

# Improving Students' Writing Skill In Explanation Text By Using Authentic Materials At The Eleventh Grade Of Sma Budi Agung Medan

*Improving Students' Writing Skill in Explanation Text by Using Authentic Materials at the Eleventh Grade of SMA Budi Agung Medan*

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## **ABSTRACT**

The purpose of this study was to ascertain the class XI MIA-James Watt SMA Budi Agung Medan students' writing abilities for explanatory texts. How does using authentic material improve students' ability to write explanation texts? is how the issue is formulated. This study's goal was to help high school students write explanatory texts more effectively by teaching them how to use real-world examples. The Classroom Action Research (CAR) methodology was used by the researcher. A total of 40 students from MIA-James Watt class XI made up the study's population. 90% of the students were able to complete writing exercises once the discussion approach was used, according to the study's conclusions, which included both qualitative and quantitative data. These findings are based on data from cycles I and II. In the pre-test, 17 students scored a success rate of 42%, while 23 students scored a failure rate of 57.5 percent. In the first cycle, 25 students scored a success rate of 62.5%, while 15 students scored a failure rate of 37.5%. In the second cycle, 36 students scored a success rate of 90%, while 10 students scored a failure rate of 10% on the post-test II. After the teaching and learning activities started, their explanatory text writing aspect improved significantly. It can be said that authentic material is effective in improving students' skills in writing explanatory texts.

**Keywords:** Authentic Materials, Explanation Text.

## **ABSTRACT**

Tujuan penelitian ini adalah untuk mengetahui kemampuan menulis siswa kelas XI MIA-James Watt SMA Budi Agung Medan terhadap teks eksplanasi. Bagaimana penggunaan materi autentik meningkatkan kemampuan siswa dalam menulis teks eksplanasi? adalah bagaimana masalah ini dirumuskan. Tujuan penelitian ini adalah untuk membantu siswa sekolah menengah menulis teks eksplanasi secara lebih efektif dengan mengajarkan mereka cara menggunakan contoh dunia nyata. Metodologi Penelitian Tindakan Kelas (PTK) digunakan oleh peneliti. Sebanyak 40 siswa dari MIA-James Watt kelas XI menjadi populasi penelitian. 90% siswa dapat menyelesaikan latihan menulis begitu pendekatan diskusi digunakan, menurut kesimpulan penelitian, yang mencakup data kualitatif dan kuantitatif. Temuan ini berdasarkan data dari siklus I dan II. Pada pre-test, 17 siswa memperoleh tingkat keberhasilan 42%, sedangkan 23 siswa memperoleh tingkat kegagalan 57,5 persen. Pada siklus I, 25 siswa memperoleh tingkat keberhasilan 62,5%, sedangkan 15 siswa memperoleh tingkat kegagalan 37,5%. Pada siklus II, 36 siswa mendapat nilai tingkat keberhasilan 90%, sedangkan 10 siswa memperoleh nilai tingkat kegagalan 10% pada post test II. Setelah kegiatan belajar mengajar dimulai, aspek menulis teks eksplanasi mereka meningkat secara signifikan. Dapat dikatakan bahwa materi autentik efektif dalam meningkatkan keterampilan siswa dalam menulis teks eksplanasi.

**Kata Kunci:** Authentic Materials, Explanation Text

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## 1. INTRODUCTION

People only need to master English because it has been recognized as an international language in every country in the globe, including Indonesia, despite the fact that there are thousands of languages used worldwide.

People who enjoy writing and are capable of producing written work that is helpful for the advancement of the nation can be used as one measure of a country's progress. Naturally, a lot of people in developed nations are aware of how important writing essays is, thus their intellectual level is higher than usual. Writing is a skill that is necessary for learning English, and it is also how people communicate with one another. People can express themselves or transmit knowledge about something by writing. According to Dalman in Dwinuryati et al., (2017), writing is a kind of communication in which messages or information are delivered in writing to other parties utilizing written language as a tool or medium. By applying creative thinking and refraining from concentrating on one specific issue, authors can produce a variety of writings that are original and adhere to the goals and purposes of writing.

