Laporan Hasil Penelitian Individual

THE STUDENTS' ABILITY IN WRITING EXPLANATION TEXT AT GRADE XI SMA DARUL IKHLAS BOARDING SCHOOL PADANGSIDIMPUAN

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Mengetahui,
Ketua Lembaga Penelitian dan Pengabdian   Peneliti,
kepada Masyarakat.

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Title : The Students' Ability in Writing Explanation Text At Grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.

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ABSTRACT

This study is talking about Students' ability in Writing Explanation Text At Grade Xi SMA Darul Ikhlas Boarding School Padangsidimpuan.. Most of students cannot speak English well. This caused by students' internal and external factors. Students have a low value in speaking and ironically they lose their motivation to study and they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech, and not be able to express themselves.This study aims to know Students' Ability in Mastering Reported Speech At Grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.

Hypotheses are predictions about the outcomes of the results to be expected (more or less, higher or lower of something). They also may state in the null form, indicating no difference or no relationship between groups on a dependent variable. So the researcher describes that hypothesis are as follows: "The Students' Ability in Writing Expalanation Text At Grade XI SMA Darul Ikhlas Boarding School Padangsidimpuan are enough ability".

After analyzing and calculating the result of the data. Researcher can be concluded that the students' ability in writing explanation text at Grade XI SMA Darul Ikhlas Boarding School Padangsidimpuan as follows: Students' ability in Writing Explanation Text at Grade XI SMA DarulIkhlas Boarding School Padangsidimpuanare 30.6. it could be categorized in to enough category. The hypothesis of students' ability in Writing Explanation Text at Grade XI SMA Darul Ikhlas Boarding School Padangsidimpuan was accepted by using z test. It can be seen $z_{hitung}3,73 > z_{tabel}0,499$. It means hypothesis was accepted.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First, the researchers would like to convey grateful to Allah, The Most Creator and Merciful who has given us the health, time and chance for finishing this research. The research entitle"The Students' Ability in Writing Explanation Text At Grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.."This research is written in order to fulfill one of the requirements for individual research IAIN Padangsidimpuan.

In finishing this research, the researchers are guided by advisor. Therefore, in this opportunity the researchers would like to express gratitude to advisor. This research is still so far from being perfect based on the weakness of the researcher. Therefore, the researchers expected constructive criticisms and suggestions from the readers in order to improve this research.

Padangsidimpuan, Maret 2019

The researcher

Lila

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. The Background of the Problems

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

Understanding English is very important in this globalization era, because English is one of the human languages in the world that has important role in communication. It has become international language and almost practiced in every aspect of human life such as: education, society, politics, economics, and culture. Fundamentally, Indonesia's curriculum said that there are four language skills that should be mastered by the students; they are speaking, reading, writing and listening, the language parts are vocabulary, grammar and also pronunciation.

Writing is one of the four basic skills that should be learned by students in Senior High school beside speaking, listening and reading. This skill is needed for them to support the progress of their academic achievement. By writing, the students will know how to write a good content into a text about the object that they want to explain and organize

the ideas which is supported with relevant supporting sentences. In this skill, the students can improve their grammar such as how to use correct tenses, adjective, article and noun phrase. They also can arrange a text into good mechanics such as word spelling, punctuation and capitalization.

Writing is language skill that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, preposition, or the principle how to write.

Writing is one of the tools of communication that used to shared information in order to express idea and feeling in writing form. Writing has a very big role in this world. Through writing, someone can share about information, knowledge, opinions, stories, and the personal problem that may be used by people to learn in life. Other function of writing is to remain of something.

In addition, the aim of writing is to deliver the messages, information, ideas and opinions to the reader but some intends to influence

the readers to do or to behave a written form as in writing. It makes writing is very important. The first, writing can improve ability in infusing new idea. The second is giving much information to the reader. The third, writing needs in a business, it is not possible to conduct all transactions by speech alone. It is exist also in a business project or an opportunity, one needs to send some written proposals. The last is writing needs education. It is primary basic upon which your work, learning, and intellect will be judged in a school or collage and even in a community. It is the skill of expressing one's thoughts and communicating ideas to the other people.

However, a good writing should be good vocabulary and structure. It describes a clear ideas and information and easy to be understood. A good writing should be made in good arrangement of idea, so that the readers do not confused to absorb the meaning of the description. Writing is a medium of communication that represents language through the inscription of signs and symbols.

The target of teaching English at school is not only for understanding book written in English but also for communicating. The target can reach by the students if the students always practice English as oral and written at school. English is an International language , it is used for communicating among nations in the world. The students must mastered English to communicate with other people which come from another countries, so the students hope to mastered English as oral and written. Moreover, in writing there are many kinds of texts; such as

narrative text, report text, description text, explanation text, news item text, recount text, and spoof text.

Explanation text is a text to explain the processes involved in the information of workings of natural or socio cultural phenomena. The genre of explanation is a fundamental language function for understanding the world and how it operates. The process of explanation is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail.

Teaching a foreign language is one considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start. Teacher in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing and reading.

However, many students are unable to write text and they can be often faced the difficulties in writing text. Many factor that cause the students are unable to write text. Researcher has been asked the students of SMA DarulIkhlas Boarding School Padangsidimpuanaboutthe their ability in writing especially writing explanation text, most of them responded that

writing is difficult. They did not know generic structure of the text, did not understand in using component of writing. The students are considered quite good in explanation text , if the students mastered above the elements. "GitariaHasibuan said that writing difficult because she did not understand grammar, component of writing, less vocabulary and confuse about explanation text".[1]

Researcher also found the problem from Mrs. KasmineTanjung[2], she said that students' ability in writing is low especially in writing explanation text. There are students difficulties to wrote in English well, especially in explanation text because they do not understand how to make a good writing and they do not understand of component of writing. Researcher knew about ability of students SMA DarulIkhlas Boarding School Padangsidimpuanbased on score in school report card students. They still get under KKM.

