

**AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY TO
WRITE EXPLANATION TEXTS AT SMKN 5 PADANG**

THESIS PROPOSAL



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UNIVERSITAS BUNG HATTA

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English
Department the Faculty of Teacher Training and Education Bung Hatta
University*



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
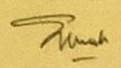
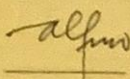
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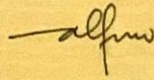
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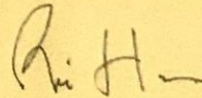
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ABSTRACT

Zahira, N. 2024. *An Analysis of the Eleventh Grade Students' Ability to Write Explanation Texts at SMKN 5 Padang*

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The purpose of this study is to describe the ability of eleventh grade students in writing explanation text at SMKN 5 Padang. The researcher used a descriptive method for this study. The population of this study were eleventh-grade students of XI TAV at SMKN 5 Padang. Convenience sampling was used in this research and the number of samples was 25 students. The instrument to collect data in this study was a writing test. In order for the test to be reliable, the researcher used the inter-rater method. The results of analysis showed that the test was reliable. This is supported by the fact that the correlation coefficient is 0,74. Then the test is valid in terms of content because the material about explanation text has been covered in the curriculum and has been learned by the students.

The result of this research in general showed that the eleventh grade students' ability to write explanation text was high. It was proved that 52 % of students had high ability in writing explanation texts. In detail, the students' ability to write the content was high. It was proved that 100 % of students had high ability in writing the content. The students' ability to write the organization was low. It was proved that 56 % of students had low ability in writing the organization. The students' ability to use

the language feature was low. It was proved that 56 % of students had low ability to use the language feature. The students' ability to use appropriate vocabulary was high. It was proved that 100% of students had high ability to use appropriate vocabulary. The students' ability to apply mechanics was low. It was proved that 92 % of students had low ability to apply the mechanics.

Based on the result, it can be concluded that the students' ability in writing explanation text at SMKN 5 Padang was high. Although, students' writing ability in explanation text was high but there are still some low aspects such language features and mechanics, the teacher must explain again about language features and mechanics in writing explanation text so that students can improve their ability in writing explanation text. The students should to pay more attention to what the teachers explanation and do more exercises in writing explanation text. Other researchers are are expected to conduct a research on other types of text to see the comparison.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research, and the definitions of key terms. The explanation of each part can be seen as follows.

1.1 The Background of the Problem

English is the most taught language in the world and is used for global communication. As stated by Carin et al (2018) English is the most widely studied foreign language in the world. In Indonesia, all senior high schools must offer English as a foreign language. According to the curriculum, the teaching and learning process aims to increase students' communicative ability to the point where they are ready to access material at the senior high school level. The students who learn English expect to get four skills. They are listening, speaking, reading, and writing.

Writing is one of the language skills that has an important role in our daily lives because, through writing, students can put thoughts, feelings, and opinions into writing form. Writing is one of the four most troublesome skills. In the process of writing, grammar must be used correctly; words must be combined to form good sentences and sentences must be construct employing textual linguistic elements, and so on. As a result, teachers need to consider the teaching of writing skills well based on their students' needs, abilities and capacities.

One scope of English learning at vocational high schools is that students can understand and produce a short functional text and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion. In this research, the researcher focuses on analyzing students' ability to write an explanation text because it is one of the texts that should be mastered by eleventh-grade students. The researcher also realized that writing an explanation text is not an easy thing to do. Through this research, the students are expect to be able to produce explanation texts appropriately.

Based on the result of the Teaching Practice Program (PPL) in SMK Negeri 5 Padang, the researcher ever thought and gave the student about studied writing explanation text and the result was low that the student's 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 learn 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.

Based on the background of the problem that the researcher has stated above they still have difficulties writing explanation text. Many students have difficulties using appropriate vocabulary and applying mechanics in writing. In addition, they are still confuse about how to use grammar and generic structures. The researcher also found the problem from Mrs. Suryawati, she tell that students' ability in writing is

low, especially in writing explanation text. There are students difficulties in writing in English well, especially in explanation texts, they think that explanation texts are complicated and they do not understand how to write good writing.

Research on writing ability in senior high school was conducted by many researchers. The first was conducted by Dina (2019) and entitled “Students’ Ability, Problems and Causes of Problem in Writing Explanation Text at the First Grade of SMAN 1 Batusangkar”. It used descriptive research and the instruments used to collect the data were quantitative and qualitative. Quantitative data were obtained from writing tests. Then, the interview was used to get qualitative data. From the result of the research, it was found that the students’ ability and problems in writing explanation text could be categorized into three: generic structure, textual language, spelling, and syntactic language. Based on those criteria, the students’ ability to write explanation text was high (67.74). However, the students still found some problems especially related to textual language (grammar). Moreover, this research also found that some factors caused the students’ problem in writing explanation texts. They were interference of first language, complexity of target language, and lack of knowledge about writing components.

