AN ANALYSIS OF STUDENTS' WRITING TECHNIQUES IN THE

FINAL PROJECT FOR ACCOMPLISHING THE MIDDLE YEARS

PROGRAMME (MYP) REPORT CARD BY ELEVENTH GRADE

STUDENTS AT SMA AL FIRDAUS SURAKARTA

IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

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Assalamu'alaikum Wr. Wb.

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has already fulfilled the requirements to be presented before The Board Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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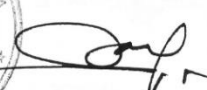NIP. 19720914 200212 1 001

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DEDICATION

This thesis is dedicated to:

1. My beloved parents

2. My beloved family

3. My thesis advisor

4. My beloved friends

5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (٦)

That is: "Because actually after the difficulty there is ease. Verily, after hardship

there is ease".

(Al-Insyirah 94: 5-6)

وَلَا تَأْيْئَسُوْا مِنْ رَّوْحِ اللهِ ۖإِنَّهُ لَا يَأْيْئَسُ مِنْ رَّوْحِ اللهِ اِلَّا الْقَوْمُ الْكٰفِرُوْنَ(٨٧)

"And never give up hope Allah's soothing mercy: truly no one despairs of Allah's

soothing mercy, except those who have no faith."

(Yusuf 12: 87)

PRONOUNCEMENT

Name : Endang Tri Lestari

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I hereby sincerely state that the thesis titled "An Analysis of Students' Writing Techniques in the Final Project for Accomplishing the Middle Years Programme (MYP) Report Card by Eleventh Grade Students at SMA Al Firdaus Surakarta in the Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, April 17th 2023

Stated by,

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "An Analysis of Students' Writing Techniques in the Final Project for Accomplishing the Middle Years Programme (MYP) Report Card by Eleventh Grade Students at SMA Al Firdaus Surakarta in the Academic Year 2022/2023". Peace many always be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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10. Researcher's beloved friends

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The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, April 17th 2023

The researcher

Endang Tri Lestari

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ABSTRACT

Endang Tri Lestari. 2023. *An Analysis of Students' Writing Techniques in the Final Project for Accomplishing the Middle Years Programme (MYP) Report Card by Eleventh Grade Students at SMA Al Firdaus Surakarta in the Academic Year 2022/2023.* Thesis. English Language Education Study Program, Language Department, Cultures and Languages Faculty.

Writing is important to develop and express the idea into written form. Students need writing techniques to make easier for students to work on the final project. This study aims to describe the writing techniques and analyze the advantages and disadvantages of writing techniques used by eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card.

This study used qualitative as the approach. The subjects were the eleventh-grade students at the social class that consist of fourteen male and six female students at SMA Al Firdaus Surakarta in the academic year 2022/2023. The researcher used observations, interviews, and documentations to collect the data. For trustworthiness in this study, the researcher used triangulation, especially theoretical triangulation.

The results of this study indicate that there were 3 students who used brainstorming technique, 12 students who used freewriting technique, 6 students used the listing technique, 15 students used the mapping technique, and 1 student used outline techniques. Each student has different steps in completing the final project of a report text in the form of a poster. Furthermore, all the students stated that they experienced of advantages or easiness when using the steps of writing techniques, like helping find new concepts, stay focus, easier and simpler to do. Besides that, 11 students also experienced disadvantages or obstacles when using the steps of writing techniques to complete the final project, such as: must to remember the sequence of ideas that would be developed into paragraphs if they were not numbered or labelled, need a quiet class to work, and the ideas that emerged and were written sometimes far from the theme.

Keywords: *Writing Techniques, Final Project.*

CHAPTER 1

INTRODUCTION

A. Background of The Study

English is taught as a foreign language in Indonesia. The students who learn English are expected to master the four skills that cannot be separated one from the other. They are: listening, speaking, reading, and writing. It is intended to facilitate communication from one person to another through oral and written. Harmer (2007: p.59) state that the language has a meaning depends on where it happens within a larger span of conversation. As we know, language is the main communication tool used by everyone in this world to interact with one another. As social beings, humans always need language as a vital tool in the formation of society. Through language, humans can express ideas and feelings to others or other groups. In its role as a communication tool, language will not be separated from human life, because without language human will be difficult to communicate or interact with individuals and groups.

One of the skills that must be mastered by students in learning English is writing. It is another way of communicating with someone or other people besides speaking. Usually they express ideas, feelings or information through what they write on paper, memos, notes, social media or in other ways. According to Raimes (2011), that writing is important to develop and express the idea into written form. Writing is also an important aspect of life. When a person cannot convey what they want to others verbally, then they can convey

it in writing. That way, communication will continue to run smoothly even if not verbally.

Students know that writing will produce a written product. It is produced from the expression of ideas which are then arranged with words to form a written product. Writing activities and producing a written product is one of the human activities. People also make writing as their hobby. By the writing, they can express what is happening in their lives. Likewise with students, now they are given wider access to be able to express their writings through digital platforms, whether it's through blogs or other social media. Students can write according to their own ideas and creations by paying attention to the content and grammatical rules that they want to develop.

Students in senior high school have lessons in writing from tenth grade until twelfth grade. That is why mastering this skill must be emphasized to students as early as possible, since they are in elementary school. The purpose of teaching English for SMA/MA/SMK students is to develop communication or speaking competence and in writing to achieve a literacy level that can be realized through four language skills, namely listening, speaking, reading and writing (Depdiknas, 2006: p.278). Therefore, learning English is an important thing for high school students.

In this case, schools have an important role in developing students' writing skills. There are crucial problems faced by Indonesian students in learning English. In general, they are still accustomed to using their mother tongue to compose a sentence, so the sentence formed is not correct. In addition, the

methods used by teachers in teaching English also have an important role in students' writing skills. Usually, teachers still use the teacher centered method in the teaching and learning process, which causes students to become bored because the teacher is too dominant in the class. As a result, students do not pay attention to the teacher's explanation and they do not care about the material given, which make them confused when given writing assignments. This becomes problematic for students with many reasons, including their experiences during the process of doing assignments, so the researcher chooses the topic of the implementation of writing techniques in accomplishing the final project. The researcher wants to know how the students apply the writing techniques on the final project when they encountered various difficulties.

Based on the researcher's experience while doing teaching training practice at SMA AL Firdaus Surakarta on September 26th until October 7th 2022, there are differences between this school and other schools. SMA AL Firdaus Surakarta is one of the schools in Central Java, in learning process uses a different curriculum from other schools, that is the IB curriculum or International Baccalaureate curriculum. Because this school uses IB curriculum, at the end of each semester it does not use regular report cards like normal schools for the assessment, but uses the MYP Report Card. This school is also an inclusive school where there are regular students and students with special needs in the same class. The teacher in learning English at the eleventh grade requires all language skills to be mastered by students, they are listening, speaking, reading and writing. Then, for the writing skill, in the end of writing

learning unit, students will be given final project related to the learning unit that they are studying. The final project that students must complete in this semester is a report text. The results of the final project that done by students, then will be used by the teacher to complete the MYP Report Card as an assessment of students.

From the pre- observations has conducted by the researcher, most of the students have difficulties in writing, such as students still confused to start and confused about what must be prepare. Besides that, they also feel lazy to do it, hard to find ideas for the topic or title, need references, difficult to focus on task, lack of vocabulary, etc. The researcher also found that the students planning to use the technique for accomplishing the final project of writing. Because of the many difficulties faced by students, to overcome them they use techniques in writing their final project. The reasons that students use writing techniques are to make it easier for them to complete the final project, so their writing is more focused, helps them to find and develop ideas, makes it easier for them to apply the material they have learned. Therefore, students expect to get good results in their final project.

The novelty of this research is in the topic, research setting, research subject, and research methods. Novelty of the topic, research setting, research subject, and research method can be seen from Fairuza (2020), which focused on the effect of using free writing technique on students' writing in recount text at the Eight Grade of MTS Al-Ikhlas Jakarta used quantitative method. Then, Loka (2019), focused on the effect of brainstorming technique on students'

competence of eight grade students at SMPN 23 Jambi used quasi experimental design. In addition, Kartawijaya (2018) focused on improving students' writing skill in writing paragraph through an outline technique at grade eight grade of SMPN 6 Sungai Penuh used quantitative method. Furthermore, Jannah (2016) focused on the influence of using mind mapping technique towards students' descriptive text writing ability at the eighth grade of MTSN 2 Bandar Lampung used quasi experimental design. While in this research focused on students' writing techniques in accomplishing the final project.

Based on the pre-observation and explanation above, the researcher chose students' writing technique in the final project as the topic and SMA Al Firdaus Surakarta as the place of this research because there is a gap, this school as an inclusive school which there are regular students and students with special needs in one class with learning using the IB curriculum. In addition, the researcher found the problems and the reason that students use the technique in accomplishing the final project. The researcher wants to find the writing techniques, advantages and disadvantages when the students do the final project. From the explanation above, the researcher describes it in research in the eleventh-grade students of SMA AL Firdaus Surakarta. Therefore, the researcher intends to conduct research entitled ***"AN ANALYSIS OF STUDENTS' WRITING TECHNIQUES IN THE FINAL PROJECT FOR ACCOMPLISHING THE MIDLE YEARS PROGRAMME (MYP) REPORT CARD BY ELEVENTH GRADE STUDENTS AT SMA AL FIRDAUS SURAKARTA IN THE ACADEMIC YEAR 2022/2023".***

B. Identification of Problems

Based on the background of the research above, the researcher identified several problems such as:

1. The students have difficulties to start in doing the final project for accomplishing the MYP Report Card.

2. The obstacles among the students want to doing the final project in accomplishing the MYP Report Card.

3. Some students had ideas in writing but they were unable to develop the ideas into sentences and paragraphs.

4. Some of students did not have enough vocabulary to develop their ideas while writing.

5. The confusion of students when they will do the final project in accomplishing final project.

6. Most of students were not able to create their writing grammatically.

7. The reason of students using writing techniques in accomplishing their final project.

C. Limitation of the Problems

In this research, the researcher limits the discussion and focuses on the writing techniques used by the eleventh-grade students of SMA AL Firdaus Surakarta in the social class, which consists of 20 students. The final project of writing is making the report text. Furthermore, the researcher also gives the limitation of only having data on the types of writing techniques, the

implementation of those techniques, the advantages and disadvantages of the writing techniques for accomplishing the final project.

D. Formulation of Problems

Based on the limitations of the problems above, the problem can be formulated as follows:

1. How are the writing techniques applied by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card?

2. What are the advantages and disadvantages of the writing techniques used by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card?

E. Objectives of Study

The purpose of this research, as follows:

1. To describe the writing techniques used by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card.

2. To analyze the advantages and disadvantages of writing techniques used by eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card.

F. Benefits of Study

The researcher hopes that the results of this research can be useful for researcher and students. This research is expected to provide some benefits, among others:

1. Theoretical benefits

   From the theory explained, this research will provide helpful information and a useful reference for further research with the same case. For the researcher, this research provides so many valuable experiences in analyzing students' writing techniques, the implementation of those techniques, the advantages and disadvantages of those techniques to complete the final project in accomplishing the MYP Report Card. In addition, this research also provides an in-depth understanding of particular writing techniques used by students to complete their final project.

2. Practical benefits

   From this research, it is hoped that the results can contribute to increasing the effectiveness of the implementation of writing techniques in general. The results of this study can be used by:

   a. For Students

      The implementation of writing techniques will make it easier for students to work on their assignment, especially in the final writing project. Furthermore, it can also help students to improve and develop their writing.

   b. For Teacher

      The implementation of writing techniques will make the teacher aware the types of writing techniques used by students and the use of these techniques in writing activities. Furthermore, it also helps

teachers to be able to explore and recognize students' potential in writing.

c. For Researcher

This research provides valuable information for the researcher regarding students' writing techniques, the implementation of those techniques, the advantages and disadvantages of those techniques in the final project in accomplishing the MYP Report Card.

d. For the Other Researchers

This research can help other researchers learn and understand more about writing techniques and their implementation to help students in the writing process. This research is also expected to be used as a reference to analyze the same case about the types of writing techniques, the implementation of those techniques, the advantages and disadvantages of those techniques to complete their final project in accomplishing the MYP Report Card.

G. Definition of Key Terms

1. Writing

Nunan (2003, p.88) explained that writing is a thinking effort that results in discovering ideas, considering how to communicate them, and organizing them into coherent sentences and paragraphs. Through writing, English learners can convey messages to their readers anywhere and anytime.

2. Report Text

According to (Gerot and Wignell, 1994: p.196), reports are texts that can be written using a descriptive writing style. It describes an object to the readers. The length of the text created depends on the details of the object being described. A report can describe a situation by referring to various natural, man-made and social phenomena in our environment.

3. Writing Technique

Technique is a particular trick, method, strategy, or invention that is used to directly reach the goals. The technique must be in line with the method; therefore, it must be consistent with an approach, (Anthonys in Fauziati, 2009: p.17). Writing techniques is a strategy or method used to produce and control a piece of writing. In addition, by using writing techniques, someone can easily to develop the writing ideas, so the writing has a characteristic that can be easily recognized by the reader.

4. Middle Years Programme (MYP)

The Middle Years Programme (MYP), one of four IB programs available, is designed for students aged 11 through 16, and it can be used independently or in conjunction with other IB programs (Dickson et al, 2020). It offers a framework for learning that motivates students to develop their critical, reflective, and creative thinking skills.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Theory of Writing

a. Definition of Writing

Spratt et. al (2005: p.26) state that writing is one of the four language skills, they are listening, speaking, reading and writing. Speaking and writing are productive skills. That means they both include the process of creating the language rather than just accepting it. In addition, Nunan (2003: p.88) explains that writing is a critical thinking activity to find an idea, and think about how to organize these ideas in a good statement and good paragraphs that can be understood by everyone. It's means that in writing a writer will try to communicate with the readers, both known and unknown, through the writing the writer has made as well as possible, that the message of the writing is conveyed properly. In line with the previous definition, Ghaith (2002: p.1) states writing is a complex process that provides opportunities for writers to explore and develop their ideas, thereby making them real and concrete. In other words, writers must convey their ideas clearly so the readers do not feel confused and can grasp the meaning of the writing.

Elbow in Brown (2001: p.337) explained that writing is a word processing where the writer is free to use these words to express thought and ideas. That is, writing is related to the use of words arranged in

written form to convey someone's ideas. Therefore, the writers must choose the words they want to use in their writing according to the existing situation and conditions, because they cannot meet directly with the readers.

Based on the experts' definition, it can be concluded that writing is a critical thinking activity to find an idea or express the feelings or thoughts of the author which is arranged in good words in written form that has a certain meaning and can be understood by everyone.

b. The Purpose of Writing

Brewster (2002: p.117) says regarding writing activities, that there are two activities in writing, namely learning to write and write to learn. According to him, the purpose of writing based on student activity can be divided into two, namely write to learn and learn to write.

As stated by Brewster that learn to write aims to teach spelling, punctuation and sentence structure (grammar). Different from learn to write, write to learn actually aims to develop writing creativity. Writing creativity can be developed through several works such as poetry, song (poem), and essay (story). Thus, the function write is a complex which in a writing activity can contains more than one function and writing purpose. Writing also has a purpose to teach spelling, punctuation, and sentence structure and develop students' writing creativity through a creation.

Writing is a purposeful activity, because in a letter, someone sends a message to reader so that the reader can follow up after reading and understand the message in the writing. Hugo Hartig in Tarigan (2008: p.24-25) stated the purpose of writing is as follows:

1) Assignment Purpose

   The real purpose of this assignment no purpose at all. The author writes something because assigned, not on their own (e.g., students who are assigned summarize the book, the secretary who assigned to make a report, notes meeting).

2) Altruistic Purpose

   The author's goal is to make the reader happy, want to help readers understands, respects feelings and wants to make the reader's life easier and more enjoyable with the writers' work. Someone cannot write properly if he believes, both consciously and unconsciously that the reader of writers' work is "rival" or "enemy". Altruistic purpose is the key to the limitations of writing.

3) Persuasive Purpose

   To convince the readers of the truth of the ideas expressed.

4) Informational Purposes

   To provide or explanation the information to the readers.

5) Self-declaration Purpose

   To introduce or declare the author to the readers.

6) Creative Purposes

To reach the values of artistic, art values.

7) Problem Solving Purpose

Writing aims to solve the problems encountered. The author explains, clarifies, explore and research carefully his own thoughts and ideas so that it can be understood and accepted by readers.

c. Characteristics of Good Writing

Adelstein and Pival (in Tarigan 1993: p.6-7) state that the characteristics of good writing are:

1) Reflecting the writer's ability to use a harmonious tone.

2) Arrange the available materials into a unified whole.

3) Reflects the author's ability to write clearly, not vaguely, by utilizing sentence structure, language and examples so that the meaning is in accordance with what the author wants.

4) Reflects the author's ability to write convincingly, namely to attract the reader's interest in the subject matter and demonstrate a reasonable understanding, carefully and thoroughly recognize it.

5) Reflects the author's ability to criticize his first written manuscript and improve it.

6) Reflects the author's pride in the manuscript, namely the willingness to use spelling and punctuation carefully, checking the meaning of words and grammatical relationships in sentences before presenting them to readers.

Mc. Mahan and Day (in Tarigan 1993:7) briefly state the characteristics of good writing, they are:

1) Honest: do not try to fake ideas.

2) Clear: don't confuse the readers.

3) Short: don't waste readers' time.

4) Diverse: various lengths of sentences, work with joy.

From the opinion above, it can be concluded that the characteristics of good writing are that the writing can be accepted by the surrounding community, the writing is easy to understand, the ideas of written are interesting and varied. A writer can be said to be a good writer when his writing does not confuse the reader, such as making sentences that are too long and not focused on ideas. The author should be able to express his ideas briefly, concisely, and clearly so that readers can easily to understand.

d. The Importance of Writing

Writing is a complex skill. Which means that in building a writing a writer must also master other language skills, there are listening, speaking and reading. In addition, a writer must also pay attention to many things to be able to produce a good writing. Harmer (2004: p.31-33) states that there are many important things why the students should learn to write, because by writing students can:

1) In contrast to speaking, writing frequently has no set time limit. It implies that students have more time to consider about the words that

their use during writing than during speaking ones. As a result, the students have the freedom to select the right term to convey their thoughts. Additionally, they have more time to review their grammar usage.

2) Writing helps students concentrate on using appropriate language since they are forced to think while they write. It can encourage growth their mind as they finish the issues that write based on their think.

3) Language taught in school has always been reinforced through writing. In teaching and learning process, the teacher makes a note regarding recently discovered grammar.

4) Writing is very helpful as practice when the students learn to create the sentences. Students are given time to consider their thoughts before being asked to create a sentence.

5) Writing can also be incorporated into a bigger activity when the main objective is to speak, play out, or practice a language. Students are asked to prepare brief dialogues that they would act out by the teacher.

6) Writing is also employed in activities like questionnaires. Students can be required to create a questionnaire by questioning their mates.

7) Additionally, writing is employed to assist students in a different kind of task (in this case speaking and listening). To complete these tasks, they must be able to write.

e. Component of Writing

Writing included a number of components, including organization, vocabulary, language use, and mechanics (Weigle, 2002: 116, citing in Jacobs, 1981). Each writing component has requirements, which will be discussed in the following discussion.

The explanation of each component in writing, as follows:

1) Content

In this case, content is defined as the core component in writing that contains topics, explanations, discussions of the main topics discussed. According to Brown (2000, p. 357), content includes a thesis statement, a linked idea, the development of the idea through personal experience illustration, fact, and opinion. This must be considered to produce good writing.

2) Organization

Organization refers to the order in which sentences or paragraphs are arranged in writing. It also explains ideas clearly, logically, and cohesively. That way, when the author explains the idea through writing, it can be understood by the reader.

3) Vocabulary

According to Hornby (1995), vocabulary is the entire quantity of words in a language; vocabulary is a collection of words with their meanings. Vocabulary is concerned with the capacity to use as many

varied words as feasible in the text. The more vocabulary utilized in the text, the more likely it is that a better outcome will be obtained.

4) Language Use

The construction, structure, and language-related elements used in written texts, such as grammar and sentence complexity, are all important aspects of language use. According to Brown (2000: p. 362), grammar is the language structure that is used to give words meaning and function. As a result, sentences use both language and grammar.

5) Mechanics

Mechanics in writing include capitalization, punctuation, spelling, and handwriting style, including whether it is readable and clear. The way the writing mechanics are organized matters since it has an impact on the work's outcome. A sentence will be readable and appropriate with the message if you know how to write with true mechanics.