Based on explanation above, the researcher want toThe Students' Ability In Mastering Rported Speech AT Grade XI SMA Darul Ikhlas Boarding School Padangsidimpuan.

B. The Identification of the Problems

Actually, there are many problems that face of the students in writing especially writing explanation text, such as students did

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[1]GitariaHasibuan, students of eleventh grade in SMA DarulIkhlas Boarding School Padangsidimpuan.

[2]KasmineTanjung, English Teacher in SMA DarulIkhlas Boarding School Padangsidimpuan

notunderstand of explanation text, did not know generic structure of the text, did not understand of using component of writing.

C. The Limitation of the Problems

From identification of the problems above, there are some problems that make the students' ability in writing is low especially in writing explanation text. Here researcher only research one problem, it is students ability in writing explanation text.

D. The Definition of Key Term

To avoid vagueness and misunderstanding between the writer and the readers, terminologies as follow:

1. Student

According to Hornby "The student is a person, usuover the age of 16, who studying at a university or collage".[3] In this research, the researcher states that the students are people who studies in grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.

2. Ability

According to Hornby "Ability is the mental or physical capacity, power or skill required to do".[4] Ability is actuality or being able, especially in physical, mental or legal power to perform.[5]

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[3] A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English: fifth edition* (New York: Oxford University Press, 1995), p. 1187

[4] *Ibid.,p*p.2

[5] Mariam, A., Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976), p. 33

3. Writing

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written.

4. Explanation Text

Explanation Text is speaking or writing about how or why things happen. An explanation is written to explain how and why something in the world happens. It is about action rather than about things. Explanation is speaking or writing about how or why things happen.[6]

Based on the definitions above, the title "Students Ability In Writing Explanation Text at Grade XI SMA DarulIkhlas Boarding School Padangsidimpuan" is the ability of the students in writing explanation text. They are able to elaborate and write what in their minds are by a particular explain of process of something happen.

E. The Formulation of the Problem

To make the problem clearly in this research, the researcher formulated them as follow; How are the students' ability in writing explanation text at grade XI of SMA DarulIkhlas Boarding School Padangsidimpuan.

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[6]Maria Johan Ari Widiyanti, *English Alive 3 Senior High School Grade XII,* (Bogor: PT Ghalia Indonesia Printing, 2010), p. 32

F. The Objective of the Research

The aims of the research are; To know the students' ability in writing explanation text at grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.

G. The Significances of the Research

There are some importance in this research. This research can give significance primarily for the writer, other researcher, readers and reference. For the writer, this is significant and contributes ideas. For readers, this research enhances the knowledge of the readers as the reading materials for students. For the reference, this is significant to be read and as literature for any research.

This research is also significant for the school teacher where this research is conducted. At least the headmaster and all of the Indonesian teachers of English can concern and decide what step to further. The steps are intended to enhance the output of English teaching.

H. The Systematic of the Research

The systematic of this research divide into five chapters. Each chapter consist of many sub chapters with detail as follow:

1. The first chapter of; background of the problem, identification of the problems, limitation of the research, definition of key term, formulation of the problem, the aim of the research, the significant of the research and systematic of the research.

2. The second chapter consisted of; the theoretical description is divided by two parts. The first is theoretical review. The second part of theoretical description is related findings.

3. The third chapter of research methodology, the place and time of the research, research design, population and sample of the research, instrument of collecting data, technique of data collection, technique of analysis data.

4. The forth chapter; it consist of the result of the research, discussion, theats of the research.

5. The fifth chapter of concluding and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Theoretical Review

1. General Concept of Writing

a) Students' Ability

Student is a person who studies, or investigates or person who is enrolled for study at school or collage.[7] It can be concluded that students is a person that studying at school not only Elementary school, junior high school, senior high school but also at collage.

Ability is physical mental or legal to perform (he has ability to accomplish whatever he sets his mind to.[8] The ability means the quality or capacity of being able to do something well. Ability is capacity or power to do something physical and mental. That's mean to do something consists of physical or mental achievement. So, it can be determined as a skills, expertness or talent.[9]

Based on the definition above the researcher concludes that students' ability is a person who has a level of skill or intelligence in writing explanation text. The ability means the power of the students writing explanation text.

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[7]Victoria Neufelat and Davi B. ralmic,*WebsernNewWorldCollagDictinary,* (USA: MacMila, 1995), p.2

[8]A. Marriam Webster, *Webster's Colagiate The Saurus*(USA: MasaChusetts, 1976), p. 33

[9] Victoria Nuufelat, *Op.Cit.,* p.2

b) Writing

According to Antoine Meillet: "at least six meaning of 'Writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.[10]

According to David Nunan writing can be defined by a series of contrasts: "It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader. It is purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing- a shopping list, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its

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[10]Florian Coulmas, *writing System: An Introduction To Their Linguistic Analysis,*(Cambridge University Press), p. 1 (www.cambridge.org accessed 15 December 2015/ 10.30 pm)

purpose. It is both a process and product. The writer imagines, organizes, drafts, edits, reads, and readers. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product- an essay, letter, story, or research report".[11]

