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THE PORTRAIT OF EFL LEARNERS' CAPABILITY IN WRITING REPORT TEXT: QUALITATIVE RESEARCH AT SMAN 1 RAJAGALUH

A THESIS

Submitted to English Language Teaching Department of Tarbiyah and Teacher
Training Faculty Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of The Requirements of Islamic Scholar Degree in
English Language Teaching Department



Submitted by:

RINI ANDRIANI

Reg. Numb: 14121310348

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
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ABSTRACT

Rini Andriani. 14121310348. *The Portrait of EFL Learners' Capability in Writing Report Text: Qualitative Research at SMAN 1 Rajagaluh.*

In Indonesia, English as compulsory subject is learned from junior high school up to university. According to School-Based curriculum (Depdiknas, 2006: 308) the objective of teaching learning English at Senior High School is that the students are expected to be able to develop communicative competence both in written and in spoken form to achieve informational literacy level. Although English is compulsory subject in Indonesia, most of senior high school students still have difficulties in learning English, especially writing. Writing is still one of the most difficult skill for language learners because writing is not just arranging the words, but writing is a process of thinking and creativity for writer to develop their ideas, knowledge, information into written language.

The aims of this research are: 1) find out the EFL learners' capability in writing report text, 2) find out the difficulties that are faced by EFL learners when writing report text. Therefore, the analysis mainly employs qualitative methods which is descriptive qualitative. In qualitative study, the researcher is the main instrument for gathering and analyzing the data (Ary et. al., 2010: p 424). This study used observation, interview and documentation as the techniques of collecting data. Participants of this research are the second grade EFL learners of SMAN 1 Rajagaluh, exactly in XI MIPA 4.

This study reveals that EFL learners' capability in writing report text is categorized as fair to poor. They are still difficult to develop and express their idea to the written text. It indicates that the teacher in teaching process has to concern more to touch language structures, text functions, themes or topics, creative expression, composing processes, content, genre and contexts of writing (Hyland, 2003: 2). In addition, the difficulties that are faced by the students when writing the report text are vocabulary, grammar and developing or expressing their idea into written text.

Keywords: *EFL learners, writing capability, writing difficulties, report text*







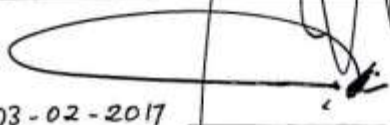

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RATIFICATION

This thesis which entitled "THE PORTRAIT OF EFL LEARNERS' CAPABILITY IN WRITING REPORT TEXT: QUALITATIVE RESEARCH AT SMAN 1 RAJAGALUH" written by Rini Andriani, student number 14121310348 has been examined on 30th January 2017. It has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

Date	Signature
The Head of English Language Teaching Department <u>Sumadi, SS, M.Hum</u> NIP. 19701005 200003 1 002	 <u>03-02-2017</u>
The Secretary of English Language Teaching Department <u>Dra. Hj. Amroh Umaemah, M.Pd</u> NIP. 19661214 199303 2 003	 <u>03-02-2017</u>
Examiner 1 <u>Dr. Hj. Huriyah Saleh, M.Pd.</u> NIP. 19610112 198903 2 005	 <u>02-02-2017</u>
Examiner 2 <u>Drs. Tohidin Masnun, M.Pd.</u> NIP. 19650308 199903 1 002	 <u>02-02-2017</u>
Supervisor 1 <u>Dr. H. Ilman Nafi'a, M.Ag.</u> NIP. 19721220 199803 1 004	 <u>03-02-2017</u>
Supervisor 2 <u>Nur Antoni, ET., S.S., M.Hum.</u> NIP. 19720717 200912 1 001	 <u>03-02-2017</u>

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon


Dr. H. Ilman Nafi'a, M.Ag.
 NIP. 19721220 199803 1 004



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CHAPTER I INTRODUCTION

1.1. Research Background

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. There are two modes of the language use in communication. Those are spoken and written languages. Spoken language is used to communicate with other people orally, such as to give a speech, to discuss something, to clarify the information and to do other communication purposes. Written language meanwhile is the presentation of information on the paper in form of writing.

Writing is the most important productive skill for L2 learners to develop especially when they use the language for academic purposes or for certain types of other service functions, such as providing reports to supervisors or clients (Saville and Troike, 2006: 163). 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).

In teaching and learning English the learners must cover the four language skills namely listening, speaking, reading and writing. Even though writing may be considered the last skill, we cannot ignore this skill because it is also as important as the other skills. Writing is still one of the most difficult skills for language learners. Learning L2 writing is one of the most challenging aspects of second language learning (Hyland, 2003: xiii).

Writing has received a great deal of attention as it is one of the language skills which English as foreign language (EFL) learners are struggling with. Silvia (1993) points out that the areas of writing that

many EFL students perceive difficult range from composing processes (planning and revising) to written text features (fluency, accuracy and structure). It is generally considered as one of the most difficult skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing (Johnstone, Ashbaugh, & Warfield, 2002).

In Indonesia, English as compulsory subject is learned from junior high school up to university. According to School-Based curriculum (Depdiknas, 2006: 308) the objective of teaching and learning English at Senior High School is that the students are expected to be able to develop communicative competence both in written and in spoken form to achieve informational literacy level. They are also expected to be able to communicate in written form to solve problems in their daily lives. The ability to write something in a productive way is an indicator of success during the learning process (Geiser & Studly, 2001). That is why the Indonesian government chooses English as the first foreign language to be taught at schools.

