

ANALYSIS OF THE STUDENTS' DIFFICULTIES IN WRITING EXPLANATION TEXT

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menulis teks eksplanasi di kelas XI SMAN 1 Pasir Penyu. Dalam penelitian ini, peneliti ingin mendeskripsikan kesulitan siswa dalam menulis teks eksplanasi: kesulitan siswa dalam menulis teks eksplanasi adalah Grammar, Vocabulary, Mechanic, Organization, dan Ide atau Content. Saya memilih judul ini karena judul ini belum banyak diteliti oleh orang lain dan judul ini masih menimbulkan berbagai macam permasalahan, sehingga saya sangat tertarik untuk memecahkan masalah tersebut dan memilih judul ini. Data penelitian ini dikumpulkan melalui tes menulis, tes seperti artikel, koran, majalah dan ensiklopedi dengan menggunakan observasi, tes, wawancara dan dokumentasi. Tujuannya mendapatkan lebih banyak data. Teknik metode ini menggunakan metode campuran. Analisis kuantitatif digunakan untuk menghitung persentase nilai tes siswa. Sementara itu, analisis kualitatif digunakan untuk menggambarkan atau menginterpretasikan hasil dari hasil analisis kuantitatif. Subjek dalam penelitian ini adalah seluruh siswa kelas XI IPS 3 SMAN 1 Pasir Penyu sebanyak 32 siswa. Dengan menganalisis jawaban tes menulis siswa pada lembar wawancara. Peneliti mengetahui diperoleh nilai total hasil skripsi mereka adalah 1,899, dan nilai rata-rata siswa yang kurang adalah skor 59,3%. Kemudian dari jawaban tes tersebut peneliti mengetahui dan mendeskripsikan kesulitan siswa dalam menulis teks eksplanasi.

Kata Kunci : Kesulitan, Penulisan, dan Teks Explanation

Abstract: The Purpose of this research is to find out the students' difficulties in writing explanation text at XI Class of SMAN 1 Pasir Penyu. In this research, the researcher describes the students' difficulties in writing explanation text: students' difficulties in Grammar, Vocabulary, Mechanic, Organization, and Idea or Content. The researcher determines this topic due too used by another researcher, it fits to consult the study another reasons are misunder study and mostery of vocabulary. So, the researcher interest to solving the students difficulties. The data of this research was gathered through writing test, the test such as article, newspaper, magazine and encyclopedia by using observation, test, interview and documentation. The goal get more data. Mix method is used by the researcher to get the sufficient data. The quantitative analysis is used to count the percentage of students' score test. On the other hand, the qualitative analysis used to describe or interpret the result of quantitative analysis result. The subjects in this study were 32 students of class XI IPS 3 SMAN 1 Pasir Penyu. By analyzing writing test, it can be answer by using interview sheets. The researcher knew obtained their total scores of the result of the thesis were 1.899, and the students got average score less was 59, 3% score. Then from the test answer, the researcher knows and describe students' difficulties in writing explanation text.

Keywords : Difficulties, Writing, and Explanation Text

A. Introduction

In Indonesia Education is very important for humans. Education is a process for changing one's mindset, attitude and behavior in an effort to mature humans through teaching, training, methods, and educational actions. Law No. 20 of 2003 stated that the National Education System is an integrated whole component of education to achieve the goals of national education. The purpose of National Education as formulated in this Law is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become

democratic and responsible citizens. In addition, the National Education Goals are the ultimate goals that will be achieved by all educational institutions, non-formal and informal in society and the Indonesian State.

