

**STUDENT'S DIFFICULTIES IN WRITING
REPORT TEXT (A STUDY AT ISLAMIC
SENIOR HIGH SCHOOL KOTO RENDAH)**

A THESIS



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OFFICIAL NOTE

Assalamu'alaikumWarrahmatullahiWabarakatuh.

After guiding, analyzing, briefing, and correcting, the writing of Sonia Detriani's thesis (the student's number is 1910203005) entitled : "STUDENT'S DIFFICULTIES IIN WRITING REPORT TEXT 2023/2024". We are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikumWarrahmatullahiWabarakatuh.

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CERTIFICATE OF ORIGINALITY

The researcher here by declares the thesis entitled “STUDENT’S DIFFICULTIES IIN WRITING REPORT TEXT 2023/2024” is the researcher’s work and that to the best of the researcher’s knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the award of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher’s work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledge.

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APPROVAL AND ACCEPTANCE

This thesis with entitled of "Student's difficulties in writing report text." by Sonia Detriani with students' number 1910203035 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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ABSTRACT

Sonia Detriani, 2019 : STUDENTS' DIFFICULTIES IIN WRITING REPORT TEXT 2023/2024.

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Key words : *Difficulties, Writing, Report text*

The aim of this research is to determine students' difficulties in writing report texts and their causes. Students at Islamic Senior High School Koto Rendah were the population in this study. This study used descriptive qualitative method. The instrument used in this research was the interview technique. In carrying out the research, the researcher interviewed several students from grade ten to obtain instruments. The research results show that students experience difficulty in writing report text. This is evidenced by students' confessions which state that they have difficulty expressing their ideas and have difficulty constructing sentences. The results of the analysis show that students experience many difficulties in terms of grammar, punctuation and sentences.

ABSTRAK

Sonia Detriani, 2019 : STUDENTS' DIFFICULTIES IN WRITING REPORT TEXT 2023/2024

Pembimbing : 1. ARIDEM VINTONI, S.Pd, M.Pd
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Kata kunci : *Kesulitan, menulis, teks laporan*

Tujuan penelitian ini adalah untuk mengetahui kesulitan siswa dalam menulis teks laporan dan penyebabnya. Siswa di Madrasah Aliyah Koto rendah menjadi populasi dalam penelitian ini. Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen yang digunakan dalam penelitian ini adalah teknik wawancara. Dalam melaksanakan penelitian, peneliti mewawancarai beberapa siswa kelas sepuluh untuk mendapatkan instrumen. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam menulis teks laporan. Hal ini dibuktikan dengan pengakuan siswa yang menyatakan kesulitan dalam mengungkapkan idenya dan kesulitan menyusun kalimat. Hasil analisis menunjukkan bahwa siswa banyak mengalami kesulitan dalam hal tata bahasa, tanda baca, dan kalimat.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"Keep trying, preserve and believe"

إِنَّ مَعَ الْعُسْرِ يُسْرًا فَإِذَا فَرَغْتَ فَانصَبْ وَإِلَىٰ رَبِّكَ فَارْغَب

Artinya: “sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah hendaknya kamu berharap.”

(Q.S. Al-Insyirah : 6-8)



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عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَ الصَّحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

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Sungai Penuh, Februari 2024

SONIA DETRIANI
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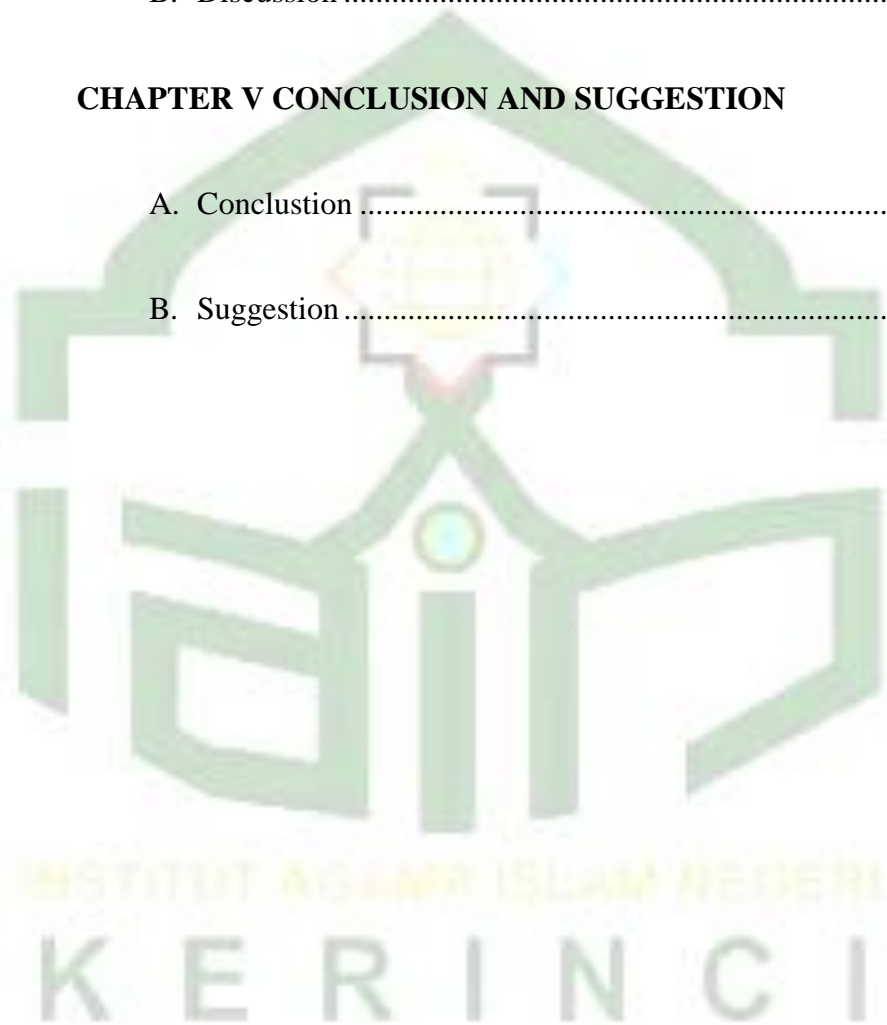
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CHAPTER I

INTRODUCTION

G. Background of the problems

English is a global language with applicated in any situation and environment which take important things in our life. Good wyn & Branson (2005, p. 1) mention that English is very important and is often regarded as the most important subject that required in every school subject and in life at various levels. Understanding English as a foreign language begins with English study activities and adequate skill acquisition. It is important for students to concieve all aspects of the English language which reading, listening, and writing are examples of receptive skills, whereaswriting and speaking are examples of productive skills (Hermer:2021). The processof deriving meaning from written material is known as reading. Speaking is an interactive, production-based process of meaning formation.

