Writing

There are four purposes that the writer uses to write. When people communicate ideas in writing, they usually do so to express themselves, to inform the facts and other information to their readers, to persuade an opinion or purpose and support it with reasons and supporting details so that the audience agrees or to create literary works (Syafie'ie 1988:51-51).

2.1.3 Process of Writing

Writing is an action that is never a single step. Writing as one of the productive skills requires a process. This process requires the writer to write sequentially, Harmer (2001:4) stated that the writing process is the stage that a writer goes through to produce something (written text) before it becomes the final draft. According to Blanchard and Root (2003:41-44), there are 4 processes of writing, namely :

2.1.3.1 Planning

The author should consider three primary points at this point. Specifically, the content's purpose, audience or readers, and structure. The sort of text the author intends to generate, the language the author employs, and the material the author decides to include will all be influenced by the goal of the writing. Second, the author must consider the readership. Not only will the audience impact the format of the writing (how it is ordered or how paragraphs are formed), but it will also influence the language used (formal or informal language). Third, the structure of the work's

substance must be considered by the writer.

2.1.3.2 Drafting

You can go on to the following phase when you've done planning. Use the ideas you created through planning as a guide when you compose the initial draft of your paragraph.

2.1.3.3 Editing

Editing is the process of revising and improving a first draft. Authors proofread their own or others' work for grammar, spelling, punctuation, diction, sentence structure, and the correctness of supporting textual information such citations and examples.

2.1.3.4 Final Version

As a result, we've reached the end of the writer's process, and the written material is ready for publishing. The procedures outlined above provide students with a series of structured learning experiences that will assist them in better understanding the nature of writing at each stage. As a result, writing methods are critical in producing high-quality writing.

2.2 Types of Text

English has many types of texts and each has its own characteristics that distinguish it from other texts. Students can choose any type of text according to their needs in writing a paragraph, of course based on the function and purpose of the type of text itself. Gerot and Wignell in Za'in (2017:24-28) state that there are various genres in writing. Pay attention to the following table:

Table 2.1 Types of Text

| Types of Text | Function of Text | Generic Structure |
|--------------------------|---|--|
| 1. Spoof | To narrate a story with a humorous twist. | a. Orientation: Establishes the scene; b. Event: Describes what occurred. |
| 2. Recount | Prior actions, such as past experiences, should be recounted. | a. Orientation: Set the scene and introduce the participants; b. Event: Tell the sequence of events; c. Re-orientation: Training-closing event. |
| 3. Report | To explain what it is, using examples from our environment's natural, man-made, and social occurrences. | a. General classification: Provides general information about phenomena. b. Description: Provides a thorough overview of the subject. |
| 4. Analytical Exposition | To engage readers or listeners in a discussion about a case. | a. Thesis: Introduces the issue, including the major argument that will be given b. Arguments: Made up of dots and complicated sequences c. Re-orientation: Forcefully restates the ore position |
| 5. Explanation | To describe the processes that lead to the formation or functioning of social and cultural natural phenomena. | a. General remarks to establish the reader's stance b. An explanation of why or how something occurred |
| 6. News item | To provide readers, listeners, or viewers with information about current events that they consider valuable or significant. | a. Newsworthy events: Provides a synopsis of the events. b. Historical context: Describes what occurred to whom and under what conditions. c. Source: Comments from attendees, witnesses, and professionals who were present during the occurrence. |
| 7. Anecdote | To tell others about an unusually amusing occurrence. | a. Abstract: a recounting of an exceptional incident. b. Orientation: Contextualization c. Crisis: Provides information about extraordinary events. d. Reaction: This is a reaction to a situation. e. Coda Choice-reflection or event appraisal |
| 8. Narrative | To amuse, amuse, and deal with genuine or | a. Orientation: Set the scene and introduce the participants. |

