IMPROVING STUDENTS' SKILL ON WRITING REPORT TEXT USING REFERENCES
(A Report on Best Practice Conducted at Grade 9 of SMP Negeri 1 Dramaga Bogor)

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ABSTRACT
Improving students' writing skill is a prominent challenge for most of English teachers in secondary level of education. Writing activities are not always easy for most students due to many intertwining factors in writing process. Among the factors, students' mastery in grammar, vocabulary, and developing ideas are the most obstacles that the students encounter. Kinds of text may also be the source of difficulties. Some text may be related to students' daily activities so it is not too difficult for the students to write. For junior high school students, report text is not easy to write. Report text contains technical terms and accurate information, compared to composing other kinds of text, writing report text is more challenging since as an academic type of text, it requires more advanced knowledge both of grammar and vocabulary. The Students of SMP 1 Dramaga grade three found it difficult to compose a report text. The alternative way to solve the problem is by using references as pre writing activities. This best practice reports some important clues on how to use reference as a pre writing activity and students' improvement on three components of writing; i.e. grammar, vocabulary, and developing ideas.

Keywords: *references, report text, writing*

INTRODUCTION
Writing is one the important language skills in language study. Students should be exposed to the skill as early as possible. Based on the rational for the practice of language teaching in Junior high school stated in curriculum content standard (Ministry of Education, 2006) there are four levels of literacy that students would achieve in education. They are performative, functional, informative, epistemic level. Elementary students should gain performative level. Junior high students should be able to perform language skill on functional level. Senior high school students should reach informative level, while students of higher level of education should reach the epistemic level.

The literacy of functional level requires students to use the language in the real context. Related to the theory speech act proposed by Searle (1969), the language must fill the illocutionary force. When a text is produced, it is intended to perform certain kinds of function such as promising, warning, ordering, informing, etc. In writing skill, there are many kinds of texts that the students must be able to create. The texts are commonly classified as functional text and genre based text. One of the genre based text that the nine graders of junior high school should be competent of is report text. Report text is a kind of text which gives description of something in general. It gives scientific explanation of the things described, therefore it contains so many scientific terms including Latin terms. The facts presented in report text should be based on scientific data, therefore it is difficult for the students to write report text without data. The writer has been experiencing teaching writing report text for many years. When getting to writing report text practice, she found

that the result was not very satisfactory. It happened many times that when asked to write a text in free topic and creation, students could not write any words even after given thirty minutes time to think. When asked why, they mentioned that they had no ideas what to write. To cope with the problem, the writer usually provided the students with a ready made outline. The outline contained of the topic and detailed points that students should develop. In this way, students would only learn to compose sentences and hardly had the experience of developing the favored topics. The result showed that students have very restricted ideas. They also could not improve their vocabularies and grammar.

Based on the case, the writer initiated a more challenging and fun process of teaching report text writing. Using references as the pre and whilst activity proves to improve students skill in writing report text. The detailed report is explained in the following session.

THEORETICAL BACKGROUND
Writing

Writing is one of the skills in language learning that must be mastered by the students. It is an activity which needs a process and intertwining competences, therefore many students find it difficult to accomplish. Based on Sokolik in Linse (2006), writing is a combination of process and product. Writing is seen as a process since writing activity involves the act of gathering ideas and working with them. It is also seen as a product since the writer should present it to readers. To make good writing, the writer should have enough knowledge on grammar, organization, and vocabulary. Students should also have the knowledge on the components of writing such as the topic sentences, supporting sentences, coherence, cohesion, unity, and completeness of the paragraph (Boardman , 2002:19-47). Learning to

write implies learning to communicate in written form. Students should be able to deliver the ideas as a purposive activity. Based on Reid (1993) the purposes of writing include 1) to explain (educate, inform), 2) to entertain (amuse, give pleasure), 3) to persuade (convince, change the reader"s mind).

To acquire the skill, students need to go through some steps in the development. Students should focus on their own development and be guided to get the skill autonomously. It means, students should take much time to practice. The skill cannot be taught. Teacher could only guide and give more opportunity to the students to improve the skill. Teacher should play the role of non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference.