The most important skills that second language students need to develop is writing because the ability of teaching writing is central to the expertise of a well-trained language teacher (Hyland, 2009: xv). Moreover, teaching writing skill is not a simple thing to do because learners do not only pay attention on the punctuation and the capital letters but also on how to develop their ideas, and on how to motivate them to write.

Most of senior high school students in Indonesia, still have difficulties in learning English, especially writing. As a consequence, many learners take a minimalist approach to writing in order to produce as few mistakes as possible (Hyland, 2009; Perl, 1979; Rorschach, 1986; Sandler, 1987 as cited in Dickinson, 2014). Harmer suggests that it may be important for the teacher to consider about organizing sentences into paragraph, joining paragraphs together, and organizing general ideas into a coherent piece of discourse (Harmer 1993:53-54). Harmer (1993: 53)



therefore says that writing is expected to be correct and effective if the writer pays attention on all of those.

The EFL learners should have good ability in their writing. Manchon (2009: p. 83) “FL writing is more dependent on the level of linguistic knowledge and fluency (i.e. speed of processing words and sentences, RTs) than L1 writing.” Writing is the process of thinking and creating the knowledge in the written text. Hyland (2003: p.9) writing is a technique of sharing personal meanings and writing courses show up the power of the individual to create his or her own views on a topic.

Meanwhile, in the curriculum of Senior High School or in Indonesia it is called as *Sekolah Menengah Atas* (SMA), the English material is taught based on the text. There are some types of text which is commonly used, such as descriptive, narrative, procedure, recount, report, and other texts. One of the English writing texts that students have to study is report text. Description in information reports is formalized. That is, specific aspects of the phenomenon are systematically described so that the report reflects a scientifically organized view of the world (Knapp, 2005: 105). The students have to able to understand and produce a report text based on social function and generic structure of the text. By using report text, students are expected to be able to describe the factual information well in written form.

Writing is a complex skill which requires the writer to express his or her idea. In order to communicate, people use English not only in spoken form but also in written form. Writers gain creativity when they can write based on their own ideas, not copying what has already been written. In writing the writer is required to treat several aspects such as grammar, vocabulary, and structure.

There have been some previous researchers in the area of EFL writing. The first previous study is about rhetorical strategies in EFL writing. Some examples of this kind of study are the studies conducted by Zare (2009), Cahyono (2000), Suryani (2013), and Joe (2006). The second previous research is about cohesion in EFL writing such as the



study conducted by Saidighi & Heydari (2012), Li (2013), Tangkiengsirisin (2010), Dastjerdi & Samian (2011), and Kafes (2012). The third previous research is about scaffolding strategies in EFL writing. Some examples of this kind of study are the studies conducted by Laksmi (2006), Yuanying (2011), Nguyen (2013), and Hayati & Ziyaeimehr (2011). The fourth is about writing capability which have been researched by several researchers, such as Suadah (2014), Saragih et. al. (2014), and Javed et.al. (2013) and Zare-ee (2011). Hence, this study surely enriches the findings in the area of writing capability, especially in EFL learners.

Through this research which focuses on the writing area, there are some phenomenon regarding EFL writing that are revealed. First, EFL learners have some problems to express their idea when they produce the text in their target language. Second, EFL learners have also some problems in the aspect of vocabulary that is their vocabulary knowledge are not rich which means they still need to be improved. The learners also often make some mistakes in grammatical errors in their writing. Those problems are commonly faced by the learners when they write. The most making sense reasons why it occurs is because they are not taught the grammatical things effectively or they themselves that are low motivated to learn grammar. Third, they do not organize the sequence of paragraphs well. This research therefore investigates the EFL learners' writing capability to produce the quality of text composition in their target language that is in writing the report text.

1.2. Focus of Study

This present study focuses on EFL learners' writing capability. Writing plays an important role for students who are required to be able to write different types of text. There are several types of text, such as descriptive, procedure, recount, narrative, and report (Apriliawati, 2009: p. 1). This research asks to the student to write the report text. The activity requires learners to write as much as possible within a set time on



a topic was chosen. The EFL learners should write the report text in thirty minutes. The researcher tries to connect the study of writing capability with teaching English as foreign language (TEFL). The researcher concerns to explore the area of writing as one of productive skill that has to be taught in writing class and as the major aspect of L2 writing. This research aims to investigate EFL learners writing capability in writing the report text at SMAN 1 Rajagaluh.

Writing skill is a difficult skill mastered by student, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization (Rass, 2005: p. 30). Therefore, writing is a hard work because the writer has to concern on the content, organization, purpose, audience, vocabulary, and mechanics.

Analyzing the writing capability means analyzing the content, organization, purpose, audience, vocabulary, and mechanics in writing text. Writing class activities can be placed into three main categories according to the type of knowledge or skills they target, dealing with *mechanics*, *language*, and *composing*, respectively (Hyland 2003: p. 119). There are several aspects that are analyzed by the researcher such as grammar, vocabulary, and mechanic of the text. Analyzing grammar helps the researcher to know the grammatical forms that are used by students in writing their report text. Analyzing vocabulary differently helps the researcher to be able to find out the total number of word that is wrote by the students in their report text. According to Hyland (2003: p. 3) “Conceptualizing L2 writing in this way directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts.” It means learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts. Analyzed mechanic then helps the researcher to know the spelling and punctuation in the students’ report



text. Those aims are hopefully useful for further insights of EFL learners in producing the correct English written text.

