

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING
ANNOUNCEMENT TEXT AT THE SECOND SEMESTER
OF THE TENTH GRADE OF SMAN 1 AMBARAWA IN
THE ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**RatnaFidari
NPM.1611040080**



TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

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ABSTRACT

The purpose of this study was to analysis students' ability in writing announcement text in the second semester of the tenth grade of SMAN 1 Ambarawa. This study also aimed to know the students' writing ability and students' problems in writing announcement text. The writing aspect were analyzed based on the aspect that were brought by Hughes. In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose X MIPA 2 class as the sample which consisted of 34 students which was chosen based on the lowest score. In collecting the data, the researcher used interview, questionnaire and documentation. The researcher used three major phases of the data analysis, they were; data condensation, data display, and data conclusion. Research finding showed that there were a lot of students' who had fair to poor score classification. It was found the highest frequency score classification of the students' ability in content was excellent to very good classification 65%, organization was excellent to very good 59%. In addition the researcher found the problem faced by students in writing announcement text there were 47% students had problem with vocabulary, 41% students had difficulties in mechanic, and grammar was very poor classification 38%. It was found that the students writing ability in writing announcement text was fair to poor.

Key words: *Students' Writing Ability, Announcement Text, Qualitative Research*



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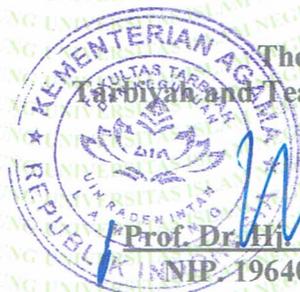
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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لَكَلِمَتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَتُ رَبِّي وَلَوْ جِئْنَا
بِمِثْلِهِ مَدَدًا

“If the ocean were ink (wherewith to write out) the words of my lord, sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid”¹

(QS.Al-Kahf: 109)

¹Abdullah Yusuf Ali Translation, The meaning of Holy Qur'an, (Maryland: Amana Publication, 2001), p. 375.

DECLARATION

Hereby, I stated that this thesis entitled: “An analysis of students’ ability in writing announcement text at the second semester of the tenth grade of SMAN 1 Ambarawa in the academic year of 2020/2021” is completely my own work I am fully aware that I have quoted some statements, references and ideas from various sources and those are properly acknowledged in this thesis.



Bandar Lampung, October 13th 2021

Declared by,

Ratna Fidari

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always gives everything and keeps me everywhere and every time.
2. My beloved parents, Mr. Supardi and Mrs. Kartini, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved big family who always support my study.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

CURICULUM VITAE

The name of the researcher is Ratna Fidari. She is called Ratna. She was born on May, 14th 1998 in South Lampung. She was the first child of Mr. Supardi and Mrs. Kartini. She had one younger brother, his name was Muhammad Aliyan Putra.

The researcher began her study at Elementary school of SDN 1 Selapan and graduated in 2010. Then, she continued her study at Junior High School at SMPN 1 Pardasuka and finished in 2013. After that, she continued her school at SMAN 1 Ambarawa and finished in 2016. After that she decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung. During studying at UIN Raden Intan Lampung, the researcher followed UKM Hiqma in 2017 to 2018. The researcher had her student Study Service (KKN) in Sinar Sekampung Air Naningan, Tanggamus. After having KKN, she had her Field Teacher Training PPL in SMPN 27 Bandar Lampung.

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This thesis entitled “An Analysis of Students’ Ability in Writing Announcement Text at the Second Semester of the Tenth Grade of SMA Negeri 1 Ambarawa in the Academic Year of 2020/2021” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in the thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, October 13th 2021

The Researcher,

Ratna Fidari

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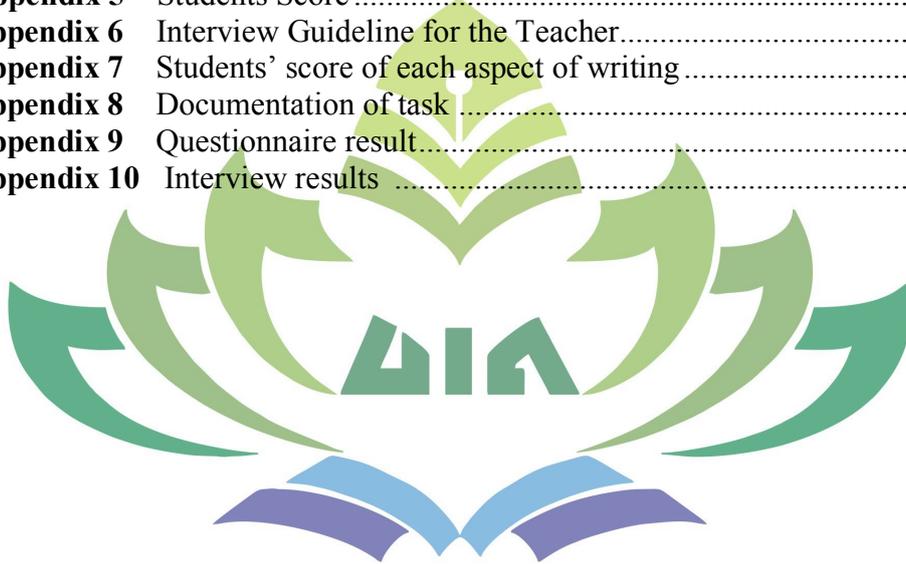
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CHAPTER I

