



**THE STUDENTS' ABILITY IN WRITING EXPLANATION  
TEXT AT GRADE XI SMK NEGERI 1  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State College for Islamic Studies (STAIN)  
Padangsidempuan as a Partial Fulfillment of Requirement  
for Degree of Islamic Educational Scholar (S.Pd.I) in  
English Program*

**WRITTEN BY:**

**RIANDI ARDIKA**  
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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2013**



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studies(STAIN) Padangsidimpuan in English Program*

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**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF TARBIYAH**

**STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)**

**PADANGSIDIMPUAN**

**2012**

Hal : Sidang Skripsi

**a. n. Riandi Ardika**

Lamp : 5 (Lima) Exemplar

Padangsidimpun, 08 April 2012

Kepada Yth.

Bapak Ketua STAIN Padangsidimpun

di-

Padangsidimpun

*Assalamu 'alaikum wr.wb.*

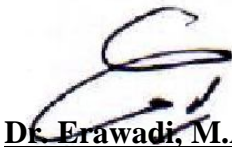
Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi **a.n. Riandi Ardika**, yang berjudul: **"The Students' Ability in Writing Explanation Text at Grader SMK Negeri 1 Padangsidimpun.** Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpun.

Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

*Wassalamu 'alaikum wr.wb.*

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## **PERNYATAAN KEASLIAN SKRIPSI**

Dengan nama Allah yang Maha Pengasih lagi Maha Penyayang, saya yang bertanda tangan dibawah ini:

Nama : RIANDI ARDIKA  
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EXPLANATION TEXTAT GRADE XI SMK NEGERI 1  
PADANGSIDIMPUAN

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam (STAIN) Padangsidipmuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

Padangsidimpuan, 06 April 2012

Saya yang menyatakan,

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## **DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

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EXPLANATION TEXTAT GRADE XI SMK  
NEGERI 1 PADANGSIDIMPUAN

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, April 06<sup>th</sup> 2012

Declaration maker,



RIANDI ARDIKA

Reg. No 07 340 0106



**RELIGION MINISTRY  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

---

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**Reg. Number : 07 340 0106**  
**Title : THE STUDENTS' ABILITY IN WRITING  
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**Date : April, 27 2012**  
**Time : 10.00-12.30**  
**Result/mark : 70.00 (B)**  
**Predicate : Very Good**



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

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**PENGESAHAN**

Skripsi Berjudul : THE STUDENTS' ABILITY IN WRITING EXPLANATION  
TEXT AT GRADE XI SMK NEGERI 1 PADANGSIDIMPUAN

Ditulis Oleh : RIANDI ARDIKA  
NIM : 07 340 0106

Telah dapat diterima untuk memenuhi salah satu tugas  
dan syarat-syarat dalam memperoleh gelar  
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 22 September 2012

Ketua



**DR. H. IBRAHIM SIREGAR, MCL**  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All prays and complementation served right to Allah, the God, the Most Gracious, the Most Merciful, who has given me the health, time and chance for finishing this thesis entitled; “The Students’ Ability in Writing Explanation Text at Grade XI SMK N 1 Padangsidempuan.” This thesis was written in order to fulfill one of the requirements for being Islamic education scholar in the English section at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan. Hence, this thesis has been undertaken.

In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express my gratitude to the following people:

1. Special thanks were due to Dr. Erawadi, M.Ag as my advisor (I) and also as the chief of State College for Islamic Studies (STAIN) Padangsidempuan.
2. Special thanks were also due to Rayendriani Fahmei Lubis, M.Ag as my advisor (II) and also as the chief of English Section.
3. Special thanks are due to Dr. H. Ibrahim Siregar, MCL, as the Chief of State College for Islamic Studies (STAIN) Padangsidempuan.
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5. Thanks were due to Drs. Samsuddin Pulungan, M.Ag. as the Chief of Library and his staff who have helped to give the books related to the researcher.

6. Thanks were due to Fauziah Nasution, M.Ag as my Academic advisor.
7. Thanks were due to all my lecturers who have taught, guided and also encouraged me during my academic years.
8. Thanks were due to Drs. Affifuddin Lubis, MAP as the Principle of SMK Negeri 1 Padangsidempuan who has helped to complete this research as well as his students for the helping has given to me.
9. Thanks were due to all of my best friends who have given support and helping in this research, especially to the Group of Brothers.

And finally, I would like to express my special grateful to my parent, and to my two sisters who have given the supports to me, both of the moral and material supports, never ending encouragements and understanding given during my Academic Years at the English Section of State College for Islamic Studies (STAIN) Padangsidempuan

This thesis was still so far from being perfect based on the weakness of the researcher. Therefore, I expected the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 06 April 2012



**RIANDI ARDIKA**

**Reg. No. : 07 340 0106**

Name : Riandi Ardika  
Registration Number : 07 340 0106  
Department /Program : Tarbiyah/ TBI-3  
Year : 2011-2012  
Title : The Students' Ability in Writing Explanation Text at  
Grade XI SMK Negeri 1 Padangsidempuan.

### **ABSTRACT**

The formulations of the problem were talking about the students' ability at grade XI of SMK Negeri 1 Padangsidempuan in writing explanation text, the difficulties of students' at grade XI of SMK Negeri 1 Padangsidempuan in writing explanation text and what the teachers' solutions to solve the students' difficulties in writing explanation text at grade XI of SMK Negeri 1 Padangsidempuan.

The research was conducted with descriptive analysis and qualitative approach. There were 40 students as sample of analytical unit from 622 students at grade XI of SMK Negeri 1 Padangsidempuan. Informants of research for interview were 40 students. There were 3 instruments in collecting data: observation, writing explanation test and interview. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the students' ability at grade XI of SMK Negeri 1 Padangsidempuan in writing explanation text was Enough (52,2%), the difficulties of students at grade XI of SMK Negeri 1 Padangsidempuan in writing explanation text: general statement, sequence explanation and concluding. The other difficulties were the difficulties in vocabularies and constructing the sentences

## **CURRICULUM VITAE**

Name : Riandi Ardika  
Registration Number : 07 340 0106  
Place / Date of Birth : Padangsidempuan, 22<sup>th</sup> September 1988  
Sex : Male  
Address : Desa Marisi Pal Sabolas  
Fathers' Name : Henry Siagian  
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### **Educational Background:**

Primary School : at SDN 6 Pasawahan Bandung  
Junior High School : at SLTP Pasundan 2 Bandung  
Senior High School : at SMA Negeri 1 Angkola Timur  
Institute : at Educational English Department of Tarbiyah Faculty at  
STAIN Padangsidempuan.

