

**STUDENTS' DIFFICULTIES TO DISTINGUISH REPORT TEXT FROM
DESCRIPTIVE TEXT**

(A Study Conducted to the 11th Grade Students of SMA Negeri 3 Cibinong-
Bogor)

A PAPER

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DECLARATION

I hereby certify that the paper entitled “Students’ Difficulties in Distinguishing Report Text from Descriptive Text” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, August 2016

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ABSTRACT

Writing is an activity to express thoughts and feelings in written form, so writing must take time and students need time to get ideas in order to express their thought in a written form. There are five differences of text type, namely narrative text, recount text, descriptive text, report text, and procedure text. However, when students read report text and descriptive text, they are usually still confused to choose whether it is report text or descriptive text. This paper is written to find out students' difficulties to distinguish report text from descriptive text. The population of the research is 11th grade students of *SMA Negeri 3 Cibinong-Bogor*. The total number of the population is 40 students. To gain the data, the writer uses documentation, questionnaire, and interview. Based on the research result, she finds there are a lot of students who are still confused in writing report text and descriptive text. They describe a specific participant instead of general noun that makes no different between report text and descriptive text. Moreover, the students also difficult to choose vocabulary and diction when they write report and descriptive texts, they also lack of knowlegde about generic structure and language features of the texts, most of the students learn about the texts from the internet because the teacher does not give them more explanation. From the research finding, the writer suggests that the teacher should be more concerned in explaining language features of the texts and give more example of the texts, especially for the similar texts like report text and descriptive text. The writer also suggests that the students should read more genre text and language features of texts and do not hasitate to ask the teacher about grammar to get clearer explanation. Furthemore, they should practice more to write a text.

PREFACE

Alhamdulillah, the writer is grateful to Allah S.W.T, the Most Gracious, who has given her the opportunity, the patience, the health, the best direction and the easy way to finish this paper. The title of this paper is “Students’ difficulties to distinguish report text from descriptive text.” The aim of this research is to analyze students’ difficulties to distinguish report text from descriptive text.

The paper is written to fulfill one of the requirements for the *Sarjana Pendidikan* Examination at English Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from being perfect, therefore, she will appreciate all constructive criticism for the improvement of this paper. She hopes that this paper will be useful for her and those who read it.

Bogor, August 2016

The Writer

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Last, the writer realizes that this paper is still far from being perfect. Thus, any criticism and suggestions for the improvement of this paper will have highly appreciated. Hopefully, this paper is able to give contribution for the readers and useful for the English teaching and learning process.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important global languages with hundreds of people around the world use it daily. That is why English must be learnt as one of the subjects in formal schools in Indonesia.

Writing is one of the language skills that students must master. Writing is an activity to express thoughts and feelings in written form, and serve as a communication tool indirectly. It means writing must take time and students need time to get ideas in order to express their thought in a written form.

The curriculum demands students to be able to write five differences of text type, namely narrative text, recount text, descriptive text, report text, and procedure text. Writing text in foreign language is not simple, because students have to know the generic structure and language features of the text itself.

When students read report text and descriptive text, they are usually still confused to choose whether it is report text or descriptive text because both texts have the same functions which are to give information. This is why students always find difficulties to understand and write them, and always get trouble on the generic structure and language features.

B. Reason for Choosing the Topic

The topic is chosen because the writer has three reasons. Firstly, writing is an important thing, but it is not an easy task. Writing is difficult

because it requires good grammar. Students have to remember a large number of rules in structure which are quite different from their own language.

Secondly, when students write something, they have big question in mind whether what they write is correct or incorrect. Writing also takes time and students need time to get ideas in order to express their thoughts.

Thirdly, in writing English there are generic-structure and language features. Different text has a different generic-structure and language features, but in report text and descriptive text the generic-structure and the language features are almost the same. Some students are still confused to distinguish report text and descriptive text. Although, in generic-structure and language features both of them are different, but sometimes students still cannot differentiate report from descriptive texts when they find them as a paragraph.

C. Research Question

Based on the title, there is a question to be investigated in this research. The question is: “What are students’ difficulties to distinguish report text from descriptive text?”

D. The Aim of the Research

The aim of the research is to analyze students’ difficulties to distinguish report text from descriptive text.

E. Limitation of the Problem

To limit the problem, the writer only focuses on generic structure and language features in writing report text and descriptive text. She analyzes students’ difficulties to distinguish report text from descriptive text.

F. Research Methodology

Descriptive method is used to conduct the research. It is used to analyze students' difficulties in distinguishing report text from descriptive text. Documentation, questionnaire, and interview are the instruments used to collect the data.

G. Research Site and Participants

The title of the research is students' difficulties to distinguish report text from descriptive text. This research is conducted to 11th grade students of *SMA Negeri 3 Cibinong-Bogor*. There are 10 classes of the second grade. The writer uses purposive sampling technique to take only one class of the second grade. She chooses class XI Science 2 consisting of 40 students who have the lower score in writing test.

CHAPTER II

THEORETICAL FOUNDATION

A. Difficulties

Difficulties are obstacles or learning disorders in students that can be seen from the gap between the level of intelligence and academic skills that should be achieved. As Hakim (2000:22) said, “...*jika seorang siswa atau mahasiswa sering mendapat nilai di bawah enam atau di bawah nilai C, dapatlah dikatakan bahwa siswa atau mahasiswa tersebut mengalami kesulitan belajar*”. From the statement above, it can be concluded that the easier way to know whether the students have learning difficult is from their score. Hakim (2000:22) adds, *kesulitan belajar adalah suatu kondisi yang menimbulkan hambatan dalam proses belajar seseorang*. It means the obstacles cause students to fail or not be successful in achieving its objectives.

In other words, students have difficulty when they have obstacles in writing text. They are unable to express their thought and idea to make a good paragraph. It happens because the students lack of knowledge, unable to organize information, and have negative behavior such as lack of motivation in learning, tiredness, having a problem with the teacher, the situation of the class, or the subject.

From the statement above, students' difficulties mean the students have trouble in learning something and tend to have negative result because of some factors. Therefore, the teacher should give more attention to the students and explain the material clearly.

B. Students' Difficulties in Learning Text

Many students feel that they have no problems with studying text in general, and then come across particular texts that give them special difficulties. Teacher often finds students who still get difficulties to understand and differentiate report text from descriptive text. Students' difficulties in distinguishing report text from descriptive text are to identify the characteristic of the text because the generic-structure and the language features of both of them are almost the same. Furthermore, the students have to be able to understand and differentiate the texts.

Since curriculum 2006 defined, it demands the students to be able to write both texts. They have to know the generic-structure and language features of the text itself. In report text, generic-structure consists of general classification and description. In line with that, the lexico-grammatical focuses on the language features of the text. It uses several grammar patterns; they are general nouns, relating verbs to describe features, action verbs when describing behavior, simple present tense to indicate usualness, and scientific language.

While in descriptive text, the generic-structure of the text is almost the same as report text; they are identification and description. In addition, the language features use several grammar patterns; they are specific nouns, adjective to describe noun, simple present tense, and action verbs. The similarities of the generic-structure and language features of report text and descriptive text make the students feel difficult to distinguish them.

