

**THE STUDENTS' ABILITY IN WRITING EXPLANATION TEXT
AT THE 5TH SEMESTER OF ENGLISH DEPARTMENT
ACADEMIC YEAR 2023/2024 UIN SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Requirement
of the Graduate of Education (S.Pd) in English*

Written By:

PURNAMA LUBIS
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ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
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PADANGSIDIMPUAN
2024**

LETTER AGREEMENT

Term : Thesis
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Padangsidempuan, October 2023
To :
Dean of Tarbiyah and Teacher

Training Faculty
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Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Purnama Lubis**, entitled "*The Students' Ability in Writing Explanation Text at The 5th Semester of English Department Academic Year 2023/2024 Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

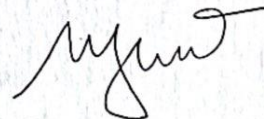
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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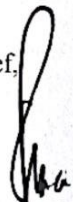
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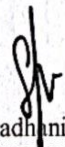
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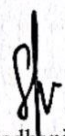

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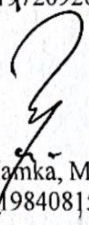
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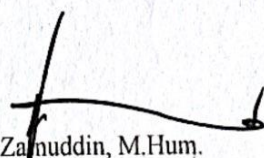

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The thesis has been accepted as a partial fulfillment of the requirement for graduate
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ABSTRACT

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Reg. Number : 19 203 00006
Title of Thesis : The Students' Ability in Writing Explanation text at The 5th Semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

This research concerns about students' ability in writing explanation text at the 5th Semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The problem of this research is most of the students still get low grade with average 56- 65, meanwhile standart of English competency in this faculty is 80, and the were lack motivation in learning writing expecially in writing explanation text. Purose of this research is to analyze the students' ability in writing explanation text. The method is quantitative research. The instrument of data collected is test. The source of the data is stratified total sampling, there are 62 students at two class at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Data has been analyzed by researcher, it could be found the score of the students is 3.750. based on the criteria above, the cummulative score was 60.48%. So, it can be concluded that students ability in writing explanation text is enough category.

Keywords: *Ability in Writing, Explanation Text*

ABSTRAK

Nama : Purnama Lubis
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Judul Skripsi : Kemampuan Siswa dalam Menulis Penjelasan teks Semester 5 Jurusan Bahasa Inggris Tahun Akademik 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Penelitian ini berkaitan dengan kemampuan siswa dalam menulis teks eksplanasi pada Semester 5 Jurusan Bahasa Inggris Tahun Akademik 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Masalah dari penelitian ini adalah sebagian besar siswa masih mendapatkan nilai rendah dengan rata-rata 56-65, sedangkan standar kompetensi bahasa Inggris di fakultas ini adalah 80, dan kurangnya motivasi dalam belajar menulis khususnya dalam menulis teks penjelasan. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam menulis teks eksplanasi. Metode yang digunakan adalah penelitian kuantitatif. Instrumen pengumpulan data adalah tes. Sumber datanya adalah stratified total sampling, terdapat 62 mahasiswa di dua kelas semester 5 Jurusan Bahasa Inggris Tahun Akademik 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Data yang telah dianalisis oleh peneliti, diketahui nilai siswa adalah 3,750. berdasarkan kriteria di atas diperoleh skor kumulatif sebesar 60,48%. Jadi, dapat disimpulkan bahwa kemampuan siswa dalam menulis text explanasi berada pada kategori cukup.

Kata Kunci: Kemampuan Menulis, Teks Eksplanasi

خلاصة

اسم : بورناما لوبييس
ريج. رقم : ١٩٢٠٣٠٠٠٠٦
عنوان الرسالة : قدرة الطلاب على كتابة نص الشرح في الفصل الخامس من قسم اللغة الإنجليزية للعام الدراسي ٢٠٢٣ / ٢٠٢٤ الجامعة الإسلامية للشيخ علي حسن أحمد إضافة بادانجسيدمبوان.

يركز هذا البحث على قدرة الطلاب على كتابة نص الشرح في الفصل الخامس من قسم اللغة الإنجليزية للعام الدراسي ٢٠٢٣ / ٢٠٢٤ الجامعة الإسلامية للشيخ علي حسن أحمد إضافة بادانجسيدمبوان.. مشكلة هذا البحث هي أن معظم الطلاب ما زالوا يحصلون على درجات منخفضة بمتوسط ٦٥-٥٦، في حين أن معيار كفاءة اللغة الإنجليزية في هذه الكلية هو ٨٠، وكانوا يفتقرون إلى الدافع لتعلم الكتابة وخاصة في كتابة نص الشرح. الغرض من هذا البحث هو تحليل قدرة الطلاب على كتابة نص التفسير. معرفة ما إذا كانت قدرة الطلاب على كتابة نص الشرح منخفضة. استخدم هذا البحث المنهج الكمي. أداة البيانات التي تم جمعها هي الاختبار. أما منهج البحث فهو للإجابة على أسئلة حول آراء الناس حول ظاهرة ما أو أمر ما، ويسمى البحث الوصفي أيضاً منهج المسح. مصدر البيانات هو أخذ عينات عشوائية طبقية، هناك ٦٢ طالباً في فصلين في الفصل الدراسي الخامس من العام الدراسي لقسم اللغة الإنجليزية ٢٠٢٣ / ٢٠٢٤ الجامعة الإسلامية للشيخ علي حسن أحمد إضافة بادانجسيدمبوان.. تمت معالجة البيانات ودرجات الطلاب، ويمكن العثور على درجة الطلاب هي ٣.٧٥٠. وبناءً على المعايير المذكورة أعلاه، كانت الدرجة التراكمية ٦٠.٨٣ % . ومن ثم يمكن استنتاج أن قدرة الطلاب على كتابة نص الشرح تعتبر فئة كافية

الكلمات المفتاحية: القدرة على كتابة نص الشرح

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3. Mrs. Dr. Lelya Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum, as the chief of English Education Department and Mrs. Sokhira Linda Vinde Rambe, M.Pd, as the Secretary of English Education Department.
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Finally, I realize this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future and I say thank you for appreciations to everybody who had help in finishing this thesis. May Allah Subhanahu Wa Ta'ala blesses us all and make our dream come true.

Padangsidimpuan, 19 Desember 2023
Researcher

Purnama Lubis
Reg.Num. 19 203 00006

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Appendix 1 Test Explanation Text

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CHAPTER I INTRODUCTION

A. Background of the problem

Writing skill is one of the most important skill to master. Writing is an activity of expressing ideas about a problem that exist in everyday life. Writing is a pouring process ideas that are in the mind and poured into an essay. Writing is influenced by several elements such as grammar, vocabulary, punctuation, and spelling organization. Writing process involves collecting ideas and modifying into sentence of complete text.¹ There are many types of writing text in English such as narrative text is a text that tells about sequence of events in the past, descriptive text is a text which says what a person or thing, recount text is a text is tells the reader about one story, action, or activity , report text is a text that says detailed information about something in general based on research, news item is a kind of a text which aims to inform the readers about the important, newsworthy events of the day, Explanation Text is a text that tells how something works or why something happened in this world.

Explanation text is a text that tells how something works or why something happened in this world that important to know by students because explanation texts explain processes related to natural, social, scientific, cultural phenomena. This text describe a process that tell how or

¹ M. Ali ghufon, *ELT Resarch Paper Writing*, (yogyakarta: cv budi utama, 2016), p 164.

why something happens and this should be known by students at a university.

Students at university explanation text is studied in the fifth semester, so students in the fifth semester should already know about explanation text but in reality some of the students in the fifth semester do not know or do not understand what the text explanation. Improving students' ability in writing explanation text aims to enable students to identify and know the causes of a phenomena, but before that researcher must know students' difficulties in writing explanation text. According to Dahliana Hasibuan such as students in 5th semester, she said there are several things or factors that inhibit and influence student's ability to write explanation text such as lack of vocabulary and mastery of grammar structures. In explanation teks contains grammar, vocabulary, mechanic, fluency, and form must be in explanation teks is used as indicator to show whether the student's text is correct or not. But, the facts that see there are many students who study in university who are unable or not proficient in english. Many students experience difficulties in writing especially in writing explanation text.

Explanation text is difficult to learn because the vocabulay used in explanation text is rarely find in everyday life so students will difficult to compose sentence and cannot develop te main idea of paragraph. However students of TBI still need to know what text explanation is. Students' who are said to be masters in writing explanation text are students who are able

to write explanation text according to the instruments used in explanation text such as grammar, vocabulary, mechanic, fluency, and form.

As for that causes students' difficulties in writing can be classified into two factors namely, internal factors and external factors. Internal factors consisting or difficulty for starting writing topics, difficulty determining ideas, difficulties use vocabulary, difficulty in using terms, difficulty making sentence coherent, difficulty in logic is level of intelligence. While on the factor external, namely often getting criticism from other, there is no support from the closest people. So, if students have problems writing, students will find it difficult to write explanation texts.

Based on the above explanation, the researcher interested to know students' ability in writing explanation text at Padangsidempuan Islamic State University. The title of this research is The Students' Ability in Writing Explanation Text at the 5th Semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

B. Identifications of Problem

Based on the background above, identification problems at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is : Explanation text is important to know by students and it has to be learned by students but in the phenomena that exists explanation text is difficult to learn because the vocabulary used in explanation text is rarely found in everyday life so

students will difficult compose sentence and cannot develop the main idea of paragraph.

