Ability to Write Explanatory Text in Grade VI Elementary School Students Using Picture Media

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Abstract. The ability to write explanatory text is a process of expressing ideas and thoughts written in the form of sentences based on facts and phenomena that occur so that the reader knows the information. The purpose of this study was to describe students' ability to write explanatory texts in grade VI elementary school students using the aid of media images, explain students' obstacles in writing explanatory texts and find solutions given to overcome students who are less able to write explanatory texts. The type of method used in this research is to use a descriptive method with a quantitative approach. The sample of class VI Elementary School students is 32 people. The research technique is by tests, observations, and interviews. The assessment guide includes aspects of the suitability of the theme with the content, text structure, use of language, and punctuation. Based on the research results obtained an average of 69.75. The suitability of the theme with content is 18.28, text structure is 21.00, language use is 15.24, and punctuation is 15.23. The lowest score is in the use of language and punctuation. Students still do not understand the use of punctuation marks in a sentence, and the use of language is not yet structured, because students lack confidence, lack knowledge, and language in making an essay. Requires varied methods, writing experience, and literate culture to stimulate students in writing.

Keywords: Writing Ability, Explanatory Text, Image Media

INTRODUCTION

Learning in class contains several lessons that must be mastered by students, starting from learning that uses the left brain that requires a calculation to learning that uses the right brain that requires analysis and understanding, both of which are continuously used in learning. Learning that is done in class is one of learning in language. Language learning is the main lesson in class because it is very necessarforin learning as well as a means of communication for the Indonesian nation. Learning Indonesian will affect the development of student learning. (Rahayu et al., 2022) states that Indonesian functions as a communication tool which of course affects the development of students in terms of knowledge and language skills, so that students can easily interact and adapt to their social environment. In addition to the function of language in terms of education, students can understand the introduction and skills in language so that it will help the process of learning in order to get optimal results.

Learning Indonesian makes learning that every student must learn, especially in learning in elementary schools because Indonesian makes the basis for other learning, because Indonesian is the main language in delivering material and the language found in textbooks. In learning Indonesian there are several skills that must be learned, namely listening, reading, writing, and speaking skills. All skills must be mastered by all students. One of them is writing skills. Writing skills have been carried out since students occupy low grades. During the early grades, the main skill that must be possessed is reading skills, then after that writing skills. According to Rohana and Syamsudin (2021:90) writing skills are one of the abilities that must be used in language to communicate, speak, read and listen. Writing skills require training, thinking, creativity, and mastery of grammar and have to know what to write about, and what background topics to write about.

Writing skills become advanced skills after students have reading skills because writing skills are writing skills that continue to be developed in elementary schools. According to Sudhono & Slamet (2014) in Rahman (83: 2019) says that writing skills are pouring the fruit of skills into written language through sentences that are structured as a whole, complete, and clear

so that the ideas can be communicated the reader successfully. So that students' writing skills require students to think about expressing their thoughts in written form.

Rahman (83:2020) says writing is a communication activity in the form of conveying information in writing to other parties using written language. Writing involves several elements: the writer as the messenger, the content, the channel, and the reader. The results of writing are usually called essays or writings. The essay is placed on a creative process of an on-scientific type. Writing is a process of integrating words into sentences and then into paragraphs and into chapters that are logical to understand. This process encourages writers to think systematically and creatively and logically. The process of writing after thinking and then pouring it into writing with the help of various sources and also the experience experienced by the author.

So writing skills are skills that must be possessed continuously after students have reading skills. And in subsequent learning writing skills are especially emphasized in the 2013 curriculum. According to Yulistio (190: 2021) said learning Indonesian according to the 2013 curriculum is currently text-based. That is, learning activities refer to mastery of texts to meet the demands of achievement, namely the ability to write texts according to their type, such as writing texts on observation reports, descriptions, expositions, explanations, procedures, biographies, narratives or stories, etc. according to the level of education.

Language learning in high grades is learning to understand explanatory texts in grade 6. Based on observations during learning, students have not been able to write explanatory texts because of the lack of students' ability to express thoughts and ideas that will be conveyed to readers in the form of information that can be read by readers. get When the reader reads the text. According to (Sulastri et al., 2022) students have difficulty developing ideas and ideas but by applying the model in teaching students' writing skills increases, this is evidenced by increased creativity in writing students' explanatory texts and students become more active and enthusiastic, and not lazy in working on the task of writing explanatory text.

