

THE STUDENTS' ABILITY IN WRITING NEWS ITEM TEXT

SKRIPSI

*Submitted in Partial Fulfilment as the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

by

DITA ANRAINI HARAHAH
NPM. 1302050165



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**

ABSTRACT

Harahap, Dita Anraini. 1302050168. Students' Ability in Writing News Item Text". Skripsi Medan. English Education of Faculty of Teacher Training And Education , University of Muhammadiyah Sumatera Utara (UMSU). 2017.

This study deals with " Ability in Writing News Item Text. The purpose of this research is to analyze the " Ability in Writing News Item Text. The population is all ten grade students of MADRASAH ALIYAH ISLAMIC CENTER academic year 2017/2018, class consists of 2 classes. Ipa¹ students 30 and Ipa² 30 students. Sample this research is 60 students. From the results of the study students have difficulties in writing News Item expressing their ideas in writing, students have lack in vocabulary and not know structure and grammar. This research design is related to descriptive quantitative technique concerned measurement and sampling because their deductive approach emphasizes detailed planning prior to data collection and analysis. based on analyzing data Using the heaton formula of the result of writing text. By consulting to the analyzing of data, it can be explained the result of this study. The test was a teacher made test focused on writing news item text. The finding show that 60 students or 85% of the sample were able in writing news item text. And 9 students or 15% was unable students in writing news item text. The difficulty faced by the students was language use. They were lack of vocabulary so that they were difficult to write text.

ACKNOWLEDGEMENTS



In the name of Allah, The Most Gracious and the Merciful. First and above all, the researcher would like to thank The Almighty Allah SWT the Most Beneficent and the Most Merciful for giving his favors, ideas and inspiration in accomplishing this research. Second may peace upon the prophet Muhammad SAW, as the figure of good civilization, intellectual, brevity, loving knowledge. That is why the researcher has enough ability in writing the study.

In writing this study entitled “The Student Ability in Writing News item text at Madrasah aliyah Tahfizhil Qur’an” with the purpose for submitting in partial fulfillment of the requirement for sarjana a degree in English Department, there were so many obstacles faced by the following people, it was so difficult for the researcher would like to express his thank first by to his dearest parents, Alm. H.Sollehuddin Harahap and Hj.Judaini Simatupang. And sister and brother Nova Susanti Harahap, SS and Erwin Hasibuhan S.E for their pray, advice courage, moral and material supports from he born until forever. Then the researcher also would like to thank:

1. Dr. Agussani, M.AP, as the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of FKIP of University of Muhammadiyah Sumatera Utara.

3. Mandra Saragih, S.Pd, M.Hum, as the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and Firman Ginting, S.Pd, M.Hum, as the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara.
4. Hj. Darmawati, S.Pd M.Pd ,as the supervisors who had given the guidance and valuable suggestions and advice to complete this study.
5. All lectures especially those of English Education Program for the guidance, advices, suggestions and encouragement during the year of the study.
6. The employees of Biro Administration FKIP UMSU who had given help in administrative system service of completing necessary requirements, so all of business could be resolved easily.
7. Charles Rangkuti, M.Pd.I and Maruli Tua Hutagalung, S.Pd, as the Headmaster and English Teacher of Madrasah Aliyah Tahfizhil Qur'an, who had given permission to get observation for writing this research.
8. Her beloved mother brother and all of family who has given motivation and supported his study.
9. Her beloved friends Nana Solehayati pohan, Annisa Syairo,,Nia Gusraini Siregar, Yuslaini Ritonga and sri sundari.
10. Her beloved friends in Class A Afternoon English Education Program UMSU.
11. All people who cannot be mentioned in this study, thank you very much. May Allah bless us. Amin.

Hopefully the findings of this research are expected to be useful for those who read study and interested to the topics. Finally, the researcher realizes that the study is still far from being perfect in spite of the fact he has done his best in completing this work. Therefore, constructive criticisms, comments, suggestions are welcomed for further improvement of this study.

Medan, 20 October 2017

Researcher

Dita Anraini Harahap

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. The Identification of Problem	4
C. The Scope and Limitation	4
D. The Formulation of the Problem.....	4
E. The Objectives of the Study	4
F. The Significance of the Study	5
CHAPTER II REVIEW LITERATURE.....	6
A. Theoretical Framework	6
1. Description of Ability	6
1.1. The Origin of Ability.....	8
1.2. Thinking Ability	8
1.3. Ability derived from willingness.....	9
2. Writing	9
2.1. The Meaning of Writing.....	9

2.2. The Writing Process	11
2.3. The Assesment of Writing.....	13
3. News Item Text.....	13
3.1. Definition news item text	13
B. Previous Research	16
C. ConceptualFramework	17
D. Hypothesis	18

CHAPTER III METHOD OF RESEARCH

A. Location and Time	19
B. The Population and Sample	19
C. Research Design.....	20
D. Instrument of Research	20
E. Technique of Collecting Data	24
F. Technique of Analyzing Data	24

CHAPTER IV DATA COLLECTIONS AND DATA ANALYSIS

A. Data Collection.....	25
B. Data Analysis	25
C. Findings.....	34

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion.....	36
B. Suggestions.....	36

REFERENCES

LIST OF TABLES

Table 3.1	Population and Sample.....	19
Table 3.2	The Scale of Quantitative and Qualitative	23
Table 4.1	The result of Writing	25
Table 4.2	The result of Writing	27
Table 4.3	The Students Ability in Writing News Item Text	30
Table 4.4	The Students Ability in Writing News Item Text	37

