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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
NEWS ITEM TEXTS AT STATE SENIOR HIGH SCHOOL
AL-JAM'İYATUL HUSNA SEKIJANG**



UIN SUSKA RIAU

BY

NURMI RAWATI

SIN. 11714202299

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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**BY
NURMI RAWATI
SIN. 11714202299**

Thesis
Submitted in Partial Fulfilment of the Requirements
for Bachelor Degree of Education (S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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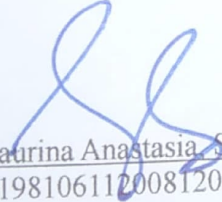
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Pekanbaru, Dzul-Qadah, 23rd 1445 H

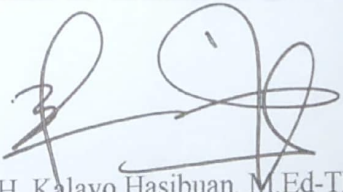
May, 31st 2024 M

Approved by,

The Head of
English Education Department


Dr. Faurina Anastasia, S.S., M.Hum
NIP. 19810611200812017

Supervisor


Dr. H. Kalayo Hasibuan, M.Ed-TESOL
NIP. 196510281997031001



EXAMINERS APPROVAL

The thesis entitled “An Analysis of Students’ Difficulties in Writing News Item Texts at State Senior High School Al-jam’iyatul Husnah Sekijang”, that is accepted and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on 26th Dzulqaidah 1445 H/ June 03rd, 2024 M. It is submitted as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Dzulqaidah, 26th 1445 H
June, 03rd 2024 M

Examiners Committee

Examiner I

Dr. Bukhori, S.Pd.I, M.Pd
NIP. 197905122007101001

Examiner II

Rizki Amelia, M.Pd
NIP.198308202023212036

Examiner III

Harum Natasha, S.Pd., M.Pd
NIP. 198203012009012009

Examiner IV

Nurdiana, S.Pd.I, M.Pd
NIP.198108222014112003

Dean

Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag.
NIP. 19650521 199402 1 001

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STATEMENT OF AUTHENTICITY

Name : Nurmi Rawati

Student Number : 11714202299

Phone Number : 082285677819

E-Mail : nurmirawati23@gmail.com

Department : English Education Department

Faculty : Education and Teacher Training

University : State Islamic University of Sultan Syarif Kasim Riau

Certify that this thesis entitled "An Analysis of Students' Difficulties in Writing News Item
exists at State Senior High School Al-Jam'iyatul Husnah Sekijang "is certainly my own work
and it does not consist of other people's work. I am entirely responsible for the content of this
thesis, other's opinion findings included in this thesis are quoted in accordance with ethnical
standards.



Pekanbaru, July 8th, 2024

Nurmi Rawati

11714202299



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Pekanbaru, 09 July 2024

The Researcher,

NURMI RAWATI
SIN. 11714202299

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ABSTRACT

Nurmi Rawati, (2024): An Analysis of Students' difficulties in writing news item texts at state senior high school Al-jami'yatul Husnah Sekijang

The researcher identified the problems were the students' writing news item texts is still low and the students are confused to use generic structure and language features in writing news. The researcher made a research question about what are the difficulties in writing news item texts, especially in part of generic structure and language features of news item texts. The purpose of this research was to find out the difficulties in in writing news item texts, especially in part of generic structure and language features of news item texts at MA Al-jami'yatul Husnah Sekijang. This research was a quantitative analysis research. The population of this research was the twelve-grade students of MA Al-jami'yatul Husnah Sekijang. The sample were 13 students, it was considered by using total sampling. The instrument was a document of students' result that was collected by the English teacher. The researcher analyzed the data by classifying the difficulties based on the byrne (1988). In conclusion, this research concluded that the difficulties in generic structure was elaboration with 10 items or 7% and in language features was simple past tense with 48 items or 35%.

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ABSTRAK

Nurmi Rawati, (2024): Analisis Kesulitan Siswa dalam Menulis teks Berita di MA Al-jami'yatul Husnah Sekijang

Peneliti mengidentifikasi permasalahannya yaitu kemampuan menulis teks berita siswa masih rendah dan siswa bingung menggunakan struktur generik dan fitur kebahasaan dalam menulis berita. Peneliti membuat pertanyaan penelitian tentang apa saja kesulitan dalam menulis teks berita, terutama pada bagian struktur generik dan ciri kebahasaan teks berita. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan dalam menulis teks berita khususnya pada bagian struktur generik dan ciri kebahasaan teks berita di MA Al-jami'yatul Husnah Sekijang. Penelitian ini merupakan penelitian analisis deskriptif. Populasi penelitian ini adalah siswa kelas XII MA Al-jami'yatul Husnah Sekijang. Sampelnya berjumlah 13 siswa, diambil dengan menggunakan sampel total. Instrumennya adalah dokumen hasil siswa yang dikumpulkan oleh guru bahasa Inggris. Peneliti menganalisis data dengan mengklasifikasikan kesulitan berdasarkan Byrne (1988). Kesimpulannya, penelitian ini menyimpulkan bahwa kesulitan pada struktur generik adalah elaborasi sebanyak 10 item atau 7% dan pada fitur kebahasaan adalah simple past tense sebanyak 48 item atau 35%.