INTRODUCTION

A. Background of Problems

English is one of the subjects that is learned at senior high school. English is an international language that is used in many countries as a means of communication and it has a great function in many aspects of life. Considering the importance of English, the Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system.

In the educational system in Indonesia, English is included in the curriculum for elementary school, junior high school, senior high school, vocational school, and university. Based on K13, the teaching and learning of English has the purpose of developing four language skills: listening, speaking, reading, and writing. The purpose of teaching and learning based on K13 is to develop students' responsibility and also students have to be active. To achieve this competence, students have to be able to comprehend and produce language.

Writing is a language skill that students or learners should master. Writing is an activity of expressing and developing ideas, feelings, and thoughts which are arranged in a written form such as words, sentences, and paragraphs. It means that writing is an activity to communicate, to convey messages, ideas, and feelings in a written form of communication. Writing is also known as a recursive process that involves a series of steps to create a good and correct text.

Pestaria, *et al.* said that writing is one of the four skills that has always formed part of the syllabus in teaching English.¹ It means that no one can deny writing as the part of syllabus in English subject. In English education, learning to write is a must. Through writing, students can write the words by arranging them into a correct order of a sentence. The words in a sentence should be meaningful and understandable by the readers. Therefore words in English writing cannot be written in any way without following the rules and the structure as the way it should be.

Writing skill is a written product which is completed after the process of thinking, planning, drafting and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product.²

Writing is a very important skill as well as support for further learning and study. Writing can not be produced without understanding the indicators in language, such as grammar, vocabulary, spelling consideration, translation, pronunciation, and so on. In line with Heaton, in order to master writing skill, students need some abilities: grammatical skill which is the ability to write correct sentence; stylistic skill which is the ability to manipulate sentence and use language effectively; mechanical skill which is the ability to use correctly

¹Friska pestaria *et al.*, "Students' Difficulties In Writing Report Text At Grade IX Of SMP Negeri 5 Tanjungbalai," *IOSR: Of Humanities And Social Science*, vol.19, no.1, (2014): 28-34, <http://doi.org/http://dx.doi.org/10.9790/F0837-191112834>.

²Brown,H.D. ,*Teaching by Principles:An Interactive Approach to Language Pedagogy* (New York :Pearson Education, 2001), p.335.

those conventions peculiar to the written language; and judgement skill which is the ability to write in an appropriate manner for a particular purposes with a particular audience in mind together with an ability to select, organize in order relevant information.³

In teaching and learning process of English at Senior High School, in learning writing, someone has to understand vocabulary, grammar, spelling, punctuations, and other that are related to the writing process. On the other hand, in teaching writing, students need to produce the language through written. Students have to be able to choose the words or diction and then arrange them into acceptable or good sentence. Therefore, composing paragraph in writing activity takes a lot time. In reference to Harmer, writing is often not time-bound in the way conversation is.⁴ When writing students frequently have more time to think then they do in oral activities. Often, they do not understand what they are write. And even consult dictionary, grammar book or others reference material to help them.

Writing is the most important program in English. It means the teachers should think hard to make their students like and love English. Writing should be a hobby, or enjoying activities. Actually, writing is not an easy activity done for sharing information. Teaching writing means that teacher creates a pedagogy that helps students to see writing as a continuous process of revising and rewriting as they invent, plan, their draft text. In fact, many students have problem in writing. It happens because writing is a complex skill involves

³Heaton,JB. ,*Writing English Language Tests* (London:Longman,1975), p. 38.

⁴ Harmer, J., *How to Teach Writing* (Harlow:Pearson Education Ltd.,2004), p.31.

multiple processes and abilities that problem can arise for some,⁵ Some main problems in teaching writing are that the students always think that writing is the most difficult subject, they do not like writing subject, they are not accustomed to write in English or they do not know what to write.