Then writing is a talent that entails understanding all components of the target language in order to learn how to communicate thoughts in written form. These abilities are interconnected. This is also confirmed by Chitra and Thiagaraja's (2001:1) assertion that students' communicative competence in the target language is determined by their mastery of language skills. Furth more, writing is the act of putting something down onpaper.

According to Nation (2009, p. 113), Writing is an progress that can be productively prepared to work in other skills. Writing is often used to measure students' progress in learning English as a productive skill that helps students develop their ability to express what they feel and think. Recount text, narrative text, explanatory text, report text, descriptive text, parody, analytical exposition, news item, anecdote, process, hortatory description, debate are various implementation tools. However, the writer was concentrate on report text in this study.

However, Report text is a type of text that conveys information about something as it is, based on observation and methodical analysis. A report can be characterized as a description of how things are around us, which contains references to various natural, man-made, and social events (Gerot & Wignell, 1994, p. 196). Writing report text is considered difficult by most students. If their language skills are poor, the challenge becomes more obvious. Researchers have experience when researchers write a report text, researchers experience difficulties because it is difficult to distinguish between report text and descriptive text. Moreover, report text is also known as informational report, which in language has a function to provide information about an event or situation, after an investigation has been carried out and through various considerations.

Moreover, report text is also known as informational report, which in language has a function to provide information about an event or situation, after an investigation has been carried out and through various considerations. In essence, in the report text usually contains facts that can be proven scientifically. Judging from its function, report text is also important for students, namely to get information on objects, animals and events. therefore researchers are interested in examining "student difficulties in writing report texts"

Furthermore, In accordance with the function of the report text, it is to inform the special function or detailed information of an object and the function of the report text is in accordance with the research objectives and research problems that was be studied. When making observations at Tenth grade of science students at Islamic Senior High School Koto Rendah by directly observing the ongoing learning process, there are several indications that there are still some students having difficulties in writing report texts. when asked to write report texts in English such like when asked them to write the condition of their environment, they usually consume their time to find perfect words and difficult to express their ideas. Given what has been explained above, the researcher tries to analyze the difficulties of Tenth grade of science students in writing report texts at Islamic Senior High School Koto Rendah and find out the

reasons and sources of their difficulties.

H. Identification of the problem

Based on the background of the problems above, there are several indications or problems been identified:

1. The tenth - grade science students of Islamic Senior High School of Koto Rendah difficult in expressing their ideas.
2. The students get anxiety when faced with English subject
3. The students have limited knowledge and vocabularies.

I. Limitation of problem

Based on the identification of the problems above, the researcher focusing this research to finding out Students' difficulties in report text, what factors cause students to have difficulties in writing report text, and how to overcome students' difficulties in report text. At Tenth grade of science students Islamic Senior high school Koto Rendah.

J. Reaserch of question

Based on the background above, the research formulated a research question as follow :

1. Why are the students difficult to express their ideas in writing report text at the tenth grade of Islamic senior high school koto rendah?

2. What are the factors that cause students' have difficulties in writing report text at the tenth grade of Islamic senior high school koto rendah?
3. How the students to resolve their difficulties in writing report text at the tenth grade of islamic senior high school koto rendah Purposes of the reaserch

K. Purposes of the reaserch

Based on the background of the problem, problem identification and problem boundaries above, there were several purpose of the research, including :

1. To know the students' difficulties in writing report text at the tenth grade of Islamic senior high school koto rendah.
2. To know the factors that cause students' difficulties in writing report text at the tenth grade of Islamic senior highschool koto rendah.
3. To know how the student resolve their difficulties in writing report text at the tenth grade of islamic senior high school koto rendah.

L. Significances of the reaserch

This research is expected to contribute and provide information about the factors causing students' difficulties in writing report text. Hopefully the results of the research to be carried out was be useful for students, teachers, and for writers. The results was be used for the

following:

1. The results of the research are expected to be used as input for school principals and teachers so as to improve quality education in particular at the Islamic senior high school koto rendah,
2. The results of the research can be used as a guide for the homeroom teacher in order to find the best way out in providing understanding and motivating students.
3. The results of this study are expected to be useful for parents in educating their children and motivating their children to study harder.

M. Definition of key terms

To avoid misunderstanding in terms of the title of this study, below the author explains the meaning of the words contained in the title, namely as follows:

- Writing

What the author means here is student writing report text.

- Report text

What author means here is a type of text in English that describes the details of an object.

- Difficulties

What the author means here is what difficulties of students in writing report text.

CHAPTER II

REVIEW OF RELATED THEORIES

D. Review of related theories

1. Writing

Nation (2009:113) Mention that writing is an activity that can usefully be prepared for work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. Writing is also considered as the indicator toward the student success in learning English. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. Writing, speaking, and listening are communication skills that are important in all subject areas in the curriculum. This is because the students should be able to communicate in the target language in spoken and written language. To make good writing, it needs to follow some steps. According to Harmer (2004:4) the process of writing has four steps, they are: 1) planning; 2) drafting; 3) editing; 4) final version. In planning, before start to write, the writer was try and decide what it is they are going to write. For some writers this may involve making detailed notes.

Description characteristics and definition of object or something. While, Gerot and Wignel (in Mardiyah, 2013) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, place and things physically by their appearance.

Writing skills are difficult and complex language skills because they require broad insight and broad thinking. It can be said that writing involves several components including content, organization, vocabulary, grammatical structure and mechanics such as punctuation and capitalization. As a result, students are unable to write because their writing does not master these components. When writing, students need to express ideas and arrange ideas in a good content, organization, vocabulary, grammar and mechanics. Writing, according to Nunan (2003, p. 88), is mental effort that involves locating ideas, considering how to communicate them, and organizing them into coherent statements and paragraphs.

Based on this explanation, writing is an activity that is useful for preparing work on other skills, namely listening, speaking and reading. This preparation allows words that were previously used receptively to be used productively. Writing is also considered an indicator of student success in learning English. Because writing is a

productive skill, it also helps students develop their ability to express what they feel and think.

Writing, speaking and listening are important communication skills in all subjects in the curriculum. This is because students must be able to communicate in the target language both orally and in writing. To write good writing, you need to follow several steps. According to Harmer (2004:4) the writing process has four steps, namely: 1) planning; 2) preparation; 3) editing; 4) final version. In planning, before starting to write, writers was try to decide what they was write.

For some writers, this may involve taking detailed notes. Writing skills are difficult and complex language skills because they require broad insight and broad thinking. It can be said that writing involves several components, including content, organization, vocabulary, grammatical structure and mechanisms such as punctuation and capital letters. As a result, students are unable to write because their writing does not master these components. When writing, students need to express ideas and organize ideas in good content, organization, vocabulary, grammar and mechanics.