## **APPENDIX 1**

### **Pedoman Observasi (The Guidelines of Observation)**

1. Lokasi Sekolah

(The location of the school)

2. Sarana dan Prasarana Sekolah

(The facilities of the school)

3. Kesulitan-kesulitan siswa dalam menulis explanation text

(The students' difficulties in writing explanation text)

4. Faktor-faktor yang membuat siswa sulit dalam menulis explanation text

(The factors of the students' difficulties in writing explanation text)

5. Solusi-solusi dari guru untuk mengatasi kesulitan siswa dalam menuliskan  
explanation text

(The teacher solutions to solve the students' difficulties in writing explanation  
text)

## **APPENDIX 2**

### **The List of Interview**

#### **A. Interviews to the Principle**

1. Apa yang melatarbelakangi berdirinya SMK Negeri 1 Padangsidempuan?  
(What was the background of SMK Negeri 1 Padangsidempuan?)
2. Berapa jumlah guru bahasa Inggris di SMK Negeri Padangsidempuan?  
(How many English teachers were in SMK Negeri 1 Padangsidempuan?)
3. Berapa jumlah siswa kelas XI di SMK Negeri Padangsidempuan?  
(How many students at grade XI in SMK Negeri 1 Padangsidempuan?)

#### **B. Interviews to the Teachers**

1. Bagaimana menurut ibu/ bapak guru kemampuan siswa dalam menuliskan explanation teks?  
(What the extent the ability of the students' in writing explanation text?)
2. Metode apa saja yang digunakan bapak/ ibu dalam mengajarkan explanation text?  
(What were your methods to teach explanation text?)
3. Apa-apa saja yang bapak/ ibu ajarkan sebelum menugaskan siswa untuk menulis explanation text?  
(What did you taught before assigning the students to write the explanation text?)
4. Bagaimanakah hasil belajar siswa dalam menuliskan explanation text?

(How about the students' results in writing explanation text?)

5. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menulis explanation text?

(What were the students' difficulties in writing explanation text?)

6. Bagaimana bapak/ ibu memecahkan masalah tersebut?

(what were your solving problem the students' difficulties in writing explanation text?)

### **C. Interviews to the students**

1. Bagaimana kemampuan adik dalam menuliskan explanation teks dalam penulisan Grammar, General statement, Sequence Explanation and Closing.

(How about your ability in writing explanation text in writing Grammar Sequence Explanation and Closing?)

2. Apakah menurut adik menulis explanation itu sulit?

(Did you think writing explanation text was difficult for you?)

3. Kesulitan-kesulitan apa saja yang adik hadapi dalam menuliskan explanation teks?

(What were your difficulties in writing explanation text?)

4. Bagaimana adik memecahkan masalah tersebut?

(How do you get the solution to solve this problem?)

### APPENDIX 3

Name :.....

**Arrange the sentences to be a good explanation text and then put on the sentence in to General statement, Sequence explanation, and Concluding.  
The limit of the time given 20 minute.**

The esophagus leads it from the throat to the stomach. The digestive juice in the stomach digest it so little that we can't see it at all: therefore it can go into the blood. The white blood cells kill all the germs. If we feel sick it is because we have got to much germs in our body and the cells cannot fight them all at once. Therefore, we need to take some medicine to help them.

That is the way in which food is digested to help body

How does food eaten help our body?

The food that we eat goes down a tube called the esophagus before it is digested in the stomach.

<b>General statement</b>	..... ..... ..... .....
<b>Sequence explanation</b>	..... ..... ..... .....
<b>Concluding</b>	..... ..... ..... .....

*Do the best and Love sincerely !*



## APPENDIX 4

Name :.....

Write explanation text by title “GLOBAL WARMING”! With limit of the time given 45 minutes. Write down your explanation in the following table:

The Title	GLOBAL WARMING
General statement	..... ..... ..... .....
Sequence explanation	..... ..... ..... .....
Concluding	..... ..... .....

*Do the best and Love sincerely !*

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

English was the most widely used in the world. It played very significant roles in many aspects of international affairs as a means of international communication. In this global era, human being was faced by many problems. One way of anticipating, the problems was by changing the education system should be designed based on the four basic goals namely learning to know, learning to do, learning to live together, and learning to be self owner.

The target of teaching English at school was not only for understanding book written in English but also for communicating. The target could be reached by the students if the students always practice English orally and written in school. English was an International language, it was used for communicating among nations in the world. The students to be mastered English to communicate with other people who came from another country, so the students hoped to be mastered English as oral and written.

English has four major aspects categorized into two main ways: receptive competence and productive competence. Receptive competence consists of two different modes of language behavior: listening and reading, which also obviously included interpretation of contexts and relational tasks. Productive competence consists of two modes: speaking and writing, include use of non-verbal signs and

cues, and writing. In turn the four types of competence can be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing).<sup>1</sup>

Related to the curriculum, practitioner observes and analyzes education system and implements competence based curriculum. It was introduced in 2002 and has been implemented fully in 2004. It was stressed in developing the basic competence such as making the students able to reflect their own experience to express their idea, their feeling and their understanding to their own cultures and to participate in social community who used the language. In 2004 English curriculum, English functions as a medium in learning science, technology and arts which were emphasized the teaching of English on the four skills: listening, speaking, reading and writing which were taught interestedly.

The schools has a curriculum about writing skill was taught by English teacher. This curriculum was very important to the students to develop their writing skill. The curriculum stated that students must be able to express the idea in written language in terms of short functional text and simple essay to increase knowledge and capability in daily life. This curriculum hoped to increase the students' skill in English, especially in writing.

There were many kinds of the text learnt by students Senior High School in learning the writing skill. They were report, recount, explanation, letter and news

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<sup>1</sup> Nirmala Sari, *An Introduction to Linguistics* (Jakarta: Departemen Pendidikan Kebudayaan, 1998), p. 11.

item. Explanation text was one of them that were really important to teach by the students. KTSP hoped that students were able to write all of the test type. Explanation text was a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Based on the result during Teaching Practice Program (PPL) in SMK Negeri 1 Padangsidempuan, the researcher ever thought and gave the student about studied writing explanation text and the result was low that the students ability in writing explanation there is still students forgot to put about the general statement about text, sequence explanation and concluding and there were many students who learnt English found difficulties in writing explanation text. They could not write good explanation texts and they could not arrange good sentences in an explanation text.

In writing explanation text, the students had many problems to do it. The problems of writing explanation text were usually felt by the students, they were the students didn't know and understand about grammar, their vocabularies were limited, they were unable to construct the sentences and unable to develop the main idea of paragraph. If the students had the problems in writing, so they would feel difficult in writing explanation text.

Writing was the process of transferring idea, feeling and thought from the writer, to the reader, writing also was processes and the writer was able to make communication with audience through his sentence. The process in the researcher

should be able to make the reader understand what he means through his sentences.

Researcher has asked the students of SMK about their writing ability, most of them responded that writing was difficult.<sup>2</sup> They did not know the generic structure of the text, construct the sentence and vocabulary. The students were considered quite good in explanation text, if the students mastered above the elements.

Based on the above explanation, the researcher wants to know students' ability in writing explanation text at SMK Negeri 1 Padangsidempuan. The title of this research was **The Students' Ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidempuan.**

#### **B. Focus of the Problems**

Based on the problems, the researcher focused only on the writing explanation text. Focused on ability, difficulties and solution from students and teachers at study process

#### **C. Formulated Problems as below:**

From the above explanation, the researcher wants to formulate on below questions:

1. How was the ability of Grade XI students at SMK Negeri 1 Padangsidempuan in writing explanation text?

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<sup>2</sup> Sinta Dewi, Student of SMK Negeri 1 Padangsidempuan, interview SMK Negeri 1 Padangsidempuan, Monday 08 Februari 2012.

