

**AN ANALYSIS OF STUDENTS' PROBLEMS IN WRITING
EXPLANATION TEXT**

(A Case Study at Eleventh Grade Students of Smks 21 Analisis Kesehatan Qawiy
Shabab Bengkulu City)

Thesis

Submitted as a Partial Requirements for
the Degree of S.PD (Sarjana Pendidikan in English Language Education)



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DEDICATION

Bissmillahirohmanirrohiim

In the name of allah, the most gracious and merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis.

Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

This thesis was dedicated to :

- √ My beloved parents, my father (Suripto) and my mother (Yuliani) who always pray and could reach the successful, I do love you.
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MOTTO

"Verily, after the difficulty there is a facility, then when you are finished, do the other (things). And only to Allah SWT shall you hope"

(Q.S. Al-Insyirah : 6-8)

"When he was set about something, He just said," Be! "Then something happened"

(Q.S Al-Baqarah:117)

“The best pleasure in life is doing what people say you cannot do”

"Remember only to God whenever and wherever we are, only to Him is where we ask and pray"

(Penulis)

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Finally, the researcher realized that this research proposal was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu,

2018

The Researcher



YUNI ZARASWATI

ABSTRAK

Yuni Zaraswati. September, 2018. Analisis Masalah Siswa Dalam Menulis Teks Eksplanasi : (Sebuah Studi Kasus Pada Kelas Sebelas SMKS 21 Analisis Kesehatan Qawiy Shabab Tahun Akademik 2017/2018)

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd.

2. Detty Lismayanti, M.Hum.

Kata kunci : Masalah, Menulis, Teks eksplanasi.

Skripsi ini bertujuan untuk mencari tahu permasalahan yang dihadapi oleh siswa kelas XI SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu dalam menulis teks eksplanasi. Penelitian ini dirancang secara kualitatif yang mana dapat menyelesaikan permasalahan secara deskriptif dan memfokuskan analisis pada kesalahan yang dilakukan oleh siswa. Sampel dari penelitian ini berjumlah 33 orang yang diambil dari kelas XI SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu tahun akademik 2017/2018 dari total siswa keseluruhan 70 orang siswa. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah wawancara dan tes tertulis, dimana data dari tes tertulis bersifat sebagai data utama dan hasil dari wawancara sebagai data pendukung. Data yang diperoleh kemudian dianalisa melalui beberapa langkah, seperti: mengidentifikasi, mendeskripsi, dan menjelaskan. Setelah data dianalisis, hasil penelitian mengungkapkan bahwa permasalahan utama yang dihadapi oleh siswa SMKS 21 Analisis Kesehatan Qawiy Shabab dalam menulis teks eksplanasi adalah dalam hal masalah linguistic, cognitive, psychomotor, dan mekanik. Keempatnya menjadi masalah bagi siswa dalam menulis teks eksplanasi.

ABSTRACT

Yuni Zaraswati. September, 2018. An Analysis of Students' Problem in Writing Explanation Text : (A Case Study at Eleventh Grade Students of SMKS 21 Analisis Kesehatan Qawiy Shabab in Academic Year 2017/2018).

**Advisor : 1. Dr. Syamsul Rizal, M.Pd.
2. Detty Lismayanti, M.Hum.**

Key Word : *Problems, Writing, Explanation Text.*

This thesis aims to find out the problems faced by XI grade students of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu in writing explanation text. This research is designed qualitatively which can solve problems descriptively and focus analysis on errors made by students. A total of 33 students from this study were taken from XI grade students of SMKS 2 Analisis Kesehatan Qawiy Shabab Bengkulu in academic year 2017/2018 out of a total of 70 students. The research instrument used to collect data are interviews and written tests, where the data from written tests are as the main data and the results of interviews as supporting data. The data obtained is then analyzed through several steps, such as: identifying, describing, and explaining. After the data was analyzed, the results of the study revealed that the main problems faced by the students of SMKS 21 Analisis Kesehatan Qawiy Shabab in writing explanation text were in linguistic, cognitive, psychomotor, and mechanical problems. The four were the problems for students in writing explanation text.

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CHAPTER I

INTRODUCTION

A. Background Of Study

The aim of teaching English is to enable students to communicate using English. It is stated in both curriculums of 2006 and 2013. Learning a second language means learning to communicate with other people. To understand them, talk to them, read what they have written and write to them. Therefore, the students are supposed to master four skills namely listening, writing, reading, and speaking. However, writing is considered as the most difficult of all the language abilities to acquire since writing is an intricate and complex task. In writing, a writer need to pay attention to the process of writing.¹ There are some process involved in writing activity, they are planning, drafting, refising, and editing.²

Writing skill plays an important role in educational success. It is because course materials in academic careers are mostly examined in one main area which is in the form of essay test. Therefore, students are supposed to be able to convey their ideas and understanding by writing. Much higher standards of language are normally demanded in writing than speech.³ Though writing is important for

¹ Raimes. Ann, *Techniques in Teaching Writing*. (Oxford: Oxford University Press, 1983).

² Jack C. Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, (America: Cambridge University Press, 2002), p:304.

³ Ur, P, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996).

students, it is not an easy skills to master. As Richards and Renandya state, writing is the most difficult skills to master for second or foreign language learners. The difficulties are not only in generating and organizing the ideas, but also in translating those ideas into a readable text. That statement is also supported by the Standard of Competency and Basic Competence of curriculum 2006 of English learning.⁴ According to the curriculum, the writing skills is placed in the last part after three skills namely listening, speaking, and reading. It can be said that the learners have to apply everything that they have got in the three stages before. So, writing can not be learn spontaneously.

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, and review Depdiknas. Hedge thinks that so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.⁵

⁴ Richards, J.C. and Renandya, W. A. (2002). *Methodology in Language Teaching : An Anthology of Current Practice*. Cambridge : Cambridge University Press.p.303

⁵ Hedge, T. (1988). *Writing*. Oxford: Oxford University Press. P. 5

First Grammatical Problems, Learners have a number of problems in their attempts to write in the second language. “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students”.⁶ Second, Problems of Sentence Structure, Kharma states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination.

Third Problem of Word Choice, a good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures. Fourth, Cognitive Problems, the cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

a. Punctuation Problems

According to Byrne, the fact that punctuation has never been standard to the extent as spelling, makes it is problematic.⁷

b. Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings ,etc. However, learners have problems in using capitalization properly. There are reasons for students’ problems in using

⁶ Tyner, E. (1987). *College Writing Basics: A Progressive Approach*. Belmont. Wadsworth Publishing Company.

⁷ Byrne, D. (1988). *Teaching Writing Skills*. London: Longman Press. P. 16

proper capitalization. “The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students”

c. Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students.

d. Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others. According to Leki this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. Clifford suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

e. Problem Organization

According to Kharma, learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. Tsegay said “The most common students’ problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately”. Raimes states that the other problem of organization in

student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details.⁸

However, according to the result of observation conducted in class XI of SMKS 21 Analisis Kesehatan Bengkulu City, the students have low ability in writing explanation text. They still have some problems dealing with grammar, vocabulary, organization, and mechanic. Then, the teacher tries to make the students focus on the lesson by asking them some questions and asking them to answer some exercises. It can be said that the learning activities are dominated with reading activities by doing the exercises from book. Based on the observation, the students at this school in general already know what it was explanation text, but they have not been able to control the way of writing explanation text good and right. Based on those reasons, researcher expected to be able to solve the problem in students ability in writing explanation text to eleventh grade of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu City.

B. Identification of Problems

Based on the background above, some problems can be identified as follows, the students frequently confused to write a text and how to start writing a text, the students have no grammar, vocabulary, organization, and mechanic,

⁸ Dr. Ibrahim Mohamed Alfaki, International Journal of English Language Teaching Vol.3, No.3, pp.40-52, May2015. *university Students' English Writing Problems: Diagnosis And Remedy*. (July, 14, 2018).

students have low ability in writing explanation text. Then, the learning activities are dominated with reading activities by doing the exercises from book.

In fact, it are all things that should be achieved in writing. In writing we have to understand the grammar, have alot of vocabulary, understand important is to have the ability to write. There are some problems in writing as, Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

1. Grammatical Problems, Learners have a number of problems in their attempts to write in the second language. "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students".⁹
2. Problems of Sentence Structure, Kharma states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination.
3. Problem of Word Choice, a good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures. Fourth, Cognitive Problems, the cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

⁹ Tyner, E. (1987). College Writing Basics: A Progressive Approach. Belmont. Wands worth Publishing Company.

C. Limitation of Problems

Based on the identification of the problems above, the limitation problem in this study, researcher focus on the students problems in writing explanation text. The research conducted to the students' at eleventh grade of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu.

D. Research Question

Research question of this study is, What is the students' problems in writing explanation text at eleventh grade of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu ?

E. The Objective Of Study

There are some objective of this study as follow :

1. To identify how are the students' problems in writing explanation text at the 11 grade students of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu

F. The Significances Of Study

The study is expected to give both theoretical and practical contribution.

1. Theoretically:

Theoretically is expected that the result of this study give the contribution to the teaching and learning English to solving the students' problems in writing a explanation text. The result of this study are also expected to add some knowledge and enrichment of scientific assessment to provide scientific evidence about the students' problems in writing explanation text.

