

AN ANALYSIS OF STUDENTS' ABILITY TO WRITE AN ANALYTICAL REPORT ESSAY AT THIRD YEAR STUDENTS AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

Rahmadani¹, Ernati², Khairul²,

¹The Student of English Department, The Faculty of Teacher Training and Education, Bung Hatta University

E-mail: danirahma258@yahoo.co.id

²The Lecturers of English Department, The Faculty of Teacher Training and Education, Bung Hatta University

Abstract

The purpose of this research was to describe the students' ability to write an analytical report essay at third year students of English Department of Bung Hatta University. The design of this research is descriptive research. The population was the third year students of English Department Faculty of Teacher Training and Education of Bung Hatta University. The researcher used cluster random sampling technique to take sample. The total of sample members was 34 students. The instrument is writing test. The result of the data analysis showed that in general the students' ability in writing analytical report essay was moderate. It showed that 22 students (64.71%) had moderate ability. In writing introductory paragraph, the students' ability was moderate. It was proved that 20 students (58.82%) had moderate ability. In writing background paragraph, the students' ability was moderate. It showed that 25 students (73.53%) had moderate ability. In writing body paragraph, the students' ability was moderate. It was proved that 20 students (58.82%) had moderate ability. In writing concluding paragraph, the students' ability was moderate. It was showed that 24 students (70.58%) had moderate ability. In using appropriate vocabulary, the students' ability was moderate. It was showed that 23 students (67.64%) had moderate ability. In applying grammar, the students' ability was moderate. It was proved that 25 students (73.53%) had moderate ability. In using mechanics, the students' ability was moderate. It was showed that 21 students (61.76%) had moderate ability. Finally, the students are expected to do more writing exercises especially about writing essay. Besides, the researcher hopes that the writing lecturer should focus to the important aspects of writing in teaching writing essay including analytical report essay and give routine exercises on writing to the students.

Key words: writing, essay, analytical report essay.

Introduction

One of the language skills that should be mastered by the learners is writing. Writing is a real form to transfer of ideas, opinion and expertise and other things

into written form. Writing is not just for the author but the most important thing is how the reader can understand the thoughts of the writer well, so that the reader can know very well what the author wants to convey, beside

that there are several components that support these skills, including vocabulary, pronunciation and grammar.

Academic writing has been learned at college or university. According to Oshima and Hogue (1991:2) Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its special audience, tone, and purpose.

Essay is one of the forms of academic writing. Essay is longer than paragraph. If we talk about paragraph, it consists of sentences, but essay consists of some paragraphs. There are many types of essay. They are chronological order, logical division of ideas, cause and effect order, comparison and contrast essay, Objective report essay and analytical report essay.

According to Tunceren and Cavusgil (2006:46), analytical report essay explains ideas and events and illustrate those explanation by providing facts, examples, and descriptions. Writing skill is very important so that this skill should be mastered to the students of English Department of Bung Hatta University. At English Department of Bung Hatta

University, there are four writing subjects offered to the fourth semesters. They are Writing I, Writing II, Writing III and Writing IV. In writing subjects, the students learn about process of writing that takes many studies and practices. The students learn about how to write a sentence, paragraph and essay that the students are expected to be mastered.

Based on the researcher's experience when she studied writing IV subject at English Department at Bung Hatta University, there are several reasons that the students found difficulties in writing an essay. First, it is difficult for them to express their ideas in writing because essay has long and complex ideas to be discussed. Second, the students do not have motivation and interest because they have lack of vocabulary. Besides, the various patterns of organizing an essay make the students confused in their writing. Third, the students have the less of reading activity, as the matter of fact reading activity gives many inputs in writing.

Writing is a language skill that is essential for academic success. Since writing is productive skill, students learn to write in a foreign language. Writing requires thinking strategies that allow the individual to express his or herself competently in the

other languages, it is a complex activity that requires a certain level of linguistics knowledge, vocabulary and grammar. In writing an essay, there are several common patterns of the essay organization, namely Chronological order, Logical division, Comparison and contrast, Cause and effect, Expository essay, Persuasive Essay, Argumentative essay and Analytical report essay.