2. What were students' difficulties in writing explanation text at Grade XI SMK Negeri 1 Padangsidempuan?
3. What were the solutions given by the English teacher to solve the students' difficulties in writing explanation text at grade XI SMK Negeri 1 Padangsidempuan?

#### **D. Purposes of the Research**

Purposes of this research were:

1. To know students' ability at Grade XI SMK Negeri 1 Padangsidempuan in writing explanation text.
2. To know students' difficulties at Grade XI SMK Negeri 1 Padangsidempuan in writing explanation text.
3. To know the solution were given by the English teacher at Grade XI SMK Negeri 1 Padangsidempuan in writing explanation text.

#### **E. Significances of the Research**

The findings of this research were dedicated:

1. To improve all students' ability in writing explanation text, especially at Grade XI students SMK Negeri 1 Padangsidempuan.
2. To improve the methods of teaching English to increase motivate the students in teaching English, especially in making writing explanation text.

3. To the Principle of SMK Negeri 1 Padangsidempuan as supervisor to supervise the development of students and teacher in English learning process, and to another Principle.
4. To other researchers who would research the same topic.

## **F. Definition of Key Terms**

To avoid ambiguity, the researcher clarified the term used in this research as follows:

### **1. Student Ability:**

Student Ability a person who is studying at a university or college and student is a person studying at secondary school and some of another level education.<sup>3</sup> Students Ability meant also skill to perform certain action both physically and mentally both before and after receiving training.<sup>4</sup> The students be intended in this research is at Grade XI SMK Negeri 1 Padangsidempuan..

### **2. Writing**

Writing is the process of result of recording language in form conventional shed visible marks or graphic signs on a surface.<sup>5</sup> According to Sanggam Siahaan said that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers.<sup>6</sup> Writing is intended in

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<sup>3</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995), p. 1344.

<sup>4</sup> James Drever, *Kamus Psikologi* ( Jakarta: Bina Aksara, 1998), p. 2.

<sup>5</sup> R.R.K Hartman, *Dictionary of Language and Linguistic* (London: Applied Science Publishers LTD, 1972), p. 258.

<sup>6</sup> Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 2.

this research is the students' ability in writing explanation text at grade XI SMK Negeri 1 Padangsidempuan.

### 3. Explanation Text

Explanation Text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena.<sup>7</sup> In book Pardiyono explanation text is to explain why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation or working of an object or phenomenon.<sup>8</sup> Explanation text is intended in this research is the students' ability in writing explanation text at grade XI SMK Negeri 1 Padangsidempuan.

Based on above definition, the meaning of Students' Ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidempuan was the capacity of students to write explanation text from the processes involved in the formation or workings of natural or sociocultural phenomena.

## G. Outline of the Thesis

The researcher gave the outline of the thesis that would be done in thesis paper, to help readers understand the research, as follows:

Chapter I, it was consists of Background of the Problem that explained about the important and reasons of the research. Focus of the Problem that told about

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<sup>7</sup> Linda Gerot and Peter Wignell, *Making Sense of Funcinal Grammar* (Sydney: Gerd Stabler, 1994), p. 212.

<sup>8</sup> Pardiyono, *Teaching Genre-Based Wriring* (Yogyakarta: Andi OFFSET, 2007), p. 156.



research concerned. Formulation of the Problem about what researcher search describe in the research. Purpose of the Research told about the aims of research explained what for the research did. The Significances of the Research explained the destination of the research. The Definitions of Key Terms told about definition of terminologies. Outline of the thesis explained the contents each chapter.

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

Chapter III, it was consists of Research Methodology consists of the Time and Place of the Research told about how long and where the research did. The Research Design told about the kind of research that used in the research. Instrumentation of Collecting Data told about the tools that used to collect data that were observation, test and interview. The Source of Data told about the source of data collection was the English teacher and the student's of SMK Negeri 1 Padangsidimpun. Techniques of Data Analysis told about the way to analyze the data collection. Checking of Trustworthiness told about checking the validity and accuracy of findings.

Chapter IV, it was the Result of the Research talking about the analysis of data (the result of research). This chapter consists of Data Description Described of the Result. Data Analysis Research Finding described research finding in

general and specific. Discussion told about the discusses between findings before to the result of the research.

And the finally, Chapter V consists of Conclusion was concluded the result of the research and Suggestions was given to the readers or another researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Description of Students' Ability in Writing Explanation Text

##### 1. Definition of Students' Ability

Ability is physical, mental, or legal to perform (he has ability to accomplish whatever he sets his mind to).<sup>1</sup>. (Ability is a power or a mental that have by someone to do something, a property).<sup>2</sup>

According to A S Hornby that "The ability is: 1. (possible) capacity of power (to do something physical or mental), 2. Cleverness, intelligence, 3. Mental Power, talent".<sup>3</sup> So that, the students' ability be intended in this research is the student's ability in writing of explanation text.

##### 2. Types of the Students' Ability

In English there are many target that's must be understood by the students namely; Listening, Speaking, Writing and Reading. Four of these types must be mastered by the students' in understanding English well.<sup>4</sup> In turn the four types of competence can be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing)<sup>5</sup>.

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<sup>1</sup> A. Meriam Webste, *Webster's Colegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

<sup>2</sup> Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (NP: Gitamedia Press, NY), p. 511.

<sup>3</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995) p. 2.

<sup>4</sup> Seno, "English Skill" *www. English Skill. Com*, Saturday 15 December 2011.

<sup>5</sup> Nirmala Sari, Op,Cit.,p.78.

### 3. Students Difficulties

When the researcher gave those questions about sequence explanation, they still confused to determine the sentence. It can be influenced because they did not understand sequence explanation. Hikmah Darnita said “The writing explanation text so difficult to put the sequence explanation because, we must understand the elements of explanation text”<sup>6</sup>

## B. Writing

### 1. Definition of Writing

In teaching and learning English, it needed an object as the problem should be taught; in this study the researcher only focused on writing because it was including an important lesson at every school now days. David Nunan states that: “writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas”.<sup>7</sup>

Thinking about how to express them and organizing them into statements and paragraph that would be clear to reader. It also both a process and a product, the researcher imagines, organize, drafts, edits, and reads. This was the process of writing was often cyclical and sometimes disorderly.

H.R Tarigan states that:

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<sup>6</sup> Hikmah Darnita, student of SMK Negeri 1 Padangsidempuan, *interview*, SMK Negeri 1 Padangsidempuan, Monday 05 March 2012

<sup>7</sup>David Nunan, *Practical English Language Teaching* (America: The MC. Grow Hill Companies, 2003), p. 88.

Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seorang, sehingga orang lain dapat membaca lambang-lambang grafik tersebut. Kalau mereka memahami bahasa dan gambaran grafik itu. Menulis merupakan suatu representasi bagian dari kesatuan-kesatuan ekspresi bahasa.<sup>8</sup>

(Writing is to describe the graphic symbols which describe a language is understood by someone. So the others can read the graphic symbols if they understand the language and the description of graphic writing were representation of the expression of language). According to A S Hornby that “Writing is to state the information or the words mentioned”.<sup>9</sup> Whereas According to R. R. K Hartmann “Writing is the process or result of recording language in the form conventionalised visible marks or graphic signs on a surface”.<sup>10</sup>

So, based on the statements above writing was things happen in the social world, and much of that social world was embodied in previous pieces of writing.