LIST OF APPENDICES

Appendix	I	Lesson Plan p
Appendix	II	Test Items
Appendix	III	Student's Answer Sheet
Appendix	IV	Form K1
Appendix	V	Form K2
Appendix	VI	Form K3
Appendix	VII	Lembar Pengesahan Proposal
Appendix	VIII	Lembar Pengesahan Skripsi
Appendix	IX	Lembar Pengesahan Hasil Seminar Proposal
Appendix	X	Surat Keterangan
AppendixI	XI	Surat Pernyataan
Appendix	XII	The Letter of Research
Appendix	XIII	The Reply of Research Letter
Appendix	XIV	Berita Acara Bimbingan Proposal
Appendix	XV	Berita Acara Bimbingan Skripsi
Appendix	XVI	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of The Study

Writing is one of four main skills in learning language besides reading, listening, and speaking. Kellog (2009:6) states that writing is a means of thinking, as well as language production, emerges only after a decade or so of writing experience.

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students'. In Indonesia, English teaching aims at mastering four basic skills of language, namely include listening, speaking, reading, and writing skills. Writing skill, however, is an important thing in English.

Based on the PPL at MADRASAH ALIYAH TAHFIZHIL QUR'AN Medan, the researcher found that the students still low writing News item text for X grade in MADRASAH ALIYAH TAHFIZHIL QUR'AN Medan. Based on the Educational unit Level Curriculum especially for Senior High School about standard competence in writing, students are expected to be able to write news item text. News item is a text which in forms readers about events of the day. The events are considered news worthy or important.

The researcher observed some students' problem about News item text. Most of them did not understand how to write news item text well. They did not have large vocabulary. Sometimes, they feel lazy and bored in learning English. Therefore, this research was necessarily to be done. There were some reasons of doing the research. first, based on the researcher experience in the observation program, the researcher found that many students thought that writing was very difficult. Because they have no imagination to write, they don't know what suppose be written and the lack vocabulary and tenses. In this case, the students' have to study hard to master it and teacher should create a good atmosphere in class. Students' still confuse in determining the structure of a generic paragraph, students feel confused what to say even, perhaps they do not know well about the arguments they have to write and express their ideas in writing or lacking in vocabulary. Teacher should help their students' to overcome these problems by motivating them, especially in writing News item text was be one of writing genre that cannot be master easily by students and most of students' was not interest in writing. Teacher also should use appropriate media so that the students' was interest in learning News item text. So that students' could understand It easily and it gave the positive effect to them to writing News item text.

Second, every students have different feeling and think towards a lesson especially English. The students' think the lesson waseasy or difficult, boring or interesting, depend on how they learn it. And it also depend on how the teacher deliver the material. When the students' most of them find unfamiliar words and they usually can not imagine the words that they want to write. To solve this

problem, the teacher should choose and apply the media or technique which is appropriate to the classroom atmosphere. Using media was make the teaching learning process was very bored, students' feel uninteresting or even make the students' more confused about material, because the teacher used media in teaching and learning process.

Third, to increase the students' insight about the steps to write the form of News item text make students' easy. Essay like paragraph, was control by one central idea. in the essay sentence containing the central idea was call the thesis statement. So, students' can make a News item text with a way essay to News item text. One of the language skills that focus in this study is writing skill. Writing activity is very important in education because it can train students' to think, express ideas and solve problems, writing also can support the success of one's life. Instead, people left behind in the global competition if he cannot express ideas in writing. In the modern area, the ability write a qualified person has can be used as a source livelihood, werequite promising.

Fourth, writing wasprocessed of putting ideas in words into a progression of words which combine into sentence in the form of paragraph. It is not easy for the students' to write well in English. Most of them not interest in writing. There are many types of learning techniques that can be used by teachers in deliver learning in the classroom. However, not all of these techniques can be used to teach certain materials such as writing news item text.

However, students' expectto present the lesson with more interesting and relevant. The topic might be selected according to the knowledge of the students'.

It motivated and interest them in learning English, it could be an enjoy able way of finding an idea think the imagination. The students' would not feel bored in learning. It can help the students establish the link between words and meaning. It also can be as an alternative technique in teaching writing News item text, the students' could grasp how way the writing easily without a give its topic. Based on the problem and the statement above, So the researcher tended to choose the title in this research "*The Students' Ability in Writing News Item Text*".

B. The Identification of the Problem

Based on the problems described previously, then the problems of research will be identified as follows:

1. The students got difficulty in expressing their ideas in writing
2. The students have lack in vocabulary
3. The students do not know structure and grammar ?

C. The Scope and Limitation

The scope of this research is writing skill. The limitation was focus in writing news item text in at MADRASAH ALIYAH TAHFIZHIL QUR'AN Medan X grade 2017/2018 academic year.

