

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It covers seven parts. They are background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, importance of the research and the definition of the term.

A. Background of the Problem

Writing is one of skills among four basic skills, which is also taught besides listening, reading and speaking in SMAN 1 Tambusai Utara. It is taught from the first up to the third grade students with the different materials for each semester. Every student is expected to have good English skill not only in speaking but also listening, reading and writing when they graduate from senior high school. English taught to the students here is as one of the subjects tested in national examination.

In order to have good English skill especially in writing, all students need to practice their writing English both in and outside their classroom. Actually, various activities can be done to improve their English skill. One of the English skills is writing. writing can be used as a tool to transfer knowledge, opinion, and experience from our mind into written form. Writing can be a great tool to help us to combine our experience, knowledge, or opinion. For example, in teaching learning process the students can share their knowledge or experience to other people through their writing.

In the other words, writing is a media of communication between the writer and the reader. For example, the students create a written like; a short

story, poetry and others. They can share or publicize their writing into book, journal, and news paper then the reader can read it.

Based on the writer's teaching at SMA Negeri 1 Tambusai Utara, there are many kinds of text type that should be mastered by senior high school students and will have to write. The kinds of genre of text such as: Explanation text, Narrative text, Spoof text, Descriptive text, Exposition text, News Items text, Report text, Recount text and Discussion text. In writing, we should follow the generic structures of the text including the use of grammar. One of them is explanation text.

The other side, writing is not an easy skill to master. Writing is the hardest among other skills. Jack C. Richards and Willy A. Renandya state that "writing is the most difficult skill for second language learners to master". In writing, writer does not only write down what in their mind but also how to make the reader easy to understand what they have written, the reader gets the message from their writing and the writer should make their writing meaningful too. Meanwhile, in writing the students also should possess the skill ability to organize their writing into good parallel of sentences and good arranging paragraph. So, based on the reasons above writing become as the most difficult skill to be learnt among other skills.

Thus, students' ability in writing skills still a problem and writing is not satisfied yet in some of schools especially at grade XI science 2 of SMAN 1 Tambusai Utara. Based on the writer's teaching experience in SMAN 1 Tambusai Utara, there are some problems owned by students in writing skill. This happened because most of students faced with some difficulties to make a

good written. The difficulties were classified into four categories namely; students' writing skill ability are low, the students are less in vocabulary mastery, they are less in structure and grammar mastery and they are difficult to organize and develop ideas into a good paragraph.

According to current conditions, SMA Negeri 1 Tambusai Utara also implemented online learning during the Covid-19 pandemic. As of March 19, 2020, the school in Rantau Kasai village, Tambusai Utara sub-district, Riau, has already dismissed its students as a form of emergency decision to prevent the spread of the virus.

The key to the effectiveness of an online learning system is how a teacher remains creative to present online learning in a fun and easy way to understand so that students do not feel bored and remain productive at home.

Where a number of positive challenges include the first to demonstrate the ability of teachers to utilize technology media with Zoom presentations, assignments via Google Classroom, Quizizz, pre-test or post-test with quizzes, and project assignments using Google Drive, interactive presentations with peardeck, and others.

Second, it presents planned and effective learning within time constraints. This can be done by preparing a quality lesson plan and arranging detailed learning steps. Teachers and students can set learning goals according to time availability and choose the material to be delivered with appropriate and accurate steps.

Third, is how the teacher is able to unite the perceptions and concentrations of students who are far apart. This can only be done by teachers

who have a clear vision in learning and are able to form an inner bond with students by performing their roles as motivators, facilitators, mediators, and communicators.

Basically, the teacher must help students develop their writing skill ability by verifying and trying new strategies and technique of writing skill ability. To make students understand writing explanation text, there are some strategies and methods that can be used in teaching and learning process.

Based on the explanation above, the writer is interested to **Students skill in Writing of Explanation Text at Grade XI science 2 in SMA N 1 Tambusai Utara.**

B. Setting of the Problem

Based on the background of the problem above, the researcher has found many problems on students ability writing explanation text at grade XI science 2 in SMAN 1 Tambusai Utara . Firts, Students' writing ability are low. Second, students are less in vocabulary mastery. The last, they are less in structure and grammar mastery and they are difficult to organize and develop ideas into a good paragraph. So students cannot write english text correctly. It makes them do not understand about explanation text clearly.

