

Ability to Write Paragraphs Explanatory Text for Fifth Grade Students of SDN Balung Kidul 02 Jember

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Abstract: *This study aims to determine the ability to write paragraphs explanatory text in class V SDN Balung Kidul 02 Jember and determine the factors that affect the ability to write paragraphs explanatory text in class V SDN Balung Kidul 02 Jember. The research procedures used consisted of data collection, data reduction, data presentation, and data verification. Data collection in this study using the method of documentation and interviews. The results showed that there were 0 students in the excellent predicate, 4 students in good predicate, 18 students in sufficient predicate, 16 students with less predicate, and 17 students failing predicate. Based on the data that has been obtained, it is concluded that the average ability of writing paragraphs of explanatory text of class V SDN Balung Kidul 02 Jember is enough. The factors that affect students' ability to write explanatory text paragraphs include low reading interest of students, minimal face-to-face time between teachers and students, the influence of mother tongue (B1) on second language (B2). The attitude of students who do not care about the use of good and correct Indonesian, lack of understanding of students on explanatory text, and lack of attention of parents.*

Keywords: *writing skills, paragraphs, explanatory text.*

PRELIMINARY

Indonesian language learning is used as a compulsory subject at several school levels, especially at the elementary school (SD) level. Because learning Indonesian has an important role in the development of students' ability to communicate orally or in writing. According to Ulfa and Soenarto (2017:2), Indonesian language lessons in elementary schools include mastering 4 language skills, namely listening, speaking, reading, and writing skills.

Subandi, et al. (in Hairuddin, et al., 2014:1) states that writing is a method of delivering messages to others in writing. Therefore, in writing students must pay attention to the writing system and the choice of words used, so that the message contained in the writing can be conveyed clearly. Likewise, in writing paragraphs of explanatory text, students are required to be able to write well and correctly. Students must use proper spelling and arrange standard words well.

In presenting explanatory texts, students are not only trained to be skilled at writing. However, students are also trained to be skilled at expressing ideas, ideas, and thoughts when writing explanatory texts. In addition, explanatory texts also provide new knowledge to students about how and why natural or social phenomena can occur.

The application of Indonesian language learning on the ability to write explanatory texts in elementary school grade V in the 2013 curriculum, lies in the basic competence (KD) 3.2 "explaining the contents of explanatory texts (explanation) about the process of the water cycle, electrical circuits, magnetic properties, body parts (humans, animals), plants) and their functions, as well as the respiratory system with the help of teachers and friends in spoken or written Indonesian by sorting and selecting standard vocabulary", and KD. 4.2 "delivering an explanatory text (explanation) about the process of the water cycle, electrical circuits, magnetic properties, body

parts (humans, animals, plants) and their functions, and the respiratory system independently in spoken and written Indonesian by selecting and sorting out standard vocabulary". In the KD that has been described, the language skills that are emphasized are writing skills. Students are expected to be able to present paragraphs of explanatory text.

Based on observations on October 23, 2020, the fifth grade teacher at SDN Balung Kidul 02 Jember revealed that fifth grade students did not understand the explanatory text, because in the current pandemic era, face-to-face time with students is minimal, only once a week. Therefore, the teacher is not optimal in conveying matters related to the explanatory text, students are only required to be able to understand the contents of the reading and make conclusions from a reading. In writing explanatory text paragraphs, students are only focused on completing the task as quickly as possible, without paying attention to the content of the text and its writing. In addition, students' writing skills have other shortcomings such as paragraph writing, word selection, and the use of inaccurate spelling.

Based on the observations made by the fifth grade students of SDN Balung Kidul 02 Jember with the initials DAA, there are deficiencies in the students' ability to write paragraphs of explanatory text. The causes of these deficiencies are students who do not understand about explanatory texts, students' low interest in reading, students find it difficult to accept teacher explanations, students' lack of concern for the use of good and correct Indonesian, attitudes of students who are indifferent to writing assignments, and lack of parental attention to writing assignments. children's writing. Deficiencies in students' writing skills must be corrected. Therefore, research is needed on the ability of students to write explanatory text paragraphs, so that later this research can be used as a teacher evaluation

material for students' explanatory text writing skills and what things affect students' explanatory text writing skills.