C. Differences between Report and Descriptive Text

In school based curriculum, genre is taught as one of the materials that students should learn. Genre in language is used to describe any type of written or spoken texts. There are many kinds of text. Each text has different social function, generic-structure and language features, two of them are report and descriptive texts. Both of them have similarities in the generic-structure and language features, so that students should be able to understand and distinguish both texts.

Distinguishing simply means differences between two things. It is something that naturally can be done by human being. However, there are difficulties in distinguishing something that has not been known yet. To find the differences between report text and descriptive text the students should understand the kinds of text.

Texts are pieces of written or printed material created for particular work. Different texts are learnt at school and the curriculum demands the students to be able to understand and distinguish genre of texts. To distinguish genre text, students should know the categories of the texts, whether it is general or specific. If the text is general, it is a report text, if the text is specific, it is a descriptive text.

1. Report Text

Ministry of Education (2006) in *School Based Curriculum (KTSP)* states that “the basic competence of writing is for expressing the meaning and rhetoric steps in monologue text by using variety of language

accurately, fluently, and acceptably in daily life context in form of report text.” It means that in form of report text, writing is an effort to express ideas and it is a skillful activity that involves knowledge and critical thinking of students especially in monologue text.

Report text is a kind of text to classify and describe the way things are, with reference to the social phenomena in the environment. Report text is very important to be learned because it has a relationship with news in television, newspaper, scientific report in a book, etc. According to Keir (2009:9) report text presents information about something; generally an entire class of things. It means that the purpose of the report text is to convey information on the results of observation and systematic analysis. The text describes an entire generally class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

In addition, Vermont Standards and Assessment Consortium (VTSAC) (2002:33) mentions, a good report is written to inform, but is more than a collection of facts or information about a particular subject. It means that report is a text that has a function to inform readers a particular perspective and it uses information or facts to support that perspective or control idea.

Moreover, Wardiman (2005:98) adds that, a report text is different from a description text. Description text has a function to give an explanation about a specific subject. It means that the purpose of the two texts is to give the live-description of a particular subject, but the scope of

written the subject is different. Report text tells about general information and nonfiction or expository text.

In writing report text, the students must follow several steps as Keir (2009:5) mentioned, report begins with a general statement including the topic, and give facts—qualities, habits, behavior. From the quotation, it can be concluded that there are parts of generic structure of report text. The students must follow several steps to make good report text such as searching and collecting research from internet, magazine, or newspaper to obtain the necessary information, arranging each components of generic structure, and determining the language features.

a. Generic Structure

There are some generic structures of report text based on curriculum 2006.

- General classification : introduces the topic of the report.
- Description : provides detail of the topic such as parts, quantities, and habits or behaviors (for living things) and use (for non living things).

b. Language Features

- Use general noun.
- Use relating verb.
- Use action verb.
- Use simple present tense.
- Use scientific language.

Example of Report Text

Elephant is the largest and strongest animals which live in land. It is a strange looking animal which has thick legs, huge sides and backs, large hanging ears, a small tail, little pair of eyes, long white tusks and above all, elephant has a long nose called the trunk. An elephant is commonly seen in a zoo because it is hard to find them in their natural habitat.

Trunk is the elephant's peculiar feature and it has various usages. The elephant's trunk can also lift leaves and put them into its mouth. In other word, their trunks serve the elephant as long arm and hand. An elephant looks very clumsy and heavy but an elephant can move very quickly.

Elephant is considered to be an intelligent animal. Its intelligence combined with its great strength make an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting.

2. DescriptiveText

Based on curriculum 2006 several texts are taught to students in learning and teaching process. They are descriptive, report, recount, narrative, and procedure texts. Each text should be taught in four skills; writing, reading, listening, and speaking. One of the types of text which has to be learnt for Indonesian students is descriptive text.

Descriptive text is kind of writing that describes person, place, thing, and idea in detail. According to Denman (2013:87), descriptive text

accurately describes a person, thing, place, or concept by presenting a clear illustration of that person, thing, place, or concept. From the statement above it can be summarized that to make a descriptive text, the writer should describe the thing in detail, so the reader can feel or describe the object easily.

Moreover, Yarber, 1985:20, as cited by González 1994:140 adds a great descriptive writing strives to create a deeply involved and vivid experience for the reader. From the quotation, it is obvious that descriptive text tells the reader the description of a particular person, thing, place, or concept until he or she hears, smells, tastes, touches, and sees what the writer describes.

According to Mulyono (2008:22) descriptive text consists of identification and description, and the language feature is focused on specific participants using simple present tense. From the statement, it can be concluded that there are parts of generic structure of descriptive text. To make good descriptive text the students have to describe something in detail, so the reader can feel the sense of sound, smell, touch, taste, and sight.

a. Generic Structure

There are parts of generic structure of descriptive text based on curriculum 2006.

- Identification : identifies phenomenon to be described.
- Description : describes parts, qualities, and characteristics.

b. Language Features

- Use simple present tense.
- Use specific participants.
- Use adjective.
- Use action verb.

Example of Descriptive Text

Rabbits are cute animals and have many different hair colors such as white, black, brown, gray, and others. I believe rabbit is one of the cutest animals. Then, my father bought two cute animals at pet shop. Now, I have two rabbits, those are white and brown. I call the white rabbit as Comel and the brown as Kelvin. Their age is at least five months. Kelvin is kind of Australian rabbits which have red eyes, big body and thick hair, while Comel is smaller than Kelvin, has yellow eyes, white fur, and long ears. Kelvin has big body and he is three times bigger than Comel which is Indonesian rabbit. When I see Kelvin standing, it is so amazing. Both of them love eating cabbages, carrot, and some other vegetables. They also really love to drink fresh milk. Kelvin is more active than Comel, he usually plays in the backyard alone. I spend a lot of time to play with them. They also teach me about how to take care of something/someone. They have become my best friend. I really love my Comels' so much.

D. Related Research

Many researchers have been conducted the research about text especially report and descriptive texts. The example of the research is from

Pestaria (2014) entitled, "Students' Difficulties in Writing Report Text at Grade IX of *SMP Negeri 5 Tanjungbalai*". It took five participants. The result of the research is based on generic structure, 9th grade students of *SMPN 5 Tanjungbalai* are able to write report text, but there is one student who is not able to write it. Based on the lexico-grammatical features of the report text written by the students, it is found that they have difficulty in using the correct tense. They use simple present tense, but they also use simple past tense in their writing report text. They cannot write the sentences by using simple present tense grammatically.

Other research is conducted by Mardiyah (2013) entitled, "The Second Grade Students' Ability in Writing a Descriptive Text at *SMP Negeri 1 Canduang*". It took 42 participants. The results of the research show that first, most of the students have a problem in writing identification. They are not able to identify subject that will be described or tell who or what will be described. Second, in writing descriptive text they are not able to write the text in detail. They cannot describe parts, qualities and characteristics of the object. Their descriptions also do not support their identification. Third, there are still some of the students who do not understand simple present tense. They cannot use the simple present tense in the right form. Last, beside the students' problem about identification, description, and tense they also have problems in the use of punctuation, spelling, capitalization, vocabulary, and written in English form. Based on the previous research, the writer is intense to

investigate “Students’ Difficulties to Distinguish Report Text from Descriptive Text”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research focuses on students' difficulties to distinguish report text from descriptive text. The writer uses descriptive method to analyze a situation of students' difficulties to distinguish report text from descriptive text. Herawati (2007:23) says, "Descriptive method is used to describe systematically a situation or area of interest factually and actually". It means that in descriptive method, a situation or area of interest is described in chronological order and based on the fact in the real situation.