## 2. Purpose of Writing

After the students understand about definitions of writing and the types of the students ability, researcher would write the purpose of writing according to Henry Guntur Tarigan, the purpose of writing were:

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<sup>7</sup> HR. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkala, 1986), p. 21.

<sup>9</sup> A.S Hornby, *Op.Cit.*, p. 1560.

<sup>10</sup> R.R.K Hartman, *Dictionary of language and linguistic* (London: Applied Science Publishers LTD, 1972), p. 258.

a. Assignment Purpose

This purpose is there is no aim at all the writer something because as just a duty, it is not self-will.

b. Altruistic Purpose

His purpose is to place the readers to bring the readers sadness.

c. Persuasive Purpose

This purpose is to make sure the readers of the truth of ideals is shared.

d. Informational Purpose

This purpose is to give information or explanation to the readers.

e. Self-expression purpose

This purpose is to introduce or defined author to the readers.

f. Creative Purpose

It has deep relation with self-expressive purpose but it has “creative will”. It is more than self-expression and involving herself with will to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

g. Problem Solving Purpose

The researcher wants to solve the problem is faced. The researcher wants to explain, to clear, and to explore also to search

the thoughts and ideas carefully to be understood and received by the readers.

### C. Explanation Text

#### 1. Definition of Explanation Text

Explanation text is to explain why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation or working of an object or phenomenon.<sup>11</sup> Gerot and Wignell states that: “explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena”.<sup>12</sup>

According Otong Setiawan Djuharie:

Teks eksplanasi adalah untuk menerangkan proses sesuatu ada/terbentuk, atau membahas suatu teori, faham, fenomena, ideology dan hal yang bertali dengan fenomena alam. Teks eksplanasi juga dapat digunakan untuk menggambarkan atau menerangkan fungsi dari suatu benda atau alat.<sup>13</sup>

(Text explanations is explain to process a certain there/formed, or discuss a theory, phenomenon, ideology and matter bestial with nature phenomenon. text explanation also can be used to describe or explain function from a thing or tool)

An explanation was often underpinned by an understanding that was represented by different media such as music, text, and graphics. Thus, an

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<sup>10</sup> Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007), p. 155.

<sup>11</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), p. 212.

<sup>12</sup> Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 28.

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 new knowledge, and to report relationships among different aspects of studied phenomena.<sup>14</sup>

The genre of explaining was a fundamental language function for understanding the world and how it operates. The process of explaining was used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail.<sup>15</sup>

George E. Wishon & Julia M. Burks in book *Let's Write English* stated the paragraph of explanation is often used to explain a process or procedure, or to give directions or instructions. Explaining was an important part of writing. The paragraph explaining a process or procedure was, in simple terms, a how to do paragraph. It explained how to perform some action or how to make something.<sup>16</sup>

To write the explanation text, there were some considerations which should be care suggested by Pardiyono as states in the table below:<sup>17</sup>

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<sup>14</sup> Rosliana, "Writing" *www. Explanation text. Com*, Saturday 15 December 2011.

<sup>15</sup> Peter Knapp & Megan Watkins. *Genre Text Grammar* (Australia: A USNW Press book, 2005), p. 126.

<sup>16</sup> George E. Wishon & Julia M. Burks. *Let's Write English* (New York: Litton Educational Publishing, 1980), p. 256.

<sup>17</sup> Pardiyono, *Op,Cit.*, p. 158.



**Table 1**  
**Text Element of Explanation Text**

Text element	Function
General statement about a particular topic to be explained	<p>Content a general statement about a topic will be explained, the places process, the happened process and the formed process.</p> <p>Must Brief character, interesting and clear, which be able to stimulate interest of the readers in detail.</p>
Sequence of explanation that describe the process, the formation, the involvement, etc	<p>In detail about explanation of the place process, the happened process or the formation process.</p> <p>It very relative to answer the question “how”, which the answer as statement or declarative sentence. (question answer “how” which as interactive sentence in genre procedure)</p> <p>Grammatical patterns;</p> <ul style="list-style-type: none"> <li>- Many using declarative sentence (positive or negative) in present tense form.</li> <li>- The using of verbs of being, verbs of having and verbs of doing, for instances: go down, digest, lead, and kill.</li> </ul>
Closing (optional)	<ul style="list-style-type: none"> <li>- Content the conclusion or statement about has just explained.</li> </ul>

## 2. Purpose of Explanation Text

In general, kind text explanation very effective to explain to how process a phenomenon happens, or explain about existence a phenomenon.<sup>18</sup>

Research, explanation was one of the purposes of research, e.g., exploration and description. Explanation was a way to uncover new knowledge, and to report relationships among different aspects of studied phenomena.

## 3. Example of Explanation Text

There were two examples about the explanation text that taken from the following Teaching Genre Based Writing books.

### **How does Food Eaten Help our Body?<sup>19</sup>**

The food that we eat goes down a tube called the esophagus before it is digested in the stomach. The esophagus leads it from the throat to the stomach. The digestive juice in the stomach digests it so little that we can't see it at all; therefore it can go into the blood. The white blood cells kill all the germs.

If we feel sick it is because we have got too much germs in our body and the cells cannot fight them all at once. Therefore, we need to take some medicine to help them. When our blood runs out of oxygen, the blood goes

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<sup>18</sup> *Ibid*, p. 162.

<sup>19</sup> *Ibid*, p. 160.

back to our heart and new blood goes round our body, which is brighter and cleaner than the old blood. That is the way in which food is digested to help body.

### **How Tints Applied to Hair?<sup>20</sup>**

Coloring hair is perhaps the quickest way to have one's look changed. However, someone has to understand the types of tints to be applied for different purposes in order that the applications are effective. There are two types of tints for coloring hair with their own specification and functions; 1. Permanent and 2. Semi-permanent. Permanent tint must be mixed with hydrogen peroxide to lift hair color.

The peroxide opens the hair cuticle so that the tint can penetrate the cortex and form the color. The higher the level of peroxide, the quicker and lighter the result. Semi permanent tints don't actually lift the color. You can vary the tone within your natural highlight or you can go darker. Quasi color contains ethanolamine and 3% peroxide, which slightly open the cuticle. This means that the color can last up to 20 washes and will softly fade as you shampoo. Whether to choose permanent or semi permanent to be applied for coloring hair really depends on the length of the color to last.

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<sup>20</sup> *Ibid*, p. 165.

#### **D. Review of Related Findings**

The Researcher correlation with “title” the students’ ability in writing explanation text there were two. First an analysis on the students ability writing Explanation based on picture of the grade X at SMP Negeri 2 Pekanbaru Mawar. She concluded that there were 40 students from the whole sample got average score 65% or more. It means that 60, % of samples were unable to write Explanation text based on pictures.<sup>21</sup>

After calculating and analyzing the data, it was shown from the score was 18, 35% which was regarded in level fair to poor. Thus, based on the data was got, the grade X students of SMP Negeri 2 Pekanbaru in 2009/2010 academic years were regarded as able to write explanation based on picture but they still faced in the language use skill.