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ملخص

نورمي راواتي، (٢٠٢٤): تحليل الصعوبات التي يواجهها التلاميذ في كتابة نصوص الأخبار في مدرسة جمعية الحسنی الثانوية الإسلامية بسيكيجانج

حددت الباحثة المشكلات، وهي أن قدرة التلاميذ على كتابة نصوص الأخبار لا تزال منخفضة وأن التلاميذ كانوا في حيرة من أمره بشأن استخدام التراكيب العامة والخصائص اللغوية في كتابة الأخبار. وقامت الباحثة بإنشاء أسئلة بحثية حول صعوبات كتابة نصوص الأخبار، خاصة في التراكيب العامة والخصائص اللغوية لنصوص الأخبار. يهدف هذا البحث إلى معرفة الصعوبات في كتابة نصوص الأخبار، خاصة في التراكيب العامة والخصائص اللغوية في مدرسة جمعية الحسنی الثانوية الإسلامية بسيكيجانج. وهذا البحث هو بحث وصفي كمي. ومجتمع البحث هم تلاميذ الصف الثاني عشر في مدرسة جمعية الحسنی الثانوية الإسلامية بسيكيجانج. وتكونت العينة من ١٣ تلميذا، وتم أخذها باستخدام العينة الكلية. وأداة البحث هي وثيقة لنتائج التلاميذ التي جمعها مدرس اللغة الإنجليزية. وقامت الباحثة بتحليل البيانات من خلال تصنيف الصعوبات على أساس بيرن (١٩٨٨). وبناء على نتائج البحث، خلص هذا البحث إلى أن الصعوبة العامة في التراكيب العامة كانت التفصيل بـ ١٠ فقرات أو ٧%، وفي الخصائص اللغوية كانت صيغة الماضي البسيط بـ ٤٨ فقرة أو ٣٥%.

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CHAPTER I

INTRODUCTION

A. Background of the problem

Teaching English emphasizes four skills in particular: speaking, writing, reading, and listening. While many students are capable of understanding the language, most struggle with properly developing their thoughts. English is also a key language in education, and pupils are likely to use it effectively. Writing, in the words of Brown (2000), is essentially a convention to record a speech and to emphasize lexical and grammatical features of language; alternatively, writing can be thought of as the formation and production of marks on a flat surface, such as paper or a wall. Writing also involves the capacity to translate ideas from the mind into written form and organize them in a logical and cohesive manner. Therefore, it can be meaningful in writing, students firstly need to master good vocabulary and the creative way to put the words into a coherently meaningful passage. Henceforth, readers understand and get the meaning of the written form made by someone.

According to Indonesian curriculum, twelve grade students have to be able to write some genres, one of them which is taught in twelve grade is news item text. News item is a text to give information the readers about events of the day. Sunardi (2015) stated that the events should consider with newsworthy or important aspects. It means this genre is used to provide information of the events about daily news like business, sports, national politics, health and etc. News item is usually found in any written media in daily life for example, newspaper,

magazine, tabloid and the internet. The text genre of news item is not the basic genre of text. It is a multi-generic text which is sometimes not explained in language books.

Therefore, news item is not commonly discussed by experts. Besides, Sunardi (2015) explained that news item text enables to help people to get information from national up to world's events. News item is interesting to be analyzed because it is always used by people to inform other people and even as one of the information's sources. It becomes a reason why the researcher wanted to analyze genre text especially news item text.

Based on pre-research results state Islamic senior high school Al-jam'iyatul Husna Sekijang, is one of the schools that is located in Tapung Hilir, Kampar Regency. This formal school teaches English as a subject for students, based on the curriculum of the twelve grade students at state senior high school Al-Jam'iyatul Husna Sekijang there are three kinds of genre that include recount, narrative and news item text. News item text learning material is found in the second semester at grade twelve English text books. Many students had difficulties in learning of texts especially in writing news item texts student find the difficulties to reach out the purpose of writing, news item text can be communicated orally and in writing. The students can identify social function, text structure, and linguistic elements of the text from the news item text in the form of sample newspapers or the internet according to the context of use with sufficiently, the student can to differentiate social function, text structure and linguistic element from text news items in the form of simple news from

newspaper or the internet are appropriate with the context of its use, the students can find specific and detailed information in news item text.

In its implementation, minimum completeness criteria (KKM) are expected to help students improve learning outcomes and understand lesson material better. Minimum completeness criteria (KKM) are also a reference for teachers in preparing learning plans and evaluating student performance. In state of Islamic senior high school of Al-Jamiyatul Husna Sekijang used the 2013 curriculum based on minister of religion regulation Number 165 of 2014 concerning the 2013 curriculum for English language education Subjects in Madrasah with a score of 75. This curriculum structure applies to Madrasah Aliyah which implements the 2013 curriculum.

In this case, the writer had conducted a pre-observation interview at Al-Jam'iyatul Husna Sekijang, it was found that many students still had difficulties in writing skill. The teacher also added that students make errors in grammar and how to write a text properly. Based on an informal interview with the English teacher, he indicated that students got difficulties in writing sentences properly like the tense, preposition, punctuation, pluralization, pronoun, spelling and etc. Meanwhile, the writer also has personal experience in teaching English. It was found that a lot of students have difficulties in writing. Mostly, difficulties are experienced by learners in writing news item text in using writing aspects for example in using agreement, tense, preposition, word-choice and punctuation. It may be caused by the lack of students' comprehension of writing aspects about how to use part of speech in writing.

Based on the explanation above, the researcher felt interested in conducting the research by the title: **“An Analysis of Students’ Difficulties in Writing News Item Texts at State Senior High School Al-jam’iyatul Husnah Sekijang”**.

B. Identification of the Problem

Based on the background of the problem stated above, there are many students that encountered difficulties that can be investigated and found that some of students the students have difficulties in writing news item texts, especially in part of generic structure and language features of news item texts. In relation with the problems are found at Ma Al-jam’iyatul husnah Sekijang, it is interested to conduct a case study to explore student difficulties in writing news item texts.

C. Limitation of the Problem

Based on the problem of this research, thus the researcher is necessary to limit and focus the study on analyzing students’ difficulties in writing news item texts especially in part of generic structure and language features of twelve grade at state senior high school Al-jam’iyatul husnah Sekijang.

D. Formulation of the Problem

Based on the problem above, the writer formulates the problem in the following questions:

- What are the difficulties in writing news item texts, especially in part of generic structure and language features of news item texts of the twelve



grades at state senior high school Al-jam'iyatul Husnah Sekijang?