Writing plays an important role for students who are in the process of learning a language. In Indonesian school, students are required to learn to write different text types. There are some types of text that should be learned by tenth grade, they are: Recount, Narrative, Exposition, News Item Spoof, Announcement and Descriptive. One way that can be used to find out students' knowledge about English is by analyzing the students' text/writing. Analyzing students' text is very important to do because it can help English teacher to find out the students' ability in writing. If the teacher wants to know about students' ability in English, the teacher can see from students' writing. In language learning, writing is one of important skills because it is the most effective way to show someone's English proficiency, include the ability and difficulties.⁶

However, in Indonesia, there is not many research about students' ability in writing. So, in this research the researcher has a desire to find out the students' ability in writing, especially Announcement text. Announcement text is a genre that usually taught at school.

In Senior High School, announcement text is one of texts which is learned at the tenth grade students. But, the students usually faced difficulty in

⁵Westwood,P., *What Teachers Need to Know About Reading and Writing Difficulties* (Victoria :Acer Press,2008), p. 58.

⁶Ren, Suzhen., Cao, Yongjing., Gao, Yuanyuan., And Li, Qing. (2009). *Thematic Operational Approach And The Writing Teaching Of College English*.In *Asian Social Science Journal*. Vol.3, No.11, 141-146.

writing announcement text. Announcement text is a difficult to be learned by the students.⁷ It is a text which gives the complicated information including evidence and facts to support the idea of the text. It makes the students should work hard to provide the concrete data and more knowledge to convince the reader that the idea is important. The students should bring their mind into one topic to be developed. It is important to make them focus to the topic that will be developed and created the arguments related to the topic itself.

The students should be able to gather the ideas until they have a meaning in a text. The ideas should be connected well from a word to word and a word to be one sentence. They should be able to arrange good grammar into sentence. And also, they should be able to put punctuation and spelling correctly. In other words, in writing announcement text the generic structure it should be arranged correctly in a text. In addition, the generic structure of the announcement text concerned with the way of how the writer arranges and organizes their ideas in writing. As a writer, students should take care of the generic structure in their writing because it will help them to communicate successfully.

Based on the preliminary research, there were several factors that should be students think that writing announcement is difficult. First, students have no idea what they were going to write and how to start in writing. Second, students find the difficult to gather and organize the ideas into paragraph. Third, the students were afraid to make mistakes, there were some students

⁷*Ibid*

only focus on not making mistakes in grammar, punctuation and spelling. The important parts of writing are grammar, punctuation and spelling, but the most important part is how writers provide writing that can be read clearly by the reader.

The researcher found that the students had difficulties in writing. The researcher conducted interviews with the tenth grade English teacher. From the results of the interview, it was found that teaching and learning activities in the class had problems in the process, especially when writing.

The teacher said that most of them had problems when learning to write. The problems were faced by many students in learning to write announcement text. They were difficult to generate ideas based on their imagination only when they write an announcement text. Therefore, they just copied materials from the internet. They could not arrange the announcement text in good order. Furthermore, the students did not master the structure and also had lack knowledge of vocabulary, grammar patterns, and mechanics. Some of the students were not interest in writing announcement text and they did not pay attention to learn it. This situation might happen because the teaching method/technique/media was not interesting. And they were less of motivating themselves in writing English. Finally, the researcher asked about the English score in writing the announcement text. From the problems that the researcher concluded that the tenth grade students of SMAN 1 Ambarawa had very little ability to write and they were lack of awareness of motivation in themselves.

The results of the questionnaire that was conducted by the researcher found that students had difficulties and less enthusiastic about writing text. using of writing aspect was the weakness of students in writing. The most difficulty faced by students was gathering an idea of announcement text. Tenses, grammar, and vocabulary placement were problems that was faced by students. Data values in writing announcement text in the tenth grade of SMA Negeri 1 Ambarawa was 75. It could be said that was the number of people who have difficulty writing announcement text was had 74 or 58% of 128 students. On the other hand, got 54 students, or was 42% achieved the minimum writing score criterion. The class that got the highest score was X MIPA 4 while the class that got the lowest score was X MIPA 2.

Based on the explanation above, the problems to be investigated by the researcher was in the writing aspects: content, organization, vocabulary, grammar, and mechanics that concerned to the students' ability in writing announcement text. The researcher was interest to conduct the research by the title "An Analysis of Students' Ability in Writing Announcement text at the second semester of the Tenth Grade of SMAN 1 Ambarawa in the Academic Year of 2020/2021".

B. Identification of Problems

Based on the background of the problem, it could be identified by focusing on the following:

1. The students have confused in expressing an idea to make announcement text.

2. The students have some problems in grammar and mechanics to make an announcement text.
3. The students have lack of vocabulary to make an announcement text.

C. Limitation of Problem

Based on the background and the identification of the problems of the student above, this research limited the problems mentioned to achieve the goal of the research only focused of analysis students' ability in writing announcement text in the second semester of the tenth grade of SMAN 1 Ambarawa in the academic year of 2020/2021.