Second, the Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009/2010 Academic Years by Evi Maya Sari. She concluded that the ability of the eight grade student of SMP Negeri 3 Padangsidimpuan in mastering narrative text was good. It. The difficulties of the eight grade students of SMP Negeri 3 Padangsidimpuan in mastering narrative text were: The Vocabulary and Grammar.<sup>22</sup>

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<sup>21</sup> Mawar, The Students Ability Writing Explanation Based on Picture (Pekanbaru : SMP Negeri 2,2010), P. 32.

<sup>22</sup> Evi Maya Sari, Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text (Padangsidimpuan : SMA Negeri 3), P. 39.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Location and Schedule of Research**

##### **1. Location**

This research had conducted at SMK Negeri 1 Padangsidempuan on Jl.Sutan Soripadamulia No.25 Kecamatan Padangsidempuan Utara Kotamadya Padangsidempuan North Sumatra Indonesia.

##### **2. Schedule**

This research has been done from December 2012 up to April 2013.

#### **B. Method of the Research**

This research would conduct with descriptive analysis with qualitative research. Depend on Sugiyono, qualitative research was a research base of postpotivisme philosophy, the research is use for researching condition of object naturally, and where the researcher would become a key instrument.<sup>1</sup>

Moleong said that qualitative research was research procedures that produce descriptive data as a written or spoken language from the research objects. Combinations and process of qualitative research are going on

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<sup>1</sup>Sugiyono. *Metode Penelitian Kuantitatif dan Kualiatatif dan R &D* (Bandung: Alfabeta, 2009), p. 9.

simultaneity; research is done with collecting, analyzing and interpreting data and fact and then concluded with inductive method.<sup>2</sup>

Depend on the depth of analysis, this research was descriptive that used with procedures to draw and show the condition of research object.<sup>3</sup> Actually in this research was to show and draw the ability of the students in writing explanation text at grade XI of SMK Negeri 1 Padangsidempuan.

### **C. Subject of the Research**

Sources of data that was the grade XI students at SMK Negeri 1 Padangsidempuan, they were 622 students. They were separated in 17 classes with 4 departments. They were: accounting department, marketing department, secretary department and computer network technique department.

These were amounts of students based on department and total of class inside. They were: Accounting Department with 184 students in 5 classes, Marketing Department with 190 students in 5 classes, Secretary Department with 119 students in 3 classes and computer network technique department with 129 students in 4 classes, it could be known that, there were 4 departments in SMK Negeri 1 Padangsidempuan. But researcher has be done with using purposive sampling. Riduwan said “Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly

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<sup>2</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 1999), p. 5.

<sup>3</sup>Nana Sudjana, *Tuntunan Penulisan Karya Ilmiah* (Bandung: Sinar Baru Algesindo, 2003), p. 52.

sampling to get the aim”.<sup>4</sup> Because of that in this case researcher collect the data from people who able to give the related information and data with the research problems.

researcher would take one department (Secretary Department) to do the research and took one class, it was grade XI<sup>1</sup>. Researcher took the certainly class because it could be representative to take the result of research. Moreover, the class that would be researched was class plus.

#### **D. Sources of Data**

The sources of data in this research were:

##### **1. Primary Sources**

Actually, researcher would take one department (Secretary Department) to do the research and took one class, it was grade XI<sup>1</sup>. Researcher took the certainly class because it could be representative to take the result of research. Moreover, the class that would be researched was class plus. So that, it could be seen on the table below:

**Table 3**  
**The Total of Grade XI in Secretary Department at SMK Negeri 1**  
**Padangsidempuan**

<b>No</b>	<b>The Class of Secretary Department</b>	<b>Total</b>
1	XI <sup>1</sup>	40

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<sup>4</sup> Riduan, *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 63.

2	XI <sup>2</sup>	40
3	XI <sup>3</sup>	39
<b>TOTAL</b>		119

Researcher would take one department (Secretary Department) to do the research and took one class, it was grade XI<sup>1</sup>. Researcher took the certainly class because it could be representative to take the result of research.

## 2. Secondary Sources

Secondary sources of data, that was an information from the Principal and the English teacher of SMK Negeri 1 Padangsidempuan.

## E. Technique Data Collections

Jhon W. Creswell says that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview.<sup>5</sup> and where the researcher would become a key instrument.

To get an accurate data, researcher collected data by doing those activities:

### 1. Observation

To complete the data of research, researcher took an observation. Observation and record-keeping as indication of research object systematically.<sup>6</sup>

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<sup>5</sup>Jhon W. Creswell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

<sup>6</sup> Margono, *Metode Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2005), p. 158.



The researcher went to SMK Negeri 1 Padangsidempuan to see what was about all aspects in SMK Negeri 1 Padangsidempuan which had a relationship to the process of increasing students' ability in mastering writing explanation text include subject of research, event, time, and experience<sup>7</sup>.

## 2. Test

To know students' ability, the researcher used test as a tool in measuring the students' ability in writing explanation text. Suharsimi Arikunto says, "Test adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi, kemampuan atau bakat yang dimiliki individu".<sup>8</sup> (The measure of skill, knowledge, ability or talents are had by individual or group).

The kind of the test was explanation text, there were two indicators of this test, the first was arranging of the explanation text from the component of the explanation text, if the students could write General Statement about a particular topic to be explained the students would get the score 20, if the students could write Sequence of Explanation that described the process, formation, involvement, the students would get the score 20, if the students could write Concluding the students would get the score 10.

And the next test was composing of the explanation text which was title was "Global Warming", in this test if the students could composing the

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<sup>7</sup> Data was taken from researcher, went to SMK Negeri 1 Padangsidempuan, Observation Padangsidempuan, 27 February 2012.

<sup>8</sup> Suharsimi Arikunto, *Manajemen Pendidikan* (Jakarta: Rineka Cipta, 2005), p. 156.

explanation text the students would get the score 20, if the students could arrange the suitable tenses the students would get the score 20, if the students could conclude the students would get the score 10, so the quantity both of the text were 100.

### 3. Interview.

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.<sup>9</sup> Interview was one of the techniques of collecting data by doing oral interview in individual meeting. The questions were appropriated with the list of interview. Interview was done for getting data about the difficulties students at grade XI of SMK Negeri 1 Padangsidempuan in writing explanation text. To get information in this research, the researcher would be done interview directly to the principle, as sources of data.

## **F. Checking of Trustworthines**

In doing the research, the researcher needed to make validating of the findings; in this case the researcher used the term of 'trustworthiness' for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed triangulation technique.

Triangulation was supposed to support finding by showing that independent measured of it agree with or, at least, do not contradict it. It is supported by Creswell who stated "Triangulate is done by examining evidence

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<sup>9</sup> *Ibid.*

from the sources and using it to build a coherent justification for themes”.<sup>10</sup> It means that in triangulation the researcher should compare the resources or measures or the result that do not contradict each other.

The data that were compare must be related and supported each other. It was done by the researcher by comparing the different data sources; they confirm one another. The data about teaching strategies that researcher gets from direct observation, test, and interviewing the teachers are compared. After researcher did the triangulation, researcher founds the real data that researchser needed.