C. Limitation of the Problem

Based on identification of the problem above, the researcher limits this research on the students skill in writing of explanation text at grade XI science 2 in SMA Negeri 1 Tambusai Utara.

D. Formulation of the Problem

In conducting the research, researcher focus on how are students skill in writing explanation text at grade XI science 2 in SMA Negeri 1 Tambusai Utara.

E. Purpose of the Research

The purpose of the research is to find out how is students skill in writing explanation text at grade science 2 in SMA Negeri 1 Tambusai Utara.

F. Significance of the resarch

The researcher expected to give some importance for students, the next researcher, the teacher and the reader, here are bellow:

1. For students

This research may help the students know their writing skill in Explanation text.

2. For the next researcher

Give information about students' skill in writing explanation text as basic materials for the next study.

3. For the teacher

Give information about students' skill in writing explanation text for that the teacher can improve the students' skill in writing explanation.

G. Definition of Key Terms

There are some term that used in this research, they are:

1. Writing skill

According to Harmer (2004:08) writing is an expression to collect ideas and put them into suitable form of word. From definition about it can be concluded that writing is a way to produce language that comes from our thought. It means that writing is a skill in pouring ideas or picture that is in the human main into a paper that can be read and easily understood by other.

2. Explanation Text

Explanation text is a text to explain why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation or working of an object or phenomenon. Gerot and Wignell: Explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter focuses on the theoretical frame work of the research. There are several points in this chapter which elaborate the theories as the foundation in conducting the research. This chapter consists of review of related theories, review of related findings, and conceptual framework.

A. Review of Related Theories

a. Writing

1. Definition of Writing Skill

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative.

According to David Nunan language generated by the students (in speech or writing) is referred as productive. Language directed at the students (in reading and listening) is called receptive.

According to Harry A. Greene and friends: writing is one mean for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual and writing is the stage in which the

writer produces a rough draft of the paper. Writing is regarded as a continuous, coordinated performance and a process of immense perceptual, linguistic, and cognitive complexity. It is an extremely complex cognitively in which the writer is required demonstrate control of a number of variable simultaneously.

Fajri also concludes that: writing is a description of language, which is understandable by someone using symbols. In other words, writing can be defined as a tool of language describe to someone about messages by using visual writer symbol.

On other hand, According to A.S Hornby, writing is written works of author or person's handwriting.

In addition according to David Nunan says: Writing is both a physical and a mental act. At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer.

Rivers as quoted by Swarbick describes five stages of development which students need to go through in acquiring competence in writing, i.e.: copying, reproduction, recombination, guided writing, and free writing. In terms of writing process, the content and the medium of the writing may influence it. The processes are planning, drafting, editing and final version or final draft. The steps are important in composing a good writing.

Regarding activities before writing, Brown and Harmer note that the activities include exploring ideas which could be building vocabularies, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. writing should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, and writing the first draft. This is not the end of writing. After writing the first draft, it should be edit and revise about the content, form, organization, cohesion and style then grammar. In order to produce a good writing, it could be the fourth or the fifth draft or even more.

Further, writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.

So, based explanation above, the researcher concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

2. Stages in Writing Process

Writing is a product from some proceses. According to Donal Graves there are five-steps of writing process.

1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (describe below) are all ways to generate ideas.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around

4) Editing

This is the stage where grammar, spelling and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or

worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5) Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

Based on explanation above, there are some steps in writing. It explain that writing need process, from a word to be a sentence and from a sentence to be a text. The process of writing will make possible to get good written.

3. Purpose of Writing

There must be any purpose of writing. It is imposible if people write with no purpose, although people just write a simple writing. There are some perpose of writing:

1) To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

2) To Persuade

People sometimes write to make someone do or believe something by giving some reason.

3) To Express

People writes almost everything includes their self-expression. Writing also provides opportunity to show their personality.

4) To Entertain

Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.

