AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTY IN WRITING EXPLANATION TEXT AT GRADE XI MIPA

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ABSTRACT

This research is motivated by the lack of students' writing skills in explanatory texts. This is caused by students' difficulties in using vocabulary, structure, and knowledge of natural or social phenomena. Based on this, a study was conducted to analyze students' abilities and difficulties in writing explanatory texts. The method of this research was descriptive research. Writing essays and questionnaires were used as instruments of collecting data. The subject of this research was XI MIPA of SMA N 1 Sungai Rumbai. The data collection technique in this study was using an essay test, and a questionnaire consisting of 20 questions. Based on the results of research that has been done with descriptive methods, it can be seen that students' writing skills are good with an average score (of 88.73). The results of the questionnaire obtained by students (43,78) showed that students of MIPA SMA N 1 Sungai Rumbai were easy in writing explanation texts.

Keywords: explanation text, writing ability, descriptive research

ABSTRAK

Penelitian ini dilatarbelakangi oleh kurangnya keterampilan menulis siswa dalam teks eksplanatif. Hal ini disebabkan oleh kesulitan siswa dalam menggunakan kosakata, struktur, dan pengetahuan tentang fenomena alam atau sosial. Berdasarkan hal ini, dilakukan penelitian untuk menganalisis kemampuan dan kesulitan siswa dalam menulis teks eksplanatif. Metode penelitian ini adalah penelitian deskriptif. Esai dan kuesioner digunakan sebagai instrumen pengumpulan data. Subjek penelitian ini adalah XI MIPA SMA N 1 Sungai Rumbai. Teknik pengumpulan data dalam penelitian ini menggunakan uji esai, dan kuesioner yang terdiri dari 20 pertanyaan. Berdasarkan hasil penelitian yang telah dilakukan dengan metode deskriptif, dapat dilihat bahwa keterampilan menulis siswa baik dengan skor rata-rata (88,73). Hasil kuesioner yang diperoleh oleh siswa (43,78) menunjukkan bahwa siswa MIPA SMA N 1 Sungai Rumbai mudah dalam menulis teks penjelasan.

Kata kunci: Teks Penjelasan, Kemampuan Menulis, Penelitian Deskriptif

A. Introduction

Education is a very important aspect of the survival of the individual. Usually, education is divided into several stages such as preschool, elementary school, junior high school, senior high school, and university level. According to Edgar Dalle, education is a conscious effort made by families, communities, and governments through guidance, teaching, and training activities, which take place at school and outside school throughout life to prepare students to be able to play roles in various living environments regularly in the future.

In Indonesian education, students learn about foreign languages in the school. A foreign language is a language that is not used in a country so the students will learn about this language in school, homeschooling, or autodidact. According to Kamus Besar Bahasa Indonesia (KBBI) foreign language is a language belonging to other nations that is mastered, usually through formal education which is not considered to be their language. So a foreign language is an original language from another country and has never been learned by the speaker before, one example of a foreign language is the English language.

In senior high school writing skills are one of the four English language skills in addition to listening, reading, and speaking. Writing skills include productive or productive skills other than speaking skills. Oshima and Hogue (1997:2) define that writing is a progressive activity. This means that when you first write something down, you have already thinking about what you are going say and how you are going to say it. Then after you finish writing, you read over what you have written and make

changes and corrections. Therefore, writing is never a none-step action, it is a process that has several steps. On the other hand, according to Olshtain in Celce (2001:207) writing as a communication activity needs to be encouraged and nurtured during the language learner's course of study.

Senior High School 1 Sungai Rumbai is one of the institutions in Sungai Rumbai. This school provides English subjects for each grade. In English subject, the students learn four skills. Writing is one of the skills learned in this subject. SMA N 1 Sungai Rumbai also applied the 2013 curriculum in the process of teaching and learning English, and the students should learn English twice a week, each meeting has 45 minutes, so in a week the students learn English for about 90 minutes.