To find the answer of students' difficulties to distinguish report text from descriptive text, the writer needs to have relevant information or data to be analyzed. In collecting the data, documentation are collected from students' work, questionnaire is given to the respondents as the instruments, and then all of respondents are interviewed. Besides, she also interviews the teacher to prove the answer that given by the students.

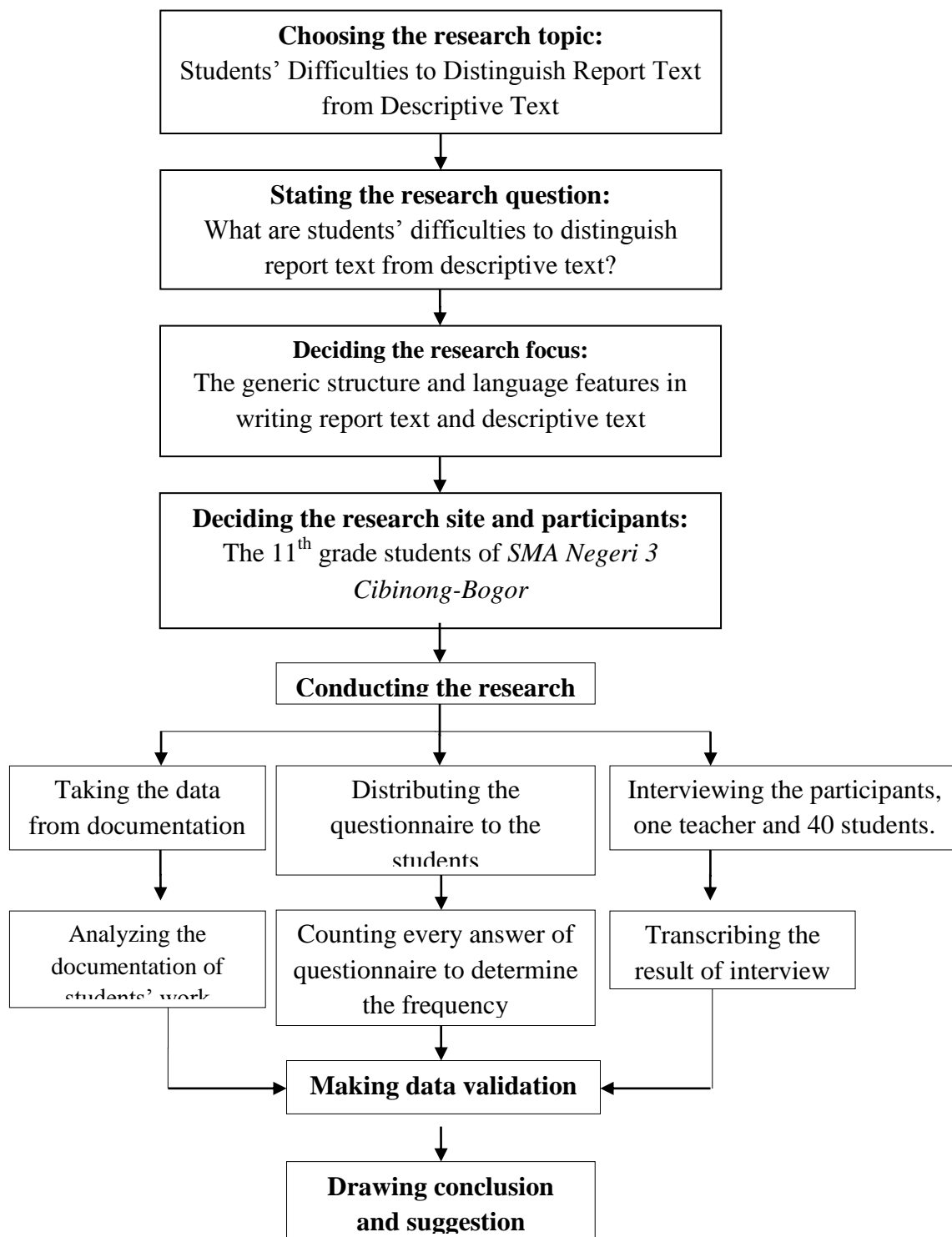


Figure 3.1
The Research Design

B. Research Site and Respondents

The site for the research is *SMA Negeri 3 Cibinong*. The 11th grade students are chosen as the research respondents because they have learnt report and descriptive texts. Purposive sampling technique is used by taking one class (XI Science 2) that consists of 40 students. The class is taken because they have lower score in writing test.

C. Data Collection Technique

To collect the data from respondents, the writer uses three kinds of instruments: documentation, questionnaire and interview.

1. Documentation

The writer needs students' work as the document to analyze. It is taken from students' daily exercise on their text book. It is used to find students' difficulties in writing report text and descriptive text.

2. Questionnaire

The questionnaire is given to the students to get information about their knowledge of report text and descriptive text. The writer uses closed questionnaire to scale the difficulties of the students in writing texts especially in distinguishing report text from descriptive text. According to Arikunto (2002:140), "Questionnaire is some written questions to get information from respondent about he/she knows." It means that questionnaire is a list of question in a written form that is used to get information from the respondent. Therefore, to complete the data,

questionnaire is used to find out students' difficulties to distinguish report text from descriptive text.

3. Interview

Interview is done to the 40 students and the teacher. It is used to know students' opinion about difficulties in distinguishing report text from descriptive text.

D. Data Analysis

The data from documentation, questionnaire, and interview are then analyzed as follows:

1. Data analysis from documentation

The documents are collected and analyzed by checking them to know the result of students' difficulties in writing report text and descriptive text.

2. Data analysis from questionnaire

In analyzing questionnaire, the degree of reliability and consistency of questionnaire is counted as follows:

a. Counting every answer of questionnaire to determine the frequency.

b. Counting the percentage by using: $\frac{f}{x} \times 100\%$

Note: f = the frequency of the participants' answer

x = the number of participants

c. Describing data from questionnaire

3. Data analysis from interview

The result of the interview is transcribed.

E. Validity Checking

After completing the whole data, the writer analyzed them by using triangulation as a technique to check the validity of the data. Triangulation is done by comparing the result of the test, questionnaire, and interview.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data description

The data of this research are obtained from students' work, questionnaire, and interview. The findings are focused on the students' difficulties in distinguishing report text from descriptive text. The difficulties are only focused on generic structure and language-features of the texts.

1. Data Description from Documentation

Describing the result of students' work is the first step in analyzing the data. The writer got the students' work from their daily exercise in their text book. The teacher asked the students to make report text and descriptive text about their chair-mate or people they love. Table 4.1 shows the result of the students' work.