C. Limitation of the Problem

This research focus on students' ability in writing explanation text which includes grammar, vocabulary, mechanic, fluency, and form at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Here will be shown about variables operational definition.

D. Definition of Terminologies

1. Students' Ability

Students' ability is the ability of each individual to complete work or master that things they want to do in job. Ability is the power need to do something. A person who is said to be capable if he can do something he has to do.

2. Writing Expanation Text

Writing explanation text is non fiction writing explaining an action process or event in a detailed but simple way. Explanation texts can be written about wide range of topics. Explanation text contains explanation about social, natural, or cultural phenomena. A description of how something works or how something happend.

3.UIN SYAHADA

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University or (UIN Syahada Padangsidempuan) is a State Islamic Religious University (PTKIN) in Padangsidempuan City, North Sumatra, Indonesia.

Based on above definition, the meaning of Students' Ability in Writing Explanation Text in 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is the capacity of students on the fifth year English Department UIN Syahada to write explanation text from process involved in the information or workings of natural or sociocultural phenomena.

E. Formulation of the Problem

Based on the background of the problems, the researcher formulated the formulation of the as : "How is the ability of students in writing explanation text at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?"

F. The Objective

The purpose of this study : To analyze students' ability in writing explanation text at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The significances of research will be shown below.

G. Significances of Research

The significances of this research are :

1. To help teachers in solving students difficulties in writing explanation text.
2. To increase students' ability in writing explanation text, especially at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
3. To improve the method of teaching English to increase motivate the students in teaching English, especially in making explanation text.
4. To other researcher as an information to do a futher research.

So, there are 4 significances of this research, here outline of this thesis will be shown below.

H. Outline of the Thesis

The systematic of this research is devide into five chapters. The researcher give the outline to helps readers understand the research. Every chapters consists of many sub chapters with details as folows :

Chapter I, it was consist of Background of The Problem that explain about the important and reasons of the research. Focus of the problem that tell about research concern. Formulation of the Problem about what the researcher search describe in the research. Purpose of the Research tell about the aims of research explaine what for the research done. The Significances of the Research explain the destination of the research. The

Definitions of Key Terms tell about definition of terminologies. Outline of the thesis explain the contents each chapter.

Chapter II, it consists of the Theoretical Description tell about the descriptions of variable or materials is describe of students' ability in writing explanation text. Review of Related Finding tell about the related research that find before.

Chapter III, it consists of Research Methodology consists of the Time and Place of the Research tell about how long and where the research done. The Research Design tell about the kind of research that use in the research. Instrumentation of Collecting Data tell about the tools that use to collect data that is essay test. The Source of Data tell about the source of data collection is the English teacher and the student's at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary padangsidempuan. Techniques of Data Analysis tell about the way to analyze the data collection. Checking of Trustworthiness tell about checking the validity and accuracy of findings.

Chapter IV, it the Result of the Research talking about the analysis of data (the result of research). This chapter consists of Data Description Describe of the Result. Data Analysis Research Finding describe research finding in general and specific. Discussion tell about the discuses between findings before to the result of the research.

Chapter V consists of Conclusion was conclud the result of the research and Implication is given to the readers or another researcher.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Definiton Students' Ability

The ability or behavior of students is an absolute requirement for instructional objectives. Ability is a method or process carried out by students to obtain abilities in accordance with the assessment criteria, namely space, time and energy. ¹Ability is defined as the knowladge exprience, and skill that an individual of grup brings to a particular task or activity.

Ability is something that has been in us since birth. The abilities that exist in humans can also be called potential. The potential that exist in humans can basically be honed. From the definotion above, it can be concluded that ability is the ability of each individual tp complete work or master that things they want to do in a job.

The students be intended in this research is in 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Adary Padangsidimpuan. After knowing the definition of students' ability, here will be shown about kinds of ability.

¹ Mudjijo, *Kemampuan siswa*,
<https://sg.docworkspace.com/d/siDvjb9Lx7SKrQYsa=00&st=0t>

2. Kinds of Ability

There are 3 kinds of ability:

1) Cognitive

Types of learning outcomes that include cognitive abilities include rote knowledge, understanding, application, analysis, synthesis and evaluation.

2) Affective

In the affective aspect, learning outcomes relate to awareness of something, feelings and judgment about something. This can be seen from student attitudes, student interest in lessons, student motivation in taking lessons, discipline, student interactions with teachers and friends, study habits and social relationships.

3) Psychomotor

In the psychomotor aspect, learning outcomes relate to the skills and ability to act after a person receives certain learning experiences. The skill aspect consists of various levels including reflex movements, basic movement skills, perceptual abilities such as visual discrimination, physical abilities, movement skills, abilities related to communication such as expressive movements.²

So, there are 3 kinds of ability. Here definition of writing will be shown below.

² Ngalim Purwanto, *Prinsip Prinsip dan Teknik Evaluasi Pengajaran*, <https://sg.docworkspace.com/d/sIPTJB9I9I7RwkRqy?sa=00&st=0t>

3. Defenition of Writing

Writing is a process of compiling ideas into a word in written form and writing is process of creating a note or information into a text, or writing is one way of conveying information or something to others through text or writing. Writing is a part of skill that students have to create a text by arranging sentences into a good test and following the structure and language features.³ Writing skill is one of the important and basic aspects for students to master in various subjects. Writing skill need to be guided and given to students, So, students can put their thoughts into good written form. So, students are able to produce correct writing in accordance with the use of grammar and language structure.

According to Harmer writing is a way to give off language and express ideas, feelings, and opinions throught lettering .⁴ Writing is the process of producing words into sentence until become paragraphs in written form based on the components of writing, so by writing people or students can express ideas, thoughts or anything else to other people easily. In deed writing is not pouring ideas into paper but the writer also compained by expression and feelings in paper, so the writing can be understood as a whole by reader.

³ Rayendriani Fahmei Lubis and Nur Khioriah Hasibuan, “ *Students’ Writing Procedure Text*” 2020, <https://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

⁴ Jeremy Harmer, “How to Teach Writing Longm.Pdf” (Malaysia: Stention Associates, Saffron Walden, Essex, UK., 2004), www.longman.com.

An other expert stated the writing can help students explore, processes, and express what students have learned or in the process of learning.⁵ Based on Creme and Lea writing is just one particular way of using language and someone's language experiences which are also important influences on how his write.⁶ Writing is one of the elements of skill in language.⁷ Writing also expresses ideas, feelings, and opinions so, the writing can understood as a whole by reader and writing can be poured on paper or whiteboard and other place where is impossible to write. After knowing the definition of writing, then will be shown about kinds of writing.

Based on the defenitions by some experts, the researcher concluded that the defenition of writing is a process of producing words into sentences to become paragraphs in a text.

4. Kinds of Writing

Students must know about kinds of writing and learn it. There are eight kinds of writing, namely:

1) Short story

Short story is a work of prose fiction that can be read in one sitting—usually between 20 minutes to an hour.

2) Biography

Biography is simply the story of a real person's life.

3) Information report

Meant to provide readers with information on a given topic by supplying them with facts.

⁵ Carver Lin and Atkins S Holly, *Writing Is Thinking Strategies For All Content Areas*, ed. Holly S. Atkins and Lin Caever, *London: Rowman & Littlefield*, vol. 1 (London: Rowman and Littlefield, 2022).

⁶ P Creme and M Lea, *Writing at University.Pdf*, *Open University Press*, Second, vol. 48 (Philadelphia, 2003), <http://oro.open.ac.uk/727/>.

⁷ Elisa Dora,at.al “ Students’ *Seventh Semester of English Education (TBI) STAIN Padangsidimpuan Ability in Academic Writing*”, 2013 vol 1, <https://sg.docworkspace.com>

4) Observational writing

Observational writing uses the senses to convey details through descriptive words.

5) Problem/solution writing

Written to explain the solution for a problem.

6) Cause and effect

Use analysis to examine the reasons for and the outcomes of situations.

7) Evaluation

A type of writing intended to judge something according to a set of criteria.

8) Autobiography.⁸

Autobiographies are books that people write about their own lives.

So, there are 8 kinds of writing that must be known by students, after knowing about kinds of writing here will be shown about the importance of writing.

5. Importances of Writing

Students must know what is important of writing and learn it. There are 5 good reason for writing they are:

1) Writing help students to remember

By taking notes from the lecture, a video, a book, a article or soon makes it easier for students to remember material or words that have been conveyed before.

2) Writing help students to observe and to gather evidence

For example when watching a video program accompanied by writing notes it will help our concentration to collect or summariz the contents of the video.

⁸ Allen S. Goose, *Kinds of Writing, Portland*, Second (J. Weston Walch, 2001), <https://doi.org/10.5040/9798216011897.ch-002>.

3) Writing help students to think

Writing is both an expression of your think and a vehicle for helping to think. When writing an essay or preparing a practical report students set down what students know. Doing so helps students identify gaps in knowledge and to seek answers and deepen students understanding.

4) Writing help students to communicate

It is throught writing that,in many casses students academic progress is assessed, whether by cousework or in examninations. Writing of coure is also the common medium by which academic report and give opinions to the world.

5) Writing help students to learn

Writing is a powerful device for helping students to learn. Writing is a key way in which students know several your knowledge and understanding from other students.⁹

Writing has many benefits for someone such as writing will help to recover memories, will be able stockpile ideas, gathering information and soon. By writing students will increase intelligence, develop initiative and creativity, grow courage and encourage willingness to collect information. And than will be shown about the purpose writing.