From explanation above, researcher define that writing is has some purposes. It is the reason why writing is one of skill that must be learned and the reason why students must be mastery in writing skill.

4. Writing Assesment

Writing is the skill that has result in the end process. To know the result that get when students writing there must be assess. There are some criteria for writing assessment. There are:

- 1) Grammar, is the part of study of language which deals with forms and structure of words.

- 2) Vocabulary is defined as an interrelated group of non-verbal system symbols, sign, and gesture.
- 3) Mechanics, the criteria is talk about pronunciation and spelling of the writing.
- 4) Fluency, in fluency of writing must be consistence between choice of stuctures with vocabulary and also both of them must be appropriate.
- 5) Form, is one of the main assessments in writing ability. This criterion is identifined introduction, body, and conclusion of writing task.

b. Explanation Text

1. Definition of Explanation Text

Explanation text is to explain why an object exist as it or to describe how an object works. It is also to describe the process involved in the information or working of an object or phenomenon. Gerot and Wignell states that: “ explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

According Otong Setiawan Djuharie:

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

An explanation was often inderpinned by an understanding that is represented by diffrent media such as music, text, and graphics. Thus explanation was subjected to interpretation, amd discussion. In sintific

research, explanation is one of the purpose of research, e.g., exploration and discription. Explanation is a way to uncover new knowledge, and to report relationship among different aspects of studied phenomena.

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

To write explanation text, there is some considerations which should be care suggested by pardiyono as states in the table below:

Table 2.1
Text Element of Explanation Text

Text Element	Fuction
General statement about a particular topic to be explained	Content a general statement about a topic will be explained, the places process, the happened process and the formed process. Must Brief character, interesting and clear, which be able to stimulate interest of the readers in detail.
Sequene of explanation that describe the process, the formation, the involment, etc	In detail about explanation of the place process, the happened process,or the formation process. It very relative to answer the quetion :how” which the answer as statement or declarative sentence. (question answer as “how” which as interactive sentence in genre procedure)

	<p>Grammatical patterns:</p> <ul style="list-style-type: none"> - Many using declarative sentence (positive or negative) in present tense form. - The using of verbs of being, verbs of having and verbs of doing, for instance: go down, digest, lead, and skill.
Closing (optional)	Content the conclusion or statement about has just expalined.

2. Purposes of Explanation Text

In general, text explanation is very effective to explain to how process a phenomenon happens, or explain about existanceea phenomenon.

explanation text is one of the purposes of research, e.g., exploration and discription. Explanation is a way to uncover new knowledge, and to report relathionship among different aspects of studied phenomena.

3. Example of Explanation Text

The following paragraph is example of explanation text:

Table 2.2
Tsunami

Text Organization	Example
A general Statement	A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Sequence of explanation	Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.
Closing	Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

c. Writing Skill

There are four language skills which learned by students at senior high school. One of them is writing. Writing is one of the subjects, most difficult for senior high school. In learning writing, students not only have to know vocabularies or words, but they have also known how to structuring that words be a paragraph. Besides that, the students cannot get much attention and guidance from the teacher. When writing, students frequently have more time to think. So, the teacher should give motivate in teaching learning process. To help students to become better writers, the

teachers have a number of crucial tasks to perform. The number of crucial tasks to perform by harmer (2004:41-42).

d. Text

Text is result writing. Text consist several paragraphs, and in paragraph consist several sentences. The main parts of the text have introductory, body and concluding. In English there are several kinds of text should be mastered by students. All of them have text organizations and language features. One of them is Explanation Text.

e. Explanation Text

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form.

When writing explanations 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 explains an occurrence or 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 type explains why things happen, for example why objects expand and contract and why bathroom mirrors mist up when we shower. Yet another type may explain the similarities and differences between objects and a final type would explain how to approach a problem that has to be resolved.

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

Explanation has text organization that consist of a title that indentifies the topic to be explained, an opening statement that indentifies the process to be explained, a clear order paragraph that describe how and why and a concluding paragraph that puts all the information together by basher (2017:102).

Here is the example of explanation text:

Earthquakes

An earthquake (also called a shake, tremor or temblor) is the aftereffect of a sudden arrival of vitality in the Earth's hull that makes seismic waves. The seismicity or seismic action of a range alludes to the recurrence, sort and size of quakes experienced over a time of time.