D. Formulation of Problem

Based on the background and the limitation of the problem above, this research formulated the problem as follows:

1. How was students' writing ability in writing announcement text at the second semester the tenth grade of SMAN 1 Ambarawa in the academic year of 2020/2021?
2. What were the students' problems in writing announcement text at the second semester the tenth grade of SMAN 1 Ambarawa in the academic year of 2020/2021?

E. Objective of the Problem

From the formulation of the problem, the objectives of this research were:

1. To know the students' writing ability in announcement text at the second semester of the tenth grade of SMAN 1 Ambarawa in the academic year of 2020/2021.
2. To know the students' problems in announcement text at the second semester of the tenth grade of SMAN 1 Ambarawa in the academic year of 2020/2021.

F. Significance of the Research

This research expected that there were some uses of the research as follows:

1. Theoretically

The result of this research would support theories about the students' ability in writing announcement text. It also gave references for other researchers who would conduct the same object with different perspective.

2. Practically

a. For the teacher

The research would be useful and valuable especially for the teacher of English of the tenth grade SMAN 1 Ambarawa, as their learning focused.

b. For the students

The students would get valuable information and can motivate the Students in learning English as a foreign or second language.

c. For the school

This research to give feedback for the teacher and students at senior high school in which this English study was done about the students' ability in writing announcement text.

d. For the other researcher

The result of this research was to answer the curiosity about the students' ability in writing announcement text. And then, This research can give information and reference for other researcher who would conduct the same object with different perspective.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the tenth grade at SMAN 1 Ambarawa.

2. Object of the research

The object of the research was the students' ability in writing announcement text at the tenth grade students of SMAN 1 Ambarawa.

3. Place of the Research

The research was conducted at SMAN 1 Ambarawa. It is located on Jl. Sapuhanda.

4. Time of the research

The research was conducted at the second semester in the academic year of 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

This chapter presented the literature review. In the literature review, the researcher examined some theories that become the working frame of thoughts of the study.

1. Concept of Writing

Writing is sentence that is constructed into paragraph. Writing is used to communicate some information or express idea, thinking, and feeling indirectly to another person as a reader. Which is used as a written language.

a. Definition of Writing

Writing includes subject material that should be mastered by students. Writing as the difficult subject in school, because the students have to produce a text by using English. They have to write the words about what they think on their mind and put on the paper by using the correct procedure.

According to Hughes in Pratama explains that there are five components in writing text. They are content, organization, vocabulary, grammar and mechanics.⁸ Content is about how the writers can think creatively and develop their thought into communicative message. Organization tells about the systematic ideas or flow of ideas. The writing is

⁸Aditya Putra Mahardika Pratama, "The Implementation of Clustering Technique To Improve Students Ability In Writing Hortatory Exposition Text At The Second Grade Of SMAN 9 Bandar Lampung" (*A Thesis, University Of Lampung, 2019*), p. 24.

well organized if the ideas are written in coherent paragraph. Vocabularies are needed by the writers to represent what the writers want to say. The writers should know the use of words and how to place the words effectively in writing. Language use refers to the accuracy and effectiveness of English.

Writing is producing a sequence of sentences arranged in particular order in linked together in certain ways. The sequence may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole. It means that writing is arrangement of sentence that must be coherent whole. Besides that, writing is an activity write with develop ideas in writing form.⁹

Writing is a process of communication with use conventional graphic system to convey a message to reader.¹⁰ For many of foreign language learner, writing is considered as the most difficult skill because writing they have to combine the correct grammatical and also the coherence of the paragraph. It means writing as a process of expressing ideas or thought in words. Furthermore, writing is a process of creating, organizing, writing and polishing.¹¹ It means that the first step, students creat ideas. In the second step they orginize the ideas. In the third step, they write a rough draft and finally, they polish their rough draft by editing it and making revisions.

⁹Donn,Byrne, *Teaching Writing Skill* (New York: Longman, 1988), p. 1.

¹⁰Sanggih Siahaan, Crishno Shinoda, *Generic Text Structure* (Yogyakarta:Graha Ilmu, 2008), p. 3.

¹¹Alice Oshima and Hogue, *Writing Academic English* (New York:Addision Wesley, 1997), p.265.

Hyland said writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.¹² It means writing is one way to convey their opinion or thought about some topics.

Based on the statement above, writing is a way to communication by transforming observations, information, thought, or ideas into language by using correct procedure. And also a way to convey his or her views and could be defined as a tool of written communication between the writer and the reader using like as creating, organizing, writing, and polishing. In order that, the reader understood the message or information sent.

b. Process of Writing

Writing is activity express the idea or thought on written form. It can be said when we are trying to write something we need some steps. The process of writing can be affected by the content (subject matter) of the writing, the type of writing (novels, essays, or letter) and the medium it is written in (pen, paper, computer word files,etc.).¹³ It means that, writing process is how to step for the writers want to write their writing. The process of writing give influence with content their writing. It has kind of writing (essays, novels,etc.) and tools (pen, paper, etc.) if the writer want to

¹²Ken, Hyland, (1st Published), *Second Language Writing* (New York:Cambridge University Press, 2003), p. 9.