Table 4.1
The Result of Students' Work

Respondents	Report Text	Descriptive Text
AS	68	98
AGY	66	93.5
ABP	69	92.5
ANF	66.5	99.5
AD	64.5	93
BACM	64.5	93
DRRD	65	95.5
DN	67	99.5
DNK	66	98.5
DSN	66.5	98
DA	66.5	95
DAR	66	90
ER	69.5	98.5
FA	70	98

FRP	63.5	97
FF	68.6	95.5
FAT	68	94.5
FSS	58	92
FAF	62	94
HPS	69.5	98
HL	71.5	96
LW	56.5	95
MPP	55.5	97
MTA	69	97
MF	69.5	95
MFN	69.5	98
MS	67	93.5
ML	68	92
NS	69	99.5
NWT	67	98.5
OAD	69.5	92.5
RJ	66.5	88
RR	66.5	86.5
RAS	61.3	83.5
SDR	72	92
SASN	71	91.5
SDRF	67.5	92
S	71.5	93
YH	72	92
YRP	79	97

From table 4.1, it can be seen that many students get score under minimum score in report text. There are only six students who get score above 70. It proves that the students are not able to write report text. They still do not understand the differences of generic structure and language features in neither report text nor descriptive text. They have difficulty in distinguishing report text from descriptive text when they have to write the texts.

2. Data Description from Questionnaire

Questionnaire was distributed to the students in order to get more information related to their knowledge of report text and descriptive text.

Table 4.2 shows the result of the questionnaire.

Table 4.2
The Result of Questionnaire

No.	Statements	Answering alternative	Answering frequency	Percent (%)
1.	I know the kinds of text.	a. agree b. strongly agree c. disagree d. strongly disagree	35 1 4 -	87.5 2.5 10 -
2.	I know about report text.	a. agree b. strongly agree c. disagree d. strongly disagree	37 1 2 -	92.5 2.5 5 -
3.	I know about descriptive text.	a. agree b. strongly agree c. disagree d. strongly disagree	39 1 - -	97.5 2.5 - -
4.	I know the characteristics of report text.	a. agree b. strongly agree c. disagree d. strongly disagree	32 1 7 -	80 2.5 17.5 -
5.	I know the characteristics of descriptive text.	a. agree b. strongly agree c. disagree d. strongly disagree	32 4 4 -	80 10 10 -
6.	I know the function of report text.	a. agree b. strongly agree c. disagree d. strongly disagree	33 3 4 -	32.5 7.5 10 -
7.	I know the function of descriptive text.	a. agree b. strongly agree c. disagree d. strongly disagree	30 8 2 -	75 20 5 -
8.	I have difficulties in using generic structure in report text.	a. agree b. strongly agree c. disagree d. strongly disagree	22 - 17 1	55 - 42.5 2.5

9.	I have difficulties in using lexicogrammatical features in report text.	a. agree b. strongly agree c. disagree d. strongly disagree	32 3 4 1	80 7.5 10 2.5
10.	I have difficulties in using generic structure in descriptive text.	a. agree b. strongly agree c. disagree d. strongly disagree	12 2 25 1	30 5 62.5 2.5
11.	I have difficulties in using lexicogrammatical features in descriptive text.	a. agree b. strongly agree c. disagree d. strongly disagree	31 4 5 -	77.5 10 12.5 -
12.	I have difficulties in writing report text.	a. agree b. strongly agree c. disagree d. strongly disagree	21 1 18 -	52.5 2.5 45 -
13.	I have difficulties in writing descriptive text.	a. agree b. strongly agree c. disagree d. strongly disagree	5 1 33 1	12.5 2.5 82.5 2.5
14.	I have difficulties in using tenses in both of the texts.	a. agree b. strongly agree c. disagree d. strongly disagree	23 2 15 -	57.5 5 37.5 -
15.	I have difficulties in distinguishing both of the texts.	a. agree b. strongly agree c. disagree d. strongly disagree	5 - 31 4	12.5 - 77.5 10

Based on the data obtained, there are 35 respondents (87.5%) agree that they know kinds of text, one respondent (2.5%) strongly agrees, and four respondents (10%) disagree. As the result, there are more than half of the students know kinds of text and only one student knows kinds of text very well, while there are four students do not know kinds of text.

There are 37 respondents (92.5%) agree that they know report text, one respondent (2.5%) strongly agrees, and two respondents (5%) disagree, while 39 respondents (97.5%) agree and one respondent (2.5%) strongly agrees that they know descriptive text. From the data above, it can be seen that all of the students know descriptive text much better than report text.

There are 32 respondents (80%) agree and one respondent (2.5%) strongly agrees that they know the characteristics of report text, while 32 respondents (80%) agree that they know the characteristics of descriptive text and four respondents (10%) strongly agree. In short, almost all of the students have known the characteristics of both texts, but they know the characteristics of descriptive text much better.

There are 33 respondents (82.5%) agree that they know the function of report text and three respondents (7.5%) strongly agree, while 30 respondents (75%) agree that they know the function of descriptive text and eight respondents (20%) strongly agree. It means that, most of the students know the function of descriptive text better than report text.

There are 22 respondents (55%) agree that they have difficulties in using generic structure in report text, but 17 respondents (42.5%) disagree and one respondent (2.5%) strongly disagrees, while 32 respondents (80%) agree that they have difficulties in using lexico-grammatical in report text and three respondents (7.5%) strongly agree, but four respondents (10%) disagree and one respondent (2.5%) strongly disagrees. In short, almost all

of the students have more difficulties in using lexico-grammatical when they write report text.

There are 12 respondents (30%) agree that they have difficulties in using generic structure in descriptive text and two respondents (7.5%) strongly agree, but 25 respondents (62.5%) disagree and one respondent (2.5%) strongly disagree, while 31 respondents (77.5%) agree that that they have difficulties in using lexico-grammatical in descriptive text and four respondents (10%) strongly agree, but five respondents (!2.5%) disagree. From the data above, it can be concluded that mostly the students have difficulties in using lexico-grammatical when they write descriptive text.

There are 21 respondents (52.5%) agree that they have difficulties in writing report text, one respondent (2.5%) strongly agrees, and 18 respondents (45%) disagree, while five respondents (12.5%) agree that they have difficulties in writing descriptive text, one respondent (2.5%) strongly agrees, but 33 respondents (82.5%) disagree and one respondent (2.5%) strongly disagrees. It means that, the students find it easier to write descriptive text rather than report text.

There are 23 respondents (57.5%) agree that they have difficulties in using tenses in both texts, two respondents (5%) strongly agree, but 15 respondents (37.5%) disagree.

There are five respondents (12.5%) agree that they have difficulties in distinguishing both texts, but 31 respondents (77.5%) disagree and four respondents (10%) strongly disagree.

3. Data Description from Interview with the Students

The interview was done on 19th April 2016 at 7:30 am and 26th April 2016 at 7 am to the students of XI Science 2. The writer interviewed 40 students who have difficulties in distinguishing report text from descriptive text. She interviewed 20 students individually each day. She used tape recorder to record the students' answer. She asked the students nine questions and transcribed them.