English learners of junior high school are required to be able to perform writing many different kinds of text. They are required to perform very simple writing, not the complicated ones. However, their writing should be appropriate and accepted in context. In other words, students should be able to perform authentic writing.

Authentic Material

Based on Indonesian Curriculum for Education 2013, teachers are suggested to use authentic materials. Based on Martinez (2002) authentic materials or contextualized materials are the real-life materials that a student encounters in everyday life. They include newspapers, menus, magazines, the internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc.

Based on Martinez (2002) there are many advantages of using authentic materials in the class. Among them are

real language exposure, factual acquisition, accurate language, a wide choice of styles, genres and formality. Authentic texts may also motivate students to read for pleasure. However there are some disadvantages. Among them are difficult to understand because of a culture gap, the vocabulary may be not exactly what the students need, difficult for beginners, demanding and time consuming.

In writing, students are supposed to produce appropriate text. Authentic materials provided around could be used as the references to produce the similar kinds of text with different kinds of purposes.

Writing Difficultness

Writing an authentic material is not easy, especially for junior high school students. This is also mentioned on British Council web pages, that they are difficult. It is suggested that the trick is to set the task according to the level of the students, not to choose the material according to the students' level. For lower levels, the suitable authentic materials used are leaflets, menus, timetables, video and audio advertisements, short reports, short news. The tasks should be rather simple and vocabulary should be introduced in advance.

Kramsch (1996) had a different view on authentic materials. Based on her, authenticity is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker. In other words, authenticity has to do with appropriate response. Thus, authentic writing must be developed in careful process. The ideas should reflect the writer's thought. In order to have the right thought, a writer should know anything about the topic that he or she wants to explore. To do this for report text is actually not very easy.

Teaching Writing

According to Harmer (2004) there are four stages of writing process. First is planning. One useful activity in planning is brainstorming. This stage helps students to generate ideas in their writing. Second is drafting. Students should concentrate on getting their ideas on paper, organizing their information logically, and developing their topic. Third is editing. In this stage the students are reflecting and revising. Reflecting and revising are often helped by other readers who comment and make suggestions. Fourth is final version. It is the last stage in writing process. Writing process should lead to creating good paragraph.

Good paragraph must meet some requirements. They are coherence, cohesion, unity, and completeness. A coherence paragraph is made up of sentences that are ordered according to a principle. The three types of ordering are chronological ordering, spatial ordering, and logical ordering. A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms. A paragraph has unity when all the supporting sentences relate to the topic sentence. A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence.

Based on Teacher Book *When English Rings the Bell* issued in 2014, There are seven aspects for assessing writing. They are originality, relevancy, rhetorical steps, vocabulary selection, grammar, spelling, and tidiness. However in this study, the writer focused only on three aspects; i.e. originality, rhetorical

steps, vocabulary selection, and grammar where each was rated in 5 scale. The maximal score for each was 5, the overall maximal score was 20. To get 100 scale score, the total achieved score should be multiplied 5.

Thus teaching writing is not an easy task. Teachers should guide students to do great effort to make good work. According to Harmer (2004)when helping the students to become better writers, teachers could apply certain strategies. Students are usually reluctant to express themselves or have difficulty in expressing their ideas. One of the strategies for teaching writing is inviting students to engage to the process. Strategies which could be applied in first process; i. e planning is brainstorming on guided tasks. This can be done in pairs or in groups. The strategy for second process; i.e. drafting, can be performed in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other"s ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of finished product. Based on the strategies, it is expected that the teacher can apply them to make the students feel enjoyable in the writing process and create an effective teaching and learning.

Based on Curriculum 2006, the third grade of junior high school students should be able to perform writing both functional text and genre based text. Genre According to Gerot and Wignell (1994), can be defined as a culturally specific text-type which result from using language (written or spoken) to helps accomplish something. Meanwhile, Belcher (2007) states that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily. Thus writing genre base text should follow the norms so as to meet the appropriateness of text types. In the third grade, the types of text that the students should be familiar is descriptive text, procedure text, recount text, report text, and narrative text. Among those kind of texts, report text writing skill is difficult to achieve. This is due to the characteristics of the text as explained in the following session.