. They each have a different level of difficulty for writing classes. Students often struggle with coming up with ideas for their writing since they need to be able to comprehend their surroundings in order for ideas to form. They must therefore be able to comprehend their environment, including the causes and effects of things like social and cultural situations. As a result, the researcher made the decision to look into explanation texts, which are texts that provide an explanation of a procedure, a natural occurrence, or a social phenomenon. These texts describe the causes and modes of action of natural, social, cultural, and scientific phenomena. This explanation is nearly identical to the procedure text, but rather of detailing how something happens (the process), this explanation text goes into further detail on how the process might happen. The use of the present tense, action verbs, and passive voice are three features of the explanation itself.

According to the researcher's experience from a previous teaching practice, students have difficulties learning to write, making teaching writing skills challenging. Lack of student enthusiasm, disparities in learning styles, and time restraints were among the challenges encountered. Then there are the issues that students themselves face, such as having few ideas, having trouble comprehending the subject matter, and having little desire to write. As a result, the researcher made the decision to investigate employing real media to teach explanation text to students. According to Setyowati and Sukmawan (2019), using authentic materials will improve students' language acquisition and develop their critical thinking skills

Material that is delivered directly with social examples or in-the-moment circumstances is considered authentic. As an illustration, genuine content such as TV shows, movies, online videos, podcasts, songs, postcards, magazines, newspapers, websites, food labels, price tags, social media posts, and others. With the aforementioned example, the researcher chose to use actual newspaper articles as authentic material to help students write better explanatory texts. These mediums would make learning more enjoyable and provide access to a wealth of information.

The researcher would conduct a study titled "Improving Student's Writing Skill in Explanation Text By Using Authentic Materials at the Eleventh Grade of SMA Budi Agung Medan" based on the aforementioned statement.

### **The Problem of the Study**

The study question is in formulated as follows in light of the background information provided: "How is the use of Authentic Material improving students' skill in writing Explanation Text?"

## 2. LITERATURE REVIEW

### Definition of Writing

Writing entails putting one's heart into words so that they can reach a large audience with their written intentions. According to Aritonang (2018), writing is a skill that allows one to convey ideas, feelings, and thoughts via the use of words, phrases, and paragraphs. In a different definition, writing is a person's action to communicate ideas to readers in written language so that they can understand them, according to Rosidi in Simarmata (2019, p. 2). In the strictest sense, writing is an imprecise visual representation of speech that is used for purposes like note-taking and remote communication (Masood, 2013). Written communication involves a number of components, including: 1) The author as a messenger, 2) Complete the message or text, 3) Writing-based media or channels; 4) the reader as the message's recipient.

With the aforementioned components, it can be concluded that writing is a competence in conveying thoughts or ideas, sentiments, in written language so that readers can fully comprehend the contents of writing.

#### The Importance of Writing

Writing is important since it is a form of communication that is currently used. People can share and receive knowledge about things that are happening or have happened in the past through writing. No matter how basic their writing is, it will definitely be helpful to those who are in need.

The following are some of the things kids can do by learning to write, according to Harmer in Setiani (2015: 9–10).

##### a. Avoid the limitation of time

With this students can have time to think rather than speak, they can check the words they will use and can check their grammatical patterns.

##### b. Practice the use of language

By practicing it often, it can help improve students' English skills.

##### c. Summarize the information that the teacher has explained.

Using writing skills does not take notes about what has been learned during the learning process.

##### d. Help in taking notes before the activity

##### e. Write a dialogue in speaking activity

Students can write dialogues easily when the teacher gives conversation assignments.

##### f. Answer test-types question of activities.

With the aforementioned assertion, it can be inferred that writing instruction plays a significant role in the teaching and learning process in the classroom because it can help students with their academic progress.

#### Explanation Text

A text that explains the origin of a natural or social phenomena is referred to as an explanation text. Students can learn about a process and the causes and effects of a phenomenon by reading this material. The explanation text, according to Priyatni in Suprianto in (2020), is a text that discusses processes relating to natural phenomena, cultural science, social, and other themes.

All content contained in an explanation text describes things related to why and how events can occur. In line with this, Kosasih & Restuti in Suprianto (2020) states that the explanation text is a descriptive text or explain about the process or natural and social phenomena. Explanation text aims to explain the process of formation or activities related to natural phenomena, social, scientific, or cultural. In making a text, of course, one must know the linguistic characteristics of the text, not only the characteristics (structure) of a text. Understanding the content or substance constructs a text. It will be simpler for someone to create a text if they understand the content or substance of text construction. The following are the traits of explanatory texts: (1) Explanatory writings aim to inform, understand, and impart knowledge; (2) Explanatory texts aim to respond to the what, why, and how questions; (3) Explanatory texts are given in a plain manner using everyday language; and (4) Explanatory texts are typically organized logically.