The interpretation results of the interview are:

The first question is about students' knowledge of generic structure and language features of report text. 15 respondents (R# 1, 2, 3, 5, 6, 9, 10, 11, 12, 21, 22, 26, 28, 31, 34) answered that they forget about generic structure and language features of report text. As stated by R# 34:

Excerpt #1

wha... apa ituuu? Hahaha apa itu? Generic structure..... Apa, miss? (ciri-ciri bahasanya), ciri-ciri bahasanya... eum... lupa, lupa, lupa

[wha... what is that? Hahaha what is that? Generic structure... What, miss? (The characteristics of text), the characteristic... uhm... I forget.]

There are six respondents (R# 4, 7, 23, 35, 37, 38) answered they only knew the function of report text, but forget about the generic structure and language features of the text. As mentioned by R# 35:

Excerpt #2

Kalo generic structure itu kalo bikin... apa? (report teks), report teks itu kadang nggak terlalu merhatiin itunya, sih. (nggak merhatiin generic structure-nya?), iya, jadi kan kalau report teks itu... eee... hampir sama kayak deskriptif, cuman kalau report itu dia umum, cuma kalau deskriptif itu dia detail kan, gitu.

[The generic structure to make... what? (Report text), report text, sometimes I do not really notice. (You do not notice the generic structure in the text?) Yes, well report text is almost the same as descriptive, but report text is general and descriptive text is specific.]

There are four respondents (R# 17, 18, 19, 20) answered the generic structure for different text. As stated by R# 19:

Excerpt #3

eee... pertama itu ada orientation, kayak itu kan, menjelaskan tentang apa yang mau dia ee... dijelasin, gitu. Terus ada di orientation dia menjelaskan eh... apa yang dijelasin itu secara detail di situ, terus yang terakhir itu ada conclusion, eh... ya Allah kesimpulan itu apa sih namanya aku lupa, pokoknya terakhir gitu, kesimpulan gitu

[eee... the first is orientation, like, explaining what they want to... uhm, explain. There is in the orientation that they explain things in detail, and the last is conclusion, eh... oh my God what is conclusion, I forget the name. The point is that conclusion is the last one.]

There are 15 respondents (R# 8, 13, 14, 15, 16, 24, 25, 27, 29, 30, 32, 33, 36, 39, 40) answered correctly about the generic structure and language features of report text. As stated by R# 39:

Excerpt #4

Kalo misalkan report teks itu generic structure-nya kalo gak salah tuh... pertama itu... eee... ini, general classification-nya, terus abis itu langsung ada description-nya. Terus kalo misalkan eee... apanya? (language features-nya), language features-nya itu kalo gak salah masih pake secara umum, ya? Itu masih pakai simple present tense.

[The generic structure of report text, if I am not wrong, first is general classification, and then description. Then, for the... what? (Language features), for the language features if I am not wrong, it is still using general noun, right? It uses simple present tense.]

When the writer asked about the way they learnt report text, five respondents (R# 2, 7, 17, 36, 37) answered that after they learnt about report text, they tried to make a report text. As stated by R#17:

Excerpt #5

eee... cara saya belajar report teks itu pertama, saya pelajari dulu apa yang mau dijadiin ke dalam teks tersebut, lalu saya buat teksnya.

[eee... the way I learn report text are first, I study first the things that I want to explain in the text, and then I write the text.]

There are two respondents (R# 3, 34) answered the way they learn report text is learning about the tenses of report text. As stated by R# 3:

Excerpt #6

biasanya sih karena... past tense itu rata-rata pake verb kedua ya mungkin di tensis-tensis situnya aja.

[Usually because... past tense is using verb two, maybe I just focus on the tenses.]

There are eight respondents (R# 5, 13, 14, 15, 18, 29, 32, 39) answered learn about the characteristics of report text. As stated by R# 15:

Excerpt #7

Itu biasanya.. kan jenis teks itu ada banyak, biasanya saya ngebanding-bandingin terus general-nya diliat, kayak gitu sih.

[Usually, there are a lot of kinds of text. I compare the texts and look at the general of the texts.]

There are 21 respondents (R# 6, 8, 9, 10, 11, 12, 16, 19, 20, 21, 22, 23, 24, 25, 26, 28, 31, 33, 35, 38, 40) answered they just read from the worksheet book or note from the teacher. As mentioned by R# 40:

Excerpt #8

kalo mempelajari report, mmm... biasanya kan kalo di guru-guru itu kan suka bikin contohnya, ya belajarnya dari situ juga, terus kalo misalkan isi latihan-latihan di LKS itu suka ada contoh report teks, jadi dari situ juga bisa belajar kalo misalkan report teks itu tuh kayak gimana.

[In learning report text, uhm... usually the teachers give the example of report text, so I just learn from that, and then in the worksheet book there are some tasks and examples of report text, so I can learn report text from that.]

There are four respondents (R# 1, 4, 27, 30) answered they learn to translate the text, tenses of the text, and the characteristic of the text. As stated by R# 4:

Excerpt #9

itu biasanya, eee... aku tuh kayak apa, ngeterjemahin gitu ya, itu kan suka ada kayak... tensis-tensisnya gitu kan, belajar tensis juga. Terus kadang suka bikin juga, disuruh kan bikin.

[Usually, uhm... I just like, what, translate the text and find tenses in the text, so I learn the tenses too, and sometimes I also make the text because the teacher asks to make it.]

When the writer asked about the difficulties in writing report text, 13 respondents (R# 1, 2, 4, 8, 13, 15, 18, 21, 29, 30, 34, 36, 40) answered they have problem in tenses. As mentioned by R# 2:

Excerpt #10

kesulitannya, eee... tensisnya saya susah, kalo tensisnya saya susah mempelajari sendiri, jadi saya butuh bimbingan.

[The difficulty is, uhm... I have difficulty in tenses, I cannot learn tenses by myself, so I need a guide.]

There are 14 respondents (R# 3, 9, 11, 14, 16, 17, 20, 24, 26, 27, 28, 31, 37, 39) answered that they have difficulties to describe and to connect a sentence to another. As stated by R# 14:

Excerpt #11

eee... biasanya ada sih. Kesulitannya... nentuin kata-katanya sama menyusun, menyusun... ininya, kalimatnya.

[Yes, there are difficulties to define words and to construct the sentence.]

There are eight respondents (R# 5, 7, 10, 12, 23, 25, 32, 38) said because report text is almost the same as descriptive text. As mentioned by R# 25:

Excerpt #12

kesulitannya soalnya hampir mirip sama deskriptif.

[It is difficult because report text almost the same as descriptive text.]

There are two respondents (R# 6, 19) answered that they have difficulties in translating the words from bahasa Indonesia to English or vice versa and they still confuse to choose appropriate words. As stated by R# 19:

Excerpt #13

eee... setau ini sih, sejauh ini sih beberapa tugas agak gak ada kesulitan, paling eee... nentuin kayak apasih, kata-katanya tuh kan misalkan diindonesiain dulu baru diinggrisin, nah itu tuh suka bingung kadang bahasanya.

[So far there are no difficulties in some tasks, maybe in determining words like from bahasa Indonesia to English. Sometimes I still confuse to use appropriate words.]

There are three respondents (R# 22, 33, 35) have no difficulties in writing report text. As R# 35 said:

Excerpt #14

pernah. Eee... nggak terlalu sulit sih tapi.

[Yes, I have, but it is not really difficult.]

