

**STUDENTS' ABILITY AND PROBLEMS
IN WRITING EXPLANATION TEXT AT THE FIRST GRADE OF SMAN 1
BATUSANGKAR ACADEMIC YEAR 2015/2016**

THESIS



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*Submitted to fulfill one of the requirements to obtain
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ABSTRAK

Meladina. 2016. Kemampuan dan Masalah Siswa dalam Menulis Teks *Explanation* pada Kelas X SMAN 1 Batusangkar. Tesis. Program PascaSarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks *explanation*, masalah yang dihadapi dan penyebab dari kesulitan yang dihadapi oleh siswa tersebut. Penelitian ini adalah penelitian deskriptif. Subjek dalam penelitian ini adalah siswa kelas X SMAN 1 Batusangkar yang terdiri dari 70 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes tulis dan wawancara. Data kuantitatif diperoleh dari tes menulis yang dilaksanakan di dalam kelas. Data dari skor yang didapat oleh siswa dalam menulis tersebut, digunakan untuk melihat kemampuan dan masalah siswa dalam menulis teks *explanation*. Data kualitatif diperoleh dari wawancara yang dilakukan terhadap 70 orang siswa berdasarkan respon mereka dalam menjawab pertanyaan yang diajukan. Data kuantitatif dan kualitatif tersebut dikelompokkan berdasarkan indikatornya masing-masing. Hasil dari analisis kuantitatif dan kualitatif diinterpretasikan dan menjadi temuan penelitian.

Hasil penelitian menyatakan bahwa kemampuan siswa dalam menulis *explanation* adalah bagus. Nilai rata-rata siswa dalam menulis teks *explanation* adalah 67.74. Meskipun nilai rata-rata siswa dikategorikan sudah bagus, siswa juga masih menemukan masalah dalam menulis teks *explanation*. Masalah-masalah yang mereka hadapi berhubungan dengan beberapa kriteria seperti pola paragraf, konteks bahasa, ejaan kata dan sintaksis bahasa. Temuan juga menunjukkan bahwa penyebab masalah tersebut adalah pengaruh bahasa pertama, bahasa sasaran yang begitu sulit, dan kurangnya pengetahuan siswa tentang komponen dalam menulis teks *explanation*.

Kata Kunci: Kemampuan, Masalah, Teks *Explanation*

ABSTRACT

Meladina. 2016. Students' Ability and Problems in Writing Explanation at the First Grade of SMAN 1 Batusangkar. Thesis. Graduate Program. State University of Padang.

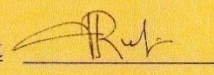
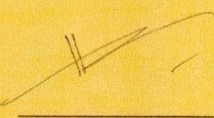
This research was aimed to find out the students' ability, the students' problems and the causes of the problems in writing explanation text. The design of research was descriptive. The subject of the research was the students at the first grade of SMAN 1 Batusangkar which consisted of 70 students. Instruments used to collect the data in this research were writing test and interview. The quantitative data were from the writing test conducted in the class. The data obtained from the score gotten by the students in writing test. This score can be used to analyze the students' ability and problems in writing explanation text. Then, the qualitative data were from the result of interview done to 70 students based on their responses in answering the question given. Next, the quantitative and qualitative data were grouped based on the indicators. Finally, the result from quantitative analyzing and qualitative analyzing were interpreted to get the result of the research.

From the result of the research, it was found that the students' ability in writing review text was good. The average score of the students on writing explanation text was 67.74. Although the students' ability was good, the students also found some problems in writing explanation text; they are related to several criteria such as genre-based, textual language, spelling and syntactical language. It also found that the factors which caused the students' problems were interference of first language, complexity of target language and lack of knowledge about writing components.

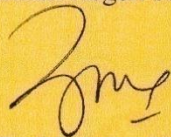
Key Words: Ability, Problems and Explanation Text

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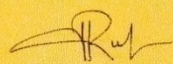
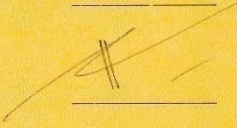
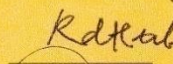
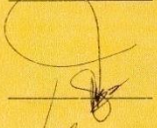

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Saya yang Menyatakan


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Finally, this thesis is expected to give a significant and useful contribution for the development of English education in Indonesian context.