There are three educational institutions implemented in Indonesia, namely formal, non-formal and informal educational institutions. However, In general, two educational institutions are often used, namely formal and non-formal educational institutions. Formal educational institutions are a path of education structured and tiered consisting of basic education, secondary education and higher education. Non-formal educational institutions are a path of education outside of formal education which is implemented in a structured and tiered manner. This education can be carried out by a special institution appointed by the government based on national education standards. In formal educational institutions, there are subjects that are presented, one of which is the foreign language subject, namely English. English is a means of communication and is widely used throughout the world. English as an international language is needed to master it. Otherwise we will stay behind, Indonesians are trying to study formally and informally. In English, there are language skills that must be mastered. Language skills have 4 aspects, namely speaking skills (Speaking), listening (Listening), writing (Writing), and reading (Speaking). One of the four English skills is Writing. In this research, the researcher focused on the students' difficulties in writing skills as the survey of the teacher. The teacher said that the students have lack of vocabulary mastery.

Writing is a process or activity to express ideas or ideas in writing. Meanwhile, according to Fulwiller (2002:177) Writing is not only about skills, but more than what the writer can do to encourage or expand thoughts, ideas, and motivate themselves to communicate with others through writing. By having the ability to write, of course, humans can easily communicate ideas, appreciation and experiences to others. This writing ability must be done through training or guidance that is seriously carried out and has been trained since elementary school. So, writing with learning English is closely related. Because in learning English there are aspects of learning that require students to write. One way is to write a sentence and a text in English. The texts used in learning English are numerous. One of the texts studied is text explanation. This Explanation Text is studied at the junior and senior high school level.

Explanation texts are non-fictional texts used to explain how or why something happened. According to Pardiyono (2017:155) Explanation Text is a text that describes the process of the occurrence or formation of a natural or social phenomenon. So, the explanation text is one type of text in English learning which contains how or why something happened. One example of the explanation text is how it rains, why the sun rises to the east, and others. This explanation text aims to provide information to the reader about a process. The method given will be in accordance with the applied curriculum. The curriculum is a learning system made by the government. Through this system, the teaching and learning process in the classroom will be more fluid and the curriculum will be more appealing in Indonesian schools. The curriculum used or applied in the current era is the 2013 curriculum.

Based on observations that have been made by researchers with interview observations of an English teacher named Mrs. Syafriana who teaches in class XI IPS 3 SMAN 1 Pasir Penyu, it was found that several students had difficulty understanding explanatory texts with various symptoms. These symptoms are: Some students lack the vocabulary they have, Some students are very lazy to open the dictionary, Some students still do not understand the paragraph at the time of writing, Some students find it very difficult to find information from the text, Some students do not like to learn English, Some students feel learning English is difficult, Some students have minimal knowledge. Based on the students' problems, the researcher suspects that many of the difficulties experienced by students in writing explanatory texts.

Teaching a process or action to convey information or knowledge from the teacher to students. Arifin (2016:67) as stated formulates the meaning of Teaching is an activity of delivering learning materials to students so that they can receive, respond, master, and develop the learning material. Teaching contains a goal so that students can gain knowledge later can

develop with the development of knowledge that students experience behavior change. The lesson material delivered proceeds through the method certain, so that with the method used the teaching objectives can be achieved. According to Diaz (2013:41) that Teaching is a thing complex and because students vary, there is no single way to teach which is effective for all things. Teachers must master a variety of perspectives and strategies, and must be able to apply it flexibly. This requires knowledge and professional skills, and teacher commitment and motivation. And According to Main Sufanti (2017:41) that Teaching is a process, method and action teach. Teaching is activities make students learn. Learning is a process build meaning or understanding of information and experience. The logical consequence of understanding of learning, teaching is teacher participation activities in building student understanding. Therefore Teaching is a process, method and action used by the teacher in participating build understanding of students from various resources.

Writing is one of the most important skills that must be mastered in English and in our daily lives. Writing is also an activity that is very beneficial for everyone. According to Nurudin (2015:14) that writing is an activity carried out by someone to produce writing. If someone is producing writing even without a specific purpose, then he is still said to be writing. Writing devices can be anything, not just stuck on paper and pen. All tools, materials, or media can be used for writing.