When the writer asked about generic structure and language features in descriptive text, two respondents (R# 1, 13) answered the same as report text. As stated by R# 13:

Excerpt #15

Deskriptif teks? Kalo generic sttructure di deskriptif teks itu ada... general classification sama description. (sama ya?) iya sama.

[Descriptive text? The generic structures in descriptive text are general classification and description. (Is it same as report?) Yes, it is.]

There are 23 respondents (R# 2, 3, 4, 5, 8, 11, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 28, 29, 30, 32, 36, 39, 40) answered correctly. As R# 21 stated:

Excerpt #16

uhm yang aku tau generic structure dari deskriptif teks itu ada identification dan description.

[As I know, generic structures in descriptive text are identification and description.]

There are 12 respondents (R# 6, 7, 9, 10, 12, 14, 22, 23, 26, 31, 33, 34) answered that they forget the generic structure and the language features of descriptive text. As stated by R# 14:

Excerpt #17

eee... kalo.... deskriptif, kurang tau ya. Lupa. Hehehe.

[eee... that... I do not really know descriptive text. I forget. Hehehe]

There are three respondents (R# 35, 37, 38) answered generic structures of descriptive text are just to describe things, people, or places. As stated by R# 37:

Excerpt #18

Generic structure-nya... generic structure... (sama kayak tadi di atas, tapi ini deskriptif teks), oh ciri-cirinya? Apa ya? Yang tadi saya bilang, ciri-ciri dari... suatu benda yang saya deskripsiin. (terus language features-nya?) lupa”

[The generic structures... (Same as before, but this is about descriptive text), oh the characteristics? Like I said before, the characteristics of something that will be described. (How about the language features?) I forget.]

When the writer asked about how they learn descriptive text, two respondents (R# 1, 20) answered that they are easier to write in bahasa Indonesia first and translate it into English. As R# 20 mentioned:

Excerpt #19

kalo... saya mempelajarinya, saya biasanya lebih gampang ke bahasa Indonesia daripada ke bahasa Inggris, jadi saya Indonesiain dulu semuanya, kalo misalnya nanti nggak bisa tanya ke temen lagi hehe.

[I am usually easier to write in bahasa Indonesia than in English, so I write in bahasa Indonesia first, if I have difficulty in translating the language I will ask my friend hehe]

There are 15 respondents (R# 2, 4, 7, 8, 16, 17, 21, 22, 23, 24, 29, 31, 34, 35, 39) answered that they learn the tenses first to make a perfect descriptive text, R#2 stated:

Excerpt #20

sama kayak di report teks, saya mempelajari tensisnya dulu, abis itu saya membuat deskripsi.

[Same as report text, I learn the tenses first, and then I write description.]

There are 12 respondents (R# 3, 5, 13, 14, 15, 19, 30, 32, 33, 36, 37, 38) answered they learn the characteristic or generic structure of the text. As stated by R# 14:

Excerpt #21

kalo cara mempelajarinya... diliat, biasanya kan ada perbedaannya tiap teks ya, tiap jenis teks ada perbedaannya. Deskriptif kan pasti ada ciri-ciri tertentu, nah itu yang dipelajarinya.

[As the way I learn the text... observed, usually there are differences of characteristics in each text especially descriptive text, so I learn about it.]

There are eight respondents (R# 10, 11, 12, 25, 26, 27, 28, 40) answered they just read the book or the example of the text. As R# 11 mentioned:

Excerpt #22

eee... sama aja. Kita sering-sering baca aja yang deskriptifnya.

[eee... it same. We just often read about descriptive text.]

There are two respondents (R# 9, 18) answered they just practice from the tasks. As R# 9 stated:

Excerpt #23

ya... sama aja kayak tadi. Ya... paling ngisi soal sih, gitu-gituaja.

[it is the same as before. We are just practicing from the tasks or something.]

R# 6 mentioned, he will ask his friends who already understand the material for help.

Excerpt #24

mmm..... caranya.....tanya ke temen yang paham. (tanya ke temen yang paham?) iya hahahaha eh benar, kan cara belajarnya hahaha.

[uhm, the way is... asking friends who already understand the material. (Ask friends who already understand?) Yes right hahaha that is the way I learn.]

When the writer asked about the difficulties when they write descriptive text, eight respondents (R# 1, 4, 8, 20, 28, 29, 31, 37) answered they have difficulties in using tenses. As R# 31 stated:

Excerpt #25

kalo deskriptif teks ya paling kesulitannya cuma di ini doang, penggunaan katanya, tensis-tensisnya.

[If descriptive text, maybe the difficulties are only in diction and tenses.]

There are 14 respondents (R# 2, 3, 6, 7, 9, 11, 14, 22, 26, 27, 30, 36, 39, 40) answered that they hard to describe something when they write the text. As R# 27 mentioned:

Excerpt #26

mungkin kayak pengetahuannya aja, kalo misalnya... membahas misalnya kayak tentang hewan ini, kita kan harus tau juga, gitu.

[Maybe just like the knowledge, for example like... explaining about animal, we have to know the details about it.]

There are 12 respondents (R# 10, 12, 13, 15, 16, 18, 21, 24, 25, 33, 34, 35) answered they do not have difficulties in writing descriptive text. As R# 18 said:

Excerpt #26

kalo deskriptif enggak terlalu karena sudah... apa, bagian-bagiannya sudah pasti.

[Descriptive text is not that hard because it is already... what is it, the parts already fixed.]

There are five respondents (R# 17, 23, 25, 32, 38) answered that they sometimes still confuse to write either descriptive text or report text, but descriptive text is easier than report text. As stated by R# 38:

Excerpt #27

iya, pernah. Yaa... sama aja sih kayak report teks gitu, kadang suka bingung, tapi lebih... lebih mudah deskripsi daripada report teks.

[Yes, I have. It is same as report text, sometime I still confuse, but descriptive text is easier than report text.]

There are two respondents (R# 5, 19) answered that they have difficulty in translate the language. As mentioned by R# 19:

Excerpt #27

kurang lebih sama kayak report teks kesulitannya, di translatenya.

[More or less it is same as report text, the difficulty is in translating the language.]

When the writer asked the difficulties in distinguishing both of the texts, 18 respondents (R# 1, 6, 11, 12, 13, 16, 17, 18, 19, 21, 23, 25, 26, 27, 31, 32, 38, 40) answered they have difficulties in the generic structures of both the texts. As mentioned by R# 17:

Excerpt #28

ee... saya lumayan kesulitan. Eee... soalnya di keduanya ini sama-sama menjelaskan, sama-sama mendeskripsikan.

[Uhm, I have a little difficult because the both texts have the same functions as explaining and describing.]

There are 17 respondents (R# 4, 5, 7, 8, 10, 14, 15, 20, 22, 24, 29, 30, 33, 35, 36, 37, 39) answered that they do not have the difficulties in distinguishing both of the texts. As R# 36 stated:

Excerpt #29

Kalo ngebedainnya insha Allah bias.

[As for distinguishing, insha Allah I have no difficulties to distinguish the both of texts.]

There are four respondents (R# 2, 3, 28, 34) answered they have difficulties in tenses. As stated by R# 34:

Excerpt #30

kalo... kalo misalkan secara umum bisa, cumin kalo... ya itu tadi tensisnya itu tadi susah bedainnya.