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Reseacher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an important English skill that has to be mastered by students besides listening, speaking and reading. This skill is important not only at university level but also at school level. Through writing, the students may transform their feeling, thought, and emotion into written form. In expressing their feeling, they can communicate their ideas to others through writing. Next, through writing the students will be free to write what they feel and think about something. Therefore, they need to master writing skill.

To master writing skill, the students should know and understand about writing aspects. One of these aspects is writing requires the students to have sufficient knowledge related to topic discussed. Then, the students have to understand about English rules in writing. Next, writing also requires the students to have enough vocabulary in order to deliver the ideas with correct words in appropriate context. Besides, in writing, the students should know the pattern of the text. In short, writing skill requires many aspects that have to be mastered by the students in order to produce a good text.

Curriculum 2013 for senior high school states that there are many texts that should be learned by the students. They are analytical exposition text, hortatory text, discussion text, narrative text, recount text, procedure text, descriptive text, report text and explanation text. Explanation text is an important genre to learn. Through explanation text, the students may think academically and

scientifically. They have to be able to express their ideas about why or how something happen based on some facts and logical reasons.

Furthermore, explanation text is one of the texts which explains about how and why something happens. Explanation text requires the students to have knowledge in order to explain why and how something happens. The students should have deeper understanding about a topic in order to write it down. If they do not have sufficient knowledge about that, the students will face many problems in writing explanation text. Besides the students have to understand about the components of writing, the language features and generic structure of explanation text. Introduction, a sequenced explanation of why or how something occurs and closing or concluding statements are part of generic structure in explanation text. For the language features, explanation text uses simple present, passive voice, conjunctions of time and cause and many others. By having the knowledge about explanation text, at the end of the course, the students are hoped to be able to produce the explanation text.

Based on researcher's previous interview to five students about their writing task of explanation text at the first grade X of SMAN 1 Batusangkar academic year 2014/2015 indicated that 64% of them could not write explanation text. Those students had some problems in writing explanation text. First, they did not know what they will write because they did not have any ideas about the topic. In other words, the students seem do not have any references to write about topic discussed. Then, the students did not have enough vocabulary to write. Even though they know about the process or the reason why something happen, it

seems that they did not know how to write it down by using English. Next, the students seem that they did not know how to use correct words in appropriate context. One of the examples is rainbow is *creation* occurs after rain. In this example, the choice of word *creation* is inappropriate. It should be replaced with *phenomenon*. Concerning with this example, the students in senior high school seem difficult to choose appropriate words in particular context. Because of this case, it is important to know how far the students are able to write in order to know their problems and cause of the problems.

In short, explanation text is one of important topics to be explored in order to know the students' ability, problems and the causes of the problems. This is the focus of the research.

B. Identification of the Problem

There some problems identified in the background of problem related to writing explanation text based on researcher's preliminary research. The problems are the following. The first problem is related to the ideas. The students do not know what to write. It seems that they do not have any ideas to write about topic the discussed. Then, they face the difficulties how to organize the ideas because they do not have enough knowledge to write. Next is the lack of vocabularies. The students have difficulties to write because they do not have many vocabularies. The students also face the problem about the choice of words. They do not consider about the appropriate words that should be used in their writing. Syntax, grammar and pattern are the last problem that students faced in writing explanation text. An explanation text may have different syntax, grammar and

patterns with other texts. Since there are many texts that have to be learned by the students, they may have difficulties to differentiate them well. Therefore, they should have deeper understanding in order to produce a good explanation text.

C. Limitation of the Problem

Based on the identification of the problem above, the research is limited to students' knowledge about writing components, the generic structure and the linguistic feature of explanation text by focusing on the students' ability and problems in writing explanation text at the first grade of SMAN 1 Batusangkar

D. Formulation of the Problem

The problem of this research is formulated in this following question: "How are the students' ability and problems in writing explanation text at the first grade of SMAN 1 Batusangkar?"