Report Text

Report text is one of the kinds of texts that the junior high school students should be able to read and write. The social function is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structure in report is general classification (tells what the phenomenon under discussion is), and description (tells what the phenomenon under discussion is like in terms of parts, qualities, and habits or behaviour.

Report text has specific characteristics especially on its language features. Report text uses general noun rather than particular noun. It uses relating verbs to describe features, eg Molecules are tiny particles. Other characteristics of report text are using action verbs, timeless present tense to indicate usualness, technical terms. Each paragraph is developed with topic sentences to organize bundles of information, related naming of topic as the beginning focus of the clause.

Referencing

Based on Matauraka (2017), referencing is the appropriate acknowledgement of ideas and work that originate from another person. While the term 'cite' or

'refer' are often used to mean the same thing since to cite a piece of work is to provide a reference to its source. He mentioned that referencing is very important because of many reasons. Among them are it helps writer to be rigorous, allows the reader to refer back to any external that have been read, provides the indication of quality and authority, shows up-to-date work of materials to write.

Reference is very helpful in academic writing since it may supplies some kind of fact or evidence. Based on Taylor (2002), references may be used as the ultimate author upon which to base argument. Writer may provide primary data to support the claim.

Writing Report Text Using References
Guiding students to write report text is not an easy task since it needs not only linguistic knowledge but also scientific knowledge on the things being described. It means that students should be exposed to many information about what makes a report text. In language teaching practice, students should have knowledge which covers social function, text structure, and linguistic features.

The social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. Things described can be about animals, things, places, natural phenomena, art and culture etc. It can be said that having read report text, one may improve the knowledge of the things or any objects described.

The text structure of report text comprises of general description and descriptions of part. Developing report text should start with identification. The identification can be general description, definition, or general classification. Description of parts should be well arranged. It means that when talking about part of body, the paragraph development should be consistent talking the whole things about parts of body until all the intended information are delivered. The next part for example function, behavior, characters, and many others come afterward.

There are some language features that are usually found in report text, for example simple present tense, plural and singular form, auxiliary verb, sentence coordination, vocabulary, and preposition. The knowledge of the language features is needed so that students could create appropriate sentences and paragraph. Errors in grammar and vocabulary selection may cause misinterpreted text, thus would not be able to achieve the social function of text.

METHOD
This study is a Best Practice. Best practice contains of explanation on how a teacher is successful in solving the problems in teaching. The alternative ways in solving the problems should be based on the empirical and theoretical perspectives. This study was initiated from the problem faced by the teacher in teaching writing report text. To solve the problem for teaching the same material in academic year 2017/2018, the writer applied a teaching procedure which was designed based on the previous experiences in teaching the same materials in academic year 2016/2017. The study was conducted in one month period, from Oktober to December 2017. One week was for preparation, two weeks or four meetings was for teaching and learning process, one week was for analyzing the data and writing a study report.

The aim of the study is to improve students' writing report text skill. The participants are the students in class 9.8 SMP Negeri 1 Dramaga. There are as many 39 students in the class. Preliminary study was conducted to find out the information about the students' writing report text performances and

their difficulties. Based on the data, then a series of teaching procedure were designed. This study applied the stages of teaching writing as proposed by Harmer (2004); i.e. planning, drafting, editing, and final process. Before having any treatments, some documents such as lesson plan and teaching materials were prepared. The proposed documents were designed based on the preliminary study and review on related literature.

The focuses of the study were how teaching writing using references was implemented and how the students improve their competency in writing. The study used references as the pre writing activity in order to help learners improve grammar and vocabulary mastery, and developing idea skill. It was conducted in four meetings. Some field notes and the students' writing process and result were documented to explain the focus of the study. The suggested implementation was derived from the observation of the learning process. How the students improve their capability was based on the students writing performance.