2. Practically:

Practically, this research can be useful for students, English teacher and other researcher.

- a. For students, the students can understanding their ability in writing explanation text.
- b. For teacher, as a guide in teaching and learning process can understanding what is the students' problems in writing explanation text and can give their students motivated in learning English especially in writing explanation text.
- c. For other researcher, it helps the next researcher getting prior information for further relevant study.

G. Definition Of Key Terms

To support this study, i explain the definition of key terms :

1. Witing is the process of using symbols (letters ofthe alphabt, punctuation and spaces to communicate thoughts and ideas in a readable.¹⁰ Writing is someone activities to convey the idea to the reader in wrote that canbe undestood by the reader.
2. Explanation text is an inscription or discourse with the goal of explain why can happen and how the process of the occurrence of anything. Explanation text can also be a certain explanation about the procedures related to the natural phenomenon, science, social and culture. the

¹⁰ <http://www.basicknowledge101.com/subjects/writing.html>. (Sunday, June, 03, 2018)

explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (how) and to give reasons (why).¹¹

¹¹ Anderson, K. And Anderson, M. (1997). *Text Types In English I*. Australia : Macmillan Education Australia.p. 80

CHAPTER II

THEORETICAL REVIEW

A. General concept of writing ability

a. Writing ability

Writing is a good way to think and remember many things. when we want to try to write in English, we can learn words that are useful for the ideas we have. by writing, we can pour ideas that we have and can learn about vocabulary at the same time.¹²

Writing is an activity of delivering messages (communication) with the use of written language as te tools. From te opinion above can be concluded that writing is an activity carried out by someone in expressing ideas or thoughts in writing that serves to convey ideas or ideas they have and as a communication tool, the written communication.

Basically the principle of writing is as a means of indirect communication. Writing is very important for education because it allows pre-school thinking. By writing we can write down ideas. Writing ability can be devided into three, namely reproductive ability, receptive and productive ability is to copy text from a book or note on the board. The purpose of this activity is to familiarize the students write the words in a foreign language. Then receptive namely the ability to write based on the responses of others are willing to accept and copy the

¹² Andrew Littlejohn, *Writing Student's Book 2*, (England: Cambridge University, 1991), p:58.

answer given by others the last, productive ability, the ability to write in which a person is able to produce fruit based on writing personal thoughts or ideas not from copying activities.

According to Lerner, some factors that influenced students writing ability are, 1) motoric, 2) Behavior, 3) Perception, 4)The Ability to execute the cross modal, 5) The use of dominant hand, 6) The ability to understand the instruction.¹³ Therefore, it can be said that the skills or writing skills are essential skills that one has as a complement to the understanding and application of the three aspect of other languages. This is because a man as perfect beings from other creatures because of the intelegence and the mind are not only able to communicate orally (talk), but is also able to communicate through writing.

b. Writing process

The writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self sponsors of their own writings. The writing process comprises the mechanics by which write create publishable products. That is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces and format them for publication. In terms of intruction, it represents a holistic approach, encouranging creation of an entire product, rather than working on pieces of this process and only infrequently putting it all together.¹⁴

¹³ Lerner, J & Kline. F, *Learning Disabilities Related Disorder: Characteristics and Teaching Strategies* , (Newyork: Houghton Mifflin Co, 2006), p.25

¹⁴ Garth, Sundem, *Improving students writing skill*, (USA: Shell Education, 2007),p.41

Writing process is the stages in produces the writing. Writing process as a classroom activity incorporates the five basics stages. Prewriting, drafting, refising, editing, and publishing.

1) Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming outlining, and gathering information. Although prewriting is the first activity you engage in generating ideas is an activity that occurs throughout the writing process. The different types of prewriting techique that will be explore here are freewriting brainstorming , clustering.

a) Freewriting

Based on Kate Grenville, freewriting is the process of thinking that we do on paper. Freewriting is a good enough way to make us unconsciously able to provide ideas that we have. this allows us to access the memory we already have, such as experience, knowledge, fantasy, and other things that we never even realized were stored in our heads.¹⁵ **Based on Peter Elbow,** Freewriting can be said to be an simulation exercise, but usually people learn to use free writing mode during a serious writing project. Especially at the exploration stage. Freewriting allows us to do it anytime. so, freewriting is not showing whatever words we write to anyone, even to teachers or people who instruct us to do the exercises. We don't need to

¹⁵ Kate Grenville, *Writing From Start To Finish A Six-Step Guide*, (Australia: Copyright, 2001), p:16.

worry about spelling, grammar, or mechanics. we also don't need to feel that we have to stay focused on one topic. This makes us feel free to jump or deviate. In addition, we do not need to worry about the good or bad writing that I make. and whether it makes sense or not, the most important thing is to understand yourself.¹⁶

b) Brainstorming

According to Andrew P. Johnson, the purpose of brainstorming is the number of ideas. because students cannot naturally understand how to brainstorm, then we must teach and demonstrate the process of carrying out brainstorming itself. If everyone writes on the same topic, brainstorming can be an activity before the effective writing, this can be done in large groups. because, when we form groups, we can share ideas that we have. and by looking at some other people's ideas, it can help us to develop ideas for ourselves.¹⁷

c) Clustering

Clustering also called mind mapping or idea mapping, is strategy which allows you to generate ideas you might to explore the relationship between those ideas. Clustering taps your intuitive and creative/connected mind.¹⁸

¹⁶ Peter Elbow, *Teaching Writing. Teaching Media*, (Media Education Foundation),p.30

¹⁷ Andrew P. Johnson, *Teaching Reading and Writing A Guide Book for Tutoring and Remediating Students*, (United States of America: Copyright,2008), p:191.

¹⁸ Utami Dewi,OP.Cit,p.1-20

Simply, it can be concluded that the activity to make a plan, what will do before write a text.

2) Drafting

A draft is an early version of a piece of writing. A draft is not the end product, it is tentative and imperfect. A draft is more refined in writing becomes impossible if you try to do it one polished sentence at a time.¹⁹ At the drafting stages, the writer focus to the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.²⁰ Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. A draft is a work in progress. A good essay undergoes several revisions. Drafting allow you to get most out of these composing stages. Through the brainstorming and gathering information stages, you have generate raw material to compose effectively.²¹ There are some stages to write the first draft, never translate whole sentences from mother tongue, avoid trying yet to organize your items. Rather, get your ideas out in front of you first, put your thoughts in English, in the language of speech, write in many short, simple sentences, refer immediately to the main items involved, use signpost, write "long": produce a 1000 word text that will

¹⁹ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Copyright, 2000), p:34.

²⁰ Richard and Renandya, *Methodology in Language Teaching: an anthology of Current Teaching*. (Cambridge: University Press), p.316

²¹ Utami Dewi, Op.cit.p.20-21

end as 600 words, allow yourself to use the passive voice (see section on passive whenever comfortable. Let yourself use the spoken forms “three is / are / was / were .”, use simple verbs such as “to be / have / get / see / find out.”²²

3) Revising

Revising is the key to effective documents. Revising means repairing what has been written with attention to mistakes. In revising, here we make the sentences as simple and accurate as possible so it is easier to read and understand. Revisions were made to each of the parts or sentences that we think, is still less effective and redundant or sentences that are too convoluted. By revision means that he has done improvements to the mistakes that exist in order to be better and more clearly so that more easily understood by the reader.

4) Editing and proofreading

According to Andrew P. Johnson, At this stage students correct some errors such as grammar, spelling and punctuation. there are two important points to strengthen this stage. that is, the first continues to instill that good writing does not mean writing without making the slightest mistake. That is because the good writing is writing that has a good idea and is able to convey the message to the reader. in this case, Grammar, spelling, and punctuation are used to help students to communicate their ideas. then the

²² Carolyn, Brimely Norris, *Academic Writing in English*, (University of Helsinki, 2016),

second is that all writers of course need and use editors.²³ These are the broad categories for proofreading: check for such things as grammar, mechanics, and spelling, check the facts (if your writing includes detail, be sure you have included the information correctly), confirm legibility (if you have written your final draft, make sure that each word is legible. By doing editing and proofreading we can make our writing better, to make the writing almost perfect and there is no misunderstanding again in many ways.²⁴

5) Publishing

Based on Andrew P. Johnson, publishing is a situation where students have an audience to respond to their writing. This means that the writing made can be seen and commented on by many people. You just think about how you might make an audience for student work.²⁵

c. Aspects of Writing Skill

There are three aspects of writing skill that have to be outlined in this discussion. The first aspect is about micro and macro skill of writing, the second is mechanical and components of writing and the last is cohesion and coherence of writing. The first aspect is micro and macro skill of writing. List of micro and

²³ Andrew P. Johnson, *Teaching Reading and Writing A Guide Book for Tutoring and Remediating Students*, (United States of America: Copyright, 2008), p:196.