| | | |
|--------------------------|---|--|
| | representational events in a unique way. | <ul style="list-style-type: none"> b. Evaluation: Taking a step back to assess the dreadful situation c. Complications: A crisis occurs. d. Resolution: The crisis has been resolved, for better or worse. e. Re-orientation: Optional |
| 9. Procedure | To make or do a task. It gives step-by-step directions for completing a task. | <ul style="list-style-type: none"> a. Purpose: The goal of following the instructions. b. Material: Substance or apparatus c. Procedures or Steps: Set of instructions |
| 10. Description | To refer to a certain person, location, or item. It is used to describe something specific. | <ul style="list-style-type: none"> a. Identification: the phenomena that will be discussed. b. Description: Provides information about an object's attributes. |
| 11. Hortatory Exposition | To persuade a reader or listener that something should or should not take place. | <ul style="list-style-type: none"> a. Thesis: The problem of concern is announced. b. Arguments: Causes for worry that lead to suggestions. c. Recommendations: Proposals for what might or might not happen. |
| 12. Discussion | To express one's point of view on a topic. | <ul style="list-style-type: none"> a. Issue: a statement and a sneak peek b. Arguments: The main point and its development c. Recommendations at the conclusion |
| 13. Review | For the general audience, criticizing a work of art or an event. | <ul style="list-style-type: none"> a. Orientation: Background information in text b. Interpretative recount: c. Evaluation: A summary of the artwork, including characters and narrative b. Evaluative conclusion: The final word on the critiqued artwork's evaluation or punch line. |

2.3 Report Text

2.3.1 Definition of Report Text

Report genre usually tells the natural or non-natural phenomena or even social phenomena. This genre writing is a kind of descriptive writing; however, it is not really descriptive because it provides the information dealing with the natural or non-natural phenomena. This is also not matter of procedure genre because it doesn't tell

the process of a phenomenon such as how volcano occurs, how drought happens, or how the global warming takes place. It tends to describe and provide information about the cases scientifically and academically in order to improve knowledge of the reader (Pardiyono 2007 in Dergayasa 2016:70). Report text is a well-organized summary of information that clarifies or describes an object or event as it is. In other words, report text is a type of text that presents information about something as it is which is the result of systematic observation and analysis. A report may be characterized as a description of how things are in our surroundings, containing references to a variety of natural, man-made, and social occurrences (Gerot and Wignell, 1994:196).

2.3.2 Structure of Report Text

When reading a report text, you will come across a basic pattern that is common to all report texts. In general, the type of report text has several parts, namely : the title, general statement, and description (Dirgeyasa 2016:71).

2.3.2.1 Title

Report text generally have concise titles without connotative meaning. The title is usually the object to be discussed. In the example of the report text below, the title used is very concise but can represent the entire content, intent, or purpose of writing the text. The text only uses the title "Snakes" to represent all types of snakes in general around the world.

2.3.2.2 General Statement

Usually, a report text begins with a general statement which is an introduction to the object to be written. This general statement can be in the form of a short sentence,

but it can also be in the form of a paragraph that provides a brief introduction to the topic or object to be discussed. At this stage, you can provide a brief description or definition of the report object. You can also convey the conclusion or essence of the entire text that we want to convey.

2.3.2.3 Description

Then, you will enter the description stage which conveys supporting information on objects in the text. This description stage can be in the form of a single paragraph or a series of paragraphs about the object of discussion. However, in many report texts, we will find that supporting information is presented in a short and simple manner by only including the main idea or action without including explanations.

2.3.3 Lexicogrammatical Features of Report Text

Report text has a distinctive linguistic feature. The linguistic features in the report text can help you recognize or identify the type of report text quickly and distinguish report text from other text genres. According to Gerot and Wignell (1994:196), the lexicogrammatical features of report text are :

2.3.3.1 Focus on Generic Participant

The report text uses generic participant and does not include special participant that do not represent the type in general.

2.3.3.2 Using Relating Verbs

Relating verbs are words like am, is, are, have, seem, appear and others. In report text, relating verbs are used to describe the general characteristics of an object.

2.3.3.3 Using Simple Present

The tenses used in the report text are simple present, except for objects or living

things that are already extinct.

2.3.3.4 Not Using Adverbs of Time Sequence

The report text does not use adverbs that explain the time sequence or temporal sequence, such as: first, second, third.