#### **F. Tehnique Analysis Data**

After collecting data, researcher analyzed data from the result of writing explanation text test which had given to 40 students of eleventh grade students of SMK Negeri 1 Padangsidempuan. Depend on Lexy J. Meleong, technique analysis data in qualitative research could be done with these process below:

1. Starting from research about all data which consist of some source data.
2. Holding reduction of data with making abstraction.
3. Arranging in one unit.
4. Categorization to the next steps.
5. Holding investigation about validity of data.
6. Making interpretation of data.<sup>11</sup>

So the researcher made the technique analysis data for this research such as below:

1. Classification of data. Organizing data with research topic.

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<sup>10</sup> John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 196.

<sup>11</sup> *Ibid*, p. 329.

2. Description of data. Expounding data into combination of sentences systematically.
3. Take a conclusion by enclosing discussion into some points in summary.



## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Findings

##### 1. General Findings

As a general result of this thesis, researcher would describe the location and setting of research. SMK Negeri 1 Padangsidempuan was one of the senior high school in Padangsidempuan. This school was building in 1956 as the first SMEA in Padangsidempuan. Initially, SMK Negeri 1 named with SMEA (Sekolah Menejemen Ekonomi dan Akutansi). In 1955 this school still stated as private school which located in SMA Negeri Padangsidempuan with 60 students. In 1956, SMEA was converted into public school as Educational Minister assessment on 1 November 1956 number 3987/B. III/1956. Then in 1997 the name of SMEA was changed into SMK Negeri 1 Padangsidempuan.

SMK Negeri 1 Padangsidempuan had 9814 students since 1956 until 2011. Progression of SMK Negeri 1 Padangsidempuan was begun in 2004 when this school stated as national standard school and on 17 October 2009, SMK Negeri Padangsidempuan stated as international standardization school program that signed with Mendiknas assessment Jakarta No. 4294/C5.III/Kepp/U/2009.

Location of SMK Negeri 1 Padangsidempuan was strategies; the school was located in Jl.Sutan Soripadamulia No.25 Kecamatan Padangsidempuan

Utara Kotamadya Padangsidimpuan. This school has location borders as below:

1. North side was abutted with government office.
2. East side was abutted with Jl. Sutan Soripada Mulia, Komplek Sadabuan.
3. South side was abutted with SMK Negeri 2 Padangsidimpuan.
4. West side was abutted with SMA Negeri 6 Padangsidimpuan.

The location was not too far from main street and easy to be reached. The existence of school location was release from pollution and comfortable place with trees around it made the process of teaching and learning would be gratified. The wide of area was 2100 meter square, that's wide enough to create the effective learning environment.

SMK Negeri 1 Padangsidimpuan was also had good infrastructures; those were the infrastructures that could be found in SMK 1 Padangsidimpuan:

**Table 4**  
**Infrastructures of SMK Negeri 1 Padangsidimpuan. <sup>1</sup>**

No	Kinds of infrastructure	Total/Wide
1	Landmass	2100 Meter
2	Classes	41 Classes
3	Office Room	1 Room

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<sup>1</sup>Data was taken From Administration, The Principle of SMK Negeri 1 Padangsidimpuan, *Interview, Padangsidimpuan*, 28 February 2012.

4	Head master Room	1 Room
5	Administration Room	1 Room
6	Library	1 Room
7	Computer Room	1 Room
8	Language Laboratory	1 Room
9	Network Computer Technique Laboratory	1 Room
10	KPK TKJ Room	1 Room
11	Sport Room	1 Room

From those infrastructures above, physically, SMK Negeri 1 Padangsidimpuan had a sufficiency building, where all buildings even classes or offices had built permanently. SMK Negeri 1 Padangsidimpuan already had 40 classes to conduct the process of teaching and learning, but these classes were not much enough to suffice all students of SMK Negeri 1 Padangsidimpuan. Nevertheless, there were 8 classes from first class that should be separated in afternoon shift.

To complete the process of teaching learning, SMK Negeri 1 Padangsidimpuan has 80 teachers.<sup>2</sup> To teach all students with their own teaching capability. Afifuddin.<sup>3</sup> Said that all teacher of SMK Negeri 1

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<sup>2</sup>Data was taken from Daftar Urut Kepangkatan (DUK) Tenaga Edukasi dan Pegawai SMK Negeri 1 Padangsidimpuan, Tuesday 28 February 2012.

<sup>3</sup>Drs. Afifuddin Lubis, M.Ap, Head Master of SMK Negeri 1 Padangsidimpuan, *interview*, SMK Negeri 1 Padangsidimpuan, Wednesday 29 February 2012.

Padangsidimpuan were chosen selectively to guaranty the effectiveness of teaching and learning process in SMK Negeri 1 Padangsidimpuan.

SMK Negeri 1 Padangsidimpuan had 4 departments study, they were: accounting department (AK), marketing department (TN), secretary department (ADM) and computer network technique department (TKJ). Each department managed by chief of deparments who had a responsibility to head master of SMK Negeri 1 Padangsidimpuan. Actually, students would be taught by appropriate teachers belong with their own departments.

These were total of students of SMK Negeri 1 Padangsidimpuan base on 4 departments:

**Table 5**  
**Total Students Based on Departments.<sup>4</sup>**

No	Grade	Department			
		ADM	AK	TN	TKJ
1	I	116	121	78	81
2	II	190	184	119	129
3	III	151	152	71	100
<b>Total</b>		457	457	249	310

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<sup>4</sup>Data was taken from monthly report SMK Negeri 1 Padangsidimpuan, Wednesday 29 February 2012.



Total of students of SMK Negeri 1 Padangsidempuan in 2012 were 1471 students. They were separated with 457 students Accounting Department, 249 students Marketing Department, 457 students Secretary Department and 330 students Computer Network Technique Department.

Especially for English lesson, SMK Negeri 1 Padangsidempuan had 7 teachers that attached to English Development Program, they were:

1. Fadillah Hasibuan, S.Pd
2. Enni Sahroni Siregar, S.Pd
3. Salmah Khairani, S.Pd
4. Ismail Nasution, S.Pd
5. Hamidah Hasna Siregar, S.Pd
6. Yusni Marni Siregar, S.Pd
7. Dedi Priyanto S.Pd

These 7 English teachers were collected in SMK Negeri 1 Padangsidempuan program called Musyawarah Guru Mata Pelajaran Bahasa Inggris (MGMP English Language). The program was applied to take a responsibility in increasing students' ability in English Language. Those English teachers had to find the way to encourage students to speak and understand English well.

Fadillah Hasibuan said that Musyawarah Guru Mata Pelajaran (MGMP English Language) had many programs in improving English skills of students

of SMK Negeri 1 Padangsidempuan. Such as; listening exercise, English area, and debating program.<sup>5</sup>

Listening exercise would be done by all students of SMK Negeri 1 Padangsidempuan once a week. It would be done in language laboratory. Students would listen to the cassette involve native speaker conversation. This activity was expected to encourage students to master listening comprehension.<sup>6</sup>

English area was a program of English department in SMK Negeri 1 Padangsidempuan to increase students' ability in English. All students of SMK Negeri 1 Padangsidempuan had to use English language in certain place involve office area, language laboratory area, and library area. Students would get a punishment from their teacher if they did not speak English at those areas.<sup>7</sup> It was done to train students of SMK Negeri 1 Padangsidempuan to master English well especially for listening progress. When they got the habit to communicate with English language each others, absolutely their ability in listening was also increased.