#### Writing Explanation Text

Writing an explanation text involves creating a script that details the cause, progression, or origin of a phenomena that can take the shape of a natural, social, or cultural occurrence. Since explanation texts are under the factual genre, the topic must be one that will increase the reader's understanding of the process. The relationship between the events that make up an explanation text is something that must be taken into account when writing it. These events are related to one another in a chronological or cause-and-effect manner. The form is expressed by the conjunctions used as

follows, 1.) Chronological relationship; *then, before, after, even, next, finally*, and 2.) Causal relationship; *because of that, because of*.

Obviously, there are a number of stages that must be completed in the creation of a text. According to Windhiarty et al. (2017: 372), the procedures for composing an explanation text are as follows:

- a. Choosing a topic for a difficult explanatory text Selecting a topic is the first step in writing. The subject then divided into a number of subtopics relating to the progression of events or their occurrence (in full).
- b. Developing a detailed explanatory text outline a writer must prepare the information that will be conveyed first before it is poured into the essay's structure.
- c. In writing, we can use deductive strategies, which put the major idea at the start of the sentence, and inductive techniques, which put the key idea at the end of the phrase, to construct a complex explanation text framework.
- d. In order to create a comprehensive complex explanatory text, we must adhere to the thought order of complex explanatory text frameworks. In particular, we must be aware of links between paragraphs and sentences within the essay.

#### Authentic Materials in Teaching Writing

According to Herod in Primadona et al. (2018), "genuine learning materials and activities are designed to mirror real-world circumstances," authentic materials have been utilized extensively to help students learn foreign languages. Authentic resources, which can be found in a variety of places around the classroom, introduce students to the real language. Students typically have access to printed, visual, and auditory resources in their daily life, such as ATM receipts, websites, traffic signs, coupons, calendars, magazines, newspapers, movies, TV shows, phone messages, radio broadcasts, and so on.

The researcher chose to use newspapers as an example of authentic materials to be used in teaching writing after considering the numerous instances of real materials that were accessible. As is common knowledge, newspapers frequently report on social or cultural issues. Thus, it is intended that students would use this to locate highly intriguing concepts to serve as their writing references. The Advantages and Disadvantages of Using Authentic Material

The positives include the accessibility of the subject, students' familiarity with contemporary issues and language, their increased self-assurance in their language skills, and their sense of cultural pride. Overusing actual materials might be a drawback for some issues. For instance, often the language used in real life contains a lot of harsh and improper terms. According to Richard (2001: 253), authentic information frequently contains language that may be above the learner's capacity because it hasn't been sped up or written into any lexical or linguistic norms. This might have a negative impact on students. Authentic content frequently uses challenging language and superfluous vocabulary, which can be a distraction for both teachers and students.

## METHOD

### Research Design

Classroom action research was the research methodology utilized in this research (CAR). Classroom Action Research (CAR) is a type of research that is done in the setting of courses in order to address issues with teaching, enhance the quality of instruction and student learning outcomes, and experiment with novel teaching methods (Widayati 2008). Research is the process of observing an item while adhering to a set of methodological guidelines in order to gather data or information that will help to improve the quality of a subject while also pique the interest of and be of interest to other researchers. Action is any intentional, forethought-out activity that serves a specified objective. While a class is a collection of students who are all in attendance for the same lesson at the same time.

The model design proposed by Kemmis and McTaggart, which is a development of the fundamental idea first introduced by Kurt Lewin, was employed by the researcher in this classroom action research. Two cycles would make up the implementation of this classroom action research project. There are four activities in the first cycle: planning, action, observing, and reflecting.

Although the first cycle's results were as anticipated, a second cycle will still be conducted to enhance those findings.

#### Research Subject

the topic of this study, which was carried out at SMA Budi Agung Medan. It was situated at Rengas Pulau, Medan, at JL. Platina Raya No. 7. The kids at SMA Budi Agung Medan's class XI made up the sample population for this study. There were four classes in class XI SMA Budi Agung, with each class having about 40 students. National heroes, scientists, caliphs, etc., such as Umar Bin Khatab, James Watt, Alkhawarizmi, JJ Thompson, KH Dewantara, and M Hatta were assigned to each class. James Watt, a member of class XI MIA, was the subject of this investigation. The class struggled with writing and tended to be less enthusiastic in writing, according to the researcher's observations. It also based on discussions with the English teacher and an agreement with the principal.