[If like in general, I can distinguish the texts, but if it is in tenses, I have difficulty to distinguish them.]

R# 9 said that she has difficulty in translate the text:

Excerpt #31

paling... rada sama, ya? Maksudnya... apa ya? Ya.. paling, eee... lebih inian lagi, maksudnya bacanya lebih... lebih ini biar ngertiin artinya juga, jadi lebih kayak ke artinya mungkin.

[Maybe... it is almost similar with report text, right? I mean... uhm, read the text carefully to understand the meaning of the text, so maybe the difficulties are more to translate text and the meaning of the text.]

When the writer asked about the solution to the respondents who have difficulties in distinguishing both of the texts, 14 respondents (R# 1, 2, 9, 12, 13, 17, 18, 19, 23, 24, 26, 32, 38, 40) answered they will search on the internet or re-read the material they already read. As R# 12 mentioned:

Excerpt #32

buka buku lah, baca-baca lagi kalau memang belum hafal, maksudnya kalau memang belum ngerti.

[Open the book, re-read the material as if does not remember yet, I mean as if does not understand yet.]

There are six respondents (R# 6, 11, 28, 30, 31, 34) answered they will ask to their friends or search on the internet. As stated by R# 30:

Excerpt #33

biasanya sih.... Gimana, ya? Hehehe nanya sama orang yang lebih tau, atau enggak biasanya cari-cari di... itu, internet

[Usually, asking to friends who already understand, or searching on the internet.]

There are four respondents (R# 16, 21, 25, 27) answered they search the other example of the texts and compare them. As R# 21 stated:

Excerpt #34

uhm, mengatasinya itu dengan liat contoh-contohnya karena kalo pas ngerjain soal sambil liat contoh teks, dari kedua teks tersebut itu kan ada perbedaannya, jadi bisa bedain.

[Uhm, I handle it with searching other example of the texts because when doing a task and also looking at the example of the texts at the same time, we can distinguish the differences of the both texts.

4. Data Description from Interview with the Teacher

To find out students' difficulties in distinguishing report text from descriptive text, the writer also interviewed the teacher. The interview was done on April 26th 2016 at 9:23 am, in XI Science 2 class room.

The interview results are follows:

When the writer asked about how far genre text especially report text and descriptive text are implemented at school the teacher answered: for Senior High School speaking, writing, and reading are more often to be applied. The teacher stated.

Excerpt #35

untuk sejauh mana, mungkin eee... kalau SMA lebih ke writing sama speakingya, soalnya kalau listening atau... apasih satu lagi? Reading juga iya dia, speaking, writing, reading. Jadi kayaknya tiga itu yang lebih dipake. Kalau misalnya untuk writing sama speaking, dia... mereka biasanya suruh bawa gambar, terus mereka suruhjelasin, deskripsiin. Kalau untuk reading mereka biasanya pake LKS. Terus kalau report, mereka biasanya mereport tentang sekolahnya gimana, tapi itu lebih ke deskriptif, ya? Tapi mereka bisa kok untuk lebih generalnya.

[Maybe... for Senior High School only focuses on writing and speaking because if listening or... what is the other? Reading also, so speaking, writing, and reading. Maybe only use those three skills. As if for writing and speaking, they usually bring a picture, and then they explain and describe the picture. For reading, they usually use worksheet book. Then, for report text, they usually report about their school, but it seems more like descriptive, right? However, they can make it in general.]

When the writer asked about the students' response in learning report text and descriptive text the teacher answered that their response was good, but it was probably because of science class, and maybe it will be different in social class. The teacher said:

Excerpt #36

responnya... lumayan. Seperti yang dilihat tadi kan, mereka pintar-pinter, iya nggak miss? Hahaha lumayan, kan? Itu karena mungkin kelas IPA ya, gak tau kalau IPS gimana heheheeee... mereka lebih suka deskriptif karena mereka, kayaknya di situ tempat mereka untuk...

bukan mencelaya, apa ya? Mendeskripsikan teman-temannya, kan? Nah... itu mereka suka kayak gitu.

[Their responses are pretty good. Like you see, they are smart, are not they? Hahaha pretty good, right? That is maybe because of science class, I do not know what if in social class hehehe uhm, they prefer descriptive text because maybe that is where they can... not criticize, but describe their friends, right? So, they like it that way.]

When the writer asked about the students' difficulties in learning both of the texts the teacher answered that they have difficulties in vocabulary and diction when they try to describe someone. The teacher stated:

Excerpt #37

kalau untuk kesulitan dari language featurenya kayaknya kalau tensisnya bisa ya, udah bisa kalau simple present. Nah, kalau sulitnya kayaknya dia di... itunya, apa, kosa katanya. Iya, kan? Kalau mendeskripsikan orang kan bener-bener harus spesifik, nah itu mereka sulit di situ

[As for the difficulty from language features maybe they have no problem in tenses, they already understand simple present tense, but maybe they have difficulty on... vocabulary, right? Because in describing someone, it has to be specific, and yea, they have difficulty on it.]

When the writer asked about the method that the teacher used in teaching texts the teacher said that she forgets about the method in teaching and learning strategy, so she just asked the students to show the picture and the students describe it, or she asked the students to work in pairs, or translate the texts. The teacher said:

Excerpt #38

metode... yang itu, ya? Yang mana, sih? Yang TPR? Eh, apa teh? Lupa aku hahaha yang itu kan..... apa ya? Lupa saya miss metode-metode belajar cara mengajarnya. Mereka suruh berkelompok. Eh nggak kelompok sih, biasanya berdua-berdua. Mereka suruh nge-writing. Nah, terus reading, kalau reading otomatis satu-satu. Saya lebih suka ke

translate karena saya pengen tau dia tuh paham atau enggak, eee... karena kan bahasa Inggris tuh emang benar-bener harus ngerti gitu walaupun gak harus satu-satu, tapi secara umum dia harus ngerti, nah saya lebih suka translate gitu.

[Method... that method, right? Is it TPR? Eh, what is it? I forget hahaha I forget methods in teaching and learning strategy, Miss. They are only asked to make a group. Eh, not a group, usually in pairs. They are asked to write. Then, reading, in reading it is automatically individual. I prefer translate because I want to know they are understand the material or not, uhm... because in English, it really needs to understand the words although not every word, but at least in general, so I prefer to translate.]

When the writer asked about how the teacher solve the students' difficulties in learning texts the teacher answered, to solve the problem usually she explains more detail about report text and descriptive text. The teacher stated:

Excerpt #39

cara mengatasinya? Yaa... eee... dikasih tau kalau misalkan report teks itu lebih umum, kalau deskriptif itu lebih spesifik. Idungnya mancung kah, apalah, gitu... kalau report dia lebih secara gambaran secara umum, gitu aja sih she adds, Ngebantu siswanya untuk kalau misalnya dia nggak tau artinya, boleh lah nanya, tapi jangan keseringan nanya hehehe pokoknya kalau pelajaran aku, diwajibkan semuanya harus bawa kamus, gitu.