Writing is a personal act in which writers take ideas or prompts and transform them into " self- initiated" topics. The writers draws on background knowledge and complex mental processes in developing new insights. To write well, students need to incorporate the purpose or prompts into their unique approach to writing.[12]

1) **Purpose and Types of Writing**

Students write to accomplish a variety of purposes use a number of different genres to do so. Purpose in writing determines the nature of the writing. Students need clear specification of the purpose in order to plan and compose a piece that responds to the task. There at least three purposes in writing: informative writing, expressive/narrative writing, and persuasive writing. The three purpose described the similar to the purposes used in national assessment and encompass the

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[11] David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), p.88

[12] J. MchaelO'malley, *Authentic Assessment For English Language Learners: Practical Approaches For Teachers* (United Stated of America: Addison-Wesley, 1996), p. 136

major types of writing in program for ELL students as well as in many sate writing assessments. Writers use expository or informative writing to share knowledge and give information, directions, or ideas examples of informative writing include describing events or experiences, analyzing concepts, speculating on caused and effects, and developing new ideas or relationships. This type of writing could include a biography about a well known person or someone from the writer's life. The writers can rely on existing knowledge.

Expressive writing is a personal or imaginative expression in which the writer produces stories or essay. This type of writing is often based on observations of people, objects and place and may include creative speculation or interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment. Pleasure, discovery or simply, as "fun" writing and can include poems and short plays.

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples of writers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of

view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view. The three purposes of writing described here can overlap, as when students write an informative, persuasive essay.[13]

2) Writing process

In process writing, students are involved in the construction of narratives on topics in which they have a personal interest. Students share their writing with peers, who comment on the piece and ask the questions or offer comments and encouragement. Students-teacher conferences are also an important form of feedback students receive o their writing. Students use the feedback to edit and revise their work. Process writing mark a shift from exclusive emphasis on the products of writing to emphasis on the process of writing and interactive learning between teachers and students with a focus on meaning.

To encourage process writing, teachers can model the selection of topics or the writing process itself. Three stages of writing process are: (1) prewriting, or motivation, discussion,

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[13]Michael o'maelly p.137-138.

and concept development; (2) writing, which takes place in classrooms or at home so students can rely on both teachers and other students for feedback and support; and (3) post-writing, in which students share their writing with others, read aloud what they have written, or exchange writing with other students. In the prewriting stages, students might use graphic organizers as an aid to clarify the concepts they will use in writing. During the writing process, opportunities should be provided for students to edit and revise their work, share ideas with other students on how to improve their writing, or review the criteria against which the work will be evaluated with an eye toward improvement.

An important component of process writing instruction is conferencing. In conferencing, teachers meet with students individually and ask questions about the process they use in writing. The questions reflect the stages of process writing and might focus on how the writer selects the topic, and edit or revises the product afterwards. As we see later in this chapter, conferences can provide varied opportunities for assessment.[14]

2. Explanation Text

An explanation is written to explain how and why something in the world happens. It is about action rather than about things.

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[14]Michael o'maelly , p. 138-139

Explanation is speaking or writing about how or why things happen.[15] The genre of explanation is a fundamental language function for understanding the world and how it operates. The process of explanation is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail.

According to SanggamSiahaan book explanation (elucidation) is a written English text in which the writer explains the processes involved in the formation or working of natural or sociocultural phenomena. This text containing two components i.e., the general statement and sequenced elucidation by which a writer explains the processes involved in the formation or working or natural or sociocultural phenomena.[16]

The paragraph of explanation is often used to explain a process or procedure, or give direction or instruction. Explaining is an important part of writing. Daily life is field with the need to explain things, processes, and ideas, and to give instructions. People ask and answer the question how? And why?Many times each day.[17]

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[15] Maria Johan Ari Widiyanti, *English Alive 3 Senior High School Grade XII,* (Bogor: PT Ghalia Indonesia Printing, 2010), p. 32

[16]SanggamSiahaan, *Generic Text structur,* (Yogyaarta: GrahaIlmu, 2008), p. 113

[17]George E.Wishon, *Let's Write English Revision Edition,* (New York: Litton Educational Publishing International, 1980), p.256

There are three steps for constructing a written explanation according to Anderson; the first steps is a general statement about the event or thing that will be explained. The a series of paragraph that tell the how or whys. In this paragraph the writer tells the sequence of explanation text. The last step in concluding paragraph as a closing. The writers concludes what he/she has explain in this paragraph.[18]

Grammatical Features of Explaining

1) Explanations are often about particular processes involving classes of things, which means that the nouns are general rather than specific. For example: germination, cars, cities, schools.

2) Explanations about classes of things use verbs in the present tense unless, of course, the class of things no longer exists – dinosaurs.

3) Explanations that deal with specific things such us particular event or concepts, on the other hand, can be in present, past or future tense for example : this is my plan for a house. It will be a two- story house so you will see the view.

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[18]NurikaDesitawardhani, *Improving Students Skill of Writing Explanation Texts Through Picture Series for the Grade XII Students of SMA Negeri 2 Slemanin the Academic Year of 2013-2014,* (Thesis, Yogyakarta State University, 2014),p. 37

4) Processes o verbs are used in explanations where one process or verb in linked to another process or verb in such a way that a logical sequence in produced.

5) In commonsense and technical explanation action verbs are mainly used, for example, burns, expands, forces, whereas in interpretative explanations mental verbs may be used, for example: suggest, reflects.