²⁴ [Caroline Coffin](#), 2005. *Teaching Academic Writing: A Toolkit for Higher Education*, Routledge. P.41

²⁵ Andrew P. Johnson, *Teaching Reading and Writing A Guide Book for Tutoring and Remediating Students*, (United States of America: Copyright, 2008), p:199.

macro skills for written communication which focuses on both the form of language and the function of language. The micro skills apply more appropriate to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Micro skills of writing mentioned by Brown are producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g., tense, agreement, patterns, and rules); expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.²⁶

Meanwhile, macro skills of writing have other components, such as: use the rhetorical forms and conventions of written discourse; appropriately accomplish the communicative functions of written texts according to form and purpose; convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification, distinguish between literal and implied meanings when writing; correctly convey cultural specific references in the context of the written text; develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices,

²⁶ Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education.p. 342-343

writing with fluency in the first drafts, using paraphrases and synonyms, soliciting, peer and instructor feedback, and using feedback for revising and editing. In conclusion, we can say that the earlier micro skills apply more appropriate to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, and etc.²⁷

On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. Thus, it is not only about a word but it is about the whole written text. Mechanical components are the second important matter of writing. Addressed writing mechanics in terms of grammar, spelling, punctuation, and capitalization. Grammar is a key element not only in writing, but in language as a system of communication in general. Having a good knowledge of the parts speech, the structure of the language and its rhetorical devices, and knowing how to write comprehensively are what writing requires. Capitalization and punctuation marks are integral parts of written English.²⁸ A well punctuated and capitalized piece of writing should make your

²⁷ Brown, H. Douglas.(2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.p. 221

²⁸ Starkey, L. (2004). *How To Write Great Essays*. New York: Learning Express.

work easier to read and understand and make a more favourable impression on your readers.²⁹

Similarly, spelling is an important aspect in writing because it is an aspect that teachers focus on when evaluating students' work. Correct spelling gives one's work credibility. Not only will the reader know that one is educated, but also that he is careful about his work. The last aspect of this discussion is about cohesion and coherence. The two aspects have an important role in writing process and cannot be separated each other. According to Richard sentences also need to be cohesive and the whole text needs to be coherent. Thus, students also have to be supplied with the knowledge of cohesiveness and coherence. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in a structure of the text surface³⁰.

According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood.³¹ Murray and Hughes notice that a good writer is the one who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any

²⁹ Murray, N. and G. Hughes. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. UK: McGraw-Hill Education. p. 185.

³⁰ Richards, J.C. and Renandya, W. A. (2002). *Methodology in Language Teaching : An Anthology of Current Practice*. Cambridge : Cambridge University Press. p. 21

³¹ Harmer, Jeremy. (2004). *How to Teach Writing*. Edinburgh Gate: Pearson Education.

links are missing, the connections become unclear and the argument structure breaks down.³²In summary, the micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing are important aspects of writing. All of them have contributions in producing a good writing. Therefore, the teacher should consider teaching them to the students in order to make their students' writing works more accessible.

B. Problem of Writing Text

Based on some my experience and some research, there are some problems when we are writing a text. From a jurnal, by Dr. Ibrahim Mohamed Alfaki . Their writing products were then analyzed by 10 teachers of English language. Each composition was analyzed twice by two different teachers. The results have showed that there are various types of writing problems. These can be summarized as follows :

1. Mechanical problems.

The mechanical problem consists of the organization or composition of the text that forms the generic structure. for example in the explanation text such as general statement, sequenced of explanation, and closing. the writer must be able to write the text arrangement according to the type of text he will make.

³² Murray, N. and G. Hughes. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. UK: McGraw-Hill Education. p. 45

2. Linguistic problems.

Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring.

a. Grammatical

English grammar generally comes from classical Latin rules. However, now grammar is commonly used to write and say every day. At this time, modern English grammar is increasingly possible for the most part to be used in informal languages. Usually also used in the use of fashionable trends or modern jargons. There is no single formal authority that leads English grammar rules. This is not built on practices reinforced by popular education and prejudice. The expected standard of grammar in one context may not be the same as expected in another. For example in formal grammar is much tighter than when informal.³³ Grammatical rules are not teacher statements, editor, or other authorities. They are just the way people talk and write, and if enough people start talking and writing differently, the rules change.³⁴

³³ Martin H. Manser, *The Facts on File Guide to Good Writing*, (New York: Infobase, 2006), p:97.

³⁴ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Copyright, 2000), p:13-14.

b. Vocabulary

Generally for many people using the correct spelling of words in English poses is a considerable challenge. Some people justify inaccurate spelling by showing that the meaning they have is common when communicated. But this assumption is risky, because small errors in some circumstances can cause significant changes in meaning. If seen from several further cases, misspelling can be interpreted as a reflection of the author's carelessness or ignorance.³⁵

c. Language use

A language is the same no matter what system of writing may be used to record it, just as a person is the same no matter how you take his picture.³⁶

d. Choise of sentence

sentence selection is used to make the text made more interesting to read. sentence selection can also distinguish the contents or ideas of writing in each series.

3. Cognitive problems.

Writing has to be thought through formal instruction like spelling, punctuation, capitalization, and paragraphing.

a. Punctuation

³⁵ Ibid, p:176.

³⁶ Leonard Bloomfield, *Language*, (London: Motilal Banarsidas, 1935), p:21.

According to Mary K. Mc Caskill, punctuation written in the text aims to make the meaning clear and make reading easier to understand the meaning of the text. Various punctuation generally has four functions, namely separating sentences, grouping or attaching attaching foreign information, connecting, and instilling meaning. punctuation serves so that the reader is not mistaken in interpreting a text, with punctuation can certainly make the message to be conveyed will be conveyed properly. So as to prevent errors in understanding the meaning³⁷

b. Capitalization

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc. However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. The rules of capitalization are not universal and classifying noun as proper and common nouns is difficult for students.

c. Spelling

English spelling is irregular, so the spelling becomes difficult. but not completely randomly arranged. because when seen in reality the spelling is quite regular. although not unique, it is a feature of

³⁷ Mary K. Mc Caskill, Langley Research Center, Hampton Virginia, *Grammar, Punctuation, And Capitalization, (1998)*, p:44.

English. there are rules that usually explain when certain spellings are acceptable.³⁸

d. Paragraphing

A paragraph is a collection of statements related to the subject developed by the author. The first sentence contains a specific point, or idea, about the topic. the following sentences consist of sentences in the supporting paragraph of the idea.³⁹

4. Psychomotor problems.

More focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing.

a. Timing

In timing, there are rules that must be achieved when we write. timings will be a reference for how long we are doing or writing something. this can be used as a reference when something starts, and when to finish. Hedge states that the idea of time need to given attention because writing activities by nature have different stages wich need ample time.

b. Delivering messages to readers

This matter is concerned about how the writer can convey messages from ideas that he has written or can be conveyed well to

³⁸ Jeremy Harmer, *How To Teach Writing*, (England: Pearson Education Limited, 2004), p:46.

³⁹ Alice Oshima, *Ann Hogue, writing abot people*, p:6.

the reader. this is intended, the writer must be able to communicate to his readers through written writings. the writer must succeed in making the reader understand what ideas he wants to convey.

According to Dr. Ibrahim Mohamed Alfaki , in the light of these findings a number of recommendations can be made :

1. Learners of English language should read a lot. Reading will help them increase their knowledge of vocabulary, grammatical structures , and be informed; to have knowledge of the world as well.
2. Free writing practice is a good exercise for improving one's writing ability. Writing is a skill and therefore it is learned by practice just like any other skill.
3. Note taking is also very helpful in enhancing the way writers generate ideas.
4. Learners should not panic.

Everyone experiences writer's block sometimes. They should be encouraged to go through writer's block and break it .This will help them be more imaginative and creative writers.⁴⁰

⁴⁰ Dr. Ibrahim Mohamed Alfaki. 2015. *University Students' English Writing Problems: Diagnosis And Remedy*. Atbara. European Centre for Research Training and Development UK.

Related to the researcher's pre observation on SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu, researcher had been done some observation and interviews about the students problem in writing explanation text with students and teacher. This observation was made by researchers by way of providing about contains instructions for the students to write the explanation text in accordance with the theme given by the researchers. Then, researcher interviewed the students and their English teacher about what the course the students' problem in writing explanation text. After that, the results of the writing students will be in match with the results of the interview to get what exactly is the problem of students in writing explanation text.

From the observation, students in SMKS 21 Analisis Kesehatan Qawiy Shabab grade XI more than inclined to language features. Part of language features is like, using present tense, complex noun groups, adverbial phrases of time and place, conjunctions and connective to link and sequence events, passive voice and nominalisation to link cause and effect, technical words to explain phenomena, and action verbs. So, the problems focus in SMKS 21 Analisis Kesehatan Qawiy Shabab grade XI is language features, that's general included in linguistic problems.

C. Explanation text

Anderson state that the explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (how) and to give reasons (why).

Explanation is a piece of 37 text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences.

According to Anderson, there are three steps for constructing a written explanation. The first step is a general statement about the event or thing that will be explained. Then, a series of paragraphs that tell the hows or whys. In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing. The writer concludes what he/ she has explained in this paragraph. To make a good explanation text, the students have to consider some grammatical features in composing the text. The first consideration is the using of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes.