According to Tunceren and Cavusgil (2006:46) analytical report essay is to explain ideas and events and illustrate those explanations by providing facts, examples and descriptions. The organization of analytical report essay consists of an introductory paragraph, a background paragraph, body paragraphs, concluding paragraph. In writing analytical report essay, the writers should consider of some components, such as grammatical structure, vocabulary, punctuation and spelling.

In general, the purpose of this research is to describe the students' ability in writing analytical report essay at third year students at English Department of Bung Hatta University.

The specific purposes of this research were as follows:

1. To describe the third year students' ability in writing introductory paragraph of analytical report essay.
2. To describe the third year students' ability in writing background paragraph of analytical report essay.
3. To describe the third year students' ability in writing body paragraph of analytical report essay.
4. To describe the third year students' ability in writing concluding paragraph of analytical report essay.
5. To describe the third year students' ability in using appropriate vocabulary in writing analytical report essay.
6. To describe the third year students' ability in using grammar in writing analytical report essay.
7. To describe the third year students' ability in applying mechanics (spelling, punctuation and capitalization) in writing analytical report essay.

Research Method

The researcher used descriptive design in this research. The aim of using this design was to describe the students' ability in writing analytical report essay at third year students at English Department of Bung Hatta University. Gay (1987:189) states that descriptive research involves collecting data

in order to answer questions concerning the current status of the subject of the study.

Gay (1987:102) says that population is the group to which the researcher would like the results of a study to be generalized. The population of this research was the third year students of English Department of Teacher Training and Education Faculty, Bung Hatta University. The number of population members was 101 students.

Due to the quite large of population, the researcher took a sample. Sample is a number of individuals selected from a population for a research. The process of selecting sample from population should be preferably done in such a way that the individuals selected represent the larger group from which they are selected. The minimum size of sample for descriptive research is 10% it means more than 10% is better for taking the sample in this research.

In this research, the researcher used cluster random sampling technique because all members of population were distributed into group or classes, they had similar characteristics in term of teaching materials and all of the members of population and they had the same opportunity to be chosen as the sample. So, the researcher took one class as sample.

To select the sample, the researcher used all pieces of paper and wrote the name of the classes on them and put them into a box. Then, the researcher mixed them and took one of them with closed eyes. The chosen class was for real test. In this study, the chosen class was class C, the number of the members sample was 34 students.

The instrument of this research was writing test. The researcher asked the students to write an analytical report essay by choosing one of the topics given. The researcher explained what the students should do in order they understood to do the test. The time allocated was about 60 minutes to do the test.

A good test should be valid and reliable. The researcher used content validity to see the validity of the test. It means that, the test is valid if it fixes with the materials that have been given to the students. To have content validity, this test was constructed based on curriculum, syllabus and teaching materials of writing subject used at English Department of The Faculty of Teacher Training and Education, Bung Hatta University. To make sure, the test was consulted with the lecturers who taught writing subjects.

Gay (1987:135) states that reliability is the degree to which a test consistently

measures whatever it measures. For the reliability of the test, the researcher used inter-rater technique. In this research, there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was Ade Sri Rahayu. The researcher chose Ade Sri Rahayu because she had good score in writing subjects. The other function of two scorers was to minimize the subjectivity of scoring the test. Next, the researcher used Pearson Product Moment formula (The Pearson r) to find the coefficient correlation of the two sets of scores given by the two assessors (Arikunto, 2012:87) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

According to Arikunto (2012:89), the degree of coefficient correlation could be categorized as follows:

0.81 - 1.00 = Very high

0.61 - 0.80 = High

0.41 - 0.60 = Enough

0.21 - 0.40 = Low

0.00 - 0.20 = Very low

Based on the result of analysis data, it was found that reliability index of the test was .95. It was categorized as high correlation, therefore, this test is reliable and can be used as instrument for this study.

a. Discussions

1. Students' Ability in Writing Analytical Report Essay

As already discussed previously, the students' ability in writing analytical report essay was moderate (64.71%). Based on the students' answer sheet about analytical report essay, the students could not tell their ideas clearly and also had lack of organization. In vocabulary, the students have limited vocabulary and did not choose appropriate word to share their ideas in the essay. In using grammar, the students often write ungrammatical sentence. In using appropriate mechanics, the students made error in spelling or punctuation and capital letter.