1) Generic Structure of Explanation Text

   a) General Statement

   b) Sequence of Explanation

   c) closing

2) Purpose of Explanation Text

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanation play a valuable rule in building and storing our knowledge. Teaching and scientific writing are often expressed in this form.[19] . The purpose of an explanation is tell each step of the process (the how) and to give reasons (the thing, a series of

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[19]Explanation _text_Introduction_and _overview , (http//www.book.explanation text.com, Accessed December, 12/2015/10.25 pm), p. 50

paragraphs that tell the how or why something occurs (explanation), a concluding paragraph (closing).[20]

3) **Types of Explanation**

When writing explanation we establish that the phenomenon exists and then explain why or how this came about. The writer should acquire a great deal of content knowledge before beginning the explanation.

There are different types of explanation. One type explain an occurrence and how something works.it may be mechanical explaining how a lawn motor works, technological describing how a computer works or natural when describing how avalanches occur. A second types explains why things happen, for example why object expand and contract and why bathroom mirrors mist up when we shower. Yet another types may explain the similarities and differences between objects and a final type would explain how to approach a problem that has to be resolved.

This text type links with science and technology topics where explanation of natural or non-natural phenomena are explored, for example how television works. It also has links with human society and environment where explanations are written for how cotton is processed to become articles of

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[20]Maria Johan Ariwidiyantip. 32

clothing, why we should exercise and eat a healthy diet and cheese is processed from milk.

Explanation are written by members of a number of profession to explain processes. Medical researchers write explanations for doctors, nurses and healthy workers about how medical problem develop. Weather forecasters explain weather patterns and changes for farmers, students and scientists. A biologist will describe how butterflies develop from cocoons for students and conservationists.

Students should be writing detailed and accurate sequences of events and at this stage should be writing explanations showing causal relationships explain natural happenings such as tornadoes and earthquakes.[21]

Technical terms play an important role in explanation texts. A glossary terms may be included at the back of the book or writers may write a definition of terms within the text. It is important the students understand that explanation can be part of large text. It is quite usual to find explanations within a report to explain some aspect of the information. They are frequently found as an integral part of procedural text, the procedure explain to the reader how to do something and explanation detailing how it works.

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[21]Explanation Textp. 50

4) Characteristic of Explanation Text

    a) Using common noun, such as heart and lungs

    b) Using action verb; deliver, pump, flow

    c) Using simple present tense; the pulmonary vein empties oxygen-rich blood.

    d) Using passive sentence; this pattern is repeated continuously.

    e) Using conjunction; after, then and because

    f) Using phrase

    g) Using abstract noun; life[22]

5) Structure of Explanation Text

Explanations have the following structure:

a) Tittle

b) Generalstatement introducing or identifying the phenomenon

c) Series of sequenced paragraphs

d) Concluding paragraph

e) Labeled diagrams and flow chart

In PDTS book the structure of the explanation text are; headings (discuss the different parts of explanation text), read an explanation (discuss the content and headings labels the part, informal explanation, oral explanation (using topic cards

[22]CicikKurniawati, *Detik-DetikUjianNasionalBahasaInggris.* (Klaten: PT. Mancanan Jaya Cemerlang, 2012), p. 46

how/why something work etc), explanation jigsaw (children reconstruct an explanation text using their knowledge of the explanation framework), tell from the diagram (write explanation to go with illustration), independent construction (using written plan to record main points of their text.[23]

6) **Language Features of Explanation Texts**

a) Use of present tense

b) Use of complex noun groups to build detailed descriptions

c) Use of abstract noun

d) Use of pronoun for words already introduced in the text

e) Usually the subject is not human

f) Use of sentences that have a clear subject and verbs agreement

g) Use of action verbs

h) Use of adverbial time and place

i) Use of connectives

j) Use of passive voice and nominalization

k) Use of time conjunction

l) Use of technical term s or words chains about a subject[24]

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[23]*Wing Genre A Structured Approach,* (2013), (http//www.Writing book pdf.PDST. Accessed December 13/2019/11.00 pm), p.17

[24] .*Wing Genre A Structured Approach,* (2013), (http//www.Writing book pdf.PDST. Accessed December 13/2019/11.00 pm) p. 51

7) Example of Explanation Text

How Do We Breathe?

The nose, trachea and lungs are the main organs which make up the respiratory system. This system allows the exchange of gases which are needed for us to live.

Breathing happens when the brain sends a message through the nerves to the intercostal muscles which lie between the ribs and diaphragm. When the instruction is received, the muscles pull the ribs outwards and the diaphragm relaxes so that the space in the chest gets bigger. Because the pressure in the chest get lower, air rushes in to fill the lungs.

This air is the first taken in through the nose or month. It then travels into the throat (the pharynx) and on through the voice box (the larynx). The opening to the voice box has a cover over it called the epiglottis.

This cover opens when a breath is taken. In this way, the air is able to flow down the trachea but foot is kept out.

After passing down the trachea the air travels into the lung down either the right of left bronchus, through the bronchioles and at last into tiny air sacs called alveoli. These are covered with small blood vessels called capillaries. From here, oxygen is finally taken into the blood stream and carbon dioxide is passed back to the lungs.

The intercostal muscles then push the rib cage back inwards. As a result, the space in chest gets smaller and the pressure rises, thus pushing the carbon dioxide back out of the lungs.

And it all happens in the space of a single breath!

General Statement Introduction Phenomena ; The nose, trachea and lungs are the main organs which make up the respiratory system. This system allows the exchange of gases which are needed for us to live.