1.3. Research Questions

Based on the research background above the researcher attempts to reveal some points in the research questions below:

1. How is EFL learners' capability in writing report text?
2. What are the difficulties faced by EFL learners in writing report text?

1.4. Aims of Research

Based on the questions mentioned above, the aims of the research are:

1. To identify the EFL learners' writing capability in writing report text.
2. To identify the difficulties that faced by EFL learners in writing report text.

1.5. Significance of Research

Every single research has to be useful for further insights. There are two kinds of significance of this research. Those are theoretically and practically.

Theoretically the result of the study has to provide some clear exploration in the term of writing capability. Furthermore, this research will go through teaching English as foreign language. Besides that, this research also is very beneficial for researcher and even for teacher. This research supports the English teacher and EFL learners to know how to analyze the important aspect when writing text. It also encourages the English teacher and EFL learners to realize about writing capability because the difficulties faced by the learners as the writer are revealed through this study. The most important one is that this research can be a reference for the next study. Then, the result of this study surely must be



implemented in teaching process. Afterwards, this study is very beneficial for researcher that is it adds the researcher's knowledge about how the EFL learner writing capability in writing their target language.

Practically, this research is hopefully useful for further insights for EFL learners to produce the written text grammatically and also to understand the important aspect when they produce written language. EFL learners then will know how to write text correctly and grammatically. Finally, EFL learners can control over their linguistic L2 knowledge.

1.6. Previous Study

In conducting the research, the researcher needs to provide some previous study to avoid the same or repeated study and also to recognize the position of this research. There are four studies that strictly related to this present study; they are Suadah (2014), Saragih et. al. (2014), and Javed et.al. (2013) and Zare-ee (2011).

Suadah (2014) investigated some reasons why English teachers aiming to increase their learners' writing skills should use blogs in their teaching, particularly in EFL context. It is found that despite its drawbacks, putting pressure on computer illiterate learners and exposing them to non-standard English, blogging is an exceptional technological platform that offered learners numerous advantages such as it encourages them to write constructively, use English more frequently, and retain their motivation. This paper also highlights that to get most benefits of blogging, the teachers play major roles in ensuring the availability of reliable facilities (computer and the internet), teaching learners how to use blog purposefully, and controlling the bloggers (learners) to not only write their blog posts but also read, and provide feedback to their peers'.

Saragih et. al. (2014) focused on the effect of recount genre to improve writing skill. They used action research as the methodology of their research. The subjects were the Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. Two classes, Galatia and Hosea



were taken the subject of observation. This research object is to find the effect and extent of recount genre to improve students' ability in writing skill where the population and sample is taken from grade III students of Kalam Kudus Elementary School 2 Pematangsiantar. After the data been collected, the researcher finds out that the students in the grade III has improve in their writing. It has been also caused by the frequency of writing practiced of recount genre, that recount genre can be applied to improve the writing skill of the students.

Javed and Juan (2013) evaluated and assessed the students' competency in writing skills at Secondary school level in the English Language focused five major content areas: word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting. The target population was the male and female students of grade 10 of urban and rural Secondary schools from public and private sector. Forty (40) Secondary schools of District Bahawalnagar, Pakistan were taken using stratified sampling. A sample consisting of 440 students (11 students from each school) was randomly selected using a table of random numbers. An achievement test consisting of different items was developed to assess the students' competency and capability in sub-skills of writing such as word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting.

Zare-ee (2011) investigated of the role of L2 (second language) proficiency in L2 writing ability continues to be revealing for the better understanding of the nature of L2 writing. This kind of study is also much needed in EFL (English as a Foreign Language) settings like Iran for the better specification of the actual role of EFL writing instructors. The present article addresses the relationship between EFL proficiency and some qualitative and quantitative aspects of EFL writing performance. One hundred and forty college EFL learners, majoring in English as a foreign language in Iran, performed a letter-writing task. The correlation between the fluency or speed of writing measured by mean number of words written per minute on the one hand and EFL



proficiency scores on the other hand was not found to be significant. The results suggest that although higher EFL proficiency may lead to the production of L2 texts with better

It is generally accepted that the EFL learners' writing capability were researched by many researchers in the previous research. The previous studies above show that writing fluency is very researchable in many aspects. However, these studies have failed to recognize relation between the EFL learners writing capability and the students practice to making the report text. Hence, additional studies of practice make a text as the way to investigate EFL learners writing capability is needed. Differently, the new research not explored the impact blogging in increasing student writing skill, the effect of recount genre to improving writing skill in Elementary School, and the students' competency in writing skills at Secondary school, but this research investigate EFL learners' writing capability through writing the report text in Senior High School. Therefore this study will erase the gap in that part which automatically will give the new findings in the area of writing capability.

1.7. Theoretical Foundation

1.7.1 The Nature of Writing

In English learning there are fourth skills that must the student learnt, those are speaking, reading, listening and writing. From fourth that aspect, usually student more interest in learnt speaking than writing. Learning writing is different with speaking. Spoken language for children is acquired naturally as a result of being exposed to it. Meanwhile the ability in writing has to be consciously learned (Harmer, 2004: p. 7) writing has to be able make in accurately arrangements in right composition. Meanwhile speaking, the students only try to catch the meaning in conversation. It makes speaking easier than writing.