#### Research Procedure

This classroom action research used the model proposed by Kemmis and McTaggart (1998) in Burns (1999), this model has four components, namely: planning, action, observation and reflection.

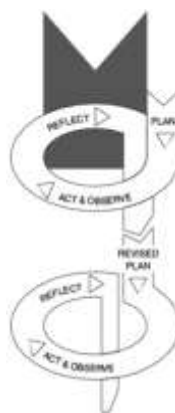


Figure 1. Kemmis and McTaggart Model Classroom Action Research cycle flow

#### The First Cycle of CAR

##### 1. Planning

At this stage, the researcher created a strategy that served as a guide for further actions. The researcher followed the stages outlined in the study plan, which included getting ready to conduct research, identifying and analyzing the problems already in existence, developing data collection tools, and documenting the strategies employed to address the issues. Lesson designs, instructional materials, learning application scenarios, and measures of action success are all things that researchers do as well.

##### 2. Action

This stage represented the execution of an action that had been planned. The researcher's action at this point was to prepare the lesson plans that would be used in the instructional process.

The researcher first separated the students into various groups, after which she explained the format of the explanation text. The researcher also gave the students an explanation of why and how they would use newspapers as a medium. The researcher then instructed the students to create an explanation text with the theme of social phenomena based on the cases identified in the newspapers owned by each group after providing an explanation.

##### 3. Observation

At this stage, the researcher conducted observations that happened at the same time as the action. The actions taken took the form of keeping track of everything that was necessary and happened while the action was being carried out. The implementation of decisions and plans, as well as their effects on the procedure and learning outcomes, were all documented in the research data. The information gathered included information about exam results, attendance, assignment grades, etc. as well as information about student activities, enthusiasm, the caliber of discussions, and other topics.

#### 4. Reflection

In this study, the researcher's evaluation process was called the reflection stage. This comprises analyzing, synthesizing, and rating the outcomes of observations made regarding the actions conducted. The researcher at this point evaluates the teaching and learning process using the test results that have been provided. This stage's goal is to help students become better writers of explanatory text. The researcher continued in cycle 2 to acquire better outcomes based on the data collected.

#### The Second Cycle of CAR

##### 1. Planning

The researcher draws on the prior cycle's accomplished lessons during the preparation phase of this second cycle. The researcher acted nearly identically to the first cycle and made only a small change. The researcher's initial action was to get ready to start the second cycle of research, and then she prepared plans to deal with the issues found in the first cycle. Additionally, researchers create lesson plans, learning materials, build learning application scenarios, and identify success indicators for actions.

##### 2. Action

The researcher's action at this point was to create a learning plan that would be utilized during the second cycle of learning. Once more, the researcher separated the students into groups and sat them with their groups. She then instructed the students to use the topic of the newspaper that each group already owned to develop an explanatory text with the theme of natural phenomena.

##### 3. Observation

Similar to the previous cycle, the researcher made observations during this one while action was taking place. With the activities completed in the form of documenting everything required and occurring during the execution of the action, collecting data pertaining to the execution of the actions and plans that have been made, as well as their impact on the process and learning outcomes, and which were collected in the form of test results, attendance, assignment scores, and other data, and data describing student activity, student enthusiasm, and quality of discussion.

##### 4. Reflection

The researcher discovered that students' scores on the second cycle evaluation of their abilities to write explanatory text using real materials (newspapers) showed a significant improvement from the Pre-cycle activities, Cycle I activities, and Cycle II activities. Additionally, students were more interested and motivated to develop their writing abilities for explanation texts. This indicates that utilizing real resources, such as newspapers, was successful in inspiring students to participate in the teaching and learning process.

#### Data Collecting Technique

The following were data collection actions that would be carried out by researcher:

##### 1. Test

According to Arikunto and Jabar (2004) in Wulan (2007), a test is a device or process used to ascertain or measure something using a predetermined approach or set of rules. Pre-test and post-test portions of the test were each given separately.