Series of sequence paragraphs ; Breathing happens when the brain sends a message through the nerves to the intercostal muscles which lie between the ribs and diaphragm. When the instruction is received, the muscles pull the ribs outwards and the diaphragm relaxes so that the space in the chest gets bigger. Because the pressure in the chest get lower, air rushes in to fill the lungs.

This air is the first taken in through the nose or month. It then travels into the throat (the pharynx) and on through the voice box (the larynx). The opening to the voice box has a cover over it called the epiglottis.

This cover opens when a breath is taken. In this way, the air is able to flow down the trachea but foot is kept out.

After passing down the trachea the air travels into the lung down either the right of left bronchus, through the bronchioles and at last into tiny air sacs called alveoli. These are covered with small blood vessels called capillaries. From here, oxygen is finally taken into the blood stream and carbon dioxide is passed back to the lungs.

The intercostal muscles then push the rib cage back inwards. As a result, the space in chest gets smaller and the pressure rises, thus pushing the carbon dioxide back out of the lungs.

Concluding paragraph ; And it all happens in the space of a single breath!

B. Review of Related Findings

This research did not begin zero point, because RiandiArdika from state college for Islamic Padangsidimpuan. Has done research in 2011 with the tittle: The Students' Ability In Writing Explanation Text At Grade XI Akutansi SMK N 1 Padangsidimpuan, the aim of the research was to know how students' ability in writing explanation text.[25]

So, if the researches above explained about students' ability in writing explanation text, the writer wanted to complete the researcher above. Whereas, the writer wanted to analyze students' ability in identify

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[25]RiandiArdika, *Students Ability in Writing Explanation Text AT Grade XI Akutansi of SMK N 1 Padangsidimpuan*(Unpulished Thesis, State Collage for Islamic Padangsidimpuan, 2011), p. 38

generic structure of explanation text at grade XI SMA N 3 Padangsidimpuan.

The second, NurikaDesitawardhani, he also had done research in Yogyakarta State University about Improving Students' Skill Writing Explanation Texts through Picture Series for the Grade XII Students of SMA Negeri 2 Sleman in Academic Year of 2013-2014.[26] This research found that the use picture series could improve students' writing skills. Through the activities it in it, students were able to generate and develop their idea through a series of pictures given.

The last, Improving Students' Achievement in Writing Explanation Text Through Numbered Heads Together (NHT) Method has done research by Yunita Agnes Sianipar. She found that the Numbered Heads Together (NHT) Methods can improve the students in writing Explanation Text.[27]

C. The Conceptual Framework

Based on theoretical description before, explain that writing is one of the skills that should be mastered by students in learning English to complete their ability in oral language. In this skill, the students can improve their grammar such as how to use correct tenses, adjective, article and noun phrase. They also can arrange a text into good mechanics such as word spelling, punctuation and capitalization.

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[26]NurikaDesitawardhani, *Improving Students' Skills of Writing Explanation Texts Through Picture Series for the Grade XII Students of SMA Negeri 2 Sleman in Academic Year of 2013-2014* (Pulished Thesis, Yogyakarta State University,2014), p. 66

[27]Yunita Agnes Sianipar, *Improving Students' Achievement in Writing Explanation Text Through Numbered Heads Together*

Further, explanation text is one of the kinds of genre text, explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena. In this case, if the teacher use the suitable teaching technique in teaching automatically can helps the students ability in writing explanation text.

D. The Hypothesis

Hypotheses are predictions about the outcomes of the results to be expected (more or less, higher or lower of something). They also may state in the null form, indicating no difference or no relationship between groups on a dependent variable.[28] So the researcher describes that hypothesis are as follows:

"The students' ability in writing explanation text at grade XI SMA DarulIkhlas Boarding School Padangsidimpuan enough ability".

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[28]Jhon W Creswell, Research Design (Qualitative, Quantitative, and mixed methods approaches) .p. 165

CHAPTER III

RESEARCH METHODOLOGY

A. **The Place and Time of the Research**

1. Place of the Research

The place of the research was conducted at SMA DarulIkhlas Boarding School Padangsidimpuan. It located at Goti, Padangsidimpuan. . The researcher was chosen this school as locating for researching because distance of researcher residence and campus is close, it was became facilitate researcher to get information.

2. Time of the Research

The researcher was done fromMaret until September 2019.

B. **The Method of the Research**

The researcher used quantitative research with descriptive method. Quantitative approach was based, usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments.[29] The method of this research is descriptive method. According to WinarnoSurakhman in his book *PengantarPenelitian yang menentukandanmengalokasikanpenyelidikandenganteknis,angket, observasi, atauteknistes, studikasuswaktudangerakanalisiskomperatifatauoperasional".*[30](descripti ve method is a survey that determine and allocate it with interview

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[29]L.R. Gay & Peter Airasian, *Education Research (Competence for Analysis & Application),* (USA: Prentice Hall, 200), p. 8

[30]WinarmoSurakhman, *PengantarPenelitianIlmiahDasarMetodedanTekniK,* (Bandung: kasito, 1982), P. 2

technical, observation, or test technical, studying time of problem and indication, comparative analysis or operation). So, the researcher want to describe how the students' ability in writing explanation text at grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.

C. The Population and Sample of the Research

1. Population of the Research

    Population has be taken all members of well define objects of the research. The population of this research will be Like according to L.R. Gay and Peter Airasian; " the population is the group at interest to the research, the group to the which she or he would like to result of the study to be generalization".[31]

    The population of this research is all the grade students grade XI SMA DarulIkhlas Boarding School Padangsidimpuan.