In everyday life when people speak or write, they produce the text. The word 'text' refers to any instance of language, in any



medium, that makes sense of someone who knows the language (cf. Halliday and Hasan, 1997: Chapter 1) as cited in Halliday (2004: p. 3). Writing is the difficult skill for second language learners to master (Richards, 2002). More structural in writing make the student more difficult to learnt writing. The student felt difficult in writing when they start the writing. The main reason is because of the writing system of English language differs from Indonesian. English has its own grammatical system that is different from Indonesian. Moreover, English is not their mother tongue. It is difficult for them to construct sentences. The stuck vocabulary and grammar make the students difficult to begin the writing. They also have difficulties to construct paragraphs into well-organized. They often insert Indonesian words while writing English text. They usually become confused and lose their ideas in the midst of their writing.

However, learning how to write well is very important for the student. Writing is not only a communicative tool, but also a means of learning, organizing knowledge and thinking. By writing, the students can develop their ability to put their ideas or opinions in a composition. Hyland (2003: p.39) “good writing” is generally seen to involve the writer’s individual creativity and critical thinking, and teachers frequently see their role as helping to develop these skills in their students. Teachers often expect writers to voice their judgments, display their knowledge, and give their opinions. According to Hyland (2009: p.18-29) there are three categories of writing: writing as personal expression, writing as a cognitive process, and writing as a situated act.

a) Writing as personal expression

Writing is self-discovery, expressing the voice of writers. Hyland (2009: p. 19) writing is a creative act of finding in which the process is as essential as the product to the writer. Writing is learnt and the role of teacher is to be non-directive



and facilitating, providing writers with the space to make their own meanings through an inspiring, positive, and cooperative environment with minimal interference. Writing is a progressive process, teachers are encouraged not to carry out their views, give models, or suggest responses to topics beforehand. According to Elbow (1998) as cited in Hyland (2009: p.19) the teachers are advised to stimulate the writer's thinking through pre-writing tasks, such as journal-writing and analogies and to respond to the ideas that the writer produces.

b) Writing as a cognitive process

Basically writing comprehends as a problem-solving activity: how the writers approach a writing task as a problem and bring intellectual resources to solving it. It is, however, difficult to overstate the effect of process ideas in L1 and L2 writing classrooms. Hyland (2009: p.25) "the process of writing is a rich mix of elements which, together with cognition, include the writer's experiences and background, as well as a sense of self, of others, of situation and of purpose." Writers, situations and tasks differ, and no single description can capture all writing contexts or be applied universally with the same results. Harmer (2004: p. 4) writing process is stage a writer goes through in order to produce something in its final written form.

Writing is a process when the writer starts until finish to write text. According to Flower and Hayes' (1981) as cited in Hyland (2009: p. 21) suggested that the process of writing is influenced by the task and the writer's long-term memory. Its main features are that:

- writers have goals
- they plan extensively
- planning involves defining a rhetorical problem, placing it in a context, then exploring its parts, arriving at solutions and finally translating ideas on to the page



- all work can be reviewed, evaluated and revised, even before any text has been produced
- planning, drafting, revising and editing are recursive, interactive and potentially simultaneous
- plans and text are constantly evaluated in a feedback loop
- the whole process is overseen by an executive control called a monitor

c) Writing as situated act

Writing is a social act that can happen within particular situations (Hyland2009: p.26). It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the effect of the specific political and institutional contexts in which it takes place. Researchers have established interesting accounts of local writing contexts by using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques. These descriptions give significant attention to the experiences of writers and to their understandings of the demands of the immediate context as they write.

Writing is not only a product of someone's opinion or idea, but writing is also created by process. Process in writing is very important because in process writing of the writing, the student should be explored their knowledge and also their vocabulary. Writing is a combination of process and product (License, 2005: p. 106). From the process in writing, the students can get product from their writing. There are many students who said that writing is very difficult; it is make student lazy to write. Student still have limited in memorizing English vocabulary, so they difficult to start writing. Another factor that make students difficult to write because in writing have fundamentally different in organization in structure, grammar, function, and purpose (Peter, 2005: p. 15).



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1.7.2 Types of Writing

The type of writing system which exists in the native language is an important factor in determining speech easily with which students learn to write. According to Genvile (2001: p. 7) described that there are two types of writing, those are:

1) Practical Writing

This type deals with the fact and functional writing. It is purposed to distinct goal such as letter, papers, summarizes, outlines, essay, etc.

2) Creative or Imaginary Writing

This type usually exists in literature, such as novel, romance, poem, short story, science fiction, etc.

1.7.3 Purpose of Writing

Writing surely has a purpose as well. According to Tarigan (1995: p. 24) stated that there are six purposes of writing, those are:

1) Assignment purpose. This purpose actually does not have purpose at all. Actually this purpose the writer only writes something as assigned and it is not the writer's own accord.



- 2) Altruistic purpose. It means that the writer writing to please the readers, help the readers to understand and respect their feeling and mind.
- 3) Persuasive purpose. Here, the role of writer is for convincing the readers of the truth of the idea of writer's writing.
- 4) Self-expressive purpose. Introducing the writers themselves to the readers.
- 5) Creative purpose. It means the writers purpose is to achieve artistic value.
- 6) Problem-solving purpose. The purpose of writers here is to solve the problem that they face.