FINDINGS AND DISCUSSION

As mentioned in the previous part, that the study was initiated by a preliminary study. This study found that the students had very low writing performance. Given thirty minutes writing a report text, the students could not produce any texts. They kept the paper blank. There are only two students out of 39 students who wrote on the blank paper. The texts produced by the students were short and contained many grammatical mistakes. Besides, the texts did not reflect the characteristics of a report text. The students failed to provide the text with the necessary data, did not follow the rhetorical steps of developing a report text, and did not show the vocabulary and grammar mastery.

The study was conducted to find out the implementation of using reference to help students master linguistic features, text structure and strategies to create report text which meet the text appropriateness. As mentioned previously that writing process proceeds four activities; i.e planning, drafting, editing, final process. This study followed the procedures illustrated in the chart below.

Chart 1
Writing Process
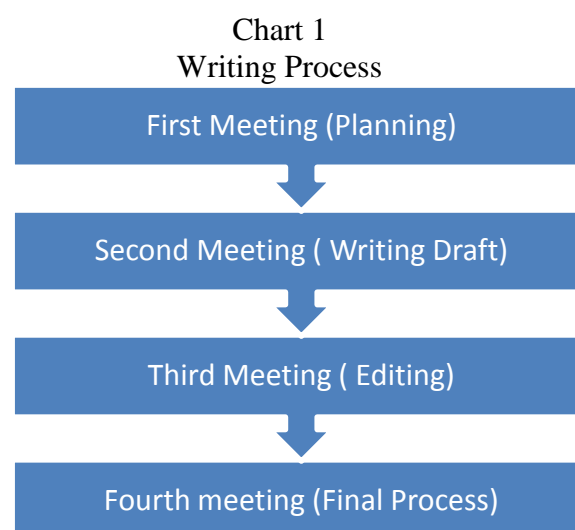
The followings are the students' activities in each meeting.

Classroom Observation in First Meeting

In the first meeting the students were provided with an overview about report text, especially the social function, the text structure, and linguistic features of report text. The students were given motivation about the benefits of having the capability of writing report text. To help them understand the target of writing, they were informed that the writing process would comprise of four steps. First is planning; i.e. selecting the topic, second is drafting; i.e. by writing an outline and finding references, third is revising, fourth is final writing.

The first main activity is the students were asked to work in group to discuss some reading materials that they

have learnt previously in 2006 curriculum text book "English In Focus" issued by Ministry of Education and culture and other materials . They were asked to pay attention to the topics of the report texts they have learnt.

In this stage, the students were asked to open up the reading passages that they have read in the previous meetings. They checked their textbooks and notebooks about the possible topic for report texts. Based on the discussions, they identify the following topics:

Table 1
Topics that the students have been exposed to

No	Topics	Title	Number of texts
1.	Animals	Komodo Dragon, elephant, whales are Sea Living	4
2.	Art, music, language	Pop Song, Dance, Rock Music, Woodcraft, Indonesian Art, Musical Instruments, puppets, Percussion Instruments	8
3.	Environment	Air pollution, Flood	2
4.	Natural phenomenon	Lightning and thunder, season in Indonesia	2
5.	Social Problem	Traffic accident, environmental health	2
6	Natural resources	Gold, Biological and Mineral Resources	2

There have six topics that the students been exposed. They are animals, art, music and language, environment, natural phenomenon, social problem, and natural resources. There are as many 20 texts that the students have read both in the class and outside the class, individually or in group. It means that the students having been acquainted with the possible topics to develop in writing report text.

The next activity is finding the topic that they most favored. The followings are the topics that the students selected.

Table 2
Students' Selected Topics

No	Topics	Number of texts
1.	Animals	34
2.	Plants	5

From the table, it is identified that as many thirty four students chose animals; five students chose plants. Five other

topics that they have known were not of their interest.

The next activity was writing an outline. The students should think of points that they want to know about the object that they would like to write. Based on the observation, the students still had difficulties in writing an outline. The outline was not well arranged. Students did not mention many important parts that they should describe in a object. An explanation was given as the reflection activity at the end of session. The students were asked to revise the outline at home. They were also asked to find at least two references related to the object that they would like to describe.