E. Objectives of the Research

The researcher carries out this research for objective as stated, to find out the difficulties in writing news item texts, especially in part of generic structure and language features of news item texts of the twelve grades at state senior high school Al-jam'iyatul husna Sekijang.

F. Significant of the Research

Theoretically, the significant of this study to explore the news item texts as material that should master by student in writing news item texts. Practically, news item texts improve student ability in writing, this is proven by the results of students' writing which is in accordance with the generic structure of news and also the correct use of language.

G. Definition of the Key Terms

In order to avoid misinterpretation of the terms used in the title, the writer needs to explain the terms used in this study:

1. Writing

Writing is still the most important means of access to the vast repository of knowledge of literate cultures. Those facts alone demand that students in school should gain the fullest, deepest, and richest means of using the cultural technology of writing. Equity of access and full participation both rest on a writing process correctly (Knap and Watkins,



2005). Writing is not only a simply a matter of putting words together, but it is also a recursive and continuous process. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form, writing is the fourth of the four language skills, which are: listening, speaking, reading and writing. In our own language, writing is usually the fourth language skill that we learn, to write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Rass in Wahyuni (1997) argues that writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization.

2. News Item Text

According to Pardiyo (2007), news item text is factual text which informs readers about events of the day which are considered newsworthy or important. We have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it. In this research the researcher was analyzed the difficulties in writing news item text is part of generic structure and language features of news item texts.

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3. Student Difficulties

The difficulty is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material. This caused the learning process to be hampered and causes their learning achievement to decline. According to Djamarah (2011), difficulty is a condition in which the student does not can learn naturally, due to threats, obstacles, or distractions in the study.

In this research students' difficulties is in writing news item texts especially in part of generic structure and language features of news item texts.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. English Foreign Language (EFL) Instruction

English is becoming more and more widely used, making EFL training more crucial than ever. Learners are not only exposed to a new language but also to diverse cultures and ways of thinking. Therefore, EFL classrooms offer perfect settings for examining crucial CT (critical thinking) abilities. Theory-based learning exercises were created with language acquisition, CT development, and academic accomplishment in mind, drawing from a review of the literature. Two freshmen EFL courses' worth of participants were included in an experimental design.

While students in the Control group participated in effective but non-CT-enhanced EFL activities like group presentations and process writing, which did not place as much focus on CT, students in the Experimental group participated in CT-enhanced activities like debates and peer critiques. When compared to the Control group, the learners in the Experimental group showed a notable improvement in their English ability. In addition, the Experimental group demonstrated better academic performance and CT on a content-based exam. The implications for creating CT-enhanced EFL exercises that improve both CT and English competency are explored. Twenty-first-century learners need to be able to assess various information

sources, determine the value and dependability of the content, and make decisions about which information to believe. These skills are categorized as critical thinking (CT) abilities.

The usage of English as a "global language" (Nunan 2003) has also been brought about by globalization, especially with regard to the more complex and varied internet information. Effective CT-enhanced EFL training is crucial in response to these changes. Numerous authors have stated that teaching English in its cultural context is important for teaching it as a foreign language. There are many who argue that CT development can best occur in English language learning classes, where pupils are being prepared for communication with English speakers. Benesch (1999) agrees that dialogical CT, involving the exploration and debate of different perspectives, can be extremely useful in second and foreign language classes. Thus, English language instruction is an appropriate forum for CT activities, as the collaborative/interactive features of CT-based activities can augment language learning and challenge learners to expand their thinking. Our approach to the integration of CT skills and EFL is social constructivist in nature. That is, we believe that learning takes place within a social context and, thus, certain values, such as collaboration, social interaction, co- construction of meaning, authenticity, and relevance to learners' life experiences, are integral to effective teaching and learning.

Research supports the importance of collaboration and social interaction in fostering CT (Yang, Newby, and Bill 2008), using instructor

guidance to build learner CT while simultaneously improving social interaction, motivation, and engagement, while this approach to CT is relatively new, social constructivist pedagogy has intuitive appeal for second language acquisition (SLA). Social constructivist approaches to language learning advocate learners' construction of knowledge through interaction with their social environment and through reflection on their experiences (Simina and Hamel 2005). Moreover, research based on social constructivism has demonstrated the effectiveness of instructor support, collaboration, and social interaction when considering students' learning needs and potential in the promotion of SLA (Swain and Lapkin 2002).

The last 20 years have seen significant changes in the way that English is taught to students as a second or foreign language (ESL/EFL). The evolving demands of the ESL/EFL population have prompted the development of curricula, teaching strategies, and instructional resources. Nonetheless, many ESL/EFL programs—including those in China—still follow linear or systematic curriculum that leave little opportunity for individualized training.

Conversely, research on learning styles has given educators an alternative perspective on learning and shown them how to incorporate it into their instruction. Because of the understanding of individual learning variations, ESL/EFL teachers and program designers are better aware of their roles in teaching and learning and are able to match teaching and learning styles to help students reach their full potential. ESL/EFL educators

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and program designers gain a better understanding of the human differences in learning and to assist them in selecting classroom teaching strategies when designing curricula.

It is obvious that in order to become competent and independent language learners, ESL/EFL students require a variety of learning tools. To do this, educators must broaden their understanding of language learning and teaching techniques and progressively increase their students' learning flexibility. Due to their varied educational backgrounds, racial and cultural backgrounds, and life experiences, ESL/EFL students differ not just in terms of why they are learning English, but also in terms of how they learn differently from one another. Effective ESL instruction requires teachers to recognize and value the variety of learning styles that people possess as well as to work toward establishing the best possible learning environments for their students. Educators should employ instruments to identify students' learning styles and provide instructional alternatives to address their differences. Teachers should plan lessons to match students' learning styles while at the same time encouraging students to diversify their learning style preferences.