Based on the syllabus of eleventh grade, 4 competencies should be applied in the teaching process: KI-1 (spiritual competencies), KI-2 (social competencies), KI-3 (knowledge competencies), and KI-4 (skill competencies). KI-1 and KI-2 are only applied for civic education and religion education because these competencies cover the effective

Aspect of students, then KI-3 and KI-4 cover all subjects because these competencies are related to students' cognitive and psychomotor aspects. In learning English the students should achieve the competencies as follows: KI-1: Respect and appreciate the teachings of the religion he adheres to. KI-2: Develop behavior (honest, disciplined, responsible, caring, polite, environmentally friendly, cooperation, peace-loving, responsive, and proactive) KI-3: understanding, applying, and analyzing factual, conceptual, and

procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight on humanity, nationality. Then, in KI-4: processing, reasoning, and presenting in the concrete and abstract realms related to the development of what students study in the school independently.

According to the observation that the researcher had done before, writing seemed difficult to master by students because the result of the learning writing was unsatisfactory. Nunan (2003) stated that the most difficult task in language learning is to produce a coherent, fluent, extended piece of writing which is even more challenging for second language learners. The students had low interest in learning writing and lacked the ability when write their ideas with the use of correct language use, vocabulary, and punctuation to

compase English sentences into readable acceptable text.

Based on the observation, many problems may make the students unable to write good writing. The students faced some difficulties in writing a text. First, they had no sufficient idea to compose text, they copied and pasted the writing from the internet and did plagiarism. The students could not develop their ideas into paragraphs based on their thoughts. Second, the students did not know how to express the ideas in a sequence of sentences and organize them into chronological and coherent paragraphs. They had less ability to use appropriate words and grammar mastery. The last difficulty was found that the students had problems using correct spelling and punctuation. Some problems before were supported by the classroom activity which the writing class was considered as a boring instruction

because the learning was only conducted in the classroom.

Writing has several components but this research focused on student developing their ideas and vocabulary. In the syllabus of the second semester of eleventh grade, the students learn about texts. One of the texts that are learned by the students this semester is the explanation text. The researcher chose the explanation text because this text is very good for research. The explanation is a text that tells the process relating forming of natural, social, scientific, and cultural phenomena, The explanation text is to say 'why' and 'how' of the forming of the phenomena.

Analysis comes from the ancient Greek word analysis which means to let go. Analysis is formed from two syllables, namely 'ana 'which means to return, and 'luein' which means to let go, when combined it means to

release again or to describe. The definition of analysis according to Komaruddin (2001) is a thinking activity to decompose a whole into components so that they can recognize the signs of the components, their relationship to each other, and their respective functions in an integrated whole. So analysis can be interpreted as an effort to observe something in detail by outlining its constituent components or compiling a component to be studied in more depth.

According to Dilkawaty (2012), writing is an activity of exploring the writer's thoughts to arrange the ideas into words that are communicated in a meaningful way. It means that someone can share information that is not only by using spoken ways but also in written activities. According to Kay in Westwood (2004:10), writing is a highly complex process involving

multiple brain mechanisms and specific abilities. It means to be a good writer not only should learn more but also have much patience feeling.

Regarding (Nunan,2005:98) "writing is both a process and a product". The process means when we write ideas we will follow the steps that are word by word to build a sentence and also the sentence to build a paragraph.

Writing ability is one type of language skill that must be mastered by students. Many experts have put forward the notion of writing. According to Saleh Abbas (2006:125), Writing ability is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the determination of the language used, vocabulary, grammar, and the use of spelling. According to Henry

Guntur Tarigan (2008:3), Writing ability is one of the productive and expressive language skills that is used to communicate indirectly and not face-to-face with other parties.

According to Supamo and Mohammad Yunus (2008:1.3), Writing is an activity to convey messages using written language as a medium or tool. In written communication there are at least four elements involved, namely (1) the writer as the messenger, (2) the content of the text or message, (3) the channel or medium in the form of writing, (4) the reader as the recipient of the message. Based on some of the opinions above, it can be stated that writing ability is the skill to express ideas, ideas, and feelings in the form of written language so that other people who read can understand the content.

B. Research Method

In this research, the researcher used the Descriptive Method. The purpose is to analyze the students' writing ability in explanation text. Sugiyono (2005:21) states that the descriptive method is a method used to describe or analyze the results of a study but not to make broader conclusions. It can be said that descriptive research is a study that seeks to describe a phenomenon, an event that occurs at present an actual problem.