2.3.4 Example of Report Text

When reading a report text, you will come across a basic pattern that is common to all report texts. In general, the type of report text has several parts, namely: the title, general statement, and description (Dirgeyasa 2016:71).

Look at the following example of report text and understand its structure.

Table 2.2 The Example of Report Text

| SNAKES | |
|----------------------------|---|
| General Statement : | Snakes are a kind of reptile (cold-blooded creatures). They are related to lizards (the scaled group, Squamata), although they are a separate subgroup (Serpents) |
| Description : | |
| Apperance | Snakes don't have legs, but they used to have claws to assist them slither along. Snakes aren't slimy at all. Scales, which are merely lumps on the skin, cover them. To avoid friction as the snakes slither around the ground, their skin is hard and shiny. |
| Behavior | In hot temperatures, snakes frequently roast on rocks. This is due to the fact that snakes are cold-blooded and require the warmth of the sun to warm themselves. The majority of snakes dwell in the countryside. Some snakes reside in trees, some in water, but the majority of snakes live on the ground in abandoned rabbit burrows, dense, tall grass, and old logs. |
| Diet | Frogs, lizards, mice, and other snakes make up the majority of a snake's food. Small crocodiles and even wild boars are prey for the Anaconda. Many snakes use their fangs to defend themselves. Boa constrictors have the ability to give you a powerful bear hug. It has the ability to break every single bone in your body. Some snakes, such as the Cobra, are protected by frightening away their predators. The flying Snake flies away from the threat. Their skin spreads out as their ribs widen apart. It uses the same principle as sugar gliders. Snakes are ecologically and culturally important. Because they operate as both predator and prey, they play a vital role in ecosystems. Snakes contribute to the health of ecosystems by eating frogs, mice, and other tiny creatures. Birds and other bigger creatures rely on snakes for food and energy |

2.4 Students' Difficulties

2.4.1 Defenition Students' Difficulties

Having difficulty weighing the circumstances or dealing with a challenging scenario. Difficulty is a condition that manifests as impediments in actions aimed at achieving goals, necessitating increased effort to overcome these problems. Learning difficulties affect children who have problems with one or more of the basic processes of language acquisition, such as listening, thinking, speaking, reading, writing, spelling, or counting. These disorders can manifest themselves in impaired abilities to listen, think, speak, read, write, spell, or count (Nini Subini 2011:13).

The following are some definitions of dealing with student difficulties in learning which are described in the national education curriculum:

1. Hammil, et al., (1981) in Nini Subini (2011:14)

Students' difficulties in learning are various forms of real difficulties in listening, speaking, reading, writing, reasoning, and arithmetic activities.

2. ACCALD (Association for Children and Adult Learning Disabilities) in Lovitt, (1989) in Nini Subini (2011:14)

Students' difficulties in special learning are a chronic condition that is thought to stem from problems from neurological problems, which interfere with the development of integration and verbal and nonverbal language abilities.

3. NJCLD (National Joint Committee of Learning Disabilities) in Lerner, (2000) in Nini Subini (2011:14)

Student difficulties in learning is a broad word that encompasses a wide

range of issues in listening, speaking, writing, and arithmetic. This condition is caused by a problem element inside the individual himself while detecting and processing information about the items he perceives, rather than a physical or mental handicap or the effect of surrounding variables.

According to some of the definitions above, students' learning issues are numerous disorders in hearing, speaking, reading, writing, and arithmetic caused by both internal and external variables such as environmental, cultural, social, learning facilities, and others. In addition, children cannot master the material, even avoid lessons, ignore the tasks given by the teacher, resulting in a decrease in learning scores and low learning achievement.

2.4.2 Factor of Difficulties

According to Nini Subini (2011:18), the learning outcomes achieved by students are influenced by two main factors, namely factors contained within the students themselves which are called internal factors and those found outside of students which are called external factors.