According to Darmadi (2021:35) writing is like riding a bicycle which has to maintain balance. Writing can be considered easy if someone often practices writing and it can be considered difficult someone is new to writing or practicing writing so they don't know what to start from. According to Tarigan (2021:4) writing is a language skill used to communicate indirectly and not face to face with other people. Furthermore, Tarigan explained that writing is a process of imitating, depicting graphic symbols that illustrated that a language is understood by a person so that other people can read these graphic symbols. Explanation text is a text that tells about the process of how and why a phenomenon occurs. According to Knapp and Watkins (2020:37) the explanation text is a text which has two orientation meanings; the first to explain why and the second to explain how.

B. Research Method

This research was a descriptive method. The purpose of this research was to analyzed students' difficulties in writing explanation texts in class XI SMAN 1 Pasir Penyu. The participants in this study were class XI students of SMAN 1 Pasir Penyu in the academic year 2020/2021 consisting of 32 students. There are three instruments in this research: tests, interviews, and documentation. The data were analyzed quantitatively and qualitatively by Sugiyono (2011).

C. Findings and Discussion

In this section, the researcher will provide a description of the data instruments used in this study. The data are the results of English tests about the difficulty in writing explanation text. The number of instruments text given was 2 topics, 1 topic for test 1 and 1 topic for test 2. In additions, the researcher also use interview technique in the form of questions about the implementation of learning in the topic explanation text. The study, entitled "The Analysis of The Students' Difficulties in Writing Explanation Text At XI Class of SMAN 1 Pasir Penyu" uses a quantitative approach. Descriptive method is used as the man approach to describe the result of the research. The quantitative approach is used as an additional approach to calculate the percentage of occurrences of the students' difficulty in writing explanation text.

The result of this study are about the description of the analysis difficulty made by the students. The subject in this research were 32 students. Meanwhile, the objects of the study is the analysis of the students' difficulties in writing explanation text. The aim on this study is adjusted to the formulation of the problem in the study. The researcher made observations with an English teacher Mrs. Syafriana who teaches class XI IPS 3. The result of the observation showed the most of the students found it difficulty to distinguish the Writing explanation text. The researcher then gave test which related to the topic of the research to the students. In the

next stage, this research also gives 2 different topics. Students asked to answer questions for 45 minutes for the first meeting (test 1) and 45 minutes also for second meeting (test 2). There are 32 students who become the respondents here. To show the result of research clearly, the findings are categorized as data and problems as problems following:

1. Analysis of the Students' Ability in Writing Explanation Text

Research questions for class XI IPS 3 at SMAN 1 Pasir Peny. The researcher gave 2 tests about writing test. From the writing test, in that situation the researcher gets data results. It can be seen in the table below:

First Meeting (Test 1):

Table 1 Result of The Students' Data

No	Name of Students	Score
1	Selviana Safitri	91
2	Niken Yunita	91
3	Sherli Dwi Feby	62
4	Nadila Safitri	62
5	Devi Ramfitri	66
6	Agnes Pratiwi	31
7	Fela Meirani	56
8	Dwi Putri Patricia Sinaga	62
9	Juan Feri P Manulang	37
10	Rafly Daneyas	53
11	Salshabila Nuresy	31
12	Annisya Hutasuhut	50
13	Suci Delyyanti	59
14	Ryan Renaldi Sinurat	78
15	Ifani Lora Pradita	53
16	Abet Nego Putra Sihite	41
17	Sepriana Sagala	37
18	Arrisky Nurwandis	34
19	Fenny Aryani	65
20	Ratih Puspita Sari	56
21	Fikran Ahmed Hidayat	37
22	Bagas Sabirin	34
23	M Fathur Rahman	37
24	Willyam Carlos Orlando	43
25	Echi Novita	71
26	Sendi Diaz Putra	72
27	Mayriska Ayu Purnama Sari	78
28	Marsa Adellia Br Siahaan	84
29	Anisa Bahir	84
30	Mely Br Situngkir	87
31	Oqta Rahma Dania	72
32	Refly Berlianda Dwi Yanti	59
	Total Score	1.873

At the first meeting, researcher gave a writing test in the form of a topic. The result of the test in a topic or theme is respectable. From 32 the research sample, there are 5 students who get very good scores in doing the test, 6 students get good scores, 8 students get enough scores, 5 students get less scores, and 8 students get fail scores.