The second study was investigated by Marantika (2015) entitled “Improving Students’ Writing Accuracy in Writing Explanation Text Through Dyadic Essay Technique”. This research used classroom action research. The result of this research shows that the implementation of the Dyadic Essay technique was effective in

improving the students' writing accuracy in writing explanation text through Dyadic Essay in the Tenth Grade of that school in the academic year of 2014/2015. The indicators of the success of the implementation are: (1) The students' writing accuracy was better. The students had more vocabulary, their grammar was better than before, and their mechanics in writing were better; (2) The class atmosphere was more alive, and the students had interesting activities: (a) The students were more active, the students, boredom could be decreased, and (b) The teaching-learning process became student-centered. This technique could be implemented by English teachers to teach writing in that school. So the students could improve their writing accuracy.

The third research was conducted by Desitawardhani (2014) entitled "Improving Students' Skills of Writing Explanation Texts through Picture Series for the Grade XII Students of SMA Negeri 2 Sleman". This research used classroom action research. The result of the research shows that the use of picture series and supporting materials improved the students' writing skills. Based on the qualitative data, the students could develop their ideas to produce an explanation text with better vocabulary, sentence structure, punctuation, and capitalization. They also enthusiastically joined the teaching and learning activities.

Although there are a lot of researchers who have conducted the research previously, this research is different because the researcher investigated the students' ability to write an explanation text viewed from generic structures and language

features. It is known from the interview with the teacher in SMKN 5 Padang that students think that explanation texts are complicated because they have to read before they write since the text is a scientific text written by providing facts. The students are not interested in learning the explanation text if the teacher does not use media to help them build their background information.

Based on the problems that mentioned before, the researcher is interested in conducting a research entitled “An Analysis of the Eleventh-Grade Students’ Ability to Write Explanation Texts at SMKN 5 Padang”.

1.2 The Identification of the Problem

There are several problems with the ability to write precisely in writing explanation text. The researcher found several problems based on teachers teaching at SMKN 5 Padang. Then, the researcher get the problem of students' writing ability in explanation text found in previous studies as well. Firstly, the students are less precise in using mechanics, they are spelling, capitalization and punctuation, In writing a text, punctuation must be considered because if students don't use the correct punctuation, it will make a different meaning and make the reader confused, capital letters must be used according to their use, but students often ignore this. After that, students often feel confused about using the correct grammar because there is quite a lot of grammatical features and tenses in English. Then, the lack of vocabulary and information makes it difficult for students to develop ideas, so they only write the same ideas which makes them stuck on one idea.

Based on the background of the problem above, there are probably some problems in of the text, do not understand of using component of writing explanation text. There are many problems faced by the students in writing especially writing explanation text, such as students do not understand explanation text, do not know generic structure and do not know how to apply the mechanics for the text.

1.3 The Limitation of the Problem

Regarding the explanation of problem identification above, the researcher limited her research to the eleventh grade students' ability in writing explanation text at SMKN 5 Padang.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the formulation of the research problem is “How is the ability of eleventh grade students in writing explanation text at SMKN 5 Padang?”

1.5 Research Questions

Based on the explanation of background of problems and limitation of the problem, the research questions are as follows:

1. How is the ability of the eleventh grade students to develop the content in a explanation text at SMKN 5 Padang?
2. How is the ability of the eleventh grade students in writing a explanation text at SMKN 5 Padang seen from organization?

3. How is the ability of the eleventh grade students to use language features in writing a explanation text at SMKN 5 Padang?
4. How is the ability of the eleventh grade students to use appropriate vocabulary in writing a explanation text at SMKN 5 Padang?
5. How is the ability of the eleventh grade students to use applying mechanics in writing the explanation text at SMKN 5 Padang?

1.6 The Purposes of the Research

In general, the purpose of this research is to find out the eleventh grade students' ability in writing a explanation text at SMKN 5 Padang. Specifically, the purposes of this research are as the followings:

1. To find out the ability of the eleventh grade students to develop the content in a explanation text at SMKN 5 Padang.
2. To find out the ability of the eleventh grade students in writing a explanation text at SMKN 5 Padang seen from organization.
3. To find out the ability of the eleventh grade students to use language features in writing a explanation text at SMKN 5 Padang.
4. To find out the ability of the eleventh grade students to use appropriate vocabulary in writing a explanation text at SMKN 5 Padang.
5. To find out the ability of the eleventh grade students to use applying mechanics in writing the explanation text at SMKN 5 Padang.

1.7 The Significance of the Research

The researcher expects that the findings of this research could give several benefits theoretically and practically. Theoretically, the results of this study can be one theory to find out about students' abilities in writing explanation texts. Practically, this study can be a reference for teachers in developing students' ability to write explanation texts.

1.8 The Definition of Key Terms

There are several key terms used in this study. To avoid misunderstanding about the terms used in this study, the researcher provides their definitions as the following.

1. Explanation text refers to text produced by students of SMKN 5 Padang.
2. Generic structure refers to elements of a text arranged in a text produced by students of SMKN 5 Padang.
3. Language features are sentence structure, nouns, vocabulary, and phrases used in a text produced by students of SMKN 5 Padang.
4. Appropriate vocabulary refers to words used by students of SMKN 5 Padang in developing explanation text.
5. Mechanics deals with capitalization, spelling and punctuation used by students of SMKN 5 Padang in developing explanation text.