Classroom Observation in the Second Meeting

In the second meeting, the students had been ready with the outline and references. They were asked to underline the information in the two references about the points that they had written in the outline and used the information to

complete their outline. Some students did it well. They put the information taken from different sources and wrote words or phrases to complete the outline. There were also some students who wrote the whole sentences in the outline. The teacher gave necessary feedback and students revised their work.

The next activity was creating a draft. Students were asked to write a report text based on the outline they had made. They were not allowed to use the references anymore. They should only rely on the information that they had got in the outline. It was found that the students still had difficulties in applying their knowledge on the following linguistic features: Pronoun, Verbs, Auxiliary, Spelling, Sentence Construction.

Thus, the next activity was guiding the students to focus on forms and had some exercises on the fore mentioned linguistic features.

Classroom activity in the third meeting
In the third meeting, the students had been ready with their draft. The activity was started with discussing the points of linguistic features that they had not mastered yet. The next activity was editing. The students should apply their knowledge to revise their writing. The teacher checked the students' writing and gave necessary feedback.

Classroom activity in the fourth meeting
The fourth meeting was final activity for writing. Students were reminded to be aware of spelling and technical writing such as punctuation and capitalization. Students should type their writing as the final result of writing report text.

Discussion
Based on Sokolik in Linse (2006), writing is a combination of process and product. Thus teaching writing should always acknowledge both process in product. In this study, the process of writing followed Harmer (2004) who suggested four steps in writing process. In reviewing the product, this study focuses on what makes a good paragraph. Based on Harmer (2004) there are four components in good paragraph; i.e. coherence, cohesion, unity, and completeness. The following session is discussing about both process and product in guiding students writing report text using reference.

Understanding the Process
As mentioned in the previous session, in guiding students to write report text, the writer follow four stages in process. In planning, first, students were exposed to the previous report text they had ever been engaged to. This is an important step since based on Ausuble in Brown (2004) that teaching should be meaningful. It means that the materials should be related to students' previous knowledge. In reading session, students had been learning social function, text structure, and language features. In writing session, students could recall the knowledge then use them in writing process. In planning stage, students were also guided to write an outline. Writing an outline as a pre-writing activity enables students to write faster and more efficiently. Even Chandler (2010) said that a strong outline makes meaningful original essay.

The process of writing outline should start from students' own ideas. They had to decide which part of the object they would develop. After determining the outline, they could check the references to find out the intended information. This stage would gave the students opportunity to improve their vocabulary. They had to check the meaning of the unrecognized words from the dictionary. It means that this process would lead the students to

develop their ideas and new words as well. In other words that they could apply cognitive learning strategies as proposed by Oxford (1990).

The next stage of writing process was creating draft. Creating draft is a process which requires the students to apply all of their knowledge to jot down all the ideas in their mind. Based on the outline, students should learn how to arrange the sentences. In language acquisition concept, students are undergoing restructuring process. Based on McLeod & McLaughlin (1986) in Brown (2004) it is a process in which the components of a task are coordinated, integrated, or reorganized into new units, thereby allowing the old components to be replaced by a more efficient procedure. In this step, the students made so many errors and mistakes which is unavoidable in the process.

Thus it is important to lead the students to editing process to make them aware of the right forms and learn to apply the correct language system. This is related to focal and peripheral attention in learning. When teacher gives explanation, students are activating their focal attention,. When students are guided to do editing, they are getting to peripheral attention. Both processes are important in language learning.

The last step was final process. In final process, the students were made to be aware of technical writing such as capitalization and punctuation. Marks of punctuation play very important role in giving intended meaning to language.

Based on the process described, the followings are the procedures recommended for teaching report text using references:
- ✓ Preparation:
  - ➢ Students are motivated to study to write Report text
  - ➢ Students are exposed to necessary knowledge for writing Report text; eg. Social function, text structure, language features
  - ➢ Students writing outline for describing the object they most favored
  - ➢ Students should find relevant references
- ✓ Writing Draft
  - ➢ Students should find intended information to complete outline based on the references
  - ➢ Writing paragraph
- ✓ Editing
  - ➢ Students pay attention to grammar and vocabulary
  - ➢ Teacher gives sufficient feedback individually or in group
- ✓ Final Process
  - ➢ Students type the final result by paying attention to punctuation and capitalization