However, it is important to remember that all existing learning style instruments and learning strategies are in their infancy, and need further testing through classroom application (Oxford 1990). As ESL/EFL professionals, we need to deepen our understanding of the nature of human differences in learning so that we can maximize the potential of our flexible,

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open-ended curricula and individualized instruction.

2. Text Based Approach

To avoid misunderstanding and misinterpretation, it is necessary to define the term use as follows:

a. Analysis

Analysis consists of taking the data apart to determine individual responses and then putting it together to summarize it (Creswell, 2012). In addition, analysis is study of something by examining its parts (Oxford, 2008: 14). In this research, the analysis means examination students difficulties in generic structure and language features of writing news item text.

b. News item texts

Based on Gerot and Wignell (1994) news item text is one of text genres which has certain social purpose. Its social function is to provide information to the readers, listeners or viewers about events of the day which are considered newsworthy or important (Gerot and Wignell, 1994). In line with it, Hammond, Burn, Joice, Brosnan, and Gerot (1992) explain that news item text has function to inform readers or listeners about events of the day which are considered newsworthy or important.

There are three phases to the schematic structures used to create news item text: The first noteworthy incident provides a synopsis of the

occurrence. This is similar to a brief synopsis of the news. The second background event describes who was affected and under what conditions. This format provides an explanation of the news events, including what they are, how they happen, why they happen, when they happen, and who is involved. Sources come in third. It is made up of remarks made by attendees, witnesses, and writers who are experts on the subject. According to Gerot and Wignell (1994), the language features of news item text are short telegraphic information about story captured in headline, the existence of material process to retell the event, the use of projecting verbal processes in sources stage and focusing on circumstances

In the process of learning, many students encountered problems in writing a news item text. First, the pupils' understanding or perspective of the news item text is lacking. Second, pupils lack the knowledge and inspiration to create news articles. To address this, teachers can use modern, compact electronic gadgets like the ones found on lines. Integrated circuits are packages made up of them. The present electronics boom is largely due to this shrinking. One of the resources available to students today is the English Section, which may assist them in expanding their understanding of current events by providing them with a wealth of information about the globe and news. With the English section on Line today, the teachers also can directly teach the student about happening news, and no need to take a long time to get the news.

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Because the news automatically changes every day.

c. Generic Structure of News Item Text

1) Main event/Newsworthy events

With "main" standing for "main" and "event" for "event," we may say that the major event is a paragraph that summarizes an event, or a significant incident that is emphasized to make a point for the reader. Actuality is one factor the author needs to take into account in this situation. Are the topics of discussion current or "latest"? The rationale is that current knowledge will always be more valuable than outdated information. An additional factor to be considered when writing about a major event is the significance of the event and the extent to which it will impact readers.

2) Elaboration/Background Event

You still recall what needs to happen for the text to be considered newsworthy, don't you? Yes, the elements of 5W + 1H (what, where, when, who, why), as well as how, must be included. To put it briefly, the background of the event that took place is contained in this event background. beginning with the details of what, who, where, when, why, and how the incident occurred. This format needs to be written in its entirety so that readers can grasp the content in its entirety and the significance of the news may be effectively communicated.

3) Resource of Information (Source)

The section that includes expert or eyewitness comments is called the source. In addition, it might include remarks made by different other participants.

d. Language Features

Virtually all news item text shares several similarities when it comes to language features, they often use these quite frequently:

1) Use simple past tense or simple present tense

The purpose of news item text, as previously said, is to inform readers of noteworthy recent occurrences. Naturally, you can't actually report on something that hasn't happened, which is why a normal news item text is written in the simple past tense. To make the news item content seem fresh and urgent, many journalists and authors utilize the simple present tense, which increases the likelihood that readers will read the news text. Reporting an ongoing occurrence can likewise be done in the simple present tense.

2) Use reporting verb

As the name implies, a reporting verb is a word that is used to discuss or report on the remarks made by other individuals. Although reporting verbs are very useful, they can be difficult to employ because there are many of them, and each one has a somewhat distinct and frequently nuanced meaning.

Responds, answer, say, tell, inquire, question, suggest, proclaim, critique, support, express, affirm, and so on are a few instances of reporting verbs. In news item text, reporting verbs are typically employed in the past tense.

3) Use action verb

Basically, action verb is a verb that describes what a person, animal, or object can do. It does not describe one's state of being.