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[31]Gay &Pete,p. 275

Table I

The population of grade XI SMA DarulIkhlas Boarding

School Padangsidimpuan

No	Class	Number of Students	Class	Number of Students
1	IPA [1]	36	IPS [1]	32
2	IPA [2]	35	IPS [2]	32
3	IPA [3]	36	IPS [3]	34
4	IPA [4]	38	IPS [4]	33
5	IPA [5]	36		
6	IPA [6]	38		
		222		148
Total		350		

2. Sample of the Research

SuharsimiAkunto says, "Apabilasubjeknyakurangdari 100 lebihbaikdiambilsemuasehinggapenelitiannyamerupakanpenelitianpopulasi. Selanjutnyajikasubjeknyabesardapatdiambilantara 10-15% atau 20-25% ataulebihtergantungkemampuanpenelitidariberbagaimacamsegi."[32] (when subject less than 100, it was better to take all until the research constitute population research. Next if the subject was

[32]SuharsimiAkunto, *ProdedurPenelitianSuatuPendekatan,* (Jakarta: RinekaCipta, 1997), p. 112

more had taken by 10-15% or 20-15% or more appropriate with the researchers' ability). Sample in this research, the researcher has been taken 10% of population so, sample in this research is 35 students and researcher used random sampling.

Table II

Sample of grade XI SMA DarulIkhlas Boarding School Padangsidimpuan

No.	Class	Students
1	IPA^1	4
2	IPA^2	4
3	IPA^3	4
4	IPA^4	3
5	IPA^5	3
6	IPA^6	3
7	IPS^1	4
8	IPS^2	3
9	IPS^3	4
10	IPS^4	3
Total sample		35

D. The Technique of Data Collection

1) Explaining about the outline of the explanation text.

2) Preparing the test.

The researcher made test in essay test.

3) Giving students the test according to the sample.

4) Determining the time for students to do the test.

   The researcher determine the time of doing the test. The time of doing

   test in 50 minutes.

5) The researcher gave chance or time for students to do test and

   researcher monitor the students during the text will do.

6) After students finish answer the test, the researcher will collect their

   answer to be analyze.

In this research, the researcher used test for collecting data. SuharsimiAkunto said that, " Tesadalahsederetanpertanyaanataulatihansertaalat yang digunakanmengukurketerampilan, pengetahuan, inteligensi, kemampuanataubakat yang dimilikiolehinndividu".[33] It meant that, " test is number of questions to measure the skill, knowledge, ability or talents are had by individual or group". The test is given to know the students' ability in writing explanation text.

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[33]SuharsimiAkunto, *ProdedurPenelitianSuatuPendekatan,* (Jakarta: RinekaCipta, 1997), , p. 156

Table III

The indicators of writing explanation text can be stated as follow:[34]

No	Indicators	Score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form (organization)	20[35]

E. The Technique of Data Analysis

After collecting students' answer, the researcher had analyzed the result of the test with mean scores and the average scores. The researcher would present the result of test in descriptive data.

After the researcher get the data, it was entered in frequency table with formula as follow:

$$z = \frac{\frac{\times}{n} - p}{\frac{\sqrt{p}(1-p)}{n}}$$

[34]Peter Knapp, *Genre Text Grammar Technologies for Teaching and Assessing Writing,* (Australia: University of New South Wales, 2005), p. 147

[35]Arthur Hughes, *Testing For Language Teachers, (New York: Cambridge University Press, 1990), p. 91-93*

Explanation :

x = Data that includes hypothesis categories

n = All the data

P = Hypothesis proportion[36]

Table IV

The classification Quality of the Students' Score

No	Percentage	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

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

1) If the value of means score 0-20, it can be categorized into very low ability

2) If the value of mean scores 21-40, it can be categorized into low ability

[36]Ahmad NizarRangkuti, *StatistikPenelitianPenddikan,* (Medan: PerdanaMulyaSarana, 2014), p. 80

3) If the value of mean scores 41-60, it can be categorized into enough ability

4) If the value of mean scores 61-80, it can be categorized into high ability

5) If the value of mean scores 81-100, it can be categorized into very high

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

1. Settings

The place of the research was at Grade XII SMA DarulIkhlas Boarding School Padangsidimpuanngan. It was located in Goti, Padangsidimpuan. It was a national standard school with 14 classes. Each class consists of 39 students. There are 54 teachers in this school. There are five English teachers in this school. The English subject had four periods in a week.

The participants of this research were the tenth grade students of Grade XII SMA DarulIkhlas Boarding School Padangsidimpuan. The research participants were the students of class XII- Accountant. It consists of 35 students. There were 30 female and 5 male. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the applying debate technique was not well organized. For the second cycle, after redesign a procedure teaching speaking through CTL, the students become active and interested in teaching learning program.

2. Action

The writer divided this action research into two cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection. In this chapter the writer described the research and findings. Before doing the cycles, the writer gave pretest to the students to know their speaking skill.

B. The comparative Result of the Action

In the first cycle, the writer gave pretest to know students' speaking skill, and their problem in speaking. There was a topic that students got from teacher. Many students were difficult to express their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the first meeting (pretest), the students understood about points of speaking : accent, grammar , vocabulary, fluency, and comprehension.