⁹ Trevor Day, "(Palgrave Study Skills) *Success in Academic Writing* (2013, Palgrave).Pdf," 2013, 3.

6. Purposes of Writing

According to Pierce and Malley, there are three purpose in writing.

They are: to entertain, to inform and to persuade

1) Writing to entertain

Writing to entertain is intended to engage the readers feeling. It can be seen in the form of funny stories, surprising actions, or simple quizzes. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a news paper, magazine, even in an academic writing which is the formal one. In addition, writing to entertain takes the form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and sreenplays.

2) Writing to inform

It teels the readers about something. Something that is important to be known by the readers including what, where, when, why and how it happens. It also reports the information as objectively as possible. Example of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to Persuade

Related to this purpose, the writers need to assure the readers by showing the logical arguments and some evidences about the topic being discussed. It also means to convince the readers about something that is necessary to be discussed further and to give reasons for or against something. The example of writing to persuade are argumentation text, expository text,

speech and articles.¹⁰ Thus, after knowing the purpose of writing students will easily understand how the writing happens and what the writing is for. The last will be shown about the process of writing.

7. Process of Writing

Process of writing means pouring the author's ideas into written form, so that the author's intention can be known by many people. According to Harmer that writing stages are planning, drafting, reviewing and editing. Most of the learners think that writing is a simple process that may finish in one step. Nevertheless, to get good composition, the learner must pass the process. Thus, they plan, draft, re-plan and soon before they finally create the composition.¹¹ The writing process is a multi-step procedure that a writer completes when going from original idea to completed and published work.

Harmer's concept as step of writing process :

1) Planning

The first step that students should do as a writer is plan. The writer should plan what he should write. In this stage teachers' responsibility is to invite the students to get the ideas giving brainstorming the topics they are going to write.

¹⁰ Lorraine Valdez Pierce and J. Michael O'Malley, *Performance and Portfolio Assessment for Language Minority Students* (Urbana: National Clearinghouse for Bilingual Education, 2001), p. 199.

¹¹ Harmer, "Jeremy Harmer How to Teach Writing Longm Pdf."

2) Drafting

After student get the idea the next steps is drafting. after the student write the whole part of idea the students as writers should write in a draft point that will be develop what you want in the next.

3) Reviewing

The writer develops drafting points to a written based on steps in the draft, after the writer finishes writing writer should get the points or part that could be edited or soon.

4) Edited or revising

After the writer get some mistakes of students writing, teacher give time to students to chance, editing or revising.

Based on the explanation about writing process, so students know that in writing process has four stages that must be attended in writing. Here component of writing will be shown below.

8. Component of Writing

In writing skill, students must know and master the writing components. To make a good writing students need to recognize the component of writing writing such as content, forms, grammar, vocabulary, and mechanics(punctuation and capitalization).

a. Content

Content is about the ideas that used by students to elaborate the topic. This aspect consider whether the ideas is relevant to the

topic or not, the ideas detail or not, and the students use much varieties of ideas or not.

b. Form

Form is a term that means the style of how a text is written. As the following example forms include novel, manuscripts, and poetry. Choosing the forms is an important part of writing because it determines or provides structure.

c. Grammar

Grammar is a structured set of rules that govern the arrangement of sentences, phrases, and words in any language.

d. Vocabulary

Vocabulary is a collection of several words that are combined, so that it has meaning or significance.

e. Mechanic

The mechanical use of capital letters, punctuation, and spelling is correct. The use of good mechanics in writing will make it easier for the reader to group the conveyer's ideas or messages in written materials.¹²

After knowing the definition, kinds, importance, purpose, process, and component of writing researcher hope students more understand how to write

¹² Harni Basonggo, and friends. "Developing Writing Skill of Grade VIII Student thorough Personal Letter," e- *Journal English Language Teaching Society (ELTS)*, Vol 4, No. 1, 2016, p. 2.

correctly and understand the elements of writing. Here definitions of explanation text will be shown below.

9. Definitions of Explanation Text

Explanation text is a text that explains how the process of an event that can be observed by humans, whether it benefits or harms, whether it is about nature, about culture, even about social. Who live in this world are inseparable from the names of the phenomena whether it is liked or not. Explanation refers to series of sequent paragraph that explained how and why something happend. ¹³ Explanation text is a type of text that tells how the process starts from the formation of nature, social, scientific, to cultural phenomena. ¹⁴ Explanation text the one of the part of texts that describe about phenomena or something happended. Explanation text is the one of the parts of texts that ideas with something happened that elaborate about how and why a phenomena or event is happended in scientific and technical.

According to Kemendikbud that an explanation text is a non-fiction text that is used to describe how or why something happeness. It means, in explanation text it is about something that really happen in our environment. The activity of explaining why something happended (as opposed to something else) requires the assumption that when there is an observed difference, there is a reason behind it. ¹⁵ An aim and product of explanation is often

¹³ Fitri Maiyanti, Suharni, Hervina Asty, *An Analysis of Students' Problem With Generic Structure of Writing Explanation Text*, <http://jim.stkip.pgri.sumbar.ac.id/jurnal/download/5961>

¹⁴ Joko Prayudha, *Jenis-Jenis Text Bahasa Inggris*(Indonesia,2022) p. 43.

¹⁵ Kai Eigner, Henk Regt, and Sabina Leonelli, *Scientific Understanding*,(America: University of Pittsburgh Press, 2009).

underpinned that was represented by different media such as music, text, and graphics. Thus, an explanation was subjected to interpretation, and discussion. In scientific research, explanation was one of the purposes of research, e.g., exploration and description.

Explanation was a way to uncover the knowledge, and to report relationship among different aspects of studied phenomena.¹⁶ To report relationship among different aspects of studied phenomena in explanation text students will generally use the process of explaining to talk and write about personal experiences and concrete knowledge. As well, they will be frequently exposed to explanations from teacher about a wide range of phenomena and experience.¹⁷ To write explanation text, there are some general statement to description of how a phenomenon occurs which should be care suggested by Pardiyono as states in the table below

Table II.1
Explanation Text Elements

Text element	Function
General statement about the topic of the	An opening that tells the readers about the topic explained in the text. Usually in the form of a general statement. This part must be brief and clear, so that the readers can catch the point explained. Or can be also in the form of rhetorical question :”Did students know how a lunar eclipse occurs?”
Sequence of explanations that tells about the formation or occurrence process.	This part may consist of several paragraphs. All the paragraphs are used to explain “ the process of how” an event or a phenomenon occurs. ¹⁸

¹⁶ Rosalina, “ *Writing*” www.Explanation text. Com, Saturday 15 December 2011.

¹⁷ Peter Knapp & Megan Walkins, *Genre Text Grammar* (Australia: A USNW Press book, 2005) p. 126.

¹⁸ Pardiyono, *The Art in Teaching*, (Yogyakarta, 2010) p. 47.

Thus, explanaton text is a text that explain how everything happens be it natural, political, or cultural events. After knowing the defenition of explanation text researcher hope that students can understand explanation text properly and correctly. After knowing the defenition of explanation text, will be explain about types of explanation text will be shown below.

10. Types of Explanation Text

Explanation text types occur in a variety of places, the most common explanation texts are found in textbooks and lecture. Sometimes, the explanation may be part of a large text it may be found in an information report or in a procedural text. For example,

Explanation have many different function , including:

- 1) Explaining hoe something works
- 2) Describing why something occurs
- 3) Comparing similarities and differences
- 4) Explaining how to approach and solve a problem¹⁹

Types of explanation text very important for students. So, students will be know types of the phenomena is sequential or cause and effect. After knowing the types of explanatin text, here will discused about generic structure of explanation text to make it easier for student to write explanation text. Generic structure of explanation text will be shown below.

¹⁹ Bruce Davies, *Targeting Text*,(Australia: Blake Education, 2000),p. 76

11. Generic Structure of Explanation Text

The first way to write explanation text is knowing what are the generic structure of the text and language features of the text because both of them is part of concept of writing explanation text. Generic structure is important know by students. The generic structures of explanation text follows :

- 1) Title is that which gives an overview of the things described in the text.
- 2) Orientation is a statement about what is to be explained. In this part the writer must be introduced about the topic to be explain.
- 3) Explanation sequence, in this section the writer have to write several statements of reasoning explaining and elaborating the topic chosen by writer or refers to series of sequent paragraph that explained how and why something happen.
- 4) Concluding statement refers to general comment or summary about how something work and why something happen.²⁰

Generic structure is something important to know by students, to make students easier to write explanation text. Generic structure also to provide a clear step by step in expalanation. There are purpose of explanation text must be know by students. Purpose of explanation text will be shown below.

²⁰Fitri Maiyanti and Hervina Asty, <http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/5961>.

12. Purpose of Explanation Text

Purpose of explanation text is to make the reader able to explain phenomena or events that are happening, by explaining the process or causes and effect of these events. Purpose of explanation text are explanation text is a text which tells processes relating to forming of natural, social, scientific, cultural phenomena and to explain how and why something happens.²¹ In addition explanation text can also be explained by mentioning the law of cause and the effect of an event. In the general, kind text explanation very effective to explain how process a phenomenon happens, or explain about existence a phenomenon.

Explain how process a phenomena happens or explain about existence a phenomenon is one of the purpose of reasearch, e.g, exploration and description. To report relationship among different aspects of studied phenomena. And than will be shown about language features of explanation text.