4) Use adverbs

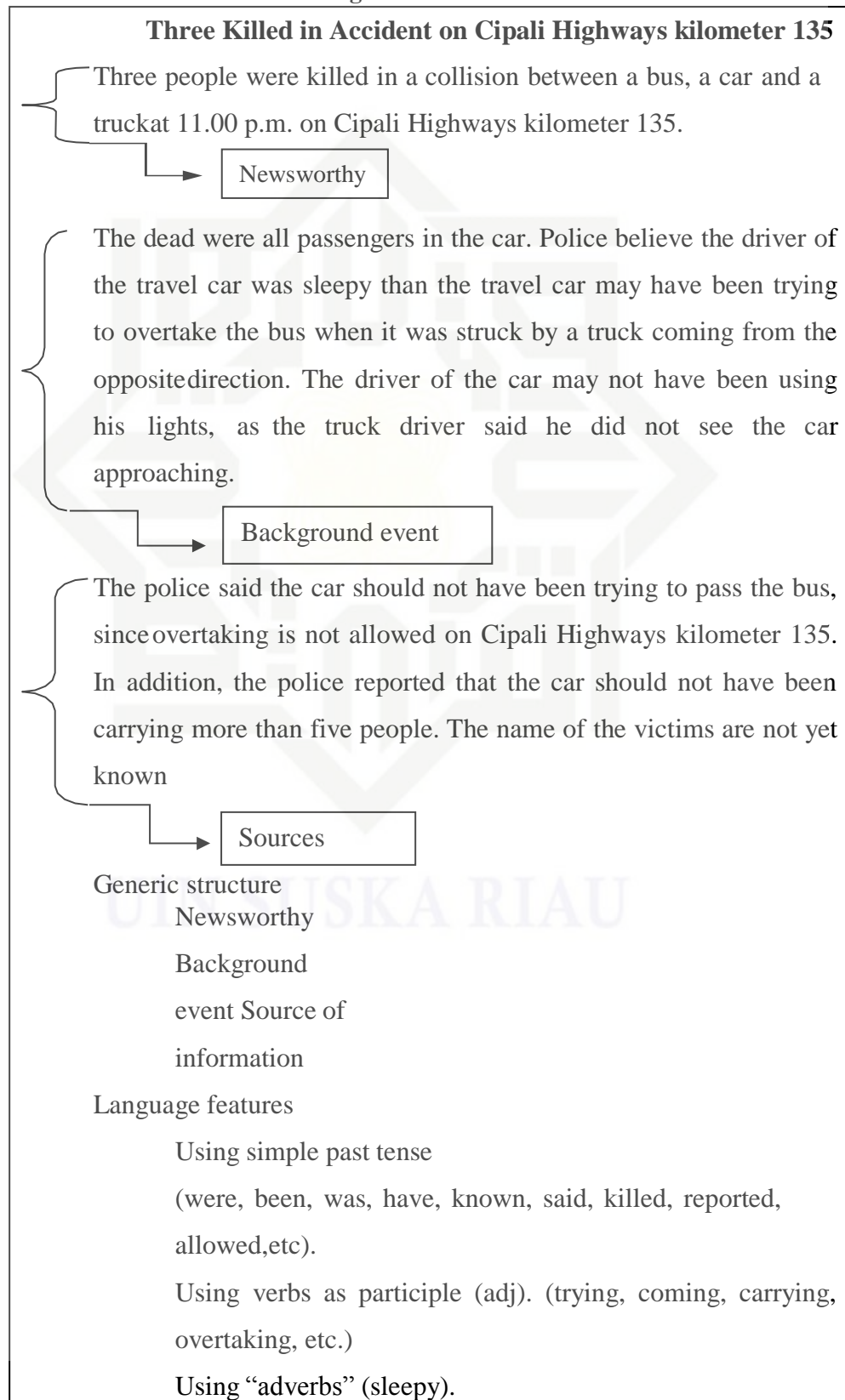
Recall what you know about adverbs? An adverb is a word that can describe or modify another adverb, an adjective, a verb, or even an entire sentence! In other words, adverbs lend additional detail to your statements.

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The text structure and language feature can find in texts bellow:

Figure. II.1



e. News Item Text Function/Purpose News Item Text

A text's social function, or the reason behind writing it for the general public, is another name for the function of a news item text. That's all it is: news item text seeks to enlighten readers about a noteworthy or significant event. In addition, consumers can decide how they want to react to news by using the language of news items.

f. Characteristics of News Item Text

Each text must have its own characteristics to distinguish it from other types of text. The characteristics of news item text are as follows:

1. The content of the text focuses on an important incident or incident
2. The language used is short but concise
3. Sometimes it begins with the name of the city or the name of the media that publishes it.
4. Usually accompanied by pictures/illustrations and titles (headlines) that describe the essence of the event.

g. Writing

1) Definition of Writing

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in written form. According to Harmer (2004) says that writing is a way to produce language and express idea, feeling and opinion. Abbas (2006) says that writing

skills is the ability to express ideas, opinions, and feelings to other parties through written language.

In addition, Tarigan (2008) defines that writing skills are one of the productive and expressive language skills used to communicate indirectly and not in a manner face to face with other parties. Troyka in Lauri (2011) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one self, to provide information to persuade, and to create a literary work. Furthermore, according to Suparno and Yunus (2008:1), writing is delivering messages (communication) using written language as media or tool. In written communication there are at least there the four elements involved: (1) the author as the messenger, (2) the contents writing or message, (3) channel or media in the form of writing and (4) readers as the recipient of the message. It is a tool for communication with other people.

Based on some explanations above, the researcher concludes that writing skills are skills to express ideas, feeling, or opinion in written form. By using writing, people can communicate with other people in written form to deliver information, contents, purposes and suggestions. It is also good process and creative process to create ideas to reader.

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2) Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

a. Content

Writing's substance, or the core idea's experience, is referred to as content. i.e., a collection of connected sentences that a writer

uses to build a topic. The paragraph's content conveys concepts rather than performing the unique roles of emphasis, restatement, and transition.

b. Organization

Logical content organization is referred to as organization. It is much more than just an attempt to put all the disparate facts and concepts together. Early drafts may still be looking for structure, looking for patterns in the contents, and trying to fit the specifics of the topic into an idea of purpose that is still only partially developed.

c. Vocabulary

The choosing of words that fit the subject is referred to as vocabulary. It starts with the supposition that the author wishes to communicate the ideas in the most plain and understandable way possible. selecting words that accurately convey their meaning as opposed to ones that distort or obscure it.

d. Language use

In order to create logical relationships in paragraph writing, language use refers to the application of proper grammatical form and synthetic pattern for grouping, dividing, and combining ideas in words, phrases, clauses, and sentences.

e. Mechanic

The term "mechanic" describes how a language uses its graphic

conventions, or how letters, words, and paragraphs are arranged utilizing structural and related knowledge.

It is possible to draw the conclusion that writing elements are commonly divided into five categories based on the categories of writing features listed above: content, organization, vocabulary, language use, and mechanics. With those features, students can create a text that is well-organized.

3) Process of writing

According to John Langan in his book, *Basic Principles of Effective Writing*, there are four steps in writing processes; prewriting, writing first draft, revising and the last is editing.

a. Prewriting

Many people have trouble getting started writing, so in this first step “they are five techniques that will help to think about and develop a topic and get words on paper: freewriting, questioning, making a list, clustering, and preparing a scratch outline.” These techniques help to do the writing process and make writing easier.

b. Freewriting

In freewriting, the writer only writes what are the ideas come to the writer’s mind. The writer only keeps writing without stopping. Freewriting will limber up the writing muscles and make writer familiar with the act of writing. It is a way to break

through mental blocks about writing.