These factors interact with one another. The students must take into account spelling, grammar, punctuation, cases and issues or topics that are related to the writing work.

f. Process of Writing

Writing is an activity that cannot be done quickly. When students are asked to write, they often find it difficult to think of the right idea. In other words, to be able to find ideas, write down ideas, until produce

a work, it's all a long process in writing. Therefore, students must go through the process of writing to make it easier for them to produce a work.

According to Harmer (2009: p.4), the process of writing is divided into four main elements. They are planning, drafting, editing (reflecting and revising), and final version. The explanation of each process, as follows:

1) Planning

Before deciding to start writing, students must know what they are going to say in their writing. At the planning stage, the writers must know three main problems. First, they must pay attention to the purpose of writing because this will affect the type of text, language and information that is included in their writing. Second, experienced writers also think about the intended audience, because this affects the use of language and the form of writing that is made. Third, the writer must think about the structure of the content of the work. It is used to sort the ideas, arguments and facts that they have decided to include in the writing.

In this step, students begin to form a framework and look for references that match their writing. It can be done by reading to learn a form of writing. In addition, students can conduct observations, read various literatures and use graphics or pictures, especially to help them determine the appropriate topic.

2) Drafting

After going through the planning stage, the next stage is drafting. Drafting is a step to express the ideas and topics that have been selected on a piece of paper by an author. Some steps that students can take at this stage are to collect all ideas related to the topic, make topic sentences that can be developed into supporting sentences later. In addition, students can also make sentences that make sense according to a predetermined topic.

3) Editing (reflecting and revising)

After writers produce a draft, usually they will read what they have written to find out whether their writing is appropriate or not. At this stage, the author also does reflection and revision assisted by other readers or editors to be able to get comments or suggestions and other points of view related to the writing that the authors make. Besides that, the writers can correct any mechanical errors related to grammar, spelling and punctuation.

4) Final Versions

After passing through the editing stage, the writing enters the final stage as the final version of the writing. At this stage, the writing is ready to be shared with readers. Students can publish their writing in front of the class or in the school wall magazine. In addition, they can also publish it on various social media platforms, such as websites or blogs.

g. Concept of Genre

The Genre is used to refer particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with a social purpose. The meaning of genre intended is to understand the concept and they would be able to identify a kind of texts that students will have to write. The term "genre" refers to certain text types, not to traditional literary genres. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with a social purpose (Kesuma: 2013). The purpose of genre is to help people understand the idea and recognize the types of writings that pupils will be required to compose.

Genres represent potentials, within which individual creativity. There are fourteen of genres in writing, they are: Spoof, Recount, Report, Analytical Exposition, News Items, Anecdote, Narrative, Procedure, Description, Hortatory Exposition, Explanation, Discussion, Reviews, Commentary (Gerot and Wignell, 1994:192-223).

2. Report Text

a. Definition of Report Text

There are many kinds of text that can be taught in the classroom, one of the them is report text. Susilohadi (2008: p.68) stated that report text is a text that used to describe things as they are with reference to a wide range of natural and social phenomena in our surroundings. The text

includes general classification, definition, and descriptions of the sections, along with information on their purposes, qualities, or habits.

Every text must have a purpose why it was written. The social function of report text is to present information about something that is general in nature to the reader. Generic structure report text is a general classification and description. Where the general classification contains a general statement about the subject matter discussed, and the description is the part that provides a detailed description of the subject matter discussed in the general classification. Moss and Lapp (2010: p.284) explained the report text shows information about the subject as a result of observation and analysis. Writing a report text requires students to search factual information and make a format for sharing information. Report text contains the class or subclass of the topic described, then followed by telling the shape, parts, behavior, etc.

In conclusion, a report text is a type of text that tells the result of the investigation about the subject. Report text is a text that includes details about actual events, such as social, natural and man-made phenomena that occur in our surroundings. In writing a report text, the researcher must describe the subject in correct information as it is observed.

b. Generic Structure of Report Text

According to Pestaria et, al, (2014: p. 29), report text has two parts of the generic structure. They are general classification and description.

1) General Classification: tells what the phenomenon under the discussion is.

2) Description: tells what the phenomenon under discussion is like in terms of part (and their functions), qualities habits or behaviors, if living: uses, if non-natural.

Based on explanation above, the example of report text as follows:

THE CHEETAH

The cheetah is the fastest animal on land. It can run 100 kilometres an hour. It is now rare and is one of the animals which are in danger of extinction.

General Classification

The cheetah has a small head and ears, and long, powerful legs. It always hunts and chases its prey on open ground.

Discussion 1

This is a different way of hunting from the other "big cats." They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.

Discussion 2

(Source: Abbs, Brian, et.al. Take Off. Student Book 2, p. 52)

c. **Language Features of Report Text**

According to Pestaria et, al, (2014: p. 29-30), language features of report as follow:

1) Focus on generic participants

2) Using of Relational Process

3) Using of simple present tense (unless extinct)

4) No temporal sequence.

3. **Types of Writing Technique**

According to Chesla (2006: p.31) many students procrastinate when faced with a writing assignment for the same reason—they don't know what to write. This is especially true when students are free to select the topic. Instead of feeling liberated, they find themselves wishing for specific direction. Fortunately, a few simple techniques can help the students to generate ideas for writing assignment, they are: brainstorming technique, free writing technique, listing technique, mapping technique, and outlining technique. Below will be explained about the techniques that have been mentioned before.

a. **Brainstorming Technique**

1) Definition of Brainstorming Technique

According to Chesla (2006: p.32), the most effective technique for concentrating and organizing your thoughts is brainstorming, which involves giving yourself time to develop connections with your topic while taking note of everything that comes to mind. Brainstorming can also be used effectively when you are faced with a number of possible essay topics and must determine which is the best vehicle to express your unique thoughts and experiences.

Brown (2001: p.349), states that brainstorming is a useful writing technique to assist writers in approaching a topic with an open mind. Brainstorming is one of many ways to get started learning to write. Thus, it is clear that brainstorming can help students to start writing by writing down a few words, sentences or phrases according to the topic with an open mind. Students are free to write anything related to the topic. Whereas, Blanchard (1994: p.41) states that brainstorming is a quick way to get a lot of ideas about a subject. It aims to generate as many lists of ideas as possible without worrying about the use of them.

From the explanation above, the writer can conclude that brainstorming is one of the useful writing techniques to encourage students to generate ideas about certain topics that they will write and can be applied at the pre-writing stage.

2) Purpose of Brainstorming Technique

Brainstorming is to generate new ideas and to clarify those you already have (Chesla: 2006, p.32). While, Fitzpatrick (2005) the purpose of using brainstorming techniques is to help students gather ideas and find important topics needed. Brainstorming can help students to improve their skills in writing, because brainstorming gives strength to develop their ideas before writing, students can give all ideas to other group members, students can enjoy when using this technique, they can't talk much because they put all the

ideas in one. The purpose of using the brainstorming technique is to help students generate ideas and organize their thoughts about the topic to be written by making a list of ideas that come to mind without any pressure to be "brilliant".

3) Procedure of Brainstorming Technique

Procedures in the brainstorming technique are used to assist students in processing the ideas that arise when they want to write. Besides that, it also helps students to determine the right steps in compiling the writing they make. The steps in brainstorming are discussed by Blanchard and Root (1994).

a) Start with a broad topic.

b) Spend the next five minutes outlining as many thoughts on the topic as you can.

c) Expand your list by providing responses to the following questions: what, how, when, where, why, and who.

d) Put items on the list that are similar together.

e) Cross out everything that is inappropriate.

4) The Advantages of Using Brainstorming Technique

Using the brainstorming technique is an innovative way to help students solve problems in writing. Brainstorming can be a quick way to generate ideas and can help students express their opinions freely. According to Roestiyah (2001: p.73), there are several advantages of brainstorming:

a) Helps the students think actively in expressing their opinions.

b) Teaching the students to think rationally and quickly.

c) Encourage the students to always be prepared to argue the issues given by the teacher.

d) Increasing the student engagement and acceptance of the instruction in learning.

e) The more intelligent students or the teacher offer assistance to the less engaged students.

f) Create healthy competition for students.

g) The students feel free and happy in the class.

h) Develop the culture of democracy and discipline.

5) The Disadvantages of Using Brainstorming Technique

The use of brainstorming techniques in writing does not only have advantages, but also disadvantages. Roestiyah (2001: p.73) stated that there are several disadvantages of brainstorming, such as:

a) The teacher was not giving time to the students to think well.

b) The less students always miss.

c) Sometimes the conversations just monopolized by smart students.

d) The teacher just hold opinion never said the conclusion.

e) The students do not immediately know whether their opinion was true or false.

f) Problems can develop in ways that are not expected.

b. Freewriting Technique

1) Definition of Freewriting Technique

Freewriting technique is one of the writing techniques. This technique is well known around us, because many people use this technique in their writing. Chesla (2006: p.32) Freewriting is probably the best-known prewriting technique. It works well when have some thoughts on a topic, but can't envision them as a written product. In addition, Elbow (1998: p. 14) also explained that this freewriting activity can help students to start writing without worrying about the words choice of they use is correct or not. Freewriting means you can write whatever comes to your mind and feelings.

Moreover, Elbow (1973: p. 8) explained that freewriting can help a writer to be able to focus and give attention also the energy to enter into the writing more deeply. It means, freewriting can help students more deeply express their ideas or experiences and connect their imaginations. According to Wojasinski and Smith (2002) freewriting is a strategy that can help people with writing disabilities to learn writing skills. This is a timed writing activity that encourages students to write following the ideas they have in mind. The main goal is to collect as many ideas as possible in your mind and let the writing flow wherever your thoughts take them.

Based on the theories described above, the author concludes that freewriting is one of the techniques for teaching writing that can help students find and develop ideas according to their imagination and experience.

2) Purpose of Freewriting Technique

Freewriting also functions as a developmental tool, nurturing isolated ideas into an essay-worthy one. People who use this technique often surprise themselves with what comes out on paper. It is common to discover a thought or point didn't realize Chesla (2006: p.32). Richardson and Kamler said in J. Castle (2017) stated that the purpose of free writing techniques is to create knowledge rather than record knowledge. That is, the basic way to do continuous and fast writing for a number of times. Students hope that by using this technique they can use the necessary imagination. Because authors don't have to look at the source book, they don't have to stop to correct grammar or do spell checks, they don't have to cross out words. The goal is to make the action flow the way the author does it. So, writers can feel free to write whatever comes to mind. It empowers writers for original, unpredictable ideas from writers.

3) Procedure of Freewriting Technique

According to Chesla (2006: p.32) the key to use the freewriting technique is to keep writing, without regard for grammar, spelling,

or worthiness of ideas. The speed will help keep from editing or discarding any ideas. The free writing technique involves the following steps:

a) Start your page with the written topic on the top.

b) Write about the subject as much as you can until the intended concepts come through. Don't forget to include any information, facts, details, examples, etc., on the topic or a particular topic that comes to mind.

c) After you have the ideas, review your draft again and highlight the main idea that interests you.

d) Rewrite the main idea in free write (final version).

4) The Advantages of Using Freewriting Technique

Hammond (Hwang, 2010) said that with freewriting techniques students are able to have more knowledge about the topic. Students can think deeply rather than just rushing when students write. He added that freewriting techniques help students easily distinguish the words or points they find and students draw conclusions from what they find. While, according to Elbow (1973: p.14), the freewriting technique has several advantages, including:

a) Freewriting facilitates writing by assisting with the fundamental psychological or existential challenge of writing.

b) Find the ideas and writing them down on a piece of blank paper.

c) Freewriting teaches you how to write when you're not in the mood.

d) Freewriting instructs you in writing without considering what to write.

e) Freewriting encourages you to give your writing more thought, concentration, and effort.

Freewriting encourages creativity, increases focus, attention, and energy, and makes writing easier for students to grasp and explore, as well as more pleasurable. By using the freewriting technique students feel comfortable in writing, students can also find topics to write something about and this technique can improve writing skills. This technique makes writing fun for students.

5) The Disadvantage of Using Freewriting Technique

Besides having advantages, freewriting techniques also have disadvantages. The shortcomings of this technique become a challenge for students who use it to be able to complete their writing assignments properly. Elbow (1973: p.10), stated that the freewriting technique have several disadvantages, as follows:

a) The writer frequently pauses, writes only briefly, and is constantly gazing around. He or she never seems to be able to focus for longer than a few seconds.

b) Often use the electronic dictionary or turn the pages of the dictionary to find the most appropriate word. it makes the time used is not efficient.

c) Requires a quiet class to do assignments using freewriting techniques.

d) The author also has another sheet of paper with a topic, title, and sometimes some additional notes or plans, so make the author does not focus on doing the task.

c. Listing Technique

1) Definition of Listing Technique

According to Chesla (2006: p.33) listings are similar to freewriting, in that they are flowing, timed writing exercises meant to get lots of thoughts and ideas on a particular topic. However, instead of writing down entire sentences or phrases on paper, this prewriting technique involves making a list. It may contain multiple individual thoughts, ideas that make sense in a particular order, and/or ideas linked together by association with previous ideas. While, Kaner et, at. (2007) stated that the listing technique is the quickest way to compile the ideas of their various discussions. Through this technical activity, students have more time to explore topics of interest. This will draw different ideas about a given topic and help students to identify quickly even when they are just starting to think about it. By listing ideas, students can see the breadth of

their thinking. They may be driven to create or invent as much as possible. That's why this technique is very helpful when they want to generate ideas for a target topic.

Kaner et al. (2007) add that producing ideas through listing is creating a list of innovative solutions or ideas to a difficult problems or topics. Idea listing is a different approach to solving an issue or topic that is more complicated than it initially appears to be. Students can start sorting out the topics, and prioritizing the elements they want to tackle first.

2) Purpose of Listing Technique

Listings are a great technique for collaborative writing projects, which work best when started with the whole group pooling ideas. Also, unlike freewriting, lists work well in writing-time situations, (Chesla: 2006, p.33). While, Oshima & Hogue (1998: p.4) stated that the purpose of listing technique is finding a clear focus for the topic, and to generate as many ideas as you can quickly. With a focus on the chosen topic, it can make it easier for writers to develop ideas and writing can be coherent because what is written is not out of topic. besides that, the ideas that have been written can help the writer to direct how the writing will be made.

3) Procedure of Listing Technique

Oshima & Hogue (1998: p.4) stated that there are several steps to make writing of using listing technique, as follows:

a) Write the general topic at the top of your paper.

b) Then list every idea that comes to your mind about the topic. Let the ideas flow. Try to stick to general topics, but if you write information that's completely off topic, don't worry because you can cross it out later.

c) Use words, phrases, or sentences, and don't worry about spelling or grammar.

d) Keep writing down whatever comes to mind until you run out of ideas. If you repeat a few ideas, don't worry about it.

4) The Advantages of Using Listing Technique

The listing technique has some advantages that can help the students in writing. The advantages are as follow:

a) It is a "democratic" way of coming up with ideas (assuming a good facilitator).

b) The idea of listing is simple to understand.

c) Any type of concept can be quickly developed by employing the listing technique.

d) It requires few material resources.

e) It can assist students in getting started when they are unsure of their topic.

f) It allows students to jot down rapid-fire ideas, freeing them from the need to write complete sentences.

g) It can quickly identify information needed to support the students' point of view

5) The Disadvantages of Using Listing Technique

There are also several disadvantages of listing technique, such as:

a) It requires a commitment to quantity over quality.

b) The students may find that listing produces nothing more than a shopping list of unrelated ideas, a stream of topics that are identified but not developed or narrowed.

c) Because it rests on free associations, listing technique can lead the students far astray from an assigned topic.

d. Mapping Technique

1) Definition of Mapping Technique

According to Chesla (2006: p.39) mapping is a graphic (visual) organizer that allows you to investigate the relationships between many diverse ideas. It's a simple process best used for exploring simple topics. Hornby (2003: p.844), mind is defined as ideas or opinions, while map is a drawing to explain or provide information about anything, particularly how it is set up or organized. While mind mapping is also regarded by Windura (2008: p.16) as a method that lets us fully utilize all of our brain's cognitive and learning abilities. It implies that mind mapping can activate both the left and right hemispheres of our brain. Thus, mapping can solve all the

problems associated with studying that arise from an unbalanced use of the brain.

Based on the explanation above, the writer can conclude that mapping is a technique that can be used by students to start learning. Mapping can be improved and expanded by adding colors, images, dimensions, codes, and more. It can improve creativity, memory, and especially to remember an information.

2) Purpose of Mapping Technique

According to Buzan in Muhbib (2014: 13) mind mapping is an easy way to put information into the brain and extract information from the brain. This can be an effective way of getting information and helping students to develop their brains. Mind mapping can help students to learn, organize, and share information in their brains, can also solve problems in writing.

3) Procedure of Mapping Technique

In using the mind mapping technique, students can follow existing procedures so that it makes it easier for them to make the writing they want. Chesla (2006: p.39) stated to make a map, draw a circle and add spokes radiating from it. Put your central idea or subject in the middle, and add subtopics or related ideas around it in any order. Or, draw a box with your subject written in it and continue adding boxes, connected to each other by arrows, showing the development of your idea. As with other brainstorming techniques,

don't judge yourself during this process. Write down any and every thought you have on your subject. While, Buzan (1994: p.15-16) there are several steps to make mind mapping, as follows:

a) Start in the middle of a blank page that has been turned sideways. Beginning in the middle encourages more natural and spontaneous thinking and expression in the brain.

b) For your main idea, use a graphic, symbol, or image.
The use an image is more interesting, helps maintain focus, and improves concentration. It makes brain and feeling well-being.

c) Utilize a color scheme, a code, or something else to add interest.
Color or coding in your maps is a crucial to stimulating the brain, develop thought, and making it enjoyable.

d) Connect the second, third, and fourth level branches to the first level of branches and primary branches should be connected to the central image.

e) Make curved branches than that are straight.
Use both straight and curved lines to provide attractive and fine detail to your ideas and maps.

f) Use one key word per line.
A single key word is stronger and more flexible to create a concept in mind mapping.

4) The Advantages of Using Mapping Technique

Buzan (1994: p. 6,110) stated that the advantages of using mind maps are anytime students want to do tasks more quickly, more efficiently, and with better results, they can use this technique. Here are a few advantages:

a) Mind mapping encourages students to think more quickly.

b) Mind mapping helps students quickly discover new concepts.

c) When working with others, mind mapping enables students to plan, communicate, be creative, arrange, and explain their ideas quickly and effectively.

d) Because mind mapping helps the students stay focused on the ideas, it makes it easier for them to understand a complex system or structure.

5) The Disadvantages of Using Mapping Technique

Besides having advantages, the mind mapping technique also have disadvantages. According to Casco (2016), there are disadvantages of mind mapping, as follows:

a) People could want to write the maps later, but this will help them remember the information.

b) Because a person's map is so private to them, it could be challenging for others to comprehend. Although mind maps are a great tool for organizing articles and presentations, they might not be the best choice for the final product.

e. Outline Technique

1) Definition of Outline Technique

Chesla (2006: p.41) explain that outline is an organizational technique that helps in planning an essay after ideas have been generated through brainstorming. Stanley (1988: p.286) defines an outline as the pattern of meaning that develops from the body of you taken. After carefully considering your notes and the primary concepts you grouped them under, you'll start to see how the primary ideas are connected to one another and which main ideas should come first or last.

Additionally, according to Reinking & Hart (2006: p.86), having an outline will help the writer stay on topic. An outline is your paper's blueprint, outlining how it will be divided and subdivided, how to organize your thoughts, and how each idea will relate with supporting details. Moreover, Oshima and Hogue (1998: p.35), explain an outline is a writing technique that students use to arrange their writing or to ensure that all of the ideas in a paragraph fit together before writing it. This indicates that the list of ideas used to structure the paragraph includes both the main idea and its supporting details.

An outline will help to write better because the topic and goal are expressed clearly. It will help in subject consistency and encourage the writer to organize the thoughts they will deliver.

Besides that, the outline technique can develop the ideas coherently. This means that an outline is essential to creating good writing, particularly when detailing the specifics of a subject. This technique is easy to use and a simple technique for students.

2) Purpose of Outline Technique

According to Chesla (2006: p.50) outline give structure to your ideas. By charting the sequence of the flow of ideas, create a roadmap for the drafting process. A roadmap ensures that your writing doesn't stray from the topic, helps prevent writer's block, and speeds up writing.

Brize and Tardiff (2010) states that there are two main reasons for making an outline, the first is to help students in the writing process and to organize ideas properly. The outline technique is useful in writing especially in text. Sometimes when students feel confused about what they will write because they have many topics to write about, writers can make an outline, so they can start by making an outline after they can write easily. This is very useful for students because they can arrange their ideas into the correct order.