The formulation of the problem in this study are (1) how is the ability to write explanatory text paragraphs in fifth grade students at SDN Balung Kidul 02 Jember, and (2) what are the factors that influence the ability to write explanatory text paragraphs for fifth grade students at SDN Balung Kidul 02 Jember. Based on the formulation of the problem, the objectives of this study are (1) to determine the ability of students to write explanatory text paragraphs in fifth grade students of SDN Balung Kidul 02 Jember, and (2) to determine the factors that influence the ability to write explanatory text paragraphs of fifth grade students at SDN. Balung Kidul 02 Jember.

RESEARCH METHOD

The type of research used in this research is descriptive, while the research design used is qualitative research. Therefore, this research is a qualitative descriptive study. Data collection in this study was conducted at SDN Balung Kidul 02 Jember. Starting on October 25, 2020 for the observation phase and March 26-27 2021 for the research phase. The research subjects were 55 fifth grade students for the 2020/2021 academic year.

The data in this study are (1) the data obtained from the documentation method in the form of written paragraphs of explanatory text for class V students, documentation of students when doing explanatory text paragraph writing activities, as well as a list of names and genders of class V students at SDN Balung Kidul 02 Jember in the academic year. 2020-2021, and (2) data taken from interviews regarding the ability of fifth graders at SDN Balung Kidul 02 Jember in writing explanatory text paragraphs. The data sources in this study were students and teachers of class V SDN Balung Kidul 02 for the academic year 2020-2021.

Aspects of assessing the ability to write paragraphs in explanatory texts, namely explanatory text writing, paragraph writing, word selection, and use of spelling. The range of values for each aspect of the assessment of the ability to write paragraphs in explanatory texts is as follows.

Table 1. Value Range

No.	Rated aspect	Value Range	Score
1.	KPTE	1-35	35
2.	KPP	1-30	30
3.	KPK	1-20	20
4.	KPE	1-15	15
Amount			100

Mardiyah (2016:11)

The results of the calculations obtained are then added together to determine the level of paragraph writing ability of class V students. Then the sum results are confirmed in the category of ability to determine the ability to write paragraphs of explanatory text, in Table 2 below.

Table 2. Qualification Value of Paragraph Writing Ability

Score	Letter Value	Predicate
$80 < x \leq 100$	A	Very well
$65 < x \leq 80$	B	Well
$55 < x \leq 65$	C	Enough
$45 < x \leq 55$	D	Not enough
$0 \leq x \leq 45$	E	Fail

Hapsari (2015:167)

The procedure carried out in this study went through 3 stages, namely (1) reduction, (2) presentation, and (3) data verification.

RESULTS AND DISCUSSION

Results and discussion of the problems (1) the ability to write paragraphs of explanatory text of fifth grade students at SDN Balung Kidul 02 Jember, and (2) the factors that affect the ability to write paragraphs of explanatory text of fifth grade students at SDN Balung Kidul 02 Jember.

1. Ability to Write Paragraphs of Explanatory Text for Class V SDN Balung Kidul 02 Jember.

The results of data analysis of explanatory text paragraphs about the ability to write paragraphs in explanatory texts for fifth grade students of SDN Balung Kidul 02 Jember still have shortcomings in students' writing skills. Aspects assessed on students' ability to write explanatory text paragraphs include: explanatory text writing, paragraph writing, word selection, and spelling use.

The first aspect is writing an explanatory text. In writing explanatory texts, there are shortcomings in students' writing including: (1) the delivery of the content of ideas that are not clear, (2) the paragraph structure is not precise. The second aspect is paragraph writing. Weaknesses in student paragraph writing include: (1) words at the beginning of the paragraph are not written in indentation, (2) paragraphs do not end with a period, (3) paragraphs only consist of one sentence. The third aspect is word choice. Inappropriate word selection includes: (1) the use of synonymous words, (2) the use of standard and non-standard words. The fourth aspect is the use of spelling. The use of inaccurate spelling includes: (1) writing the title does not use capital letters at the beginning of the word (2) the use of inappropriate capital letters at the beginning of the sentence, (3) the use of inappropriate capital letters in the content of the text (4) the use of punctuation which is not appropriate in the sentence fragmentation.