2.4.2.1 Internal Factor

Internal factors according to Hendra Surya (2015:6), are factors that originate within the child. Because internal factors are highly dependent on the development of brain function, particularly while in the mother's womb, the nutritional factor of mothers and children is critical in determining later brain intelligence. Low memory, impaired senses, child's age, gender, study habits or routines, level of intelligence or intelligence, emotional or feeling interest, motivation or ideals, attitudes and behavior, learning concentration, the ability to demonstrate learning outcomes, self-

confidence, maturity or readiness, and fatigue are all examples of internal factors.

2.4.2.2 External Factor

External factors are those that are influenced by environmental conditions around children. These external factors include three things, namely:

1. Family

The family is the first environment that has the most influence on the lives of students before the conditions around the students (community and school) are almost 75% of the time the child spends in the family from waking up to going back to rest. It is the family that surrounds the student. Because that is the family who first prints the personality of the students. How to teach children, interactions between family members are all factors in a family setting that can influence a student's degree of intelligence or learning results.

2. School Factor

School is a place for children to learn after the family. School environmental that can affect children's learning difficulties include teachers, learning methods, instruments or facilities, school curriculum, teacher-child relationships, relationships between children, school discipline, lessons and time, lesson standards, assessment policies, building conditions and homework(Nini Subini 2011:39). .

3. Environmental Factors

In addition to the family and school children also interact with the community environment. Children's activities in the community, people to hang out with, and societal patterns of living are all examples of community environmental elements that might influence learning outcomes.

2.5 Difficulties in Writing

The researcher focused on the challenge that students confront while writing, particularly when creating report text, in this study. Writing is seen to be difficult by the majority of students. Because there are several crucial components in writing, such as vocabulary, spelling, punctuation, and grammar. Because they don't grasp the report material, children are having difficulty learning English. However, throughout, this sort of Report Text does not receive a significant amount of explanation in the form of teaching materials and from the lecturer's explanation. Students must make an attempt to solve and comprehend the lesson of the report text.

Porter in Harmer (2004:31) stated that most people will not realize that writing is a craft. You have to take your apprenticeship in it like anything else. Based on the statement, writing is an important skill but a difficult skill for students to master, because of many tools in it. When practicing to produce great writing, difficulty is a common word for students. Erisda (In Lisa Novita S 2021:19) stated that learners will find the difficulties to write because of calling a fresh idea comes in mind, developing a topic from that idea and choosing sentences that can connect each other is not a easy thing to do.

The problem that occurs in writing is a problem posed by students. Some students are still not thorough in writing, and also don't understand how to find ideas and develop ideas. The types of problems in writing are grammar problems, sentences structural problems, word choice problems and cognitive problems. Grammar problems, mechanical problems, sentences structure problems and problems of diction problems are linguistic problems that hamper students' effective in writing

English. This mean that the expert in the opinion that the problem that occurs to students in writing is the ineffectiveness of students in writing apply grammar, structure and other writing rules. Gumus (in Sari Lisa 2021:19) mentioned that there are some problems that students face when they write and it can cause diffulties in writing. It's a pre-writing difficulties like the selection for topic of writing: the organizational difficulties and vocabulary difficulties, technical difficulties such as grammar, punctuation and spelling grammar. But in this research, researcher analyzed the difficulties in diction and punction that will be explain below :

2.5.1 Diction

Diction refers to a person's choice of words to communicate a concept or start a thing, as well as issues regarding language style and expression. Diction encompasses expressions, language styles, and expressions in addition to expressing which words are utilized to represent concepts. As a result, it can be stated that diction is the appropriate use of words to convey a concept when other factors such as expressions, language styles, and expressions are present, allowing for the delivery of ideas as expected.

2.5.2 Punctuations

Punctuation marks the structure and order of written text, as well as intonation and pauses to be recognized when reading aloud. A period or an exclamation mark can be used.

2.6 Previous Research

The writer puts related studies to support this research, the researcher evaluates these followings relevant studies in attempt to strengthen this thesis.

The first study was done by Pestaria et al (2014) that conducted entitled “Students’ Difficulties in Writing Report Text at Grade IX SMP Negeri 5 Tanjungbalai”, published online 2014. The objective of this study is on students' challenges in producing report text in grade IX of SMP Negeri 5 Tanjungbalai, as well as generic structure and lexicogrammatical elements. The students struggle to use the right tense in their study. They employed simple present tense in their writing report language, but they also used simple past tense. The kids were then unable to correctly compose the phrases using simple present tense. This preceding linked research aids the writer in comprehending the challenges of creating report content.