3) Procedure of Outline Technique

The procedures in this technique are intended to assist students in composing the writing they make. Oshima and Hogue (1998) state that there are four processes involved in drafting an outline, including:

a) Find the topic. Finding the topic and put the paper's or essay's main points into a single sentence or phrase should come first. It can help students in concentrating on the main idea.

b) Begin the body and introduction. Using Roman numerals (I, II, and III). They can include two or more general statements in the introduction, but only one sentence in the thesis statement.

c) Each subsection's topic sentence should be written in all capital letters. Based on the goal of the essay, the students compose one or more topic sentences at this step.

d) Each of the supporting sentences is written in lower case. The students can write two or more sentences at this point to support the topic sentence.

4) The Advantages of Using Outline Technique

Outline is a simple technique that can make it easier for students to arrange sentences or paragraphs in their writing. Besides that, it also helps students to organize their ideas coherently and continuously. Brizee and Tardiff (2010) said that there are two advantages to using the outline technique:

a) Help students in the writing process.

b) Make a good organizing idea.

Thus, the outline technique helps students keep the ideas they have gathered in mind, then makes it easier for them to develop those ideas into good sentences and paragraphs.

5) The Disadvantages of Using Outline Technique

Styati (2009: p.26) stated that there are disadvantages of using outline technique, as follows:

a) Sometimes students struggle with using the outline technique because they don't know where to begin writing. Additionally, the students use this way with under pressure to make this strategy an efficient one.

b) Students find it difficult to begin writing a simple article that relates to the topic they are studying. This makes them use long time just to get started writing a simple paragraph. In addition, they found it difficult to find and organize ideas related to the topic of discussion.

4. Middle Years Programme (MYP)

a. The Definition of MYP

The program is one of three offered by the IB, an organization founded in 1967 but rooted in developing a curriculum for the children of League of Nations employees at the Geneva International School (Thompson, Hayden, & Cambridge, 2003). MYP was originally developed by teachers from independent schools around the world under the auspices of the International Schools Association (ISA) in 1987, but was adopted and further developed by IB in 1992.

The program is advertised as a standalone option for students between the ages of 11 and 16, as well as a component of a K–12 IB

"world school" program that also includes the Primary Years Program (PYP) and DP. The program was being offered at 665 schools around the world as of the end of 2008. The included international and domestic for-profit and nonprofit schools, publicly funded schools in the U.S. and Canada, and a group of 8 international schools in the Netherlands attached to local education districts. The program clearly appeals to a wide range of educational and geographic contexts and school kinds (http://www.ibo.org).

b. The Characteristic of MYP

There are several characteristics that can be found on MYP, they are:

1) Addresses holistically students' intellectual, social, emotional, and physical well-being.

2) Give students opportunities to expand the knowledge, attitudes, and skills they need in order to manage complexity and take responsible action for the future.

3) Ensures breadth and depth of understanding through study in eight subject groups.

4) Need the study of at least two languages (language of instruction and additional optional languages) to support students in learning their own culture and those of others.

5) Empower students to participate in community service.

6) Help prepare students for further education, the workplace and lifetime learning. (http://www.ibo.org).

c. The Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. In each academic year, students get a minimum of 50 hours of teaching in each subject area. Students in years 4 and 5 have the choice of taking courses from six of the eight subject areas, allowing for more flexibility.

The MYP: a unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

1) Teaching and learning in context

2) Conceptual understanding

3) Approaches to learning (ATL)

4) Service as action (community service)

5) Inclusion and learning diversity in MYP

6) Language and identity

MYP students also finish a long-term project, where they decide what they want to learn about, explain what they already know, discovering what they will need to know to accomplishing the project, and create a proposal or criteria for finishing it. (http://www.ibo.org).

f. MYP Project

MYP projects give students the opportunity to demonstrate what they have learned at MYP. In schools that are MYP year 5, all students must complete a personal project. In programs that include MYP year 4 or 5, schools can offer students the opportunity to work on community projects and personal projects. At schools that include MYP year 3 or 4, students must complete a community project.

1) The **community projects** encourage students to explore their own rights and responsibilities to implement service as action in society. Students can complete community projects individually or in small groups.

2) Each student develops a **personal project** independently, produce truly personal and creative work that stands as a summative review of their ability to do work independently. (http://www.ibo.org).

B. Previous Related Study

In making this research, the researcher was considering several previous research which related to this research, they are:

The first previous research is written by Abdullahi Naser Mohammad AlMutairi from PhD Student, Lebanese University, Higher Institute of PhD, Department of Education has conducted the research entitled "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City". The objective of this research is to investigate the effect of using

brainstorm strategy in developing creative problem solving skills among male students in Saud Al-Kharji School in Kuwait. The study's sample included (98) male students. The torrance creative thinking exam and a program for using brainstorming techniques were the study's instruments. The researcher examined reliability and validity. The study's results demonstrated that there are statistically significant differences between the experimental group and the control group at the level of (= 0.05) in both the overall score and the sub-scores of creative thinking, favoring the experimental group, demonstrating the efficiency of using the brainstorming strategy to develop creative thinking skills. The researcher advised the schools in Kuwait to employ this strategy.

The second research was written by Muhammad Al Mufarridun A., from English Education Study Program, Raden Intan State Islamic University, has conducted the research entitled "The Influence of Using Free Writing Technique Towards Students' Analytical Exposition Text Writing Ability at the First Semester of The Eleventh Grade of Ma Al- Hikmah Bandar Lampung in the Academic Year Of 2017/2018". This study discusses the effects of implementing the free writing technique for teaching writing, particularly for students' capacity to write analytical exposition texts. The study's goal was to determine whether employing the free writing technique had an impact on students' capacity to write analytical exposition texts during the first semester of the eleventh grade at MA Al- Hikmah Bandar Lampung in the academic year 2017–2018. This study used a quasi-experimental design as its approach. The total sample in this research was 77 students that were taken from two

classes, IPA and IPS. According to the data analysis, the test result was tobserved (6.75) with tcritical (1.664), which indicates that the score for tobserved was greater than the score for tcritical and that Ha is accepted. So, there was effect of implementing free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018.

The third research was written by Anna Buran and Andrey Filyukov from National Research Tomsk Polytechnic University, Russia has conducted from the research entitled "Mind Mapping Technique in Language Learning". The purpose of this study is to describe a useful, strong, and efficient tool that is used to encourage technical students to utilize mind mapping in language classes. To analyze the data, the researcher used an experimental research methodology. This research has implemented mind mapping techniques into the course "General English" taught at National Research Tomsk Polytechnic University. More than 50 sophomore students took part in the experiment. The findings of this study indicated how using mind maps could help students in problem-solving, generating ideas, language retention, note-taking, improving reading comprehension, task organization, and presentation preparation. This study concluded that the mind mapping approach, which was developed in the XXth century, is a current, innovative, helpful, and accessible tool for students, educators, and researchers.

The fourth research was Kamilah Tazky from English Department, Languages and Arts Faculty, State University of Surabaya has conducted the research entitled "The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive". The purposes of this study are: 1) To investigate the use of outline in improving the content of students' essay, 2) To investigate the use of outline in improving the organization of students' essay. Action research is used by the researcher to analyze this study. The subject of this research was first grade students at senior high school one Blega. The writer chosen them to be the subject of this research for they had a problem in writing descriptive. There were 30 students, 17 females and 13 males. The sample of this research was 30 students because all students in that class participated in this research. Form the result, it could be seen from the p value for this improvement was 23.36 in content and 58 in organization for 29 degrees of freedom, a t, 2.045 is significant at the level .05. This indicates that using an outline strategy helps students write more detailed texts. The teacher get benefits from using outline technique.

The fifth research was written by Siti Aisyah Pranita from English Language Education, The State Islamic Institute (IAIN) of Surakarta has conducted the research entitled "Techniques Of Writing Used By The Students Of English Education Department Of Iain Surakarta In Accomplishing Final Exam". The objectives of thit research are: 1) to tell the writing technique used by the students of English Education Department in accomplishing final exam, 2) to analyze the implementation of writing technique used by the students of

English Education Department in accomplishing final exam, 3) to analyze the students response in using writing technique to accomplishing final exam. The researcher used descriptive qualitative method for analyzing the data. The subjects of this research are twenty-seven students in class A in third semester of English Language Education, which consists of twenty-five girls and two boys. The researcher used interview and documentation to collect the data.

The researcher finds the result, that is: some of the students use free writing technique, and some of them use brainstorming technique. The process of implementing the technique in each student is different. Students using free writing technique in doing the final exam make a list in paper about the topic and some points related to the topic or everything required to make a journal and directly type in Microsoft Word about the topic to be discussed in their own language. On the other hand, students using brainstorming techniques should find the references at the beginning, make a brainstorming of the topic, and write down the general description. In the case of students' response, most of the students give positive response in using free writing technique to accomplishing final exam. There are 24 students who give positive response towards using writing technique to accomplishing final exam, and 3 of them give negative response toward the use of writing technique in completing their final exam.

From the previous research above, there are similarities and differences between these studies. The similarity in this research and other research is same discuss about the techniques or strategies used by the students in writing,

explain about how the students implement their technique in their writing, and used descriptive qualitative method. While the differences are: the first study used quantitative approach, the subjects were 98 students in Saud Al-Kharji School in Kuwait, and focus on investigate the effect of using brainstorm strategy in developing creative problem-solving skills. The second study used quasi experimental design, the subjects were 77 students that were taken from two classes, IPA and IPS, focus on the influence of using free writing technique in teaching writing, especially for students' analytical exposition text writing ability. The third study used experimental research method, the subjects were more than 50 sophomore students at National Research Tomsk Polytechnic University, and focus on the influence of using free writing technique in teaching writing, especially for students' analytical exposition text writing ability. The fourth study used action research, the subjects were 30 students of first grade students at senior high school one Blega, and focus on the use of outline in improving students' ability in writing descriptive text. The subject in the fifth were twenty-seven students in class A in third semester of English Language Education and focus on final exam (writing journal).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses qualitative approach. According to Creswell (2018:41), qualitative research is an approach to explore and understand the meaning given by individuals or groups to social or human problems. This qualitative method is a research procedure that will produce descriptive data in written or spoken words from people or observable behavior. Qualitative methods rely on text and image data as well as the uniqueness of the steps in data analysis (Creswell, 2018).

According to Ary et al. (2010), the qualitative inquirer works with data that is presented in the form of words or images rather than numbers and statistics. In this research, the researcher used qualitative approach because it focuses on the analysis or interpretation types of the writing technique, the implementation of writing technique, the advantages and disadvantages of these techniques in accomplishing their final project by the students of SMA Al Firdaus Surakarta in eleventh grade students of social class. To carry out the type of the research above, the researcher tries to analyze the result of observation, interview and documentation. The researcher just collects the data, creates a description, and draws a conclusion. The data will include observation and documentation of how the students used writing techniques and an interview to respond to some question related to topic. Additionally, in order to draw a conclusion from the study, the researcher must collect and

describe the data. This method is particularly useful for learning about the students' thoughts from a variety perspective. This research also helps readers understand what are the writing techniques used by students, the advantages and disadvantages of writing techniques to complete their final projects.

B. Research Setting

1. Place of the Research

The research was conducted at SMA Al Firdaus Surakarta which is located at Al Kautsar street, Mendungan, Pabelan, Kartasura Sub District, Sukoharjo District, Central Java. SMA Al Firdaus Surakarta is an inclusive school where regular students and students with special needs are taught in the same class.

2. Time of the Research

This research was conducted on September 2022 until May 2023. This is the schedule that the research do, there are:

Table 3.1
Research Schedule

Activities	2022				2023				
	Sep	Oct	Nov	Dec	Jan	Feb	March	Apr	May
Pre-research (pre-observation)	■	■							
Making Proposal			■	■	■				
Examination of Proposal						■			
Obsevation							■		
Interview							■		
Documentation							■		
Arrange Thesis								■	
Examination of Munaqosah									■

C. Research Subject

The subject of this research is the eleventh-grade students of social class (XI Social LG 10: Ibnu Rusyd) at SMA Al Firdaus Surakarta. The researcher chooses all of the students in social class, which consist twenty students and divided into six girls and fourteen boys. Besides that, this class is special program because it is different from the science class which is only filled by regular students, whereas in social class there are students with special needs. The researcher chooses this class to analysis students' writing techniques in accomplishing the final project.

D. Data and Source of the Data

1. Data

In this research, the researcher needs all of data about students' writing techniques in accomplishing the final project. Besides that, the researcher also needs all of data about how the implementation of writing techniques, the advantages and disadvantages of the writing techniques used by students in accomplishing the final project. All of data taken by the researcher through some kind of instrument, there are observation, interview and documentation.

2. Source of the Data

The data above is collected through students as the main source. In this study, the target students were students from the eleventh-grade of social class who used the writing techniques in accomplishing their final project.

E. Research Instrument

According to Merriam (2002), research instruments are instruments used to collect data to solve research problems or achieve research objectives. The primary instrument for data collection and data analysis is the researcher. Meanwhile, Mustari (2012) stated that research instruments are tools or facilities used by researcher in collecting data to make their work easier and produce good research. Based on the previous expert's explanation, the researcher concluded that the research instrument is a tool used to collect data in research that makes it easier for researchers to analyze the data that has been obtained.

Data collection instruments are tools used to collect data to be studied. Data collection instruments are basically related to data collection methods. If the data collection method is in-depth interviews, the instrument is an open structured interview guide. However, if the data collection method is observation, then the instrument is an observation guide or an open-unstructured observation guide (Achmadi & Narbuko: 2004).

In this research, the researcher uses observation, interview and documentation to collected the data. Observations were carried out with direct research surveys non-participant because the researcher was not involved in the teaching and learning process. Then, interviews were conducted face-to-face with students and asked questions related to the topics discussed in the thesis. While the documentation is done by taking photos of the students' final project results.

F. Techniques of Collecting the Data

Sugiyono (2016: p.224) stated that data collection techniques are the most strategically important step in the research, because the main goal is to get data of the research. The researcher used observation, interview and documentation to collecting the data. As described above, the researcher used data collection techniques as follows:

1. Observation

Hancock, Windrige and Elizabeth (2009) stated that observation is a technique that can be used when other methods of data collection are ineffective, have limited value, or are difficult to validate. In order to gather accurate information about an object, observation involves closely and immediately observing it. In this research, the researcher conducted observation at XI Social LG 10: Ibnu Rusyd SMA Al Firdaus Surakarta. The researcher observation by seeing and observing the teaching and learning activities in the class. To collect the data, the researcher uses phone camera and notes when conducting observations. This observation was carried out 2-3 times when the teaching and learning process takes place.

The observation used to know the teaching and learning process, especially in writing skill. Besides that, it also to find out what the students' writing techniques, how the students use the writing techniques, the advantages and disadvantages in accomplishing the final project in the eleventh grade of SMA Al Firdaus Surakarta.

2. Interview

Interview is the verbal conversation between two people with the purpose of collecting relevant data for the objective of research. Ary et al (2010: p.438) defined that interview is used to collect information from people about their thoughts, beliefs, and feelings about a topic in their own words. This interview is used to get clarification or more data from the respondents that a questionnaire cannot provide.

In this research, the researcher conducted in-depth interview with twenty-four students at XI Social LG 10: Ibnu Rusyd SMA Al Firdaus Surakarta to complete the data. The researcher used structured interviews. According to Ary et al. (2010: p. 438), structured interviews are planned specifically to get certain information from the subjects. The same questions are asked of each respondent. In the qualitative approaches, list of questions is typically shorter and most questions cannot be answered with a simple yes or no or a few words. Because the researcher asked the same questions to every student and the questions were prepared in advance, students were unable to respond to the researcher's questions with a simple yes or no. Instead, they had to explain how they felt in relation to the questions, which is why this research used structured interviews.

The researcher used interviews to gather the data about what the writing techniques used by the students, how those techniques are implemented by students, the advantages and disadvantages of those

techniques in accomplishing the final project. In this research, interviews can be done by face to face or interaction directly.

3. **Documentation**

Ary et al. (2010: p. 442) stated that qualitative researchers can use written materials or other artifacts to comprehend the phenomenon they are studying. The term "documents" in this context, according to him, covers a wide range of written, tangible, and visual items, including what other authors could refer to as "artifacts". Documents might be official (like files, reports, memos, or minutes), personal (like autobiographies, diaries, and letters), or popular culture (like novels, films, and videos). The limitation is documents may be incomplete or unrepresentative because they were typically not prepared for research objectives. Documents are a reliable source of information despite has limitation. They can assist place a study in its context, can serve as reliable sources of data, and can offer useful descriptive information.

According to Ary et al. (2010: p. 442), documents can be divided into four groups: (1) public records, (2) personal documents, (3) physical things, and (4) documents created by researchers. The document was classified as a personal document for this study. They also described that personal documents are often first-person narratives and contain things like diaries, letters, home videos, scrapbooks, and more.

In this research the documents are the result of handwritten students related the implementation of techniques that they used in accomplishing

final project. These documents create before the students complete the final project, so it can be used to know the process of each student in using the technique that they choose. The researcher take pictures of the results of each student's work. The purposed is to know the implementation of students' writing techniques in accomplishing the final project. This document is used as a data source that may be examined, interpreted, and even tested for validity.

G. Trustworthiness of the Data

Trustworthiness of data is the degree to which data measures accurately and represents what it should. The validity of the data is important when conducting the research to check the data's credibility. According to Moleong (2017: 330), triangulation is a technique that uses data validity for checking and comparing purposes to that data. Moleong (2017: 330) stated that there are four different types of triangulations. They are triangulation of data, triangulation of investigator, triangulation of theory, and triangulation of methodology.

Theoretical triangulation is the use of several theories or hypotheses when analyzing a situation or phenomenon. The data is viewed as a situation from different point of views using various lenses and distinct questions in mind. So, triangulation theory produces a study in the form of a thesis statement, which refers to the use of more than one theoretical position in interpreting the data.

The researcher used theoretical triangulation in this study. The data taken from observation, interview and documentation. The researcher used

theoretical triangulation because the results of collecting data from observation, interview and documentation adjusted with the theory that used with the purposes to validate the data.

H. Techniques of Analyzing the Data

After the data was collected from the techniques of collecting the data, the researcher continued to analyze the data. According to Moleong (2017: p.280), data analysis is the process of organizing and categorizing data into patterns, categories, and the basic outline of the unit, so the researcher can find the data. In this research, the researcher using the three stages in analyzing the data, namely: data reduction, data display, and conclusion drawing.

1. Data Reduction

Data reduction as the way that the researcher selects a theoretical framework, a research question, issues, and instruments (Huberman and Miles, 1994; Mezmir, 2020). Data reduction process is very helpful in order to edit the data, summarize it, and make it presentable. Once actual field notes, interviews, tapes, or other data are available, data summaries, coding, finding themes, clustering, and writing stories are all instances of further data selection and condensation. The researcher concluded that the data reduction of the data analysis makes the data shortens, makes the theme focused, and organizes the data, so the final conclusion can be draw and validated well. In this case the researcher reduces some information that is not important or does not support during research activities.

2. Data Display

According to Hornby (2000), data from qualitative research might be displayed as a written narrative, a graphic showing relationship between categories, or a concise summary. Although narrative text is the most common format for presenting data in qualitative research, it can also take the shape of graphs, tables, matrices, networks, charts, etc. In this step, the researcher analyzed the types of writing technique, the implementation of writing technique, the advantages and disadvantages in using writing technique, the data based on the observation, interview and documentation.

Data display is carried out in several steps, including with sample data (S1: student 1)

For example (S1) means:

S1……. = Student 1

After displaying the data code, the researcher then attempts to analyze appropriateness the data with the theory.

3. Conclusion Drawing

The next step of data analysis techniques in qualitative research is drawing conclusions. This step is an outcome of research that answers the research focus based on the results of analyzing data (Huberman and Miles, 1994; Mezmir, 2020). Conclusions in qualitative research are able to answer the problem formulation from the beginning, but maybe not,

because as has been explained that the problem statements in qualitative research are still temporary and developed after field research is held.