English debating in SMK Negeri 1 Padangsidempuan always being happened at Saturday morning, English debating would be done in school field before entering class. Participants of debating were chosen from each class in

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<sup>5</sup>Fadillah Hasibuan S.Pd, Chief of MGMP English language, *interview*, SMK Negeri 1 Padangsidempuan, Wednesday 01 March 2012.

<sup>6</sup>Observation at SMK Negeri 1 Padangsidempuan, Friday 02 March 2012.

<sup>7</sup> Observation at SMK Negeri 1 Padangsidempuan, Saturday 03 March 2012.

rotation. One of English teacher from MGMP would monitor the way of debating and guided students along the debating are being happened.<sup>8</sup> English debating program Was applied to stimulate students to use English well.

The Method of English Teacher in teaching about Writing explanation Text Learning method was the procedure or way that used in learning process. Teaching by using methods made the learning process had variations. So, by using good method teacher could motivate the students in learning. The last, the aim of education could be achieved.

Teachers used three kinds of method in teaching explanation text they were, discussion and practice, the teachers made discussion class. In this season, the teacher gave the chance to ask the unclear explanation. And then after the students understood about the material, then the teacher gave them a test. The test was given to know the students ability and difficulties in writing explanation text.<sup>9</sup>

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<sup>8</sup> Observation at SMK Negeri 1 Padangsidempuan, Saturday 03 March 2012.

<sup>9</sup> Hamidah Hasnah Siregar, The English Teacher, *Interview*, SMK Negeri 1 Padangsidempuan, Saturday 03 March 2012

## 2. Specific Findings

### a. Description of the Students ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidempuan based on the result of the test.

**Table 6**  
**Result of Arrange Explanation Test in SMK Negeri Padangsidempuan**

NO	Kinds of Test	Students (Correct)	Students (Fault)	Amount
1	General Statement	19	21	40
2	Sequence Explanation	24	16	40
3	Concluding	28	12	40

From the above table it could be known, there were kinds of test. First arrangement there were 19 students arrange correctly in General Statement or (47, 5%) and there were 21 students arrange incorrectly or (52, 5%). So that from the above conclusion the researcher concluded that the student's ability in General Statement could be categorized into enough.

From the above table it could be known that, there were kinds of test. Second arrangement there were 24 students arrange correctly in Sequence Explanation or (60%) and there were 16 students arrange incorrectly or (40%).

So that from the above conclusion the researcher concluded that the student's ability in Sequence Explanation could be categorized into Good.

From the above table it could be known that, there were kinds of test. Third arrangement there were 28 students arrange correctly in Concluding or (70%) and there were 12 students arrange incorrectly or (30%). So that from the above conclusion the researchers concluded that the student's ability in Concluding could be categorized into Good.

**Table 7**

**Result of Composing Explanation Test in SMK Negeri Padangsidimpuan**

NO	Kinds of Test	Students (Correct)	Students (Fault)	Amount
1	General Statement	17	23	40
2	Sequence Explanation	19	21	40
3	Concluding	23	17	40

From the above table it could be know that, there were kinds of test. First composing there were 17 students compose correctly in General Statement or (42, 5%) and there were 23 students compose incorrectly or (57, 5%). So that from the above conclusion the researcher concluded that, the student's ability in General Statement could be categorized into enough.

From the above table it could be know that, there were kinds of test. Second composing there were 19 students compose correctly in Sequence Explanation or (47, 5%) and there were 21 students compose incorrectly or (52, 5%). So that from the above conclusion the researcher concluded that the student's ability in Sequence Explanation could be categorized into enough.

From the above table it could be know that, there were kinds of test. Third composing there were 23 students compose correctly in Concluding or (57, 5%) and there were 17 students compose incorrectly or (42, 5%). So that from the above conclusion the researcher concluded that the student's ability in Concluding could be categorized into enough.

**Table 8**

**Total Result of Explanation Test in SMK Negeri Padangsidimpuan**

No	Kinds of Test	Correct/Students	Fault/Students
1	General Statement	19	21
2	Sequence Explanation	24	16
3	Concluding	28	12
4	General Statement	17	23
5	Sequence Explanation	19	21
6	Concluding	23	17
<b>Amount</b>		126	114

From the above table the researcher made the formula as follows:

$$\text{Predicate} = \frac{\text{correct value}}{\text{kinds of test} \times \text{sample of research}} \times 100$$

$$\text{Predicate} = \frac{126}{6 \times 40} \times 100$$

$$\text{Predicate} = \frac{1260}{240} = 52,5$$

$$\text{Predicate} = 52,5 \%$$

Based on criteria of score interpretation, result could be seen in the following table:

**Table 9**  
**The Criteria of Score Interpretation<sup>10</sup>**

No	Interval	Predicate
1	0% – 20%	Very Weak
2	21% – 40%	Weak
3	41% – 60%	Enough
4	61% – 80%	Good
5	81% - 100%	Very Good

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<sup>10</sup> Riduan, *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 8.

Depend on criteria of score interpretation above. The researcher concluded that the students ability in writing explanation text at grade XI Administrasi SMK Negeri 1 Padangsidimpuan in writing explanation text was 52, 5 %. The category of above interpretation it could be categorized into “Enough”.

**b. Description of the Students Difficulties in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidimpuan.**

One of the aims of this research was to know the difficulties in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidimpuan. The instrument that used to found those difficulties is interview. Researcher made an interview for 40 students of SMK Negeri 1 Padangsidimpuan.

**1) The Difficulties of Students' in Determining General Statement.**

The important in learning explanation text students must know about general statement. Students at Grade XI of SMK Negeri 1 Padang Sidimpuan were commonly still low in comprehending it. From 40 informants, 25 students (62, 5%) still didn't understand the basic of English, while 15 students (37, 5%) didn't have the problem. So, when the researcher gave them the general statement question, they felt difficult to answer it. Irma Yenni Pulungan said “We were very difficult to answer these question because we didn't understand yet the general statement”.<sup>11</sup>

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<sup>11</sup> Irma Yenni Pulungan, student of SMK Negeri 1 Padangsidimpuan, *interview*, SMK Negeri 1 Padangsidimpuan, Monday 05 March 2012.



## 2) The Difficulties of Students' in Determining Sequence Explanation

When the researcher gave those questions about sequence explanation, they still confused to determine the sentence. It can be influenced because they did not understand sequence explanation. Hikmah Darnita said "The writing explanation text so difficult to put the sequence explanation because, we must understand the elements of explanation text".<sup>12</sup> From 40 informants, 22 students (55%) had a difficulty to put the sequence of explanation in the sentence. While 18 students (45%) did not have a problem.