2. Purpose Of Writing

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

3. Process Writing

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

a. Planning

The author should consider three primary points at this point. Specifically, the content's purpose, audience or readers, and structure. The sort of text the author intends to generate, the language the author employs, and the material the author decides to include was all be influenced by the goal of the writing. Second, the author must consider the readership.

Not only was the audience impact the format of the writing (how it is ordered or how paragraphs are formed), but it was also influence the language used (formal or informal language). Third, the structure of the work's substance must be considered by the writer.

b. Drafting

After have a clear route, next step is drafting. The writers was deliver their ideas which not considering about suitable with context that want to presenting.

c. Editing

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

d. Final

After editing, the writers might do rework which make the content more reasonable till the written material is ready for publishing. The procedures outlined above provide students with a series of structured learning experiences that was assist them in better understanding the nature of writing at each stage. As a result, writing methods are critical in producing high-quality writing.

4. Difficulties in Writing

In this study, the researcher focused on the challenge that students confront while writing, particularly when creating report text. Writing is seen to be difficult by the majority of students. Because there are several crucial components in writing, such as vocabulary, spelling, punctuation, and grammar. Because they don't grasp the report material, students are having difficulty learning English.

However, this sort of Report Text does not receive a significant amount of explanation in the form of teaching materials and from the lecturer's explanation. Students must make an attempt to solve and comprehend the lesson of the report text. The problem that occurs in writing is a problem posed by students. Some students are still not thorough in writing, and also don't understand how to find ideas and develop ideas.

The types of problems in writing are grammar problems, sentences structural problems, word choice problems and cognitive problems. (Gumus, 2021). But in this research, researcher analyzed the difficulties in diction and punctuation that was be explain below:

1. Diction

Diction refers to a person's choice of words to communicate a concept or start a thing, as well as issues regarding language style and expression. Diction encompasses expressions, language styles, and expressions in addition to

expressing which words are utilized to represent concepts.

As a result, it can be stated that diction is the appropriate use of words to convey a concept when other factors such as expressions, language styles, and expressions are present, allowing for the delivery of ideas as expected.

2. Punctuations

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

5. Factors in Writing

Grammar problems, mechanical problems, sentences structure problems and problems of diction is a linguistic problem factors that hinders students' effectiveness in writing English. This mean that the expert in the opinion that the problem factors that occurs to students in writing is the ineffectiveness of students in writing apply grammar, structure and other writing rules.

Gumus in Sari N (2021, p. 19) mentioned that there are some problems that students face when they write and it can cause diffulties in writing. It's a pre-writing difficulties like the selection for topic of writing: the organizational difficulties and vocabulary difficulties, technical difficulties such as grammar, punctuation and spelling grammar.

6. How to Resolve

To be able to improve the ability to write student reports, the role of the teacher is very influential. The role of the teacher in choosing the right learning strategy is very important. Currently learning is more accepting, communication only occurs in one direction. This is what causes learning to be less meaningful for students.

The learning strategy chosen by the teacher is closely related to the learning model used so that students are more likely to achieve the learning objectives as expected. The learning model used by the teacher in the learning process reflects the quality of the learning process in the classroom. For this reason, the learning process should be carried out in ways that are in accordance with the nature of human learning about language. To achieve learning objectives, ways that pay attention to students actively in the learning process are known as innovative learning. (Rusmani, 2019).

7. Report Text

a. Definition of Report text

Report genre usually tells the natural or non-natural phenomena or even social phenomena. This genre writing is a kind of descriptive writing; however, it is not really descriptive because it provides the information dealing with the natural or no-natural phenomena. This is also not matter of procedure genre because it doesn't tell the

process of a phenomenon such as how volcano occurs, how drought happens, or how the global warming takes place. It tends to describe and provide information about the cases scientifically and academically in order to improve knowledge of the reader (Pardiyono 2007 in Dirgeyasa, 2016, p. 70) In other words, report text is a type of text that presents information about something as it is which is the result of systematic observation and analysis.

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

- 1) Focus on Generic Participant : The report text uses generic participant and does not include special participant that do not represent the type in general.
- 2) Using Relating Verbs: Relating verbs are words like am, is, are, seem, appear and others. In report text, relating verbs are used to describe the general characteristics of an object.
- 3) Using Simple Present: The tenses used in the report text are simple present, except for objects or living things that are already extinct.
- 4) Not Using Adverbs of Time Sequence: The report text does not use adverbs that explain the time sequence or temporal sequence, such as: first, second, third.

b. Structure of Report Text

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

1. Title: Report text generally have concise titles without connotative meaning. The title is usually the object to be discussed. The title used is very concise but can represent the entire content, intent, or purpose of writing the text.
2. General Statement : A report text begins with a general statement which is an introduction to the object to be written.
3. Description: This description stage can be in the form of a single paragraph or a series of paragraphs about the object of discussion. However, in many report texts, we was find that supporting information is presented in a short and simple manner by only including the main idea or action without including explanations

E. Review of related findings

To the author's knowledge, there are no other writers who have examined the problem of Analysis student's difficulties in writing report text at Islamic senior high school koto rendah, as the author was examined. However, there are many studies that are relevant to the research that the authors conducted. the author took several very relevant studies including research conducted by:

Astria Ningsih, Thesis : *An Analysis student's difficulties in writing Descriptive text at the first grade of SMAN 1 Kuala Kampar, 2021*, English Language teacher training and education study program, Faculty Universitas Riau, The research method used was a descriptive qualitative research method. The writer collects the data by written test, interview and observation. This research was similarities with the research that the author did. The results of research conducted by Astria Ningsih show that students have difficulty writing descriptive texts due to lack of vocabulary and grammar. this is the similarities as what the author did, The difference is that the author researches student difficulties in writing report text and Astria Ningsih researches student difficulties in writing descriptive, so this research is a study that was never be done previously.

The researcher found that the first grade students at SMAN 1 Kuala Kampar had difficulties in writing descriptive text including organization, vocabulary, grammar, mechanics and content. Based on the result of the highest percentage from each indicator, the main difficulties of students in writing descriptive text were vocabulary was 84%, grammar it was 84%, then followed by content it was 83%, organization was 82%, and the last is mechanics it was 77%.

Asnan Ramadhan, A Thesis : *Analyzing Students' Difficulties in Writing Recount Text at Eleventh Grade Students of SMAN 1 Tanete Rilau at Barru, 2017*, English Education Department Faculty of

Teacher Training and Education University of Muhammadiyah Makassar. The method used is a descriptive. The research had conducted with writing test. The student were asked to write paragraph in the form of recount. The location of this research was done at the eleventh grade students of SMAN 1 Tanete Rilau. The subject of research are 27 students', consist of 15 XI IPA and 12 XI IPS.