##### 2. Observation

The researcher used participant observation in this study. Participant observation was used to gather data regarding occurrences that actually take place, according to reality. The researcher actively participated in the learning process during this observation.

##### 3. Interview

Hanifah (2014) said that interviews were one of the methods utilized to ask direct questions of informants in order to get information that was precise, thorough, and in-depth. To obtain more precise data for this study, researchers conducted structured interviews with teachers.

##### 4. Documentation

Sugiyono (2017: 329) defines documentation as a record of past occurrences; it can take the form of text, photographs, or a person's monumental efforts. In order to depict the environment during the learning process, photographs were employed as the documentation in this study.

##### 5. Field note

According to a research emphasis, a field note is evidence of tent in the form of primary notes or unraveling notes that are descriptively and critically written about the processes that happen in the field. Researchers would save field notes as a source of information for in-class action research.

## Technique of Data Analysis

Techniques for both qualitative and quantitative data analysis will be used in this study. The improvement of the learning process was assessed using quantitative data analysis on notes, observations, and documents that were to be examined. Additionally, the improvement in learning outcomes as a result of each action taken was determined using all the data that was gathered, given in the form of descriptions, and quantitative approaches. Data reduction, data display, and conclusion or verification are the three stages of qualitative data analysis, according to Miles and Huberman in Saleh (2017).

The researcher reduced data in the first stage, which involved summarizing and simplifying the data gleaned from the research findings, before moving on to the second stage, which involved visualizing the data. To assist in conclusion at the last step, the researcher presented the data at this point in tables and graphs.

Triangulation was used in the last stage of the investigation to guarantee its validity. Other types of triangulation include time triangulation, location triangulation, researcher triangulation, and theoretical triangulation, according to Burns (1999:164) in Madya (2007). Time triangulation was employed by the researcher in this study to collect data at various times, including as much as feasible the time the action was carried out with enough regularity to make sure the consequences of specific actions were not merely a coincidence.

### 3. RESULT AND DISCUSSION

## The Preliminary Study

The preliminary research was carried out at SMA Budi Agung Medan. to gather information on the actual circumstances surrounding the difficulties teachers and students encounter when teaching and learning English, particularly writing. This deed was done in James Watt's MIA class XI. A researcher from SMA Budi Agung Medan discovered certain issues in the classroom. The first issue was the conditions in the classroom; there were 40 students in the class, and the teacher was having trouble controlling them. The students' lack of enthusiasm in writing assignments was the second issue. By giving students assessments, the researcher was able to determine which students had difficulties understanding and writing in English.

Before the Classroom Action Research (CAR) activity began, the researcher gave the students a pre-test activity to ascertain the extent of their understanding of the explanation text as well as to pinpoint the difficulties they encountered when completing writing assignments. The test was given by giving the students instructions to create an example of an explanation text with any theme. On Tuesday, August 9, 2022, this pretest was completed.

Table 1. The result of Pre Cycle

| <b>Respondents</b> | <b>Pre-Test</b> | <b>Respondents</b> | <b>Pre-Test</b> | <b>Respondents</b> | <b>Pre-Test</b> | <b>Respondents</b> | <b>Pre-Test</b> |
|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|
| AFI                | 73              | FA                 | 40              | MJS                | 77              | SRJ                | 48              |
| AP                 | 55              | FO                 | 62              | NDP                | 79              | UMS                | 49              |
| BSW                | 40              | HH                 | 67              | NS                 | 59              | VA                 | 0               |
| BK                 | 0               | IZ                 | 70              | NR                 | 57              | WA                 | 78              |
| CL                 | 59              | JHBP               | 82              | NSA                | 80              | AS                 | 58              |
| DMY                | 0               | KAA                | 80              | NK                 | 0               | FS                 | 40              |
| DR                 | 0               | LA                 | 58              | PA                 | 49              | IA                 | 80              |
| DA                 | 48              | MA                 | 0               | RD                 | 0               | MFBS               | 79              |
| DR                 | 74              | MRS                | 80              | RH                 | 0               | CPA                | 0               |
| EE                 | 74              | MZ                 | 46              | SH                 | 72              | RAZ                | 79              |
| <b>ΣTotal</b>      | <b>: 1.992</b>  |                    |                 |                    |                 |                    |                 |
| <b>Mean Score</b>  | <b>: 49</b>     |                    |                 |                    |                 |                    |                 |