Earthquakes are measured utilizing perceptions from seismometers. The minute size is the most widely recognized scale on which earthquakes bigger than more or less 5 are accounted for the whole globe. The a greater number of various seismic tremors littler than size 5 reported by national seismological observatories are measured for the most part on the nearby extent scale, additionally alluded to as the Richter scale. These two scales are numerically comparative over their scope of legitimacy. Extent 3 or

lower tremors are basically practically impalpable or powerless and size 7 and over possibly cause genuine harm over bigger ranges, contingent upon their profundity. The biggest tremors in notable times have been of greatness marginally more than 9, albeit there is no restriction to the conceivable extent. The latest substantial tremor of extent 9.0 or bigger was a 9.0 greatness quake in Japan in 2011 and it was the biggest Japanese tremor since records started. Force of shaking is measured on the changed Mercalli scale. The shallower a seismic tremor, the more harm to structures it causes, all else being equivalent.

At the Earth's surface, tremors show themselves by shaking and infrequently uprooting of the ground. At the point when the epicenter of an extensive seismic tremor is found seaward, the seabed may be uprooted sufficiently to bring about a torrent. Earthquakes can likewise trigger avalanches, and sporadically volcanic movement.

In its most general sense, the word tremor is utilized to depict any seismic occasion — whether characteristic or brought on by people — that creates seismic waves. Seismic tremors are created generally by burst of geographical deficiencies, additionally by different occasions, for example, volcanic action, avalanches, mine impacts, and atomic tests. A quake's purpose of beginning break is called its center or hypocenter. The epicenter is the point at ground level specifically over the hypocenter.

[www.sekolahbahasai
nggris.co.id](http://www.sekolahbahasai.nggris.co.id)

f. Writing Assessment

According Arikunto (2009) assessment is taking decision towards something with measurement good or bad. Then according to Murcia and Marianni (2001) writing assessment is the key component of all writing classes. It means that writing assessment is a process to give or to

determine value towards result of study based on several criterions by using scale. According to Widodo (2006: 181) there are five criteria's writing assessment, they are:

1. Content

Content is how the writer develop idea related with the topic that want to discuss. Ideas are expressed in writing can form science and information. Science and formation can accept by the reader if statement based on fact, opinion and experience. Content is a group ideas are presented in writing.

2. Organization

Organization is the arrangement of the larger unit of meaning in paper. A unit that consist several part in group to certain purpose, which is in every part is related to each other and harmonious. The parts in writing are introductory, development and conclusion. The topic sentence in paragraph is hook with thesis statement. The statement is expressed clearly, coherently, and logically.

3. Language used

Language used is controlled which is using complex and compound sentences, appropriate vocabulary and idiomatic language. A compound sentence is sentence has two independent clauses. And independent clause is a part of sentence that can stand alone because it contents a subject and a verb and expressed complete thought.

Basically, a compound contains two simple sentences. These independent clauses are joined by a conjunction (for, and nor, but, or yet, so).

The vocabulary is group of words. Words is selected into writing properly disclosed and knows the form the of the word. Vocabulary is important in writing because it the writer have many vocabulary, he will be easier to product idea into writing English.

An idiom is an expression whose meaning can't be directly derived from the meanings of the words it contains.

4. Mechanics

Mechanics is using punctuation and spellings. Punctuation is standard set of marks used in written and printed texts to clarify meaning and to separate sentence words and parts of words. Punctuation has function to easy to reader in understanding about writing. The next, spelling is pronouncing words one by one. A good writing is mastering writing regulation and controlling of spellings.

5. Style

Style in writing refers to the correct use of language. The essay has stylistic control and impressive creativity. It deals with how the writer uses language in producing certain writing text.

B. Review of the Related Findings

This researcher has many studies is related that have been done by many researchers. First, the research conducted by Dian (2015) entitled “ Improving students writing accuracy in writing explanation text through dyadic essay technique”. The purpose of research is to know the correlation between improving students writing accuracy in writing explanation and using dyadic essay technique. The method of this research was descriptive qualitative.