[To solve the problem, I explain if report text is general, while descriptive text is specific, like the nose is sharp or something like that, while report text is more like general overview, just like that. Also helping the students if they do not know the meaning of the words, they can ask me, but I do not allow them to ask a lot, the thing is I require my students to bring dictionary.]

When the writer asked about how the teacher builds up the students' motivation when she teaches English the teacher answered, to give the

students motivation in learning English, usually she uses personal approach and focuses to the passive students. She mentioned:

Excerpt #40

cara aku? Kalo aku lebih pendekatan personal. Jadi kalo misalkan dia, menurut aku nggak bisa, aku samperin, “yang mana yang nggak bisa?” gitu kan. Karena ada guru yang apa ya... istilahnya “oh dia nggak bisa, yaudah bodo amat.” Kalau saya lebih “sini maju maju ke depan, satu-satu. Mana yang gak bisa, yang gak ngerti?” karena saya pengen semuanya juga bisa, walaupun tang... apasih, mereka kan nanggungnya beda-beda, kan. I... maksudnya kepi... kecerdasannya beda-beda. Nah, justru itu yang pendiem, yang gak pernah maju justru saya lebih fokus ke mereka. Gitu.

[I prefer personal approach, so if I see my students having a problem, I go to them and ask their problem. Because sometimes there are teachers like... “oh they do not understand, I do not care”, but I more like “what is the problem? Come here, which one do you not understand?” because I want them to master the material even if their intelligence are different, but that is exactly what makes me more focus on passive students.]

When the writer asked about how the teacher knows when the students have problems or difficulties in learning texts the teacher answered that she knows that from their writing and because the students usually ask the teacher immediately when they have problems or difficulties in learning texts. The teacher stated:

Excerpt #41

dari writing, terus karena saya sama murid-murid itu dekat, jadi kalau dia gak bisa, ya mereka berani nanya, gitu. Karena kan kalau misalkan gurunya strength, mereka takut. Kalau saya lebih ke temenaja, gitu.

[From their writing task and because I am close with my students, so if they have problems, they are brave to ask me. Because if the teacher is strength, they will be afraid to ask, but I more like to be a friend.]

When the writer asked about the technique that the teacher used in teaching texts the teacher said that she forgets about the kinds or names of

technique in teaching. She is usually taking turns the students to answer the questions or tasks. So, there are no passive students in her class. The teacher mentioned:

Excerpt #42

Tekniknya... ada istilahnya ya tuh tekniknya? Gimana, tuh? Contohnya apa sih, miss? Hehehe tekniknya kalau aku lebih ke, dirolling. Jadi semuanya kebagian gitu. Semuanya harus kebagian. Pokoknya kalau aku lebih fokus ke yang gak aktif, jadi dia harus bisa ngomong, gitu.

[The technique... there is a name for the technique, right? What is the example, Miss? Hehehe for the technique, I prefer to roll the students, so all of them have their turn. The thing is I more focus on passive students, so they have to be able to speak or participate in class.]

B. Data Analysis

In analyzing the data, the results of the students' work, questionnaire, and interview of difficulties in distinguishing report text from descriptive text were collected.

From the result of students' work, it was found that all of the students still confuse to write report text. The students not only difficult to distinguish the similarities of report text and descriptive text, but they also do not know about the language features of both the texts well. It makes them difficult neither to write nor distinguish report text from descriptive text.

Based on the data from questionnaires, all respondents know descriptive text much better than report text. There are still two respondents who do not know report text.

The writer assumes that some respondents have difficulties in using generic structure when they write report text and descriptive text, but they

have more difficulties in using lexico-grammatical when they write report text and descriptive text. Almost all respondents also have difficulties in using tenses when they write both the texts.

She also found that almost all respondents do not have difficulties in writing descriptive text, but it is very different in report text because more than half of respondents have difficulties in writing report text. In spite of the fact that 35 respondents sure they have no problem or difficulties in distinguishing report text from descriptive text.

Furthermore, half of respondents have difficulties to distinguish report text from descriptive text. They have difficulties in distinguishing the generic structure of both texts because the texts have the same functions as giving information and describing something.

Based on the data from interview with the teacher, she gets some information. The teacher said that the students prefer to learn descriptive text over report text because they love to describe their friends. Based on the data interview from the students, she also found that the students almost have no difficulties when they write descriptive text because they have known the generic structure of descriptive text very well.

Furthermore, she also found that the students' difficulties in mentioning language features of both the texts. Some of them do not know what language features is. Whereas, understanding generic structure and language features are important in identifying of text.

C. Validity Checking

The writer did the validity checking by comparing the data from documentation, questionnaire, and interview. Firstly, she checked the documentation from students' work, and then she checked the answer of questionnaire and interview given by to the respondents. Next, she also interviewed the teacher to prove the answer that given by the students.

Based on the result from documentation, questionnaire, and interview the students said that they are easier to learn and write descriptive text. The teacher also said that the students prefer to study descriptive text because in descriptive text they can describe personality and appearance of their friends or people. It is in line with the result of documentation, questionnaire, and interview.

She asked about students difficulties in distinguishing report text from descriptive text. Almost all of the respondents said they have no difficulties in distinguishing report text from descriptive text because report text is clearly describe general noun while descriptive text describes specific participants. However, some students said their difficulties in generic structure because report text and descriptive text have similar function that is to describe something. The teacher also said the students do not have difficulties in distinguishing the texts because they have already known that report is for general and descriptive is more specific, but in their written text the students are having difficulties in vocabulary and diction because to describe something especially someone, they have to know a lot of vocabularies and

dictionaries to make good paragraphs. It is valid with the results of documentation and interviews.

When the students find difficulties in learning or writing report text and descriptive text, find unfamiliar vocabulary, and difficult to use appropriate tenses, the students said they will re-read the material that they already read, discuss them with friends, browsing on internet, or ask the teacher. The teacher suggests that the students open dictionary or ask the teacher, but the teacher does not allow the students to ask a lot. It is better for them to find out themselves by re-reading the material the teacher already gave. It means the data from interviews given by the respondents and the teacher is similar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the writer finds that there are a lot of students who are still confused in writing report text and descriptive text. It is based on the result of students' work.

After interviewing 40 students, the writer finds that most of them theoretically know that report text is different from descriptive text, but when they are writing report text, they describe a specific participant instead of general noun that makes no different between report text and descriptive text.

The writer also finds that the students difficult to choose the vocabulary and diction when they write or describe the participant in writing report text and descriptive text. The students said that they still feel difficult to describe the participant in writing both texts. The students also lack of knowledge about generic structure and language features. Most of them answered generic structures of report text are the same as descriptive text and they also still do not know what language features in the texts is. Besides, the writer finds that the students do not get more explanation from the teacher. Almost all of the students said that they are searching or learning report and descriptive texts from the internet.

B. Suggestion

The writer would like to give suggestion to the students and the teacher. For the teacher, the writer suggests that the teacher should be more concerned in explaining language features of texts, so that the students can write the texts properly. The teacher also should give more examples of the texts, especially for the similar texts like report text and descriptive text, so that the students can see the differences of the text clearly.

She also suggests that the students read more genre text, learn the structure of the text, especially the language features of the text, ask more to the teacher to get clearer explanation about grammar, enrich their vocabulary, and practice more to write a text.

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