

RESEARCH BASED WRITING AS A TECHNIQUE IN WRITING A REPORT TEXT TO SENIOR HIGH SCHOOL

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Abstrak

Makalah ini bertujuan untuk menjelaskan penggunaan *Research Based Writing* sebagai teknik untuk meningkatkan kemampuan siswa dalam menulis teks report dengan cara siswa dituntut untuk berperan secara aktif mengumpulkan dan mengembangkan informasi dari berbagai sumber sebagai ide untuk menulis teks report. Langkah - langkah dalam menggunakan *Research Based writing* ini adalah dimulai dengan membangun latar belakang pengetahuan siswa terhadap teks report (*Pre teaching*). Guru memperkenalkan teknik yang akan digunakan serta menjelaskan bagaimana menggunakan teknik tersebut untuk membuat sebuah teks report. menyuruh siswa duduk berkelompok, memberikan *research sheets* kepada siswa sebagai panduan untuk mencari dan mengembangkan informasi terhadap objek yang akan dilaporkan. siswa berdiskusi dengan kelompok untuk mengumpulkan dan menyusun ide berdasarkan *research sheet* untuk membuat teks report (*Whilst Teaching*). Pada *Post Teaching*, guru menyimpulkan materi yang telah dipelajari.

Key Words: Technique, research based writing, research sheets, writing.

A. Introduction

Writing is an important skill that is needed by the students to learn English as foreign language because writing is somewhat related to overall language proficiency. There are listening, speaking and reading as the skills related to language proficiency. Language proficiency is a measurement of how well an individual has mastered a language. Based on those four skills above it can be said that most of learners who use certain grammatical forms in their writing are able to reproduce those same forms with similar accuracy in their speaking. Technical skills Hand writing and spelling is main factor to be learned to improve oral language. Reading is also one of skill that has connection with writing skill. Someone's writing quality has relation to her / his reading activity because by reading someone can improve and develop her / his knowledge. That knowledge can be used in writing as ideas to develop every paragraph.

Writing is one of skill to express ideas, thoughts, feelings and experiences to the reader. In other words, writing can be said as a mean of

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communication between writer and reader. In addition, Raimes (1983:3) states that writing is an effort to express the ideas. So, it is a skillful activity that involves knowledge, ideas, and critical thinking of students.

Senior High School in Indonesia use School Based Curriculum (KTSP). In In this curriculum, English subject proposes to encourage senior high schools' students be able in four language skills, they are listening, speaking, reading and writing. Those skills are major component to get communicate fluently in their everyday life by using English as foreign language.

Depdiknas (2006) states in School Based Curriculum (KTSP) the basic competence of writing for first semester of the second year students in Senior High School is 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 procedure and report text.

A report text is a kind of text to classify and describe the way things are, with reference to a range of natural, man made and social phenomena in the environment. Report text is very important to be learned because it has relationship with daily life context, for example: News in the television or newspaper, scientific report in the book, etc. Writing a report text is activity to improve the capability of students to know something new, to conduct a research, to analyze some new information in presenting a report text to the audience. Some people consider it as the main importance of report writing.

Because of a report text is very important to be learned, so the students are expected to produce it by using English as one of communication tools in around the world but the process of learning can not run successfully because there are some problems faced by the students when writing a report text. First, lack of ideas, it can give influent to the students' fluency in writing. In the teaching learning process, the teacher gives some exercises to every student related to the material (report text), the teacher asks the students to make a complete report text individually based on the topic given without help them to gather information as the ideas. So, they just have little information about the topic.

Second, the students get difficult to organize the ideas. Writing can be said well if the reader can catch the massage. So the students must be able to organize ideas to make their writing can be comprehended and has meaningful massage. In fact, the teacher asked the students to write a report text without guideline. They have already had the ideas in their mind, but they do not know how to make their writing has cohesion and unity.