13. Language Features of Explanation Text

Students must know about language features of explanation text, so students easier to understand about explanation etxt. Language features are :

- 1) It is composed in present tense. Timeless present tense(no present adverb of time)
- 2) It is composed in passive voice

²¹ Nova Fibri A, Nurul Afidah and Ulfa Wulan Agustina, *I Love English* (Jombang: LPPM Universitas KH.A. Wahab Hasbullah, 2021),p.35

- 3) Generalized non-human participants, because the topic discussed is not about humans. Example: rain, tsunami, etc.
- 4) It is common to find connectors of “ first of all, then, next, and...” to show the order of explanation
- 5) Action verb. The verb used to describe an action that is in progress
- 6) As it is explaining process of phenomenon
- 7) Explanation text explain detail processes.²²

Example 1:

How Snow is Made?

We all agree that the snowfall is always fascinating. In the snowfall, all people stay out of the house and play with snow. People can make giant snowmen, trample along the snow, or play snowballs with their families. However, are you curious how snow is made? (**Introduction**)

Snow is water droplets falling from the clouds. These droplet waters then become solid and snow. It happens because rain consists of water vapor particles and being cooled in the air. Snow happens when vapor piled up in the earth's atmosphere freezes. It happens before they turn into water droplets. This process occurs when the temperature in the cloud becomes very frigid. Snowflakes are created by crystals of ice which have established around a little filth in the air. They then grow from small forms into the big one. The form of snowflakes are varied. They can consist of 200 crystals maximum. (**Explanation Sequence**)

Snow is formed when water vapor in clouds freezes into ice crystals that grow and fall to the grounds as snowflakes. Water droplets in clouds cool and become solid snow as they fall through cold air. (**Concluding statement**)²³

²² Magdalena Br Marpaung, *Textual Reading* (Yogyakarta: Deepublish, 2021), p. 160

²³ Umu Mustabsiroh, *English Book*, (Lombok Tengah: Pusat Pengembangan Pendidikan dan Penelitian Indonesia), p. 2

Example 2:

How Does Rain Happen?

We all know that rain is primary source of fresh water for most areas of the world, providing suitable condition for diverse ecosystems. Rain is water that descends from the sky through several processes until the rain occurs. Do students know how does rain happen? **(Introduction)**

The phenomenon of rain is actually a water circle. The concept of water circle includes the sun heating the Earth's water surface and causing the water surface to evaporate. Earth's water includes water from lake, river, and ocean. Then, the water vapor experiences condensation and becomes condensed vapor. Condensed vapor is formed from droplets so that when the air temperature is higher, it makes the droplets gather, condensed and formed into clouds. The presence of winds helps clouds move and gather in other places that have lower temperatures. At that time, the droplets become heavier and unstoppable and cause the droplets to fall so that there is rain. **(Explanation sequence)**

If the droplets drop in an area with very cold temperatures, the droplets will drop as snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called Virga, a phenomenon which is often seen in hot, dry desert regions. **(Concluding statement)**²⁴

From an example of explanation text above, it can be concluded that there are three paragraphs that contain the generic structures of explanation text. The first paragraph which belong to a statement what is to be explained (introduction), in second paragraph is about Explanation sequence, and in the last paragraph is Conclusion. Then, about language features of the text are: using non-human participant (rain), present tense (rain is actually a water circle), action verb (experiences and drop), passive voice (condensed vapor is formed from), technical terms (evaporate, condensation and Virga) and cause and events relationship (droplets become heavier and unstoppable and cause the droplets to fall so that there is rain).

²⁴ Dyna Novitasari, The Super Trict of English Reading,(Yogyakarta: Pustaka Referensi,2022),p.55

After knowing the definition, types, generic structure, purpose, language features, and example of explanation text will help students to write explanation correctly. Review of related findings will be shown below.

B. Review of Related Findings

There are some previous research related to this thesis findings, will be explained as follow.

The first, Sin is done research. The objective of this research was to find out the students' writing ability in explanation text at Senior High School 2 Tambang. The students' writing ability in explanation text at eleventh grade of Senior High School 2 Tambang was fair category. The mean score of students' writing explanation text was 76.53. It was analyzed based on the four aspects of writing explanation text. From all the indicators, the students got the total score for structure of text aspect was 5124, grammar and vocabulary aspects was 5020, developing ideas was 5172 and in mechanics was 4886.²⁵

The second, Wahyumi is done research, the research aimed to finding out the ability and difficulties of students at SMPN 3 Bontonompo in writing descriptive text. The method used in this research is descriptive quantitative. The researcher used writing test as the instrument the population of this research was the second grade at SMPN 3 Bontonompo, academic year

²⁵ Siti Ulya Hilmawati Sin, "An Analysis of Students' Writing Ability in Explanation Text At Senior High School 2 Tambang," 2021, 1-95, <https://repository.uin-suska.ac.id/54836/2/SKRIPSI LENGKAP.pdf>.

2018/2019. The sample was class VIII 3 which consist of 30 students selected by using purposive sampling. The finding indicated that the students writing ability in writing descriptive text was classified into very poor. The students writing ability in content categorized was 2.63, in organization 2.09, in vocabulary 2.93, in grammar 1.75, in mechanic 2.33. While students difficulties in writing was language features of descriptive text.²⁶

The third, Khairunnisa is done research. This study was descriptive research and the method used in this research is quantitative method. The subject of this research were the students at the third year while the sample was class D consisted of 35 students and this research focused on five aspects of writing, through writing the sequence of events the students can develop their idea, vocabularies, grammatical rules, and ability in writing based on the story they read and watch. In gathering the data, this research used Google form to collect the result writing test of the students. From the data analysis of 35 students who took the writing test, 4 students were in good to excellent level which the percentage is 11.4%. 27 students were in average to good level which the percentage is 77.1%. 4 students gain poor to average level with the percentage is 11.4% and no one of the students (0%) got poor level. Based on the researcher analysis from the result of the research, the highest score that most students could gain was in vocabulary aspect with the mean score 3.68. Meanwhile, the lowest score that the students could gained was in

²⁶ Isna Wahyumi “ An Analysis of Students Ability and Difficulties in Writing Descriptive Text” <https://sg.docs.wps.com>.

fluency with the mean score 3.06. So, in this case the researcher could interpreted that the third-year students were in average to good level and able to write the sequence of events of the movie.²⁷

The fourth, Suhartini et.al, has done research The aim of this research is to find out the use of chart on students' ability to write explanation text. It is conducted to the eleventh grade students of SMA Negeri 2 Jonggol. In this research, Pre Experimental method and Pre-test Post-test Group design are used. There are 36 students from class XI MIPA 1 taken as the sample by using random sampling. The data were taken from pre-test and post-test which were analyzed by using t-test formula after having the normal data. Based on the data calculation, the mean of gain is 20.04, and the total of deviation of gain is 9.46. Moreover, ttest value is 9.45. Meanwhile, t-table value is 2.03 at significant level 0.05 with the degree of freedom (df) is 35. In this case, the t-test value is higher than that of the t-table value ($9.45 > 2.03$). It means that null hypothesis (H_0) is rejected. Therefore, the use of chart affects students' ability to write explanation text.²⁸

The last is Rizqi has done research. Before implementing peer correction, the students had problems related to writing aspects namely content, organization, vocabulary, grammar, and mechanic. There were only eight students who succeeded in passing the standart minimum competence

²⁷ Fitriyany Khairunnisa, "An Analysis of Students' Ability in Writing Sequence of Events Based on Movie by the Third Year Students at English Language Education of UIR" <https://sg.docworkspace.com>.

²⁸ Ade Suhartini, Atti Herawati, and Iyan Irdiyansyah, "The Use of Chart on Students' Ability To Write Explanation Text," *Journal of English Teaching and Linguistics Studies (JET Li)* 2, no. 2 (2020): 26–32, <https://doi.org/10.55215/jetli.v1i2.2482>.

which was 67. This was affected by the implementation of peer correction method. The students' mean score increased from 64.5 in the pre test, while in post test I was 75.2, and became 82.7 in post test. Dealing with content of writing, the score was improved from 21.5 to 23.78 in post test I, and to 25 in post test II and organization aspect increased from 11.9 in pre test to 14.33 in post test I and became 16.9 in post test II. Furthermore, vocabulary mastery was improved from 12.6 in pre test to 14.56 in post test I and 16.06 in post test II. Aspect of grammar was also raising from 15.1 in pre test and became 18.55 in post test I and 20.8 in post test II. Lastly, mechanic aspect of writing improved from 3.45 in pre test, and then it was improved to 3.96 in post test I and 4 in post test II.²⁹

The researcher concluded that is was related to this entitled An Analysis of Students' Ability in Writing Explanation Text in 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

²⁹ Faricha Rizqi, "Improving the Students Ability in Writing Explanation Text Through Peer Correction" 13, no. 3 (2016): 44-50, <https://digilib.uns.ac.id/dokumen/download/56081/MjUwMzUx/.pdf>.

CHAPTER III RESEARCH METHODOLOGY

A. Place And Time of the Research

This research was conducted at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan which addresssed on JL. H. Tengku Rizal Nurdin KM.4,5 Sihitang, Padangsidempuan Tenggara, Kota Madya Padangsidempuan, North Sumatera, Indonesia. The process of the research was done from May 2023 until December 2023.

B. Research Method

This research in conducted by using descriptive quantitative method. Quantitative research is a process of finding knowledge that used data in the form of numbers as a tool to find information about what want to know. Descriptive research is research that seeks to find solutions to current problems based on data that presents data analyzing and interpreting.