Second, Nawawi (2011) entitled “ Improving students’ writing skill of descriptive text through guided question”. His research was aimed writing skill of descriptive text used guided question a classroom action research at VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan. The result of posttest shows that there are 43 students (100%) who pass KKM, there are also 100 % of students of understand the material, 100% of students thought that guided questions make them easily in making descriptive paragraph in 88,37%.

Third, Fasya (2015) entitled “ Improving the grade VIII students’ writing skill of narrative text though dictogloss at SMPN 1 Mungkid Magelang in academy year of 2014/2015”. The result also showed that they for teaching – learning writing skill.

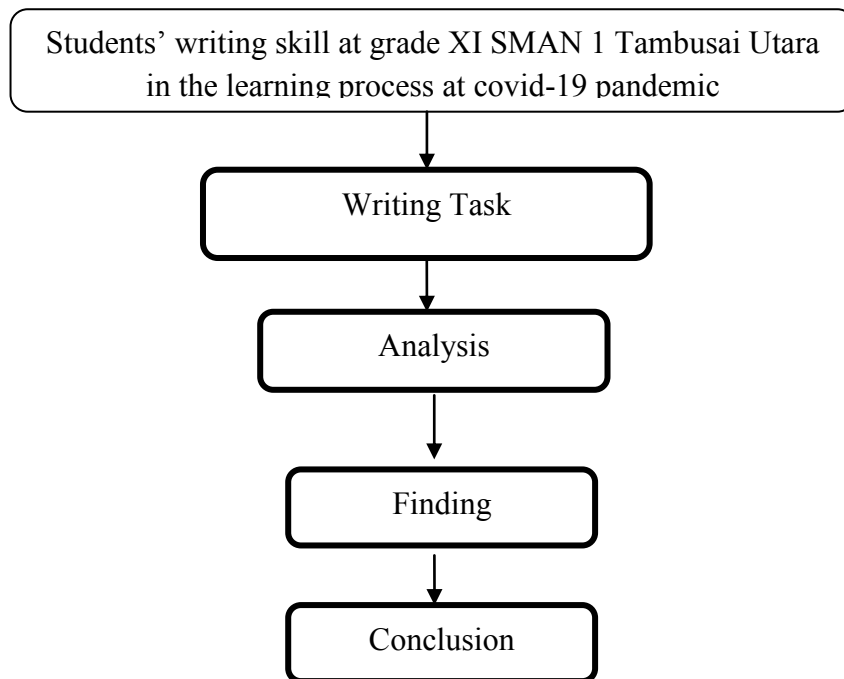
Based on contribution study above, the researcher considered positive contribution of that conduct research. As a notes that none of them conducted research about students’ skill in writing of explanation text. Furthermore, explanation text in English very important to learnt, it can make students easier to write explanation text. In this paper, the researcher found out how good

students' skill in writing explanation text at grade XI science 2 in SMA Negeri 1 Tambusai Utara.

From the all the research finding explains above the researcher would make something batters at this research, the researcher would test for then class is understandable by the students who learn about that.

C. Conceptual Framework

The successful of writing ability depend on many factors. One of them is how the teacher teaches English to the students. The suitable method is very important to teach writing explanation text. Writing explanation text is to explain why an object exists as it or to describe how an object works. It is also to describe the process involved in the information or working of an object or phenomenon.



The scheme above shows the steps that the researcher did when conducting research. The researcher started by listing the problems that students face.

Then, in collection the data, the researcher used writing test to know the students' writing skill in explanation text. There are five criteria's writing assessment in this research such as content, organization, language use, mechanics and style. In writing explanation text, students would consideration text organization of explanation text such as titled, opening statement, sequence explanation, and concluding. After researcher got the data, the next steps are the researcher analyzed the data with the formula and description for writing assessment scheme by helping raters. Finally the researcher got findings and discussion, after that got the conclusion.

CHAPTER III

RESEARCH METODOLOGY

This chapter discusses about the introduction of the research. It consist of research design, setting of the research, instrumentations, the population and sample, technique of collecting the data and technique of analyze the data.