¹³ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Pearson Education Limited, 2004),p.4.

write their writing. From the statement above, it could be said writing has stages process in writing.

Based on Harmer, there are four steps of writing thereare;

- a) Planning experience writers plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. When planning, The writers have to think about three main issue. In the first place they have to consider the purpose of their writing, not only the types of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experience writers thing of the audience they are writing for. Thirdly, writers have to consider the content structue of the piece that is how bes sequence the facts, ideas, or arguments, which they have decided to include.
- b) Drafting we can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing , a number of draft may be produced on the way the final version.
- c) Editing (reflecting and revising) once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular

sentence. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

- d) Final version once writers have edited their draft, making the changes they consider to be necessary. They produced their final version this may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the text to its intended audience.¹⁴

It could be summarized that writing is an activity to express the idea or thought with well organization of written language which required four steps. That must be attention in writing, first, planning, plan they were going to write (about main issues, the choice of language and the content of the structure). Second, drafting, the first version of a piece writing. Third, editing, it made sentences clear from ambiguous and confusing if the reader or editor read the text. Fourth, final version, it meant that after writer did drafting and editing. They have generated their writing well.

¹⁴*Ibid*

c. Purpose of writing

When someone writes something, they have a purpose for writing. Each writer has their own purpose, in accordance with the text of which was planning to write. For the most students, writing in English needs great efforts. In addition, based on McCrimmon, writing is hard work. But writing also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present.¹⁵

According to Braine and May defined four common purposes in writing, there are; first, writing to inform purposed to educate the reader about a topic of which we have some knowledge. It means that writers share interest knowledge to reader knows. Second, writing is to describe the topic which was not clear becomes more understandable. By using examples or other facts. Third, writing to persuade is more demanding and move ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. Fourth, writing to amuse other means someone who use language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.¹⁶

¹⁵James, McCrimmon, *Writing with a Purpose*, (New Jersey: Houghton Mifflin Company, 1983), p.6.

¹⁶George Braine and Clarire May, *Writing for Sources: A guide for ESL Students*, (California: Mayfield, 1996), p. 141.

It could be concluded the purpose of writing was to give information from the writer to the reader. The writer should be able to communicate the idea or thought in written language clearly in order the reader could understand what were the writers ideas or thought the purpose of they written text.

2. Concept of Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹⁷ It means that writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the writer means. According to Hyland writing is regarded as an extension of grammar- a means of reinforcing language pattern through habit formation and testing learners' ability to produce well-formed sentences.¹⁸ Writing ability becomes important in the writing section because it is to convey information through languages that are mastered by readers and writers. If you have the ability to write, then the writer will get a good writing.

Meanwhile, the ability to write is produce from good ideas to produce a good writing as well. Brown states that writing is in fact a transaction with words where you free yourself from what you presently think feel an receive".¹⁹

¹⁷Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 22.

¹⁸ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 3.

¹⁹ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 337.

It means that writers are required to have better writing so that they will produce clear ideas in written form.

Ability is the potential or skill of a person to be able to master various tasks in one's job or assessment. Zain in Yudi in Sisilia states that ability is the ability, skill, strength that we are trying to be ourselves".²⁰ Whereas according to Webster in Sisilia "students; ability is the quality or state of being able, power to do something and competence in doing".²¹ It means the ability of students can be seen from their writing abilities especially in writing announcement text.

Based on explanation above, it could be concluded that ability was a skill or a person's potential to master the skills of various tasks in one's job or assessment. So, the writing ability to write person's potential in English writing skills in expressing ideas uniting ideas into sentences or paragraphs that were good and easy for readers to read. The writing ability for students could memorize a lot of vocabulary and could continue to learn grammatically especially in writing announcement text.

3. Aspects of Writing Ability

There were some experts who reveal about aspects of writing ability. According to Terrible five aspects of writing are as the criteria of good writing, there are content, organization, vocabulary, language use, Mechanic (to use

²⁰Sisilia Agil, "An Analysis of Students' Ability in Writing Business Letter", (*a Thesis, IAIN Raden Intan Lampung, 2016*), p. 12.

²¹*Ibid.*, p. 13.

punctuation, capitalization, spelling, and layout correctly).²²Meanwhile, according to Cohen and Hughes aspects of writing ability are content, organization, vocabulary, grammar, and mechanics. The difference between these three experts in the writing term where Terrible is language use while Cohen and Hughes are used Grammar. It means that writing is the writer's skill to give the information to the readers in written form.