## 3) The Difficulties of Students' to Make the Concluding.

One of the elements in writing explanation text was to make the concluding. Based on the interview with the students at grade XI SMK Negeri 1 Padangsidempuan. Indah Rahmadani said, "I can not to make the concluding of the sentence."<sup>13</sup> From 40 informants, 19 students (47, 5%) had a difficulty to make the concluding of explanation text. While 21 students (52,5%) did not have a problem to make the concluding.

## 4) The difficulties of Students' in Vocabulary Mastery

Studying the foreign language, we must master vocabulary enough to use in communication or writing something. When the students would answer the question, some of them got confused of translating it in

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<sup>12</sup> Hikmah Darnita, student of SMK Negeri 1 Padangsidempuan, *interview*, SMK Negeri 1 Padangsidempuan, Monday 05 March 2012.

<sup>13</sup> Indah Rahmadani, student of SMK Negeri 1 Padangsidempuan, *interview*, SMK Negeri 1 Padangsidempuan, Monday 05 March 2012.

Indonesian language. They still translated the word literally. So, most of students cannot build the sentence well. Hotma Ito Harahap said “We still translated the sentence literally and it would influence to conduct complex sentences”.<sup>14</sup> From 40 informants, 28 students (70%) had a trouble to conduct the sentence. While 12 students (30%) didn't had a trouble.

#### 5) The Difficulties of Students' in Constructing the Sentence

Most of students at Senior High Scholl and Junior High School students got confused about construct the sentence. It was important one to know the construct the sentence. Risa Wahyuni Tambunan said “I was difficult to construct the sentence because I still not understand about the sentence”.<sup>15</sup> From 40 informants, 27 students (67, 5%) had a difficult to construct and built the sentence. While 13 students (32,5%) did not have a problem.

### c. The Efforts of the English Teacher in Overcoming the Students Difficulties in Writing Explanation Text.

To anticipate the students' ability in writing explanation text, the English teachers had many efforts. Based on the result interview to teachers

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<sup>14</sup> Hotma Ito Harahap, student of SMK Negeri 1 Padangsidempuan, *interview*, SMK Negeri 1 Padangsidempuan, Monday 05 March 2012.

<sup>15</sup> Risa Wahuni Tambunan, student of SMK Negeri 1 Padangsidempuan, *interview*, SMK Negeri 1 Padangsidempuan, Monday 05 March 2012.

in SMK Negeri 1 Padangsidempuan, they said that they often repeated and explained again about how to write explanation text, element of explanation text, something general statement, sequence explanation and concluding. After explaining it, they gave the example about writing explanation text to the students. So, the students were easier to understand. Then, they gave chance to students to ask about unclear explanation. If there were not students that gave the questions, it meant they have understood about the explanation.

Next, they were given task to build and determined the element of explanation text. When the students wrote the general statement, sequence explanation and concluding, they monitored them. So, the students needed helps the English teachers would help them.

Before giving the task, the English teacher also explained about grammar to students. Because in writing paragraph, grammar was important one. In teaching grammar, the material that usually taught by English teachers were about tense. For example the using of Simple Present Tense in writing explanation text. They repeated twice or three times about Simple Present Tense for them and gave the example which near and familiar example to their life. Then they ordered the students to memorize the patterns and write the sentences by using Simple Present Tense.

Beside they taught about tenses, they also ordered the students to bring the dictionary when studied English. The students' vocabularies were

limited. So, when they have task about writing explanation text, they would be easier to find words that they needed.

From above explanation, researcher concluded that all of the students that would be given by the English teachers in overcoming the students' difficulties in writing explanation were good solutions. By these solutions, the students would be easier in writing explanation text. The researcher thought one way to make students weren't difficult in writing explanation text was the teachers must gave more example of explanation text and exercises to them.

## **B. Discussion**

Based on the theoretical that the explanation text was about general statement, sequence explanation, concluding. The explanation text was very important to the students and it must be mastered by the students with mastering the explanation text, the students were able to explain about the phenomenon and the process why it could happen. Especially for students at grade XI Administration of SMK N 1 Padangsidempuan, they were expected to have ability in explanation text and it compiled in syllabus material in SMK Negeri 1 Padangsidempuan.

To get better results, researchers conducted a triangulation method. It takes the approach as a first step is observation. First step in this research have made some observations on the state school SMK 1 Padangsidempuan in class XI. In this research, observations have conducted based on observations that guidance

has been conceptualized in such a way. Results obtained in sufficient observation. All active infrastructure used by the school to support the successful achievement of the students in the lesson.

The second step is the research who conducted the test to determine the level of student understanding in writing explanation text. Tests that have been conducted by researchers there are indicators that arrange a text explanation and combine text explanation. Results obtained from the tests are sufficient to value 52.5%.

The last step is interview, conducted by researchers to align the results of the observation and test. After doing research and getting interview to 40 informants of research, researcher found that students at grade XI of SMK Negeri 1 Padangsidempuan had difficulties in Construct the Sentence, From 40 informants, 27 students (67, 5%) had a difficult to construct and built the sentence. Results obtained after the interview enough. This indicates that the process of learning and examinations conducted enough.

After doing this research based on observation, test and interview, researchers was enough result. It is aligned with the triangulation that has been conducted by researchers. This proves there is no gap between the three instruments above results. So, the method of triangulation is carried out in accordance with the basis of the method is to incorporate some of the data so that the validity of the data is successfully done.

### **C. Threats of the Research**

In this research, the researcher believed that there were many threats the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that it was still far from the perfect.

On doing the test and interview, there were many mistakes and weakness. Mistakes and weakness were caused by limitation of the researcher time, the original answers of the students'. The researcher can not control the seriousness of the students in answering the test if they were seriously in answering the test or not.

The researcher realized 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 done because the helping from the entire advisors, Principle and English teachers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing and describing the data on “Grade XI Students’ Ability in Writing Explanation Text” the researcher gave conclusion as follows:

1. The ability of students’ score on “Grade XI Students’ Ability in Writing Explanation text, it could be categorized into Enough categorized.
2. The problems of their Writing that they are less in vocabulary
3. The solution were given by the English teacher as follows:

The English teacher gave the meaning about the explanation text to the students, the teacher must keep exercises in writing explanation text, the teacher always watches the students while the students do the explanation text, The English teacher asked the students to memorize the English vocabularies to develop sentence about general statement, sequence explanation and concluding in order to the students could make the explanation text rightly

## **B. Suggestion**

After formulating the conclusion, the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below:

1. It was suggestion to the Principle was expected to be more active in monitoring the process of teaching and learning English especially in writing. Principle of SMK Negeri 1 Padangsidempuan was expected to encourage teachers and students to and completed all equipment which they needed in order to get the best quality of teaching and learning writing.
2. It was suggestion to the English teachers, before giving the test or ordering the students to write the explanation text, they students have been known about general statement, sequence explanation, concluding, grammar, how to construct the sentence and how to make or develop the writing explanation text. So, they didn't felt difficult in writing explanation text.
3. It was suggestion to the students realized about their difficulties in writing explanation text. So, to make they would study hard and make the exercises. The last, they would be easy in writing explanation text.
4. It was important to other researchers to make the deepest research with this topic of this research, because it was still far from the perfect one due to the limitation of the researchers' material, knowledge and experience.



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