D. The Formulation of The Problem

The problem of this study research is formulated such as:

1. Are the students' able in writing News Item Text?

E. The Objective of the study

The objective of the study is:

1. To describe the students' ability in writing news item text.

F. To Find out of the Study

The result of the study are expected either the theories or practice to be useful for:

a. Theoretically

The expected of this research is to enrich the learning of writing especially in writing News item text and as references for those who concerns with teaching English to help variety of technique in teaching process, especially technique in teaching writing.

b. Practically

1. The students', the result could make them easier to understanding and can be used to improve their ability in writing News item text.
2. English teacher, it can be used as a reference to enrich their knowledge in teaching writing, especially in teaching News item text
3. Head master, it can be used to improve and increase awareness of teacher and the headmaster performance to improve professionalism.
4. Readers at UMSU library, to enrich reader's knowledge about teaching technique and writing News item text
5. The researcher, can be used as basic information and knowledge for researchers who are interested in doing research and in teaching writing.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Framework

Ability is related to the effort which involves teachers to students which is reflected is the result the knowledge to the student has the ability in which achieved by students they are realized in the form of the source so that it will be knowledge the certain position of a students in the class because the scores they have reflect their ability in the learning process. In conducting a research, theories are needed to explain some concepts in the research concern. The concept which is used must be clarified in order to have the same perspective of implementation in the field. In other word, the following is considered important to be discussed for clarifying the concepts used or being discussedd, so that reader will get point clearly.

abilityis the ability or potential to master a skill that is innate or is the result of practice or practice and is used to accomplish something that is realized through its actions.

1. Description of Ability

According to Richard (1992:197)ability is defined as a learn proficiency in a second language and foreign language as the result of what has been taught or learned after a purled of instruction. The ability is the result of learning process which involves teacher with students which is reflected from the knowledge to the students have. The ability in which achieved by the students, they are realize in

the form of scores they have reflect their ability in the learning process. Ability is power or capacity to do or act physically, mentally, legally, or financially.

The term ability in this writing is the power of the students to understand the materials given by teacher in the class, the ability of the students in learning itself. The result of the students learning can be seen in the materials of course, there would be a change of behavior or knowledge from not knowing to knowing. The students intention to understand or to produce material is very clearly related to his/her interesting in carrying out the learning task, either for its on sake or in response to external requirement. The factor influence the students in learning and also influence big or her ability.

Slamento (1995:15) the ability in certain proof of success or the ability of a students in doing is their learning activities which based on their level of class. The word ability is derived from the adjective "able" which has the similar meaning as "can". Ability is the learned capacity to carry out pre-determined result often with the minimum outlay of time, energy, or both. Ability can often be divided into domain-general and domain specific ability. For example, in the domain of work, some general ability would include time management, teamwork and leadership, self motivation and others, whereas domain-specific ability would be useful only for a certain job. Ability usually requires certain environmental stimuli and situation to assess the level of ability being shown and used. The ability must be expressed in their potential by doing something concrete and measurable.

The students' ability is related to the students' effort of getting something into our cognitive system. The ability is the result of learning process. It's because the scores that they have reflect for their ability in the learning process. Ability also as something probability or can be done in a special situation. The student's ability can be seen in their learning achievement and it show whether the students able or unable in learning process of some subject. So by testing the students in questioning test or experience in an easy way to see and measure the capacity of their ability in receiving one subject. Hasan (1995:620) "Ability is the skill or competence of doing something; the meaning of this word is the situation being able. It is also a potential or capacity or power to do something physical or mental".

Hasan (1995:132) said that human basic potential there are three factors that can make the students ability increasing more :

1.1 The origin ability (natural ability)

The original ability is a set of basic ability and it is called "fitrah" ability (basic ability that can move all be develop automatically). The basic ability will develop by integral that can move all of this aspect. So,that all of the aspect can influence each other to get special aims mechanically. Some factors that can improve original ability are talent, instinct, hereditary, intuition and human characters. It means that human being have the original ability that they have get since they will be born. Commonly this ability comes since they will be babies, in which ability to have a talent will show when we will be interested in something and soon.

1.2 Thinking ability

Hasan (1995:134) said that in the structure of human body where is what is called brain extension which is used to think of something. Thinking as a sign of soul that can make correlation between incident that has done. There are three processed in thinking ability to form inner ability namely : form of sense, form of thinking, and of decision. This ability needs along process from experience. The experience could be in the form of learning from our surrounding of from our learning process. Some people may have ability by learning process or informal situation.

1.3 Ability derived from willingness

Hasan (1995:135) willingness as a sign of a soul. Willingness is an effort to someone to raise something in us. Ability derived from willingness can be seen from sign as follow : derives, wishing, interest, inclinations and willingness. Based on explanation above ability is power or capability to do something. Term ability for students to understand the material given by teacher in class room. The ability of students in learning can be see from the result of the learning itself after the students learn about material of course there is a change in behavior and knowledge. The ability is the result of learning process which involves teachers with students which is reflected from the knowledge to the students has. The ability in which achieved by the students, the are realize in the students in the class because the scores they have reflect their ability in the learning process.

2. Writing

2.1 The Meaning of Writing

The writing productive skill is called writing. It the skill if writer to communication information to a reader or group a reader. Their skill is also realized by their ability to apply the rules of the language she / he is writing to transfer information she / he is transferring, and the rethoric's where there is conducting in communication event too. According to Phillips (2000: 5) "Writing is much more than the simple mechanics of getting the word down; it also appropriate words, sentence linking, and text construction; and for older children, having ideas about content, and the ability to be self critical and to edit their own work ".

According to Morrow (2009: 9) "An effective writing teacher organizes such activities as shared writing, journal writing, independent writing, reader response writing, collaborative writing, writing fiction and nonfiction, guided writing, performance of writing activities, content-area writing and writing workshop. According to NCTE (2006:11) " Writers can benefit from teachers who simply support and give them time to write". Thus the support of a teacher in the form of continuous training is needed. Because of the teaching of reading can also improve writing skills, the teaching of reading and writing should be done simultaneously.

In the process of teaching learning, people need ability. A student initial ability is necessary prerequisite students weeks to follow the teaching learning process that will be followed next. The students initial ability can be used as a

point of departure to equip students to improve new skills. This is why writing is regarded as the most difficult language skill to learn for a language learner. In this study, writing can be defined as a means of communication for expressing ideas, feelings, and thought in written form through the writing process and period of time by considering the written convention.