A. Research Design

This research used descriptive quantitative design. It has only one variable that is students' skill in writing explanation text. According to Kasiram (2008: 149) in Syarif (2009:11), quantitative research is a process finding knowledge by using data in form number as tool to analyze explanations about what researcher want known. It means the descriptive quantitative is a process finding the fact or knowledge by using number to analyze the data. In this method, the researcher described all of the data correctly and objectively based on what researcher finding after analyzing the data.

B. Setting of the Research.

The setting in this research was conducted at the eleventh grade science two students of SMAN 1 Tambusai Utara in the academic year of 2019/2020, because the researcher found the problems of writing an explanation text in this class.

1. Population

Population is the subject will be researched. According to Dajan (1986:110) population is all elements of the same characteristic. The population of this research was grade XI Science of SMA N 1 Tambusia Utara in academic year 2019/2020 with total number were 4 classes, which consisted of class XI science 1 = 35 students, XI science 2 = 33 students, XI science 3 = 36 students, XI science 4 = 35 students.

2. Sample

Sample is part of population, which is chosen to participate in the study. The researcher observed not all of classes but only a class that was students' grade XI science 2 of SMA Negeri 1 Tambusai Utara with the total number was 33 students sampling in this study was used by cluster random sampling. Gay (2009) states that cluster random sampling randomly select groups not individuals. The sample was obtained by selecting the intake group as a whole which is known a cluster sampling as (Singh, 2006:89).

C. Instrumentations

In this research, the researcher used writing test as an instrument. The researcher asked students to write an explanation text with three topics. Then they wrote an explanation text based on the topics that students like with considers text organization and language features. The researcher used writing test the writing skill in explanation text.

D. Procedures of The Research

There are some procedures of the research:

1. Firstly, the researcher went to SMA Negeri 1 Tambusai Utara.
2. Second, the researcher arranged the time for doing the writing test about explanation text. It was to know the students' writing skill in explanation text.
3. The test took at grade XI science 2 used online learning by using WhatsApp groups.
4. Finally, the researcher analyzed the data.

E. Technique of Collecting the Data

Wina (2013: 247) states that research as a scientific way in solving the problem will be related to the instruments of collecting the data. Without the appropriate instruments, the research will not produce something expected. Because the instrument of collecting the data also describes how the implementation of it, it is often called the technique collecting data of research. The data was collected from students' writing skill in explanation text in form of writing test.

The procedures of collecting the data were as in the following:

1. Researcher check students absent by using whatsapp group of grade XI science 2.
2. Researcher reminds students to write an explanation text with choose one of the topic bellow, they are formation of rainbows, life cycle of any animal, and how tsunamis are formed.

3. Researcher given students' time for write explanation text by following text organization and language features. The time along 120 minutes to write an explanation text.
4. After that, researcher asks the students to collect their writing explanation text in WhatsApp group.

And the data of this research got from the scores of the students' skill in writing explanation text. To analyze the test the researcher used writing assessment according to Widodo (2006) in table 3.1.

Table 3.1. Description for writing assessment schema

Criteria	Remarks	Score	Description
content	Excellent	5	Very clear and substantive understanding of the topic given in the terms of the length / scope of the essay, well-developed, thoughtfully and thoroughly supported, very reasonably and relevantly-presented excellent awareness of audience and purpose.
	Good	4	clear and substantive understanding of the topic given in the terms of the length / scope of the essay, well-developed, thoughtfully and thoroughly supported, very reasonably and relevantly-presented excellent awareness of audience and purpose.
	Fair	3	Fairly clear and substantive understanding of the topic given in terms of the length/ scope of the essay, sufficiently-developed, satisfactorily-supported and presented, satisfactory awareness of audience and purpose.
	Poor	2	Poor understanding of the topic given in terms of the length/ scope of the essay, occasionally irrelevant and poorly-developed as well as supported,