As a result of interpretation, in this step the researcher draws the data after describing and interpreting the data continuously and throughout the course of the study. Researchers interpret the data taken and then make conclusions. The output of this research is Students' Writing Techniques in Accomplishing the Final Project. Researchers make conclusions by looking at the data display to help understand what happened and done based on understanding. The last steps of the analysis activity are drawing conclusions and verification. It means that researchers draw conclusions from these data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Research finding in this study focuses on the types of writing techniques, the implementation of those techniques, the advantages and disadvantages of the writing techniques for accomplishing the final project. The researcher found the data from observation, interview, and documentation. Then, these data were interpreted appropriately with the context. The findings of this study were taken from a phenomenon that occurred while the eleventh-grade students of social class to complete their final project in the form of a report text from start to finish. In the research findings, the researcher found data from 20 students in the social class. In research findings, researcher used the names of students namely S1, S2, S3.....S20.

1. **The applied of writing techniques used by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card.**

   Based on the observation that made by the researcher on Tuesday, March 28th 2023, Thursday March, 30th 2023, Tuesday, April 4th 2023 and Thursday, April 6th 2023, the final project that was done by the eleventh grade of social class was to make a report text whose results were made in the form of a poster. The theme given by the teacher for this task is about food and the deadline to complete this assignment was two weeks. The first week is to choose a title and write down the points that will be

developed in paragraphs, while the second week is to develop the points into paragraphs and collect the assignments.

The researcher found five techniques used by eleventh grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card in the academic year 2022/2023. The technique is as follows:

a. Brainstorming Technique

Based on observations and interviews, the brainstorming technique was applied by three students, they are S4, S12, S20. They complete the final project of report text with their own steps. The researcher found some data which will be explained below:

From the observation, S4, S12, S20 began their writing by choosing the title they want that is appropriate to the topic. Next, start thinking of the right ideas for writing to be made using 5W+1H and write them down on paper. After several ideas were written down, they began to group ideas that were almost the same and crossed out ideas that were not in accordance with the title that had been chosen.

Then, the data above was supported by the following interview results:

> *"I started writing for my final project of report text by determining the title according to the theme, looking for references on the internet, adding ideas that came to mind, choosing ideas to develop into paragraphs……."* (Interview with APP – S4, Tuesday, 4th April 2023).

> *"I started writing for the final project of report text by writing the title I wanted according to the theme, coming up with ideas by reading articles related to titles on the internet, adding ideas that came to mind………"* (Interview with HIAR – S12, Thursday 6th April 2023).

> *"I started writing for the final project of report text by choosing a title that matched the theme, coming up with ideas by reading references or articles on the internet………."* (Interview with SS – S20, Thursday 6th April 2023).

From the results of the interview above, it shows that S4, S12, S20 use brainstorming steps, such as writing down ideas that arise and crossing out or eliminating ideas that are not in accordance with the title and topic that has been chosen before. By using brainstorming techniques, the resulting ideas become more focused and in accordance with predetermined themes and titles. Therefore, students who use this technique find it helpful in the process of working on their final project, so they can produce a satisfying final project.

b. Freewriting Technique

Based on observations and interviews, the freewriting technique was applied by twelve students, they are S3, S4, S5, S8, S9, S12, S13, S14, S16, S17, S19, S20. They complete the final project of report text with their own steps. The researcher found some data which will be explained below:

From the observation, they started their writing by writing down the topic on the top of the paper, then choose a title that fits the specified topic. Next, they wrote down the title on the paper. After that start

writing down the ideas that come to mind. Besides that, they also search for and select references according to the title on the internet. Then, from the ideas and references that can be found on the internet, which one is suitable to be used as the main topic in making paragraphs. After that develop it into a paragraph.

Then, the data above was supported by the following interview results:

> *"I started writing for my final project of report text by writing a topic, then writing a title, looking for references, choosing references that match the topic………."* (Interview with ARR – S3, BNZA – S8, Tuesday, April 4th 2023, and MAAB – S14, MHA – S16, MNRK – S17, NDF – S19, Thursday, April 6th 2023).

> *"I started writing for the final project of the report text by writing the title he wanted according to the theme, writing as many ideas that came to mind, choosing a title that matched the title, then developing it and making it in paragraph form."* (Interview with ATR – S5, FNH – S9, Tuesday, April 4th 2023, and MTH – S13, Thursday, April 6th 2023).

> "……adding ideas that came to mind, writing down these ideas, choosing ideas that matched the title I want, ………" (Interview with APP – S4, Tuesday, April 4th 2023, and HIAR – S12, SS – S20, Thursday 6th April 2023).

From the results of the interview above, it shows that they used freewriting steps, such as writing down all the ideas that come to mind as much as possible and highlight the main idea that interest for their writing and rewrite the main idea. By using freewriting techniques students find it easier to find and define ideas that will later be

developed into the paragraphs of the report text they create. That way, students who use this technique find it helpful to arrange their ideas and arrange paragraphs according to the structure of the report text, so that the final project they make is in accordance with their wishes and the teacher's.

c. Listing Technique

Based on observations and interviews, the listing technique was applied by six students, they are S2, S4, S10, S12, S15, S19. They complete the final project of report text with their own steps. The researcher found some data which will be explained below:

From the observation, S2, S4, S10, S12, S15, S19 started their writing by writing down the general topic that the teacher has determined on the top of the paper. Then start thinking about the title they want. After finding a suitable title, they wrote down the title on the paper. Next, they make a list of any ideas that come to mind regarding the title they have chosen. Besides that, to spark ideas in their mind he also looks for references on the internet. After determining what ideas will be developed into paragraphs. Then, they make a sequence of paragraphs from the existing list, and develops them into paragraphs until they are finished. Finally, they edited their writing into an attractive poster.

Then, the data above was supported by the following interview results:

"I started writing for the final project of report text by choosing a title that fits the theme, looking for references on the internet, making a list of what ideas will be developed in paragraphs, and making paragraphs." (Interview with ANA – S2, FRRP – S10, Tuesday, April 4th 2023, and MANR – S15, Thursday, April 6th 2023).

"……. making a list of ideas to be developed into paragraphs, ……." (Interview with APP – S4, Tuesday, April 4th 2023, and HIAR – S12, NDF – S19, Thursday, April 6th 2023).

From the results of the interview above, it shows that S2, S4, S10, S12, S15, S19 use listing steps, such as write the topic at the top, then write down the ideas come to mind by making list. Students who use this technique can find the ideas they need to develop paragraphs according to the title they choose. Besides that, this technique also helps them in making coherent paragraphs, so that the report text that is made can be well understood by teachers and readers.

d. Mapping Technique

Based on observations and interviews, the mapping technique was applied by fifteen students, they are S1, S2, S3, S5, S6, S7, S8, S11, S12, S14, S16, S17, S18, S19, S20. They complete the final project of report text with their own steps. The researcher found some data which will be explained below:

From the observation, they began their writing by choosing a title that fits the specified theme. Then write the title in the middle of the paper and give it a circle. After that look for references related to the

title on the internet. Next, make some notes about the important points that will be described in paragraphs. The points that have been written are then connected with the title in the middle of the paper with a line. After that, they began to develop the points that had been previously written into paragraphs in their own language. After the writing is complete, it is then edited to make a report text in the form of a poster.

Then, the data above was supported by the following interview results:

> *"I started writing for my final project of report text by writing a title, looking for references, making a mind map by writing down the points from the selected title, and making paragraphs."* (Interview with AH – S1, APM – S6, Tuesday, April 4th 2023, and NH – S18, Thursday, April 6th 2023).

> *"…… making a mind map related to the topic in each paragraph, making paragraphs."* (Interview with ANA – S2, ARR – S3, BAA – S7, BNZA – S8, Tuesday, April 4th 2023, and HIAR – S12, MAAB – S14, NDF – S19, SS – S20, Thursday, April 6th 2023).

> *"…….. then compiling paragraphs by mapping them."* (Interview with ATR – S5, Tuesday, 4th April 2023).

> *"………. making paragraphs of those points around the title."* (Interview with HSA – S11, Thursday, April 6th 2023).

> *"………. then mapping them out, then writing them into paragraphs."* (Interview with MHA – S16, MNRK – S17, Thursday, April 6th 2023).

From the results of the interview above, it shows that they used mapping steps, such as make topics and subtopics or main idea in an image/mapping, and connect the images that have been made with lines.

By using the mapping technique, students find it easier and easier to classify the ideas that appear according to the topic and title that has been chosen. Besides that, this technique is more interesting because it adds pictures to the process, so students don't feel bored and are more focused. Therefore, many students use this technique to complete their final project in the form of a report text in the form of a poster.

e. **Outline Technique**

Based on observations and interviews, the outline technique was applied by one student, that is S12. They complete the final project of report text with their own steps. The researcher found some data which will be explained below:

From the observation, S12 begins his writing by choosing a title and writing paragraphs on paper, starting from the meaning, history, types, differences, how to make, price, according to the structure of the report text that has been studied previously.

Then, the data above was supported by the following interview results:

> *"……. then developing it by writing the title, starting with the main sentence followed by the supporting sentences."* (Interview with HIAR – S12, Thursday 6th April 2023).

From the results of the interview above, it shows that S12, use outline steps, such as write down the topic, start by writing an introduction, followed by sub-chapter sentences, and supporting

sentences. This technique is more complicated than other techniques, so only one student uses it.

Table 4.1 Students' Writing Techniques

No.	Types of Writing Techniques	Respondent	Total
1.	Brainstorming Technique	Student 4, Student 12, Student 20	3 students
2.	Freewriting Technique	Student 3, Student 4, Student 5, Student 8, Student 9, Student 12, Student 13, Student 14, Student 16, Student 17, Student 19, Student 20	12 students
3.	Listing Technique	Student 2, Student 4, Student 10, Student 12, Student 15, Student 19	6 students
4.	Mapping Technique	Student 1, Student 2, Student 3, Student 5, Student 6, Student 7, Student 8, Student 11, Student 12, Student 14, Student 16, Student 17, Student 18, Student 19, Student 20	15 students
5.	Outline Technique	Student 12	1 student

2. The advantages and disadvantages of the writing techniques used by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card

In the writing techniques, each of them has the advantages and disadvantages. From the interviews that have been conducted with the students in social class that consist of twenty students, all the students have

advantages when using those techniques. While the eleven students have disadvantages when using those technique, and the nine students don't have disadvantages of using those technique. The researcher found some data which will be explained below:

a. The Advantages of Writing Techniques

Based on the applied of the writing technique, all of the students have advantages when accomplishing the final project. The researcher found this data based on interviews with students conducted on Tuesday, April 4th 2023 and Thursday, April 6th 2023. The following will explain the advantages felt by students when using each technique:

1) Brainstorming Technique

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: help to think actively in expressing the opinions, finding ideas faster, help to think rationally and quickly, feel free and happy in the class.

The data comes from the results of interviews, such as:

"Finding ideas faster, ..." (Interview with APP – S4, Tuesday, April 4th 2023).

"Help to think rationally and quickly, ..." (Interview with HIAR – S12, Thursday, April 6th 2023).

"Finding ideas faster, feel free and happy in the class, ..." (Interview with SS – S20, Thursday, April 6th 2023).

From the explanation above, it can be concluded that S4, S12, and S20 benefited from the process of working on their final project. It also allows them to complete their assignments well and be able to collect them on time.

2) Freewriting Technique

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: easier, more focused on ideas written, more concentrate on writing, helping find new ideas, more organized, on time, according to the topic, more effective and efficient, making it easier to develop vocabulary and sentences on the topics that wrote.

The data comes from the results of interviews, such as:

> *"Easier, more focused on ideas written and essays with themes, ..."* (Interview with ARR – S3, APP – S4, ATR – S5, BNZA – S8, FNH – S9, Tuesday, April 4th 2023 and MTH – S13, Thursday, April 6th 2023 and NDF – S19, SS – S20, Thursday, April 6th 2023).

> *"...., helping find new ideas, ..."* (Interview with HIAR – S12, Thursday, April 6th 2023).

> *"More organized, on time, according to the topic."* (Interview with MAAB – S14, Thursday, April 6th 2023).

> *"More effective and efficient, easier ....."* (Interview with MHA – S16, MNRK – S17, Thursday, April 6th 2023).

From the explanation above, it can be concluded that S3, S4, S5, S8, S9, S12, S13, S14, S16, S17, S19 and S20 benefited from the process of working on their final project. It also allows them to complete their assignments well and be able to collect them on time.

3) **Listing Technique**

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: ideas can be easily understood, allows ideas to emerged quickly, easier to develop information in paragraph, more focused on the ideas found, already knew what points to write.

The data comes from the results of interviews, such as:

> *"Ideas can be easily understood, allows ideas to emerge quickly, ..."* (Interview with ANA – S2, FRRP – S10, Tuesday, April 4th 2023 and MANR – S15, NDF – S19, Thursday 6th April 2023).

> *"..... easier to develop information in paragraphs."* (Interview with APP – S4, FRRP – S10, Tuesday, April 4th 2023 MANR – S15, Thursday, April 6th 2023).

> *"..... more focused on the ideas found, ..."* (Interview with HIAR – S12, Thursday, April 6th 2023).

From the explanation above, it can be concluded that S2, S4, S10, S12, S15, and S19 benefited from the process of working on their final project. With this convenience, the tasks they do can be completed properly, on time, according to what they expect, and in

accordance with the instructions given by the teacher. That way, they feel happy and free while doing the task. It also allows them to complete their assignments well and be able to collect them on time.

4) **Mapping Technique**

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: helping find new concepts, helping to stay focused on ideas and being able to know what points to write, can make paragraph coherently, came up with ideas quickly, more organized.

The data comes from the results of interviews, such as:

"Helping find new concepts, helping to stay focused on ideas, being able to know what points to write, and making paragraph coherently." (Interview with AH – S1, ANA – S2, ATR – S5, BAA – S7, Tuesday, April 4th 2023, and HSA – S11, HIAR – S12, NH – S18, NDF – S19, SS – S20, Thursday, April 6th 2023).

" .... came up with ideas quickly." (Interview with ARR – S3, BNZA – S8, Tuesday 4th April 2023 and MHA – S16, MNRK – S17, Thursday, April 6th 2023).

"Be able to write, think about topics easily and more organized." (Interview with APM – S6, Tuesday 4th April 2023 and MAAB – S14, Thursday, April 6th 2023).

Based on the results of the interview above, the students felt it was easy or advantageous when working on the final project by using the steps they did. With this convenience, the tasks they do

can be completed properly, on time, according to what they expect, and in accordance with the instructions given by the teacher. That way, they feel happy and free while doing the task. So, the writing techniques they use are appropriate for the application of learning writing in English subjects.

5) Outline Technique

From the interviews conducted by the researcher, there was one student who benefited from working on the final project with the steps he took, as follows: easier to write a paragraph and make a good organizing idea.

The data comes from the results of interviews, such as:

> " .... make a good organizing idea." (Interview with HIAR – S12, Thursday, April 6th 2023).

From the explanation above, it can be concluded that S12 benefited from the process of working on their final project. It also allows them to complete their assignments well and be able to collect them on time.

b. The Disadvantages of Writing Techniques

Based on the applied of the writing technique, from twenty students in social class, only eleven students that felt disadvantages or obstacles, while the nine others did not feel disadvantages or obstacles when accomplishing the final project. The researcher found this data based on interviews with students conducted on Tuesday, April 4th 2023 and

Thursday, April 6th 2023. The following will explain the advantages felt by students when using each technique:

1) **Brainstorming Technique**

From the interviews conducted by the researcher, there was one student who benefited from working on the final project with the steps he took, as follows: do not immediately know whether their opinion true or false.

The data comes from the results of interviews, such as:

> *"I don't know the ideas or points written are right or wrong, ..."* (Interview with HIAR – S12, Thursday, April 6th 2023).

Based on the results of the interview above, S12 felt obstacles when working on the final project. However, it didn't really bother him, because they were still able to do their assignments well and on time.

2) **Freewriting Technique**

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: need a quiet class to work on in order to stay focused, and it is difficult to compose correct sentences with the grammar.

The data comes from the results of interviews, such as:

> *"Need a quiet class to work on in order to stay focused."* (Interview with FNH – S9, Tuesday, April 4th

2023, and HIAR – S12, MAAB – S14, MNRK – S17, Thursday, April 6th 2023).

> *"It was still difficult to compose correct sentences according to English grammar and needed a calm class."* (Interview with NDF – S19, Thursday, April 6th 2023).

Based on the results of the interviews above, S9, S12, S14, S19 felt obstacles when working on the final project. However, students can overcome difficulties or disadvantages of the steps they use. Therefore, they can easily complete the final project properly and on time.

3) Listing Technique

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: the ideas that emerged and were written sometimes far from the theme.

The data comes from the results of interviews, such as:

> *"That ideas that emerged and were written sometimes far from the theme that had been chosen."* (Interview with ANA – S2, FRRP – S10, Tuesday, April 4th 2023 & HIAR – S12, MANR – S15, NDF – S19, Thursday, April 6th 2023).

Based on the results of the interviews above, S2, S10, S12, S15, and S19 felt obstacles when working on the final project. However, it is not too disturbing for them, because they can still do their assignments properly and on time.

4) Mapping Technique

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: do not immediately write down ideas that arise so can be forgotten, and difficult to understand if no marks or labels were given for each idea written.

The data comes from the results of interviews, such as:

> *"The desire to write down ideas that were obtained later and were difficult to understand if no marks or labels were given for each idea written."* (Interview with AH – S1, ANA – S2, BAA – S7, Thursday, April 6th 2023, and HSA – S11, HIAR – S12, MAAB – S14, MNRK – S17, NDF – S19, Thursday, April 6th 2023).

Based on the results of the interviews above, S1, S2, S7, S11, S12, S14, S17, S19 felt obstacles when working on the final project. However, students can overcome difficulties or disadvantages of the steps they use. Therefore, they can easily complete the final project properly and on time.

5) Outline Technique

From the interviews conducted by the researcher, there were several students who benefited from working on the final project with the steps they took, as follows: taking longer to organize all the ideas that emerged and developing them into paragraphs.

The data comes from the results of interviews, such as:

> *".... taking longer to organize all the ideas that emerged and developing them into paragraphs."*
> (Interview with HIAR – S12, Thursday, April 6th 2023).

Based on the results of the interview above, S12 felt obstacles when working on the final project. However, it didn't really bother him, because they were still able to do their assignments well and on time.

With the disadvantages or obstacles experienced by students, they must try harder to be able to complete their final project. Not only that, they also must be able to overcome obstacles in the process of working on the final project, so that the results of the writing they make can be in accordance with the material that has been taught.

Besides that, there were nine students out of twenty students who did not feel any obstacles or disadvantages when working on the final project with the steps that they used.

Then, the data above was supported by the following interview results:

> *"Nothing."* (Interview with AH – S3, APP – S4, ATR – S5, APM – S6, BNZA – S8, Tuesday 4th April 2023 & MTH – S13, MHA – S16, NH – S18, Thursday, 6th 2023).

Based on the results of the interviews above, it can be seen that not all students experience obstacles in working on their final project. That way, the tasks they do can be done optimally. Besides that, they also feel calmer and happier because they can complete the task smoothly.

**Table 4.2 List of Advantages and Disadvantages that Felt
in Using Writing Techniques**

No.	Types of Writing Techniques	Advantages	Disadvantages
1.	Brainstorming Technique	a. Help to think actively in expressing the opinions b. Finding ideas faster, help to think rationally and quickly c. Feel free and happy in the class	Do not immediately know whether their opinion true or false.
2.	Freewriting Technique	a. Easier b. More focused on ideas written c. More concentrate and organized on writing d. Helping find new ideas e. More effective and efficient	a. Need a quiet class to work on in order to stay focused b. It is difficult to compose correct sentences with the grammar
3.	Listing Technique	a. Ideas can be easily understood b. Allows ideas to emerged quickly c. Easier to develop information in paragraph d. More focused on the ideas found, already knew what points to write	The ideas that emerged and were written sometimes far from the theme.
4.	Mapping Technique	a. Helping find new concepts b. Helping to stay focused on ideas and being able to know what points to write c. Can make paragraph coherently d. Came up with ideas quickly e. More organized	a. Do not immediately write down ideas that arise so can be forgotten b. Difficult to understand if no marks or labels were given for each idea written

5.	Outline Technique	Easier to write a paragraph and make a good organizing idea.	a. Taking longer to organize all the ideas that emerged
			b. Developing them into paragraphs

B. Discussion

In this part, the researcher tried to discuss the research findings of this study and integrated the theories or previous studies related to the students' writing techniques in accomplishing the final project. Chesla (2006: p.31) stated that there are five simple techniques that can help students generate ideas for writing assignments, they are brainstorming technique, freewriting technique, listing technique, mapping technique, and outline technique. The researcher found the applied of those techniques, the advantages and disadvantages of those techniques in completing the final project by eleventh grade students in social class at SMA Al Firdaus Surakarta in academic years 2022/2023. The explanations were presented as follows:

1. The applied of writing techniques used by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card.

   Chesla (2006: p.31) explained that many students delay doing their writing assignments for the same reason, namely they don't know what to write. This also happened in eleventh grade students of social class where the researcher conducted the research. They also felt confused about what to do when they started working on their final project. To overcome this,

students make their own steps to complete their final project in the form of a report text.