1. Content

Content discusses about ideas that have been written. This is one of writing components that deliberate about how the writers can create and develop their ideas to gather all information into communicative message creatively.

2. Organization

Organization is one of the components in writing that tells about the systematic of ideas or flow of ideas. It tells about the logical progression and completeness of ideas in a paragraph.

3. Vocabulary

This component holds big roles in writing. Without mastering vocabulary, students are not able to express their ideas in written form. Students can create a good writing by using vocabulary because they can choose the right words that are suitable to the topic that they write.

4. Grammar/Language use

²²Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press), p. 130.

A good writer knows the best pattern or grammatical elements that they will use in writing. They can produce the best formula of sentences in writing paragraph.

5. Mechanics

The last component is mechanics. Spelling, punctuation, and capitalization are included in this part.²³

From the explanation above, it could be concluded that writing ability is an ability to produce written language well which fulfills five aspects of writing, like content, organization, vocabulary, language use/grammar and mechanics. We knew that when writer want to construct their writing they have to follow aspect of writing. It made writers writing was good and reader could understand what they read. Consequently, the writer had to understand about aspect of writing before writing.

4. Students' Writing Ability

To be successful in writing, students should require more attention to their writing. According to Brown, a writer has to master the components of language, namely: spelling, vocabulary, punctuation, and grammar to make good writing.²⁴ Harmer states that, if we want our students to be good writers in English we need to teach them how to use punctuation conventions

²³Hughes, Arthur, *Testing for Language Teacher*, (United Kingdom: Cambridge University Press, 2003), p. 16.

²⁴H. Douglas Brown, *Op Cit*, p.362

correctly.²⁵ It means that using punctuation correctly is important. Because it makes the students' writing good and they can be good writers.

Writing was the technique to educate learners to put some ideas become an excellent language. Writing taught learners could put their words in the sentences. In addition to communicate, writing was another method for developing then changing ideas like doing the test, Without much abilities to write, learners will not be able to communicate their ideas in written form. According to Brown, writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. It means that by practicing writing, students can explore their ideas much as they can in form of writing.

Based on the statements above, it could be concluded that to have the ability in writing and to make a good writer, the students had to master the component of languages such as spelling, vocabulary punctuation, and grammar.

5. Definition of short functional text

Functional text is a text which has the purpose to give the reader specific information or to help the reader performs a day to day task.²⁶ It means functional text is generally a text used for a specific purpose. It's not only gives information but also to described in daily life.

²⁵ Jeremy Harmer, Op Cit, p.49

²⁶ Cameron S and Myers, *Comprehending Functional text: Instruction, Practice, Assessment*, (Quincy, IL: Mark Twain Media, Inc, 2013), p. iii.

According to Anderson and Anderson functional is used for everyday information. It present information or ideas and aims to show, to tell or to persuade the readers. It is called functional because it helps the readers function in daily life.²⁷ It means that short functional text as informational text which help the information receivers or readers grasp the information quickly.

For the explanation above, it could be concluded that short function text could be described as a kind of the text which had specific information or ideas and helped the reader in specific topics or areas in their daily life. This kind of the text could be found anywhere in the school, streets, even around the house. However students might not be well aware since they did not have much knowledge to this kind of text. The content of short function text could be information, command, guidelines, notice or prohibition. There were many types of short function text which could be used for our daily communication. Aryati stated that types of short functional text has seven types, such as;

1. Announcement

Announcement is the statement addressed to public to provide information that something has happened or is going to happen.

2. Advertisement

Can be defined as the typical information used to persuade audience (readers or listeners) to do something or to take some action.

²⁷Mark Anderson and Kathy Anderson, *Text type in English*, (South Melbourne:McMillan Education Australia, 1997), p. 3.

3. Memo

Memo is used to convey some basic information, particularly to persuade action, to issue a directive, or to provide a report.

4. Invitation letters

An invitation is a type of letter which is written to invite a guest to a particular event or celebration.

5. Label

Labels function to communicate product-specific information to the consumers and encourage a purchase.

6. Post card

Postcard or postal card can be defined as a small, usually having a picture on one side and space for a short message on the other for sending a message by post without an envelope.

7. Notice

Notice is a symbol or text to inform or instruct people to do or not to do anything.²⁸

Based on explanation above that types of short functional text had seven types such as, announcement, advertisement, memo, invitation, label, post card, and notice. The kind of short functional text that would be discussed in this research is announcement. This announcement text existed in syllabus.

²⁸Aryati, Prasetyarini, Short Functional Text, *Modul Bahasa Inggris*, Vol.1, No.2 (Surakarta: Muhammadiyah University, 2013), p. 2.