Table 1. The Result of the First Meeting/ pretest

Criteria	Speaking Scores			
Of Speaking	5	10	20	Total of students
Accent	20	15	-	35 students
Grammar	25	10	-	35 students
Vocabulary	30	5	-	35 students
Fluency	25	10	-	35 students
Comprehension	29	6	-	35 students

Based on the data in the above table writer concluded in accent criteria that there were 20 students got score 5, there were 15 students got score 10, and there weren't students got score 20. In grammar criteria there

were 25 students got score 5, there were 10 students got score 10, there weren't students got score 20. In vocabulary criteria there were 30studentsgot score 5,there weren't studentsgot score 20. In fluency criteria there were 25 students got score 5, there were 10 got score 2, there weren't students got score 20.In comprehension criteria there were 29 students got score 5, there were 6 students got score 10, there weren't students got score 20.

Therefore, from description of score pretest above writer concluded that the mean score of accent was 2.5, grammar was 2.5, vocabulary was 2, fluency was 2.25, comprehension was 2.5. The mean score of pretest was 33.85.

In the first cycle the writer applied three meetings. After doing an action in the first cycle, the writer found the result of speaking test through Contextual Teaching and Learning (CTL) in the last meeting of the first cycle. The writer would explain as followed:

Table 2.the Result of the first cycle

Criteria of speaking	Speaking score			Total of the Students
	5	10	20	
Accent	10	20	5	39 Students
Grammar	12	20	3	39 Students
Vocabulary	12	22	1	39 Students
Fluency	18	17	-	39 Students
Comprehension	15	20	-	39 Students

Based on the data in the table above writer concluded that in criteria of accent there were 10 students got score 5, andthere were 20 students' got score 10, there weren't students got score 20.In grammar criteria there were 12 students got score 5, there were 20 students got score 10, and there weren'tstudents got score 20. In vocabulary criteria there were 20 students got score 5, there were 14 students got score 10, there were 1 students got score 20. In fluency criteria there were 20 students got score5 and there were 15 students got score 10, and there weren't students got score 20. In comprehension criteria there were 22 students got score 5, there were 13 students got score 10, and there weren't students got score 20.

From the score of all criteria in the first cycle the students' skill were increased from the first meeting up to the third meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.

So, from description of score at the first cycle above writer concluded that the mean score of accent was 3.5, in grammar was 3.5, in vocabulary was 3, in fluency was 2,8, in comprehension was 2.9. The mean score of first cycle was 44.85.

In the second cycle the writer improved her ability in teaching to make the students more interested in learning especially in learningspeaking lesson. The writer gave students motivation and made them more diligent in study.

In the second cycle at the last meeting the writer also gave the speaking test to know about how deep was their ability in speaking through Contextual Teaching and Learning (CTL). In the last meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. The score of the students' ability we could see from the tables as followed:

Table 3.the result of the second cycle

Criteria of Speaking	Speaking score			Total of Students
	5	10	20	
Accent	-	3	32	35 Students
Grammar	-	9	26	35 Students
Vocabulary	-	9	26	35 Students
Fluency	-	22	13	35 Students

Comprehension	-	32	3	35 Students

Based on the data on the above table writer concluded that in criteria of accent there weren'tstudentsgot score 5, there were 3 students got score 10, and there were 32 students got score 20. In grammar criteria there weren't students got score 5, there were 9 students got score 10,andthere were 26 students got score 20. In vocabulary criteria there weren'tstudents got score 5, there were 9 students got score 10, and there were 26 students got score 20 students. In fluency criteria there weren't students got score 5, there were 22 students got score 10, and there 13 students got score 20. In comprehension criteria there weren't students got score 5, there were32 students got score 10, and there were 3 students got score 20.

So, from the description of score at above second cycle the writer concluded that the mean score of accent was 5.6 in grammar was 5.25 in vocabulary was 5.3, in fluency was 5.1 and in comprehension was 5.4. The mean score of second cycle was 76.14

The mean score of the students' score in the second cycle was higher than first. So it can be said that the students' speaking skill through authentic material picture increased from. It can be seen from the following table.

Table 4. The Improvement of students' mean

Meeting	Total Score	Mean
Pretest	1175	33,85
Cycle 1	1570	44,85
Cycle 2	2730	78

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. There was high improvement. The first meeting / pretest, there was no students got 65 points. In cycle 1 in the last meeting were 2 students (5.12 %) got 65 points. In cycle 2 in the last meeting were 35 students (97.49%) got 65 points.

The percentage of the improvement for students' speaking skill could be seen in the following table:

Table 5.the percentage of students' speaking skill

Through authentic material picture

Meeting	The students Got points Up 65	The total Number of Students	Percentage
Pretest	0	35	O %
Cycle 1	2	35	5,12%
Cycle 2	33	35	97%

The result indicated that there was an improvement on the students'
speaking skill through Contextual Teaching and Learning (CTL). It
consisted of two cycles. Each cycle consisted of three meeting. There was
first meeting until three meeting concluded cycle 1 and forth meeting until
six meeting concluded cycle 2. So, the total meetings were eight meetings,
because the researcher made pretest before.

C. Analysis the Result of the Research

Classroom action research in using Contextual Teaching and Learning (CTL) should maximize opportunity to learners to use target language for meaningful purposes. With the attention of the message they are speaking in English rather correction structure of language. Students were given opportunities to focus on their learning process and developing of appropriate technique learning. The teacher would give the chance to students to explain about more topics what they know, giving the time to students to explain the picture and active in speaking activities. After make the students feel comfortable and understand in speaking test, it seems advisable to challenge them to think critically with it. By authentic material picture in students' speaking skill.