The second consideration is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the using of explanation text to give details about what, how and why something happened and the using of cause and

effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.⁴¹

D. Relevant Study

Sulasniyati, conducted a study the error analysis on explanation text written by the third grade students. The writer analysis fourthy four students' worksheets. Their errors are then classified into groups after they are identified. Next, error are analyzed by means of the theory of 'linguistic category taxonomy' and 'surface strategy taxonomy' before finally their frequency is figured out. The frequency of the errors can be summarized as follow ; The errors belong to three main groups ; Grammatical Construction, Part of Speech, and Vocabulary. Each group is then further elaborated into divisions. 'Grammatical Construction' is divided into ; Bound Morpheme, Passive Sentence, Noun Phrase, Modal, Omission of Subject, Addition of Subject and other. The error analysis in this research is expected to be beneficial for English teachers in determining which point of the teaching material that should be given more emphasis.⁴²

Fitri Maiyanti, did a study analysis of students' problems with generic structure of writing explanation text. This research is qualitative that has a

⁴¹ Anderson, K. And Anderson, M. (1997). *Text Types In English 1*. Australia : Macmillan Education Australia.p. 80

⁴² Sulasniyati, 2012, *Error Analysis On "Explanation"Text Written By The Third-Grade Students Of Sma Negeri 1 Karanganom-Klaten*

purpose to analyze students' problem with generic structure of writing explanation text. Correspondence of this research is 21 students that learn writing III course in STKIP PGRI West Sumatera on 2013/2014 academic year with chooses random sampling technique. Collecting of data is gotten with thought document of students' final project about argumentative essay. In the generic structure of explanation text there are three part namely; general statement, explanation, and conclusion.

Based on the data that was gotten during conducted the research, it could be concluded that the most problems was found in generic structure namely in the part of explanation. The total of problems found in the part of explanation was 18 problems of 21 students' writing. Besides, the problem was found in general statement namely 7 problems of 21 students' writing, and the conclusion was found 9 problems. So, it can be concluded that the explanation was dominant problems because students' writing did not appropriate indicator from part of explanation such as; include a series of step to explain how and why something happen, explain issue or phenomenon step by step until the final position, the sentence that is continuous each other, use time connectives, and use clausal connectives.⁴³

⁴³ Fitri Maiyanti, 2015, [*An Analysis Of Students' Problem With Generic Structure Of Writing Explanation Text \(A Case Study At STKIP PGRI WEST SUMATERA In 2013/2014 Academic Year\)*](#), West Sumatra.

Nurika Desitawardhani, This study was aimed at improving students' skills of writing explanation text through picture series for the grade XII Students of SMA Negeri 2 Sleman in the academic year of 2013/ 2014. This actions research consisted of two cycle. Each cycle had three and Two meetings respectivel. The Subjects Of the research were the students of Grade XII Science 1, the English teacher and the researcher the data collection techniques were observation, interview and tests. The data were in the forms of field notes, interview transcripts and scores of pre and post tests. The data were analyzed qualitatively and quantitatively. The researcher analyzed the qualitative data through three steps: reducing, displaying, and verifying the data. In this research, there were two ways employed in analyzing the quantitative data: mean value and standard deviation. The validity of the research was accomplished by adopting five criteria of validity: democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The result of the research shows that the use of picture series and the supporting materials improved the students' writing skills. ⁴⁴

Dian Indah Marantika Putri, conducted a study Improving Students' writing accuracy in writing explanation text through dyadic essay technique (a classroom action research in the Tenth grade of SMA Negeri I Karanganom in the academic year of 2014/2015). This research deals with: the improvement of

⁴⁴ Nurika Desitawardhani, 2014. *Improving students' skills of writing explanation text through picture series for the grade XII Students of SMA Negeri 2 Sleman in the academic year of 2013/2014*. Yogyakarta.

student writing accuracy in writing explanation text through dyadic essay technique, and the description of the class situation when dyadic essay technique is applied in the writing class. The research was conducted in one of senior high school in Klaten district. This study is a classroom action research. To deal with the problems, the researcher implemented dyadic essay technique as the main activity.

There were two cycles in this research. The steps were preliminary study, planning, implementation, observation, and reflection. The subjects of the research were the students of class X IS3 of that school and the English teacher. To collect data, the researcher conducted a pre-test, post-test, observations, and interviews with the English teacher and the students. Then the data were written down in the forms of interview transcripts and fieldnotes. To analyze the quantitative data, the researcher used descriptive statistics by comparing the means of the student's previous marks (pre-test) and the students' post-test marks, while in analyzing the qualitative data, the researcher analyzed the improvement of teaching learning process by using Constant Comparative Method. The result of this research shows that the implementation of using Dyadic Essay technique was effective to improve the students' writing accuracy in writing explanation text

through Dyadic Essay in the Tenth Grade of that school in the academic year of 2014/2015.⁴⁵

From the fourth research above, there are some differences with the research that is being researcher do now. First, the research by sulasniyanti. She did research about the analysis students' error in writing explanation text. This study was conducted to determine the layout of the fault of the students. While, the research will conduct by researcher is to search the students' problems. That where, in finding the problem, researcher automatically also find the students' error in writing explanation text. Then, the differences in next research is more than general, while the research that will conduct by the researcher are more in depth.

The research by two next researcher also have a differences. They are doing research to improve the students' ability with their technic. The research will be do by researcher is in the same line. Because before trying to improve the students' ability, and apply a technic for teaching, of course we must know what the students' probems. Finally, the research will be researcher do, can help for find 4 aspects in some study above.

⁴⁵ Dian Indah Marantika Putri, 2015. *Improving Students' writing accuracy in writing explanation text through dyadic essay technique (a classroom action research in the Tenth grade of SMA Negeri I Karanganom in the academic year of 2014/2015)*. Surakarta.

E. Conceptual Framework

Writing is one of the four English skills that has to be mastered by the students in learning English. Writing is a complex process in which some requirements should be accomplished simultaneously. It means that the subskills of writing including grammar, diction, vocabulary, and generating the idea have to be mastered to reduce errors made by the students on their writing. As the result, the analysis of students' problems in writing explanation text. Although the objective of teaching writing has been set up, the teaching writing is not successful yet.

Most of students agreed that writing was difficult skill to master. In order to help the students to be able to develop their writing competence, From the information obtained by conducting interview and observation, the researcher found the students' similar problem to writing in Smks 21 Analisis Kesehatan qawiy shabab. One of the problems came from the students. They still found difficulties in applying grammar, punctuation, vocabulary, and generating ideas. They also had low motivation to get involve in teaching and learning process. Therefore, it could be concluded that the students' problem in writing explanation text.

CHAPTER III

RESEARCH METHODS

This chapter presents the method will use in this research. It consists of type of the research, setting of the research, subjects of the research, data collecting instruments, data collecting techniques, techniques of the data analysis, validity, and reliability of the data, procedure of the research and scoring scheme for writing. Each of them is will present in the following discussion.

A. Type of The Research

In this study the writer want to get the information about the students' problems in writing explanation text. In this case, the writer will use the design descriptive qualitative. Qualitative research methods will consider to be valid techniques for will conduct research. Data collection and validation consist of in depth open in depth interviews, direct observation, and write documentation, example, questionnaires, personal diaries, and program records).⁴⁶ This research will includes the type of case study will use descriptive qualitative method. Case study has the characteristics as state by the experts as a study that will conduct intensively, detail and depth toward an organization, institution or certain phenomenon. Case can be an individual, an institution or a group will consider as a unit in the research.⁴⁷

⁴⁶ George R. Taylor. 2005. *"Integrating Quantitative and Qualitative Methods in Research"* (second edition)". University Press of America. p.4.

⁴⁷ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p.29

The case of this research is students' problems in writing explanation text and the subject will be the eleventh grade students of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu. Due to this research will be a case study, it will use descriptive qualitative method. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present. Qualitative research is a research procedure which produces write or speak descriptive data of research that is possible to observe.⁴⁸

This research will use that method because it is appropriate to the objectives of the research which focuses on students' problems in writing explanation text and the possible causes of the problems in writing explanation text are confront by students. The results of the research emphasize more toward the data interpretation will find in the field. The results will not write in the form of figures and tables with statistical measures, but it is will illustrate in the form of describing words to the results and it is will present in narrative.

B. Setting of The Research

This part consists of two issues. The first issue is the place of the research and the second issue is the schedule of the research. The research take place at SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu. It is will be locate in Padang Kemiling, Bengkulu. The vocational high school has three classes which are divided into three grades will consist of 70 students. There are 18 teachers in

⁴⁸ Nazir, Moh. *Metode Penelitian* (Bogor: Ghalia Indonesia, 2005), p. 36

this school include one English teacher. Before conducting research, the researcher will conduct observations in the classroom. Then, the researcher will find some of the problems that students have in writing English.

C. Subject of The Research

The participants of the research will be the students of XI class of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu. There will be 33 students in XI class. They will be 5 males and 28 females. The researcher chose this class as the subject of the research because in this school just have one class for X1 grade.

D. Data Collecting Techniques

The data in this research will consider both qualitative data. The qualitative data is the description of the process during the actions in the form of field note and interview transcripts. The data will collect in some techniques. They will explain as follows.

