THE TEACHING AND LEARNING WRITING OF REPORT TEXT

(A Case Study of IX Grade Student of Junior High School 1 Kemalang Klaten, Academic Year 2021/2022)

Thesis
Presented as a Partial Fulfillment of the Requirement for the Magister
Degree of Language Education Programme
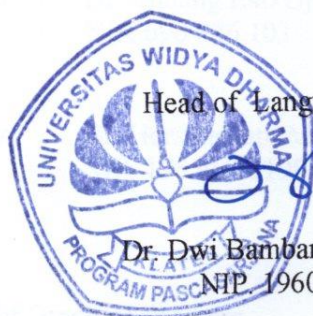

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GRADUATE PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

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APPROVAL

THE TEACHING AND LEARNING WRITING OF REPORT TEXT

(A Case Study at Nine Grade Students of SMP 1 Kemalang Klaten, of the Academic Year 2021/2022)

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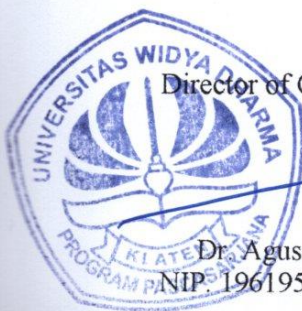
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It is not plagiarism or made by others. Anything related to other's work is written in internet datation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment including the withdrawal or cancellation of my academic degree.

Klaten, 25 August 2022

The Writer

Titik Rukmini

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DEDICATION

This Thesis I dedicated to:

1.   My beloved husband

2.   the children I love

MOTTO

1. The little thing yang continuously done will mebecome a daily habit.

2. Do what have a batik shirt if tidak picture movie, do what has a pretty face if tidak ever pray

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The author realizes that the preparation of this research report still has many shortcomings and weaknesses. The author sincerely absorbscriticism, suggestions

and guidance from dear readers for the sake of improving the preparation of research reports on future occasions.

Wassalammu'alaikum Wr. Wb.

Klaten, August 2022

Writer

Titik Rukmini

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ABSTRACT

TITIK RUKMINI .2081100013. Teaching and E- Learning skill through E- Learning (A CASE STUDY at Nine Grade Students of SMP N1 Kemalang Klaten, 2021/2022) Thesis. Magister Programme of Language Education. Widya Dharma University. Klaten.2022.

This study aims to (1) describe the implementation of learning to write English report text, and (2) describe why the implementation of learning to write English report text class IX A SMP Negeri 1 Kemalang occurs as during observations.

Nandi (2022) states that the text of the report has the purpose of describing the object as it is in accordance with the results of the author's observations. So the thinking framework in this study emphasizes that the success or failure of the learning process of writing report texts is influenced by factors of teacher competence in carrying out learning, student activities as learning subjects, the application of methods and media and learning resources, so the selection of learning materials is very important to pay attention .

The type of research is a learning case study with a data collection technique with a seven-step model of providing data Sudaryanto (2012): (1) in observation (2) contextualized, (3) multicolomized, uction. Analysis of research datain the form of verbal data and non-verbal data on teacher activity, and verbal data and non-verbal data on student activity. applying the five-step method of data analysis Sudaryanto(2012): (1) deciphering the main data units (2) reviewing / interpreting teacher involvement and student engagement based on documents and theories, .

The results of the study describe the following: (1) teachers are competent in carrying out learning, (2) students are actively participating in learning, (3) report text materials are relevant to basic competencies, (4) application of learning methods in accordance with teaching materials and learning objectives,.

Conclusions of the research results (1) the implementation of learning to write Ianggris language report text for grade IX A students of SMP Negeri 1 Kemalang went effectively, (2) the implementation of learning to write Ianggris language report text for grade IX A students of SMP Negeri 1 Kemalang went effectively. The success of the learning process is influenced by factors: (1) the teacher is competent in carrying out learning, (2) students are actively participating in learning and as a subject of learning; (3) selection of appropriate teaching materials; (4) application of appropriate learning methods

Keywords: learning, writing, report text, scientific

ABSTRAK

TITIK RUKMINI.2081100013.Mengajar dan belajar ketrampilan menulis melalui e-learning (Studi Kasus pada Siswa kelas IX SMP N 1 Kemalang Tahun Ajaran 2021/2022). Tesis. Program Magister Pendidikan Bahasa. Universitas Widya Dharma. Klaten.2022.