In conducting this process, there may be some obstacles. Here are the obstacle that teacher may find and the suggestions to overcome the problems:
- ➢ Some students give slow responses, the teacher could motivate them by asking the problems and facilitating their need
- ➢ Some students find difficult to get internet access, the teacher could ask other students to help or teacher provide some relevant references that could be used by students
- ➢ Some students do not have self confidence, the teacher could give him/her more attention and appraise any progress that they make

However, the most important thing that teacher should concern is the persistency and consistency. Teacher should give clear explanation about the process that students should follow and take notes on every progress and problem and teacher should communicate well to students about the process and the result.

All the rules should be consistently obeyed and performed.

Reviewing the Product
The four meeting writing process in this study had resulted in two documents, they were outline and students' writing. The following is explaining about them.

Students' outline
The outlines created by students were based on their favored topics. Based on the data, the students' selected topics were not in line with the reading materials they had been exposed to.

Table 3
Topics selected

No	Available Topic	Students' Selected Topic
1.	Animals	Animals
2.	Art, music, language	-
3.	environment	-
4.	Natural phenomenon	-
5.	Social Problem	-
6.	Natural resources	-
7.		Plants

It was identified that the students produced only one of the sixth topics available, and added one other topic. So there were only two topics developed by students. Based on the data, it can be said that the students' favored topics were not in line with the available topics. There should be other research to identify the students' reasons of having certain topics.

Other facts on the outline are:
1. Written in poor format; instead of using words and phrases, students used complete sentence in the outline
2. Developed based on one source
3. Paragraph which the students develop was not relevant to the outline

Students' Writing
The second document of result was students' writing. Students had shown their production skill in the form of writing. Based on the result, there are some important improvements on students' mean score that the students had made through the process as shown in the following table.

Table 4
Students achievement on writing report text
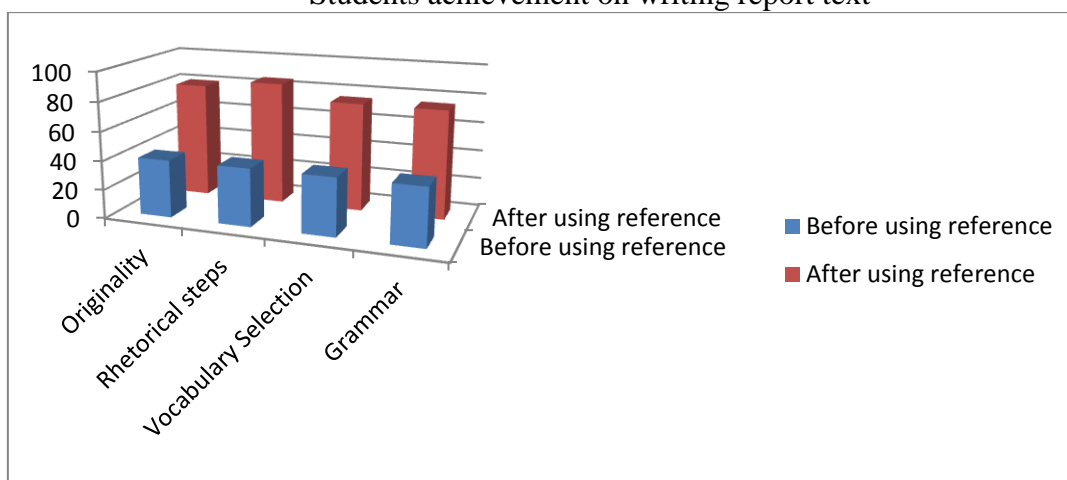
Based on the table, students made improvement on their mean score improvement on all aspects of writing; i.e. originality (80%), rhetorical steps (85%), vocabulary selection (75%), and grammar (75%). However, the description on quantitative data would not be sufficient to explain about the students' development, as the mirror of language acquisition process.

The following is the explanation of each component taken from the sample data.

1. Improvement on originality
Originality means authenticity of ideas. Authenticity of ideas could be detected from the paragraph that the students developed. Table below should explain.