Second Meeting (Test 2) :

Table 2 Result of The Students' Data

No	Name of Students	Score
1	Selviana Safitri	81
2	Niken Yunita	91
3	Sherli Dwi Feby	50
4	Nadila Safitri	37
5	Devi Ramfitri	37
6	Agnes Pratiwi	31
7	Fela Meirani	87
8	Dwi Putri Patricia Sinaga	84
9	Juan Feri P Manulang	62
10	Rafly Daneyas	72
11	Salshabila Nuresy	84
12	Annisya Hutasuhut	87
13	Suci Delyyanti	84
14	Ryan Renaldi Sinurat	65
15	Ifani Lora Pradita	53
16	Abet Nego Putra Sihite	53
17	Sepriana Sagala	87
18	Arrisky Nurwandis	72
19	Fenny Aryani	37
20	Ratih Puspita Sari	40
21	Fikran Ahmed Hidayat	50
22	Bagas Sabirin	34
23	M Fathur Rahman	43
24	Willyam Carlos Orlando	37
25	Echi Novita	87
26	Sendi Diaz Putra	31
27	Mayriska Ayu Purnama Sari	44
28	Marsa Adellia Br Siahaan	50
29	Anisa Bahir	87
30	Mely Br Situngkir	72
31	Oqta Rahma Dania	37
32	Refly Berlianda Dwi Yanti	59
	Total Score	1.925

At the second meeting, researcher gave a writing test in the form of a topic. The result of the test in a topic or theme is respectable. From 32 the research sample, there are 10 students who get very good scores in doing the test, 2 students get good scores, 4 students get enough scores, 8 students get less scores, and 8 students get fail scores.

Table 3 The Students' Average Data

No	Name of Students	First Meeting	Second Meeting	Average
1	Selviana Safitri	91	81	86
2	Niken Yunita	91	91	91
3	Sherli Dwi Feby	62	50	56
4	Nadila Safitri	62	37	49,5
5	Devi Ramfitri	66	37	51,5
6	Agnes Pratiwi	31	31	31
7	Fela Meirani	56	87	71,5
8	Dwi Putri Patricia Sinaga	62	84	73
9	Juan Feri P Manulang	37	62	49,5

10	Rafly Daneyas	53	72	62,5
11	Salshabila Nuresy	31	84	57,5
12	Annisya Hutasuhut	50	87	68,5
13	Suci Delyyanti	59	84	71,5
14	Ryan Renaldi Sinurat	78	65	71,5
15	Ifani Lora Pradita	53	53	53
16	Abet Nego Putra Sihite	41	53	47
17	Sepriana Sagala	37	87	62
18	Arrisky Nurwandis	34	72	53
19	Fenny Aryani	65	37	51
20	Ratih Puspita Sari	56	40	48
21	Fikran Ahmed Hidayat	37	50	43,5
22	Bagas Sabirin	34	34	34
23	M FathurRahman	37	43	40
24	Willyam Carlos Orlando	43	37	40
25	Echi Novita	71	87	79
26	Sendi Diaz Putra	72	31	51,5
27	Mayriska Ayu Purnama Sari	78	44	61
28	Marsa Adellia Br Siahaan	84	50	67
29	Anisa Bahir	84	87	85,5
30	Mely Br Situngkir	87	72	79,5
31	Oqta Rahma Dania	72	37	54,5
32	Refly Berlianda Dwi Yanti	59	59	59
	Total Score	1.873	1.925	1.899