(Yulistio, 2021) Says that it is necessary to develop proficiency in Indonesian through the ability to write texts. The development of text-based writing skills is an effort to foster and develop students' thinking patterns quickly, coherently, critically, and creatively. The achievement of competence in writing texts according to the 2013 curriculum has been carried out for a long time from the elementary school education level. At this level, students have been required to write sentences with simple ideas in clear order and use their own words. According (Salfera, 2017) said that the 2013 Curriculum emphasizes the importance of a balance of attitudes, knowledge, and skills competencies, the required language skills formed through continuous learning cannot be achieved. Competence skills in presenting a written and oral text both planned and spontaneous, lead to the formation of attitudes of language politeness and respect for the Indonesian language as the nation's cultural heritage is far from expectations.

Based on research (Sulastri et al., 2022b) entitled "Analysis of the Ability to Write Explanatory Texts and Short Story Texts of Class V Students during Online Learning" the results of the research revealed that the two texts were still far from reaching the existing KKM scores. This happens because for learning to write explanatory texts and short story texts, interactive learning media or models are needed so that students are able to develop ideas or ideas that will be developed. In addition, according to the results of his research (Normawati, 2017) entitled "The Ability to Write Explanatory Texts for Class XI IPA 2 Students of SMA Negeri 1 Sentani, Jayapura Regency" the results of the study averaged a score of 74.55 or a conversion value of 2.98 with a B- predicate. The results of data processing showed that the lowest score achieved by students was 71 and the highest score was 78. In terms of content, the average score was 23.6 out of a total score of 30, the organization was 14.57 out of a total score of 20, vocabulary/word choice was 15.97 out of a total score of 20, language use was 16.97 out of a total score of 25, and the mechanical aspect 3.42 out of a total score of 5. The minimum score for each aspect shows that the lowest average score of students is achieved on the aspect of vocabulary/word choice and the highest score on aspects of language use. Based on the results of research from (Setiawan et al., 2019) said that based on the results of the research, the results obtained were that the student's pre-test score was 48.1 and the post-test score was 68.9. Based on the results of the t-test of students' writing ability, it is known that $p=0.00<0.05$. Thus it can be interpreted that the ability

to write explanatory texts of students has increased after being given learning the RADEC model. From the three studies, it is illustrated how previous research on explanatory texts was carried out on students both in terms of analysis in making explanatory texts using models. The need for media or the application of models when teaching explanatory texts to students.

Explanatory text is a text that needs to be studied in learning. An explanatory text is a text that explains the process of creating something that occurs naturally, or the process by which natural or social phenomena work. Explanatory text is a type of text that aims to provide information to the reader. Through explanatory texts, the reader is directed to understand the process of the occurrence of all things, both natural and social phenomena. Sot the explanatory text is a text that is based on the fact of an incident. the structure of an explanatory text is divided into four parts, namely: (a) title; (b) an opening section containing general statements; (c) the core part which explains how a tool works or how a phenomenon occurs and why this phenomenon occurs; and (d) closing section which contains the conclusions and or results of the author's interpretation. The ability to write explanatory text is a process of expressing ideas and thoughts written in the form of sentences based on facts and phenomena that occur so that the reader knows the information. With the help of image media in writing explanatory texts, it is hoped that it will be able to demand students to express their ideas based on existing pictures. So that the sequence of writing explanatory text can be clearly guided. According (Amir, 2016) said that media images can clarify the presentation of messages and information so that it can expedite and improve learning processes and outcomes. Media as an aid to students in launching every continuity in every writing session.

According to (Djamarah, Syaiful Bahri and Zain, 2002) in (Aprinawati, 2017) said that the media is a vehicle for channeling learning information or channeling messages. If the media is a source of learning, then broadly media can be interpreted as humans, objects, or events that enable students to acquire knowledge and skills. image media that can attract and direct students' attention to concentrate on the content of the lesson that is displayed or accompanies the text of the subject matter. According to (Amir, 2016) said that media images function to facilitate the learning process as well as to achieve learning objectives. So it is necessary to explain how the ability to write explanatory text as a media image. So that it becomes an illustration for researchers and readers about the ability to write explanatory texts in grade VI of elementary school.

METHODS

The method used in this research is a descriptive method with a quantitative approach. According to Nasir (2002: 61) in (Rukajat, 2018) says the description method is a method of researching the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. The purpose of descriptive research is to make systematic, factual, and accurate descriptions, drawings, or drawings of the facts, characteristics, and relationships between the phenomena being investigated. Descriptive characteristics not only describe situations or events but also explain relationships, test hypotheses, make predictions and get the meaning and implications of a problem to be solved. In collecting data used interview techniques, using several written questions that have been prepared, and observations to observe the situation at the time of implementation. Quantitative descriptive research according to (Musfirah et al., 2022) says research that tries to provide an in-depth description of the current situation and is a preliminary study that can be used as information. Describe systematically, factual and accurately the facts and characteristics of certain populations and describe phenomena in detail.