1. Observation

The researcher will observe the teaching and learning process in Grade XI and students' progress in writing to will get information need in this research. Everything will relate to the students' behaviour in learning writing, the teacher's action in the class, and problems will relate to the teaching learning process will be note. The purpose of the observation will get some data about the students' problem in writing explanation text. The observation technique is Interview.

2. Interview

This technique will use to get the data relate to the teacher's and students' behaviour while and after the actions implement. It also cover problems will find in the teaching and learning process. The researcher will interview both teachers and students to will get the data relate to their perspectives before, during, and after implementing the actions.

E. Instruments

In collecting the data, the researcher will use several instruments. There are as follow:

1. Interview

In the interview, the researcher will use some tools that are useful for enabling or running the interview process. In the interview process, the researcher will give 6 questions for English teacher, and 5 questions for some students who will be sample. In this interview the researcher will ask the questions to the English teacher and students relating to what the students' problems have according to the English teacher and the students themselves. In the interview, English teacher and some students will give answers to questions will give by the researcher based on their own opinions and experiences. When the interview process takes place, the researcher will record all conversations when the interview is done using a tape recorder.

2. Writing Test (Explanation Text)

a. Question

In the question will give by the researcher. There are 4 themes that will use as the chosen theme. Namely, tsunami, flood, rain, and snow. Then, of these four selected themes students will required to choose just one theme that they will write.

b. The form of matter

The question shaped essay, and contains a instructions to write explanation text. In the matter is there are four themes that must be in the choose by the students. Each of the students will choose one theme, then will write the explanation text in accordance with the themes that have been chose. This question will write on a clipboard. So, that students can immidiately write an answer on paper empty that had been in share by the teacher.

c. Assesement sheet, will use to fill or write the values of students to will adjust with the results of the interview:

Adopted from theory of Sara Custing Weigle stated that there five components of sccoring in writing test namely.

Table 1

Aspect	Categories scores	Criteria
Content	Excellent to very good (30-27)	Knowledge, substantive, through development of thesis, relevant to assigned topic.
	Good to average (26-22)	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	Fair to poor (21-17)	Limited knowledge of subject, little substance, inadequate development of topic.
	Very Poor (20-16)	Does not show knowledge of subject, nonsubstantive, not pertinent, or not enough to evaluate.
Organization	Excellent to very good (20-18)	Fluent expression, idea clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to average (17-14)	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete

	<p>Fair to poor (13-10)</p> <p>Very Poor (9-7)</p>	<p>sequencing,</p> <p>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.</p> <p>Does not communicate, no organization, or no enough to evaluate.</p>
Vocabulary	<p>Excellent to verygood (20-18)</p> <p>Good to average (17-14)</p> <p>Fair to poor (13-10)</p> <p>Very Poor (9-7)</p>	<p>Shopiiscated range, effective word/idiom choice and usage, word form mastery, appropriate register.</p> <p>Adequate range, occasional errors of words/idiom form, choice, usage but not obscured.</p> <p>Limited range, frequent errors of word/idiom from, choice, usage, meaning confused or obscured.</p> <p>Essentially translation, little knowledge of english vocabulary, idiom, word form, or not enough to evaluate.</p>
Language Use	<p>Excellent to very good (25-22)</p>	<p>Effective complex construction, few errors of agreement, tense, number, word order/function, article, pronouns,</p>

	<p>Good to average (21-18)</p> <p>Fair to poor (17-11)</p> <p>Very Poor (10-5)</p>	<p>prepositions.</p> <p>Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.</p> <p>Major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured</p> <p>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>
Mechanic	<p>Excellent to very good (5)</p>	<p>Deomonstrates mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.</p>

	Good to average (4)	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to poor (3)	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very Poor (2)	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Researcher will assess the results of the answers or the writings of students in accordance with the existing points on the table, then the value of all the points will be adding up. The result will be the score at the end.

3. Documentation

- a. Tape Recorder, will serves to record the sounds of students and teacher when in doing the interview.
- b. Camera, the camera will use to record vidio when tests and subjects progresses. Camera also will use in take a picture.

F. Data Analysis Technique

In the collecting data, the students writing a explanation text and researcher doing the interview with the students and English teacher. The researcher will use the following steps. First, the researcher will ordere students of class XI in SMKS 21 Analis Kesehatan Qawiy Shabab to do the writing test. The results of the writing test will be correct by English teacher by using the theory of Sara Custing Weigle. Furthermore, the results of the students' writing that have been rated by the English teacher will analyze by the researcher. The researcher will analyze the results of the student's writing by seeing what the students' mistakes. After the researcher finds problems in the students' writing, the researcher will classify general problems from each problem that is will be own by the students. These general problems will determined based on the type of fatigue that is most commonly carried out by the student. Then, after the researcher found the general problems of each student, the researcher Will conduct an interview with the English teacher and some sample of students. After conducting an interview with the English teacher and students, the results of the interview will match with the students' writing. Then the researcher is analyzed the data. The last, the researcher made a conclusion.

G. Prosedure of The Research

In analysing the data,the researcher follows the steps:

1. The researcher needs to collect the data. Therefore before conducting the research, researcher already prepared an instrument or a test for the

students. The instrument/test consists of instruction to compose a explanation text.

2. Researcher will come to school to ask the principle's permission who has the authority to allow the researcher will conduct the research. After getting the permission, the researcher will be allow to meet the English teacher to arrange time for doing the research.
3. The researcher will do her research in the class XI, and she will get the class as sample of her research based on purposive cluster sampling. Before giving the writing test, researcher will watch the teaching learning process. The English teacher will give explanation to the students which the topic will be explanation text.
4. After explaining the material, the researcher will instruction and guidelines how to do the writing test. Next, researcher will collect the students' writing test and will check it to identify the problems.
5. Next, the researcher will analyze the writing test to find the problems of writing explanation text.
6. Researcher will calculate the total problems by drawing it up in a table based on the classification of problems, then she will make the result of total problems into percentages and charts, based on components of scoring in writing test by Sara Custing Weigle. The writing score is correct by English teacher.
7. The researcher will analyze and classifying the problems.

8. Then researcher will interpret all of the data descriptively.
9. The last step researcher will make conclusion of her research.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. The Students' Problems in Writing Explanation text

There are some students' problems found by the researcher. The problem was found in the results of the students' writing and the results of interviews conducted by the researcher with the English teacher and several students. As follows:

a. Students' problem in Writing test

There were some general students problems in writing as follows:

1) Linguistic problems

In this reasearch, the result of students writing should be seen from linguistic like, grammar, vocabulary, language use and choice of sentance in writing. That problems can be classified in linguistic problems such as, grammar, vocabulary, language use, and sentences in writing must have fully monitoring. The researcher took several examples of students' writing to be analyzed. Example of the problem taken is an interesting problem. That example problems caused by mistakes made repeatedly and the problem that is used as an example is a problem that is commonly carried out by students. Below, the researcher provides examples of students' problems based on linguistic problems:

a) Grammatical

Text created by student 1 get a low score. It is because students 1 made a mistake in the tenses used. Supposedly, tenses commonly used in explanation text are simple present tense. While in the text she wrote, Student 1 put a word that does not fit the simple present tense formula. Student 1 wrote down the **falling** files, which should be written using the word **falls**.

Another example of linguistic problems is in the writing made by student 3. The result of writing by student 3 used incorrect tenses. The explanation text should be using a simple present tense, but in result of writing by student 3 used **had been**. Which are usually used in past perfect tense. Besides that there is also **called** which are past tense and past participle forms of the call.

b) Vocabulary

Student 2 made mistake such as choosen **move** which should be written into a **movement** that was as a noun. Students often do not think first when selecting the words to be written. In English, when a word is written in an inappropriate sentence, the meaning of the word will not match what we really want to convey. Students should be more careful when choosing the words that will be in the sentence in a sentence.

c) Language use

On text made for student oleg 4. Can be seen from the first paragraph which he creates. In such paragraph, the language makes confusion. Yes, rain water is also for us hydroelectric power sell as plants and crop irrigation. This sentence may be intended to explain that rain can be a good hydroelectric for plants and also irrigation. But, student languages 4 use clear less to question quickly.

In addition, there are also other errors, such as errors done by student 10. He explains that flood is caused by litering, and illegal loging. But, the languages used by student 10 are less attracting to read. Should, he can use languages that are much much more to read, or more detailed. For example, by explaining the details, what can the waste cause flood kan. What is currently destroyed in the definition. Or be prospected by fitness and other communities. By using more detail language, only a writing will be much more understood

At the end of the sentence, student 2 wrote two words namely **in this**. This choosen word is an unfinished word which should be a sentence, it makes the word have no clear meaning. So the language used cannot be understood.

d) Choice of sentence

In the text created by student 2, she repeated the same sentence in the first and second sentences. That is **the process of rain**. This is a waste of time. The sentence should be written only once. It doesn't need to be repeated because it has a similar meaning. Should, students can replace such sentence with other sentences that have different meanings and suitable to become opening sentence.