1.7.4 Writing Skills

According to Brown (2000: p.343) there are two skills in writing: micro and macro skills.

a. Micro skills of writing

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g. tense, agreement, and pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

b. Macro skills of writing

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events and communicate such relation as main idea, supporting ideas,



new information, given information, generalization, and exemplification.

4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Knowledge and experience is needed to write successfully in English. According to Hyland (2003: p.23) that L2 writers bring five kinds of knowledge to create effective texts and these should be acknowledged in teaching:

- Content knowledge – of the ideas and concepts in the topic area the text will address
- System knowledge – of the syntax, lexis, and appropriate formal conventions needed
- Process knowledge – of how to prepare and carry out a writing task
- Genre knowledge – of communicative purposes of the genre and its value in particular contexts
- Context knowledge – of readers' expectations, cultural preferences, and related texts

Good writing is communicating ideas and information to other people. Hyland (2003: p xiii) the ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing skills. Hyland (2003: p. 24) "Skilled writers are able to create successful texts by accurately predicting readers' background knowledge and anticipating what they are likely to expect from a particular piece of writing." Hyland (2003: p.27) says that writing is a purposeful and communicative



activity that responds to other people and other texts. Therefore, writing tasks should not simply emphasize formal accuracy and discrete aspects of language, but be situated in meaningful contexts with authentic purposes.

Canale and Swain's (1980) framework as cited in Hyland (2003: p. 32), writers need, at least:

- *Grammatical competence* – a knowledge of grammar, vocabulary, and the language system.
- *Discourse competence* – knowledge of genre and the rhetorical patterns that create them.
- *Sociolinguistic competence* – the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- *Strategic competence* – the ability to use a variety of communicative strategies.

Students obviously bring to the L2 writing class different writing experiences, different aptitudes and levels of motivation; they have varying metacognitive knowledge of their L1 and experience of using it, particularly to write; and they have different characteristics in terms of age, sex, and socioeconomic status (Hyland (2003: p.32-33)).

Harmer (2004: p. 4-5) when planning, the writers have to think about three main issues.

1. The purpose of writing

Writers have to consider the purpose of their writing since this will influence (among other things) not only the type of text the writer wish to product, but also the language the writers use, and the information that the writers choose to include.

2. The audience

Experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the



choice of language-whether, for example it is formal or informal in tone.

3. The content structure

Writers have to consider the content structure of the piece-that is, how best to sequence that the facts, ideas, or arguments which they have decided to include.

1.7.5 Writing a Good Paragraph

Good writing and the quality text not only measure by processing number of word or sentence, but also the accurate of the text. Silva (1993: 669) as cited in Hyland (2006: p.44) that 'L2 writing is strategically, rhetorically and linguistically different in important ways from L1 writing'. Accuracy and clear exposition are considered the main criteria of good writing, while the actual communicative content, the meaning, is left to be dealt with later. Hyland 2009: p.174) says that to improve students writing skills, all adopted 'subject knowledge-oriented strategies' such as reading and collecting useful phrases at an early career stage.

In the organization of writing English must also have three characteristics such as coherence, cohesion and unity (Boardman and Frydenberg, 2008: p. 18-25).

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. According to Hyland (2009: p. 243) coherence is the ways a text makes sense to readers through the relevance and accessibility of its concepts, ideas and theories. The principles for ordering depend on the type of paragraph writers are writing. There are three main types of paragraphs: narrative paragraphs tell a story, descriptive paragraphs tell what something looks like physically, and expository paragraph explain something.





➤ Narrative Paragraph and Chronological Ordering

For a narrative paragraph, the writers must use good chronological ordering of sentences. This means that the supporting sentences tells the events of a story in the order that they happened. It means that, the events must be ordered according to time. Another order might confuse the reader.

➤ Descriptive Paragraphs and Spatial Ordering

A descriptive paragraph paints a picture with words so that the readers can picture in their minds the object or place describing. To make this easy for the readers, use spatial ordering. It means that, describe the object as it appears in space when we looking directly at it. Describe it from top to bottom, from left to right, from right to left, or from front to back.

➤ Expository Paragraphs and Logical Ordering

Expository paragraphs also require good coherence. The principle, however, is different. With expository paragraphs, coherence is based on logic or reason. This is called logical ordering. The ordering of the supporting idea sentences follows a logical pattern of major supporting sentences and minor supporting sentences.

Unlike time or space, logic depends on a person's view, so the ordering of supporting sentences is not a strict. As the writer make decisions about what is a logical way of presenting the ideas.

b. Cohesion

Another characteristic of good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each in their support of the topic sentence. Hyland (2009: p. 244) says that cohesion is the grammatical and lexical relationships which tie a text together. The methods of connecting sentences to each other are called cohesive devices.

Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns.

1) Connectors

There are many kinds of connectors that provide cohesion such as coordinating conjunctions, subordinating conjunctions, transitions, and prepositions.

2) Definite article

A second way to connect is to use the definite article *the*. A noun with a definite article often relates to a previously mentioned noun. For example:

- I bought a history book yesterday
- I need ***the*** history book for my classes.

It is obvious that these two sentences are talking about same history book because of the definite article in the second sentence. In fact, if the definite article were not used, these two sentences would not be related. Look at these two sentences:

- I bought a history book yesterday.
- I needed ***a*** history book for my classes.