The method choosen because it is intend to describe and obtain information concering the current status to the phenomena of the students' writing ability of explanation text in 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

C. Population and Sample

1. Population

Population is a group or a family of the objects that are targeted research. The population is the whole the students in 5th semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. It consist of 2 classes with 62 students. It can be seen from the following table:

Table III.1
The Population of the Research

No	Classes	Number of Students
1	TBI 1	25
2	TBI 2	37
Total Students		62

Source: the lecture of English Department

2. Sample of the Research

Sample is part of the number and characteristics possessed by the population. To get the sample of this research the researcher guided the opinion of Arikunto¹, who said if the total population is less than 100 people then the total sample is taken as a whole and if it's amount more amount was taken by 10% 15% or 20% 25%. So, because the population at the 5th Semester of English Department UIN Syekh Ali Hasan Ahmad Addary was less than 100 people, the researcher took the entire sample namely 62 students. It can be seen from the following table:

¹ Suharsimi Arikunto, *Prosedur Penelitian Satuan Pendekatan Praktik*, (Jakarta: PT RinekaCipta,2006), p.110.

Table III.2
The Sample of the Research

No	Class	Students
1	TBI 1	25
2	TBI 2	37
	TOTAL	62

D. Instrument of Collecting Data

Data collection techniques are the methods used to collect information of facts in the field. Researcher used a test to students by using essay test about writing of explanation text which includes grammar, vocabulary, mechanic, fluency, and form.

Researcher gave test explanation text to students, after students done the test and then order to get the informantion of the text like analyzing generic stucture, grammatical and language features. Then, students answered the question with their own word and the students free to determine their answer based on their knowladge or ability. The high score is 100. There are 4 indicators of writing determind, they are grammar, vocabulary, mechanic, fluency, and form and researcher gave score for every test. The descriptive are scoring can be seen below.

Table III.3
Rubric Score of writing

N0	Indicators	Score			
1	Grammar a. Simple Present tense b. Passive Voice c. Action Verb	20	15	10	5
2	Vocabulary a. Noun Phrase	20	15	10	5
3	Mechanic a. Punctuation(period, comma, quotation, braces, question, brackets, parenthesis and braces)	20	15	10	5
4	Fluency a. Introducing group b. General Aspect	20	15	10	5
5	Form(organization) a. Technical Terms b. General classification c. Description	20	15	5	5

a. Grammar

The criteria of grammar are as below:

No.	Indicators	Score
1	Few (if any) noticeable errors of grammar or word order.	20
2	Some errors of grammar or word order which do not however, interfere with comprehension.	15
3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.	10
4	Errors of grammar or word order so severe as to make comprehension virtually impossible.	5

b. Vocabulary

The criteria of vocabulary are as below:

No.	Indicators	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer.	20
2	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.	15
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

c. Mechanics

The criteria of mechanic are as below:

No.	Indicators	Score
1	Few (if any) noticeable lapses in punctuation or spelling.	20
2	Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.	15
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.	10
4	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.	5

d. Fluency

The criteria of fluency are as below:

No.	Indicators	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20
2	Some structures or vocabulary items noticeably in appropriate to general style.	15
3	Structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10

4	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5
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e. Form (Organization)

No.	Indicators	Score
1	Highly organized clear progression of ideas well linked: like educated native writer.	20
2	Some lack of organization; re-reading required for clarification of ideas.	15
3	Individual ideas may be clear, but very difficult to deduce connection between them.	10
4	Lack of organization so severe that communication is seriously impaired. ²	5

E. Validity and Reliability of the Test

Validity chance shown the level of instrument something. There is validity of instrument which done by analysis logically, it comport content construct validity. The researcher used content validity to establish the validity of the instrument, that is test. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represent the content of interest. This case the researcher used objective test. There were the essay test.

In applying the research, the researcher validate essay test. The test means to measure the items of the test comprehensively. In this case, because the test function is to measure the students' ability in english writing explanation text.

² Arthur Hughes, *Testing For language Teachers*, (New York: Cambridge University Press, 2020). p. 101-103.

So, the researcher used essay test. The essay test suitable to test students' ability in writing English explanation text and it can make students easier to master in writing explanation text. Validating the test by making question about explanation text, then giving the text to the lecturers who are experts in writing and then checking whether the test used is in accordance with the instruments in the explanation text.

F. The Techniques of Data Collection

After preparing the test, the researcher gave the test to the sample of the research that had to find out the result. There are some steps to collect data can be seen below:

1. The researcher made preparation of the test for students related to the material explanation text test.
2. The researcher gave the instruction test of the students, will be shown below:
 - a) The researcher gives time to students to write by choosing topic give:
 - 1) Flood
 - 2) Earthquake
 - b) The researcher explained what students to do.
 - c) The researcher gave time for doing or filling the essay.
 - d) The researcher collected the essay after the students filled it.
 - e) The researcher check the test of the students and gives the score to the students.

G. Technique of Data Analysis

After collecting data, the researcher analyzed the data by using procedures, they are:

1. Counted the students' answer and then classified it based on their score.
2. Calculated their result (mark)

Because the researcher used the test, so the researcher also used the formula:

- a. Know the range of the date, the formulation is:

$$\text{Range} = \text{High Score} - \text{Low score}$$

- b. Know the total of class(BK), with the formula

$$1 + 3.3 \log n$$

- c. Know the interval (p) used the formula:³

$$\text{The formula is: } p = \frac{r}{bk}$$

- d. Know the mean score used the formula:

$$M = \frac{\sum \text{score}}{\sum \text{responden}}$$

- e. Know the median Score used the formula:

$$\text{Me} = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

- f. Know the modus score used the formula:⁴

$$M = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

³ Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan*, (Medan: Perdana publishing, 2015), p.22.

⁴ Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan.....*, p. 35-39.

In getting percentage the researcher were calculated using the pattern:

$$X = \frac{\sum x}{n} \times 100$$

X : The mean of the students

$\sum x$: The total of Score

N : The students' Size⁵

After the researcher get the data, it has been presented in frequency table as following:

Table III.3
Criteria Score Interpretation

(Score)	Criteria
(0-20)	Very low
(21-40)	Low
(41-60)	Enough
(61-80)	High
(81-100)	Very high

After the researcher found the mean score of all students, it would be consult to the criteria as the following:

- a. If the value of mean score is 0-20, it can be categorized into very low ability.
- b. If the value of mean score is 21-40, it can be categorized into low ability.
- c. If the value of mean score is 41-60, it can be categorized into enough ability.

⁵ Ahmad Nizar Ranguti, *Statistik untuk Penelitian Pendidikan....*, p. 172-173.

- d. If the value of mean score 61-80, it can be categorized into high ability.
- e. If the value of mean score 81-100, it can be categorized into very high ability.⁶

⁶ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p.89.

CHAPTER IV RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to know the writing explanation text at the 5th semester of English Department Academic Year 2023/202 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher has calculated the data using test writing explanation text. Applying Quantitative analysis the researcher use the formulation of mean score. Next, the researcher described the data as follow:

A. Description of Data

1. Students' Ability in Writing Explanation Text

Based on the result of the students' test in which the students were asked to write a text about the explanation text. From the result of the students there are 62 students it could know that the score of the students was between 35 up to 85 It means that the highest score got by students was 85, the lowest score was 35.

**Table IV.1
The Students' Ability in Writing Explanation**

No	Total	Statistic
1	85	Highest Score
2	35	Lowest Score
3	50	Range
3	60.48	Mean Score
5	60.00	Median
6	7	BK
7	7	Interval
8	60	Modus

From the table above, it has been known the highest score of students was 85 score and the lowest score was 35 score, range was 50 score, mean score was 60.48 and median score was 60.00 and the total of the class BK was 7 and interval was 7 and modus was 60. Based on calculation mean score above, the students couldn't achieve KKM that was 80. So, the ability of students in writing explanation text was enough category.

From the date above, it can be known the mean score was 60.48 and median was 60.00 and modus was 60 . From the date constituted as central tendency of the students' ability in writing explanation text at the 5th semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The distributing date above could be seen in the following table:

Table IV.2
The Frequency Distribution of Students' ability in writing
Explanation Text

No	Interval	Median	Frequency(f)	Percentage(%)
1	35-41	38	4	6%
2	42-48	45	4	6%
3	49-55	52	13	21%
4	56-62	59	14	23%
5	63-69	66	11	18%
6	70-76	73	13	21%

No	Interval	Median	Frequency(f)	Percentage(%)
7	77-83	80	2	3%
8	84-90	87	1	2%
Total			N= 62	100%

From the table above, it can be known the score of students were 4 students (6%) have 35 up to 41 score, there were 4 students (6%) have 42 up to 48, there were 13 students (21%) have 49 up to 55 score, there were 14 students (23%) have 56 up to 62 score, there were 11 students (18%) have 63 up to 69 score, there were 13 students (21%) have 70 up to 76 score there were 2 students (3%) have 77 up to 83 score and there were 1 students (2%) have 84 up to 90 score.

In continuation, the distribution date of problems that students face in writing at the 5th semester of English Department UIN Syekh Ali Hasan Ahmad addary Padangsidimpuan was drawn in the following histogram.