2) Cognitive problems

In this research, the result of students writing should be seen from cognitive. That is formal instruction like, spelling, punctuation, capitalization, and paragraphing. Below, the researcher provides examples of students' problems based on cognitive problems:

a) Spelling

Then, The writing from students 2 has an error in the spelling. Researcher calls it an error because the mistake has been made repeatedly. For example, as the word **nature** found in the first line is written as **ndure**. This indicates that there was a spelling error in the writing made by the student 2. In addition, she also wrote the **phenomenon** with spelling that was wrong. The word phenomenon was written into **phonomenon**. This is done by students because the writing process is done quickly.

Because when doing writing test, researcher and English teacher provide a time limit that must be achieved by students. So that it makes them wrong in writing the spelling of a word correctly.

b) Punctuation

An example of an error in punctuation we can see from the results of wrote by student 6. In the text wrote by her, there are two paragraphs. However, within these two paragraphs only has two punctuation points in each paragraph. This makes the writing that he made becomes uncool. and difficult to read. Should, she could use one of kind punctuation like komma to make every sentence which it writes to be more readed and understood.

In its writing, students do not use even punctuation that becomes explanation in every sentence which he writes. This is not just done by one student only, numbers are generally done and done again. This is interesting for analyze because, something that does happen then already becomes habit and hard to fox, a few students do not realize that use of punctuation is very important in a writing. If the punctuation is stated not according to actual writing. Then the message you want to be already changed, there will be able to involve the message as it can be unlimited.

c) Capitalization

Text made by student 4 there are some errors. There is one letter in the middle of a sentence used a small letter. That words like **Is**, **Into**, and **Earth** one of the letters is written in capital letters. This is not justified in the rules of writing. Supposedly, in capitalization rules should only be used for words at the beginning of a sentence after the use of point punctuation. Researcher called it an error because this was repeatedly made by student 4. Errors that do in capital letters as in the example given by the researcher generally occur often in other students. And this mistake they did intentionally.

As happened to student 4, the researcher sees that the error in capital letters is always done in the writing of words bearing the **I** letter. Student 4 always experiences errors in writing capital letters when writing the **Is** word. This is done 3 times. Then, there are other words that start with **i** experiencing capital errors, such as in the **Into** word. This also happens to student 2. She experienced an error in capital letters in each word that has the letter **R**. For example, **natuRe**, **pRoces**, **otheR**, **staRt**, and **Rotation**. This error is also repeated. in this case, the error made by student 2 occurred because of the style he had in writing. She has the habit of passing the letter r in capital for any word.

In addition, capital letters or capital are also commonly used for people's names, city, or place. Another example are text made by student 5. For example, like one of the mistakes made by student 5. She wrote **jakarta** by using small letter at the beginning of the word. So this error can be one example of cognitive problem.

d) Pragraphing

Text by student 4 makes mistakes such as the preparation of paragraphs in each sentence at the beginning of the paragraph should be abducted slightly more deeply. At the beginning of each paragraph. student 4 does not write the beginning of the word in the proper position. Each begins a paragraph, we should write the beginning of the first sentence in a more indented position. In his writing, student 4 does not do that in every paragraph. He writes the beginning of the sentence in the first paragraph is equal to the other paragraph. This makes the reader unable to distinguish these paragraphs.

3) Psychomotor problems

In this analysis, the students' writings are seen in terms of psychomotor. Namely like timing to clearly all of the text, and which more focuses on the authority difficulty in delivering messages to readers when they are writing. Below, the researcher provides examples of students' problems based on psychomotor problems:

a) Timing

The text made by student 7 very worried. Student 7 only write a paragraph in the writing test that is given. He also has many other mistakes such as the use of capital letters and others. However, a very prominent error is the least number of paragraphs made by student 7. Of the writing that he created can not be categorized as an explanation text. This makes student 7 can be categorized as a lazy student to write. Lazy writing includes psychomotor problems. In addition, a very small amount of writing also explains that she can not develop the material or content of the text though the time given by the English teacher and researcher.

b) Delivering messages to readers

The text created by student 8 does not meet the category of success in conveying the message that you want to convey to the reader. whereas in his writing, student 8 only explains the

meaning of the flood. this resulted in the reader not being able to know how the flood was actually occurring. when the message you want to convey is not conveyed properly. then the writing done by the author can be said to be unable to achieve its objectives.

4) Mechanical problem

In this reasearch, the students writing test should be seen from mechanical problem, like students completeness in the generic structure of explanation text, consisting of general statement, sequenced of explanation, and closing. In the text made by student 9. There is an error in the **generic structure**. Supposedly, the explanation text has a generic structure consisting of a general statement, sequenced of explanation, and closing. However, in his writing student 9 did not apply it. He only wrote the general statement and how the process of the rain, without ending with the closing. So make the Text that he made not classified in the correct explanation text.

b. The students' problems based on interview

According to the interview conducted by the researcher to the English teacher and some students. The researcher found several problems that students have in accordance with the experience of the English teacher and the students themselves. as follows:

1) English Teacher interview

In the interview conducted by the researcher at the English teacher, the researcher found several problems raised by the English teacher. Problems that students have in the English teacher's view are like tenses or grammatical. In addition the problems that students have also come from the factors from which they came from. Because Most of the students of SMKS 21 Analisis Kesehatan Qawiy Shabab who come from the region. So, English for them is a language that is difficult to use. This is because on every day they do not use the Indonesian language, but the local language. So it's a little more difficult when instructed to use English. When specified into 4 problems, namely linguistic problem, mechanical problem, psychomotor problem, and cognitive problem, most students' of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu can be classified as having problems in linguistic problems.

2) Students interview

a) Student 1

Based on the interview with student 1, the researcher found the problem according to the student's answer. In the interview, one of the students stated that she had difficulties in writing explanation text because the number of vocabulary he had belonged to very little. In addition he knows that the tenses used

in the explanation text is present tense. But, when he put it into writing, he was having trouble because the students only knew the tenses they were using. But did not understand them clearly. Actually, student 1 already knows the theory of what explanation text is. Because in the interview he can explain that the explanation text is a text that describes natural, social and cultural phenomena. Although the understanding she gave was very short. however, the understanding that he gave can be categorized as a fairly correct understanding. It's just using their own language. In this case, the problem found by the researcher one of them is students understand the theory given, but they are not able to write it well when the practice of writing is done.

Besides that, Student 1 also said, when teaching explanation text, English teachers use pictures and do role plays to teach explanation text. According to the researcher, the method used by English teacher is a good method. Because by using the picture. Students can see and guess the theme or type of text that will be discussed. Besides that role play also makes the class more active. When the researcher asked student 1. What was the real problem he felt when writing explanation text? what is their obstacle. Student 1 answered, she had problems with the use of English itself. she said that he couldn't use English, and it made

it very difficult for him to do it in writing. From the results of the interview, the student problems has is the lack of understanding of the tenses used, the lack of vocabulary, and difficulties in using language. This can be categorized by the researcher into linguistic problems.

b) Student 2

When the interview is done, the researcher asks student 2. Does she understand the meaning of explanation text or not. After that the student answered by mentioning the meaning of explanation text. In this case it can be said that student 2 understands the meaning of the explanation text. She said that, the explanation text is the text that describes natural, social and cultural phenomena. Just like the answer given by student 1, student 2 also gives a brief explanation but it can be interpreted that he understands it in theory.

After that, reseacher gave several other questions to get the problem that was owned by the student 2. When the researcher asked questions about the tenses used in explanation text. student 2 gives the answer that the possible explanation text uses past tense. in this case, it is clear that student 1 does not understand tenses used in explanantion text at all. Different from student 1

who knows the tenses that are used, but cannot do it when practicing it.

In the next question, the researcher asks questions about how many vocabularies he has. especially student 2 has very little vocabulary. She stressed that, the vocabulary she had only amounted to about 20 words. And then, when Ressearcher asks questions about what problems he actually encountered when writing an explanation text? student 2 replied by saying that English is a foreign language, and that made it difficult for him to use it. From the results of the interview, the student problems has is the lack of understanding of the tenses used, the lack of vocabulary, and difficulties in using language. This can be categorized by the researcher into linguistic problems.

2. The Students score in writing test

From the results of the analytic scoring of writing conducted by the researcher by collaborating with English teacher. researcher gets the following results. out of 33 students who took the writing test, there were 19 students who got scores starting from 50 down. then, 14 other students got a score of 51 and above. The score obtained by the students shows that they cannot write the explanation text properly and correctly. There are many mistakes they make in the contagion. This analytic scoring of writing is done using the theory from Sara Custing Weigle. in the theory, Sara gives 5 components that are viewed from a

text. that is, Content, Organization, Vocabulary, Language Use and Mechanic. From these 5 components english teacher and researcher got a student score.

Based on table above, all of students' get the lowest score, the highest score was 6 students. Then, the lowest score was 27 students. From table above, researcher found 4 problems, as follow : Linguistic problem, Cognitive problem, Psychomotor problem and Mechanical problem. When specified into 4 problems, namely linguistic problem, mechanical problem, psychomotor problem, and cognitive problem, most students' of SMKS 21 Analisis Kesehatan Qawiy Shabab Bengkulu can be classified as having problems in linguistic problems.