2.2 The Writing Process

According to Harmer (2004) the writing process has four elements: “planning, drafting, editing (reflecting and revising) and final draft. This process is not linear but rotating (recursive) that the author makes the planning, revising repeatedly before getting to the final draft. A teacher can help students write more effective by having them observe and examine the creative process. Every writer follows his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which writers refer. Being conscious of your own writing process is especially helpful when you find yourself struggling with a particularly tricky piece. Here are five steps towards creating or identifying your personal writing process, they are states:

1. Planning

Planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills. There are even a couple of tests to measure someone’s capability of planning well. As such, planning is a fundamental property of intelligent behavior. Here that will help students think about the develop a topic and get word on

paper: (1) **Find Your Idea:** Ideas are all around you. You might draw inspiration from a routine, an everyday situation or a childhood memory. Alternatively, keep a notebook specifically devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration. (2) **Build On Your Idea: Two of the most popular techniques of fleshing out your idea are Peer Lesson and Free writing (means writing every idea that comes into your head).**

2. Drafting

Now you have your plan and you're ready to start drafting. Drawing is essential for communicating ideas in industry and engineering. To make the drawings easier to understand, people use familiar symbols, perspectives, units of measurement, notation systems, visual styles, and page layout. Together, such conventions constitute a visual language and help to ensure that the drawing is unambiguous and relatively easy to understand. Remember, this is your first rough draft. Forget about word count and grammar. Don't worry if you stray off topic in places; even the greatest writers produce multiple drafts before they produce their finished manuscript. Think of this stage as a free writing exercise, just with more direction. Identify the best time and location to write and eliminate potential distractions. Make writing a regular part of your day.

3. Revision

Revision is a much stage in the writing process as prewriting, outlining and doing the fir draft. Revising means rewriting a paper, building on what has already been done, in order make it stronger.

4. Editing

After revising the paper for content and style, edit - check and correct – error in grammar, punctuation and spelling. The eliminating sentence skill mistake will improve an average paper and help ensure a strong grade on a good paper.

2.3 The Assessment of Writing

Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.

A. Best assessment practice is informed by pedagogical and curricular goals, which are in turn formatively affected by the assessment. Teachers designing assessments should ground the assessment in the classroom, program or departmental context. The goals or outcomes assessed should lead to assessment data which is fed back to those involved with the regular activities assessed so that assessment results may be used to make changes in practice.

B. Best assessment practice is undertaken in response to local goals, not external pressures. Even when external forces require assessment, the local community must assert control of the assessment process, including selection of the assessment instrument and criteria.

C. Best assessment practice provides regular professional development opportunities. Colleges, universities, and secondary schools should make use of assessments as opportunities for professional development and for the exchange of information about student abilities and institutional expectations.

3. News Item Text

3.1 Definition news item text

According to Gerot and Wignell, (1995: 200) News Item Text informs newsworthy events to readers, listeners or viewers about newsworthy or important event in newspaper, magazine, television, radio, of other media. Knapp and watkins, (2005) News Item Text has not commonly discussed by experts. Pardiyono (2007:245) states that news item text is a kind of text which gives some

information about newsworthy events of the day and other natural phenomena in an area, they can happen in regional area or in overseas. It is because the News Item Text is not the basic genre of text, but it is a multi-generic text which is sometimes not explained in language books.

According to Macken (1990 : 34) news item text is a factual text and it is also called as New story. News item is factual text which informs readers about events of the day which are considered newsworthy or important. As English learners, we have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it.

1) The Use of News Item Text

Hammond, Burn, Joice, Brosnan, and Gerot explain that news item text has function to inform readers or listeners about events of the day which are considered newsworthy or important.

2) Schematic Structure of News Item Text

According to Gerotand Wignel and Hartono the schematic structures to construct news item text are as follows:

1) **Headline**

Headline contains the title of the text. It will be explained further in the background events.

2) **Newsworthy event**

Recounts the event in summary form.

3) **Background event**

Elaborate what happened to whom in what circumstances.

4) **Sources**

Comments by participants in, witnesses to and authorities expert on the event.

3) **Significant Lexico grammatical Feature of News Item Text**

Gerot and Wignel state the significance lexico grammatical features of news item text are as follows:

1. Short, telegraphic information about story captured in headline.
2. Use material process to retell the event.
3. Use of projecting verbal processes in sources stage.
4. Focus on circumstances

4) **Example and structures of the text**

Russian Nuclear Catastrophe

Newsworthy events:

Moscow –A Russian journalist has uncovered evidence of another Sovietnuclear catastrophe, which killed 10 sailors and contaminated an entire town.

Background Events:

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall - out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor - class submarine during a refit had been a „thermal“ and not a nuclear explosion. And those involved in the clean -up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

Source

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy

B. Previous Research

Belmonte and Hildago (1998) reveal the helpfulness of Theme/Rheme for teacher in evaluating second language writing at the level of discourse. In order to

their research they analyzed 25 student compositions. This empirical analysis is very useful to uncover several common problems for textual cohesion and coherence in second language writing. The result of this research proves that by using Theme/Rheme construct is a valuable instrument for teacher in scoring the students writing. It also can make the students' writing more effective.

Then, Agista to (2010) did a research about the use of television news program "Indonesia this Morning" as a media for teaching news item text. She found that there is a good improvement in writing news item text after using television news program as a media to teach the students. This progress is showed by the result's score; pre-test score was 64.23, first cycle was 75.02 and the second cycle was 81.47.