The next problem is lack of vocabulary. English as foreign language for senior high school students; they used to write by using Indonesia language. So, they get difficult in translating Indonesia language in to English. Mastering vocabulary is a way to help the students to translate their ideas from native language in to English to write a report text. In fact, most of students do not really pay attention to the vocabulary. In the teaching and learning process, they are lazy to look up the meaning of a word in the dictionary and seldom use new vocabulary that they just know. The last, students feel difficult to write

individually, consequently, they cannot share their ideas and help each other. So the students feel bored and have limited creativity to develop the ideas.

Based on the problems above, lack of ideas is the main problem that is faced by the students in writing. Ideas are very important to develop every paragraph in writing, so the readers can understand the text. Burke (2008: 159) stated that gathering ideas is important when you are going to write, you don't know what you think and what you know when writing without ideas. Gathering ideas is related to writers' capability in collecting information from any sources. There are some important sources to help technical writing; from Audio/ video, books, newspaper, students' experience, observation and interview.

Based on those problems above, as a teacher, it is significant to help the students to solve the problems in writing activity. The teacher should create and implement a new technique to teach writing. The technique should be interesting, helpful, and fun in order to support the students feel happy to write. Research based writing is one of interesting technique that can be used by the students in writing a report text. It requires the students to conduct small research by locating and appropriately using information from variety of sources such as from Internet, books, newspaper, magazines, etc, managing resources based on research sheet to help students in generating and organizing ideas.

There are some reasons why research based writing can improve students' ability in writing a report text. First, this technique requires students to consult sources outside of their own knowledge as they complete their writing. Second, the students write a report text based on information that they get from a research by observing an object in the field directly and it is supported by finding information from books, internet and interview. Finally, they can generate ideas easily because they have much information to write a report text. Research based writing is one of collaborative writing method, Students will not feel difficult again because they have team work to complete their writing, so the information can be developed and completed well.

B. How to use research based writing in the classroom?

After knowing the significance of using Research based writing as a media in teaching writing a report text to senior high school students, it is important for teachers to know how to apply it in the classroom. Below are some stages in using Research based writing as a media in teaching writing a report text to senior high school students:

1. Preparation

Preparation is the first activity that the teacher should do before applying the technique to make teaching learning process run well. The teacher must make some plans about what he / she is going to do in pre teaching, whilst teaching and

post teaching. The learning activities will not succeed if the teacher does not have a good preparation before teaching. There are several important things that must be prepared before teaching the lesson. They are:

a. Material

Material is a major component in teaching learning process. The teacher should prepare material that is appropriate with students' level, knowledge, and situation. The teacher gives an example of report text about "penguin". Giving authentic material helps the students to comprehend the material easily and bring the real life context in to the class. In order to get authentic material, the teacher can bring material that can be found in the internet or magazines.

b. Media Preparation

Media is a bridge to transfer concept in a material so that the material is easy to be understood. The teacher prepares a picture about penguin for students to build their background knowledge about report text and two articles about Cat to explain to the students how to use research based writing by using articles. The article can be from internet, magazines or newspaper. One article minimum consists of two pages; its purpose as sources of information to help the students in generating ideas while writing a report text. The teacher checks the wireless network whether it is active or not, so that the activity to find sources by using internet can run well. The last preparation is prepare research sheets; it is a kind of questions as guideline to the students in exploring information as the ideas.

c. Lesson Plan

Lesson plan is the next activity after the teacher preparing material and media in order to guide the students during teaching and learning process. When creating the lesson plan, the teacher should write subject, school, class and semester, the skill to be taught, topic and time. Limitation of time which is used by the teacher is should be considered for each lesson in a meeting. In this case, it takes two meeting that is 2 x 90 minutes. The lesson plan should also include standard competence and basic competence. When creating the lesson plan, there are several essential elements that have to be considered. The first element is objective, it is used to describe the particular skills that the students are expected to comprehend or perform at the end of the lesson. The second is material. The teacher is not only using material that is provided in curriculum but also finding another authentic material from other sources such as from internet, magazines, newspaper, etc, in order to achieve the objective.