The scores obtained from the aspects of students' ability to write paragraphs of explanatory text are summed and confirmed into the table of students' ability to write paragraphs of explanatory text. The students' ability to write explanatory text paragraphs is known from the results of data analysis of the fifth grade explanatory text paragraphs at SDN Balung Kidul 02 Jember on March 27, 2021.

Based on the table above, there are five predicates of students' ability to write explanatory text paragraphs, namely very good, good, sufficient, lacking, and failed. In the very good predicate with the value of the letter "A" there are 0 students. In a good predicate with a value of the letter "B" there are 4 students. In the predicate enough with the value of the letter "C" there are 18 students. In the predicate less with the value of the letter "D" there are 16 students. In the failed predicate with the value of the letter "E" there were 17 students. Based on the data that has been obtained, it is concluded that the average ability to write paragraphs of explanatory text for class V SDN Balung Kidul 02 Jember is sufficient with a numerical value of "55 x 65".

1.1 Aspect Analysis of Students' Explanatory Text Paragraph Writing Ability

In the students' ability to write explanatory text paragraphs, there are 4 aspects that are analyzed, including: (1) explanatory text writing, (2) paragraph writing, (3) word selection, and (4) word use.

1. Aspects of writing an explanatory text

Explanatory text is a text that deals with social and natural phenomena, in the explanatory text there is an explanation of a phenomenon by including the causes and effects of the phenomenon. According to Yulistiani and Indihadi (2020:229), the explanatory text contains an explanation of an event that occurs in the surrounding environment, whether in the form of social, cultural, natural events and even personal events.

The structure of the explanatory text is generally the same as other texts. According to Windhiarty et al., (2017:371), the explanatory text has the following structure.

1. General statement

General statements contain explanations related to natural or social phenomena being discussed, information regarding the time and place of occurrence of phenomena can also be explained in general statements. The function of the general statement is as an introduction to the next explanatory sentence.

2. Explanatory details

The explanatory details contain a review of the natural or social phenomena being discussed. The content of the review is in the form of stages of the occurrence of a phenomenon. The function of the explanatory paragraph is to provide a more detailed understanding of the causes and effects of the phenomenon.

3. Conclusion

The conclusion contains a closing sentence that marks the end of an explanation. Conclusions are not required in writing the text, so not all explanatory texts contain conclusions.

In this aspect, students' writing ability is assessed based on the clarity of the ideas conveyed and the structure of the explanatory text writing. Things that affect students' ability in writing explanatory texts are students' lack of understanding about explanatory texts. Students are only focused on completing assignments quickly regardless of the clarity of the content of the text, and the teacher is less than optimal in explaining the explanatory text.

Explanatory text paragraph writing for class V student absent 41 is the result of student writing on the aspect of writing explanatory text with a high score, based on the explanatory text writing it is known that the ideas conveyed are clear, the ideas are conveyed well, and the structure of the explanatory text is coherent. This can be seen from the students' writings which are easy to understand and adequate.

Explanatory text paragraph writing for class V student absentee number 51 is the result of student writing on aspects of writing explanation text with low scores, based on the explanation text writing it is known that the ideas conveyed are not clear, ideas are not conveyed properly, and the structure of the explanatory text is not appropriate. It can be seen from the results of student writing absent number 51 that students only wrote one paragraph containing general statements, while the paragraphs containing explanatory sentences were not included by students.

2. Aspects of paragraph writing

According to Suparno and Yunus (2003:3.15), a paragraph is a string of sentences used to express an idea and comes from a part of the essay. According to Ferdinand (2019: 19), a paragraph is a collection of sentences that have a unified topic where there is an explanatory sentence and a main sentence in it. Based on these two statements, it can be concluded that a paragraph is a string of sentences that are connected to each other so that an essay is formed that has 1 main idea in it.