Next researcher is Listyowati (2010) also did a research about the contribution of small group discussion in teaching writing news item. The result of this study shows us the progress during teaching and learning process by using small group discussion was good.

Moreover, Hamidah (2009) with her study entitled the use of zig zag technique in improving students' written report. She proved that using zigzag technique the students' achievement in writing is increase.

C. Conceptual Framework

Nowadays, many students study English because they believe that I will benefit them in feature. When they are assigned to write a News item text in the classroom, most of them do not give much attention and enthusiasm. They have many difficulties in expressing their ideas. Therefore, this study is conducted to find out the use of Peer lesson Technique to improve students' in writing News item text on the second year students of 2017/2018 academic year, at MADRASAH ALIYAH TAHFIZHIL QUR'AN

D. Hypothesis

The hypothesis is formulated as follows:

- H_a : If alternative hypothesis is accepted its means the students' ability in writing news item text.
- H_o : If Null hypothesis is rejected then the students' ability in writing news item text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at the X class of MADRASAH ALIYAH TAHFIZHIL QUR'AN Medan at Jl.Wiliam Iskandar kenanga baru Kabupaten Deli Serdang, Sumatera Utara, and the academic year 2017/2018. The reason for choosing this school as the location of the research because of SWOT analysis. The school has some internal factors that made a weakness in teaching writing. Some of them the teachers still use conventional technique and it happen because the lack of creativity from the teacher to increase students motivation, they are not try a new strategy in writing and beside that the school are not facilitate the students need which make students are not interesting in writing and of course it make students difficult to understand about writing, especially writing news item. Based on the situation, the researcher want to know the students'ability in writing news item text.

B. The Population and Sample

The population of this research is the First years students of MADRASAH ALIYAH TAHFIZHIL QUR'AN Medan at jl wiliam iskandar kenangan baru 2017/2018 academic year. It consisted of two parallel classes. The total of each class consisted 30 and total of the population and sample were 60 students, all the students were taken as the sample.

Sample is a part of representative population observed. Arikunto (2010:102) stated that: “if the population are less than 100 it is better to include all of them as the sample. However, if there are more than 100, 15%, 20%, 25% or 50% can be taken as the sample”.

Based the statement above, take 100% or 60 students of the population would be taken as the sample. The researcher is used random sampling.

Table 3.1

Population and Sample

No	Class	Population	Sample
1	X – IPA ¹	30	30
2	X – IPA ²	30	30
Total		60	60

C. Research Design

This research was descriptive quantitative method which at gathering data at the students’ ability. Nawawi (2003: 216) say that “Descriptive method is a research method which is to describe, organize the important general characteristic of a set data and also to accumulate the students score”.

D. Instrument of Research

The instrument of research was give written test. The students’ were asked to write news item text. To the students’ writing, there are some criteria that had

been considered. To know the students achievement in writing there are some criteria consider Heaton (1998). There are five scoring component scales, namely content, organization, vocabulary, language use and mechanism.

The specific criteria describe in the detail in following stages:

1. Content

The scoring of contents depend students ability to write ideas, information in the form of logical sentence. The criteria of scoring as follows:

20 – 30	Excelent to very good: knowledge able substantive through development of topic sentence relevant to assigned topic.
22 – 26	Good to average: some knowledge able of subject adequate range limit development of topic sentence mostly relevant to topic, but lack detail.
17 – 21	Fair – poor: limited knowledge of subject little substance inadequate development topic.
12 -16	Very poor: doen not show of subject not substantive not part time or not enough to evaluate.

2. Organization

The organization refers to students ability write the ideas, information in logical order. The topic and supporting sentences are clearly states.

18 – 20	Very good: exact word, effective word choice and usage word from mastery appropriate register.
---------	--

14 – 17	Good to average: adequate, occasional errors of words. Choice but meaning not obscure
10 – 13	Fair to poor: limit range, frequent errors, choice usage meaning confuse or obscure
7 – 9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

3. Vocabulary

Vocabulary refers to students ability in using word or idiom to express idea logically, it also refersto the ability to use synonym, prefix, suffix exactly. The criteria of scoring vocabulary use are:

18 – 20	Very good: exact word, effective word choice and usage word from mastery appropriate register.
14 – 17	Good to average: adequate, occasional errors of words. Choice but meaning not obscure.
10 – 13	Fair to poor: limit range, frequent errors, choice usage meaning confuse or obscure.
7 – 9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

4. Language use

Language use refers in the students achievement in using some article or conjunction. The score of language use will take from five criteria the

highest score is 25 point. The use consist of tense, article, pronoun, preposition and structure.

The criteria the language use as follow:

20 – 25	Excellent to very good: effective complex construction few error argument test. Number or order / fiction, articles, pronoun, preposition.
18 – 21	Good to everage: effective but simple construction minor problem is complex construction several errors of agreement, tense, number word order / fiction, article, pronoun, preposition, but the meaning seldom obscure.
11 – 17	Fair to poor: mayor problem in simple complex construction frequent of errors of negation, agreement, devitions meaning.
7 – 9	Very poor: usually not mastery of sentences construction rules dominate by errors, due not communicate, not enough to evaluate.

5. Mechanism

05	Very good: demonstrate of function few errors in spelling.
04	Good to everage: occasional errors, punctuation, writing sentences but meaning not obscure.
03	Fair to poor: frequent errors to spelling, punctuation and capitalization, writing sentence, hand writing not enough to

	evaluate.
02	Very poor: to mastery of convention, dominated by errors spelling, punctuation, paragraphing hand writing illegible, or not enough to evaluate.