6. Concept of Announcement Text

a. Definition of announcement text

One kind of short functional text is announcement text. Students should be learned from competence-based curriculum 2013 for senior high school. This type of short functional text is commonly found in the public place or media, respectively, such as at school (on an announcement board) a newspaper, magazine, a window of a shop, a city park, etc. Mustriana and kurniawati states that an announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement include the title/type of event, date/time, place, and and who to contact.

According to Shane, Ferris, and Keener every announcement whether is spoken or written, should answer five questions,²⁹ the five questions are as follows;

- 1) Who is giving the program or exhibit?
- 2) What kind of program or exhibit is it?
- 3) When will it be held?
- 4) Where will it be held?
- 5) Who is invited to come?

Meanwhile Bailey and Walker states that the important things about a good announcement is an announcement should include what,

²⁹Shane Harold.G., F.K. Ferris, and E.E. Keener. *Pathways to good English*, (Illnols: Laidlaw Brothers Publishers, 1958), p. 197.

when, where, and who. Often it includes why and how.³⁰ An announcement should be brief but it is clear and interesting.

b. Generic structure of Announcement Text

The generic structure of announcement text has the following;

- a) Head (the title or type of event will beheld)
- b) Body of content (day, date, time, place, program, addresse, contact person, etc., the text contains when and where the event will be held)
- c) Closing (for more information)
- d) Writer (text that containts, name of the person who make the announcement)³¹

It means that to make announcement text the writer should follow the generic structure. There were four kinds such as; head, body, closing, and writer.

c. Language Features of Announcement Text

- a) Using simple present tense
- b) Using future tense
- c) Using exact noun

³⁰Bailey, Matilda and Lalla Walker. *Our English Language*, (US: American Books Company, 1956), p. 112.

³¹Prasetyarini, Short Functional Text, *Modul Bahasa Inggris*, p. 2.

d. The Kinds of Announcement Text

Based on the using of language and the announcement comes from, there were two kinds of announcement:

- a) Formal announcement is a kind of announcement that use formal language, usually this announcement is an announcement from office, and others.
- b) Informal announcement Informal announcement is a kind of announcement that use informal/daily language, usually this announcement is from personal, and others.

Based on the way to make, there were two kinds of announcement text:

- a) Written announcement

Written announcement is a kind of announcement that is made by written

- b) Oral announcement

Oral announcement is a kind of announcement that is directly said by the announcer.

e. The Example of Announcement Text

Based on Shane, Ferris and Keener statement the example of announcement text that has complete generic structure asfollow;³²

Example: *the fifth grade is having an exhibit in room 207 at two o'clock next Friday afternoon november 21, 1952. We call it "traveler's*

³²Harold.G.et.al., *Pathways to good English*, p. 197.

show” come travel with us by railroad, ship, or us to several interesting cities. All pupils are invited to come.

The example of announcement text above is good announcement because that has complete answer the five questions.

- 1) Who is giving the program? The fifth grade student
- 2) What kind of program is it? Traveler’s show
- 3) When will it be held? On november 21, 1952, at two o’clock next Friday afternoon
- 4) Where will it be held? In room 207
- 5) Who is invited to come? All pupils

From the definition above, announcement text is a statement in spoken or written form that makes something known publicly. It could be kind of information or news. Announcement in short functional text had criteria which as the writer should understand about it. Language features of announcement, generic structure, and also should be answer the five questions what, when, where, who. It Often included why and how. The example of announcement were announcement about giving the news of a birth, a wedding, or other events.

B. Students' Writing Ability in Writing Announcement Text

Writing is defined as the productive written language skill. According to Siahaan writing is the skill of writer to communicate information to a reader or group reader.³³ It means that we should be have ability to expressing our ideas and thoughts in our writing clearly.

Writing ability is the skill to produce written language to express idea, thoughts, and feeling to other people. To make other people or readers understand the ideas conveyed.³⁴ It means that is a way for sharing personal meanings and emphasize the power of personality to construct someone's view based on certain the topic.³⁵ They have to follow five aspects, they are content, organization, vocabulary, language use, and mechanics.³⁶

Short functional text is used for everyday information. Its not only gives information but also to described in daily life.³⁷ It present information or ideas and aims to show, to tell or to persuade the readers. It means that the dhort functional text as a types of informational texts which help the information receivers or readers get information quickly.

Announcement is the statement addressed to public to provide information that something has happended or is going to happend.³⁸ The important things about a good announcement is an announcement should include, what, when,

³³Siahaan, *Issues in Linguistics*, p. 5.

³⁴Aan. Raimes, *Technique in teaching writing* (New York: Oxford University Press, 1983),p. 3.

³⁵Hyland,*Second Language Writing*, p. 9.

³⁶Teribble, *Language Teaching Writing*, p. 130.

³⁷Anderson Anderson, *Text type in English*, p. 3.