E. Research Questions

Based on the formulation of the problem mentioned above, the research questions are:

1. How is the students' ability in writing explanation text at the first grade of SMAN 1 Batusangkar?
2. What are the problems faced by the students in writing explanation text at the first grade of SMAN 1 Batusangkar?
3. Why do the students have problems in writing explanation text at grade X of SMAN 1 Batusangkar?

F. Purposes of the Research

Based on the research questions stated above, the purposes of the research are:

1. To analyze the students' ability in writing explanation text at the first grade of SMAN 1 Batusangkar
2. To analyze the students' problems in writing explanation text at the first grade of SMAN 1 Batusangkar
3. To know the causes of why the students' at the first grade of SMAN 1 Batusangkar had problems in writing explanation text at the first grade of SMAN 1 Batusangkar

G. Significance of the Research

After knowing the students' ability, problems and causes of the students' problems in writing explanation text this research is expected to give valuable contribution for teaching and learning process practically and theoretically. Practically this research is expected to give more information about students' ability and problems in writing explanation text. By knowing the students' ability and problems, both teacher and students may improve the process of teaching and learning process to achieve the goal. The goal of teaching and learning explanation text is to make the students able to write a monologue about how and why something happens.

Theoretically, this research is also expected to give the contribution to the researcher itself. The researcher may enlarge her knowledge about teaching and learning about the ability, the problems and also what are the causes of the

problems that faced by the students. Furthermore, this research also may be used for basic theories or as references for the other researchers who want to conduct further research about similar topic.

H. Definition of Key Terms

1. Explanation text is a text which has function to explain about how and why something happens.
2. Students' ability in writing explanation text is the ability in producing a text that gives an explanation about something.
3. Students' problems in writing explanation text are problems that faced by the students' in writing a text that gives an explanation about something.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Having analyzed the data, the ability of the students in writing explanation text in the first grade of SMAN 1 Batusangkar was good. Based on the four criteria used; generic structure, textual language, spelling and syntactical language, the students' ability in writing explanation was good at spelling and generic structure. Meanwhile, for the other two criteria; textual language and syntactical language, their ability was categorized into fair category.

Furthermore, referring to the four criteria determined in writing a good explanation text, there were a number of problems faced by the students. First, dealing with generic structure, the students had a number of problems. They were incomplete generic structure, combining introduction and sequence of stages, combining sequence of stages and conclusion, combining introduction and conclusion into one paragraph. Next, the students also had problems in textual language that covered the use of simple sentences, compound sentences, complex sentences and tenses. Then, the use of article, preposition and punctuation were the other problems faced by the students related to syntactical language. Last, spelling was another problem faced by the students in writing explanation text.

The students' problems in writing explanation text were caused by several factors. They were interference of first language, complexity of target language and lack of knowledge about writing components.

B. Implication

There are some implications related to the finding of the research. They are:

1. The students' ability in writing explanation text was in good category but it did not mean that all students were able to construct a good explanation text. Therefore, they need more explanation about explanation text.
2. In writing explanation text, they students faced some problems. They have to learn more about each elements of explanation text in order to produce a good explanation text.

C. Suggestion

Based on the findings and conclusions of the previous discussion, the researcher would like to give some suggestion as follows:

1. Since not all of the students are able to produce a good explanation text, for those who get lower scores, they should learn more about the concept as well as the procedures of writing a good explanation.
2. Since in writing explanation text, some students write their first draft in their first language before writing it in English that contributes to interference of their first language on their writing, it is suggested that they should write it directly in English instead of writing the first draft in their first language so that the interference of the first language can be minimized.
3. Since some of the students get the lower in writing explanation text, it is suggested for the teacher to provide more variation models so that the students can understand it more easily.

4. For the teacher, it is also suggested to use more interesting strategies in teaching explanation text so that the students not only get motivated to learn it but also help them in writing a good explanation text.

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