Based on this indicators, then the students' ability in writing descriptive classified qualitative and quantitative system, the scale are as follow:

Table 3.2

The Scale of Quantitative and Qualitative

Quantitative form	Qualitative form
90 – 100	Excellent to very good
70 – 89	Good to average
30 – 69	Fair to poor
0 – 29	Very poor

E. Technique of Collecting Data

1. Explain about news item text.
2. Give example news item text.
3. Give the test to students.

F. Technique of Analyzing Data

The data will be analyzed by using descriptive quantitative technique. In this technique, the researcher analyzed the data in term of quantitative analysis.

Calculating the percentage of the students' result to write inquiry letter by using sudjiono's formula (1993: 321)

$$Q = \frac{X}{Y} \times 100 \%$$

Note :

Q = the percentage of able

X = the number of able

Y = the number students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this reserach was taken from the students' answer in writing news item text. The answer were scored based on the five indicator, they are

Cont : content

Org : organization

Vo : vocabulary

Lu : language use

Me : mechanics

B.Data Analysis

Table 4.1
The result of writing text

No	Initial of the students'	Indicator					score
		Cont	Org	Vo	Lu	Me	
1	AS	20	12	14	18	4	68
2	ASP	23	16	15	18	3	75
3	AAK	20	15	16	16	3	54
4	APNS	19	17	16	16	3	71
5	BAP	28	10	19	22	4	83
6	CL	18	10	12	15	4	84
7	CFNI	22	14	19	21	4	80
8	DRD	18	18	17	17	2	72
9	FH	20	16	19	16	3	74
10	FB	27	18	19	22	4	90
11	FFR	26	17	17	18	5	83
12	FM	20	15	16	15	4	70
13	HNS	20	19	16	20	5	80
14	HA	26	10	15	19	5	75
15	HBS	16	18	15	20	4	73
16	IAS	22	10	18	22	3	75

17	INT	28	10	19	24	4	85
18	K	17	10	18	22	3	70
19	MRIP	18	15	15	20	4	73
20	MGS	20	19	16	20	5	80
21	MH	19	14	16	20	5	74
22	MRAR	26	17	18	18	5	84
23	MIP	26	17	18	13	2	76
24	NY	24	16	18	20	2	80
25	NV	22	16	16	21	4	81
26	NA	20	10	16	17	5	68
27	NMO	27	18	18	21	5	89
28	PHHR	27	18	17	24	4	90
29	RNY	24	17	19	21	3	84
30	RP	23	17	18	20	5	83
	Total	683	449	505	576	116	2414

Table 4.2
The Result of writing text

No	Initial of the students'	Indicator					Score
		Con	Org	Vo	Lu	Me	
1	AP	12	10	13	15	2	52
2	AFRL	18	17	16	16	3	70
3	ARR	19	15	15	15	3	67
4	AAR	25	17	18	22	4	86
5	ASR	28	10	19	24	5	95
6	AS	28	10	19	24	4	85
7	AG	16	13	13	11	2	55
8	ASAH	13	10	15	16	4	58
9	CAN	25	15	18	23	5	86
10	CNAR	21	18	13	15	5	72
11	DA	26	17	10	14	4	71
12	DQL	20	10	17	11	2	60
13	DFU	23	18	14	14	4	73
14	FM	22	15	16	16	3	70
15	FFG	16	14	15	21	4	70
16	FFG	17	17	15	15	3	67
17	HS	18	13	17	21	3	72
18	IMM	19	17	16	16	2	70
19	KS	24	17	15	17	4	77
20	L	26	15	15	15	4	75

21	M	26	17	18	13	2	76
22	MTP	19	18	15	19	2	73
23	MH	17	14	14	22	4	71
24	MU	20	20	15	19	5	79
25	MA	23	18	14	14	4	73
26	MIF	21	17	18	16	4	76
27	MJ	20	18	17	20	4	81
28	NAS	20	17	19	17	2	75
29	NFS	26	16	18	18	4	92
30	NS	28	10	19	24	5	95
	TOTAL	636	453	476	535	142	2222

The following table was used to show the students' ability in writing news item text. The standard ability is used as the criteria to determine the level of the students competence work on the test correctly. It has been explained in the previous chapter that the students score was classified into qualitative system. Based on these qualifications, to determine the standard ability for an individual in writing used 70% as the lowest standard score. If the students get 70% or more, it means the students was classified as able and if the students get less than 70 %, it means the students was classified as unable.

The students' ability in writing news item text can be seen from the table below.

Table 4.3

The Students Ability in Writing News Item Text

No	Students Initial	Quantitative Ability	Qualitatif Ability	Ability
1	AS	68	Fair to Poor	Unabel
2	ASP	75	Good to Average	Able
3	AAK	54	Fair to Poor	Unable

4	APNS	71	Good to Average	Able
5	BAP	85	Good to Average	Able
6	CL	84	Good to Average	Able
7	CFNI	80	Good to Average	Able
8	DRD	72	Good to Average	Able
9	FH	74	Good to Average	Able
10	FB	90	Excellent to Very Good	Able
11	FFR	83	Good to Average	Able
12	FM	70	Good to Average	Able
13	HNS	80	Good to Average	Able
14	HA	75	Good to Average	Able
15	HBS	73	Good to Average	Able
16	IAS	75	Good to Average	Able
17	INT	85	Good to Average	Able
18	K	70	Good to Average	Able
19	MRIP	73	Good to Average	Able
20	MGS	80	Good to Average	Able
21	MH	74	Good to Average	Able
22	MRAR	84	Good to Average	Able
23	MIP	76	Good to Average	Able
24	NY	80	Good to Average	Able
25	NV	81	Good to Average	Able
26	NA	68	Fair to Poor	Unable