Table 4 The Students' Ability

No	Name of The Students	Score of test	Latter Score	Predicate
1	Selviana Safitri	86	A	Very Good
2	Niken Yunita	91	A	Very Good
3	Sherli Dwi Feby	56	C	Enough
4	Nadila Safitri	49,5	D	Less
5	Devi Ramfitri	51,5	D	Less
6	Agnes Pratiwi	31	E	Fail
7	Fela Meirani	71,5	B	Good
8	Dwi Putri Patricia Sinaga	73	B	Good
9	Juan Feri P Manulang	49,5	D	Less
10	Rafly Daneyas	62,5	C	Enough
11	Salshabila Nuresy	57,5	C	Enough
12	Annisya Hutasuhut	68,5	B	Good
13	Suci Delyyanti	71,5	B	Good
14	Ryan Renaldi Sinurat	71,5	B	Good
15	Ifani Lora Pradita	53	D	Less
16	Abet Nego Putra Sihite	47	D	Less
17	Sepriana Sagala	62	C	Enough
18	Arrisky Nurwandis	53	D	Less
19	Fenny Aryani	51	D	Less
20	RatihPuspita Sari	48	D	Less
21	Fikran Ahmed Hidayat	43,5	D	Less
22	Bagas Sabirin	34	E	Fail
23	M Fathur Rahman	40	D	Less
24	Willyam Carlos Orlando	40	D	Less
25	Echi Novita	79	B	Good
26	Sendi Diaz Putra	51,5	D	Less

27	Mayriska Ayu Purnama Sari	61	C	Enough
28	Marsa Adellia Br Siahaan	67	B	Good
29	Anisa Bahir	85,5	A	Very Good
30	Mely Br Situngkir	79,5	B	Good
31	Oqta Rahma Dania	54,5	D	Less
32	Refly Berlianda DwiYanti	59	C	Enough
Total Score 1. 899				

Based on the table above, it can be concluded that at XI IPS 3 class in SMAN 1 Pasir Penyu in the Academic year 2020/2021 score 60% is enough. From the 32 samples of the research, there were 2 students who are fail in doing test, there were 13 students got less criterion students. There were 6 students got enough criterion, there were 8 students got good criterion, and there were 3 students got very good criterion.

Table 5 The Students' Average Score

	The Students' Score Test in Writing in Explanation Test Class				
	Very Good	Good	Enough	Less	Fail
Score	86, 91, 85.5	71.5, 73, 68.5, 71.5, 71.5, 79, 67, 79.5	56, 62.5, 57.5, 62, 61, 59	49.5, 51.5, 49.5, 53, 47, 53, 51, 48, 43.5, 40, 40, 51.5, 54.5	31, 34
Total Score	262,5	581,5	358	632	65
Number of Students	3	8	6	13	2
Mean	87,5	72,68	59,66	48,61	33,5

Based on the table above, the average value students got very good criterion is 87,5 the average value students got good is 72,68 the average value students got enough is 59,66 the average value students got less 48,61 and the average value students got fail is 33,5. And based on the table above, the highest score is 91 and the lowest score is 31.

2. Students' Difficulties In Learning Process in Writing Explanation Text

Based on the interview of indicators of writing, there are 5 research questions based on indicators of writing. Indicators of writing namely: Grammar, Vocabulary, Mechanics, organization, and idea or content. This result is based on the interview sheet that has been given to class XI IPS 3 of SMAN 1 Pasir Penyu. From the results of interviews about Students' Difficulties in the Learning Process of Writing Explanatory Texts, the researcher found several difficulties in the process of learning to write explanation texts in class XI IPS 3 based on answering interviews. As for the results of interviews in students' difficulties in learning to write explanatory texts are :

From the results of the interview question "is writing a grammar explanation text difficult for you? Give your reasons!", the researcher found that there were twenty students who answered that writing a grammar explanation text was difficult. This is because students are still confused with grammar formulas, students have never studied grammar in text, students still do not understand vocabulary, students still don't understand to determine tenses and simple presents, students are still difficult to assemble sentences with correct grammar and students still do not understand grammar. As for the transcript of the interview between the researcher and several students as follows:

Researcher :Is writing a grammar an explanation text difficult for you? and give your reasons!

Student 1 : Difficult, because I am have never learned what is Grammar.

Student 2 : Difficult, because I am don't understand about the material.

Student 3 :Difficult, because I am have to understand every given formula.

Student 4 : Difficult, because I am not used to using grammar in text.