2) Students' Ability in Writing Introductory Paragraph

As already discussed previously, the first finding of this study was that the ability of most students (58.82) in writing introductory paragraph was moderate. Based on the result of scorers' correction on the

students' answer sheet, their writing had lack of organization, and their ideas is not clear. Students did not state their thesis statement in their introductory paragraph, which is really one of the important things in writing analytical report essay, and it makes readers very difficult to comprehend what they talked about.

3) Students' Ability in Writing Background Paragraph

Another finding of this study was that the students' ability to write the background paragraph was moderate (73.53%). It means that most of students still had problems in writing background paragraph. Theoretically, the background paragraph includes information that is factual and/or historical. In the students' background paragraph however; they wrote based on their opinion. The following paragraph is an example of background paragraph of student's essay.

In my opinion, a person who has a good education will get a good work, good life, good personality, and also get a good social life.

In the example of a students' background paragraph above, the student just shared about her opinion. Actually the student should write background paragraph correctly by reading some books or articles

to do, so they should have knowledge about real or fact about the topic.

4) Students' Ability in Writing Body Paragraph

As it is discussed before, another finding of this research was that the ability of most students (58.82%) in writing body paragraph was moderate and 23.53% of students had low ability. It indicates that most of the students still had problems in writing body paragraph. Many of students did not support the thesis statement in writing body paragraph. The following paragraph is an example of students' thesis statement:

Education also influence human attitude, social life and make people get a job in the future.

The example of students' body paragraph as follows:

Most of people get education from kindergarten, elementary school, junior high school, senior high school and some of them go to college to continue their education it depends on economic situation. With good education, people can interact in their neighbourhood well. They can do interaction and give their participation in social event around their neighbourhood.

From the example of student's body paragraph, we find that body paragraph does not support thesis statement. As matter of fact, relating to the thesis statement that she wrote, there are three controlling ideas, that she should discuss, they are *influence human attitude, social life and make people get a job in the future*. In other words, the essay should have three body paragraphs (influence human attitude, social life and make people get a job) to support the thesis statement.

5) Students' Ability in Writing

Concluding Paragraph

The next finding of this study that ability of most students (70.58%) was moderate and 14.71% students had low ability. It means that most of the students still had problems in writing concluding paragraph. Many of students did not remind readers of the main points in writing concluding paragraph. The following paragraph is an example of concluding paragraph in a student's essay.

Student's main point:

With education, you can find the job easily because with it you can develop your skill.

Student's concluding paragraph:

Education is important for everyone if we don't have it we can not know how to make

our country well. Without knowledge, we can not competence with other person. If you have education, you will be successful person. Moreover, with education, you can find the achievement and continue your education to high level.

The example of student's concluding paragraph above, showed that the concluding paragraph does not remind readers of the main points. Related to the student's main point (With education, you can find the job easily because with it you can develop your skill), the student should write concluding paragraph that remain about find job easily and develop skill.

6) Students' Ability in Using Appropriate Vocabulary

As already discussed previously, this study also found that the ability of most students (67.64%) was moderate and 14.71% of the students had low ability. It means that most students still had problems in using appropriate words.

Examples:

Students' sentence:

1. *Many parents enter their children to a good university.*
2. *Summer is a time when traditional school close for vacation.*

The words above are inappropriate word found in students' essay. Likes, *Enter*,

student means take, and *traditional school* student means formal school.