3) Personal Pronouns

Another way to help a paragraph have good cohesion is by using personal pronouns. A pronoun usually refers back to previous noun its antecedent. For example:

- John is a history teacher.
- ***He*** just got a job at the local high school.

Using the personal pronoun *he* in the second sentence connects these two sentences. In fact, if we did not use pronouns, we would have a second sentence that might not seem related to the first one. For example:

- John is a history teacher.
- ***John*** just got a job at the local school.



4) Demonstrative Adjectives and Pronouns

Another way to provide cohesion is to use the demonstrative adjectives and pronouns *this*, *that*, *these*, and *those*. Like previous cohesive devices, they require antecedents in order to help connect sentences to those that came before. For example:

- The history of the Wampanoag people is typical.
- ***These*** people lost land and their way of life.

Demonstrative adjective

- The Wampanoag people lost their way of life.
- ***This*** was tragic.

Demonstrative pronoun

You could also use the definite article instead of the demonstrative pronoun to indicate that the two sentences go together. However, we must use one or the other. If we do not, then these two sentences are not connected. For example:

- The history of the Wampanoag people is typical.
- People lost land and their way of life.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. The following paragraph is a description of Pha That Luang, a Laotian monument. All the supporting sentences should be part of the description, but one sentence is not. A sentence that does not belong in a paragraph is called an irrelevant sentence.

1.7.6 Writing Ability

Writing ability is the ability of a person to express his or her ideas, feeling or something to others by using written language. It means that person's capability in expressing his or her ideas, feelings, or something to others by writing (Aminah, 2005: p. 20).



In general, we have to know the components of writing. According to Hughey (1983: p. 13) they are five components in writing:

- 1) *Content*. It means that the ability to think creatively and develop through excluding all irrelevant information.
- 2) *Organization*. The organization here means the generic structure that they are opening general statement/general classification and description that demand the students to express their ideas by well organized.
- 3) *Vocabulary*. In writing, there should be sophisticated range, effective word idiom, word choice and also its usage.
- 4) *Language use*. In composing a paragraph or text, the knowledge of grammar is very important. Without them, the writers will not be able to use it.
- 5) *Mechanics*. In writing the writers need mechanics: they are the mastery conventions, good spelling, punctuation, capitalization and paragraphing and also handwriting.

Text, reader and writer are three elements that related to each other. Hyland (2003: p. 128) model texts can also provide foundation for controlled composition tasks, developing learners' confidence and fluency by providing a text frame to complete, a parallel text to write, a draft text to edit, or other activities that involve reworking or finishing a model. Lehtonen (2000: p.72) says that there are two categories of text: texts as a physical being and texts as semiotic being.

a) Texts as physical beings

Texts are physical beings, but the texts exist in such forms in order to be semiotic beings. Equally, texts can be semiotic beings only when the texts have some physical form. With concern to their physical side it means that texts are communicative artefacts, in other words, human-produced instruments of communication.



b) Texts as semiotic beings

Texts not only can be in the form of writing, but also in speech, pictures, music or any other symbol. The essential point is that texts are organized and there are relatively concrete symbolic combinations that seem to be somewhat clearly defined.

Critical readers surely can be the critical writers. According to Lehtonen (2000: p.67) reading written texts is not only an ability in establishing words out of the alphabet and sentences out of the words, but also an ability in reading the many other qualities of a material text. The readers produce knowledge through reading, and the writers create knowledge through written text.

1.7.7 Genre of Text

Genre is used to refer to particular text-types, not to traditional varieties literature (Martin, 1992 as cited in Hyland, 2004: p. 38). It is type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. The meaning of genre intended is that students are able to understand the concept and they would be able to identify a kind that the students will have to write. According to Knapp & Watkins (2005: p.27) there five genres of text: describing, explaining, instructing, arguing and narrating.

- The genre of describing is commonly use in: personal descriptions, commonsense descriptions, technical descriptions, information reports, scientific reports and definitions.
- The genre of explaining is commonly used in: explanations of how, explanations of why, elaborations, illustrations, accounts and explanation essays.
- The genre of instructing is commonly use in: procedures, instructions, manuals, recipes and directions.
- The genre of arguing is commonly use in: essays, expositions, discussions, debates, interpretations and evaluations.



- The genre of narrating is commonly use in: personal recounts, historical recounts, stories, fairy tales, myths, fables and narratives.

1.7.8 Report Text

Description in information reports is formalized. That is, specific aspects of the phenomenon are systematically described so that the report reflects a scientifically organized view of the world. The description stage is often divided into paragraphs which focus on specific aspects of the phenomenon being described (for example appearance, parts, functions, behaviors, habitat (Knapp, 2005: 105). The purpose of the report text itself is to documenting, arranging, and recording factual information about a topic (Emilia, 2016: p. 98). There are many kinds of report text; report text about the weather, news, report of research, etc. Report used by many people in daily activities. But, report that usually taught in Indonesia's school particularly is kind of report that specifically used to give the information about a class of things, for example animals, plants, or things. So, in this research, the researcher asks to the student to writing the report text, exactly information report about animal.

According to Emilia (2016, p. 98) report organized to include:

- 1) *Opening general statement/general classification*: explain about things in the world. It is usually explaining the classification (*Bikes are popular form of transport; whales are mammals; snakes are reptiles*).
- 2) *Description*: facts about some aspects that reported. This part usually describing about physical features, behavior, may be color, habitat, etc.