In this aspect, students' writing ability is assessed based on students' understanding of paragraph writing. Based on the results of the analysis that has been carried out, there are several shortcomings in the writing of student paragraphs, namely the words at the beginning of the paragraph are not written in indentation, paragraphs do not end with a period, and paragraphs only consist of one sentence.

Explanatory text paragraph writing for fifth grade students number 5 is the result of student explanatory text paragraph writing with high scores, based on the explanatory text paragraph writing it is known that students understand good and correct paragraph writing. This can be seen from the initial writing of indented paragraph words, paragraph writing starting with a capital letter and ending with a period, there is more than one sentence in one paragraph, and harmony between paragraphs.

Explanatory text paragraph writing for class V student absentee number 55 is the result of students' writing paragraphs on aspects of paragraph writing with low scores, based on the explanation text paragraph writing it is known that students do not understand good and correct paragraph writing. This can be seen from the results of the students' explanatory text paragraphs. Disadvantages in writing student explanatory text paragraphs include writing paragraphs that are less indented, paragraph writing does not start with a capital letter and does not end with a full stop, there is only one sentence in one paragraph, and some paragraphs are not compatible with other paragraphs.

3. Aspects of word choice

According to Kari (2019:20) word choice is the result of the act of choosing words to express ideas appropriately by paying

attention to clarity, truth, effectiveness and the use of words in a written work. According to the Big Indonesian Baha Dictionary (KBBI) diction is the choice of the right and harmonious words to express ideas, so that the expected results are obtained.

In carrying out writing activities, the author must pay attention to the use of words that are appropriate and in accordance with the context. The use of the right words cannot be separated from the use of standard words in sentences. This accuracy and suitability need to be considered, so that there are no errors in the interpretation of written works (Mardiyah, 2016: 6).

In this aspect, students' writing ability is assessed based on their ability to choose words. Aspects of word choice in this study are the use of connotative and denotative words, the use of synonyms, the use of standard and non-standard words, the use of general words and special words. Based on the data analysis that has been done, students' ability in word selection has many shortcomings in the use of synonymous words and the use of standard and non-standard words.

Explanatory text paragraph writing for class V student absentee number 15 is a paragraph essay on student explanatory text for the aspect of word selection with a high score. Based on the written paragraph of the explanatory text, it is known that the students' writing ability in terms of word selection can be said to be good, because there is no incorrect word writing. This can be seen from the writing of words that are in accordance with standardization rules, there are no errors in the use of synonymous words, and there are no errors in the use of denotative and connotative words.

Explanatory text paragraph essays for class V student absentee number 47 are essays on students' explanatory text paragraphs with low value aspects of word selection, based on the explanatory text paragraph writing it is known that students' writing skills in terms of word selection can be said to be lacking. This can be seen from the writing of words that are not in accordance with standardization rules, such as the word "evaporation" written "evaporation", the word "atmosphere" is written "akmotfer", the word "tangible" is written "berwujut" and many more. In addition, there is an inappropriate selection of synonyms, such as in the sentence "the process of evaporation of water in the form of water into gas" in the sentence the word "tangible" is not suitable to be juxtaposed with the word "water", should use the word "liquid" so that the sound of the sentence becomes "process" evaporation of liquid water into gas.

4. Spelling usage aspects

According to Fanani (2017:13), spelling is a science that studies the pronunciation of sound symbols and the overall rules that have become public agreement about the relationship between separating and combining symbols equipped with punctuation marks, and how to symbolize a sound. In general, spelling is a punctuation mark and the provisions governing the symbolization of language sounds including their separators and combinations, while specifically spelling is a language sound symbolized by letters, either in the form of letters

arranged into sentences or letters with letters, words or groups of words.

In this aspect, students' writing ability is assessed based on accuracy in placing punctuation marks and capital letters. Based on the results of the analysis on the students' explanatory text paragraphs, students' ability to use spelling is still lacking. Some of the shortcomings in the use of spelling include writing titles that do not use capital letters at the beginning of words, improper use of capital letters at the beginning of sentences, improper use of capital letters in text content, and inappropriate use of punctuation marks in sentence fragments. This is due to the lack of a sense of concern for students in correct writing, accustomed to making mistakes without warning, and students' lack of understanding.