1. Questioning

In questioning, you generate ideas and details by asking as many questions as you can think of about your subject.

Such questions include Why? When? Where? Who? How?

In what ways?

2. Making list

In making a list, also known as brainstorming, the writer creates a list of ideas and details that relate to your subject.

3. Clustering

Clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for a paragraph. This method is helpful for people who like to think in a visual way. In clustering, use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur.

4. Preparing a scratch outline

A scratch outline can be the single most helpful technique for writing a good paragraph. A scratch outline often follows freewriting, questioning, making a list, or clustering, but it may also gradually emerge in the midst of these strategies. The scratch outline is a plan or blueprint to help writer achieve a unified, supported, and

well-organized paragraph.

c. Writing a first draft

When write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. The goal is to state the main idea clearly and develop the content of the paragraph with plenty of specific details. In writing a first draft, the writer should more focus on the meaning of his/her writing than the grammatical of the writing.

d. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that you rewrite a paragraph, building upon what has already been done, in order to make it stronger. There are two stages to the revision process, they are revising content and revising sentences.

e. Editing

In this last process, the writer should correct all of the errors and mistakes that have been ignored in the previous process. “The last major stage in the writing process is editing, checking a paragraph for mistakes in grammar, punctuation, usage, and spelling.” Because it is the last process, the writer should be very careful to check the whole of the writing. The writer should make sure that every sentence is correct in grammatical or mechanical aspect.

4) The Characteristics of Good Writing

The characteristic of good writing is showed by the quality of the writer to create good writing and it is used to determine the success level of writing. Boardman and Frydenberg (2008) explained that there are three characteristics of good writing: coherence, cohesion, and unity.

a. Coherence

Paragraph has coherence when the supporting sentences are arranged according to a principle. The sentences are put in good arrangement that reader can understand your ideas easily. The principles of arrangement depend on the type of paragraph that you are writing.

b. Cohesion

The other characteristic of good paragraphs is cohesion. When a paragraph has cohesion, all the supporting sentences should connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. There are four important of cohesive devices: connectors, definite articles, personal pronouns, and demonstrative pronouns.

c. Unity

The final characteristic of a well-written paragraph is unity. This means that all supporting sentences and concluding sentences

should relate to the topic sentence with the one main topic. A sentence that does not belong to paragraph is called an irrelevant sentence.

The quality of writing is looked from three characteristic of good writings; such as, coherence, cohesion, and unity. These characters are used to make continuity of a writing product. If writer uses these three characters, they can make readers understand their writing topic easily. It can different when writer writes story not followed by this three writing characters. So, writer should concern to this three characteristics when they write story or something.

5) The Purposes of Writing

The writer's goal when writing is to communicate ideas to the reader. Regardless of the type of writing, the writer should always have a clear and defined goal in mind. To achieve this, choose the appropriate words and sentence structure to express the desired message. The rhetorical form that is used for a piece of writing will depend on its goal. Grenville states that writing should serve three purposes: to enlighten, to entertain, and to persuade.

a. To entertain

Imaginative or creative writing is typically the kind of writing intended for entertainment. It implies that the author must use creativity. It should evoke some sort of emotional response in

the readers rather than make them chuckle.

b. To inform

Informative writing aims to educate the reader about a subject. This type of informational writing may concentrate on things, locations, steps, and occasions. It can be found in media articles, commercial or scientific reports, guidelines or manuals, and college and school writings.

c. To persuade

By providing facts or statistics, the writer hopes to persuade the reader that their point of view is valid and encourage them to act on the writer's recommendations. In conclusion, writing serves a variety of functions, including informing, entertaining, and persuading readers, in addition to the general goal of expressing ideas, feelings, or thoughts through written symbols.

h. Student Difficulties

The difficulty is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material. This caused the learning process to be hampered and causes their learning achievement to decline. According to Djamarah, (2011), difficulty is a condition in which the student does not can learn naturally, due to threats, obstacles, or distractions in the study.

According to Utami (2020:96-97), learning difficulties are a



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condition of students where the learning process is characterized by there are obstacles in achieving learning outcomes, so conditions where students cannot learn properly. These obstacles come from within and outside the student. Learning difficulties is a problem that people will often face a teacher and it is a teacher's responsibility to overcome student learning difficulties.

According to Westwood, (2008), difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, sue phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs, the category of students' difficulties can be classification with theoretical stated by Ibrahim & Ali (2007) that is difficult, moderate and easy.

There are internal problems which came from the students, such as: 1) the low motivations in learning English, 2) the difficulty to choose the appropriate words in writing, 3) the lack of vocabulary, 4) the difficulty to arrange words in the appropriate order, 5) the difficulty to spell the words, 6) the difficulty to write the sentences in appropriate grammar, and 7) the tendency to be passive learners in classroom activities. The external problems come from the students are: 1) the lack of practice, and 2) there is no feedback on their writing. So that the learning process does not go well.

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B. Relevant Research

First, Syahfitri and Misdi (2017) conducted research entitled “Difficulties in Writing News Item Experienced by Students of a Vocational High School in Cirebon”. It carried this research out with the research question was answered by taking 5 students at random to be analyzed to investigate students’ ability in writing news item text. Students faced four types of difficulty such as agreement, preposition, and article. In agreement, it was found that all the difficulties are omitting and misusing the verbs and helping verbs of the sentence.

Furthermore, to find the main difficulty in writing news item was to analyze 22 results of test. Based on the data analysis, punctuation was the most difficult aspects in writing proved by having 222 cases or 61% of cases. Spelling had 77 cases or 21% of cases. Proposition had 27 or 8% of cases on omitting prepositions. Agreement had 23 or 6% of cases on ignoring and misusing verbs of the sentences in their writings. Article had 15 or 4% of cases on ignoring the definite and indefinite article. In conclusion, it is suggested for English teachers to increase students’ motivation in learning English, especially in writing news item text, and to make the students easier to understand and comprehend the material so the difficulties in grammar and mechanic can be decreased.