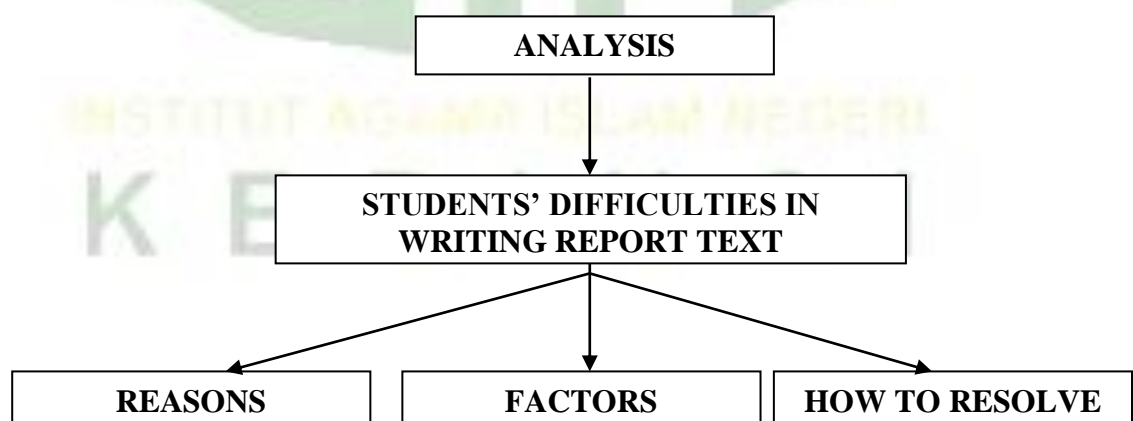
The findings indicated the difficulties faced by the eleventh grade students of SMAN 1 Tanete Rilau in writing English recount text were divided into two parts, namely Text/paragraph organization and Grammatical. Text/paragraph organization which are divided into three types, there are topic sentences, paragraph development, conclusion and coherence. And also grammatical which are divided into three types there are verb, article/preposition and pronoun. The findings indicated the difficulties faced by the eleventh grade students of SMAN 1 Tanete Rilau in writing English recount text were divided into two parts, namely Text/paragraph organization and Grammatical. Text/paragraph organization which are divided into three types, there are topic sentences, paragraph development, conclusion and coherence. And also grammatical which are divided into three types there are verb, article/preposition and pronoun.

this is the similiar as what the author did, namely analysis student difficulties in writing report text at Islamic senior high school koto rendah. However, there is a significant difference between the

research conducted by Asnan Ramadhan and what the author did. The research conducted by Asnan Ramadhan was in analyze by using recount text, beside the author focusing with report text.

This study and the others have similarities and difference/ the similarity between this study and the others lies in the similarity of the variable studied, namely writing. There are also differences in method used in the others studies which used quantitative research, while this study used qualitative research. Another difference between this study with the others is this study focused to observe and analyze students' difficulties by askin several question while the others focusing to analyze students' difficulties by testes them skills.

F. Conceptual Framework



To discover the truth based on the background of this research, the researcher try to discover three points that are being delivered in this research. In this case, the researcher tried to find the kind of motive that causes students difficult to deliver their ideas, several factors, and how the students resolve when they face this problem. After this research, hopefully an execute was solve this problem at that school.



CHAPTER III

METHOD OF THE RESEARCH

A. Reaserch Design

The research design for this study is descriptive qualitative research with the descriptive approach. According to Basrowi & Suwandi (2008:2), qualitative research could identify the subject, and feel what the subject experiences. The researcher is involved in the context, situation, and setting of the natural phenomenon being studied in qualitative research.

The qualitative study is inquiry research (Cresswell:2008). The goal of this qualitative study was to help the researcher to gain more insightful spesific information from participants. This design is suitable for this content to discover many aspects that cause difficulties for students especially writing skills.

B. Participants

The subject of this research has been carried out students of Islamic Senior High School Koto Rendah, especially in Tenth Grade IPA 1 in the academic year 2023/2024. The determination of this class the subject of the research because the students' ability of writing still low and needs improvement. The present study was conduct preliminary study in which

the English teacher the currently teaching the tenth grade students of Islamic Senior High School Koto Rendah.

C. Technique of Collecting Data

In collecting the data, the researcher use the following technique;

1. Observation

Observation was progress to identify several experiences of an accident(Lisa:573). In this research, observation was used to know the student learning progress in the tenth class of science students and find several factors that cause students difficulty in writing their ideas in the report text. In this way, the researcher uses tests as observation media. This content was used to analyze the situation and take several samples used to interview. the researcher used this formula:

Table 1.1

Writing Component by Brown (2021)

K E R I N C I

Aspects	Range	Criteria
Content	30-27	EXCELENT TO VERY GOOD: Knowlegdable *substantive *Thorough development of thesis * relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledgeable of subject *adequate range *limited development of thesis * mostly relevant to topic * but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subjects *little substance *inadequate delevopment of topic
	16-13	VERY POOR: does not show the knowledge of subject *non-substance *non pertinent *OR not enough to evaluate
Organization	20-18	EXCELENT TO VERY GOOD: fluent expression *ideas crealy stated/supported *well organized * logical sequencing *cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy *loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent *ideas confused or disconnected *lacks logical sequencing and development
	9-7	VERY POOR: does not communicate *no organization *OR not enough to evaluate
Vocabulary	20-18	EXCELENT TO VERY GOOD: sophisticated range *effective word/idiom choice and usage *word form mastery

		*appropriate register
	17-14	GOOD TO AVERAGE: adequate range *occasional errors of word/idiom form, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range *frequent errors of word/idiom form, choice, usage *meaning confused or obscured
	9-7	VERY POOR essentially translation *little knowledge of English vocabulary, idioms, word form *OR not enough to evaluate
Language Use	25-22	EXCELENT TO VERY GOOD: effective complex constructions *few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions *minor problems in complex constructions *several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions *frequent errors of negations, agreement, tense, number, word order/functions, articles, pronouns, prepositions and or fragments, deletions *meaning confused or

		obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules *dominated by errors *does not communicated *not enough to evaluate
Mechanics	5	EXCELENT TO VERY GOOD: demonstrates mastery of conventions *few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, *poor handwriting *meaning confused or obscured
	2	VERY POOR: no mastery of conventions *dominate by errors of spelling, punctuation, capitalization, paragraphing * handwriting illegible *not enough to evaluate.

Source : Fadilla, *An Analysis of Students' Errors In Writing Report Text*

At SMK N 7 Pekanbaru, 2019.

2. Interview

In this reaserch the data was collected by using the interview technique. Schostak (2006) adds that interviews are prolonged conversations in order to obtain in-depth information on a specific topic or subject, and through which phenomena can occur and be interpreted in the context meaning carried by the individual being interviewed.