Table 2. The Percentage of Pre Cycle

| No.   | Category   | Value Range | Frequency | %    |
|-------|------------|-------------|-----------|------|
| 1     | Very Good  | 80-100      | 5         | 12,5 |
| 2     | Good       | 75-79       | 5         | 12,5 |
| 3     | Sufficient | 60-74       | 7         | 17,5 |
| 4     | Poor       | 50-59       | 6         | 15   |
| 5     | Very Poor  | 0-49        | 17        | 42,5 |
| Total |            |             | 40        | 100  |

According to table 2 above, out of 40 students, 5 (12%) were in the very good group, 5 (12%) were in the good category with the ability to produce explanation texts, 7 (17%) were in the sufficient category, and 6 (15%) were in the poor category. 17 students (42%) fall into the very poor category, though.

Only 12,5% of students appear to have passed the first test, thus the researcher needs to continue in Cycle I. This entails making attempts to improve students' abilities to create explanatory texts by including actual content, such as newspaper as media.

Table 3. The Result of Cycle I

| Respondents   | Post-Test 1 | Respondents | Post-Test 1 | Respondents | Post-Test 1 | Respondents | Post-Test 1 |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AFI           | 0           | FA          | 0           | MJS         | 61          | SRJ         | 57          |
| AP            | 57          | FO          | 80          | NDP         | 57          | UMS         | 61          |
| BSW           | 80          | HH          | 62          | NS          | 85          | VA          | 0           |
| BK            | 77          | IZ          | 72          | NR          | 75          | WA          | 80          |
| CL            | 78          | JHBP        | 87          | NSA         | 76          | AS          | 65          |
| DMY           | 70          | KAA         | 61          | NK          | 45          | FS          | 75          |
| DR            | 80          | LA          | 78          | PA          | 81          | IA          | 80          |
| DA            | 45          | MA          | 0           | RD          | 0           | MFBS        | 57          |
| DR            | 72          | MRS         | 82          | RH          | 57          | CPA         | 57          |
| EE            | 82          | MZ          | 45          | SH          | 62          | RAZ         | 0           |
| <b>ΣTotal</b> |             | : 2.339     |             |             |             |             |             |
| Mean Score    |             | : 58        |             |             |             |             |             |

Table 4. Analysis of Students' Skills in Writing Explanation Texts in Cycle I Activities

| No.   | Category   | Value Range | Frequency | %    |
|-------|------------|-------------|-----------|------|
| 1     | Very Good  | 80-100      | 10        | 25   |
| 2     | Good       | 75-79       | 6         | 15   |
| 3     | Sufficient | 60-74       | 9         | 22,5 |
| 4     | Poor       | 50-59       | 6         | 15   |
| 5     | Very Poor  | 0-49        | 9         | 22,5 |
| Total |            |             | 40        | 100  |

Based on table 4 above, it can be seen that only 6 students (15%) have the capacity to produce explanation text in the good category out of the 40 students who were in the very good category. While 9 students (22,5%) fell into the sufficient category. Six students (15%) fell into the poor category, while nine (22,5%) fell into the very poor category.

Table 5. The Result of Cycle II

| Respondents | Post-Test 1I | Respondents | Post-Test 1I | Respondents | Post-Test 1I | Respondents | Post-Test 1I |
|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| AFI         | 82           | FA          | 0            | MJS         | 86           | SRJ         | 75           |
| AP          | 72           | FO          | 77           | NDP         | 90           | UMS         | 80           |
| BSW         | 70           | HH          | 75           | NS          | 71           | VA          | 0            |
| BK          | 80           | IZ          | 78           | NR          | 80           | WA          | 75           |
| CL          | 80           | JHBP        | 86           | NSA         | 89           | AS          | 70           |

|                   |    |         |    |    |    |      |    |
|-------------------|----|---------|----|----|----|------|----|
| DMY               | 76 | KAA     | 88 | NK | 88 | FS   | 81 |
| DR                | 77 | LA      | 76 | PA | 81 | IA   | 81 |
| DA                | 0  | MA      | 75 | RD | 75 | MFBS | 80 |
| DR                | 80 | MRS     | 70 | RH | 86 | CPA  | 82 |
| EE                | 76 | MZ      | 0  | SH | 75 | RAZ  | 75 |
| <b>ΣTotal</b>     |    | : 2.838 |    |    |    |      |    |
| <b>Mean Score</b> |    | : 70,95 |    |    |    |      |    |