There are three stages in teaching activities, they are; pre teaching, whilst teaching, and post teaching. In pre teaching, the teacher starts opening the class by greeting the student, checking the student's readiness, checking attendant list and building background knowledge of students. In whilst teaching, the teacher introduces Research Based as a technique in writing a report text. Then, the teacher gives two articles to the students about a topic and explains how to make a complete report text based on that articles and research sheet. After that, the teacher explains about the concept of report text. After giving complete explanation about the concept of report text and research based writing, the teacher asks the students to write a report text based on the topic that is given. The exercise can be done with group. The last stage is post teaching. In this stage, the teacher summarizes the lesson and closes the class. In the lesson plan the teacher also prepare the rubric of assessment for students

2. The Procedures Teaching Writing a Report Text by Using Research Based Writing

Teaching writing a report text by using research based writing in this paper is applied by using three phases technique. They are pre teaching, whilst teaching and post teaching.

a. Pre-teaching activity

In pre teaching activity, the teacher prepares the students' mentally and physically to involve them in learning process. Learning process will not run well if the students are not ready to be involved in learning activity. So, it is best if the teacher greets them first to ask their condition. For example, "Good morning students, what do you feel today?" Does everything run well?" Then, the teacher checks the students' attendance.

After checking the students' attendance, the teacher has to make a good atmosphere in the class by creating a class become fun and enjoyable to study. In this case, the teacher asks the students to move in the computer room because the students need to use internet to gather information as a source in generating ideas. In computer room the teacher asks the students to sit in the group that will be divided. Check the students, whether they ready or not to study by asking "Are you ready to study right now?"

Before starting to a new material, the teacher must preview a lesson in the last meeting. After previewing the lesson, the teacher can move to the next step. The next step is activating the students' background knowledge by showing a picture about penguin and asks some questions as follow:

1. Have you ever seen this picture? What is it?
2. Where do you usually find this picture?
3. Where is the penguin live?
4. What are usually should be reported about penguin?

Then the teacher introduces what is going to be learnt in this meeting. Teacher re explain again about the answers from some students based on the questions above.

Next, the teacher introduces Research based writing to the students by giving information about the technique. Research based writing has a purpose to make the students generate ideas easily by conducting small research to find some information from some sources related to an object that is going to be reported in writing form. Teacher also informs the students about the objective material that will be learned.

b. Whilst teaching activity

In this activity the teacher is required to create learning process more challenging and interactive. In this section the teacher must motivate the students so that they feel interest with material and comprehending easily. There are some activities as follow in teaching writing a report text by using research based writing.

1. Exploration

The teacher shows a report text about “penguin” and asks some questions based on the text. In this section, the teacher gives a chance to the students to answer the questions above based on the text. It is purpose to check students’ comprehension about a report text. The teacher and students discuss about the text and try to answer the questions. After the students and the teacher discuss about the text, the teacher introduce about Research Based Writing where it has some questions as a guide to the students to find information as ideas in writing a report text.

2. Elaboration

The teacher chooses a topic about Cat which is going to be discussed as a model. Teacher has prepared two articles related to the topic about “Cat” then the teacher copies those articles and distributes it to the students. After that the teacher gives research sheet to the students. The research sheet consists of some questions. The questions can be answered by using the articles that have been given by the teacher. If the students find the answer, they write it in the white board, if there are other optional answers they also can write it in the white board. After answering the questions, the teacher and the students try to eliminate which is the best information that can be included in writing a report text about cat. The teacher helps the students in choosing whether the information is appropriate or not. After eliminating or combining the information, the teacher demonstrates how to make a complete model of report text about cat by using some answers above.

E.g Research sheet about cat

Questions	True (T)	False (F)
<ol style="list-style-type: none"> 1. The classification of the cat belong to carnivore 2. <i>felix catus</i> is scientific name of cat 3. The cat has soft fur 4. The cat has varieties of color 5. The cat has sharp claws 		

After giving a model of report text about Cat to the students, the teacher explains about the social function of the text where it has a function to give information to the reader about Cat. Generic structures of the text consist of general classification and description and tell to the students about language feature in the text; using simple present tense, action verbs and linking verbs.