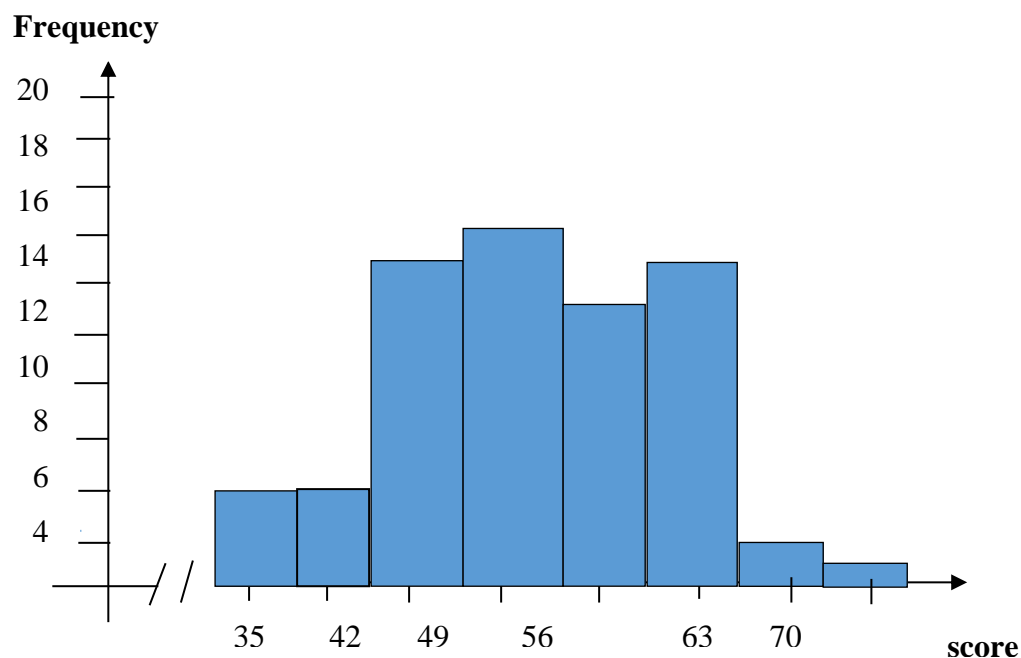


Figure 1: The Histogram of The Students' Ability in Writing Explanation

Based on the figure of histogram above, it was describe about the frequency every score distance of students' ability in writing explanation text. The first, in 35 up to 41 score the frequency were 4. Second, in 42 up to 48 score the frequency were 4. Third, in 49 up to 55 score the frequency were 13. Forth, in 56 up to 62 score frequency were 14. Fifth, in 63 up to 69 score frequency were 11. Sixth, in 70 up to 76 score frequency 13. Seventh, in 77 up to 83

score frequency 2 And the last in 84 up to 90 score frequency were 1.

So from the figure of the histogram above could be seen that, frequency most high 14 were in 56 up to 62 score. The mean score 60.48 it means that the students' ability in writing explanation text is in enough category if it is shown to the KKM of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, it is 80 the result of this score still do not reach thr KKM.

2. Students' Ability based on Each Indicator

So, based on the description score above, next, the researcher would be calculated the percentage of the students', and it can be seen on the table below:

Table IV.3
The Percentage of Students' Score in grammar

Indicators	Point	Total of Student	Percentage(%)
Few (if any) noticeable errors of grammar of word order	20	4	6%
Some errors of grammar or word order which do not however, intervere with comprehension	15	33	53%
Errors of grammar or word order frequent; effoerts of interpretation sometimes required on readers' part	10	22	35%
Errors of grammar or word order so severe as to make comprehension virtually impossible	5	3	5%
Total			100

Based on the table above, it can be known that the students can write explanation text by first statement were 4 students that have 20 point, it can be percentage (6%), that the students who can write explanation text by second statement were 33 students have 15 point (53%), that the students who can write explanation text by third statement were 22 students that have 10 point, it can be percentage (35%), that the students who can write explanation text by last statement were 3 students that have 5 point, it can be percentage (5%).

Where the students choose one of the titles below: How does rain happen, Flood, and Earthquake. There are some students got false in grammar, it can be seen the result of table students:

Table IV.4
The Result of Students' Test Grammar

No	Grammar	False	Correctly
1	Example: NS Got false in auxiliary "is"	"Flood <u>are</u> natural phenomenon"	"Flood <u>is</u> natural phenomenon"
2	Example: FWN Got false in verb "happen"	"They <u>happened</u> because of different reason "	"They <u>happen</u> because of different reason"
3	Example: DFS Got false in auxiliary "is"	"Rain water <u>has</u> also for diverse ecosystem"	"Rain water <u>is</u> also for diverse ecosystem"
4	Example: AHL Got false in verb "based"	"Flooding is <u>basedd</u> on the psylogical mechanism"	"Flooding is <u>based</u> on the psylogical mechanism"
5	Example: KNN Got false in auxiliary "is"	"It <u>was</u> an ordinary flood"	"It <u>is</u> an ordinary flood"
6	Example: KNN Got false in verb "wait"	"They <u>wainted</u> for helicopters to rescude them"	"They <u>wait</u> for helicopters to rescude them"

No	Grammar	False	Correctly
7	Example: LFN Got false in auxiliary “is”	“It <u>has</u> often”	“It <u>is</u> often”
8	Example: PAA Got false in verb “characterize”	“Flooding is <u>baseds</u> on the psylogical mechanism”	“Flooding is <u>based</u> on the psylogical mechanism”
9	Example: RFN Got false in auxiliary “cause”	“Disasters <u>caused</u> by excessive water”	“Disasters <u>cause</u> by excessive water”
10	Example: RSS Got false in word “occurr”	“That <u>occured</u> on the earth’s surface”	“That <u>occurr</u> on the earth’s surface”

Based on the table above, it can be known that students have many mistake in using grammar such as simple present tense, action verb in writing explanation text.

Table IV.5
The Percentage of Students’ Score in Vocabulary

Indicators	Point	Total of Student(f)	Percentage (%)
Use of Vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer.	20	3	5%
Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.	15	23	37%
Limited vocabulary and frequent errors clearly hinder expression of ideas.	10	28	45%
Vocabulary limitations so extreme as to make comprehension virtually impossible.	5	8	13%
Total			100

Based on the table above, it can be known that the students can write explanation text by first statement were 3 students that have 20 point, it can be percentage (5%), that the students who can write explanation text by second statement were 23 students that have 15 point (37%), that the students who can write explanation text by third statement were 28 students that have 10 point (45%), that the students who can write explanation text by last statement were 8 students that have 5 point (13%).

Where the students choose one of the titles below: How does rain happen, Flood, and Earthquake. There are some student got false in vocabulary, it can be seen the result of table students:

Table IV.6
The Result of Students' Test

No	Vocabulary	False	Correctly
1	Example:LFN In her sentences, she made so minim and lack of ideas	Text of "Flood"	In her text it should be more clear explanation.
2	Example: N Her paragraph was so minim and just one paragraph in explanation sequence	Text of "Flood"	In her text it should be clarified the ideas of the sentences.
3	Example:NN In her sentences, she made so minim and lack of ideas in orientation and there is no conculation	Text of "How does rain happen"	In her text it should be more clear explanation.

4	Example:PA Her paragraph was so minim and just one sentence in orientation	Text of “Earthquake”	In her text it should be clarified the ideas of the sentences.
5	Example:AN Her paragraph is not good and she make point point	Text of “Flood”	In her text it should be paragraph not point point
6	Example:DH Her paragraph was so minim and just one paragraph.	Text of “Earthquake”	In her text it should be clarified the ideas of the sentences.
7	Example:EDH Her paragraph was so minim in orientation	Text of “Flood”	In her text it should be clarified the ideas in the orientation
8	Example:AN In her sentences, she made so minim and lack of ideas	Text of “Elephant”	In her text it should be more clear explanation.
9	Example:SZH In her sentences, she made so minim and lack of ideas	Text of “How does rain happen”	In her text it should be more clear explanation.
10	Example:TA Her paragraph was so minim and just one paragraph.	Text of “Flood”	In her text it should be clarified the ideas of the sentences.

Based on the table above, it can be known that students have many mistake in using vocabulary such as abstract noun in writing explanation text.

Table IV.7
The Percentage of Students' score in mechanics

Indicators	Point	Total of Student (F)	Percentage (%)
Few (if any) noticeable lapses in punctuation or spelling.	20	4	6%
Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension	15	21	34%
Frequent errors in spelling or punctuation; lead sometimes to obscurity.	10	33	53%
Errors in spelling or punctuation so severe as to make comprehension virtually impossible.	5	4	6%
Total			100

Based on the table above, it can be known that the students can write explanation text by first statement were 4 students that have 20 point, it can be percentage (6%), that the students who can write explanation text by second statement were 21 students that have 15 point (34%), that the students who can write explanation text by third statement were 33 students that have 10 point, it can be percentage (53%), that the students who can write explanation text by last statement were 5 students that have 5 point, it can be percentage (6%).