This research analyzed student's ability and difficulty in writing explanation text at grade XI MIPA SMA N 1 Sungai Rumbai, in the academic year 2023/2023.

Research Instrument

Written essay

This written essay aimed to find out the students' Ability to write explanation text. The students have to write down an explanation text into paragraphs. They can choose their own topic.

Table 2. Scoring the students' ability in Writing in vocabulary (verbs):

Classification	Score	Criteria
Excellent to very good	85-100	Sophisticated range, effective word/idiom choice an d usage, word from mastery, appropriate register.
Good to average	70-84	Adequate range,occasional errors of word/idiom form, choice, usage but meaning not obscurared.
Fair to poor	55-69	Limitade range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.

| Very poor | 25-54 | Essentially translation, little knowledge of English vocabulary. |

(Jacobs et al, 2002)

Table 3. Scorring the Students' Ability in Writing in Language Use (Tenses):

Classification	Score	Criteria
Excellent to very good	85-100	Effective complex constructions, few errors of agreement, tense, number, word order/functuation,articles, pronouns, preperation.
Good to avarage	70-84	effective but simple construction, minor, problems in complex construction, several errors of agreement, tense, number, word/function, articles preposition but meaning seldom obscured.
Fair to poor	55-69	Major problem sin simple/complex constructions, frequent errors of negation,, agreement, tense, number, word/function, article, pronouns, prepation and fragment, meaning confused or obscured.
Very poor	25-54	Virtualy no mastery of sentence constructiojn rules, dominated by errors,

		does not communicate or not enough to evaluate.

(Jacobs, et al, 2002)

Questionnaire

The questionnaire aimed to find out the students' difficulty in writing the explanation text. Students were given some questions to know the writing difficulty in explanation text.

Table 4. Scoring the Students' Difficulty in Writing

Classification	Score	Criteria
Always	1	Every sentences are strong and expensive with varied structure
Often	2	Setting and characters are detail.
sometimes	3	Errors in tenses.
Never	4	Not interesting story and unclear or not related to the topic.

Technique of Collecting Data

In this research, the researcher used a written essay and a questionnaire, the questionnaire consists of 20 questions,

The Technique of Data Analysis

1. To percentage the students' scores in the data from the test, which have been given to the students and to know how many percent the students are right in answering the test. The following steps were implemented for analyzing data:

a. Scoring the results of the student's answer

b. Determining and analyzing the students' ability by using the passing grade standard at SMA N

1 (KKM) of the student is 75, based at SMA N 1 Sungai Rumbai.

c. Determining the percentage the students' ability by using the following formula:

$$\sum = \frac{X}{N} \times 100$$

Where:

$\sum$ = gained score

$\times$ = sum of excellent writing

N = maximum score

100 = fixed score

The researcher computed the students' mean score by using the formula recommended by Arikunto (2006): Where:

$$M = \frac{\sum \times}{N}$$

M = mean score

$\sum \times$ = total score

N = number of students

2. To find out the difficulties in writing explanation text from the questionnaire, the researcher use the percentage technique as follows:

Where:

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

P = percentage

F = frequency of

respondents' answer

N = total respondent

(Suadjana, 2012:25).

C. FINDINGS AND DISCUSSION

Data Analysis of Students' Ability in Writing Explanation Text

Table 5. Data Analysis of Students' Ability in Writing Explanation Text

No	Categories	Frequency	Percentage	Abilities categories
1	85-100	18	78,26%	Excellent to very good
2	70-84	3	13,04	Good to avarage

| 3 | 55-69 | 2 | 8,69 | Fair to poor |
| 4 | 54-25 | - | 0% | Very poor |

The data in the table above shows that 18 students got Excellent to very good score (78,26%), 3 students got good to avarage score (13,04%), 2 students fot Fir to poorscore (8,69%), and none students got very poor. The mean score was found by deviding the sum of all score of the students' ability in writing explanation text is (88,73). Refers to the previous classification of the score, the researcher points out that the students of XI MIPA had good competence of their ability in writing explanation text.