Table 5
Improvement on originality

Topic	about	Source text (reference 1)	Source text (reference 2)	Students' text
Lion (1)	Number of paragraph	4	9	4
	Topic in paragraph	Habitat, male and female lion's habit, prey	Identification, population, way of life, body, habit, characteristics, its relation with human	General description, body, food, habitat
	Source of text: 1. General description 2. Body 3. Food 4. habitat	 V V v	 V V v	

Based on the table, it is identified that students develop their own text. Participant (1) wrote fewer topics than the available topic in his references. The information that he took was also taken from different references.

2. Improvement on rhetorical steps
Rhetorical step deals with paragraph organization. The right organization of report text should start with general identification which is then followed by

description of parts. The students could perform well in rhetorical steps. All of the students had developed the rhetorical steps appropriately. They started with general description using identification or classification, then followed by description of parts.

In preliminary study, the students did not have ideas to develop parts into more detailed parts as shown in the table below:

Table 6
Developing Rhetorical Steps

Title	General Description	Description of part	More detailed part	More detailed part
Butterflies	Beautiful insect, belongs to lapidoptera family	Physical appearance	Body	leg
				Head
				chest
				stomach
			Wings	
		Food		
		Number of species		
		habitat		

Using references enable students to find more information to create their own writing. Students learned to classify parts.

3. Improvement on vocabulary selection
Vocabulary selection is very important in writing. Students should have sufficient vocabulary in order to write. Using references enable students to use the appropriate terms which they may not find in the dictionary. Report text contains scientific information. Different field of study requires different terms. In sociolinguistics point of view, this is called register. Register based on Glottopedia refers to specific lexical and grammatical choices. Based on Halliday (1990), there are three classification in register. They are mode, field and tenor. Report text, then is concerning with field.

The following are the terminology found in the text:

Table 7
Students vocabulary mastery

Words	Remarks
Cyprinus Carpio	Latin word for KOI fish
Mewing, purring, trilling	Cats' sound
gills	Part of fish body
Hind legs	Giraffe Back legs
Pattern brown patches	Giraffe skin pattern
propagate	Spread out

There are still many other words which the students are able to write as they found in the reference. Students may make progress in vocabulary mastery.

4.   The improvement on grammar
Students may also learn grammar in the process of writing. Provided with an outline, students should string the words into acceptable sentences. Hence, they need to apply their grammar knowledge.

The followings are the components of grammar that the students had performed in their writing.

Table 8
Students' grammar mastery

Data in Outline	Students' sentence	Grammar points
Beautiful insect	Butterflies are beautiful insects	Auxiliary verb, plural
Habitat: Brazil Amazon jungles	Butterflies live in Brazil Amazon jungles	Simple present tense, verb forms, preposition
Body: depicted into three	Their body is depicted into three	Pronoun, passive construction
KING OF BEASTS	A lion is widely known by people around the world as the KING OF BEASTS	Adverb, passive
Eat bamboo	Panda usually eat bamboo	Adverb of frequency

Based on the data presented in the table, students are able to perform some grammatical points such as using auxiliary verb, plural form, simple present tense, verb form, etc.

CONCLUSION AND SUGGESTION
This paper has presented the information on how to improve students' writing report text skill using reference. The study explained the procedures of teaching writing report text using reference. The processes involve planning, drafting, editing, and final process. References are used in pre writing activity.

This study shows students' mean score improvement on the some aspects of writing, such as originality (80), rhetorical text (85) , vocabulary (75), and grammar (75). Thus in average students could reach 79 mean score.

After having been experiencing teaching report text using references, the writer may propose the following suggestions:
1) Teachers who would apply this technique and is given the internet access could make use of the internet connection to browse the references and vocabularies. It is also suggested to the teacher to ask students complete the final writing with interesting pictures then put them on classroom wall magazine.

2) Other variation to make fun learning such as song and games is deserve trying.
3) An investigation on students' reason of choosing the topics could be done to find out the ways to lead students choose various kinds of topics. Another investigation which could be conducted is integrating the activities with other subjects. This would likely give benefit to students; they could learn the subject matter as well as the language.

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