3. The dominant problems of students' in writing explanation text

The dominant problems that faced by eleventh grade students' at the SMKS 21 Analisis Qawiy Shababab in academic year 2017/2018 were displayed in table 1. To see the percentage of the problems, it could be seen in the table below :

Table 2

Percentage of students' problems

NO	PROBLEM	FREKUENSI	PERCENTAGE
1.	Linguistic	14	42,42 %
2.	Cognitive	9	27,27 %
3.	Psychomotor	6	12,12 %
4.	Mechanical	4	18,18 %

Based on table above the highest percentage was the Linguistic problems, (42,42%). Then, the lowest percentage was the Psychomotor problem (12,12%).

To see the percentage more clearly, it could be seen the graphically below :

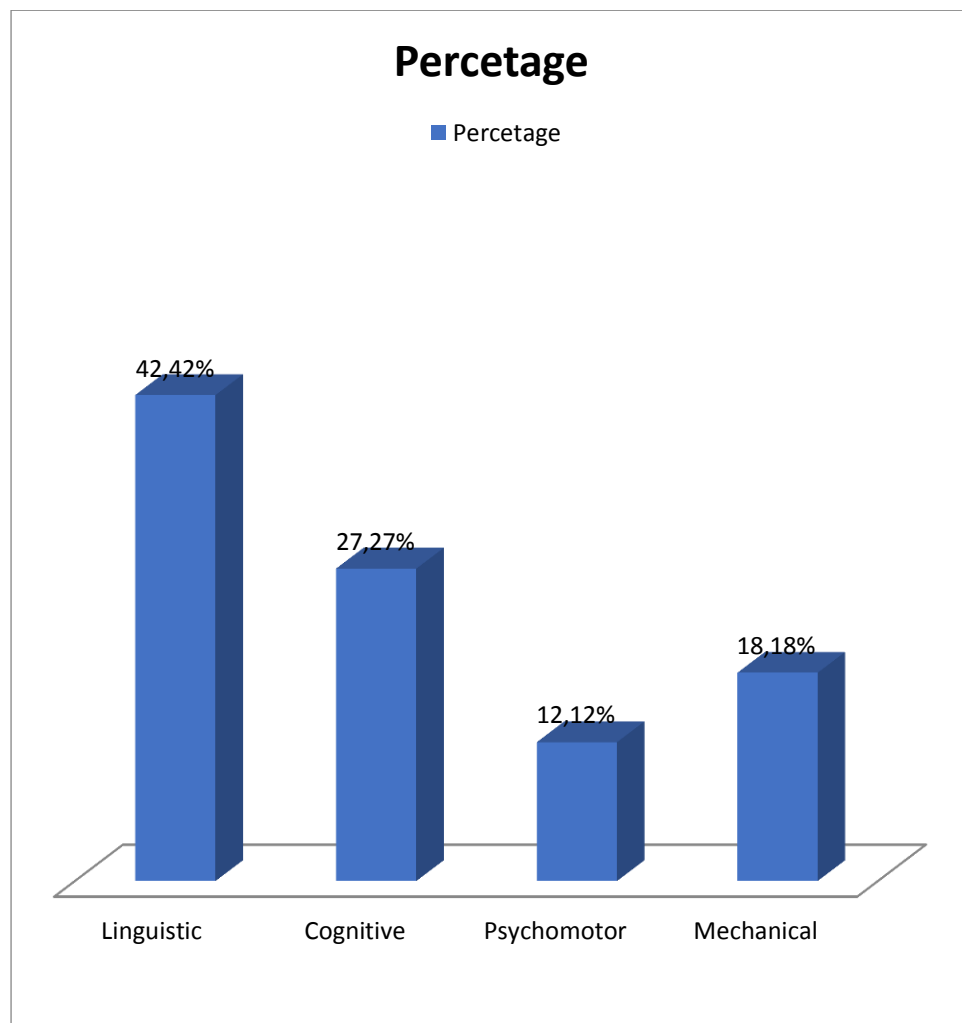


Figure 1

Graph for students' problem in writing explanation text (Linguistic, Cognitive, Psychomotor, and Mechanical problem)

The table and graphically above shows the highest percentage was the Linguistic problems, (42,42%). The second place was the cognitive problems (27,27%), followed by the Mechanical problems (18,18%). Then, the lowest highest score was the psychomotor problems (12,12%).

Linguistic problems are categorized as dominant problems because of the four general problems linguistic problems have the highest percentage. This calculation was obtained from the results of the analysis conducted by the researcher. based on students' writing results, and the types of mistakes made by students, as well as matching the results of interviews conducted by reseracher to the English teacher and some students. The researcher found that in general the mistakes made by students were always related to the use of theses, vocabulary, and language. Even though each student also makes punctuation, capitalization etc. But the most common mistakes and the most commonly done by students are linguistic problems. So, the researcher gets the result that the linguistic problem becomes a dominant problem in writing explanation text.

B. Discussion

Researchers conducted research on class XI students at SMKS 21 Analisis Kesehatan Qawiyah Shabab Bengkulu. Because, when researchers taught at the school and class, the researchers saw that most of the students had low English skills. Especially when viewed in terms of writing. Students in the class often get low grades in writing English. This makes researchers want to know, what actually causes students to often get poor grades when writing. Because by

discovering what student problems are, we can provide appropriate teaching techniques for these students.

Based on the result above, the researcher found that more than half of students' at eleventh grade of SMKS 21 Analisis Kesehatan Qawiy Shabab academic year 2017/2018 faced some problems in writing explanation text. In this research based on the ranking, it seems the Linguistic problem effect students' in writing explanation text. Then, it is followed by cognitive problem, mechanical problem, and psychomotor problem. Based on the results of the study, most students get the lowest score. The highest score of the test result is 89, while the lowest score is 38.

From the results of the tests conducted, there are several problems found by the researcher, such as grammatical, vocabulary, language use, punctuation, capitalization, student understanding, paragraph, timing, and another. Of all these problems, the researchers grouped them into 4 problems, namely linguistic, cognitive, psychomotor, and mechanical problems. The result of this research shows that the most domination problem that hinders students' in writing explanation text was Linguistic. Linguistic can not be avoided from learning activity. In writing explanation text surely it was also happened, writing explanation text was the most provoking Linguistic of all. From the result of this research, most of the student were found the difficulties of linguistic because they were not understand about the grammatical or tenses use in explanation text.

After matching the value of students' writing tests that have been corrected by the English teacher by using the assessment of Heaton J.B according to the results of interviews of students and teachers of English. Researchers get the result that the problem students have in writing the explanation text is linguistic. This is because, based on a total score as straight as a student, whether on a low score, average score, or on a high score, each student must make a mistake on the linguistic side, even though each student has a different number of errors. In the student interview result, the researcher also found that there are bnyak students who can not answer what tenses used in explanation text correctly. In addition, according to the students when interviewed, what makes them difficult when writing explanation text is they do not understand grammatical well, and do not master the English language itself.

When the researcher conducted an interview with english teacher also based on the experience and views of english teacher teaching, the problem that is owned by the students of class XI Analis Kesehatan Qawiy Shabab Bengkulu it is on linguistic. According to the English teacher, this is because their mistakes are in grammatical or tenses. So in this study, the researcher concluded that students' problem in writing explanation text at eleventh grade students of SMKS 21 Analis Kesehatan Qawiy Shabab Bengkulu is Linguistic problem. After finding the problem, the researcher give solution to solve the problem that exist in student at SMKS 21 Analis Kesehatan Qawiy Shabab Bengkulu. Which include the following:

- I. This problem can be helped by familiarizing the students to use the English language in the school environment, especially when being in English class. Students should be encouraged to use English when being asked to the English teacher, and also to other students. English teaching and learning activities must use English in any teaching method.
- II. Learners should be panic. everyone experiences writers block sometimes. They should be encouraged to go through writer's block and break it. This will help them be more imaginative and creative writers.
- III. This problem can be helped by habituation of students in writing, especially explanation text. In each class, English teachers can assign students to make a board of essays that there can be pasted writings or essay students in writing English. The writing will be changed every two weeks. This can help students to get used to writing english, when students are used to writing, it would be easier for the students in writing some kind of text which one of them is explanation text.
- IV. Teacher should explain the writing techniques by using different dynamic. I that way it will be easier to understand each of them.
- V. The last solution that researchers give to the students' problems is learners of English language should read a lot. Reading will help them increase their knowledge of vocabulary, grammatical structures, and be informed, to have knowledge of the world as well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The problems that faced by the eleventh grade students' of SMKS 21 Analisis kesehatan Qawiy Shabab Bengkulu Academic year 2017/2018 in writing explanation text were four factors. They were Mechanical problems (18,18%), Linguistic problems (42,42%), Cognitive problems (27,27%), and Psychomotor problems (12,12%). Based on the overall analysis covered, the dominant factor that was faced by the students was linguistics problem (42,42%). The highest percentage in this problem was the students do not understand about the grammatical used in the making explanation text. The results of this study were obtained based on the results of interviews with students and English teachers, as well as the results of writing test explanation text.

B. Suggestion

According to the conclusion above, the researcher suggest that students at the eleventh grade have to find way to solve their problem by writing explanation text among them. They are should not be un confidence of making mistakes, grammatical, structure, and so on. Since, they just create and do the short writing explanation text.the most important thing should note by the lectures, they never make student shy in their mistakes.