The Students Score on

Questionnaires

In collecting the data of questionnaire the researcher using the instrument, respondents are asked to choose their retort to signify one of the numbers from 1 to 4 based explanation from numbers, that are:

a. Always, respondents got score (1)

b. Often, respondents got score (2)

c. Sometimes, respondents got score (3)

d. Never, responents got score (4)

The make use of ability and difficulty in writing explanation text at XI MIPA SMA N 1 Sungai Rumbai, was presented clearly in the folowing table:

Table 6. Questionnaire of Students Responses about the Difficulty in Writing

Explanation Text

No	Question	Students responses			
		Always	often	sometimes	never

1.	I can't write quicly in English	5	-	16	2
2.	I can't my own independent thinking in my writing	1	4	13	5
3.	I can't write a good academic paragraph	1	10	8	4
4.	I can't accurate quatation in English	-	7	11	5
5.	I can't write a clear topic sentence	2	2	14	5
6.	I can't edit my writing to improve the wording,grammar, punctuation, spelling	7	7	6	3
7.	I can't identify problems in my writing and what sould be improve	1	12	7	3
8.	I can't revise my own writing to improve verb and tenses	1	5	14	3
9.	I can't effectively brainstorm to gather ideas before writing	1	7	7	7
10.	I can't logicaly support and develop my main point when i write a paragraph	2	5	10	6

11.	I can't use a varitey of sentence and structure	4	3	9	7
12.	I can't write a good explanation text	3	6	10	4
13.	I can't use appropriate vocabullary and word forms to effectively communicate with the readers	3	7	9	4
14.	I can't take agood notes onreading and use them to help support my ideas in my writing	1	9	4	9
15.	I can't effectively write under tiime constrains	5	4	11	3
16.	I can't write sentence regular/iregular verbs	2	2	9	10
17.	I can't differentiate between singuar/pural nouns	6	4	9	4
18.	I can't use formal language in writing	5	6	8	4
19.	I can't identify the subject and verb in a sentence	1	8	6	8
20.	I can't differentiate between noun, noun pharase, or	4	3	7	9

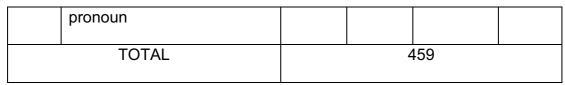| pronoun				
TOTAL	459			

Table 7. Frequency and Percentage of Students' Response Difficulty in Writing

Explanation Text

Category	Frequency (*F*)	Percentase (%)
1	55	11,98
2	111	24,18
3	188	40,49
4	105	22,87
	459	100

Based on table 7. shows most of the students had no difficulty in writing explanation text, it can be seen from students' responses. Most students choose the sometimes category with a total of 188 (40,95%) students responses. Some of the students had no difficulty in writing explanation text, it can be seen from students' responses chose the always category with a total of 55 (11,98%). And average value of students' responses in writing explanation text is 43,78%. Through the results of the questionnaire that has been done from students, it's found that students had no difficulty in writing explanation text. It means that students had no difficulty in organizing their ideas. They can improve their ability in writing, wording, grammar, and punctuation.

D. Conclusion

As has been stated in the previous chapter, the present research investigated an analysis of students' writing ability and difficulty in writing explanation texts. The

researcher employed descriptive design at class XI MIPA SMA N 1 Sungai Rumbai, therefore based on the findings and discussion in the previous chapter, the researcher concludes that the ability of students to write explanation text is good. It was proved from the means score of writing test in writing explanation text is 88,73. The students had no difficulty in writing explanation text, it was proved from the mean score questionnaire in vocabulary and language use is 43,78. Based on the research that has been done, the researcher concludes that students' writing ability in explanation text had good competence. Therefore there are some suggestions for students and other researchers: For students, Students should read more related to events or phenomena of natural phenomena so that students have a lot of vocabulary and can pour ideas into the explanation text that they will make. For other researchers. This research can be used to analyze students' ability and difficulty in writing explanation text, for other researchers it is hoped that they can dig deeper into students' ability and difficulty in writing explanation text.

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