Based on the results of observations and interviews that have been conducted by researchers with students, researchers can conclude that students use different writing techniques. From the 20 students who were observed and interviewed, there were 3 students who used brainstorming technique, 12 students who used freewriting technique, 6 students used the listing technique, 15 students used the mapping technique, and 1 student used outline techniques. It can be concluded that most students in social class used mapping techniques for accomplishing the final project.

Students have different ways of applying the techniques they use according to the steps they take to complete the final project. In this study, students used these steps to complete their final project to make a report text in the form of a poster.

a. Brainstorming Technique

Chesla (2006: p.32) stated that purpose of brainstorming is to generate new ideas and to clarify those you already have. The previous study only focused on investigate the effect of using brainstorm strategy in developing creative problem-solving skills (Almutairi, 2015) and does not explain the advantages and disadvantages students experience when using these techniques/strategies. In this study, researchers found 3 students who used brainstorming techniques when working on the final project of report text. They use steps they made

themselves, so they can be easily implemented. As a result, the assignments they made were in accordance with what they wanted and in accordance with the material they had studied before. There are several steps/procedures when using brainstorming technique, such as: start with a broad topic, spend the next five minutes outlining as many thoughts on the topic as you can, expand your list by providing responses to the following questions: what, how, when, where, why, and who, put items on the list that are similar together, cross out everything that is inappropriate (Blanchard and Root: 1994).

Students begin their writing by selecting a title and write down suitable ideas on paper. After there were several ideas written down, they began to group ideas that were almost the same and crossed out the ideas that were not in accordance with her writing. Then look for references to complete the writing they made. Then make the paragraphs.

In this step students use brainstorming technique by select the title and write down on the paper. After that, they write down the ideas that come in mind. Then, they choose the right ideas for developing in each paragraph. In the theory of writing techniques using brainstorming, students are given the freedom to start their writing with broad topics and write down all the ideas that come to mind and develop them into paragraphs. But in practice, they used brainstorming techniques to

come up with and develop ideas according to the title that has been chosen.

b. Freewriting Technique

Chesla (2006: p.32) mentioned that freewriting is probably the best-known prewriting technique. This technique is well known around us, because many people use this technique in their writing. The previous study only focused on the influence of using freewriting technique in teaching writing, especially for students' analytical exposition text writing ability (A. Mufarridun, 2017) and does not pay attention to the advantages or easiness and disadvantages or obstacles experienced by students when working on the final project with this technique. In this study, researchers found 12 students who used freewriting technique. They have prepared what steps they will take to be able to complete this final project with satisfying results.

The procedure or steps when using freewriting techniques, such as: start your page with the topic written at the top, write about the topic as much as you can. Don't forget to include information, facts, details, examples, etc., about a particular topic or topics that come to mind. Once you have an idea, review your draft, and highlight the main ideas that interest you. Rewrite main ideas in freewriting (final version).

Students who use freewriting technique before making paragraphs for posters, they start their writing by writing down the

topic and the title on the top of the paper. After that, start writing down the ideas that come to mind and looking for the references on the internet. Then, from the ideas and references that can be found, they begin to choose which one is appropriate to be the main topic in making paragraphs. After that sort the main topics selected so that later the paragraphs are made in accordance with the structure of the report text. Next, start developing the main topic into a coherent paragraph.

In the theory of writing techniques using freewriting, students are free to write whatever comes to mind, but in practice students also add ideas they get from the internet and combine them and then choose which ones are appropriate to develop into paragraphs.

c. Listing Technique

Chesla (2006: p.33) stated that listings are a great technique for collaborative writing projects, which work best when started with the whole group pooling ideas. Also, unlike freewriting, lists work well in writing-time situations. In this study, the researcher found six students who used the listing technique in completing their final project. By using this technique, they can complete the final project of report text on time and also according to what they expect. Oshima & Hogue (1998: p.4) stated that there are several steps to make writing of using listing technique, as follows: write general topics at the top of the paper. Then write down every idea that comes to your mind

about the topic. Let the ideas flow. Use words, phrases, or sentences, and don't worry about spelling or grammar. Keep writing whatever comes to mind until you run out of ideas.

Students who use the listing technique before making paragraphs to make posters, they start their writing by writing the title on paper. Next, make a list of any ideas that come up. After determining what ideas will be developed into paragraphs, they cross out ideas that do not fit. Then, they create a paragraph order from the existing list. This can help students organize ideas that have been written down to be developed into paragraphs.

In the theory of writing techniques using listing, students are given the freedom to write down all the ideas that come to mind even though they are not in accordance with the theme because in the next stage students can cross out or eliminate them from the ideas they write, but in the process, students write down ideas that are still related to the themes and titles that have been previously set.

d. Mapping Technique

Chesla (2006: p.39) stated to make a map, draw a circle and add spokes radiating from it. Put your central idea or subject in the middle, and add subtopics or related ideas around it in any order. Or, draw a box with your subject written in it and continue adding boxes, connected to each other by arrows, showing the development of your idea. As with other brainstorming techniques, don't judge yourself

during this process. Write down any and every thought you have on your subject.

The previous study only focused on implemented mind mapping techniques into the course "General English" (Buran & Filyukov. 2015) and not paying attention to what are the advantages or conveniences and disadvantages or obstacles when working on the final project with this technique. In this study, researchers found 15 students who used the mapping technique to work on their final project in the form of poster text. By using this technique, students can work according to the report text structure that has been studied before. So, the results of the writing they make can be understood by teachers and other readers.

Students who use mapping technique before making report text paragraphs in the form of posters, they begin their writing by choosing a title that fits the specified theme. Then write the title in the middle of the paper. Next, make some notes about the important points that will be described in paragraphs around the title and connect them with lines.

In the theory of writing techniques using mapping, students are given the freedom to learn, organize, and share information in their brains, which can solve problems in writing. This is in accordance with what students do before developing the ideas they write into paragraphs.

e. Outline Technique

According to Chesla (2006: p.50) outline give structure to your ideas. By charting the sequence of the flow of ideas, create a roadmap for the drafting process. A roadmap ensures that your writing doesn't stray from the topic, helps prevent writer's block, and speeds up writing. The previous study only focused on the use of outline in improving students' ability in writing descriptive (Tazky, 2018) not paying attention to what are the advantages or conveniences and disadvantages or obstacles when working on the final project with this technique. In this study, the researcher found 1 student who used the outline technique to work on their final project in the form of poster text. By using this technique, student feel helped in completing the final project properly. Oshima and Hogue (1998) state that there are four processes involved in drafting an outline, including: find the topic, begin the body and introduction, each subsection's topic sentence should be written in all capital letters, each of the supporting sentences is written in lower case.

In the process of completing the final project, this student started his writing by choosing a title, thinking about the right ideas for the writing he was going to write and looking for references. Then, he made the paragraphs in outline form to suit the structure of the report text, namely by writing the title and paragraph accompanied by a

description of the structure of the report text in addition to the paragraphs he made.

This is in accordance with the theory described above, because the student is following the steps same the theory that has explained.

From the explanation above, based on the observation, interview and documentation, the students explain how the applied of writing techniques in accomplishing the final project. Students used the writing techniques in accordance with their own steps as much as they can and implemented properly in accomplishing the final project.

2. The advantages and disadvantages of the writing techniques used by the eleventh-grade students of SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card.

In every technique that students use in accomplishing the final project they have their own advantages and disadvantages. From the 20 students who worked on the final project, all felt they had an advantage or easiness in implementing the steps they made to complete the final project of report text in the form of a poster. Meanwhile, 11 Students out of 20 students felt they experienced disadvantages or obstacles when working on the final project with the steps they used.

Students explained that using the steps they made themselves to do the final project has added value because it can help make assignments easier, more structured, and how to do it better. All students said that they found it easy to use such steps. Because their final project is a report text

in poster form, by using steps like that they know what to develop. By using writing techniques, the writing results are better and well organized because according to them writing techniques are very important to use. The advantages or easiness experienced by each student are different, but basically, they are greatly helped using writing techniques in accomplishing their final project.

In addition to the advantages or easiness experienced by students, there are some students who also experience disadvantages or obstacles in working on the final project. They think that when using the steps, they make there are obstacles that hinder the completion of their assignments, such as not immediately writing down ideas that come to mind and causing these ideas to disappear or even being forgotten, feeling lazy, taking longer time, needing a calm class atmosphere, ideas that appear often come out of the theme/title and do not remember the order of the paragraphs that must be made if they are not marked/labelled. However, from the research findings above, many of the students did not feel any disadvantages or obstacles when using the writing techniques with the steps they did. The students were happy and felt good in using writing techniques with enjoy and felt comfortable when make report text to completed the final project.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research was carried out in eleventh grade students of social class at SMA Al Firdaus Surakarta, the researcher drew conclusion from the previous chapter which had been discussed.

This study was concerned with the writing techniques used by eleventh grade students of social class at SMA Al Firdaus Surakarta to complete the final project in accomplishing the MYP Report Card in academic year 2022/2023. It was intended the types of writing techniques, the implementation of those techniques, the advantages and disadvantages of those techniques to complete the final project.

First, in the eleventh-grade students of social class, they used differences of writing techniques. From the 20 students who were observed and interviewed, there were 3 students who used brainstorming technique, 12 students who used freewriting technique, 6 students used the listing technique, 15 students used the mapping technique, and 1 student used outline techniques. It can be concluded that most students in social class used mapping techniques for accomplishing the final project.

Second, the applied of writing techniques in doing the final project. The eleventh-grade students of social class have different techniques when doing the final project of report text. The steps in the implementation of writing techniques by each student are different. Such as, use 5W+1H to generate ideas

and cross out/remove words/sentences that do not match the theme/title for brainstorming technique, write down all the ideas that come to mind as much as possible and highlight the main idea that interests you, rewrite the main idea for freewriting technique, write the topic at the top, then write down the ideas that come to mind by making a list for listing technique, make topics and subtopics/main ideas in an image/mapping for mapping technique, and write down the topic, start by writing an introduction, followed by sub-chapter sentences and supporting sentences for outline technique.

Third, the advantages and disadvantages in using writing techniques to complete the final project by eleventh grade students of social class. Based on interview with the students, all the students that are 20 students stated that they experienced of advantages or easiness when using the steps of writing techniques, like they felt happy, enjoy, and good, encourage creativity, increases focus, attention, and energy, and makes writing easier for students to grasp and explore, as well as more pleasurable. Then, the writing techniques can quickly identify information needed to support the students' point of view, easier and simpler. Besides feeling the advantage or easiness, 11 students also experienced disadvantages or obstacles when using the steps of writing techniques to complete the final project in accomplishing the MYP Report Card, such as, they felt the time given is not enough to the students to think well, requires a quiet class to do, not focus on doing the task, it requires a commitment to do the task on time, the ideas come in mind is far from the topic,

must remember about the ideas that chosen for developing the paragraphs, under pressure to make, and difficult to begin writing.

B. Suggestions

Based on the result of this study, the researcher expects some suggestions. The researcher hopes the suggestions these suggestions can be useful, especially for the students, English teacher, and the other researchers. These suggestions are as follows:

1. Students

The students should learn more about the different types of writing techniques before they use them. Students must choose a technique according to their abilities and desires that can help them complete various writing assignments. Choosing the right technique besides making it easier to do the technical task can develop their writing skills for the better results. So, it is important to students to pay attention that techniques, because using techniques in writing is very important to help up in the writing process.

2. English teacher

Teachers should be more aware of writing techniques. So, it can be taught to students so that they can develop their writing skills. In addition, by knowing more writing techniques, teachers can implement them in the teaching and learning process in class and can overcome students' writing difficulties when there is a writing assignment or project.

3. Other researchers

      The researcher suggest that this study can guide the other researchers in conducting the research about students' writing techniques. They can explore more the result of the study through conducting research in the school that implemented the other curriculum or other students' characteristics. The researcher permits other researchers in repeating this study to check the dependability and the confirmability of this study.

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APPENDICES

APPENDIX 1: Field Notes of Observation

Observations 1

Date: March, 28th 2023 at 10.30 - 11.20 WIB
Place: XI IPS
Material: Report Text
Today is a face-to-face teaching and learning process. At 10.30 WIB, the teacher entered the class, while the students prepared themselves such as opening English notebooks and sitting neatly by filling in the empty seats in front of them, then they were ready to take part in the English class. After that the teacher checks the presence of students directly in class one by one, also checks the discipline and neatness of students. After students are ready for learning, the teacher begins to recall the previous material and asks students about the material that will be explained today.   T : "What do you know about the traditional foods in Indonesia? *Apa yang kalian ketahui tentang makanan tradisional Indonesia?* "   S20: *(Raise hand)*   T : "Yeah, what's this about?"   S20: "The food has a unique taste".   T : "Great! Anyone else?"   S4 : *(Raise hand)*   T : "Please, tell me!"   S4 : "The food is made using a variety of native Indonesian spices, has a different shape and has an extraordinary taste".   T : "Alright students, still related to the material we studied yesterday, namely report text, today I will give you the final project for your summative assessment. The assignment is to make a text report in the form of a poster with the theme of food. You can look for references anywhere, on the internet, in books or ask directly to the food maker you choose. What needs

> to be considered is that the report text that you make must be in accordance with the structure of the report text that we have studied before. Any questions?"
>
> S19 : "I'm miss. Where is the assignment collected, Miss?
>
> T : "Because the assignment is made in the form of a poster, please upload it on the class account later. Then, for the submission deadline next week. today, please determine the title and determine what you want to write in the next paragraph".
>
> S : "Okay Miss".
>
> After the teacher explained the assignments that students had to do today, students began to prepare stationery and handphone to look for references. The lesson ends at 11.20 with the teacher giving a little review of today's material and assignments, then closing with greetings.

Observations 2

> Date: March, 30th 2023 at 09.40 - 10.30 WIB
>
> Place: XI IPS
>
> Material: Report Text
>
> Today is a face-to-face teaching and learning process. At 09.40 WIB, the teacher entered the class. After that the teacher checks the presence of students directly in class one by one. Then, the teacher asks students about the assignment that will be given today. In addition, the teacher invites students to use today's learning to continue working on their assignments. Most students have already chosen the title they will make the topic of. The next step is to look for points or ideas that they will develop in their writing. The teacher invites students to continue working on their assignments
>
> After students find the ideas, they will develop. The teacher reminds them to stay guided by the structure of the report text. After that, end the lesson with greetings.

Observations 3

Date: March, 4th 2023 at 10.30 - 11.20 WIB
Place: XI IPS
Material: Report Text
Today is a face-to-face teaching and learning process. At 10.30 WIB, the teacher entered the class. Then, the teacher checks the presence of students directly in class one by one. The teacher asked about the task given yesterday. all students have finished at the stage of determining the ideas or points they will develop into paragraphs. After that, the teacher invites students to complete their assignments, and reminds them that at the next meeting their assignments must be collected and uploaded to the class account. When class time is over, the teacher reminds students to finish the task, then the students say thank to the teacher and the teacher ends the lesson by greetings.

Observations 4

Date: March, 6th 2023 at 09.40 - 10.30 WIB
Place: XI IPS
Material: Report Text
Today is a face-to-face teaching and learning process. At 09.40 WIB, the teacher entered the class. Then, the teacher checks the presence of students directly in class one by on. The teacher asked about the task given yesterday. Most students have completed their task. For students who have finished, the teacher gives instructions to directly upload the assignment in the class account that was created before. For students who have not finished, the teacher invites them to complete their assignments that day and upload them to the class account. after all students have finished their assignments, the teacher reminds students to keep studying for next week's meeting and closes the class by greeting.

APPENDIX 2: Interview Guidelines

List of Questions on Students' Interview

No.	Questions
1.	What are your steps in accomplishing the final project? *(Bagaimana langkah-langkahmu dalam menyelesaikan proyek akhir report text?)*
2.	Why do you use the steps like that? *(Mengapa kamu menggunakan langkah-langkah seperti itu?)*
3.	In your opinion, what obstacles did you experience/feel when completing this project? *(Menurutmu, kendala apa yang kamu alami/rasakan ketika menyelesaikan proyek ini?)*
4.	In your opinion, what the easiness did you experience/feel when completing this project? *(Menurutmu, kemudahan apa yang kamu alami/rasakan ketika menyelesaikan proyek ini?)*

APPENDIX 3: Field Notes of Students' Interview

Time : **Tuesday, 4th April 2023. At 10.30 – 11.20 WIB**

Informant : **AH – S1**

Researcher : What are your steps in accomplishing the final project?

AH : I started writing for my final project of report text by writing a title, looking for references, making a mind map by writing down the points from the selected title, and making paragraphs.

Researcher : Why do you use the steps like that?

AH : Because by using these steps, it allows me to do my assignments on time.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

AH : The ideas she wrote did not develop and were difficult to understand if no marks or labels were given for each idea written.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

AH : Helping find new concepts, helping to stay focused on ideas and being able to know what points to write.

Informant : **ANA – S2**

Researcher : What are your steps in accomplishing the final project?

ANA : I started writing for my final project of report text by determining the title, looking for references on Google, making a list of points to include in paragraphs, making a mind map related to the topic in each paragraph, making paragraphs.

Researcher : Why do you use the steps like that?

ANA : Because it's simple and easy.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

ANA   : The ideas she wrote did not develop and were difficult to understand if no marks or labels were given for each idea written.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

ANA   : Ideas can be easily understood, allows ideas to emerge quickly, helps find new concepts, helps stay focused on ideas and can make paragraphs coherently.

Informant: ARR – S3

Researcher : What are your steps in accomplishing the final project?

ARR   : I started writing for my final project of report text by writing a topic, then writing a title, looking for references, choosing references that match the topic, making a mapping by entering the points that have been searched for, making paragraphs according to the points that have been made.

Researcher : Why do you use the steps like that?

ARR   : Because it's easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

ARR   : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

ARR   : Easier, more focused on ideas written and essays with themes, and came up with ideas quickly.

Informant   : APP – S4

Researcher : What are your steps in accomplishing the final project?

APP   : I started writing for my final project of report text by determining the title according to the theme, looking for references on the internet, adding ideas that came to mind, choosing ideas to develop into paragraphs, making a list of ideas

that had been selected, developing ideas The idea becomes a paragraph by making a list from the first paragraph to the last.

Researcher : Why do you use the steps like that?

APP : Because easy to develop information in paragraphs.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

APP : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

APP : Help to think actively in expressing the opinions, finding ideas faster, help to think rationally and quickly, being more focused and easier to develop information in paragraphs.

Informant : ATR – S5

Researcher : What are your steps in accomplishing the final project?

ATR : I started writing for my final project of report text by choosing a title that matched the theme, writing down the ideas that came to mind, developing ideas by searching for references on the internet, choosing the right ideas to make paragraphs, then compiling paragraphs by mapping them.

Researcher : Why do you use the steps like that?

ATR : Because more practical and hopefully in compiling texts in detail and coherently.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

ATR : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

ATR : Easier, choosing ideas to focus on the chosen theme, and discovering new concepts.

Informant   : APM – S6

Researcher : What are your steps in accomplishing the final project?

APM   : I started writing for the final project of report text by writing a title according to the topic, looking for references for the main ideas and making a mapping. Then write it in paragraph form.

Researcher : Why do you use the steps like that?

APM   : Because can write and think of topics easily.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

APM   : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

APM   : Being able to write and think about topics easily.

Informant   : BAA – S7

Researcher : What are your steps in accomplishing the final project?

BAA   : I started writing for the final project of a report text by writing a title according to the topic, looking for references on the internet for main ideas and making a mapping. Then write it in paragraph form.

Researcher : Why do you use the steps like that?

BAA   : Because there is no misunderstanding in making paragraphs.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

BAA   : Must to remember the sequence of ideas that would be developed into paragraphs if they were not numbered or labeled.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

BAA   : Helped keep the focus on the idea and there was no understanding in making paragraphs.

Informant   : BNZA – S8

Researcher : What are your steps in accomplishing the final project?

BNZA   : I started writing for the final project of report text by choosing a title, writing down all the ideas that came to mind, choosing the right idea according to the title. Next, make a mapping and develop the idea into paragraphs.

Researcher : Why do you use the steps like that?

BNZA   : Because it is simple.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

BNZA   : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

BNZA   : More concentrate on the writing i made and help think of ideas more quickly.