7) Students' Ability in Applying Appropriate Grammar

The other finding of this study was that ability of most students (73.53%) in applying grammar was moderate and 8.82% students had low ability. This indicates that most students still made small mistakes in using grammar, of course it made readers difficult to understand what they talk about. The followings are some examples of students' ungrammatical sentence:

- Education give much advantages to people
(Should put "s" in the end of word "give")
- Prabowo – Hatta and Jokowi – JK is hot topic in Indonesia now
(To be is should be are)
- They busy for work
(Should put "are" after subject they)
- Everyone is confuse to get job
(Everyone is confuse should be everyone is confused)

8) Students' Ability in Using Appropriate Mechanics

In using mechanics, the most students (61.76%) had moderate ability and 17.65% students had low ability. This indicates that many students still made errors

in using mechanics like spelling and punctuation. As you know, spelling is one of important factors of writing. A good spelling makes writing meaningful. Punctuation can help a reader understand what the writer tells about. The followings are some examples of inappropriate use of mechanics

Examples:

- In conclusion education can make a person more useful for society and also for individuals' career.
(After the word conclusion, there should be comma (,))
- Education is very important for our Country
(‘C’ in the word Country, should not in capital letter)
- Talking about negative impact, Internet can make students become lazy
(‘I’ in the word Internet, should not in capital letter)
- First, Education can make us be successful in individuals' career
(‘E’ in the word Education, should not in capital letter)

Conclusions

Based on the findings and discussion in the previous chapter, the researcher had some conclusions as the following:

In general, the students' ability in writing analytical report essay was

moderate. This conclusion was indicated by the fact that there were 22 students (64.71%) had moderate ability. The students' ability in writing introductory paragraph was moderate. This conclusion was indicated by the fact that there were 20 students (58.82%) had moderate ability. In writing background paragraph, the students' ability was moderate. This conclusion was indicated by the fact that there were 25 students (73.53%) had moderate ability. The students' ability in writing body paragraph was moderate. This conclusion was indicated by the fact that there were 20 students (58.82%) had moderate ability. In writing concluding paragraph, the students' ability was moderate. This conclusion was indicated by the fact that there were 24 students (70.58%) had moderate ability.

The students' ability in using appropriate vocabulary was moderate. This conclusion was indicated by the fact that there were 23 students (67.64%) had moderate ability. In applying appropriate or correct grammar, the students' ability was moderate. This conclusion was indicated by the fact that there were 25 students (73.53%) had moderate ability. In using appropriate mechanics, the students' ability was moderate. This conclusion was indicated by

the fact that there were 21 students (61.76%) who had moderate ability.

References

- Arikunto, Suharsimi. 2012. *Dasar- Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Bazerman. Charles.1985.*The Informed Writer*. Second Edition. New York: Oxford University Press.
- Brereton, J. C. 1982. *A Plan for Writing*. Second edition. New York: Holt, Rinehart and Winston.
- Dumais, L.A. Wullur. 1988. *Writing in English*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Gay, L. R. 1987. *Educatioanl Research Competences for Analysis and Application*. Third Edition. New York: Messil Publishing Company.
- Heaton. J.B. 1990. *Writing English Language Test*. New York. Longman.
- Imhoof. Maurice and Herman Hudson.1975. *From Paragraph to Essay*. Essex: Longman.

- Lauer, Janice. M. Gene Montague. Andrea Lunsford. Janet Emig. 1981. *Four World of Writing*. New York. Harper & Row. Publisher. Inc.
- Muhyidin. Tatang Setia. 1988. *Writing Paragraph and Essay Through Models and Exercises*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Oshima, A and Hogue, A. 1983. *Writing Academic English: A writing and Sentence Structure Workbook for Internatioanl Students*. London: Adderson Weasley Publishing Company. Inc
- _____. 1991. *Writing Academic English*. London. Addison Weasley Publishing Company. Inc
- Rusni, R.2007. *An Analysis of the Students' Ability to Write an English Essay by Chronological Order Pattern*. Unpublished Thesis. Padang: FKIP of Bung Hatta University.
- Tunceren. Li-Lee and Sharon L. Cavusgil.2006. *College Writing*. New York: Houghton Mifflin Company.