In the next activity, the teacher asks the students to sit in their group; the group has divided in the last meeting and the teacher has been given a topic to every group. One group consists of five students. Teacher also has asked them to bring two articles from internet, newspaper, magazine, etc that are related to their topic per group. The teacher checks whether the students bring the articles or not. The teacher gives one research sheet to every group. The teacher instructs the students to answer questions in the research sheet by dividing the questions to every member of group, so all of member become active learners because they have their own job. The questions can be answered from articles or internet. Then they are asked to make a complete report text based on their own topic. In short, the teacher asks the students to do activity seem like the teacher had done before.

3. Confirmation

In confirmation, the teachers and the students try to find the difficulties in writing a report text. After that, the students should check their writing to the other group by doing group correction. The correctors can check about grammar, organization of ideas, etc. Finally, the teacher choose one of group to show their writing in front of the class and the teacher explains the text to all of students so that the students understand about how to write a report text. The other group can be collected their writing by the teacher, all of them can not be corrected in the class because limited of time.

c. Post teaching activity (5 minutes)

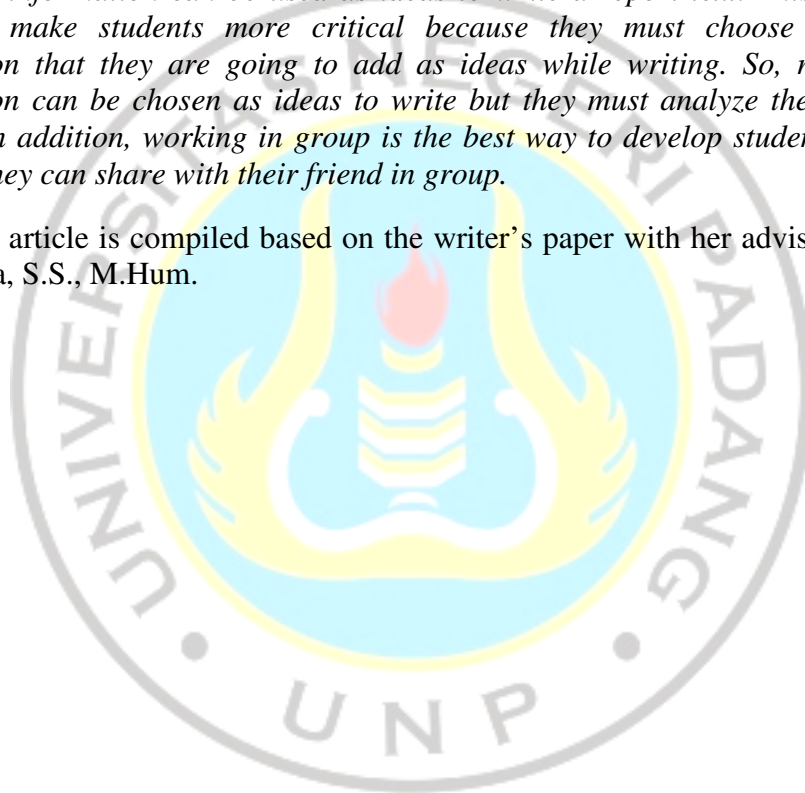
In this stage, the teacher gives feedback to the students toward the process and learning achievement, it can be like giving reward to every group that have finished their writing well. Then the teacher concludes or summarizes the lesson with the students together. The teacher reviews the activities that have been done.

C. Conclusion

Based on the discussion in the previous chapters, writing is one of important to be learnt so the teacher should consider strategy that is used in teaching writing. The teacher is expected to be a facilitator for students in the learning process by creating some activities that can activate students' motivation and interest to learn and help them to understand what they are learning.

Research Based Writing can be chosen for alternative strategy to teach writing skill especially in writing a report text. The strategy can increase students' motivation and interest in learning writing a report text, because the students are engaged to be active learners. For example, they are asked to collect information from some sources such as interview, internet and direct observation where the information can be used as ideas to write a report text. This strategy also can make students more critical because they must choose the best information that they are going to add as ideas while writing. So, not all of information can be chosen as ideas to write but they must analyze them before writing. In addition, working in group is the best way to develop students' ideas because they can share with their friend in group.

Note: this article is compiled based on the writer's paper with her advisor Rusdi Noor Rosa, S.S., M.Hum.



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