Informant   : FNH – S9

Researcher : What are your steps in accomplishing the final project?

FNH   : I started writing for the final project of the report text by writing the title he wanted according to the theme, writing as many ideas that came to mind, choosing a title that matched the title, then developing it and making it in paragraph form.

Researcher : Why do you use the steps like that?

FNH   : Because it's easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

FNH   : Need a quiet class to work on in order to stay focused.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

FNH   : More concentrate on the writing i made and help think of ideas according to the chosen theme.

Informant   : FRRP – S10

Researcher : What are your steps in accomplishing the final project?

FRRP   : I started writing for the final project of report text by choosing a title that fits the theme, looking for references on the internet, making a list of what ideas will be developed in paragraphs, and making paragraphs.

Researcher : Why do you use the steps like that?

FRRP   : Easy to work with, and easy to understand.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

FRRP   : The ideas that emerged and were written were sometimes far from the theme that had been chosen.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

FRRP   : Easy to do, easy to understand, and easy to develop paragraphs.

Time   : Thursday, 6th April 2023. At 09.40 – 10.30 WIB

Informant   : HSA – S11

Researcher : What are your steps in accomplishing the final project?

HSA   : I started writing for the final project of report text by choosing a title according to the theme, writing the title in the middle to make the mapping, looking for references on the internet, choosing important points that match the title, making paragraphs of those points around the title.

Researcher : Why do you use the steps like that?

HSA   : Because it's simple and very easy.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

HSA : The desire to write down ideas that were obtained later and were difficult to understand if no marks or labels were given for each idea written.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

HSA : Simpler, very easy to help find new concepts, and helped to stay focused on ideas.

Informant : HIAR – S12

Researcher : What are your steps in accomplishing the final project?

HIAR : I started writing for the final project of report text by writing the title I wanted according to the theme, coming up with ideas by reading articles related to titles on the internet, adding ideas that came to mind, choosing the right ideas, making a list of each ideas for paragraph sequences, making mapping and the main topic of each paragraph, then developing it by writing the title, starting with the main sentence followed by the supporting sentences.

Researcher : Why do you use the steps like that?

HIAR : Because it's easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

HIAR : I don't know the ideas or points written are right or wrong, need a quiet class to work on , the ideas that emerged and were written sometimes far from the theme, difficult to understand if no marks or labels were given for each idea written, taking longer to organize all the ideas that emerged and developing them into paragraphs.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

HIAR   : Help to think rationally and quickly, helping find new ideas, more focused on the ideas found, simpler to develop paragraphs, and make a good organizing idea.

Informant   : MTH – S13

Researcher : What are your steps in accomplishing the final project?

MTH   : I started writing for the final project of report text by writing the title I wanted according to the theme, writing as many ideas that came to mind, choosing a title that matched the title, then developing it and making it in paragraph form.

Researcher : Why do you use the steps like that?

MTH   : Because it makes the final project easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

MTH   : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

MTH   : More concentrating on the writing that I made and helping to find ideas according to the chosen theme.

Informant   : MAAB – S14

Researcher : What are your steps in accomplishing the final project?

MAAB   : I started writing for the final project of a report text by choosing a topic, writing a title, looking for references, making a mind map by incorporating the results of the references, making paragraphs.

Researcher : Why do you use the steps like that?

MAAB   : Because it makes more organized, on time, on topic.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

MAAB : Required a quiet class to work on to stay focused and needed a strong enough memory to memorize the order of each idea to be made into paragraphs.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

MAAB : More organized, on time, according to the topic.

Informant : MANR – S15

Researcher : What are your steps in accomplishing the final project?

MANR : I started writing for the final project of report text by writing the title, writing down the ideas that came to mind, adding important points by searching for references on the internet, making a list of what important points would be developed into paragraphs, developing them, making a list of paragraphs.

Researcher : Why do you use the steps like that?

MANR : Because it makes easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

MANR : The ideas that emerged and were written were sometimes far from the theme that had been chosen.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

MANR : Simple to understand, and made it easier to develop paragraphs.

Informant : MHA – S16

Researcher : What are your steps in accomplishing the final project?

MHA : I started writing for the final project of report text by writing topics and titles, looking for references on Google, determining which ideas fit the title, then mapping them out, then writing them into paragraphs.

Researcher : Why do you use the steps like that?

MHA : Because more effective and efficient, and easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

MHA : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

MHA : More effective and efficient, easier and came up with ideas quickly.

Informant : MNRK – S17

Researcher : What are your steps in accomplishing the final project?

MNRK : I started writing for the final project of report text by writing topics and titles, looking for references on Google, determining which ideas fit the title, then mapping them out, then writing them into paragraphs.

Researcher : Why do you use the steps like that?

MNRK : Because it's not complicated and fast.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

MNRK : Required a quiet class to come up with and develop ideas.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

MNRK : More effective, and quicker in coming up with ideas quickly.

Informant : NH – S18

Researcher : What are your steps in accomplishing the final project?

NH : I started writing for the final project of the report text was by writing the title, looking for references, making a mind map by writing down the points from the selected title, and making paragraphs.

Researcher : Why do you use the steps like that?

NH   : Because it's easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

NH   : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

NH   : Helping find new concepts, and helping to stay focused on ideas.

Informant   : NDF – S19

Researcher : What are your steps in accomplishing the final project?

NDF   : I started writing for the final project of the report text by writing the title I wanted, looking for references related to the title on the internet, writing down all the ideas that came to mind, selecting the title to be developed into paragraphs, making a list of ideas to be developed into paragraphs, make the main sentence of each paragraph, make mapping to develop the main sentence into a paragraph.

Researcher : Why do you use the steps like that?

NDF   : Because makes it easier.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

NDF   : It was still difficult to compose correct sentences according to English grammar and needed a calm class, the ideas that emerged and were written sometimes far from the theme, and difficult to understand if no marks or labels were given for each idea written.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

NDF   : Making it easier to develop vocabulary and sentences on the topics that wrote, and already knew what points to write.

Informant   : SS – S20

Researcher : What are your steps in accomplishing the final project?

NDF   : I started writing for the final project of report text by choosing a title that matched the theme, coming up with ideas by reading references or articles on the internet, adding ideas that came to mind, writing down these ideas, choosing ideas that matched the title I want, then make a mapping and development of each idea that has been selected.

Researcher : Why do you use the steps like that?

NDF   : Because makes it simple and fast.

Researcher : In your opinion, what obstacles did you experience/feel when completing this project?

NDF   : Nothing.

Researcher : In your opinion, what the easiness did you experience/feel when completing this project?

NDF   : Finding ideas faster, feel free and happy in the class, being more focused and easier to develop information in paragraphs.

APPENDIX 4: The Result of Handwritten Students

Name : Aisyah Hidayati

NIS : 18190655
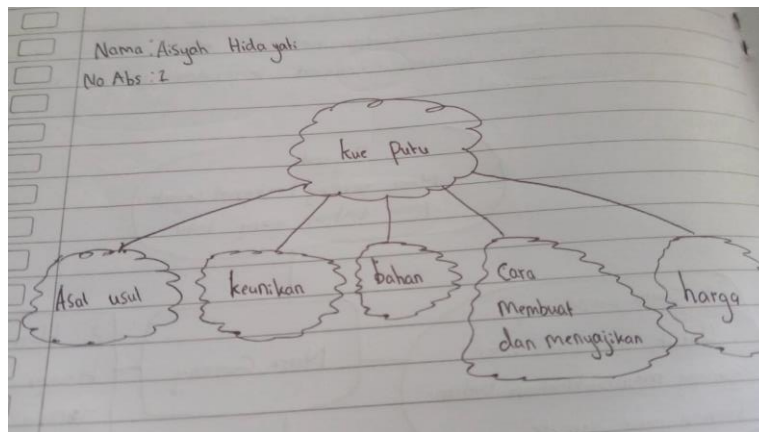
Kue Putu

Is one of Indonesia's traditional cakes which is made of rice flour with Javanese sugar filling, and wrapped with grated coconut, and then steamed using bamboo molds. Based on history, kue putu originated in China.

Kue putu has been around since 1200 years ago, during the Ming Dynasty. Before, this cake was named Xian Roe Xiao Long. Is a rice flour cake filled with soft green beans cooked in bamboo molds. Because of the acculturation of Chinese immigrants in the past, kue putu began to enter Indonesia. Then, Xian Roe Xiao Long changed name to "Putu" taken from an old literary text, Centhini, written in 1814. In Indonesia, Kue Putu modified from green bean filling to javanese sugar. There are also those who say "Putu" is an absorption of the Javanese "Puthu" which is taken from the Old Javanese "Puthon". Puthon has the meaning of round or circle.

Kue putu is a cake with a dense texture but will scatter when eaten. Kue putu has a shape like a tube and only has 2 colors, green and white. The outside is wrapped with grated coconut and inside is filled with javanese sugar. So, Kue Putu has a sweet taste.

Some interesting things from kue putu are, First, kue putu stands for "Pencari Uang Tenaga Uap". Second, kue putu cooked with bamboo molds then steamed on hot steam. Because of that, a steam sound appeared which became the distinctive sound of the kue putu seller.

Cooking kue putu is quite difficult. First, we must prepare the necessary ingredients. The ingredients are 250 g of rice flour, 3 tbsp tapioca flour, 3 pieces of pandanus leaves, 100 ml of water, 1 tbsp granulated sugar, 1 tsp salt, 1 tsp vanilla powder, 100 g of brown sugar, bamboo putu cake mold, and 150 g grated coconut.

The cooking step begins with preparing a steamer covered with a clean cloth. Put rice flour, tapioca flour, and pandan leaves on the cloth, stirring well. Cook over high heat for 20 minutes and put in a bowl. Then add water, sugar, salt, and vanilla, mix thoroughly and grained like sand. Sift the dough until it is finely grained.

After that, prepare the Bamboo mold, install the filter hole part at the bottom of the mold. Put 1-2 tbsp of flour dough in the bamboo. Add 1-2 tsp brown sugar, cover again with 1 - 2 tbsp of flour dough. Do it until all the dough is finished. Last, arrange the Bamboo molds in a hot dandang, steaming them over high heat for 10 minutes or until cooked. Then, remove the cake from the mold by pushing it using a large wooden stick. Serve immediately with a sprinkling of steamed grated coconut.

We can get kue putu at kue putu sellers who usually go around marked with distinctive sounds or we can also get it at traditional markets and kue putu are usually sold for 1000 rupiah.

Name : Aisyah Nabila 'Abidah

NIS : 18190656
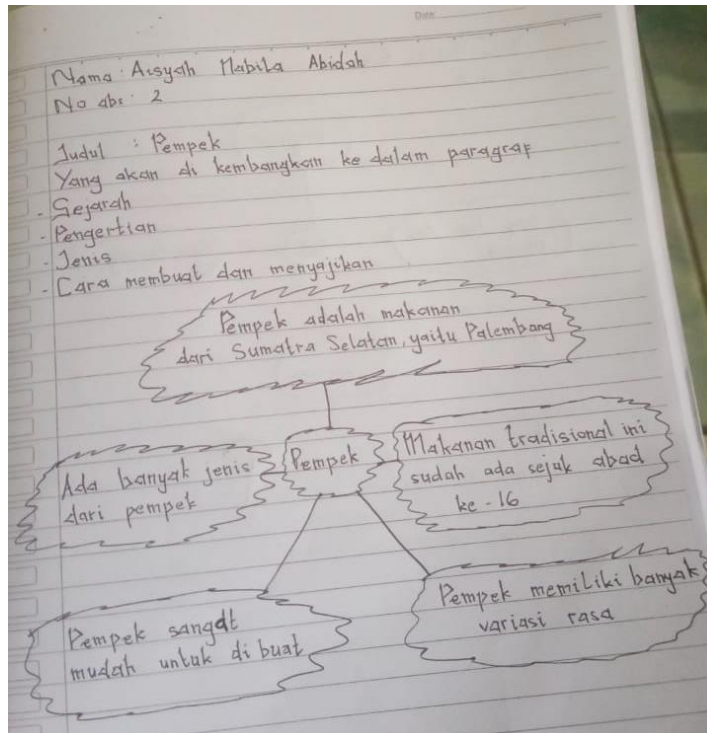
PEMPEK

Pempek is a typical food from South Sumatra, especially Palembang. Pempek is made from flour and fish. In its presentation, it is usually accompanied by a dark brown sauce called cuko or vinegar. Apart from that, pempek is also served with diced fresh cucumber and yellow noodles.

This traditional food appeared in the 16th century and was recorded as being sold in 1916. When an old Chinese immigrant settled near the Mus river and saw abundant fish around his environment and most of it was wasted because at that time there were no refrigerators. Then he had the idea to make something out of the fish. The old man started making the fish batter and sauce and he was selling around the village with his cart. People at that time knew him as Pek Apek.

There are many varieties of Pempek. The most famous one is the Pempek Kapal Selam, which is made from a chicken egg wrapped within the Pempek dough and then deep-fried. These type of pempek contains high vitamin, protein, mineral, and carbohydrate content, is the most nutritious variety. As a local staple, Pempek can be commonly found on every street in Palembang.

Pempek is very easy to make. For how to make pempek, first is to prepare the ingredients, such as 1 kg of finely ground mackerel meat, 1 kg of sago flour, 250 ml of ice water, flavoring to taste, salt to taste. Second. Add fish, salt, flavoring and ice water, then mix until evenly distributed. Third, add the flour little by little and stir until the dough becomes smooth. Fourth, shape the dough according to your taste, then boil the pempek dough that has been formed into boiling water until the dough floats. Fifth, drain the cooked dough, then you can serve it fried first and add cuko to make it more stable.

Pempek has a variety of balanced flavors. There is a savory taste from the processed fish and sweet and sour from the cuko sauce. From this combination of flavors, pempek can be served on various occasions because the taste suits many people's tongues.

Name : Andika Rizky Ramadhan

NIS : 18190657

Name : Aqiila Putri Prasetiati

NIS : 18190658

Nama: Aqila Putri Prasetiati

No abs: 4

Judul: Kue Pancong (Asal kue pancong, harga, jenis, toping, cita rasa, cara membuat, bahan, alat, cara menyajikan, keunikan).

Yang dimasukan ke paragrap: Asal kue pancong, perbedaan kue pancong dan pukis, harga, bahan pembuat kue pancong, jenis kue pancong, penyajian kue pancong.

Paragrap 1 : Asal usul kue pancong
Paragrap 2 : Perbedaan kue pancong dan pukis
Paragrap 3 : Harga
        4 : Bahan dan cara membuat kue pancong
        5 : Jenis kue pancong
        6 : Cara penyajian kue pancong.

KUE PANCONG

WHAT IS KUE PANCONG?

Kue pancong is one of the traditional food from Indonesia, especially Jakarta. We might recognize the name kue pancong (rice flour and coconut milk cake), but in some areas outside of Jakarta, it is known under a different moniker. In parts of Java, it is called *gandos*, while the people of Surabaya have named it *rangin*. The Sundanese christened it *bandros*, those from Bojonegoro gave it the name *tratak jaran*, while the Balinese call it *daluman*.

Aqiila Putri | XI SOC

KUE PANCONG

By the way, this cake is similar to kue pukis and kue rangi, but of course there are some differences. The flour that is used in kue rangi's batter is tapioca starch, in kue pancong's batter is rice flour, and in kue pukis's batter is wheat flour. Between kue rangi and kue pancong uses grated coconut, while kue pukis doesn't. Kue pancong and kue pukis used coconut milk and egg, while kue rangi doesn't. Kue pancong and kue rangi don't use yeast, and kue pukis uses it. The texture of kue rangi is dry and chewy, the texture of kue pancong is soft and moist, while the texture of kue pukis is mostly soft.

The price of kue pancong is cheap; it's about ten thousand rupiah, by spending ten thousand rupiah, you can enjoy kue pancong with your family. This cake can be found in traditional markets but you can make it by yourself.

The ingredients of kue pancong are 250 grams of best quality rice flour, 250 grams of half-old coconut, grate lengthwise 800 ml of coconut milk, 1 tsp of salt (according to taste) and vegetable oil to grease. The cooking step begins with mixing rice flour, salt, and coconut milk. Stir it until the dough doesn't spin. Put the grated coconut in, stir it evenly. Secondly, heat the pancake mix. Once the mold is really hot, oil it with a little vegetable oil. Pour the dough into the holes of the mold until full. Third, bake the cake over medium heat, until the edges are dry. Last, you can serve it while it's warm.

Aqiila Putri | XI SOC

Name : Asty Titah Ramadhani

NIS : 18190660
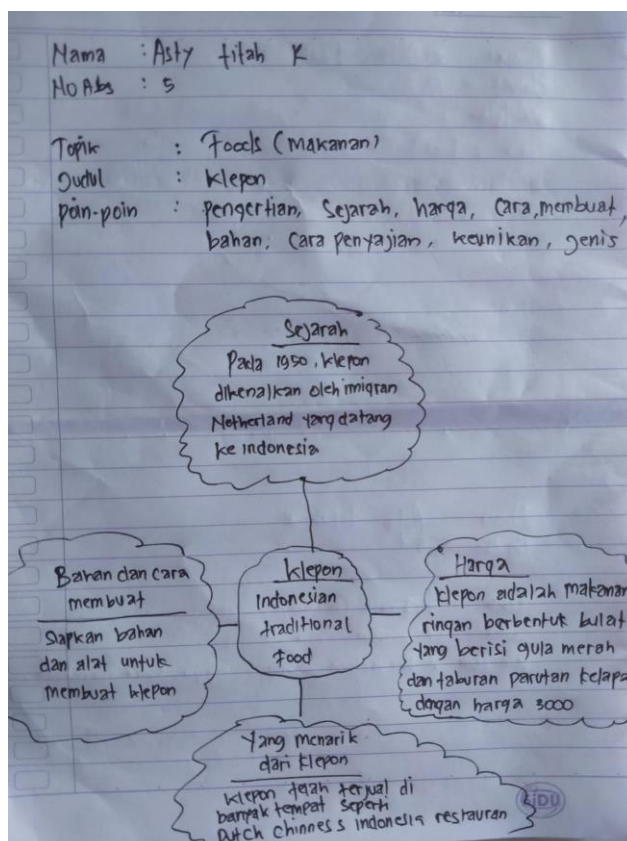
Klepon
(Indonesian traditional food)

In the 1950s, klepon was introduced by Indonesian immigrants to the Netherlands and is readily available in shops, Dutch or Chinese Indonesian restaurants and supermarkets throughout the country. In Java, klepon together with getuk and cenil are often eaten as a morning or evening snack.

Klepon (pronounced Klè-pon), or kelepon, is a snack of sweet rice cake balls filled with molten palm sugar and coated in grated coconut. The taste of klepon also really good because the commbination of sweet from brown sugar and salty from coconut makes the klepon taste amazing. The price of klepon is around 3000 rupiah.

Something interesting from klepon, Klepon is in the Netherlands. However, this has been proven in a book entitled Indisch level in the Netherlands (2006) owned by J. M. Meulenhoff. Since then, klepon has been sold in many Dutch, Chinese and Indonesian restaurants. And also klepon is served in several traditional ceremonies in the country. For example, in the city of Bandung, the klepon is used in traditional circumcisions, weddings, almsgiving, and thanksgiving events.

Asty Titah Ramadhani - G11/SOC

what materials do we need?

200 g of glutinous rice flour, 25 g of sago flour, 175 ml warm coconut milk (¼ coconut), 25 ml suji water (10 daun suji and 1 pandan leaf), 100 ml of water Brown sugar to taste, then finely comb Sprinkles 150 g coconut, coarsely grated 2 pandan leaves Salt to taste.

how to make it?

Step by step to make klepon is first mix the topping ingredients, stir well, and steam over medium heat for 20 minutes or until cooked. Remove and set aside. Then Mix sticky rice flour, sago flour, and water. Mix well. Next step is Add the coconut milk little by little, then add enough suji leaf water and stir until the dough is smooth. Then, don't forget to form the dough into a flat and fill with brown sugar. Then, round the dough like a ball. Do it until all the ingredients run out. Boil the dough in hot water. If it floats, remove and set aside. Roll the cake over the coconut sprinkles. Klepon is ready to eat.