From the results of the interview question "is writing a grammar explanation text difficult for you? and give your reasons!", the researcher found that there were twelve students who answered that writing a grammar explanation text was not difficult. This is because students can distinguish the use of tenses in grammar, students understand grammar very easily, students have studied grammar before, students understand words in the grammar very quickly. As for the transcript of the interview between the researcher and several students as follows: Researcher : Is writing a grammar an explanation text difficult for you? and give the reason!

Student 1 : Not difficult, because I am understand about the material.

Student 2 : Not difficult, because I've studied this material before.

Student 3 : Not difficult, because determining grammar is very easy.

From the results of the interview question "is writing a vocabulary explanation text difficult for you? and give your reasons!", the researcher found that there were twelve students who answered that writing a vocabulary explanation text was difficult. This is because students do not understand the material, students do not understand, students find it difficult to pronounce words, students are not used to using vocabulary in English, and students have never studied explanation vocabulary text. As for the transcript of the interview between the researcher and several students as follows: Researcher : Is writing a vocabulary an explanation text difficult for you? and give your reasons!

Student 1 : Difficult, because it is difficult to pronounce the words in the explanation text.

Student 2 : Difficult, because in the explanation text there are still a lot of unfamiliar vocabulary, so many don't know what it means.

Student 3 : Difficult, because I am weak in vocabulary.

From the results of the interview question "is writing a vocabulary explanation text difficult for you? and give your reasons!", the researcher found that there were twenty students who answered that writing a vocabulary explanation text was not difficult. This is due to because students understand to explain a process that occurs so that we only add vocabulary, students understand because in explaining something vocabulary is definitely often used because the sentences are quite easy to understand, students understand because the vocabulary is easy to understand, students are easy to understand because the words are easy to understand and use everyday words day, students are easy to understand because the vocabulary can be seen in the dictionary and the vocabulary is still common words, students are easy to understand because the vocabulary is often repeated, students understand because the understanding is quite easy to remember, and students are easy to understand because they have learned from junior high school. As for the transcript of the interview between the researcher and several students as follows: Researcher :Is writing a vocabulary an explanation text difficult for you? and give your reasons!

Student 1 : Not difficult, because I understand to explain a process that occurs so that we only add vocabulary.

Student 2 : Not difficult, because the words are easy to understand and use everyday words.

Student 3 : Not difficult, because I have studied the material before and the vocabulary used is also very easy to remember.

From the results of the interview question "is writing a Mechanic explanation text difficult for you? and give your reasons!", the researcher found that there were twenty-two students who answered that writing a mechanic explanation text was difficult. This is because students have never studied mechanical explanation text, students do not understand mechanical explanation text, students are still a bit difficult to choose the appropriate vocabulary with explanation text, students still find it difficult to write text in English. As for the transcript of the interview between the researcher and several students as follows: Researcher :Is writing a Mechanic explanation text difficult for you? and give your reasons!

Student 1 :Difficult, because I have never studied a mechanical explanation text.

Student 2 : Difficult, because I am understand mechanical explanation text

Student 3 :Difficult, because I still find it difficult to write text in English.

From the results of the interview question "is writing a Mechanic explanation text difficult for you? and give the reason!", the researcher found that there were ten students who answered that writing a mechanic explanation text was not difficult. This is because students are used to writing mechanical explanation texts, students have understood and have studied mechanical explanation texts before, students understand the vocabulary in the mechanical explanation text, and lastly. The students find it easy to write the mechanical explanation text. As for the transcript of the interview between the researcher and several students as follows: Researcher :Is writing a Mechanic explanation text difficult for you? and give your reasons!

Student 1 : Not difficult, because I am used to writing mechanical explanatory texts.

Student 2 : Not difficult, because I understand the vocabulary in the mechanical explanation texts.