			dissatisfactory-presented, poor awareness of audience and purpose.
	Very Poor	1	Barely clear understanding of the topic given in the term of the length/ scope of the essay, irrelevant and lack of logic, little/no evidence of ability to generate ideas, little/no attempts to address appropriate audience and purpose.
Organization	Excellent	5	A very convincing and clear thesis statement, very coherent and well organized in an introduction, development, and a conclusion with excellent use of cohesive devices (paragraph at the essay level, sentence at the paragraph level), very appropriate and logical structure both within the essay as a whole and within the paragraph, excellent mind ideas at the paragraph level, very well-informed.
	Good	4	A convincing and clear thesis statement, very coherent and well organized in an introduction, development, and a conclusion with excellent use of cohesive devices (paragraph at the essay level, sentence at the paragraph level), very appropriate and logical structure both within the essay as a whole and within the paragraph, excellent mind ideas at the paragraph level, very well-informed.
	Fair	3	A fairly convincing and clear thesis statement, coherent and satisfactorily-organized in an introduction, development , and a conclusion with satisfactory use of cohesive devices (paragraph at the essay level, sentence at the paragraph level), very appropriate and logical structure both within the essay as a whole and within the paragraph, excellent mind ideas at the paragraph level, very well-informed.

	Poor	2	A barely convincing and less clear thesis statement, less coherent and poorly-organized in an introduction, development, and a conclusion with satisfactory use of cohesive devices (paragraph at the essay level, sentence at the paragraph level), very appropriate and logical structure both within the essay as a whole and within the paragraph, poor main ideas at the paragraph level, poorly informed.
	Very Poor	1	A unclear thesis statement, incoherent and pointless in an introduction, development, and a conclusion without use of cohesive device (paragraph at the essay level, sentence at the paragraph level), inappropriate and illogical structure both within the essay as whole and within the paragraph, no main ideas at the paragraph level.
Language Use	Excellent	5	Excellent command of English, excellent control of language usage, very frequent use of excellent complex and compound sentences without any errors, impressive range of appropriate vocabulary and idiomatic language.
	Good	4	Good command of English, excellent control of language usage, frequent use of good complex and compound with in significant errors, good range of appropriate vocabulary and idiomatic language.
	Fair	3	Satisfactory command of English, satisfactory control of language usage, fairly frequent use of satisfactory complex and compound sentences with of few errors, a satisfactory range of appropriate vocabulary and idiomatic language.

	Poor	2	Poor command of English, poor control of language usage, frequent use of poor complex and compound sentences with many errors, poor range of appropriate vocabulary and idiomatic language.
	Very Poor	1	Very poor of English, very dissatisfactory control of language usage, very frequent use of very poor simple and compound sentences with numerous errors, a very considerable range of inappropriate vocabulary and idiomatic language.
Mechanics	Excellent	5	Excellent control of punctuations and spellings
	Good	4	Good control of punctuations and spellings
	Fair	3	Fair control of punctuations and spellings
	Poor	2	Poor control of punctuations and spellings
	Very Poor	1	Very control of punctuations and spellings
Style	Excellent	5	Evident stylistic control and display of impressive creativity and flair as well as originality throughout the essay.
	Good	4	Good stylistic control and display of impressive creativity and flair as well as originality throughout the essay.
	Fair	3	Satisfactory stylistic control and display of impressive creativity and flair as well as originality throughout the essay.
	Poor	2	Poor stylistic control and display of impressive creativity and flair as well as originality throughout the essay.
	Very Poor	1	Hardly any stylistic control and display of impressive creativity and flair as well as originality throughout the essay.

Widodo (2006)

F. Technique of Analyzing the Data

Based on the data of the research, the researcher analyzed the students' skill in writing explanation text to know each student's score. The researcher uses the formula from Harahap in Permai 2007.

$$M = \frac{X}{N} \times 100$$

Notes :

M = each students score

X = total of correct answer

N = total of items

Then the researcher changed the students score into percentage by using the formula from Sudijono 2009:43

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students

F = Number percentage of each letter case

N = Number of students

After calculating the data classified into excellent, good, fair, poor, and very poor grade, then the students' score was categorized into the following grade of classification as following the table below:

Table 3.2. The classification of the students score

NO	Range score	grade	Category
1	85 – 100	A	Excellent
2	70 – 84	B	Good
3	55 – 69	C	Fair
4	50 – 54	D	Poor
5	0 – 49	E	Very poor

Arikunto (2012)