³⁸Prasetyarini, Short Functional Text, *Modul Bahasa Inggris*,p. 2.

where, and who. Often includes why and how.³⁹ Every announcement, whether it is spoken or written should answer five questions.⁴⁰

In competence-based curriculum 2013 for senior junior high school, there is material about announcement in short functional text, because its as the easy material for the students. It is commonly found in the their daily life.

From the explanation above, it could be concluded that writing ability in writing announcements in the short functional text was to communicate information to a reader and produce a written language in the form of the text to express ideas, thoughts, and feeling to other people. In the form of announcement is addressed to public to provide complete information has happened or going happened and clear information that can help the information receivers or readers get the information quickly in their daily life, which fullfills such as criteria of task. Fullfillment as a content, organization, vocabulary, language use and mechanics.

C. Relevance study

There were some previous researches, the first by Dani Logika A., Dewi Murni, Nana Raihana A about “The Analysis of students’ Ability in Writing formal invitation letters at Eleventh Grade of SMA Negeri 2 Tanjung Pinang in the Academic Year 2018/2019”, the writer used qualitative research and used a written test as the instrument. the researcher adopted the technique of bogda and biklen to find the students mistakes in writing the generic structure of the formal

³⁹Matilda and Walker, *Our English Language*, p. 112.

⁴⁰Harold.G.et.al., *Pathways to good English*, p. 197.

invitation letter and used a scoring rubric to determine the students ability in writing the letters.

The second by Wildan Muhammad Yusuf about “Technique for Teaching Announcement text at the Seventh Grade of SMP Negeri 1 sambu in 2016/2017 Academic Year”. The researcher used descriptive study. The subject of the research focused on english teacher and the Seventh Grade students of SMP Negeri 1 Sambu. The researcher collected the data used observation, document analysis and interview. Based on the research finding, it was found the technique for teaching announcement text related to the process of explanation, reading, questioning, discussion, and controlled writing.

The third by Melisa Permata S., Khairul Harha, Lailatul Husna. “An Analysis of the Second Grade Students Ability at SMP 1 Baso in understanding announcement text”. The researcher used descriptive in native. The researcher used reading test to take the data. The researcher concluded that students’ ability in understanding announcement was moderate. It suggested that the teachers give enough explanation and more exercise to the students in teaching announcement text.

The fourth by Junita Siahaan about “An Analysis of Students’ Ability and Difficulties in Writing Descriptive Texts”. the researcher reported an investigation towards the Tenth Graders ability and difficulties in writing descriptive text in one class of one senior school in bandung. The researcher used a qualitative case study as the method and the text analysis as the data collection techniques. The research

found that the student represented the middle and high achievers had a good control about the schematic structure of descriptive text.

Based on the explanations from the previous research and the present research. The first previous research was conducted by Dani Logika A, Dewi Murni, Nana Raihana A was focused on the students' mistakes in writing the generic structure of the formal invitation letter and used a scoring rubric to determine the students' ability in writing the letter. The research was conducted on Junior High School students. And the second research was conducted by Junita Siahaan about the students' ability and difficulties in writing descriptive text. The research found that the students represented the middle and higher achiever had a good control about the schematic structure of descriptive text.

Meanwhile, this research was focused on examining further students' writing ability in writing announcement text. The problems to be investigated by the researcher were in the writing aspect: content, organization, vocabulary, grammar and mechanics (spelling and punctuation). In relation, to the students' writing ability in writing announcement text. Furthermore, this research applied a qualitative descriptive design and was conducted in Senior High School students in the Tenth Grade.

D. Conceptual Framework

English was a foreign language generally taken to apply to students who were studying general English at school. Writing was one of the language skills which was needed to be mastered by students when they study English. Writing

was a way to communicate by transforming information, thought, or ideas into language by using the correct procedure. And also a way to convey his or her views and could be defined as a tool of written communication between the writer and the reader used like creating, organizing, writing, and polishing. In order that the reader understood the message or information sent.

The purpose of writing was to give information from the writer to the reader. The writer should be able to communicate the idea or thought in written language clearly in order the reader could understand what were the writers ideas or thought the purpose in their written text.

Writing ability was a skill or a person's potential to master and produce written language well which fulfilled five aspects of writing, like content, organization, vocabulary, language use/grammar and mechanics of various tasks in one's job or assessment. Students could memorize a lot of vocabulary and could continue to learn grammatically especially in writing announcement text. Announcement in short functional text was the statement addressed to public to provide information that something has happened or was going to happened. The short functional itself was generally a text used for a specific purpose. It did not only gives information but also to describe in daily life.

Writing ability in writing announcement in short functional text was to communicate information to a reader and produce a written language in the form of the text to express ideas, thoughts, and feeling to other people.

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