The reaserch used interviews to capture the intended data with criteria and aims relevant to problem studied, the research provided the interview guide question, but the questions could be edded depending on interview answers.

So, it is not only focused on interview with an English teacher but with student too. At Islamic Senior High School Koto Rendah. In this research, the researcher uses semi-structured interviews with the aim of extracting detailed information related to the main concern of this research.

Interview List of Questions

Reason	Factors	How To Resolve
<p>1. Did you have some experience before about writing some report text ?</p> <p>2. Are you confused or get frustrated when try to deliver your idea?</p> <p>3. Why you still difficult when deliver your idea when try to writing some report text ?</p> <p>4. Did you panic when facing with report text?</p>	<p>1. Could you explain your situation when try to writing some report text ?</p> <p>2. Which one of the most factor that cause you difficult to write some report text ?</p> <p>3. Is friend, teacher or, environment be one of cause you get adrenaline so that could disturbing when you write some report text ?</p>	<p>1. Which one you do when faced with writing report text?</p> <p>2. Could you solve your situation when facing with report text? Please explain it!</p> <p>3. Did you have some tools or trick to solve this problem?</p> <p>4. Did someone motivate you to solve this problem?</p>

Source :Putri,Peningkatan Kemampuan Menulis Teks Laporan

Menggunakan Strategi RAFT Pada Peserta Didik Kelas VIII C

SMPN 3 Berbah Sleman DIY

3. Documentation

Documentary study is a type of data collection that involves gathering and evaluating documents, including written documents, pictures, and electronic data. The documents were gathered based on the problem's objectives and emphasis. According to Arikunto (2010), documentation seeks information on variables such as notes, transcripts, books, magazines, newspapers, and journals among other things. The research uses documentation, namely taking pictures together with the people concerned (teacher and student) as evidence that key has carried out activities at the reaserch location such as observation.

D. Instrument of the research

1. Observation Sheet

This observation was be carried out in class X IPA 1 Islamic High School Koto rendah. During observation, the research was see what students' difficulties and what factors cause students difficulties in writing report text.

2. Student Worksheet

Student worksheet are used a a tool to retrieve data in test form. Test that used was written test. This treatment was given to identify students' skill in working report text as well as also

be a medium for filtering samples used for interview

3. Interview Guidline

Interview be conducted by researchers to be used as guidelines in conducting interviews. In making the interview guide question sheets, the researcher referred to the most important points in the students' difficulties in writing report texts in English. Interviews were conducted with students of class X IPA 1 at Islamic Senior High School Koto Rendah.

4. Documentation

The documentation be conducted if activities at the research location are being or have been carried out. Suchas take pictures together, the researcher with the students or teacher in the Islamic senior high school koto rendah.

E. Technique of Analyzing the Data

This research using Braun and Clarke's thematic analysis (2006) with six steps: (1) familiarisation with the data; (2) generating codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) producing the report. This steps help the researcher to classified information that suitable with contents.

CHAPTER IV

FINDING AND DISCUSSION

A. Reaserch Finding

The research results was expected can describe the objectives of the reaserch conducted by the researchers. As previously mentioned in chapter 1, this research is intended to determine students' difficulties in writing report texts at Islamic Senior High School Koto Rendah. This research was conducted by interviewing several tenth grade students to collect data and by taking some documentation.

Based on the results of observations and research conducted by researchers at Madrasah Ibtidaiyah Koto Rendah, precisely in the tenth grade, the researchers conducted research by observing several tenth grade. They concluded that students were somewhat reluctant to write reports. This was expressed by several students who were interview researchers. As explained in the previous chapter, the difficulties in writing that was be examined by researchers were diction and punction.

1. Student difficult to express their ideas in writing report text

Difficulty in expressing ideas often occurs among students, following the confessions of the students I interviewed.

Confessions from students with the initials N (S1) :

“ Saya kesulitan dalam menyusun kata “

(“ I had difficulty structure words “)

From the results of the interview excerpt with student 1 (initial N) it can be seen that students still have difficulty in determining choice of words/diction and also difficulty in determining punctuation so the students have difficulty in constructing sentences.

Confessions from students with the initials L (S2) :

“ Karna saya belum yakin dengan ide yang saya punya “

(" Because I'm not sure about the idea I have ")

From the results of the interview excerpt with student 2 (initial L) it is known that students have difficulty in expressing their ideas because students are still unsure about the ideas they have because students cannot determine diction such as inappropriate words and language style.

Confessions from students with the initials F (S3) :

“ Saya kesulitan dalam menyusun kata “

(“ I had difficulty structure words “)

From the results of the interview excerpt with student 3 (initial F) it is known that the student's difficulty in expressing his ideas is due to difficulty arranging words. It can be concluded that this is because the student has not/did not learn about diction and the correct use of punctuation, which makes students have difficulty composing words.

Confessions from students with the initials insial D (S4) :

“ Saya terkadang sulit menuangkan ide pikiran atau ide saya dalam bentuk kata “

(" I occasionally find it difficult to articulate my ideas or thoughts in a profound way Form of the word ")

From the results of interview excerpts with student 4 (initial D) it can be seen that students have difficulty in expressing their ideas because difficulties in composing words often occur in the same way as student 3 (initial F), this is because they have not studied diction and punctuation so they have difficulty in constructing sentences. and makes it difficult to express ideas.

2. The factors that because student' have difficulties in writing report text

When writing sometimes we have difficulty expressing ideas, this is because there are factors that make it difficult for us to start writing content. From the results of interviews, students revealed several factors

that made it difficult for them to write report text content as expressed by several students I interviewed.

Confessions from students with the initials N (S1) :

“ Suasana yang sangat berisik “

(“ Very noisy environment ”)

From the excerpt from the interview above, students revealed the factors that caused difficulties in starting to write content. According to S1 (Beginning N), what is meant is that the factor causing difficulty in writing content is crowds, this includes mechanical problems which make it difficult to concentrate to start writing and thinking.

Confessions from students with the initials L (S2) :

“ Karna saya masih ragu dan belum yakin dengan ide saya

(" Because I am still doubtful and not sure about my idea " “)

And according to S2 (initial L), what is meant here is that the factor causing difficulties in writing content is because they are still unsure about the ideas they have. According to my analysis, students still have difficulties in pre-writing in the form of grammar and punctuation, which makes students doubt the ideas they have. he has.

Confessions from students with the initials F (S3) :

“ Kesulitan dalam menyusun kalimat “

(" Difficulty in constructing sentences ")

From the results of interviews with S3 students (initials F) it was revealed that the factors that cause difficulties in starting to write the content in question were difficulties in constructing sentences, namely students have difficulty in determining grammar, vocabulary and punctuation so that students have difficulty in constructing sentences.