It is hoped that there would be a similar study by analysis the students problem including other factors, in this way the result of teaching and learning

English as a foreign language hopefully will be much better. Especially teaching and learning about Writing Explanation text.

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APPENDIX

Questions for Teacher Interview :

NO	QUESTION	ANSWER
1	How is students' understanding about the definition of explanation text ?	
2	How about the students' mastery of tenses and vocabulary used in the writing explanation text ?	
3	What strategy and technic do the teacher used in teaching writing explanation text ?	
4	How is the students' understanding about generic structure of explanation text?	
5	What are the students' obstacles in produce a good explanation text ?	
6	Based on your experience, what are the students' obstacles more focused on ? is it on to the mechanical problems, linguistic, cognitive, or phycomotor problems ?	

Question For Students Interview:

NO	QUESTION	ANSWER
1	What is the definition of explanation Text ?	
2	What is the tenses used in explanation Text ?	
3	How many vocabulary that you have mastered?	
4	How did your teacher teach the writing explanation text ?	
5	What obstacles do you feel in Writing explanation text?	

STUDENTS INTERVIEW TRANSCRIPT

NAME : Dinda Karenia

CLASS : XI

Student I (Dinda Karenia)

R : Ok, Dindaa. Now, I want to ask you about what is the definition of explanation Text ?

S (I) : *In my opinion, explanation text is a text that contains the processes associated with natural phenomena, social, science, culture and other.*

R : What is the tenses used in explanation Text ?

S (I) : *In my opinion, using the present ense.*

R : How many vocabulary that you have mastered?

S (I) : *About 1 to 40 words*

R : How did your teacher teach the writing explanation text ?

S (I) : *My teacher using the discussion method.*

R : The last, What obstacles do you feel in Writing explanation text?

S (I) : *I less understand about the grammatical of the explanation text, vocabulay that I have is very little. So, that hinder me in writing explanation text.*

R : Ok, thankyou Dinda.

NAME : Galuh Lavirgo

CLASS : XI

Student II (Galuh Lavirgo)

R : What is the definition of explanation Text ?

S (II) : *Natural phenomena, cultural, social.*

R : What is the tenses used in explanation Text ?

S (II) : *No, I dont know.*

R : How many vocabulary that you have mastered?

S (II) : *1 to 35 words.*

R : How did your teacher teach the writing explanation text ?

S (II) : *Using pictures.*

R : The last, What obstacles do you feel in Writing explanation text?

S (II) : *Difficult, because I can not using English.*

NAME : Shella Savitriani

CLASS : XI

Student III (Shella Savitriani)

R : What is the definition of explanation Text ?

S (III) : *Based on my opinion, explanation text is the txt describes about natural events, social, and cultural.*

R : What is the tenses used in explanation Text ?

S (III) : *Future Tense.*

R : How many vocabulary that you have mastered?

S (III) : *Maybe, from 1 to 25 words.*

R : How did your teacher teach the writing explanation text ?

S (III) : *Teacher teach our class using some pictures.*

R : The last, What obstacles do you feel in Writing explanation text?

S (III) : *Sometimes the teacher explaining it not to understandable. This makes me not understand about how the organization of explanation text, what is tenses use, and the low vocabulary that I have also become an obstacle.*

R : Ok thankyou Shella.

NAME : Delva Rani

CLASS : XI

Student IV (Delva Rani)

R : What is the definition of explanation Text ?

S (IV) : *Explanation text is a text explain about natural phenomena, culture, and social.*

R : What is the tenses used in explanation Text ?

S (IV) : *Maybe past tense.*

R : How many vocabulary that you have mastered?

S (IV) : *1 to 20 words.*

R : How did your teacher teach the writing explanation text ?

S (IV) : *Role play*

R : The last, What obstacles do you feel in Writing explanation text?

S (IV) : *Because English is foreign language, it makes me difficult.*

NAME : Sintia Agustin

CLASS : XI

R : What is the definition of explanation Text ?

S (V) : *Explain about Natural phenomena, cultural, social.*

R : What is the tenses used in explanation Text ?

S (V) : *Present tense, but I can not put it into practice in writing.*

R : How many vocabulary that you have mastered?

S (V) : *1 to Ten words.*

R : How did your teacher teach the writing explanation text ?

S (V) : *Using pictures and role play.*

R : The last, What obstacles do you feel in Writing explanation text?

S (V) : *I can not using English. Very difficult to practice in writing.*

NAME : Delva Rani

CLASS : XI

R : What is the definition of explanation Text ?

S (VI) : *Explanation text is a text explain about natural phenomena, culture, and social.*

R : What is the tenses used in explanation Text ?

S (VI) : *Maybe past tense.*

R : How many vocabulary that you have mastered?

S (VI) : *1 to 20 words.*

R : How did your teacher teach the writing explanation text ?

S (VI) : *Role play*

R : The last, What obstacles do you feel in Writing explanation text?

S (VI) : *Because English is foreign language, it makes me difficult.*

ENGLISH TEACHER INTERVIEW TRANSCRIPT

R : Assalamu'alaikum mam.

T : *Wa'alaikumsalam Yuni.*

R : Yuni mau interview mam, sekitar ada 6 pertanyaan, untuk mengetahui problem siswa dalam membuat explanation text. Boleh mam ?

T : *Boleh silahkan.*

R : Iya, Yuni langsung saja ya mam. Yang pertama itu kira-kira selama mam mengajar siswa itu tau atau tidak apa sebenarnya explanation text itu ?

T : *Dari tahapan pengajaran explanation text itu sebenarnya dari awal mengacu dengan kurikulum k 13 revisi sekarang itukan memang tidak boleh langsung seperti ktsp yang di jabarkan secara langsung. Mereka memang harus menemukannya sendiri. Jadi, dengan berbagai kegiatan yang warming up, pemanasannya, akhirnya kalau untuk definisi itu gampang sekali mereka temukan.*

R : Kira-kira mereka memahami atau tidak tenses yang digunakan dalam explanation text ?

T : *Sebenarnya kalau untuk teori itu mereka tau kalau yang digunakan dalam explanation text itu simple present tense. Tapi, ketika pelaksanaan menulis ataupun ketika berbicara, tentang explanation text itu yang acak kadul jadinya. Jadi, sudah tau teori, dia pakai present tense. tetapi ketika prakteknya itu mereka tidak bisa. Simple present tense nya itu sendiri bukan focusnya ke explanation text, jadi focusnya ke tensesnya. Tensesnya yang amburadul. Jadi kalau untuk explanation text ya itulah masalahnya sebenarnya tenses masalahnya sebenarnya itu.*

- R** : Lalu mam, kira-kira kalau menurut mam nih, pandangan mam masalah siswa itu sebenarnya dalam membuat explanation text itu td apa mam ?
- T** : *Masalah yang pertama yaitu tenses ya, grammar, kalau siswa pada umumnya kalau disekolah unggul, di sma biasa yang memang mereka itu belajar bahasa inggrisnya itu apaya namanya mungkin banyak faktor yang mempengaruhi kemampuan mereka itu. Bisa jadi penggunaan bahasa inggris indonesia itukan 70%, 30%, tetapi karena anak kita ini datangnya dari daerah, untuk bahasa inggris itu sendiri susah. Karena bahasanya bukan lg second, foreign language ya. Bahasanya udah bahasa keberapa. Jadi untuk itu susahnya sebenarnya ada di tensesnya sebenarnya, di grammarnya. Karena memang grammar itu sudah menjadi momok untuk penulisan mereka sebenarnya.*
- R** : Hmm, waktu mam mengajar explanation text, mam menggunakan tehnik apa ?
- T** : *Explanation text itu sebenarnya yang pertama kita gunakan role play. Role play dulu, setelah mereka di bentuk grup discussion, sudah diskusi baru kita mainkanlah, masukkan ke role play, baru setelah itu mereka bisa bikin teks. Ada lagi ?*
- R** : Yang terakhir mam, Yuni mau tanya. Sesuai sama pengalaman mam ketika mengajar mereka itu kira-kira dari mechanical problem, linguistic problem, cognitive, psychomotor problem, itu yang paling banyak, menyeluruh, mereka itu masalah nya ada dimana ?
- T** : *Tentu saja linguistic, itu yang paling utama, karena itu yang menjadi momok besar dalam pengajaran bahasa inggris.*
- R** : Oke terimakasih mam atas waktunya.
- T** : *Sama-sama Yuni.*

R : Assalamu'alikum.

T : *Wa'alaikumsalam.*

DOCUMENTATION



Researcher was see English teacher tech, to understand the metode use and how the class situation when ongoing lesson (August 2018)



Researcher was instructed the students to do writing test. (August 2018)



Students are doing writing test given by researcher who collaborated with English teacher (August 2018)



Students are doing writing test given by researcher who collaborated with English teacher (August 2018)



Researcher was conducted the students interview to know the problem of students. That can be suitable with the result of their writing test. Researcher was given 5 questions (August 2018)



Researcher was conducted the English teacher interview. In the nterview this researcher give 6 questions to english teacher.



Researcher was see the English teacher teach. (August (2018)



Researcher was watched the students when do writing test.