Language/grammatical features that commonly used in writing the report text are:



- general classification about a class of things;
- use of action verb when describe behavior of something or animal;
- use of linking verb (*is, are, has, have, belong to*);
- use of present tense (*e.g. exist, grow*);
- use of descriptive but factual language and precise, not imaginative to convey the idea about:

What they look like (color, shape, size, etc)

What they have (body parts, components, etc.)

What they do (habits, behavior, functions, uses, etc)

- use of technical-words
- use of defining, classifying, comparing, and differentiating language (*are called, belong to, can be classified as, are similar to, are more powerful than*).
- use of formal and objective language. Pronoun *I* and *We* and writer's statement usually do not use in report text.

1.8. Research Method

1.8.1. Source of Data

This research employs the text from second grade EFL learners in SMAN 1 Rajagaluh. The researcher investigates EFL learners writing capability. The data are taken from EFL learners of SMAN 1 Rajagaluh on the second grade. The sample of this research is ten EFL learners. So, those ten participants are investigated.

There are some considerations why the researcher chooses SMAN 1 Rajagaluh as the research setting. Those are:

- SMAN 1 Rajagaluh is one of the National Standard School in Majalengka West Java. This school also is one of the Healthy School Pilot in West Java. However, the students have various writing skill, such as, excellent to very good, good to average, fair to poor, and very poor. According to Hyland (2003, xv) the



ability to teach writing is crucial to the expertise of a well-trained language teacher.

- The researcher graduated here and was student of SMAN 1 Rajagaluh also. The distance also is not too far from the researchers' home which means it makes this research easier to be conducted. It also can minimize the budget. According to Fraenkel et. al (2012, 624) "budgets usually include such items as salaries, materials, equipment costs, administrative and other assistance, expenses (such as travel and postage), and overhead."

1.8.2. Research Design

There are some methods, but this research used the qualitative research. The researcher used the qualitative research because the procedure of this research those get result as a descriptive data by written from the people who investigated. The researcher used observation, interview and documentation as the technique of collecting data. Qualitative research explores attitudes, behavior and experiences through such methods as interview or focus group (Dawson, 2009: 14). Fraenkel, et. al (2009: p. 422) says that there are many different types of qualitative methodologies, but there are certain general features that characterize most qualitative research studies. According to Bogdan and Biklen (1982) as cited in Fraenkel et. al (2009, 422) there are five such features:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers.
3. Qualitative researchers are concerned with process as well as product.
4. Qualitative researchers tend to analyze their data inductively.



5. How people make sense out of their lives is a major concern to qualitative researchers.

In this research, the researcher used descriptive qualitative because the researcher describes and answers the EFL learners' writing capability through words or description. According to Bogdan and Taylor (1993) as cited in Arifin (2012: p. 140) qualitative research is a procedure of the research that get the result as the descriptive data by written or oral description from the people who investigated. In educational research, the most common descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools) (Fraenkel, 2009: 15). So, this research uses descriptive qualitative because the researcher investigates and describe EFL learners' writing capability when they writing the report text in class.

1.9. Research System

1.9.1. Steps of the Research

In this research, there are five steps in conducting the research. The researcher adopt the theory of Fraenkel and Wallen (2009: p. 425-427) in doing step of the research, those are:

1. Identifying a phenomenon to be studied.

It is the first step that the researcher does. The researcher should identify the phenomenon which is the concern of this research. In this research, the researcher identifies the EFL learners' writing capability. Writing is difficult because in writing the students have to imagine what they want to write. In writing text, EFL learners always think that they should write a good sentence and that is why they are too afraid of incorrect grammar. It is difficult to think about what they want to write, because they do not have any idea to write. Thus, the analysis of



content, organization, purpose, audience, vocabulary, and mechanics seems important to develop EFL learners' writing capability.

2. Identification of the participants in the study.

The participant are the second grade students of SMAN 1 Rajagaluh. Those participants are studying in XI MIPA 4, there are ten students.

3. Data collection.

The participants in a qualitative study are not divided into groups, with one group being exposed to a treatment of some sort and the effects of this treatment then measured in some way. Data are not collected at the "end" of the study. The researcher is continually observing people, events, and occurrences, often supplementing his or her observations with the examination of various documents and records relevant to the phenomenon of interest.

4. Data analysis.

Analyzing the data in a qualitative study essentially involves analyzing and synthesizing the information the researcher obtains from various sources (e.g., observations, documents) into a coherent description of what he or she has observed or otherwise discovered.

5. Interpretations and conclusions.

In qualitative research, interpretations are made continuously throughout the course of a study. As a result, one finds the researcher's conclusions in a qualitative study more or less integrated with other steps in the research process.

1.9.2. The Instrument of The Research

Researcher is the main instrument in qualitative research. According to Ary, et. al. (2010, 424), the human investigator or the researcher in qualitative study is the main instrument for gathering and analyzing the data.



1.9.3. Techniques and Instruments of Collecting Data

One of the different characteristics of qualitative research is the methods used to collect and analyze data. In the process of collecting data, the researcher does the observation, interview and documentation. Ary et. al (2010; p. 430) says that there are three methods of collecting the data that are used in qualitative research, those are (1) observation, (2) interviewing, and (3) document or artifact analysis. In this research, the researcher used observation, interview and documentation for collecting the data. Artifacts may include audio and video recordings, photographs, games, artwork, or other items that provide insight related to the context or participants (Ary et. al., 2010: 430).