Batubara et al (2021), This second study was conducted entitled “An Analysis on the Students’ error in Writing Report Text at Eight Grade Students of SMP N 6 Timang Gajah”, This Journal published on 2021. The purpose of this study was to assess the mistakes made by eighth-grade SMP N 3 Timang Gajah students when writing report text. The qualitative descriptive method was employed in this study, as well as data collection techniques such as observation, interview, and test depending on purpose. In this study, the students' faults in writing report text were caused by their limited vocabulary, and the students' motivation was the primary obstacle in teaching writing, where he claimed that there were many relevant sources, but the students did not want to read them. This research aids the writer in understanding the faults that generate difficulties in creating report text and the causes of these issues.

The third study entitled “Grammatical Error of the Third Semester Students in Writing Report Text at Nommensen HKBP University, Pematangsiantar” was done by Dhillon Sing (2016). This research was conducted as a qualitative research. This

journal published in 2016, The writer came to the conclusion that the students in the third semester of the Teacher and Training Education Faculty at Nommensen HKBP University made four types of errors in writing report text: omission, addition, miss-formation, and miss-ordering, and that all of the students made the four errors. This indicates that the children have not mastered the skill of writing sentences or paragraphs. And the most common mistake was miss-formation, particularly in regularization and archi-form in verb selection. They lacked command of syntax and spelling, and they were less careful when writing report content, which made it harder to prevent errors. This last previous research contributes to the researcher about the types of difficulties faced by students in writing report text and provides information about the dominant difficulties faced by third semester students.