Penelitian ini bertujuan untuk (1) mendeskripsikan pelaksanaan pebelajaran menulis report text bahasa Inggris, dan (2) mendeskripsikan mengapa pelaksanaan pembelajaran menulis report text bahasa Inggris kelas IX A SMP Negeri 1 Kemalang terjadi seperti pada saat dilakukan pengamatan.

Nandi (2022) menyatakan bahwa report text memiliki tujuan untuk mendeskripsikan objek sebagaimana adanya menurut hasil pengamatan penulis. Maka kerangka berpikir dalam penelitian ini menekankan bahwa keberhasilan atau kegagalan proses pembelajaran menulis teks laporan dipengaruhi faktor-faktor kompetensi guru dalam melaksanakan pembelajaran, aktivitas siswa sebagai subjek pembelajaran, penerapan metode dan media serta sumber pembelajaran, maka pemilihan materi pembelajaran menjadi sangat penting untuk diperhatikan.

Jenis penelitian adalah studi kasus pembelajaran dengan teknik pengumpulan data dengan model tujuh langkah penyediaan data Sudaryanto (2012): (1) diobservasi (2) ditekstualisasi, (3) dimultikolomkan,. menerapkan metode lima langkah analisis data Sudaryanto(2012): (1) penguraian unit data utama (2) pengulasan / penafsiran pellibat guru dan pelibat siswa berdasarkan dokumen dan teori

Hasil penelitian mendeskripsikan: (1) guru berkompeten melaksanakan pembelajaran, (2) siswa aktif mengikuti pembelajaran, (3) materi teks laporan sudah relevan dengan kompetensi dasar, (4) penerapan metode pembelajaran sesuai dengan materi ajar dan tujuan pembelajaran, (5) penggunaan media/ sumber pembelajaran sesuai tujuan pembelajaran dan karakteristik siswa.

Kesimpulan hasil penelitian (1) pelaksanaan pembelajaran menulis report text bahasa Ianggris siswa kelas IX A SMP Negeri 1 Kemalang berjalan dengan efektif, (2) pelaksanaan pembelajaran menulis report text bahasa Ianggris siswa kelas IX A SMP Negeri 1 Kemalang berjalan dengan efektif. Keberhasilan proses pembelajaran tersebut dipengaruhi faktor-faktor: (1) guru sudah berkompeten dalam melaksanakan pembelajaran, (2) siswa aktif mengikuti pembelajaran dan sebagai subjek pembelajar; (3) pemilihan materi ajar yang tepat; (4) penerapan metode pembelajaran yang tepat,.

Kata kunci: pembelajaran, menulis, report text, saintifik

BAB I

INTRODUCTION

A. Background To The Problem

Language skills include four aspects, namely listening, speaking, reading, and writing skills (Zulaeha, 2013:98). Writing skills are active-productive skills. These skills are seen as occupying the most complicated and complex hierarchy among other types of language skills. Suandi (2018: 195) suggests that writing is a whole series of activities for a person to express ideas and convey information through written language to the reader community to be understood.

Skills can be interpreted as the ability to do things well, meticulously, precisely and precisely. According to Robbins (2000:494-495), basically skills can be categorized into four, namely: a) basic literacy skills, b) technical skills, c) interpersonal skills, and d) problem solving. 11 a) Basic literacy skills Basic skills are a person's skills that are certain and must be possessed by most people, such as reading, writing and listening. a) Technical skills Engineering expertise determines a person's expertise in the development of techniques possessed, such as calculating precisely, operating a computer. b) Interpersonal skills Interpersonal skills are a person's ability to effectively interact with others and with colleagues, meaning good hearing, expressing opinions clearly and working in a team c) Problem solving Solving problems is an activity process to sharpen logic, argue and solve problems as well as the ability to find out causes, develop alternatives and analyze and choose solutions that good.