The research location is at SDN Kebonhui, one of the elementary schools in the Sumedang district. The research subjects for class VI students, totaling 32 people, were carried out in October 2022. The purpose of this study was to describe the ability to write explanatory texts with the help of media images. Data collection was carried out using test techniques and guidelines for writing story texts as well as guidelines for evaluating explanatory texts, interviews, and observations. The data used was in the form of 32 students' writing. The theme used in this explanatory text-writing study was water. Assessment in the explanatory text includes 1) suitability of the theme with the content; 2) text structure; 3) use of language, and 4) punctuation.

Analysis of the data used using descriptive quantitative. According to (Isnawati et al., 2020) data collected in a descriptive quantitative manner is used to provide an overview of the actual situation, as well as to answer questions related to the status of the subjects of the research. The Ministry of Education and Culture (2013) in (Normawati, 2017) determines that there are five main aspects in the criteria for compiling explanatory texts which are used as the basis for assessment, namely (1) suitability of text content based on topic, (2) accuracy of the organization or text structure, (3) appropriate vocabulary used, (4) the use of language/effectiveness of the sentences used, and (5) the accuracy of the mechanics/punctuation used. The aspects developed by the author are related to the indicators for assessing the ability of explanatory text, namely 1) The suitability of the theme with the content; 2) the text structure; 3) the Use of Language; the 4) Punctuation.

The indicators for assessing explanatory text after modification by the author are better understood in evaluating explanatory texts from the assessment of the Ministry of Education and Culture (2013), in (Normawati, 2017), namely as follows:

Table 1. Assessment of Ability to Write Explanatory Text

No.	Aspect	Score	Indicator
1.	The suitability of the theme with the content	21-25	Very good, very appropriate to the theme, very good at writing topics, very complete writing development.
		16-20	Well, in accordance with the theme, mastering the topic of writing, complete writing development.
		11-15	Good enough, enough according to the theme, enough to master the topic of writing, writing development is quite complete.
		6-10	Not good, not in accordance with the theme, lack of mastery of writing topics, incomplete writing development.
		1-5	Not good, not in accordance with the theme, not mastering the topic of writing and incomplete writing development.
2.	Text structure	21-25	Very good; the order of writing is very coherent, the writing is very clear, very easy to understand, and very well organized.
		16-20	Good, the order of writing is coherent, the writing is stated clearly, well understood, easy to understand, and well organized.
		11-15	Good enough, the order of writing is quite coherent, and the writing is laid out quite clearly, quite understandable, and quite organized.
		6-10	Not good, the writing sequence is not coherent, the writing is not clear, it is not understandable, and it is not organized.
		1-5	Not good, the order of writing is not coherent, the writing is not clear, it cannot be understood, and it is not organized.
3.	Language Use	21-25	Very good, very good at using effective sentences and standard vocabulary, very few errors in about one-fifth of all written texts or almost all correct in using effective sentences and standard vocabulary.
		16-20	Good, both in using effective sentences and standard vocabulary, a slight error of about two-fifths of all texts written in using effective sentences and standard vocabulary.
		11-15	Fairly Good, quite good at using effective sentences and standard vocabulary, about three-fifths of all written texts

No.	Aspect	Score	Indicator
			have an error in using effective sentences and standard vocabulary.
		6-10	Poor, not good at using effective sentences and standard vocabulary, about four-fifths of all written texts have errors in using effective sentences and standard vocabulary.
		1-5	Not good, not good at using effective sentences and standard vocabulary, there are many mistakes in almost all texts written in using effective sentences and standard vocabulary.
4.	Punctuation	21-25	Very Good, very good at writing rules, with very few errors or about one-fifth of his writing in terms of punctuation, typesetting, and arrangement.
		16-20	Well, mastering the rules of writing, a few errors or about two-fifths of the amount of writing on punctuation, lettering and arrangement.
		11-15	Good enough, enough to master the rules of writing, with quite a few errors or about three-fifths of the amount of writing in terms of punctuation, typesetting, and arrangement.
		6-10	Poor, lack of mastery of writing rules, almost any errors or about four-fifths of the total writing on punctuation, lettering, and arrangement.
		1-5	Not good, not mastering the rules of writing, lots of errors, or almost all of the amount of writing on punctuation, lettering, and arrangement.