Table 6. Analysis of Students' Skills in Writing Explanation Texts in Cycle II Activities

| No.          | Category   | Value Range | Frequency | %          |
|--------------|------------|-------------|-----------|------------|
| 1            | Very Good  | 80-100      | 18        | 45         |
| 2            | Good       | 75-79       | 13        | 32,5       |
| 3            | Sufficient | 60-74       | 5         | 12,5       |
| 4            | Poor       | 50-59       | 0         | 0          |
| 5            | Very Poor  | 0-49        | 4         | 10         |
| <b>Total</b> |            |             | <b>40</b> | <b>100</b> |

Based on table 6 above, it can be seen that, out of 40 students, 18 (45%) students fell into the very good category, 13 (32%) students were able to create explanation texts, and only 5 (12%) students fell into the sufficient category. While 0 students (0%), 4 students (10%), and 0 students (0%), respectively, were in the very poor categories.

### Data Analysis

Improving students' skills in writing explanation text in class XI MIA - Jamest Watt SMA Budi Agung Medan, students obtained a comparison of explanation text writing skills in the activities of pre-cycle, cycle I and cycle II as follows:

Table 7. Comparison of Students' Skills in Writing Explanation Texts in Pre-Cycle, Cycle I, and Cycle II

| No | Research | Category   | Frequency | %    |
|----|----------|------------|-----------|------|
| 1  | Pre Test | Complete   | 17        | 42   |
|    |          | Incomplete | 23        | 57,5 |
| 2  | Cycle I  | Complete   | 25        | 62,5 |
|    |          | Incomplete | 15        | 37,5 |
| 3  | Cycle II | Complete   | 36        | 90   |
|    |          | Incomplete | 4         | 10   |

The percentage of students' grades falling into the pre-cycle, first-cycle, and second-cycle categories has increased, as shown by the data in table 7. The number of students who were complete in the pre-cycle condition was 42%, indicating that they did not comprehend the researcher's explanation of how to create an explanation text. The percentage of students who completed their assignments rose to 62.5% in the first cycle, and it considerably increased to 90% in the second cycle. There was a 90% improvement in students' writing abilities when compared between pre-cycle and post-application of authentic materials. As a result, this study supported the efficacy of this approach, and it can be concluded that using authentic materials, such as newspapers, can help students write explanation texts..

### Findings

The researcher can infer from this result that the ability to write explanatory texts has improved. This can be seen from the pre-cycle, when students' explanation text writing abilities in cycles I and II were both comprehensive and lacking.

#### 1. Pre Cycle

The researcher discovered that, out of 40 students, 5 (12%) were in the very good category for the pre-cycle activity, 5 (12%) were in the good category for their capacity to create explanatory texts, 7 (17%) were in the sufficient category, and 6 (15%) were in the poor category. 17 students (or 42%) fall into the very poor category. In the pre-cycle activity percentage, there were 42% of students who completed the task and 57,5% of students who left it incomplete.

#### 2. Cycle I

The researcher attempted to address issues that were discovered in the earlier activity, where the issue was more concentrated on students' enthusiasm in learning to create explanation text. The researcher observed that just 6 students (15%) had the ability to produce explanatory texts

in the good category out of the 40 students, with 10 students falling into the very good category (25%). While 9 students (22.5%) fell into the sufficient category. Six students (15%) fell into the poor category, while nine (22.5%) fell into the very poor category. Writing an explanation text was an activity that 62.5% of students completed and 37.5% of them who incomplete in the first cycle.

### 3. Cycle II

It was discovered that during this cycle, students' interest in improving their writing skills for explanation texts had increased significantly. The researcher then discovered that, out of 40 students, 18 (45%) students fell into the "very good" category, 13 (32.5%) students were in the "good" category, and only 5 (12%) students fell into the "sufficient" category. There were 0 students (0% in the less category) and 4 students (10% in the very poor category), respectively. 90% of the students who participated in cycle II's activity of creating explanation texts completed it, and 10% did not. After implementing the use of actual resources as media, it was determined that students' abilities to write explanation texts had significantly improved in cycle II.