Second, Zahrotul Aini (2013) conducted research entitled “Students’ Ability and Difficulties in Writing News Item”. It carried this research out with research paper presents the study aiming to investigate the tenth graders’ ability and difficulties in writing News Item text in a class which consisted of 40 students in one public school in Bandung, West Java, Indonesia. This research used a

qualitative research design, specifically case study as it investigates a phenomenon in its real context. The data in this study were obtained from documents analysis, especially students' texts analysis. The texts were collected from a meeting of English subject at school. Six texts were taken as the samples.

The samples represent the low, middle and high achiever students. The students' ability and difficulties were then identified using systemic functional linguistics (Halliday, 1994). The findings revealed that most students have a good control about the schematic structure, the language features of news item text, and also the text's cohesion. However, the students still need improvement in applying source element, material and verbal processes, determining the appropriate conjunction, creating sentences and using punctuation. Based on the findings, it is recommended that more input should be given to the students to have the capacity to write news item text more successfully. The students should also be given more time in writing.

Third, Ahmad Saifudin (2019) conducted research entitled "Error Analysis on Grammar in Writing News Item Text Made by The First Year Students of MA Syekh Subakir Nglegok Blitar". It carried this research out with the subjects of the study covered the tenth grades students of MA Syekh Subakir Nglegok. The researcher took the tenth grades because the researcher used news item text in his research. After getting the compositions, the researcher made three steps first; researcher read each of the 10 writing carefully. Then, the researcher analyzed the data by using the analysis tools. Second the researcher continued to the next step of analysis. It was classification of the data; it was classified into error types and

gave a clear description of the study. Afterwards, the identified errors were rewritten in separate list. The last the errors was classified based on the surface strategy taxonomy. The errors were counted each type. In this study, the instrument used was the result of writing test. It was about news item text. It was taken from their own teacher. After the data was collected, the data processing procedure was carried out. The researcher identified the errors. Then the researcher described by reconstructed sentences with the original one, the correct grammar and classify them based on the categories of errors analysis. Getting the data from the authentic results, it can be answered the statement problem and taken some conclusions that, mostly, the English learners still have difficulties in apprehending English grammar as a foreign language.

Fourth, Doharman and Kamisah (2022) conducted Research Entitled “The analysis of students' ability and difficulties in writing news item text a study at the tenthgrade students of sma negeri 1 sosorgadong”. It carried thisresearch intended instruments that researcher used test and interview, test was conducted for the students and interview was conducted for the students and Teacher. The informan of this research was 20 students class X IPS 2 and the Teacher of English.The result researcher found that the mean score ability of 20 students class X IPS 2 was 38,6, the median score was 41,5, mode score was 0 in category unacceptable-not. Then result of interview for the students and Teacher of English, the researcher concludes that the students’ difficulties in writing news item text were: never studied about the style and quality, do not know how to make the organization of news item text, not mastered the grammar and vocabulary, and the

last is low motivation in writing.

Fifth, Rezy Fatma (2013) conducted research entitled “An Analysis of The First Year Students’ Ability in Writing a News Item Text of The News on Video at SMA N 4 Pariaman “It carried this research out with the researcher used cluster random sampling technique in taking the sample. The researcher took 50% of the population as the sample. It means that there were 35 students as the members. The data of this research were the students’ scores in writing news item text of the news on video. To take the data, the researcher used writing test preceded by looking as video. The researcher tried out the test before giving the real test to the sample. The researcher analyzed the data by computing Mean (M) and Standard Deviation (SD). Then, the researcher counted the percentage of the students was in high, moderate, and low ability in writing test. The test was tried out to the students out of sample (X5 class). To know the reliability of the test, the researcher used Person Product Moment. The reliability of the test was 0,99 and it was categorized in very high level. From the result of data analyzing, it showed that the ability of the first-year students in writing news item text of the news on video at SMAN 4 Pariaman was moderate. Rever r to the result of this research, the researcher gave suggestion to the English teachers to improve the students writing text such as the teacher should give more explanation to the students about news item text. And also, for the students, the students should do more exercises to write news item text. Furthermore, in order to improve the research about writing news item text, the researchers suggested to conduct research about the factors that influence the students’ ability in

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writing news item text.

C. Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpretation in scientific study. It should be interpreted into particular words in order to make it easy to measure. Syafi'i (2014) stated that operational concept is derived from related theoretical concept on all of the variables that should be partially and empirically operated.

This research is a quantitative research focuses on the students' difficulties in writing news item text at MA Al-jami'atul Husnah Sekijang. This research used documents written by the students as a reporting tool because it is a container for this research classified several English errors made by students who learn English in a foreign environment although in their own environment.

This research classified type of errors by documents written by the students in generic structure and language features of news item texts. The researcher establishes some indicators of analyzing errors in writing news item text based on (Byrne, 1988)

1. Many students had difficulties in generic structure of news item text.
2. Many students had difficulties in language features of news item texts.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The method of this study was quantitative research methods. Thus, the researcher wanted to know the difficulties of students in writing news item texts. Quantitative research is scientific research systematic of parts and phenomena as well causality of the relationships. Quantitative research defined as a systematic investigation of phenomenon by collecting data that can be measured by performing statistical techniques, mathematics or computing. Quantitative research is mostly carried out with using statistical methods used for collect quantitative data from research studies. In this research method, researchers and statisticians using mathematical frameworks and theories relating to the quantity in question. Quantitative Research Methods, as stated by Sugiyono (2009, p.14) can be interpreted as a research method based on philosophy positivism, used to research populations/ specific samples, sampling techniques on generally carried out randomly, data collection using research instruments, quantitative/statistical data analysis with the aim of testing hypotheses which has been set.