The use of a calculation scale, namely the Likert checklist scale according to (Sugiyono, 2019: 168) in (Safitri, 2021) says the percentage calculation of the ability to write explanatory text through the percentage calculation is as follows.

Table 2. Percentage category of writing explanatory text

No.	Achievement Rate (%)	Category
1.	90-100%	Very good
2.	75-89%	Well
3.	65-74%	Pretty good
4.	55-64%	Not good
5.	0-54%	Not good

The procedure used in the research is that first students are given an explanation in advance regarding the explanatory text from the definition, structure, and purpose of the explanatory text given examples of explanatory text, then together practice making explanatory texts guided by the teacher. So that students understand the explanatory text. After that students are guided to make explanatory texts independently with a theme that is about water, students are given the freedom to give a title to each of their writings. During the workshop, students are given pictures to facilitate the process of making explanatory texts. The execution time was carried out for 180 minutes. After that students were interviewed during the implementation of making explanatory texts to reveal what were the obstacles and obstacles that students felt.

RESULTS

The data were obtained from the results of students writing explanatory texts, to describe how students' abilities in writing explanations were based on the percentage results of each aspect which included 1) Appropriateness of the theme with the content; 2) Text structure; 3) Use of Language; 4) Punctuation. Then the researcher analyzed the percentage of students'

achievement in writing explanatory texts. The following is the result of processing the percentages for each indicator, namely as follows:

Table 3. Students' ability to write explanatory text

No.	Aspect	Total Score	Average	Percentage
1.	The suitability of the theme with the content	584.96	18,28	26.2%
2.	Text Structure	672	21.00	30.1%
3.	Language Use	487,68	15,24	21.9%
4.	Punctuation	487,36	15,23	21.8%
	Amount of data	2232	69.75	100%

Based on the data above, the number of students who took part in writing explanatory texts was 32 people, the average score achieved was 69.75. The results of the average are based on four aspects of the assessment which include the structure of the text, suitability of the theme with the content, use of language, and punctuation. The average results explain that the four aspects have been mastered quite well by students. However, there must be improved so that changes can be seen in terms of students' writing abilities.

The achievement of the ability to write explanatory text can be seen from the percentage in each aspect. The highest percentage is found in the aspect of text structure at 30.1%, this indicates that students are able to use the structure in explanatory text correctly, namely general statements, explanatory series, and interpretations. Furthermore, the suitability of the theme with the content is 26.2%, which means that students can explain according to the theme determined by one focus of discussion. The next aspect is the use of language as much as 21.9% of the writing is composed using effective sentences and standard vocabulary. Furthermore, the use of punctuation is 21.8%, there is already the use of punctuation, writing letters, and the suitability of paragraphs in the text used in writing explanatory text. The percentages on the bar chart are as follows:
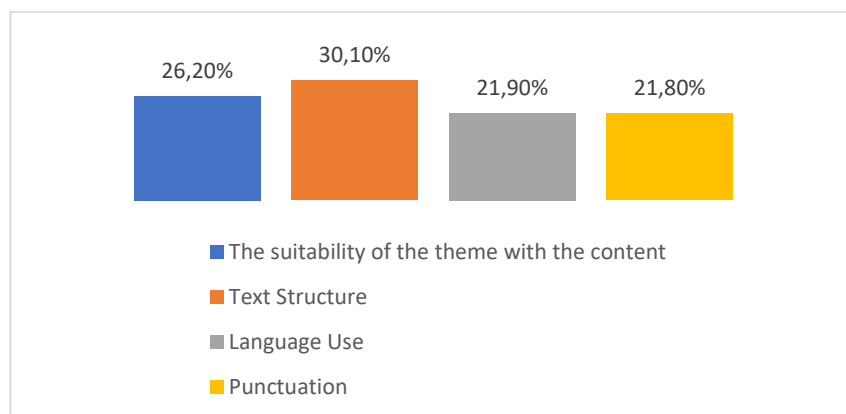