In this study, it was found that the improvements of the students' score, in the first meeting/pretest, the mean of the students were 33.85. In this meeting, there was no students got 65 point. The result of the research in the first cycle were44.85.The mean of the students were there were 2 students got 65 point, the result of the research in the second cycle were 78, the mean of the students there were 33 students got 65 point. So, from the result above the studentss' speaking skill improved by using Contextual Teaching and Learning (CTL). Writer would describe students' ability score was increased from pretest, first cycle up to second cycle. See in appendix.

From the interpretation of the score of the students, the implementation of Contextual Teaching and Learning (CTL) to improve

students' speaking skill at Grade XII SMA DarulIkhlas Boarding School Padangsidimpuan, has become one of media that can be used by the English teacher and can assist students in learning speaking.So, from the analysis of the research, Contextual Teaching and Learning (CTL) could improve students' speaking skill.

D. Discussion About the research Finding

The researcher organized all the quantitative data from all meetings. In every two meetings, the writer conducted with speake in the class. From the first evaluation, it was found that students' achievement in speaking was still low. They were confused and not cofidence how to speak well. Next, the first cycle of classroom action research was conducted and students were given CTL (contextual teaching and learning) at the first time. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support this research finding beside the quantitative data (speaking evaluation score) the qualitative data were taken from test and observation sheet. The test in this research is speaking based on context of daily life, chooses the topic. Observation result showed that the students gave their good attitudes and responses during the teaching and learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They became more active and interested in spaeking. The

questionnaire showed that students agree that the application of CTL (contextual teaching and learning) had helped them in speaking skill. Based on the result, in found that the application of CTL (contextual teaching and learning) had successfully improved students'speaking skill.

CHAPTER V

THE CONCLUSION AND SUGESSTION

A. The Conclusion

After analyzing and calculating the result of the data. Researcher can be concluded that the students' ability in writing explanation text at grade XI SMA DarulIkhlas Boarding School Padangsidimpuan as follows:

1. Students' ability in writing explanation text at grade XI SMA DarulIkhlas Boarding School Padangsidimpuanare 30.6. it could be categorized in to enough category.

2. The hypothesis of students' ability in writing explanation text at grade XI SMA DarulIkhlas Boarding School Padangsidimpuan was accepted by using z test. It can be seen $z_{hitung}3,73>z_{tabel}0,499$. It means hypothesis was accepted.

B. The Suggestion

Based on the concluding and the implication of the research that have mention previously, the researcher would like to give some suggestion to people who gets benefits from this research.

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

2. To students of SMA DarulIkhlas Boarding School Padangsidimpuan should be increased their ability in learning English, especially in writing Explanation Text.

3. The English Teacher should improve their teaching method in teaching English, especially in writing explanation text.

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DAFTAR RANCANGAN ANGGARAN BIAYA PENELITIAN MANDIRI TAHUN 2019
KLUSTER PENELITIAN PENGEMBANGAN PROGRAM STUDI

PENELITI : Lila Novra Dini Saragih, M. Hum.

Judul   : The Students' Ability in Mastering Reported Speech at Grade XI SMA Darul Ikhlas Boarding School Padangsidimpuan

NO	URAIAN KEGIATAN	Vol	Frek	Sat.	Harga (Rp)	Jumlah
A	**PRA-KEGIATAN**					
1	*Pengadaan ATK Selama Penelitian*					
	Kertas A4 Mirage 80 gram	1	3	Rim	40.000	120.000
	Tinta Hitam Printer	1	1	Btl	40.000	40.000
	Tinta Warna Printer	1	1	Btl	45.000	45.000
	Catrigt Canon Black	1	1	Bh	255.000	255.000
	Catrigt Canon Color	1	1	Bh	275.000	275.000
	Buku Agenda	2	1	Bh	40.000	80.000
	Stapler	1	1	Bh	25.000	25.000
	Anak Stapler	1	1	Ktk	10.000	10.000
	Stabilo	2	1	Bh	5.000	10.000
	Map Plastik	3	1	Bh	10.000	30.000
	Materai 6000	10	1	Eks	7.000	70.000
	CD-RW	4	1	Bh	10.000	40.000
						1.000.000
	PELAKSANAAN PENELITIAN					
2	*A. Pengumpulan Data Penelitian ke Lapangan*					
	Uang Harian dan Transportasi Survey Lokasi	3	2	OK	370.000	2.220.000
	Memperbanyak Instrument Penelitian	30	8	Eks	2.500	600.000
	Review Proposal	1	1	OK	600.000	600.000
	Uang Harian dan Transportasi Pengumpulan Data	4	4	OK	370.000	5.920.000
	Review Laporan Antara dan Hasil	2	1	OK	500.000	1.000.000

	B. Analysis Data dan Penyusunan Laporan					
	Penggandaan Laporan Mini/Excetive Summary	2	1	Eks	30.000	60.000
	Penggandaan dan Penjilidan Laporan Keuangan	2	1	Eks	50.000	100.000
	Penjilidan Laporan	10	2	Eks	75.000	1.500.000
						12.000.000
	PASCA PENELITIAN					
	Publikasi Artikel Jurnal					
3	Pengurusan Jurnal Terakrditasi	1	1	Ar	500.000	500.000
	Pengurusan HAKI	1	1	Ar	500.000	500.000
						1.000.000
	JUMLAH TOTAL					**14.000.000**

Keg: kegiatan

OK: Orang per Kegiatan

OJP: Orang per Jam Pelajaran

OH: Orang per Hari

OJ: Orang per Jam

OR: Orang per Responden

Eks: Eksamplar

Padangsidimpuan,   Juni 2019

Peneliti,

Lila Novra Dini Saragih, M. Hum.

NIDN. 2018118901