Confessions from students with the initials D (S4) :

“ Karna minat dan motivasi saya yang rendah “

(" Because my interest and motivation are low ")

From the results of interviews with S4 students (initials D) it was revealed that the factors that cause difficulties in starting to write content were low motivation, including mechanical problems experienced by students, this causes students to have difficulty writing.

3. Student' resolve their difficulties in writing report text

From the interview results, it can be concluded that students have solutions to the difficulties in writing content they face. students revealed that they had solutions to solve problems when they had difficulty writing

content and this was expressed by several students I interviewed, below were excerpts from interviews from students I interviewed.

Confessions from students with the initials N (S1) :

“ Dengan cara menghindari hal yang mengganggu konsentrasi saya

“

(“By avoiding things that disturb my concentration”)

From the results of the interview excerpt above, the student's meaning here is that the way to overcome the difficulties in writing that students experience was by avoiding things that interfere with their concentration, for example avoiding crowds so they can concentrate on writing.

Confessions from students with the initials L (S2) :

“ Dengan cara mempelajari terlebih dahulu “

(" By studying first ")

From the results of the interview with student 2 (initial l) it can be concluded that the way to overcome difficulties in writing was to study first what was to be studied, for example he studied about report text and then before starting the lesson he studied what report text was first so that it is easy to understand. write content.

Confessions from students with the initial F (S3) :

“ Kesulitan dalam menyusun kalimat “

(" Difficulty in constructing sentences ")`

From the interview excerpt above by student 3 (initial F) it can be concluded that studying first was the way to overcome problems in writing, the same as that expressed by student 2 (initial L).

Confessions from students with the initials D (S4) :

“dengan bantuan motivasi dari orang lain “

(" with the help of motivation from others")

From the results of an interview with student 4 (initials D), here the meaning is how to overcome difficulties in writing, namely by getting help with motivation from other people, meaning that he needs motivation to be enthusiastic about studying.

B. Discussion

Based on the results of research conducted by researchers at Islamic Senior High School Koto Bawah using interview, observation and documentation methods, researchers would like to present some information related to students' difficulties in writing report texts at Islamic Senior High School Koto Bawah and the results of research conducted by

researchers were as follows.

1. Students difficult to express their ideas in writing report text

From the results of interviews with several students, it can be concluded that there were several factors that cause students to have difficulty expressing their ideas in writing report text is difficulty composing sentence and still being unsure about the ideas they have.

a) Difficulty composing sentence

Composing is one of the important lessons in writing skills. Composing using imagination, students was be able to express the ideas in their minds without limits and create an inspiring story that is truly inspiring. Writing also requires student interest and student motivation. Composing is an activity carried out by someone in making sentences or writing into a written work. The language used is also structured and good.

When writing an essay, students tend to experience difficulty in constructing effective sentences. This difficulty is an example of the difficulties often found in writing, whether writing a work of fiction or non-fiction. In line with Maslakhah (2005:22) states "Inaccuracies in sentence construction that are usually found in writing are non-standard sentences due to the omission of affixes, waste of word usage, confusion of forms, spelling errors, omission of one of the functions of the sentence,

errors in sentence structure." Mistakes in students' writing are examples of clear evidence that students have difficulty constructing effective sentences when writing stories.

b) still being unsure about the ideas

Doubt about the ideas you have. When students have found a theme they want to write about. Students have difficulty transferring the results of their thoughts to books to be written, this is because students are still not sure about the accuracy of the ideas they have so that when writing story essays that have been determined and thought about, students are still hesitant to express their ideas in written form.

2. Factors that cause students have difficulties in writing report text

a) noisy environment

Non-social environmental factors, namely the environment, the learning environment in the classroom is sometimes noisy and noisy, making almost all students unable to concentrate on studying. The noisy classroom environment makes students sometimes not enthusiastic about studying and students' concentration is also disturbed.

b) still being unsure about the ideas

One of the factors that causes students to have difficulty writing is

that students were still unsure and not sure about the ideas they have, which was the same as the reason why students have difficulty conveying ideas.

c) Difficulty composing sentence

Difficulty in constructing sentences was also one of the factors that causes students to have difficulty writing content, as explained above. When writing essays, students tend to have difficulty constructing effective sentences. These difficulties were examples of difficulties that are often encountered in writing, whether writing a work of fiction or non-fiction.

d) Low interest and motivation

Interest in acquiring knowledge was a feeling of liking, or curiosity about something and gaining knowledge about an interest without being asked by anyone, and was a motivational aspect for college students to research (Ricardo, R., 2017). This is in accordance with the view of (Andriani, R., 2019) that interest is a mindset of surrender in the way of acquiring knowledge, and taking knowledge seriously, respectively in order to make plans to obtain application knowledge and as an expression of initiative.

Motivation to learn is one of the elements of student achievement to obtain the most knowledge about consequences (Ulfa & Rozalina,

2019). Motivation is a general encouragement that students have, to be able to stimulate enthusiasm for gaining knowledge, so that they can achieve the desired goals (Aini & Fahmy, 2020). Motivation is needed in gaining knowledge about method activities, so that students who are inspired was gain higher knowledge about consequences than people who are not inspired (Miftahussa'adiah, Alberida, et al., 2020)

Low interest and talent in learning can be caused by environmental factors, for example situations, friends, family and teachers.

3. Students to resolve their difficulties in writing report text

a) Avoid things that disturb concentration

From the results of an interview with one of the students, a solution was found to overcome difficulties in writing report text, one of which is by avoiding things that interfere with concentration when writing. In this way students can focus on thinking about their ideas to put into written form. Students need good concentration skills so that they are able to understand and remember the lesson material (Nasution, 2005).

b) By studying the material first

From the results of the interview, one of the students revealed that the way to overcome difficulties in writing report text is to study the

material first. What is meant here is to study the material that was be studied first so that there is no difficulty in writing the content.

c) motivation from people

One of the students revealed that the way to overcome difficulties in writing was with the help of motivation from other people. As we know, motivation is very useful for someone to increase their interest and enthusiasm in starting an activity, so it can be concluded that motivation from other people can be used as a solution when we have difficulty writing report text.

Based on the theories that have been put forward by several experts in previous chapters, there are several differences and several similarities with what researchers find at research locations or schools :

Based on previous research in the journal Astria Ningsih, Thesis: An analysis of students' difficulties in writing descriptive text at the first grade of SMAN 1 Kuala Kampar, 2021. The reasercher found that the first grade students at SMAN 1 Kuala Kampar had difficulties in writing descriptive text including organization, vocabulary, grammar, mechanics and content. Based on the result of the highest percentage from each indicator, the main difficulties of students in writing descriptive text were vocabulary was 84%, grammar it was 84%, then followed by coment it was 83%, organization was 82%, an the last is mechanics it was 77%.