Explanatory text paragraph writing for fifth grade students absent 5 is a student explanatory text paragraph writing essay on aspects of the use of spelling with a high score, based on the explanatory text paragraph writing it is known that students' writing skills in terms of spelling use can be said to be quite good. It can be seen from the results of the students' explanatory text paragraphs that the placement of capital letters is quite good even though there are some inappropriate uses of capital letters such as writing text titles that do not use capital letters at the beginning of words and there is no use of punctuation marks at the end of sentences.

Explanatory text paragraph writing for class V student absentee number 46 is a student essay on an aspect of the use of spelling with low grades, based on the written paragraph of the explanation text, it is known that students' writing skills in terms of spelling use can be said to be lacking. This can be seen from the improper use of punctuation and capital letters. Some of the shortcomings in student writing include writing titles that do not use capital letters at the beginning of words, use of inappropriate capital letters at the beginning of sentences, use of inappropriate capital letters in text content, and use of inappropriate punctuation marks in sentence fragments, as well as the use of dot on each word.

2. Factors Affecting the Ability to Write Explanatory Text Paragraphs of Class V Students at SDN Balung Kidul 02 Jember

In writing students are required to be able to write well and correctly so that the message can be conveyed clearly. Tarigan in Misra (2014: 62) states that writing is a language skill that is carried out to convey messages or communicate without having face-to-face with other people. Writing skill itself is the ability of students to express ideas in the form of written work. The ability to write paragraphs of explanatory texts for fifth grade students at SDN Balung Kidul 02 Jember varies, there are students with low writing skills and there are also students with fairly good writing skills.

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The ability to write explanatory text paragraphs for fifth grade students at SDN Balung Kidul 02 Jember varies, there are students with factors that affect the ability to write explanatory text paragraphs for fifth grade students at SDN Balung Kidul 02 Jember including: (1) the lack of face-to-face time between teachers and students, (2) students' lack of understanding of explanatory texts, (3) students' attitudes that do not care about the use of good and correct Indonesian, (4) students' low interest in reading, (5) the influence of mother tongue (B1) on second language (B2) and (6) lack of parental attention. writing ability is low and there are also students with fairly good writing skills.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research that has been carried out on the results of paragraphs of explanatory texts for fifth grade students at SDN Balung Kidul 02 Jember, it can be concluded as follows.

1. The ability to write paragraphs of explanatory text for fifth grade students at SDN Balung Kidul 02 Jember can be categorized as quite good. Based on the analysis, the predicate is very good with the value of the letter "A" there are 0 students. In the good predicate with the value of the letter "B" there are 4 students. In the predicate enough with the value of the letter "C" there are 18 students. In the predicate less with the value of the letter "D" there are 16 students. In the failed predicate with the value of the letter "E" there were 17 students. Based on the data that has been obtained, the average ability to write paragraphs of explanatory text for class V SDN Balung Kidul 02 Jember is sufficient with the value of the number "55 < x ≤ 65".

2. Factors that affect the ability to write paragraphs of explanatory text for fifth grade students at SDN Balung Kidul 02 Jember include: (1) the lack of face-to-face time between teachers and students, (2) students' lack of understanding of explanatory texts, (3) students' attitudes that do not care about good and correct use of Indonesian, (4) students' low interest in reading, (5) the influence of mother tongue (B1) on the second language (B2), and (6) lack of attention from parents.

Based on the conclusions of the research results above, the suggestions that can be given include the following: teachers should be able to find out the factors that affect students' writing skills. Especially in the ability to write explanatory text paragraphs, so that teachers can improve their ability to write explanatory text paragraphs. In addition, teachers should teach basic knowledge of explanatory texts so that students have good knowledge of learning to write explanatory texts and train students' writing skills, especially in good and correct written grammar and Indonesian language. Students should often practice writing so that their writing skills can be honed well. For other researchers, it is hoped that it can be used as reference material as well as comparison material in conducting further research related to the ability to write explanatory text paragraphs.

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THANK-YOU NOTE