27	NMO	89	Good to Average	Able
28	PHHR	90	Excellent to Very Good	Able
29	RNY	84	Good to Average	Able
30	RP	83	Good to Average	Able
31	AP	52	Fair to Poor	Able
32	AFRL	70	Good to Average	Able
33	ARR	67	Fair to Poor	Able
34	AAR	86	Good to Average	Able
35	ASR	95	Excellent to Very Good	Able
36	AS	85	Good to Average	Able
37	AG	55	Fair to Poor	Unable
38	ASAH	58	Fair to Poor	Unable
39	CAN	86	Good to Average	Able
40	CNAR	72	Good to Average	Able
41	DA	71	Good to Average	Able
42	DQL	60	Fair to Pool	Unable
43	DFU	73	Good to Average	Able
44	FM	70	Good to Average	Able
45	FFG	70	Good to Average	Able
46	FFG	67	Fait to Pool	Unable
47	HS	72	Good to Average	Able
48	IMM	70	Good to Average	Able
49	KS	77	Good to Average	Able
50	L	75	Good to Average	Able
51	M	76	Good to Average	Able
52	MTP	73	Good to	Able

			Average	
53	MH	71	Good to Average	Able
54	MU	79	Good to Average	Able
55	MA	73	Good to Average	Able
56	MIF	76	Good to Average	Able
57	MJ	81	Good to Average	Able
58	NAS	75	Good to Average	Able
59	NFS	92	Excellent to Very Good	Able
60	NS	95	Excellent to Very Good	Able

Table 4.3 above shows that

- a. There were 5 students who were categorized as Excellent to very good
- b. There were 46 students who were categorized as Good to average
- c. There were 9 students who were categorized Very poor

From the result obtained above, we can see that there were 51 students out of 60 students as the sample were categorized as able to write news item text and there were 9 students out of 30 students as the sample were categorized as unable. The whole percentage can be computed by using the formula as follows

$$Q = \frac{X}{Y} \times 100 \%$$

Note :

Q = the percentage of able

X = the number of able

Y = the number students

$$Q = \frac{51}{60} \times 100\%$$

$$= 85\% \text{ (Able)}$$

$$Q = \frac{X}{Y} \times 100\%$$

$$Q = \frac{9}{60} \times 100\%$$

$$= 15\% \text{ (Unable)}$$

From the computation above, the students who were categorized as able were 51 students or 85 %, meanwhile the students who were categorized as unable were 9 students. From the data obtain above, it may be concluded that the students of MADRASAH ALIYAH TAHFIZHIL QUR'AN on Jl. Wiliam Iskandar Kenanga Baru 2017/2018 academic year, especially on the 10th grade students were able to write news item text. The following table was used to show the students average score to find out their difficulties in writing news item text.

Table 4.4

The students' Ability in Writing News item Text

Indicator	Content	Organization	Vocabulary	Languse	Mechanic
Total	1319	902	981	1111	258
Average					
Average of	2198	1201	1635	1852	430

each Sample					
----------------	--	--	--	--	--

To find out the average score of each sample, was measured by using the following formula :

$$\text{Average of Each Sample} = \frac{\text{Total Average}}{\text{Total Sample}}$$

Based on the table above that :

1. In the Content Indicator, the students average score is 2198 ; its means that their ability is fair to average. Several difficulties mostly because students have major problem. In the topic of text and development thesis is mostly relevant. But, the problems are lacks detail and limited development thesis.
2. In the organization indicators, the students 1201; it means that their ability is in the level good to average. Students mostly have limited support logical, but in complete sequencing. In order words their organization is loosely even the main ideas is stand out.
3. In the vocabulary indicators, the students average score is 1635; it means that their ability is in the level of good to average. Where, mostly students using appropriate words to show the idea in the text so that the meaning can be observe.
4. In the language use indicator, the students average score is 1852; it means that their ability is in the level fair to poor. Several difficulties mostly because students have major problem is constructing and using the tenses, word order

function, article, pronoun and preposition. Therefore, its make the meaning confused or obscured.

5. In the mechanics indicators, the students average is 430; it means that their ability is good to average. The problem faced for this indicator is caused by few errors or spelling, punctuation and capitalization; these make the meaning confused or organization obscured.

C. Findings

After analyzed the data, the findings of the research are.

1. out of 60 students, there were 9 students or 15% were categorized unable to write news item text..
2. out of 60 students, there were 51 students or 85% were categorized able. It means that the 10th grade of MADRASAH ALIYAH TAHFIZHIL QUR'AN were able to write news item text.
3. The difficulty faced by the students was that they have was lack of language use so that they were difficult to write text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Having analyzed the data, the conclusions can be drawn as follows

1. Based on the result of the students' ability in writing news item text. There were 9 students or 15% were categorized unable to write news item text.
2. Out of 60 students, there were 51 students or 85% were categorized able. It means that the 10th grade of MADRASAH ALIYAH TAHFIZHIL QUR'AN were able to write news item text.
3. The students was that they have was lack of language use so that they were difficult to write text.