Writing learning is a series of complex and difficult processes that require guidance so that it requires a clear methodological framework of learning at all stages of learning according to (Knapp & Watkins, 2013). Writing is one type of language skills that students must master, in addition to listening, speaking, and reading.

Writing skills are high-level language skills because writers must express ideas, and expectations to readers through writing media. So it is not surprising that the writing skills of junior high school students in learning English still experience many obstacles that have an impact on students' writing achievement which is relatively low.

Based on the results of observations at SMP Negeri 1 Kemalang, students' writing ability in English subjects is still low on average. Students are very difficult to express ideas in English. Some don't even know what word to write in their sentences. This indicates the weak mastery of student vocabullary, which directly and indirectly has an impact on low writing skills.

Based on interviews with fellow teachers at SMP Negeri 1 Kemalang, it can be found in a number of data that the lack of success in learning to write in English is caused by several factors, including: teachers, students, facilities and infrastructure.

Some teachers still lack special knowledge about text writing. Students immediately practice writing without learning to write. The teacher asks students to write in accordance with the basic competencies in the curriculum. Upon completion, the student's writing is collected, corrected, and graded by the teacher.

In line with the findings of Syamsi (2012) that writing learning is carried out continuously without paying attention to innovative learning strategies, methods, and media, thus causing students to feel bored and not enthusiastic about following writing learning.

Judging from the student factor, they do not understand the vocabulary to compose sentences, this causes difficulty in stringing words into coherent and structured sentences. Some students do not know what to write down in starting a simple sentence in English.

School facilities and infrastructure, do not have adequate English learning media, the collection of library books that support writing activities that can be used for vocabulary differentiating materials is not adequate. Teaching materials, especially audio-visual materials, are generally very limited by schools.

Based on the background of the above problems, the author is interested in conducting case study research in compiling a thesis and taking learning objects to write report texts in grade IX students of SMP N Kemalang 1 Klaten in the first semester of the 2021/2022 school year."

Learning to write report text has its own characteristics according to its type. Report text is a text that contains a description of an object carried out by the author which is usually present when someone conducts an experiment, observes or performs scientific work and can also be in a practicum report.

In this case, students will conduct a practical test in the form of a simple experiment then present the activity and results in the form of a Text Report The experimental report is submitted in writing. The text of the experimental report is expected to make it easier to practice writing skills. The skills of writing various

types of texts including report texts should bepracticed more systematically because they are closely related to human qualities.

B. Problem Identification

Problem Identification Based on the background of the problem, then research on this emerging problem can be identified as follows.

1. The writing skills of various texts of students of SMP Negeri 1 Kemalang in English are still relatively low.

2. The learning pattern of writing English at SMP Negeri 1 Kemalang has not been managed professionally with learning that has not been innovative.

3. The media and learning tools that support learning to write English texts have not met good standards.

4. Students' interest and motivation to learn in English is relatively low.

5. Low motivation to learn has an impact on the low taste of students' vocabulary in English , making it difficult for students to write activities.

C. Limitations of The Problem.

Problem Limitations Based on problem identification, the study chose problem number one *The writing skills of various texts of students of SMP Negeri 1 Kemalang in English are still relatively low*. As the focus of attention the author limits to the report text.

The reason why researchers limit the problem to this is because in the case of the skill of writing a report text for students of SMP Negeri 1 Kemalang

, it is a case that must get the most serious attention compared to learning to write in other texts.

B. Problem Formulation.

The problems in this study the researcher formulated as follows:

1. How is the learning to write report text material for grade IX students of SMP Negeri 1 Kemalang, Klaten Regency in the first semester of the 2021/2022 academic year?

2. Why is the learning to write report texts to grade IX students of SMP Negeri 1 Kemalang, Klaten Regency in the first semester of the 2021/2022 academic year as seen when the observations were made?

C. Research Objectives

This study aims to be achieved in this study are as follows:

1. To describe the implementation of learning to write report text material for grade IX students of SMP Negeri 1 Kemalang, Klaten Regency in the first semester of the 2021/2022 academic year.

2. To find out the cause of learning to write report text material for grade IX students of SMP Negeri 1 Kemalang, Klaten Regency, there was a gasal semester of the 2021/2022 academic year which was seen during observation.