Where the students choose one of the titles below: How does rain happen, Flood, and Earthquake. There are some student got false in mechanic, it can be seen the result of table students' below:

Table IV.8
The Result of Students Test
Mechanics

No	Mechanic	False	Correctly
1	Example: WH False in spelling verb “into”	“Water overflow <u>anto</u> dryland”	“Water overflow <u>into</u> dryland”
2	Example: BRNS False in spelling verb “Hitt”	“The floods <u>hitt</u> jakarta”	“The floods <u>hit</u> jakarta”
3	Example: HSR False in spelling adjective “Dry”	“Land that is <u>drye</u> in the sense”	“Land that is <u>dry</u> in the sense”
4	Example: FWN False in spelling word “areass”	“low lying <u>areass</u> ”	“low lying <u>areas</u> ”
5	Example: PAA False in word “imfact” or don’t make punctuation in the last sentences “full stop (.)”	“Their <u>imcact</u> and proped vulnerable communities”	“Their <u>imfact</u> and proped vulnerable communities”
6	Example: RA False in spelling verb “sun”	“Involves the <u>sunn</u> ”	“Involves the <u>sun</u> ”
7	Example: RDS False in word “imfact” or don’t make punctuation in the last sentences “full stop (.)”	“This could <u>bee</u> causing water”	“This could <u>bee</u> causing water”
8	Example: SA False in word “ people” don’t make punctuation in the last sentences “full stop (.)”	“Because <u>peopt</u> of throws”	“Because <u>people</u> of throws”
9	Example: NHL False in word “mechanism”	“psyloghical <u>mechanirm</u> ”	“psyloghical <u>mechanism</u> ”
10	Example: NHH False in word “ rises”	“The water vapor then <u>risess</u> into the earth atmosphere”	“The water vapor then <u>rises</u> into the earth atmosphere”

Based on the table above, it can be known that students have many mistake in using mechanic such as punctuation, comma, period in writing explanation text.

Table IV.9
The Percentage of Students' Score in Fluency

Indicators	Point	Total of Student (F)	Percentage (%)
Choice of structures and vocabulary consistently appropriate: like that of educated native writer.	20	5	8%
some structures or vocabulary items noticeably in appropriate to general style.	15	17	27%
structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10	35	56%
communication often impaired by completely inappropriate or misused structures or vocabulary items	5	5	8%
Total			100

Based on the table above, it can be known that the students can write explanation text by first statement were 5 students that have 20 point, it can be percentage (8%), that the students who can write explanation text by second statement were 17 students that have 15 point (27%), that the students who can write explanation text by third statement were 35 students that have 10 point, it can be percentage (56%), that the students

who can write explanation text by last statement were 5 students that have 5 point, it can be percentage (8%).

Where the students choose one of the titles below: How does rain happen, Flood, and Earthquake. There are some student got false in Fluency, it can be seen the result of table students below:

Table IV.10
The result of students Test
Fluency

No	Fluency	False	Correctly
1	Ex:EDH False in structure in verb "disaster"	"floods is a natural <u>disasters</u> "	"floods is a natural <u>disaster</u> "
2	Ex: RA False in structure verb "rain"	"season as <u>the rain</u> <u>rain</u> fall"	"season as the <u>rain</u> fall"
3	Ex:SRS False in structure in verb "rain"	" <u>rains</u> also is the result of water"	" <u>rain</u> also is the result of water"
4	Ex:SL False in verb "falls"	"droplets that <u>falls</u> from coulds"	"droplets that <u>fall</u> from coulds"
5	Ex:NAN False in verb "heads"	" <u>heads</u> of BNPB disaster data"	" <u>head</u> of BNPB disaster data"
6	Ex:RERH False in structure conjungtion "in"	"usually happens <u>in in</u> a city"	"usually happens <u>in</u> a city"
7	Ex:DMPP False in structure verb "very"	"by <u>very very</u> large oceans"	"by <u>very</u> large oceans"
8	Ex:FVN False in structure adjective "bad"	"really <u>bads</u> "	"really <u>bad</u> "
9	Ex:AN False in structure conjungtion "as"	"such <u>as as</u> littering that can make water flow"	"such <u>as</u> littering that can make water flow"
10	Ex:BRNS False in structure conjungtion "of"	"the surface <u>op</u> te land"	"the surface <u>of</u> te land"

Based on the table above, it can be known that students have many mistake in using fluency such as general aspects in writing explanation text.

Table IV.11
The Percentage of Students' score in Form (Organization)

Indicators	Point	Total of Student (F)	Percentage (%)
Highly organized clear progression of ideas well Linked: like educated native writer.	20	3	5%
Some lack of organization: reading required for clarification of ideas	15	21	34%
Individual ideas may be clear, but very difficult to deduce connection between them.	10	30	48%
Lack of organization so severe that communication is seriously impaired.	5	8	13%
Total			100

Based on the table above, it can be known that the students can write explanation text by first statement were 3 students that have 20 point, it can be percentage (5%), that the students who can write explanation text by second statement were 21 students that have 15 point (34%), that the students who can write explanation text by third statement were 30 students that have 10 point, it can be percentage (48%), that the students who can write explanation text by last statement were 8 students that have 5 point, it can be percentage (13%).

Where the students choose one of the titles below: How does rain happen, Flood, and Earthquake. There are some student got false in form (organization), it can be seen the result of table students below:

Table IV.12
The Result of Students' Test
Organization

No	Form(Organization)	False	Correctly
1	Ex: PA In her sentences, she made so minim, lack of ideas and she didn't know the generic structure	Text of "Earthquake"	"more clear in writing text so the text has the rules of generic structure".
2	Ex: NN She didn't know the generic structure, she made the description in the general classification.	Text of "Rainbow"	"more clear in writing text so the text has the rules of generic structure".
3	Ex: DH She didn't know the generic structure, she dosn make concluding	Text of "How does rain happen"	"more explanation and make concluding".
4	Ex: RFN In her sentences, she made so minim paragraph, just onle one paragraph in orientation	Text of "Flood"	"more explanation and make good paragraph".
5	Ex: LFN In her sentences there is not explanation sequence and concluding	Text of "Flood"	"more explanation and amke good paragraph".
6	Ex: WH In her sentences, she made so minim paragraph, just onle one paragraph	Text of "Flood"	"more explanation".
7	Ex: ANH In her sentences, she made so minim paragraph, just onle one	Text of "How does rain happen"	"more explanation what the language

	paragraph in concluding and lack of ideas.		features of the text”.
8	Ex: DH In her sentences, she made so minim paragraph	Text of “Earthquake”	“more explanation and organize what the general classsifictaion and description”.
9	Ex: AAP In her sentences, she made so minim paragraph, just onle one paragraph and lack of ideas.	Text of “Flood”	“more explanation what the language features of the text”.
10	Ex: KNH She made so minim paragraph and she doesnt make paragraph just point point in orientation	Text of “How does rain happen”	“more explanation and add the main idea or sentences”

Based on the table above, it can be known that students have many mistake in using form(rganization) such as technical terms, general slassification in writing explanation text.

Table IV.13
Criteria score interpretation

Percentage	Criteria
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

Based on the criteria above, the cumulative score was 60.48%.

So, it could be categorized into *enough category*. From the explanation that the hypothesis was accepted, because in the hypothesis that the students’ ability in writing explanation text at 5th semester of English

department UIN Syekh Ali Hasan Ahmad Addary was *enough category*.

B. Discussion

In this research after analyzing collecting data researcher gotten the students' ability in writing explanation text was enough. It could known from the calculated of the means score that the students' ability in writing explanation text at the 5th semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was 60.48 %. From the classification quality of students' score, researcher concluded that the students' ability was enough.

Firstly A Script of The first, Sin has done research. Sin research and this resarch has similarities such as to find out the students' ability in writing explanation text, using descriptive quantitative method, same indicators of writing were grammar, vocabulary, mechanic, fluency and form. and the categorized of the research was enough category. But some of them there are differences of this research. Sin research can be seen from students' mean score of writing explanation text. The mean score of students' writing explanation text was 76.53. the students got the total score for structure of text aspect was 5124, grammar and vocabulary aspects was 5020, developing ideas was 5172 and in mechanics was 4886.¹ but in this research the highest score was 85, the lowest score was 35, range 50, mean score

¹ Siti Ulya Hilmawati Sin, "An Analysis of Students' Writing Ability in Explanation Text At Senior High School 2 Tambang," 2021, 1–95, <https://repository.uin-suska.ac.id/54836/2/SKRIPSI LENGKAP.pdf>.

60.48, median 60.00, BK 7, interval 7 modus was 60.00. So, researcher concluded that the student's ability was enough category.

Rizqi has done research. Rizqi research and this research has similarities such as Students of rizqi's problem same with students problem in this research. The students had problems related to writing aspects namely content, organization, vocabulary, grammar, and mechanic. But some of them has differences such as Rizqi research affected by the implementation of peer correction method but in this research by using descriptive quantitative research. Rizqi research is about the effect but in this research is about student's ability. The students' mean score increased from 64.5 in the pre test, while in post test I was 75.2, and became 82.7 in post test II. Dealing with content of writing, the score was improved from 21.5 to 23.78 in post test I, and to 25 in post test II and organization aspect increased from 11.9 in pre test to 14.33 in post test I and became 16.9 in post test II. Furthermore, vocabulary mastery was improved from 12.6 in pre test to 14.56 in post test I and 16.06 in post test II. Aspect of grammar was also raising from 15.1 in pre test and became 18.55 in post test I and 20.8 in post test II. Lastly, mechanic aspect of writing improved from 3.45 in pre test, and then it was improved to 3.96 in post test I and 4 in post test II.² In this research was to find out the students' writing ability in explanation text. the students had problems related to writing aspects

² Faricha Rizqi, "Improving the Students Ability in Writing Explanation Text Through Peer Correction"13,no.3(2016):44-50, <https://digilib.uns.ac.id/dokumen/download/56081/MjUwMzUx/.pdf>.

namely content, organization, vocabulary, grammar, and mechanic. in this research the highest score was 85, the lowest score was 35, range 50, mean score 60.48, median 60.00, BK 7, interval 7 modus was 60.00.

Addition, There are some criteria of writing assessment. For the first, students must understand about the Grammar. Next, students must rich about Vocabulary. Next, students must understand about Mechanics. The last is students must understand about Fluency and Form (Organization). Although, from the result of the test that have be given to the students at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan were lack understand and also unknown about the criteria of writing assessment above. So, the students at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan difficult in writing, especially writing explanation text.