Name : Attala Putra Malvino

NIS   : 18190661
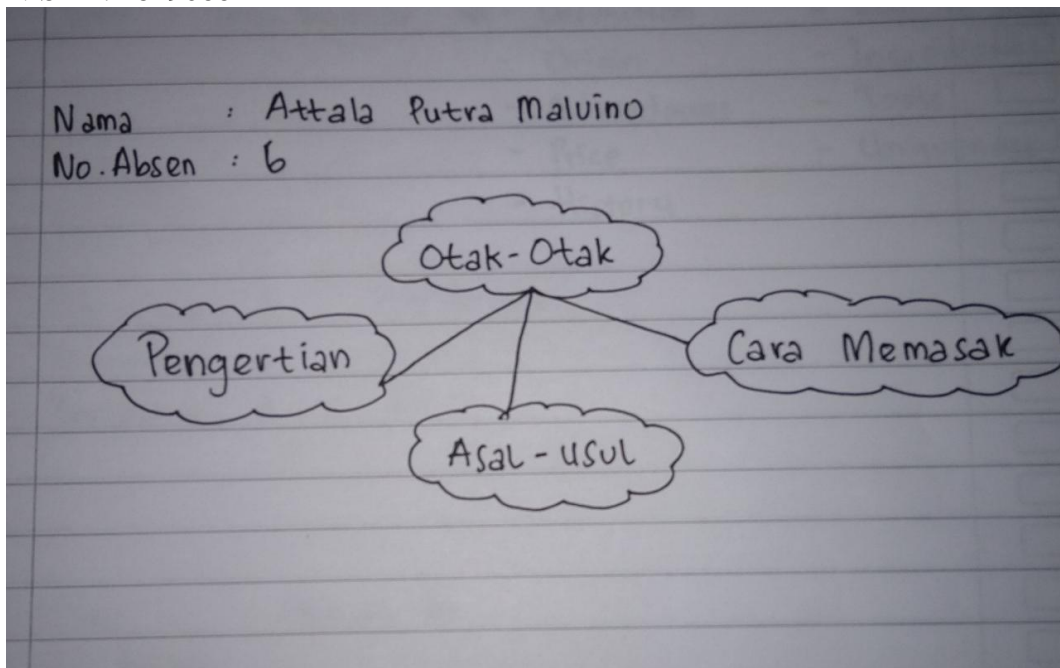
OTAK - OTAK

Otak - Otak is a traditional food for the people of the Riau Island (especially in tanjung pinang Bintan, batang Karimun and Tarempa unlike the otak - otak in Jakarta and Palembang wich are white wrapped in banana leaf. Otak - otak is food made from minced mackarel wrapped in banana leaf. Grilled and served with peanuts sauce or spicy sour sauce. Special of otak - otak food is that it tastes sweet and spicy. the price of the otak-otak food he sells at street vendors is 5K Per pack. Variation of otak - otak Pretty much that is otak - otak variation.

How to cook first Blend shallots, garlic, egg whites and coconut milk, until smooth. Then mix the mackerel meat with the spices that were mashed earlier. Then add salt, sugar, pepper and sliced green onions, stir until smooth. Add cornstarch and sago tani, mix until smooth. Put the dough into the piping bag, cut the ends. Fill the dough into the banana leaf, then roll it up and staple it. Do it until the dough runs out. Bake the otak-otak dough over low heat using teflon, until cooked on one side. Then turn it over once until it is fully cooked. (The sign of being cooked is usually when you hold the dough, it is springy and doesn't stick to the banana skin). If it is cooked, remove and serve with peanut sauce.

Name   : Bayhaqi Ahmad Ananta

NIS   : 18190663
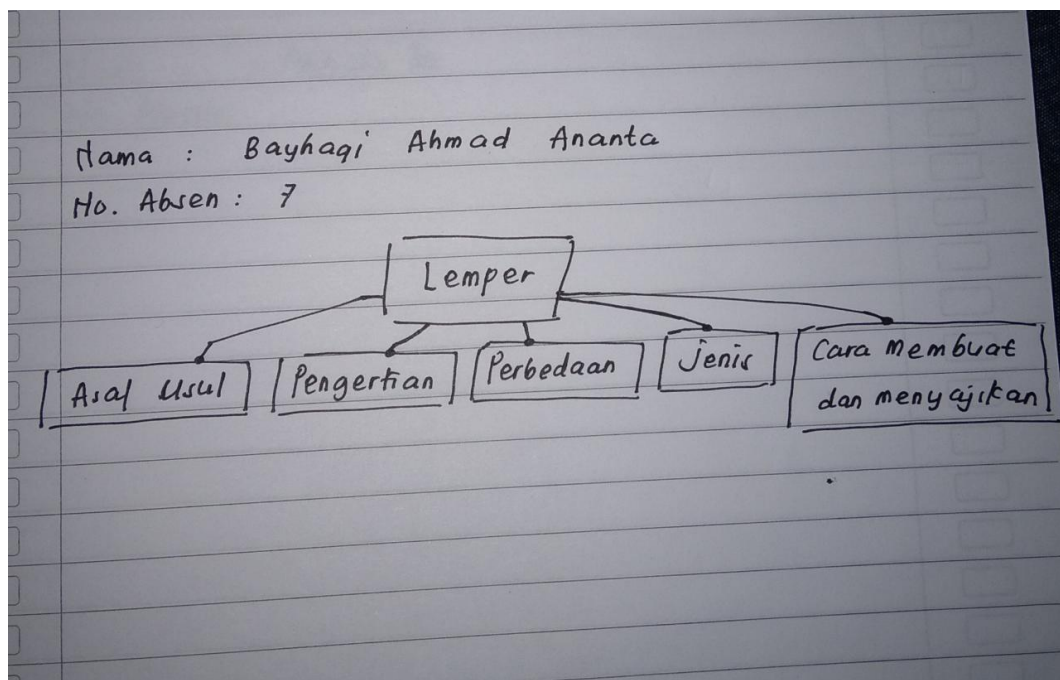
LEMPER

Lemper is a popular traditional food made from glutinous rice. Lemper is known in almost all of indonesia, but this dish is mostly found in Central Java, East Java and Yogyakarta. Foods that have a savory and delicious taste are usually found in celebration.

The Javanese people beleave that Lemper is a symbol of sustenance that will stick, so that in celebration this food became a symbol of sustenance that will continue to come.

Lemper is often equated with Arem-Arem, so the difference is Arem-Arem is made from white rice, while Lemper uses glutinous rice as its raw material. It is not clear who and where the origin of Lemper was created.

There is 5 variations of Lemper. Chiken Lemper (it contains chiken as the stuff), Shredded Lemper (it contains shredded as the stuff), Fish Lemper (it contains fish as the stuff), Grilled Lemper (it was Lemper but grilled), and Shrimp Lemper (it contains shrimp as the stuff)

These are various materials for making lemper. Sticky rice, 2 chiken thigs, 500ml of water, 1 stalk of lemon grass, 2 bay leaves, 3/4 teaspoon salt, 1/4 teaspoon ground paper, 1/4 teaspoon granulated sugar, 150ml coconut milk from 1/4 coconut, 6 red onions, 2 candlenuts (roasted), and 1 teaspoon coriander granules (roasted).

Lemper price is range from 1.000 – 5.000 idr. Lemper is usually found at wedding celebration as the appetizer.

Name : Bintang Nafi' Zaidan Amanullah

NIS : 18190664

Rendang

Rendang is a traditional Indonesian dish that has gained worldwide popularity for its rich and complex flavor profile. It is a slow-cooked meat dish that originated in the Minangkabau region of West Sumatra, but is now enjoyed throughout Indonesia and beyo

Ingredients

Rendang is a rich and flavorful Indonesian dish that is made with a variety of ingredients. The key ingredients in rendang include:
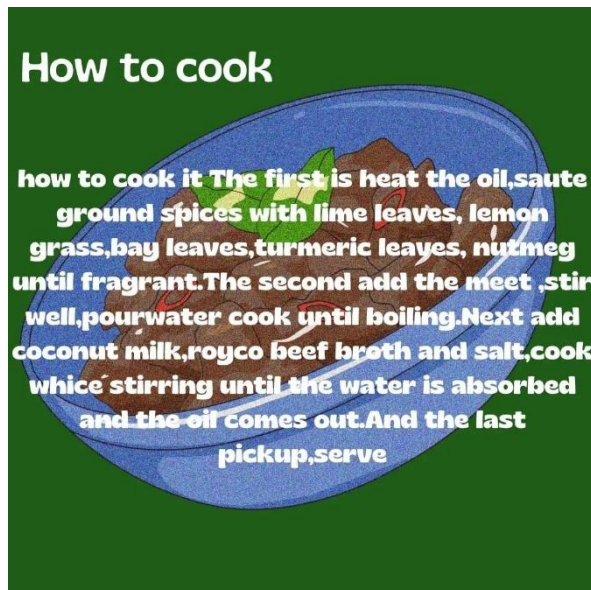Meat: Traditionally, rendang is made with beef, but it can also be made with other meats such as chicken, lamb, or goat.
Coconut milk: Coconut milk is a key ingredient in rendang, providing a creamy base for the dish.
Spices: Rendang is a spice-heavy dish that typically includes a combination of galangal, lemongrass, ginger, turmeric, and chili peppers.
Aromatics: Shallots, garlic, and tamarind paste are often used to add depth and complexity to the dish.
Seasonings: Other seasonings that may be used in rendang include salt, sugar, and kaffir lime leaves.

How to cook

how to cook it The first is heat the oil,saute ground spices with lime leaves, lemon grass,bay leaves,turmeric leaves, nutmeg until fragrant.The second add the meet ,stir well,pourwater cook until boiling.Next add coconut milk,royco beef broth and salt,cook whice stirring until the water is absorbed and the oil comes out.And the last pickup,serve

Name : Fathur Rahman Rizki Purnomo

NIS   : 18190666

Nama   : Fathur Rahman R.P.
No. Absen : 10

Topic : Foods
Title : Soto Banjar ⇒ - Definition   - How to Cook
                          - Origin   - Ingredients
                          - Advantages   - Tools
                          - Price   - Uniqueness
                          - History

Paragraf 1 : The Origin
Paragraf 2 : History
Paragraf 3 : Price

Soto
Banjar

SALSOTO BANJAR IS A TYPICAL
FOOD FROM SOUTH
KALIMANTAN. THE MAIN
INGREDIENT IS CHICKEN AND
HAS A FRAGRANT AROMA OF
SPICES SUCH AS CINNAMON
NUTMEG AND CLOVES.E

SALTHE NAME SOTO BANJAR ITSELF IS
TAKEN FROM MAJORITY TRIBE THAT
INHABITS THE AREA OF SOUTH
KALIMANTAN, NOMELY THE BANJAR
TRIBE. HOWEVER, THERE IS ALSO
ANOTHER VERSION WHICH SAYS THAT
SOTO BANJAR WAS BROUGHT BY THE
DEMAK SOLDIER WHEN THEY PROVIDE
ASSISTANCE TO BANJAR KINGDOM.E

SALTTHERE ARE 310 COLORRIES FOR
SOTO BANJAR. THE SAVERY TASTE OF
THE BRATH AND SPICES THAN BLEND
IN THE SOTO SAUS GIVES A STRONGER
TASTE THAN OTHER SOTOS. BENEFITS
OF SOTO BANJAR PROVIDE THE BODY'S
PROTEIN NEEDS. THE PRICE OF A
SMALL SOTO BANJAR IS 10.000, A
LARGE ONE IS 18.500.

Name : Hakiim Ilham Al Rosyada

NIS : 18190672
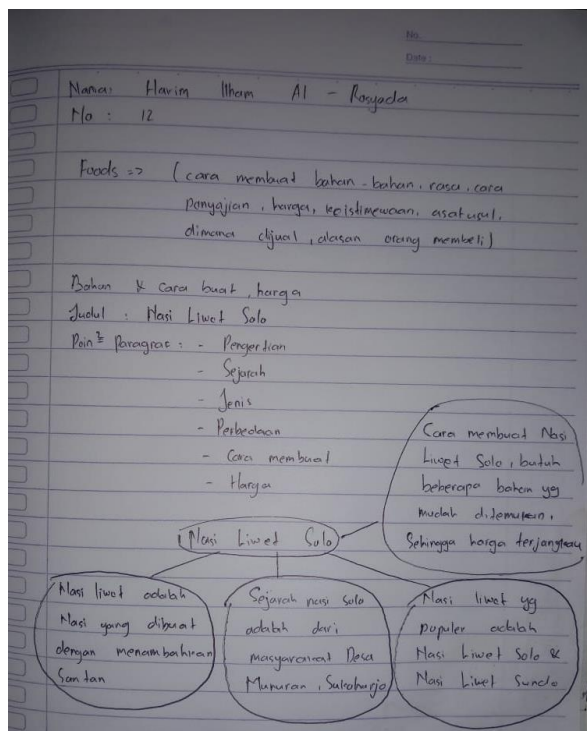
Nasi Liwet Solo

Nasi liwet, is a typical Solo dish in the form of savory rice processed using coconut milk. Solo's liwet rice is different from liwet rice in West Java and other regions. The characteristic of Solo's liwet rice is rice with savory spices and doused with chayote vegetable soup.

The history of Nasi Liwet comes from the people of Menuran Village, Sukoharjo, Central Java, who sold Nasi Liwet as food that was generally sold at that time, now is one of the mainstay menus of the Solo Community.

There are two popular variation of Nasi Liwet, namely Nasi Liwet Solo and Nasi Liwet Sunda. Although both are named Nasi Liwet, these two traditional Indonesian dishes are actually different. Both in terms of history, serving method, and side dishes.

Name : Mohammad Tri Harjanto

NIS : 18190677

Nasi Kuning

Nasi kuning is a typical Indonesian food.this food is Made from rice cooker with turmeric and coconut milk and spices.with the addition og spices and coconut milk yellow rice has a more savory taste the whit rice.
Based on its history, yellow rice is a food originating from the javanese region, precisely when the Hindu kingdom emerged. it turns out that this symbolic rice has a special meaning behind the chosen color. Next, we will discus the history of the chosen color, namely yellow, the yellow color chosen for this rice according to javanese belief it self is interpreted as gold which symbolizes wealth and prosperity, from there the origin of the name yellow rice was given.

Materials / ingredient
3 cups of rice
10 cm turmeric
3 pandan leaves
4 stalks of lemon
2 pieces og lime
1 galangil thumb segment
1 piece of ginger
5 bay leaves
5 red onion
4 pieces og garlic
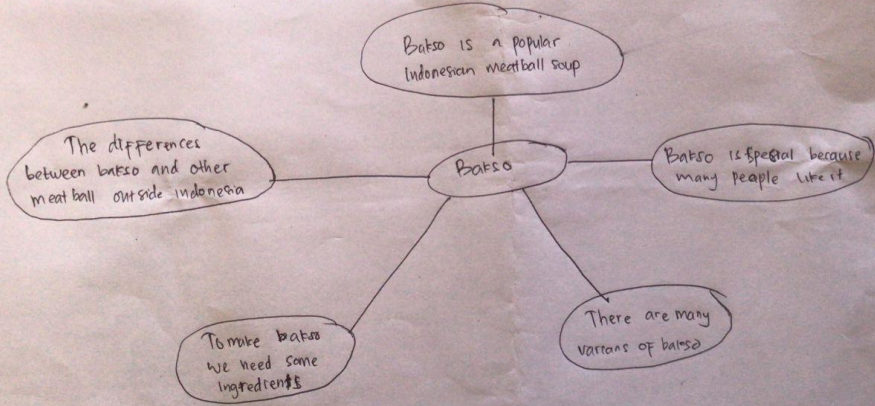
In general, the philisophy og tumpeng is closely related to the embodiment of the values of tolerance, sincerity, greatness of god almigthy. If you pay close attention, the

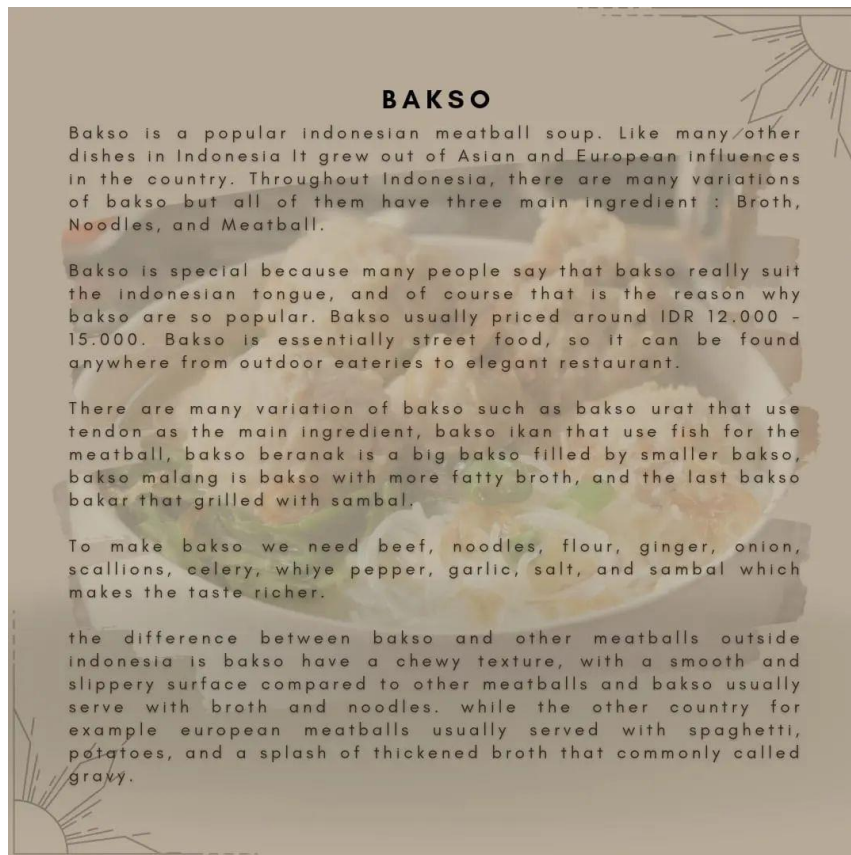Name : Muhammad Abyan Al Banna

NIS : 18190679

Nama : Muhammad Abyan Al Banna.
No Abs : 14.

Judul : Bakso (Apa itu bakso, bahan pembuat bakso, cara membuat bakso, harga bakso, jenis-jenis bakso, keunikan-keunikan bakso)
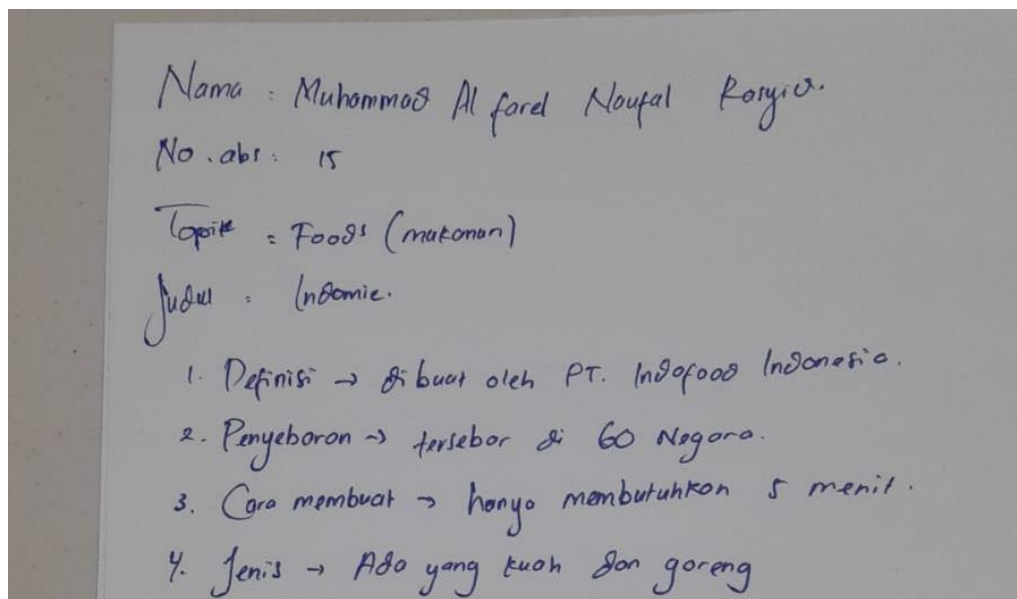
Bakso is a popular Indonesian meatball soup

The differences between bakso and other meatball outside Indonesia

Bakso

Bakso is spesial because many people like it

To make bakso we need some ingredients

There are many variants of bakso

BAKSO

Bakso is a popular indonesian meatball soup. Like many other dishes in Indonesia It grew out of Asian and European influences in the country. Throughout Indonesia, there are many variations of bakso but all of them have three main ingredient : Broth, Noodles, and Meatball.