D. Research Benefits

1. Theoretical Benefits

The theoretical benefit of the success of this research is the development of science in the world of education, especially in high school education. The results of this study can be used as a reference in the implementation of the scope of language skills development in learning to write report text in junior high schools and other level school levels. The results of this study can be used as a reference for the implementation of language skills learning in general for education providers in secondary schools.

2. Practical Benefits

a. For Students

The results of this study can help students in developing English language competencies, especially for improving students' skills in writing report texts. Students are helped by the learning to write report texts in schools with apleasant and educational atmosphere.

b. For Teachers

The results of this study can assist teachers in carrying out learning and develop student competencies for the scope of developing language skills in learning to write report texts in the classroom. Teachers can carry out learning more effectively and innovatively.

Teachers are helped by organizing learning to write report texts in class more effectively. .

c. For Schools

The results of this study can make a positive contribution to schools in improving services and efforts to improve the quality of education. The success of this research can provide added value for schools to *brand schools* in the work area of SMP Negeri 1 Kemalang .

d. For Researchers

The results of this research can be used as a document for sustainable professional development for researchers in developing their careers in the world of education. The results of this research can make a positive contribution to the implementation of education and research and development for researchers and peers in carrying out similar research in various academic purposes and scientific forums.

BAB V

CONCLUSION, IMLICATION, AND SUGGESTION

A.   Conclusion

Based on the results of data analysis, researcher can answer the formulation of the problem as a research conclusion.

1. The implementation of the teaching and learning to write a report text to the students of SMP Negeri 1 Kemalang, Klaten Regency for the 2021/2022 school year, drawing up the learning process that has been effective.   There are five things that researcher explains about the implementation of learning in this study, namely; description of rpp, description of teacher activities in learning, description of student activities in learning, description of learning materials, description of the application of learning methods and strategies, description of the use of learning media, and description of the implementation of learning evaluation.

   a. Teacher in learning to write report texts with a scientific approach work well, in the lesson plan the teacher does not describe the syntactics of learning with scientific, but the teacher applies the principles of the approach quite well. The teacher's mastery of the classroom situation, materials, methods, and learning media is quite good and demonstrates good paedagogic competence.

   b. Students in class IX of SMP Negeri 1 Kemalang have a fairly high motivation to learn. Students can well receive information and can maintain

c. order during learning. On average, students can receive learning materials to write report texts well, can adapt to teacher learning methods, and can be well involved in learning and using learning media.

d. The teaching material for writing the report text chosen by the teacher is to write the report text. Teacher successfully choose materials and teaching materials that really help children in developing their potential. The selection of teaching materials for the structure of the report text to lead students to write the report text is an important part for students in understanding how to write with the correct composition.

e. The application of a scientific approach can be passed by teacher well. Teacher can implement the 5M step; questioning, observing, reasoning, trying and communicating well. The learning methods developed in learning to write report texts are varied and synergistic with the learning needs of students . The teacher is enough to master the method with sufficient steps. The teacher applies the method of learning with some adjustment of the environment.

f. Use of learning media. Teacher prepares learning media that are quite creative and effective. Some media are designed by themselves with simple materials but are quite communicative and reflective. Teacher does not have to buy media and teaching materials needed in learning.

2. The activities of teacher and children in applying *a scientific* approach to learning to write text reports for grade IX students of SMP Negeri 1 Kemalang, Klaten Regency for the 2021/2022 academic year are good.

a. The teacher has described a learning activity that is in accordance with the teaching material, methods and learning media. Teacher in this study master the material, methods, and provision of learning media. The teacher masters the class even though some of the teacher's research data dominates the learning. this is due to the impact of the application of methods that require teacher to form several different centers according to the age level and specialization of children.

b. The learning activities of grade IXA a student are quite good. The children are quite enthusiastic in participating in learning. Children are easy to control and easily given a stimulus so that they can develop their own understanding of the information that is structured and excreted in learning activities.