According to Emzir (2009, p.28), a quantitative approach is an approach that primarily uses postpositivist paradigm in developing science knowledge (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions using measurement and observation and testing theory), using research strategies such as experiments and surveys

that require statistical data.

B. Location and Time of the research

The location of this research was at State Islamic Senior High School of Al-Jamiyatul Husna Sekijang. The research was conducted from march-April 2024.

C. Subject and Objective of the Research

The subject of this research was the students of twelve grade of State Islamic Senior High School of Al-Jamiyatul Husna Sekijang in 2023/2024 Academic and the object of this research is the students' "Difficulties in Writing News Item Texts"

D. Population and Sample

1. Population

Population is a group consists of object and subject that have quality and certain characteristic that set by the writer (Sugiyono, 2010). The population of this research was the students at twelve grade of Islamic Senior High School of Al- Jamiyatul Husnah Sekijang. There were one class consist of 13 students of twelve grade senior high school of Al-Jamiyatul Husnah Sekijang.

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Table III. 1

The Total Population of the 12th Grade Students of Senior High School Al-jam'iyatul Husnah Sekijang

No	Class	Total
1	X11	13
TOTAL		13

2. Sample

The sample was the subject of people and item from a larger population that collected and analyzed to make inference. The population above was too large to be taken as sample of the research, so in this research, the researcher used simple According to Sugiyono (2019) the sample is part of the number and characteristics owned by that population. Non-probability sampling is a sampling technique that does not give equal opportunities or opportunities for every element or member of the population to selected as a sample. The following are the types of non-probability sampling (Sugiyono, 2018,p.82). Total sampling is a technique for determining a sample if all members of the population used as a sample. The sampling technique used in this research is total sampling is included in non-probability sampling. Total sampling is sampling technique when all members of the population are used as samples. Total sampling is often carried out when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors. Another term for saturated sampling is census, where all members of the population are taken, the researcher took 13 students as the sample in this research.

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Table III. 2

**The Sample of the 12th Grade Students of State Senior High School
Al-jam'iyatul Husnah Sekijang**

No	Class	Total	Sample (10%)
1	X11	13	13
	TOTAL	13	13

E. Technique of Data Collecting

According to Cresswell (2012), collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

1. The instrument

According to Frankel (2005), states "Instrument is the device the researcher uses to collect the data". Instruments is the tool that is used to collect the data which is needed in the research and it was one of the significant steps in conducting the research. method of measuring person's ability or knowledge, in a given domain. In this study, the researcher used the documentation as the instrument to know the students' difficulties in writing news item texts

a. Documentation

Data documentation provides the contextual information needed to discover, understand, access and reuse research data. Without this information it may be impossible for future users, including yourself, to understand your data. Documents research method refers to the analysis

of documents that contains information about the scenario or event under consideration. It is used to investigate, categorize and analyze physical sources, most commonly written documents, in the social, public or digital world. The instrument used to collect data was documents written by students which become instruments in collecting data by the researcher.

F. The Technique of Data Analysis

Glense and Peshkin (1992) state date “data analysis is the process of organizing and sorting data in light of increasingly sophisticated judgments and interpretation “. The purpose of data analysis is to search for important meanings, patterns, and themes in what the researcher has heard and seen. In analysis the data, the researcher will be helped by two writers.

The goal of descriptive analysis is to arrive at and observe a conclusion. Concurrently, generalization—drawing inferences based on inferential analysis—is employed. Two raters will assist the researcher in the data analysis. One crucial area that aids in transforming data into insights or useful value is data analysis. Data analysis, both quantitative and qualitative, makes up the majority of it. In both data analysis and mathematics, the percentage is significant. It is represented by the symbol % and a fraction with 100 as the denominator. It is derived from a Latin word that means “by hundred”. To calculate the percentage of any number, the number is divided by the whole and multiplied by 100. It is used in data analysis as it helps in finding information on discrete categories and collating statistical data.

The researcher was analyzed the data by classifying the student's percentage (generic structure and language features) and then the writer calculated their percentages of error by the total number of the writing news item text. To calculate the errors, the researcher used the formula by (Sudijono, 2004).

Percentage of errors as follows:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency of error made by
the students

N= Total number of students'
difficulties

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research analyzed students' difficulties in writing news item texts at MA Al-jam'iyatul Husnah Sekijang. Based on what had been discussed, presented and analyzed in the previous chapters, the researcher concludes that: Based on the finding above, this research concluded that the highest in writing news item text were using simple past tense with 48 items or 35% and the lowest were saying verbs with 4 items or 3%.

B. Suggestion

Based on the finding of the research, this research would like to give some suggestions related to the result of the research. Hopefully, it can be applied easily in the teaching-learning activity and decrease errors.

1. For the Teacher

- a. The teacher has to keep giving students writing tasks regularly, by the task, students will be familiar to write.
- b. By allowing the students to fix their problems in pairs, the teacher must help the pupils become aware of their mistakes. In addition to helping students recognize their own errors, working in pairs on this assignment will inspire them to participate in the teaching-learning process.

- c. The teacher should give feedback toward the students' writing and communicate their progress in writing.
 - d. The teacher has to be wise to determine the error of deviation from the target language system which must be treated and
 - e. which mistake must be accepted.
2. For The Student
 - a. Students should begin practicing writing from the most basic exercises, such recording daily activities or recounting personal experiences, until they are able to convey news through texts with news items.
 - b. The pupils need to focus more on a few writing-related topics that they find challenging. After realizing their errors, pupils ought to be able to draw lessons from them and avoid making the same mistakes in the future.
 3. For the future researcher
 - a. The researcher recommends that future researchers look into the reasons behind students' action verb blunders when composing news item texts.
 - b. This study can serve as a source of reference for other researchers wishing to carry out comparable research in order to support their own investigations.

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