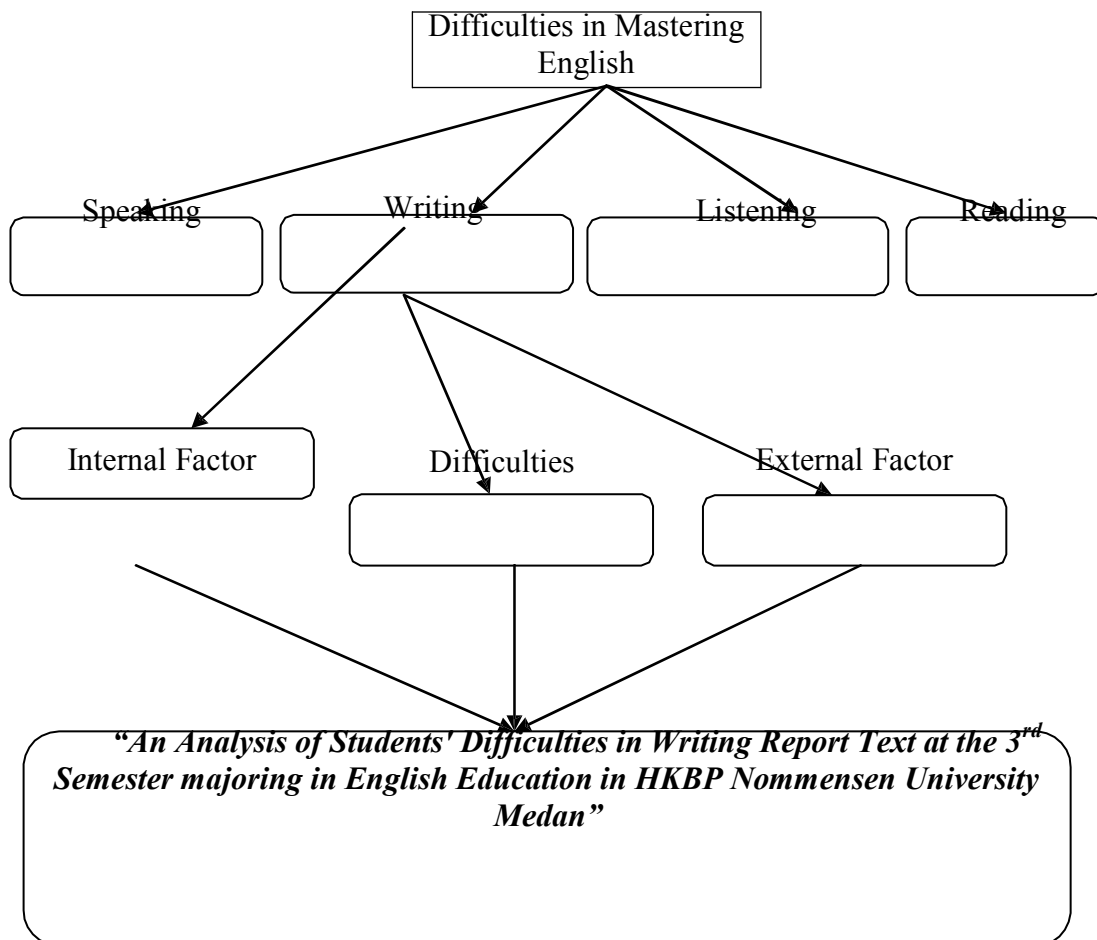
2.7 Conceptual Framework

Understanding about English as a Foreign language is begun with English learning activities through learning the skills properly namely Speaking, Writing, Listening and Reading. It is very important for the students to master all English language skills. But, the researcher will focus on Writing Skill.

Writing is a productive skill that helps students develop their ability to express what they feel and think. There are 13 types of text, namely recount text, narrative text, explanation text, report text, descriptive text, spoof, analytical exposition, news item, anecdote, procedure, hortatory description, discussion and reviews. but in this research, the writer will focus on report text.

Writing is one of those abilities that might be difficult to master. Writing text, especially report text, is difficult for students. The majority of students believe it is challenging even for students in college. "Writing is not simple," unfortunately (Scott and Ytreberg, 1990: 68). Internal and external variables are two aspects that contribute to students' challenges in creating report text.

Figure 2.1 Conceptual Framework of An Analysis of Students' Difficulties in Writing Report Text at the 3rd Semester majoring in English Education in HKBP Nommensen University Medan



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design for this study was descriptive qualitative research. According to Basrowi & Suwandi (2008:2), qualitative research could identify the subject, feel what the subject experiences in everyday life. The researcher involved in the context, situation and setting of the natural phenomenon being studied in qualitative research. The goal of this qualitative study was to better comprehend the state of a context by providing a thorough description of the portrait of conditions in an experienced environment around, as well as what transpired in the field of research.

Qualitative research was a type of research that produces findings that can not be achieved using statistical procedures or other quantitative methods. According to Strauss and Corbin (2007:1), This qualitative research is research that can be used to examine people's lives, history, behavior, organizational functionalization, social movements, or kinship relationships. Meanwhile, according to Bogdan and Taylor (1992:21), qualitative research is a research procedure that can produce descriptive data in the form of speech, writing, and behavior from the people being observed. Through this qualitative research, it was possible to gain an understanding of reality through inductive thinking processes.

3.2 The Subject of the Research

The subject of the study was students at the 3rd semester majoring English

Education in Nommensen HKBP University Medan. The number of 3rd semester students was approximately 53 people who were divided into 2 groups, namely group A and group B. Here the researcher only examined 15 students consisting of groups A and B. The researcher used purposive sampling in determining the sample. Purposive sampling technique was a sampling technique based on the researcher's considerations regarding which samples are the most suitable, useful and considered to be representative of a population.

3.3 The Source Data

In this study, researcher analyzed the difficulties of students in writing report texts in terms of the generic structure, lexicogrammatical features, diction and punctuation. The main data sources of this study taken from students and student writings. In this study, the researcher analyzed a students' writing carried out by third semester students majoring in English education at the University of HKBP Nommensen Medan and the result of the text helped researcher found and analyzed students' difficulties in writing report texts in terms of the generic structure, lexicogrammatical features, diction and punctuation.

3.4 Instrument of Collecting Data

Research instrument of collecting data was a tool used by researchers to collect, measure and analyze research data. From the definition above, the instrument of collecting data used in this research is students' writing of report text, observation and interview.