1.9.2.1 Observation

Observation is a direct action to observe an activity in certain place conducted by the researcher. According to Marczyk, De Matteo and Festinger (2005, 6), observation refers to the process of making careful and accurate measurement, which is a distinguishing feature of well-conducted scientific investigations.

The researcher observes the students' activities and their understanding about report text in the second grade exactly in XI MIPA 4 which is taught by the teacher. With observation, the researcher attempts to investigate the students' difficulties of understanding the report text. To make easy the observation, the researcher also uses recording and documentation.

1.9.2.2 Interview

This technique of collecting the data, the researcher uses interview exactly personal interview. In this research, the researcher used interview because the researcher will use interview to dig the data more deeply. According to Ary, et. Al (2010: p.380) in personal interview, the interviewer reads



the questions to the respondent in a face-to-face setting and records the answers. In the interview section, the researcher will give some questions to the participants and use the interview's result to strength the data of EFL learners writing fluency. Holstein & Gubrium (1995) as cited in Mason (2000: p.67) says that good qualitative interviewing is hard, creative, active work. Lodico et al. (2010: p.129-130) a typical sequence of steps in conducting an interview follows.

1. Begin the interview by reintroducing yourself.
2. Remind the participant of the confidentiality of his or her responses.
3. Obtain general descriptive information.
4. Present your questions starting with the least sensitive or most general questions.
5. Throughout the interview, strive for neutrality.
6. Record the interview data.

The interview process is expected to comprehend the data for giving more information accurately.

The researcher uses this technique in order to collect the data of clarification, verification about what is in their mind regarding to the problems that being investigated. According to Patton (1932) as cited in Fraenkel, et. al. (2012: p. 451) stated that:

“We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that we cannot observe feelings, thoughts, and intensions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have



organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things”

In other source, interview is a method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible, through telephone interview (Kohari, 2004: p. 97).

In this research, the researcher uses personal interview method. The researcher interviews three students of XI MIPA 4 and an English teacher who teach this class. The researcher will get the direct information from the students about the obstacles and difficulties of learning and writing the recount text. The sources can be written source and recording. (see Appendix 3)

1.9.2.3 Documentation

This research uses documentation because the researcher collects the students' report text that has been documented. According to Mason (2002, 103) “The analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy.” The data is collected by identifying EFL learners' writing capability through the report text. To prove the research, data are needed. Then, to identify the fact and phenomenon, the data are completed by formulating and concerning in problem solving through description the data. (see Appendix 2)

According to Sugiyono (2013, 225), documentation is one of data collection techniques of qualitative research. With documentation, the researcher can use this technique as secondary data. The data from documentation can help the



researcher to support the primary data. The data can be from students writing, school documents and letters. The researcher uses documentation by taking data from students such as students writing report text, and from school documents such as school profile, syllabus, etc. The researcher also takes pictures of observation for supporting the data.

1.10. The Technique of Analysis Data

The data analysis will be completed when the researcher has collected the data. Here, the researcher adopts the step of data analysis from Ary, et. al. (2010, 481). The steps are:

1. Organizing and Familiarizing

The researcher has to be familiar with the data. Here, the researcher has to view and review the analysis of EFL learners writing.. In the other words, the researcher must be drowned in the data (Ary, et. al., 2010: 481). The data has to be well organized. The transcription should be made for all data. According to Ary, et. al. (2010, 481) when the researcher makes the transcription, notes that provide nonverbal information (e.g., gestures and laughter), the additional meaning must be included.

2. Coding and Reducing

After the researcher is familiar with the data and the researcher has organized the data to retrieve it, the researcher begins the coding and reducing process. In qualitative research, coding and reducing is the core analysis (Ary, et. al., 2010: 483). The researcher decides the code used in the research. Coding takes from the transcript that the researcher has made. According to Ary, et. al (2010, 484), “codes can represent information you expected to find, information you did not expect to find, and interesting or unusual information.” In this research, the researcher provides the code that is adapted from Hadfield (2008, 121) as follows:



T	: Tense
Pr	: Preposition
S	: Spelling
WO	: Word Order
WP	: Word forms (e.g. using a noun instead of a verb, as in ‘we have to analyze this’)
WW	: Wrong Word or expression
A	: Article
Ag	: Agreement (e.g. subject and verb do not agree as in ‘ he go to town’)
P	: Punctuation
/	: Missing word

(for the detail see Appendix 1)

3. Interpreting and Representing

When the researcher has finished organizing the data and been familiar with the data by viewing the video of ‘Sesame Street’ puppet show and reads the transcripts and also has finished giving the code, the researcher will interpret and represent the data that has taken. Ary, et. al. (2010: 490) says that the interpretations about bringing out the sense, telling the tale, providing an explanation, and developing credible explanations. Thus, the researcher tries to bring the sense from the researcher’s sights then answers the research questions of this research.



1.11. Research Timeline

This research requires four month to be investigated since the researcher writes this research proposal awaiting thesis revision. Here is the research timeline:

Table 1.1 Research Timeline

No.	Activity	October				November				December				January			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparation																
2.	Identification of the phenomenon, the participant and title																
3.	Data collection and searched the theoretical foundation																
4.	Data analysis																
5.	Describing data analysis and Conclusions																
6.	Thesis examination																
7.	Thesis revision																





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