Based on previous research in the Asnan Ramadhan journal, Thesis: An analysis of students' difficulties in writing English recount text at eleventh grade of SMAN 1 Tanete Rilau at Barru, 2017. Says that The findings indicated the difficulties faced by the eleventh grade students of SMAN 1 Tanete Rilau in writing English recount text were divided into two parts, namely Text/paragraph organization and Grammatical. Text/paragraph organization which are divided into three types, there are topic sentences, paragraph development, conclusion and coherence. And also grammatical which are divided into three types there are verb, article/preposition and pronoun.

The similarity is in the students' difficulties in writing, namely in vocabulary, mechanical grammar and constructing sentences. At the school where the researcher conducted the research, the researcher conducted interviews with English teachers and students.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

After conducting research and analyzing the data, several conclusions can be drawn from the research problems that researchers conducted at Madrasah Ibtidaiyah Koto Rendah, namely students' difficulties in writing report texts, below:

1. Students have difficulty expressing their ideas, this is because they have difficulty composing sentences and words, are still unsure about the ideas they have and also have difficulty expressing thoughts or ideas in sentence form.
2. The factors that cause students to have difficulty writing report text are a noisy atmosphere that interferes with their concentration in studying, they are still unsure about the ideas they have so they have difficulty starting to write, difficulty composing sentences, low interest and motivation to learn.
3. And the way they overcome the problem of difficulty in writing is by studying it first, by avoiding crowds so they can concentrate on studying and also with motivational help from other people to be enthusiastic about studying,

D. Suggestion

Based on the findings in the conclusions above, researchers would like to provide suggestions for students and next researcher as follows:

1. Suggestion for the student.

Researchers hope that students can overcome the problem of difficulties in writing report text, students have to learn a lot about how to compose sentences and other difficulties in writing report text.

2. The next researcher

For next researcher who will conduct the same study can develop research objectives that you want to research and more focus on what is being researched.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

APPENDIX

QUESTION LIST FOR INTERVIEW

SISWA

Alasan :

1. Apakah anda memiliki pengalaman sebelumnya tentang menulis beberapa report text ?
2. Apakah anda bingung atau frustrasi ketika mencoba menyampaikan ide anda ?
3. Mengapa anda masih kesulitan menyampaikan ide ketika mencoba menulis suatu report text ?
4. Apakah anda panik saat menghadapi teks laporan ?

Faktor :

1. Bisakah menjelaskan situasi anda ketika mencoba menulis beberapa report text ?
2. Faktor manakah yang paling menyebabkan anda kesulitan menulis suatu report text ?
3. Apakah teman, guru, atau lingkungan menjadi salah satu penyebab adrenali anda terganggu saat anda menulis sesuatu ?

Cara mengatasi :

1. Apa yang kamu lakukan saat di hadapkan pada penulisan report text ?

2. Bisakah anda mengatasi situasi anda ketika menghadapi report text ?
tolong jelaskan !
3. Apakah anda mempunyai alat atau trik untuk menyelesaikan masalah ini ?
4. Apakah seseorang memotivasi anda untuk memecahkan masalah ini ?



TRANSCRIPTIONS OF INTERVIEW (QUALITATIVE)

Subject Name : Students' 1 (Inisial N)

Date and Time : 12 January 2024

Location : School

Subject	Line	Interview Discussion
R	1	Did you have some experience before about writing some content? (Apakah Anda memiliki pengalaman sebelumnya tentang menulis beberapa report text?)
S	2	Yes, I did (pernah)
R	3	Are you confused or get frustrated when try to deliver your idea? (Apakah Anda bingung atau frustrasi ketika mencoba menyampaikan ide Anda?)
S	4	Sometimes yes, sometimes no (Terkadang ya, terkadang tidak)
R	5	Why you still difficult when deliver your idea when try to writing some content? (Mengapa Anda masih kesulitan menyampaikan ide saat mencoba menulis beberapa report text?)
S	6	because I have a bit of difficulty forming sentences (karena saya agak kesulitan merangkai kalimat)
R	7	Did you panic when facing with report text? (Apakah Anda panik saat menghadapi teks laporan?)

S	8	No (Tidak)
R	9	Could you explain your situation when try to writing some content? (Bisakah Anda menjelaskan situasi Anda ketika mencoba menulis beberapa report text?)
S	10	When I want to write, the situation around me has to be calm so I can think (Saat aku ingin menulis, keadaan di sekitarku harus tenang agar aku bisa berpikir)
R	11	Which one of the most factor that cause you difficult to write some content? (Faktor manakah yang paling menyebabkan Anda kesulitan menulis suatu report text?)
S	12	noisy environment (Suasana yang berisik)
R	13	Is friend, teacher or, environment be one of cause you get adrenaline so that could disturbing when you write some content? (Apakah teman, guru, atau lingkungan menjadi salah satu penyebab adrenalin Anda sehingga mengganggu saat Anda menulis suatu report text?)
S	14	Yes (Iya)
R	15	Which one you do when faced with writing report text? (Yang mana yang kamu lakukan saat dihadapkan pada penulisan teks laporan?)

S	16	Try to write (Mencoba menulisnya)
R	17	Could you solve your situation when facing with report text? Please explain it! (Bisakah Anda menyelesaikan situasi Anda ketika menghadapi teks laporan? Tolong jelaskan!)
S	18	I can, by avoiding things that disturb my concentration (Saya bisa, dengan menghindari hal-hal yang mengganggu konsentrasi saya)
R	19	Did you have some tools or trick to solve this problem? (Apakah Anda memiliki alat atau trik untuk mengatasi masalah ini?)
S	20	Yes I have (ya, saya punya)
R	21	Did someone motivate you to solve this problem? (Apakah seseorang memotivasi Anda untuk memecahkan masalah ini?)
S	22	No (Tidak)

K E R I N C I

Subject Name : Students' 2 (Inisial L)

Date and Time : 12 January 2024

Location : School

Subject	Line	Interview Discussion
R	1	Did you have some experience before about writing some content? (Apakah Anda memiliki pengalaman sebelumnya tentang menulis beberapa report text?)
S	2	Yes, I did (pernah)
R	3	Are you confused or get frustrated when try to deliver your idea? (Apakah Anda bingung atau frustrasi ketika mencoba menyampaikan ide Anda?)
S	4	Sometimes yes, sometimes no (Terkadang ya, terkadang tidak)
R	5	Why you still difficult when deliver your idea when try to writing some content? (Mengapa Anda masih kesulitan menyampaikan ide saat mencoba menulis beberapa report text?)
S	6	because I'm not sure about the idea (karna saya belum yakin dengan ide nya)
R	7	Did you panic when facing with report text? (Apakah Anda panik saat menghadapi teks laporan?)