3.5 Technique of Collecting Data

To answer all questions in the formulation of the problem, the data obtained from students' writing and interviews. The following were interrelated techniques. First time, the researcher conducted a students' writing and then continue the interview.

3.5.1 Students' Writing

In this study, conducting a students' writing was the first step in collecting data. The researcher did as follow:

1. Giving a task of writing report text about Dog to the students from zoom
2. Giving time 30 minutes to finish their writing
3. Collecting their writing report text by taking photos and sending it to Whatsapp

Then, students' writing report text result collected and analyzed, so the researcher knew what the students' difficulties in writing report text in terms of the generic structure, significant lexicogrammatical features, diction and punctuation.

3.5.2 Observation

Observation was a very important part of qualitative research. According to Guba and Lincoln in Basrowi and Suwandi (2008:95) through observation, researcher can document and reflect systematically on the activities and interactions of research subjects. Researchers could visually observe the object under study so that validity of the data is easier to fulfill.

Based on the theory above, researcher made direct observation from zoom. This data used to see the implementation of students in writing report text without the

help of google. This was done as a tool used to prove that students write report text using their own abilities and this made it easier for researcher to find students' difficulties in writing report text.

3.5.3 Interview

Interview was a technique of extracting data through conversations carried out with a specific purpose. According to Lincoln and Guba (1985:266) interviews can be conducted to construct about people, events, activities, organizations, feelings, motivations, demands, concerns, reconstructing hope in the future, verifying, changing, and expanding information from various sources and changing or extending the constructs developed by the researcher as triangulation. The interview technique chosen by the researcher to obtain more, more accurate and in-depth data.

In this section, the researcher used interview with general instruction. The reason why the researcher used this interview so that the planned topic of discussion could be covered in its entirety and the discussion did not get out of the topic and the planned outline.

Based on the theory above, the researcher in this case in collecting data did the following:

1. At the beginning, the researcher introduced herself and told the students the purpose of conducting the interview.
2. Then, the researcher asked each students about the factors that cause them difficulties in writing report texts.
3. The interview last approximately 10 minutes and with the permission of the participants.

3.6 Technique of Analyzing Data

According to Miles & Huberman (1984:23) the three main components contained in qualitative data analysis must exist in qualitative data analysis, because the relationships and interrelationships between the three components need to be continuously compared to determine the direction of the content of the conclusions as the final result.

3.6.1 Data Reduction

Basically the data reduction process was a qualitative data analysis step that aims to sharpen, classify, direct, clarify, and create focus, by removing things that are less important, and organizing data in such a way that the narrative of the data presentation can be understood properly and lead to reliable conclusions.

In this case, the researcher selected carefully the data to be taken from documentation and interviews and then mark important points to make it easier to analyze. Researcher used data reduction to select only the necessary information related to students' difficulties in writing report texts.

3.6.2 Data Display

Data display was a collection of information that allows researchers to draw conclusions and take action. This data presentation was an assembly of information organizations, in the form of a complete description and narrative, which is compiled based on the main findings contained in the data reduction, and was presented using the researcher's logical and systematic language, so that it is easy to understand.

3.6.3 Conclusion Drawing/Verification

Drawing conclusions was an activity of interpreting the results of data analysis

and interpretation. Drawing this conclusion was only one activity in the form of a complete configuration. Conclusion needed to be verified during the research so that they can be justified. The verification processed for provisional conclusion could be carried out by repeating the research steps, namely by tracing back all the research steps that have been carried out, including examining data collected from the field, reductions made based on field notes, and temporary conclusions that have been formulated.

3.7 Data Triangulation

In this study, the researcher used a triangulation technique. Triangulation is a technique of checking the validity of the data by utilizing something other than the data for the purpose of checking or comparing the data in question (Moleong, 1990:178). Denzym (in Moleong, 1990:178), distinguishes 4 kinds of triangulation as a data checking technique that utilizes sources, method, investigators and theories. Through this technique, the researcher was collected by using information from research document where to find the difficulties faced by the 3rd students in writing explanation text.