Based on explanation above, researcher concluded that the students' ability in Writing Explanation Text at the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was enough. Researcher said like that because the result of the calculation of the students' ability in writing explanation text was 60.48 %. The result far from good category.

C. Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis and feels that research was still far from perfect.

This research still limited. They were many mistakes and weakness. Mistakes and weakness were caused by limitation of the researcher time, the original answers of the students. On doing the test, there were the weakness of time, because the students had activities, when they answered the tests they less concentrate test, increase of many task to fulfill for examination a head and also there were many weakness of the researcher. And the researcher expected to the generations would be able to do the best.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threats of the researcher. The researcher has searched this research only. Finally, it has been because the helping from the entire advisors, Headmaster and English teacher.

CHAPTER V CLOSING

A. Conclusion

After calculating and analyzing the data from the students' score, it could be found the total score of the students was 3.750. Based on the criteria above, the mean score was 60.48%. So, it could be categorized into *enough category*.

B. Suggestions

Based on the conclusion of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research. They are as follows :

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students' ability in writing other text.

2. For the students in the 5th semester of English Department Academic Year 2023/2023 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan should have to do practice in writing text, especially explanation text.

3. For the teacher especially English teachers in the 5th semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan were hoped to develop the students' ability in writing text, especially explanation text.

C. Implications

Based on the result of this research. It is known that explanation text is important to know by students.

1. Based on the result of this research that explanation text easier to understand by students if students master in writing explanation text accordance to the instrument used in explanation text.
2. Based on theory that has formulated by researcher that explanation text is a type of text that tells how the process starts from the formation of nature, social, scientific to cultural phenomena. So, students more understand how and why something happened.

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Padangsidimpuan, 3 Agustus 2023

Validator

Ida Royani. M.Hum.
NIP. 19901112 202012 2 006

Appendix 2

Table IV.1
The Total Score of Students' Ability in Writing Explanation Text
at The 5th Semester of English Department Academic Year
2023/2024 UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan

Name	Grammar	Vocabulary	Mechanic	Fluency	Form/ Organization	Score
TA	15	10	10	10	10	55
WA	15	10	10	10	10	55
UH	15	10	10	10	15	60
AN	10	10	10	20	10	60
EDH	15	10	15	15	10	65
YSS	15	10	15	15	10	65
KS	15	10	15	15	15	70
SZH	10	15	15	20	15	80
N	15	5	15	10	5	50
DSN	10	15	20	15	15	75
SAR	10	10	10	10	10	50
KP	15	15	10	10	10	60
RERH	20	10	15	5	10	60
DH	15	15	10	15	15	70
WH	10	10	5	10	10	45
RSS	10	5	10	10	10	45
NHH	10	15	15	10	15	65
NH	15	10	10	15	10	60
RFN	10	10	5	5	10	40
PAAH	10	15	10	10	15	60
NHL	10	5	10	10	5	50
ARR	15	15	10	15	15	75
FWN	15	10	10	15	10	60
RA	20	10	10	10	15	65
SRS	15	10	10	10	15	60
RH	15	10	15	10	10	60
AS	15	15	15	15	15	75
AZRL	10	15	10	10	10	55
ANH	15	10	10	15	10	60
AAP	10	10	10	10	10	50
AN	15	10	15	10	10	60
BRNR	15	15	15	15	15	75
DMPP	15	15	10	20	15	75
DFS	15	15	20	20	15	85

Name	Grammar	Vocabulary	Mechanic	Fluency	Form/ Organization	Score
DH	10	5	10	10	5	40
HSR	15	15	10	10	20	70
KNN	10	10	10	10	10	50
KH	15	5	15	5	5	45
LFN	15	5	15	10	5	50
LTH	15	10	15	15	10	65
NSS	5	15	5	5	15	45
NAN	10	15	20	10	15	70
NN	5	5	10	10	5	35
PAAH	10	5	20	10	5	50
RA	15	15	10	10	15	65
RDS	15	15	10	15	10	65
S	15	20	15	10	10	70
SL	15	10	15	15	20	75
SA	15	10	15	10	10	60
SD	5	10	10	5	10	40
SA	10	10	10	10	10	50
TRBH	10	20	10	10	10	60
TAN	15	10	10	10	10	55
VFP	10	15	10	10	15	60
WA	15	15	10	10	15	65
WL	20	10	10	20	20	80
WH	10	15	15	15	10	65
YFH	15	15	15	15	10	70
YPR	15	15	10	15	10	65
YSB	10	15	15	10	15	70
YM	10	10	10	10	15	55
ARR	20	10	15	10	10	65
Total						3750

The Calculation

A. The calculation for making histogram

1. The score of students in the questionnaire

35	40	40	40	45	45	45	45
50	50	50	50	50	50	50	50
55	55	55	55	55	60	60	60
60	60	60	60	60	60	60	60
60	60	60	65	65	65	65	65
65	65	65	65	65	65	70	70
70	70	70	70	70	75	75	75
75	75	75	80	80	85		

2. High Score : 85

3. Low Score : 35

4. Range = high score – low score = 85-35 =50

$$\begin{aligned}\text{The total of Classes (BK)} &= 1+3,3 (\log n) \\ &= 1+3,3 (\log 62) \\ &= 1+3,3(1,7) \\ &= 1+ 5,91 \\ &= 6,91 (7)\end{aligned}$$

5. Interval (i)

$$\begin{aligned}p &= \frac{r}{bk} \\ &= \frac{50}{7} = 7,14 (7)\end{aligned}$$

6. Known mean score

$$M = \frac{\Sigma \text{score}}{\Sigma \text{responden}} = \frac{3750}{62} = 60,48$$

7. Median

35	40	40	40	45	45	45	45
50	50	50	50	50	50	50	50
55	55	55	55	55	60	60	60
60	60	60	60	60	60	60	60
60	60	60	65	65	65	65	65
65	65	65	65	65	65	70	70
70	70	70	70	70	75	75	75
75	75	75	80	80	85		

Table IV.2
The Frequency Distribution of Students' ability in writing
Explanation Text

No	Interval	Median	Frequency(f)	Percentage(%)
1	35-41	38	4	6%
2	42-48	45	4	6%
3	49-55	52	13	21%
4	56-62	59	14	23%
5	63-69	66	11	18%
6	70-76	73	13	21%
7	77-83	80	2	3%
8	84-90	87	1	2%
Total			N= 62	100%

8. The histogram graph

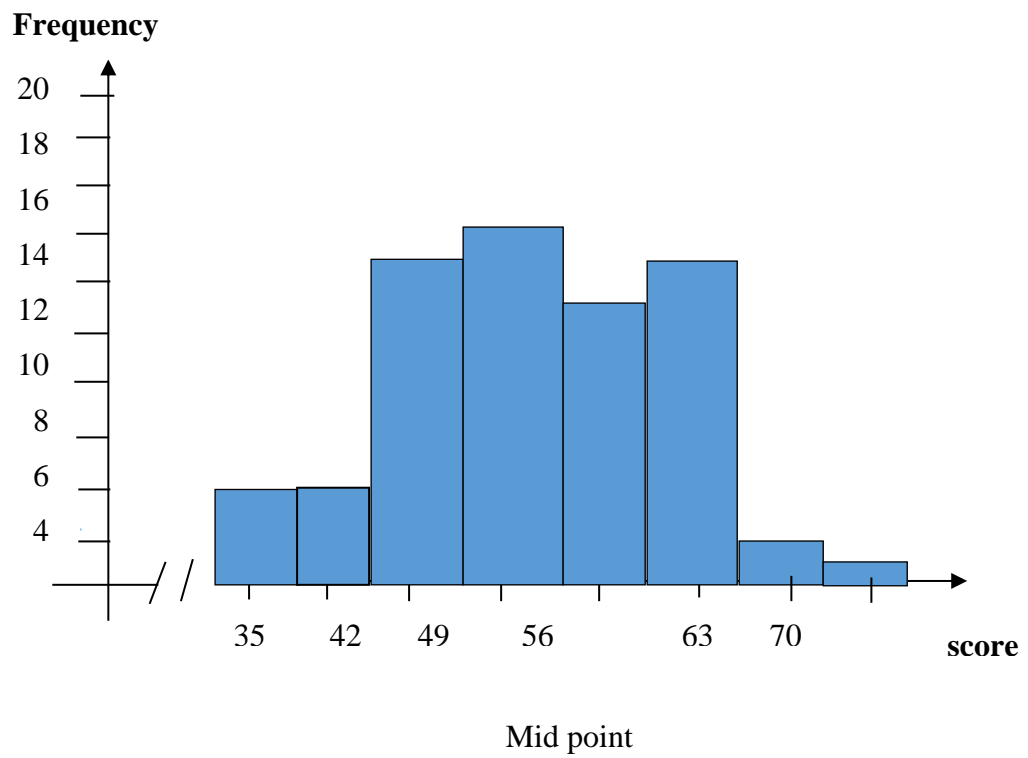


Figure 1: The Histogram of The Students' Ability in Writing Explanation

Appendix 3

DOCUMENTATION

Give explanation about explanation text to students tbi 1 at the 5th semester



Give test to students rbi 1 at the 5th semester



Answer students question about explanation text tbi 2 at the 5th semester



Give test to students tbi 2 at the 5th semester





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Yth.

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Yusni Sinaga, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Purnama Lubis
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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Students Ability in Writing Explanation Text at the 5th Semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



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