B. Suggestions

In relation to the conclusion, suggestion are staged as follow

1. The teacher should understand in English lesson to make the students easier to write news item text. Teacher should concern to the students who are unable grammar and structure of English as generally in order to ease the students in increasing their writing news item ability. It is expected that the teacher give some motivation, explanation, and examples that can be understood by the students so that can receive the lesson easily.

2. The teacher of English should give a variant of in teaching English especially in writing aspect, as a stimulus to the students in order to facilitate the students in news item text.
3. The students must be able to motivate the students to like English subject especially in English vocabulary in order to ease them receive English lessons and the students should pay more attention with English structure.
4. The students who were still in the status of poor should learn more diligently especially in mastery the English writing of text by having practice, reading grammar and asking to their teacher and attend the out of school our activities.

REFERENCES

- Agista, Dini 2010. Using Television News Program “ Indonesia this morning” on Metro TV for improving students’ skill in writing News Item Text.(In case of First Grade Students of SMA Negeri 1 Bajanegara in the Academic Year 2009/2010). A final Project English Departement of UNNES : Unpublished.
- Arikunto 2010 *Prosedur Penelitian Suatu Pendekatan Praktik*: Rineka Cipta
- Belmento, I.A and McCabe.A 1998 *Theme and Rheme Pattern in L2 Writing. Discoure Analysis*.10:13-31.
- Gerot, Linda & wignell, 1995. Making Sense of Functional grammar An Introductory book with Amandements Sydney : gerd stabler
- Hamida, Nurul 2009. The use of ZigZag Pattern Technique In Improving the Sudents’ Written Report (An Action Research for the Eleventh Grade Students of SMA N 1 pamotan in the Academic Year of 2008/2009). A Final Project : English Departement of UNNES : Unpublished
- Harmer 2000. *How to Teach a Short Essay in English Academic Writing*. Alfabeta
- Hasan 1995. *Definiton of Ability*. Jakarta
- Heaton, JB.1998. *Writing English Language Test*. London Longman Group.
- Hullet, C. Elwyn Ph. D. 2007. *Action research in the Classroom: Center for Teaching Excellence Grants and Statewide University Classes*. Eastern New Mexico University: Jakarta Rineka Cipta
- Kellog, Raulerson. 2009. Improving the Writing Skill of College Student.
- Knapp, P. And M. Watkin. 2005. Genre, Text, Grammar: Technologies for Teaching and Assesing Writing. Sydney: University of New South Walas Press.
- Listyowati, Puji 2010. The use of small group discussion in teaching written news item text (The experimental Research at tenth grade of SMA PGRI Purwodadi in the Academic Year of 2009/2010). A Final Project : English Department of UNNES : Unpublished
- Macken, Mary A Genre-Based Approach To Teaching Writing Year 3-6. NWS Australia: Common ground,1990.

Morrow 2009. *How to Teach a Short Essay in English Academic Writing*. Alfabeta

NCTE 2006. *How to Teach a Short Essay in English Academic Writing*. Alfabeta

Pardiyono 2007. *Pasti Bisa! Teaching Genre Based Writing*. Yogyakarta: Andi Offset.

Paul 2007. *How to Teach a Short Essay in English Academic Writing*. Alfabeta

Phillips 2000. *How to Teach a Short Essay in English Academic Writing*. Alfabeta

Richard J.S 1992. *Logman Dictionary of Language Teaching and Applied Linguistic*. Logman

Slamento 1995. *Belajar dan faktor-faktor yg mempengaruhinya*. Jakarta Rhieneka.

[http://www.academia.edu/10998160/system approach to learning.html](http://www.academia.edu/10998160/system_approach_to_learning.html)

[http://m4y-a5a.blogspot.co.id/2012/07/peer lesson for student.html](http://m4y-a5a.blogspot.co.id/2012/07/peer_lesson_for_student.html)

APPENDIX II

Please Write your name on the left top of the paper and than please write down news item text!

APPENDIX I

LESSON PLAN

School	: MADRASAH ALIYAH TAHFIZHIL QUR'AN
Subject	: English
Class	: X-1
Year	: 2017/2018
Standar Competence	: Identifying in monolog reports, news item text, and analytical exposition.
Basic Competence	: 1. Identifying a news item text. 2. Making a news item text
Indicators	: Explaining the news item text
Topic	: Writing
Aspect	: news item text
Time	: 2 x 40 minutes
Learning objective	: At the end of the lesson the students are able to : 1. Explaining the definition of news item text 2. Make a news item text

A. Learning Materials

News item is factual text which informs readers about events of the day which are considered newsworthy or important.

- B. Teaching Method** : discussion
- C. Source** : English text book grade XI
- D. Learning activity :**
- E.**

A. Steps of Learning Activities

a. Opening Activities

Activities	Time
<p>b. M - Greeting (Assalamu'alaikum. a Wr.wb/ Good Morning) i - The teacher check the absent of n students - The teacher ask to students about A everything that related with the c lesson.</p>	15

t

ivities

Activities	Time
<ul style="list-style-type: none"> - The teacher giving the material about the news item text. - Teacher asks students what is the news item text. - Then teacher tells to explain definition of the news item text - The teacher give example for simple of the news item text to the students - The teacher give instruction to write of the news item text. - Teacher and student write the news 	50

item text together.	
---------------------	--

c. Post Activities

Activities	Time
<ul style="list-style-type: none"> - The teacher and students make a conclusion about the news item. - The teacher close the meeting with say hamdalah. 	15

F. Assesment

- Form : Writting test

No	Aspect	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanism	5
	Total	100

Approved by

English Teacher

Medan,

2017

Researcher

Maruli Tua Hutagalung,S.pd

Dita anraini harahap