Bakso is special because many people say that bakso really suit the indonesian tongue, and of course that is the reason why bakso are so popular. Bakso usually priced around IDR 12.000 – 15.000. Bakso is essentially street food, so it can be found anywhere from outdoor eateries to elegant restaurant.

There are many variation of bakso such as bakso urat that use tendon as the main ingredient, bakso ikan that use fish for the meatball, bakso beranak is a big bakso filled by smaller bakso, bakso malang is bakso with more fatty broth, and the last bakso bakar that grilled with sambal.

To make bakso we need beef, noodles, flour, ginger, onion, scallions, celery, whiye pepper, garlic, salt, and sambal which makes the taste richer.

the difference between bakso and other meatballs outside indonesia is bakso have a chewy texture, with a smooth and slippery surface compared to other meatballs and bakso usually serve with broth and noodles. while the other country for example european meatballs usually served with spaghetti, potatoes, and a splash of thickened broth that commonly called gravy.

Name : Muhammad AlFarrel Naufal Rasyid

NIS : 18190682

Nama : Muhammad Al farel Naufal Rasyid.

No. abs : 15

Topik : Foods (makanan)

Judul : Indomie.

1. Definisi → dibuat oleh PT. Indofood Indonesia.

2. Penyeboron → tersebar di 60 Negara.

3. Cara membuat → hanya membutuhkan 5 menit.

4. Jenis → Ada yang kuah dan goreng

Alfarrell

XI SOC

Indomie is a brand of instant noodles produced by Indofood CBP, a subsidiary of Indofood Indonesia. Indofood itself is the largest instant noodle producer in the world, with 16 factories, 15 billion Indomie packages are produced each year.

Indomie is also exported to more than 60 countries in the world. Indofood's main export markets include Australia, Iraq, Papua New Guinea, Hong Kong, Timor Leste, Jordan, Saudi Arabia, the United States, New Zealand, Taiwan and other countries in Europe, Africa, the Middle East and Asia. Indomie has become the most popular product in the world, the pride of Indonesia.

Prepare a post filled with water and cook for 5 minuted then put the noodles into the pot and wait noodle seasoning on the plate after cooked wait noodle are filtered and then put on the plate there are the spites mixed so indomie.

There is noodle soup and fried noodle for indomie tasec indomie is sold asia, america, afrika, australia and europe in indonesia indomie is slod in all indonesian shops from national to local sales.

Name : Muhammad Hafidz Aldiansyah

NIS : 18190686
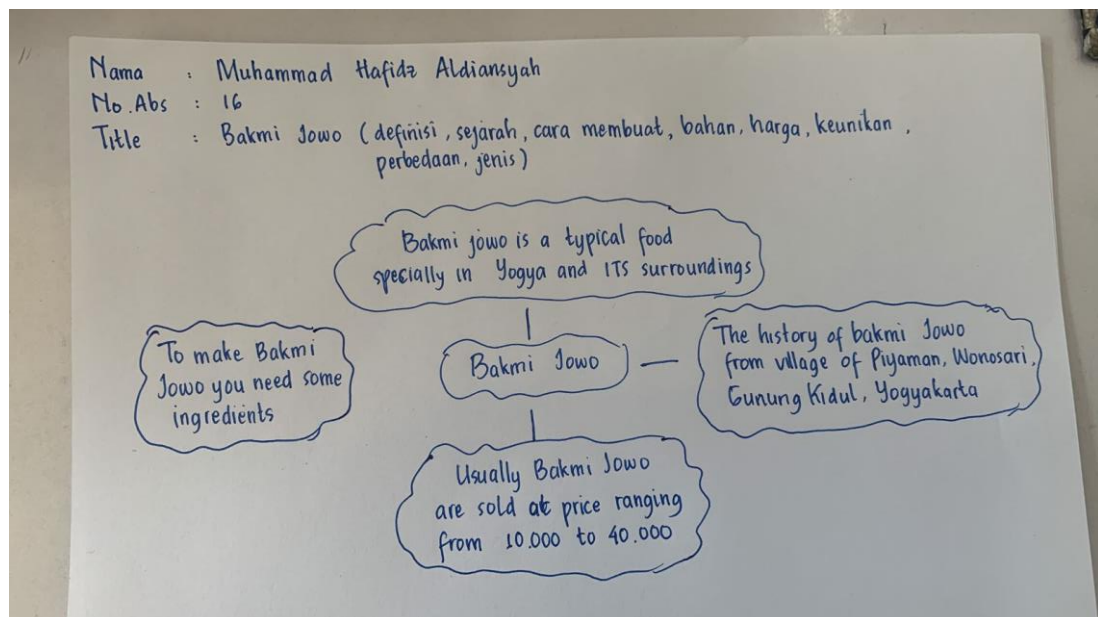
Bakmi Jowo

Bakmi jowo is a typical food especially in Yogyakarta and ITS surroundings. Bakmi jowo or mi Jawa, formely known as boiled noodles or in Javanese it is called Bakmi Godhog which is cooked with herbs and spices typical of Javanese cuisine

The history Bakmi Jawa. Initialy, this noodle came from the village of Piyaman, Wonosari, Gunung Kidul, Yogyakarta, which is believed to be the origin of Javanese noodles. In ITS development this traditional culinary has spread and exists in almost all parts of Indonesia and abroad. The seller also has its own characteristic.

Usually Bakmi Jawa are sold at prices ranging from 10.000 to 40.000. Bakmi Jawa are sold in stalls specifically for noodles. Typical of Javanese noodle from the beginning already around Yogyakarta.

Bakmi Jowo have every different texture from other noodles, thinner and smaller and more tender because during the cooking process they are really cooked until tender. Not only in therms of texture, they are different, the appearance of Javanese noodles is also very different.

To make Javanese noodles, you need ingredients including: 250 gr egg noodles, 3 tablespoons of vegetable oil, 5 beff meetballs thinly sliced, 50 gr of boiled chicker meat, 50 gr of cabbage reughly sliced, 3 stalks of mustard greens, 2 chicken eggs, 4 tablespoons of sweet soy sauce, 150 ml of chicken Stock, 3 cloves of garlic, 3 candlenuts, 1 teaspoon pepper powder, 2 teaspoon salt

Name : Muhammad Noor Rafli Kurniawan

NIS : 18190688

Gudeg

GUDEG IS TYPICAL CULINARY FROM YOGYAKARTA OTHER CITIES SUROUNDED ALSO HAVE GUDEG RECIPES

THE RESIDENTS OUTSIDE OF YOGYAKARTA AND CENTRAL JAVA, WARM IS ALWAYS SYNONYMOUS WITH JOGJA.MAYBE

NOT MANY PEOPLE KNOW, TGIS FOOD HAS A HISTORY THAHT IS QUITE UNIQE. A DISH CALLED GUDEG IS MADE FROM YOUNG JACKFRUIT THAT IS COOKED WITH PALM SUGAR, COCONUT MILK AND SPICES FOR HOURS. THE END RESULT IS SOFT, BROWN,STIGHTLY CARAMELIZED PIECIS OF JACKFRUIT. THE DOMINANT TASTE IS SWEET AND LEGIT WITH A LITTLE SAVORY TASTE FROM COCONUT MILK AND SALT.

THE VARIATION OF GUDEG IS GUDEG KERING(WITHOUT GRAVY), GUDEG BASAH(WITH GRAVY), GUDEG MERCON(WITH A SPRINKLING OF CAYENNE PAPPER), GUDEG KALENG(PACKED IN CAN FORM),GUDEG MANGGAR(MADE OF COCONUT FLOWER), GUDEG NYEMEK(GRAVY ANDSOFT TEXTURE) AND GUDEG KOYOR(ADDED BERF TENDEN)

GUDEG HAS A SPECIALITY COMPARED TO OTHER INDONESIAN CULINARY DELIGHTS, NAMELY ITS SWEET AND SAVORY TASTE GUDEG IS ONE OF INDONESIAN CULINARY HERITAGE THAT NEEDS TO BE PRESEVED. TO MAKE GUDEG WE NEED YOUNG JACKFRUIT,CHIKEN,TOFU,KRECEK,THICK COCONUT MILK,LIQUID COCONUT MILK,COCONUT SUGAR,GALANGAL,CAYYENE PAPPER,BAY LEAF,RED ONION,GARLIC,CORIANDER,SALT,RED CHILLI PAPPER. GUDEG IS USUALLY FOUND IN RESTORAN IN THE YOGYAKARTA. GUDEG USUALLY PRICED ARROUND IDR 30.000 – IDR 38.000

Name : Nahiza Fariha

NIS : 18190689
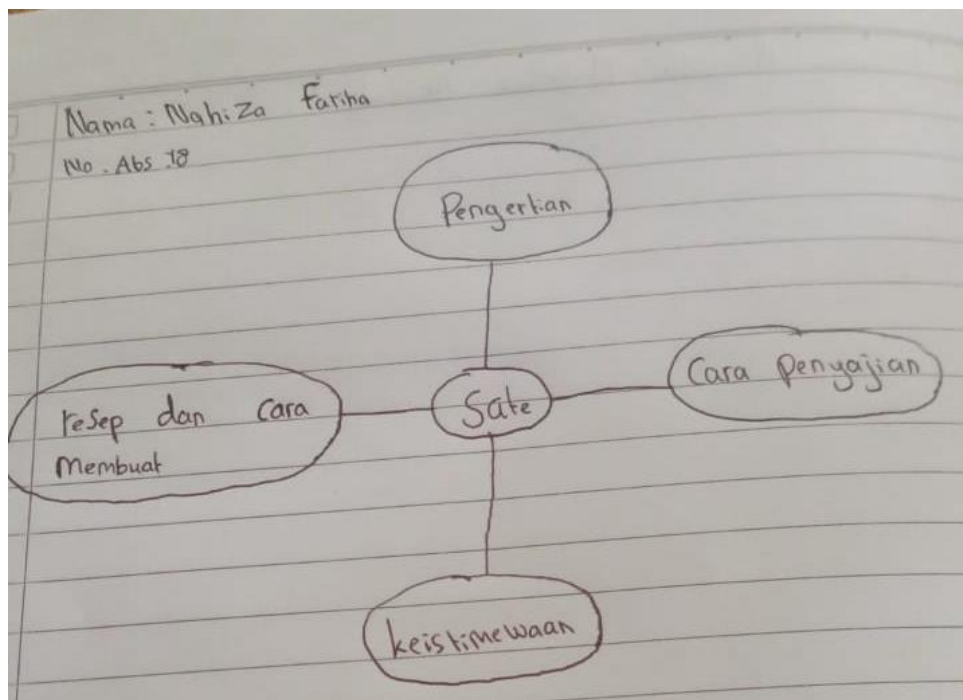
SATAY

Satay is a dish that originated in Southeast Asia and is typically made with marinated and skewered meat, which is then grilled or barbecued over an open flame. The meat used for satay can vary, but popular options include chicken, beef, pork, and lamb. The meat is usually cut into small, bite-sized pieces and then threaded onto bamboo skewers before being grilled.

Satay is often served with a peanut sauce or other dipping sauces, and it may also be accompanied by various side dishes, such as sliced cucumbers, onions, and rice cakes. Satay is a popular street food in many Southeast Asian countries and has become a popular dish around the world due to its unique and delicious flavor.

the special about satay

Satay is a popular dish for several reasons, including:

• Flavorful marinade: Satay's meat is marinated in a flavorful blend of herbs, spices, and sometimes coconut milk, which gives it a unique and delicious taste.

• Versatility: Satay can be made with different types of meat, seafood, and even vegetables, making it a versatile dish that can be enjoyed by many people.

• Portable and easy to eat: Satay is often served on skewers, making it a convenient and portable dish that is easy to eat with your hands.

• Dipping sauces: Satay is often served with a variety of dipping sauces, such as peanut sauce, which adds another layer of flavor to the dish.

• Cultural significance: Satay is a beloved dish in many Southeast Asian cultures and is often associated with street food and outdoor gatherings, making it a fun and festive dish to enjoy with friends and family.

Satay is a popular dish that can be found in many Southeast Asian countries, including Indonesia, Malaysia, Thailand, and the Philippines. It is often sold by street vendors, in night markets, and at outdoor gatherings, such as festivals and carnivals. Satay is also commonly served in restaurants that specialize in Southeast Asian cuisine, both in the region and around the world.

RECIPE

Ingredients:

• 1 lb chicken breast, cut into small pieces
• 1/4 cup soy sauce
• 2 tablespoons brown sugar
• 1 tablespoon vegetable oil
• 1 tablespoon lime juice
• 2 garlic cloves, minced
• 1 teaspoon turmeric powder
• 1 teaspoon coriander powder
• Bamboo skewers, soaked in water for at least 30 minutes

Instructions:

• In a bowl, mix together soy sauce, brown sugar, vegetable oil, lime juice, minced garlic, turmeric powder, and coriander powder.
• Add the chicken pieces to the marinade and toss to coat. Cover and refrigerate for at least 30 minutes (or up to 24 hours).
• Preheat a grill or grill pan to medium-high heat.
• Thread the chicken onto the soaked bamboo skewers, leaving a small space between each piece.
• Grill the satay for 2-3 minutes on each side, or until the chicken is cooked through and slightly charred.
• Serve the satay with peanut sauce and sliced cucumbers.

Note: The recipe can be adjusted to use other meats or vegetables for the satay, and the marinade can be customized with different spices and seasonings to suit your taste preferences.

Name   : Nayla Dizka Fadhila

NIS   : 18190690

Serabi is a traditional market snack orginating from Indonesia. This food has been around since 1923. Culinary expert, Bondan Winarno says that this food may has been influenced by Indian and Duth culinary culture. In West Java, serabi is known as "surabi" or "sorabi". "Serabi" comes from Sundanese, namely 'sura' which means big.

Serabi are similar in shape to pancakes, but serabi are smaller and thicker. Generally, serabi's dough is made from rice flour, wheat flour, butter, and eggs as the main ingredients. Then, the dough is put into a mold made of clay, and burned using a stove or firewood.

Now there are many modifications of serabi that are added with various sweet and salty toppings, such as cheese, meat, corn, and others. And served with additional mayonnaise or chocolate sauce.

There are many types of serabi in Indonesia, such as Serabi Solo, Serabi Jakarta, Serabi Bandung, Serabi Mataram, and modern serabi. But, the most popular serabi in Indonesia are Serabi Solo and Serabi Bandung.

Nayla Dizka Fadhila - GXI / SOC

Although both are named serabi, there are differences between Serabi Bandung and Serabi Solo. If Serabi Bandung are cooked with a clay stove, Serabi Solo are cooked using a frying pan. Uniquely, the way to cook serabi never changes. In fact, now there are many cookware that can make it easier for people to make it. Serabi Bandung still uses clay stoves and firewood, but some are starting to use modern stoves. However, the use of a small pan made of clay is maintained.

Serabi solo has a sweet and savory taste with chocolate or sprinkle topping. Meanwhile, the sweet version of Serabi Bandung is usually added with syrupy palm or brown sugar, although people prefer the savory version.

The price of serabi around 2500 to 3000 rupiah. People can find or buy serabi at 'tenongan'. Moreover, people also can buy serabi when they are order to the seller who accepts special order.

Nayla Dizka Fadhila - GXI / SOC

Name : Satya Sambda

NIS   : 21220798

AYAM BETUTU <<<

>>> Balinese culinary

Betutu is a traditional Balinese food made from a whole chicken or duck -
covered with Balinese seasoning caleed "Base Genep" and then roasted.
The word betutu comes from the word "tunu" wich means roasted combined
with the word "be" wich means meat

THE ORIGIN

Ayam Betutu is originated from Gianyar, one of the regency in Bali. Ayam Betutu usually served during special occasion or during Balinese traditional ceremony

INGRIDIENT

Betutu is a traditional Balinese food made from a whole chicken or duck - covered with Balinese seasoning caleed "Base Genep" and then roasted. The word betutu comes from the word "tunu" wich means roasted combined with the word "be" wich means meat
Ayam Betutu commonly comes with three variants, there's fried Ayam Betutu, Roasted Ayam Betutu, and boiled Ayam Betutu with broth. Ayam betutu usually sold at a price around Rp 30.000 – Rp 130.000, depends on variant and pieces you buy

Appendix 5: MYP Unit Planner

MYP Unit Planner

Teacher(s)	Cica Nur Hayati	Subject group and discipline	Language Acquisition (English)		
Unit Title	Report Text	MYP year	Grade 11	Unit duration (hrs) 16 hours (4 weeks)	

Inquiry : Establishing the purpose of the unit

Key Concept	Related Concept(s)	Global Contexts
Connection	Purpose Audience	Globalization and Sustainability
Statement of Inquiry		
Connecting to the audience to get some new information through the use of a report text.		
Inquiry questions		
Factual What do you think about the local food? What's your favorite? **Conceptual** How can you get the food? **Debatable** Why do you think local food must be preserved and widely marketed?		

Objectives	Summative Assessment	
Criterion D: Writing At the end of the proficient level, students should be able to: i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices iv. communicate all the required information with a clear sense of audience and purpose to suit the context.	**Outline of summative assessment task(s) includes:** Create an article/text on a paper/digital platform individually. The students can choose the topic based on the theme given. The article/text will be uploaded to Instagram's Class. Students make the article/text based on the Report text's social function, structure, and language features. Later on, they present the poster/article. **Goal** Students are able to create an article. They are expected to write readable, interesting, comprehensible, and logical text by using proper diction. In addition, they are motivated to ensure the information in their text by gaining data from various sources. **Role** Content Writer **Audience**	**Relationship between summative assessment task(s) and statement of inquiry:** Students' writing based on the topics they fancy improves their writing skills and enrich students' knowledge of various types of Indonesian food that can be widely marketed. Students are habituated to using online platforms to express their opinion and creativity. Students are motivated to ensure the information in their text by gaining data from various sources.

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| | The Reader/Viewer

Situation

Students are content writers on a digital platform. They have a responsibility to write an article to give the information to the readers.

Product

An Article

Standard/Criteria
Criterion D: Writing | |

Approaches to Learning (ATL)

Thinking Skills	Organization
Create original works and ideas; use existing works and ideas in new ways while writing the report text. (Students find some information from various sources such as books and digital platforms. It aims to ensure the validity of the data/information.	Students are able to write the information that they have gathered. They are aware of the features and the organization of the texts.

Action: Teaching and Learning through Inquiry

Content	Learning process
Week 1 Introduction: recognizing the report text (the features and technical terms in a report text). **Week 2** Analyzing some texts to understand the structure, purpose and language features **Week 3** Showing how to write a good report text. Asking the students to choose their topic and	**Learning experiences and teaching strategies** 1. Introduction: Brainstorm the students by asking them, *"What do you know about Report Text? How is it different from Descriptive Text?"* 2. Show many kinds of text and ask which text belongs to the report text. 3. The students recognize the features and technical terms of a report text. 4. The students analyze and identify some of the report text to check their understanding. 5. The teacher shows the ways to make a good report text. 6. Students start to practice writing a report text in their notebooks. 7. Students do peer reviews and give feedback on their friends' work. The feedback is about the content and the sentence structure. 8. Teacher gives feedback and monitors student's work 9. Students revise their drafts based on teacher and peer feedback. 10. Students finish the text ad make it into digital text. 11. Students submit the work by uploading it on Instagram.
	Formative assessment 1. Differentiating between report text and the other genre of text. 2. Finding credible information regarding the report text. 3. Answering the questions regarding some report text correctly.

make an outline. Then, continue developing the outline into a text.
 	
Week 4
 	
Finishing summative assessment: finishing the text and make the content, then upload it into the instagram account. The teacher checks the students' understanding by concluding the conference and giving a quiz.
	Differentiation
	1. **Formative Assessment**
	  a. Differentiating between report text and the other genre of text.
	  b. Answering the questions regarding some report text correctly.
	
	2. **Summative Assessment**
	Create an article/text on a paper/digital platform individually. The students can choose the topic based on the theme given. The article/text will be uploaded to Instagram's Class.

Resources
Internet source Book: Gold Experience B1+ (Pearson)

Reflection: Considering the planning, process, and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students recognize a report text along with its features.	Students write a readable, interesting, and comprehensible report text on the digital platform.	Students are familiar with the form of report text and can analyze it according to its features.

Appendix 6: Documentations

Figure 1. Photo session after observation in the class with the researcher, students, and the teacher

Figure 2. The researcher was making observations in class when the teacher was giving assignments

Figure 3. Students are working on a final project of report text

Figure 4. The researcher is making observations regarding the steps students use in completing their final project

Figure 5. The researcher is conducting interviews regarding the final project done by the students

Figure 6. The researcher is conducting interviews regarding the final project done by the students