Student 3 : Not difficult, I have understood and have studied mechanical explanation texts,

From the results of the interview question "is writing a organization explanation text difficult for you? and give your reasons!", the researcher found that there were seventeen students who answered that writing organization explanation text was difficult. This is because students still find it difficult to distinguish between report text and explanation text, students have not studied organizational explanation text before, students have difficulty in compiling correct and appropriate English vocabulary, and finally students have difficulty in determining the idea of thinking from the organizational explanation text. As for the transcript of the interview between the researcher and several students as follows: Researcher : Is writing a organization explanation text difficult for you? and give your reasons!

Student 1 : Difficult, because I am still find it difficult to distinguish between report text and explanation text

Student 2 :Difficult, because I have not studied organizational explanation text before.

Student 3 : Difficult, because I have difficulty in determining the idea of thinking from the organizational explanation text.

From the results of the interview question "is writing a organization explanation text difficult for you? Give your reasons!", the researcher found that there were fifteen students who answered that writing organization explanation text was not difficult. This is because students no longer have difficulty in determining the structure contained in organizational explanation text, students already understand the organizational explanation text material that has been conveyed previously by the material giver, students already understand easy methods to write organizational explanation text, students know the meaning from organizational explanation texts, and finally students consider that organizational explanation texts are very easy and interesting to learn. As for the transcript of the interview between the researcher and several students as follows: Researcher :Is writing a organization explanation text difficult for you? and give your reasons!

Student 1 :Not difficult, because I no longer have difficulty in determining the structure contained in organizational explanation text.

Student 2 : Not difficult, because I already understand the organizational explanation text material that has been conveyed previously by the material giver.

Student 3: Not difficult, because students know the meaning from organizational explanation texts,

From the results of the interview question "is writing an idea or content explanation text difficult for you? and give your reasons!", the researcher found that there were fourteen students who answered that writing idea or content explanation text was difficult. This is because students are still confused in determining the main idea of an idea or content explanation text, students still do not understand what an idea or content explanation text is, students have not mastered vocabulary. Therefore, they cannot define an idea or content explanation text, and finally, students are still afraid or hesitant in writing explanation text ideas or contents correctly and correctly. As for the transcript of the interview between the

researcher and several students as follows: Researcher : Is writing an idea or content explanation text difficult for you? Give your reasons!

Student 1 : Difficult, because I still confused in determining the main idea of an idea or content explanation text.

Student 2 : Difficult, because I still do not understand what an idea or content explanation text is.

Student 3 : Difficult, because I have not mastered vocabulary.

From the results of the interview question "is writing an idea or content explanation text difficult for you? Give your reasons!", the researcher found that there were eighteen students who answered that writing aide or content explanation text was not difficult. This is because students have creative ideas in writing explanation text ideas or content, students understand very well and already understand the topic of explanation text ideas or content, students are very interested in explanation text ideas or content, students have no difficulty in determining ideas from explanation text ideas or contents, and finally students only make up the contents of the idea or content explanation text through the questions given by the speaker. As for the transcript of the interview between the researcher and several students as follows: Researcher :Is writing an idea or content explanation text difficult for you? Give your reasons!

Student 1 :Not difficult, because I have creative ideas in writing explanation text ideas or content.

Student 2 : Not difficult, because I understand very well and already understand the topic of explanation text ideas or content.

Student 3 : Not difficult, because I have no difficulty in determining ideas from explanation text ideas or contents.

D. Conclusion

Based on the research finding and the presentation of data analysis, the researcher has conclusion about analysis of the students' difficulties in writing explanation text, it can be found that :The total score of students' ability in writing explanation text at XI IPS 3 Class 59,3% is enough, The XI IPS 3 students at SMAN 1 Pasir Penyu can not to comprehend the texts, The students still lack of Mechanics so they can't answer the question well, The students in this class do not able to get the information clearly from writing text such as find the main ideas, factual information, details information and any else, The students still confuse and difficult to find it, The most of students cannot too fast write, do not have habit to fast write, and do not writing study and write in English. That is all problem caused by the students difficulties in writing explanation text. Students' difficulties in writing explanation text term Grammar, Vocabulary, Mechanics, Organization, and Idea or Content.

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