B. Implication

Based on the results of research that shows a positive contribution to the components of learning planning, teacher activities, student activities, the application of scientific approaches, the selection of material relevant to basic competencies, and the use of media that is in accordance with children's learning needs, it is appropriate that the implementation of learning as has been carried out by the subject teacher in class IX A of SMP Negeri 1 Kemalang can be developed

again. The application of a scientific approach in the learningof language skills in high school, especially in learning to write report texts, is very good and relevant. The scientific approach developed with various methods is very feasible to apply because this approach can provide opportunities to stimulate all aspects of children's intelligence through directed 5M (questioning, obeying, trying, reasoning, and communicating) activities.

C. Suggestion

Based on the results of the study, there are several things about the implementation of learning to write report texts with a scientific approach at SMP Negeri 1 Kemalang In applying the scientific approach, teacher should prepare well. Teacher should invite collaboration with peers in preparing for the learning process.

For researcher who will carry out similar research. We recommend choosing teaching materials other than writing report texts with a scientific approach. Researcher can explore other language skills such as listening, speaking, and writing for elementary school children.

Based on the impact of successful learning that has been carried out by the subject teacher, the researcher recommends the following:

1. Teachers of learning subjects implementing learning to plan learning more carefully. Fulfill every important aspect in the preparation of the learning retention plan optimally. Establish a learning time allocation that is proportional to the breadth and depth of the teaching material. Choosing

teaching materials and learning media that have relevance to student characteristics and learning objectives.

2. Subject teachers are expected to learn and master scientific-based learning models including other learning models, so that they can carry out learning in accordance with the models and characteristics of the material and learning objectives.

3. Subject teachers are expected to improve their teaching competence through various sources, both formal training in functional training and similar training which in principle adds insight and self-competence in carrying out professional learning.

4. The head of SMP Negeri 1 Kemalang, Klaten Regency should carry out In House Training and similar training to increase the competence of teachers in carrying out teaching tasks in the classroom.

5. For researcher in further research, it is recommended to carry out educational research with other learning models in order to add scientific characteristics in the world of education.

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APPENDICES

1. **The Analysis of lesson Plan**

No	Rpp components	Review Results and Scores			Note
		1	2	3	
A	**Subject Identity**	**very incomplete**	**Incomplete**	**It's Complete**	
1.	There are: educational units, classes, semesters, skill programs / programs, subjects or teaching materials , number of meetings			√	
B	**Formulation of Indicators**	**Non-conforming**	**Partially Appropriate**	**Entirely compliant**	
1.	Compatibility with SKL, KI and KD			√	

				√	
2.	The conformity of the user of the operational verb to the measured competence			√	
3.	Conformity with aspects of knowledge, attitudes and skills			√	
C	**Formulation of Learning Objectives**				
1.	Conformity with the learning process and results expected to be achieved			√	
2.	Compliance with basic competencies			√	

D	Selection of Teaching Materials	Non-conforming	Partially Appropriate	Entirely compliant	
1.	Conformity with learning objectives			√	
2.	Conformity with the characteristics of learners			√	
3.	Compliance with time allocation			√	
And	Selection of Learning Resources	Non-conforming	Partially Appropriate	Entirely compliant	
1.	Compatibility with KI and KD			√	
2.	Compatibility with learning materials and *scientific approaches*			√	

		Non-conforming	Partially Appropriate	Entirely compliant	
3.	Conformity with the characteristics of learners			√	
F	**Selection of Learning Media**	**Non-conforming**	**Partially Appropriate**	**Entirely compliant**	
1.	Conformity with learning objectives			√	
2.	Compatibility with learning materials and *scientific approaches*			√	
3.	Conformity with the characteristics of learners			√	
G.	**Learning Model**	**Non-conforming**	**Partially Appropriate**	**Entirely compliant**	
1.	Conformity with learning objectives			√	
2.	Compatibility with *BCCT*		√		

H	Learning Scenarios	Non-conforming	Partially Appropriate	Entirely compliant	
1.	Clearly display the introductory, core, and closing activities		√		
2.	Conformity of activities with BCCT		√		
3.	The suitability of the presentation with the sisof the teaching material tika material		√		
4.	The suitability of the allocation of time with enough material			√	
I	Valuation	Non-conforming	Partially Appropriate	Entirely compliant	
1.	Conformity with authentic assessment		√		

	techniques and forms				
2.	Compliance with indicators of competence achievement			√	
3.	Compatibility kunc i answer with the question			√	
4.	Conformity of scoring guidelines with questions			√	
	SUM	**(66 : 75) x 100% = 88**			