### Interpretation of The Data

When doing classroom action research, researchers must consider a variety of data sources in addition to just one in order to support their findings. Triangulation was used as the data source in this study. This was used to determine and verify whether the outcomes of each instrument matched those of other instruments. So that it can demonstrate the accuracy of the data and be clearly observed in line with the study's findings.

#### 1. Data of Observation

Data were collected from the initial observation both before and during the classroom action research (CAR). Before CAR begins, teachers' methods for teaching their students to write, particularly how to produce explanation texts, appear less appealing. Teachers only teach in a monotonous manner that makes students bored and uninterested in completing the learning process. This issue makes it so that the students completely are unable to comprehend the lesson that was taught, as well as how to produce a text and what its contents should be.

#### 2. The Test of Data

It was discovered that students' writing scores improved as a result of the results of their ability scores in writing explanation texts. This demonstrates how the real advantages of using the material as a medium may enhance and inspire students to keep developing their writing abilities. At the end of each cycle, the majority of the pupils received high grades. Students' average scores in the preliminary study were 42% in the pre-cycle, 62.5% in the first cycle, and 90% in the second cycle..

### Discussion

There were some difficulties in this exercise to engage students in the teaching and learning process, and the class that was considered to have a big number of students was made up of 40 students. The researcher found it challenging to control the class during the pre-cycle stage since it was noisy and difficult to control. This is evident in the pre-cycle table, where there were few results for the ability to produce explanation text.

The researcher gave the students first cycle activities to do after they completed the pre-cycle activities. The researcher introduced authentic materials (newspaper) as the medium in the first cycle. The researcher then separated the students into various groups and instructed each group to find a topic with the theme of social phenomena to use as a source for producing an explanation texts.

The issues that were identified in students started to decrease in the second cycle. The first cycle score table shows that there were still some aspects that encouraged many students to participate more actively in their study. After receiving the first cycle's results, the researcher carried on with the second cycle using the same methodology. This cycle demonstrates that students' writing abilities for explanation texts have significantly improved..

The average score of students in pre-cycle activities was 49, the average value of students in cycle II was 58, and the average value of students in cycle II activities was 70.95, according to the results of employing real materials (newspapers). Based on these findings, the researcher concluded that real resources can help students write explanation texts more effectively. Original content qualified as authentic material for this study, particularly the newspapers the researcher used. Finding themes from authentic sources to create an explanation text was quite helpful for students.

#### **4. CONCLUSION**

In order to help students write better explanation texts, this study uses authentic material as a teaching tool. Conducted in two cycles, each of which had two meetings. The researcher used real materials in both cycles and gave students explanations and pointers on how to compose explanation texts. From August 9 until August 23, 2022, research was conducted.

Based on previous study, it can be inferred that both qualitative and quantitative data were collected. The findings revealed an improvement in students' abilities to write explanation texts utilizing authentic sources, with 90% of students passing the minimum completeness requirements. These findings are based on data from cycles I and I. Five students passed the first cycle of the pre-test I with a percentage of success of 12.5%, while 17 students failed with a percentage of failure of 42.5%. Ten students passed the first cycle. In the second cycle, there were 18 students who succeeded with a percentage of 45% and 4 students did not succeed with a percentage of 10% in post-test II, while 9 students did not succeed with a percentage of 22.5%. Additionally, qualitative data was collected through conducting, watching, interviewing, and taking field notes. Students were really engaged in studying English in class, especially when creating explanatory texts utilizing authentic materials.

It can be said that authentic material helped class XI MIA-James Watt SMA Budi Agung Medan students develop their writing abilities for explanatory texts. A noticeable improvement can be seen. The fact that there was a sizable variation in the students' average scores between the pre- and post-testing activities in Cycle I and Cycle II provided confirmation of this.

#### **Suggestion**

##### **1. For English teacher**

The use of authentic materials, particularly in newspapers, has been demonstrated to have a positive impact on students' capacity to produce explanation texts, hence it was advised that English teachers use this material while teaching their students how to write explanatory texts. Additionally, the utilization of digital media motivates students to take an increased interest in engaging in class activities.

##### **2. For other researcher**

The findings of this study were hoped to inspire other researchers to carry out additional research on the abilities of writing explanation texts or to employ authentic materials for other talents. It was suggested that further researchers employ authentic materials at various educational levels, such as junior high and high school level, to assess the efficacy of using authentic materials while constructing explanation texts and other text genres.

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