S	8	Little bit (sedikit)
R	9	Could you explain your situation when try to writing some content? (Bisakah Anda menjelaskan situasi Anda ketika mencoba menulis beberapa report text?)
S	10	Yes I can (Ya saya bisa)
R	11	Which one of the most factor that cause you difficult to write some content? (Faktor manakah yang paling menyebabkan Anda kesulitan menulis suatu report text?)
S	12	still unsure or not sure about the idea (Masih ragu atau belum yakin dengan ide)
R	13	Is friend, teacher or, environment be one of cause you get adrenaline so that could disturbing when you write some content? (Apakah teman, guru, atau lingkungan menjadi salah satu penyebab adrenalin Anda sehingga mengganggu saat Anda menulis suatu report text?)
S	14	Yes (Iya)
R	15	Which one you do when faced with writing report text? (Yang mana yang kamu lakukan saat dihadapkan pada penulisan teks laporan?)

S	16	Panic (Panic)
R	17	Could you solve your situation when facing with report text? Please explain it! (Bisakah Anda menyelesaikan situasi Anda ketika menghadapi teks laporan? Tolong jelaskan!)
S	18	I can, by studying first (Saya bisa, dengan cara mempelajari terlebih dahulu)
R	19	Did you have some tools or trick to solve this problem? (Apakah Anda memiliki alat atau trik untuk mengatasi masalah ini?)
S	20	Yes, chat GPT is one of them (Ada, chat GPT salah satunya)
R	21	Did someone motivate you to solve this problem? (Apakah seseorang memotivasi Anda untuk memecahkan masalah ini?)
S	22	Yes (Iya)

K E R I N C I

Subject Name : Students' 3 (Inisial F)

Date and Time : 12 January 2024

Location : School

Subject	Line	Interview Discussion
R	1	Did you have some experience before about writing some content? (Apakah Anda memiliki pengalaman sebelumnya tentang menulis beberapa report text?)
S	2	Yes, I did (pernah)
R	3	Are you confused or get frustrated when try to deliver your idea? (Apakah Anda bingung atau frustrasi ketika mencoba menyampaikan ide Anda?)
S	4	Yes (Iya)
R	5	Why you still difficult when deliver your idea when try to writing some content? (Mengapa Anda masih kesulitan menyampaikan ide saat mencoba menulis beberapa report text?)
S	6	because I have difficulty forming words (Karena saya kesulitan dalam menyusun kata)
R	7	Did you panic when facing with report text? (Apakah Anda panik saat menghadapi teks laporan?)

S	8	Yes (Iya)
R	9	Could you explain your situation when try to writing some content? (Bisakah Anda menjelaskan situasi Anda ketika mencoba menulis beberapa report text?)
S	10	I feel like I panic sometimes (Saya merasa kadang panik)
R	11	Which one of the most factor that cause you difficult to write some content? (Faktor manakah yang paling menyebabkan Anda kesulitan menulis suatu report text?)
S	12	Composing sentences (Menyusun kalimat)
R	13	Is friend, teacher or, environment be one of cause you get adrenaline so that could disturbing when you write some content? (Apakah teman, guru, atau lingkungan menjadi salah satu penyebab adrenalin Anda sehingga mengganggu saat Anda menulis suatu report text?)
S	14	Yes (Iya)
R	15	Which one you do when faced with writing report text? (Yang mana yang kamu lakukan saat dihadapkan pada penulisan teks laporan?)

S	16	Panic (Panik)
R	17	Could you solve your situation when facing with report text? Please explain it! (Bisakah Anda menyelesaikan situasi Anda ketika menghadapi teks laporan? Tolong jelaskan!)
S	18	I can, by studying it (Saya bisa, dengan cara mempelajarinya)
R	19	Did you have some tools or trick to solve this problem? (Apakah Anda memiliki alat atau trik untuk mengatasi masalah ini?)
S	20	No (Tidak)
R	21	Did someone motivate you to solve this problem? (Apakah seseorang memotivasi Anda untuk memecahkan masalah ini?)
S	22	No (Tidak)

K E R I N C I

Subject Name : Students' 4 (Inisial D)

Date and Time : 12 January 2024

Location : School

Subject	Line	Interview Discussion
R	1	Did you have some experience before about writing some content? (Apakah Anda memiliki pengalaman sebelumnya tentang menulis beberapa report text?)
S	2	Yes, I did (pernah)
R	3	Are you confused or get frustrated when try to deliver your idea? (Apakah Anda bingung atau frustrasi ketika mencoba menyampaikan ide Anda?)
S	4	sometimes yes, sometimes no (Terkadang iya terkadang tidak)
R	5	Why you still difficult when deliver your idea when try to writing some content? (Mengapa Anda masih kesulitan menyampaikan ide saat mencoba menulis beberapa report text?)
S	6	I sometimes find it difficult to express my thoughts or ideas in the form of words (saya terkadang sulit menuangkan pikiran atau ide saya dalam bentuk kata kata)
R	7	Did you panic when facing with report text? (Apakah Anda panik saat menghadapi teks laporan?)

S	8	Yes (Iya)
R	9	Could you explain your situation when try to writing some content? (Bisakah Anda menjelaskan situasi Anda ketika mencoba menulis beberapa report text?)
S	10	The situation when students are given a report text assignment feels tense (Situasinya ketika dikasih tugas report text itu siswa merasa tegang)
R	11	Which one of the most factor that cause you difficult to write some content? (Faktor manakah yang paling menyebabkan Anda kesulitan menulis suatu report text?)
S	12	Because my interest and motivation are low (Karena minat dan motivasi saya yang rendah)
R	13	Is friend, teacher or, environment be one of cause you get adrenaline so that could disturbing when you write some content? (Apakah teman, guru, atau lingkungan menjadi salah satu penyebab adrenalin Anda sehingga mengganggu saat Anda menulis suatu report text?)
S	14	Yes (Iya)
R	15	Which one you do when faced with writing report text? (Yang mana yang kamu lakukan saat dihadapkan pada penulisan teks laporan?)

S	16	Panic (Panik)
R	17	Could you solve your situation when facing with report text? Please explain it! (Bisakah Anda menyelesaikan situasi Anda ketika menghadapi teks laporan? Tolong jelaskan!)
S	18	Yes I can, with the help of motivation from other people (Ya saya bisa, dengan bantuan motivasi dari orang lain)
R	19	Did you have some tools or trick to solve this problem? (Apakah Anda memiliki alat atau trik untuk mengatasi masalah ini?)
S	20	No (Tidak)
R	21	Did someone motivate you to solve this problem? (Apakah seseorang memotivasi Anda untuk memecahkan masalah ini?)
S	22	Sure (Tentu)

K E R I N C I

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