Table 03: Learning Implementation Plan Review Format

Description: The check mark (√ **)** in the score column (1,2,3) matches the criteria listed in the column.

$$\text{Nilai} = \frac{Skor\ yang\ diperoleh}{75} x\ 100\%$$

Table 04: Range of RPP Review Results values

LEVEL	VALUE
Very Good (AB)	$90 < AB \leq 100$
Good (B)	$80 < B \leq 90$
Simply (C)	$70 < C \leq 80$
Less (K)	≤ 70

2. **Learning Evaluation**

Student Activity Observation Instruments

Observed Aspects		Already	Do not	Note
Preliminary Activities				
Apperception and Motivation				
1	Understand the initial information from the teacher	√		
2	Menanggapi questions	√		

3	Ready to follow the learning process	√		
Core Activities				
Mastery of the Subject Matter				
1	Able to understand the material with learning objectives.	√		
2	Able to associate material with other relatable knowledge, the development of science and technology, and real life.	√		
3	Actively involved in discussions and questions and answers in the discussion of learning materials.	√		
4	Able to understand the material ina sis teaching material tis (easy to difficult, and concrete to abstract)		√	
Self-Conformity with Teacher Learning Strategies				
1	Play an active role in learning in accordance with the competencies to be achieved	√		

		Alre ady	Do not	Note
2	Carrying out activities that contain components of exploration, elaboration and confirmation.	√		
3	Followthe learning in an orderly manner.	√		
		Alre ady	**Do not**	**Note**
5	Follow contextual learning.	√		
6	Add positive habits (*murturant effect)*	√		
7			√	
Self-adaptation with a scientific approach				
1	Observe and compile the question of why and how.	√		
2	Actively ask	√		
3	Conducting experiments	√		
4	Making observations	√		
5	Practice	√		
6	carrying out reasoning activities (logical thinking process and sis teaching material tis)	√		

7	play and communicate	√		
Penyesuian self in Learning Integrated ICT teaching materials				
1	Actively ask questionsand answers according to teaching materials	√		
2	discussing the materialof learning by combining various subjects in one PBM.	√		
3		√		
4	Mfollow the learning actively and rejoice.	√		
Utilization of Learning Resources / Media in Learning				
1	Demonstrate skills in the use of learning resources	√		
2	Demonstrate skills in the use of learning media.	√		
3	have an interest in media and learning resources.	√		
4	Involved in the utilization of learning resources.	√		
5	Engage students in the use of learning media.	√		

	Student Engagement in Learning			
1	active participation through the interaction of teacher , learners, learning resources.	√		
2	Respond positively to teacher information	√		
3	Show an open attitude towards the opinions of teaching materials n. .	√		
4	Shows conducive interpersonal relationships.	√		
5	cheerful or antuasias in learning.	√		
	Correct and Proper Use of Language in Learning			
1	Using spoken language clearly and fluently	√		
2	Using good and correct written language		√	
	Closing Activities			
	Closure of learning			
1	Reflect or make a summary with the teacher	√		
2	take an oral or written test session.	√		

		√		
3	Collecting the results of work as portfolio material.	√		
4	Carry out the follow-up plan as directed by the teacher.		√	
Sum		32	4	(33:36) x 100% = 91,7

Table 06: Observation of Student Activity in the Learning Process

Information:

1. Skore is given by marking (√) in the selection column YES and NO a total of 36 aspects of observation as follows by assessment

2. After completion of the assessment, calculate the number of YES and NO values

3. Special notes or suggestions are given as indicators of improvement of the learning implementation plan (RPP).

4. Skore is calculated by the following formula: $\text{Nilai} = \frac{Jumlah\ YA}{36} x\ 100\%$

Learning Analysis Value Range

LEVEL	VALUE
VERY GOOD (AB)	$90 < AB \leq 100$
Good (B)	$80 < B \leq 90$
Simply (C)	$70 < C \leq 80$
Less (K)	≤ 70

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