Figure 1. Ability to Write Explanatory Text on Each Aspect

Based on these data shows the number of students is 32 people. A total of 2 students in the very good category 6.25% wrote explanatory texts, 13 students were in the good category with a percentage of 41%, as many as 15 students were in the fairly good category with a percentage of 46.88%, and 2 students were in the poor category with a percentage of 6.25%. . Presented in a bar chart as follows:
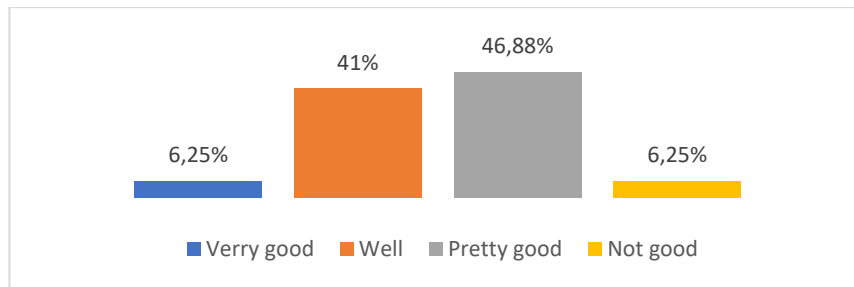
Figure 2. Percentage of Students' Ability to Write Explanatory Texts

The ability of class VI students in writing explanatory texts has been mastered quite well, as can be seen from the total scores, most of them are in the fairly good category, although there are two students who are in the very good category. There needs to be improved by providing a stimulus such as providing learning models, and guided training so that there is an increase in writing explanatory texts.

In the aspect of suitability of the theme with the content, it has an average of 18.28 out of 25 for each student as many as 25 people. It is very good at making text according to the specified theme, 78.125% according to the specified theme, although there are some in the sufficient category, as many as 5 people 15.625% and as many as 2 people are not good enough 6.25%. This shows that students already understand what must be discussed when given a certain theme and do not discuss it outside the predetermined path. Giving the theme "Water" in writing explanatory text makes it easier for students to make the text to be written.

Table 4. Assessment of Theme Suitability with Content

Score	21-25	16-20	11-15	6-10	0-5
Category	Very good	Well	Pretty good	Not good	Not good
Amount	0 people	25	5	2	0 people
Percentage	0%	78.125%	15.625%	6.25%	0%

In the aspect of assessing the structure of the text, it has an average of 21.00 out of a maximum of 25, as many as 20 students (62.25%) of the 32 students are very good, 7 people (21.875%) are in a good category, 3 people (9.375%) are quite good, 2 people (6.25%) were not good at mastering the order of writing in writing explanatory texts. More than half of the students master the order in the explanatory text and can determine the parts of the explanatory text. There is a need for additional understanding of students who are in the pretty good and not good categories in order to change the achievement of the large percentage of text structure aspects.

Table 5. Assessment of Text Structure

Score	21-25	16-20	11-15	6-10	0-5
Category	Very good	Well	Pretty good	Not good	Not good
Amount	20	7	3	2	0 people
Percentage	62.25%	21.875%	9.375%	6.25%	0%

In the aspect of using language, it has an average score of 15.24 out of a maximum score of 25. Of each student's ability to use the language used in making explanatory texts from the application of effective sentences and standard vocabulary as many as 3 people (9.375%) have very good abilities, 10 people (31.25%) have a good ability, 17 people (53.125%) are quite good, 2 people (6.25%). Most of them are in the pretty good category which shows the student's ability to use effective sentence language and standard vocabulary is still not effective. Most of the mistakes students use effective sentences, but there are still sentences that are still ambiguous in making sentences and ambiguity when the reader understands them.

Table 6. Assessment of Language Use

Score	21-25	16-20	11-15	6-10	0-5
Category	Very good	Well	Pretty good	Not good	Not good
Amount	3	10	17	2	0 people
Percentage	9.375%	31.25%	53.125%	6.25%	0%

In the aspect of punctuation assessment, it has an average of 15.23 out of a maximum of 25, for each student who has a very good category 2 people (6.25%), 15 people with good (46.875%), 10 people with good enough (31.25 %), 5 people (15.635%) were not good at using punctuation marks, most of them were in the good and quite good category, this indicated that there were still many students who did not give punctuation marks, using letters according to the rules. Even with the appropriateness of the paragraph, some students still experience errors. There needs to be an increase in the use of punctuation so that it is better.

Table 7. Punctuation Assessment

Score	21-25	16-20	11-15	6-10	0-5
Category	Very good	Well	Pretty good	Not good	Not good
Amount	2	15	10	5	0 people
Percentage	6.250%	46.875%	31.25%	15.625%	0 %

The percentage in each aspect of each maximum score can be seen from the percentages presented in the diagram below. Using the percentage category of writing explanatory text the highest percentage is in the aspect of text structure 84% in the good category, the suitability of the theme with the content is 73.12% in the fairly good category, the use of language is 60.96% in the bad category, the use of punctuation with a percentage of 60 .92% in the less good category. This shows that the achievement of each aspect of writing explanatory text is at an average of 69.75 with a fairly good category because it can be seen in the achievement of each aspect.
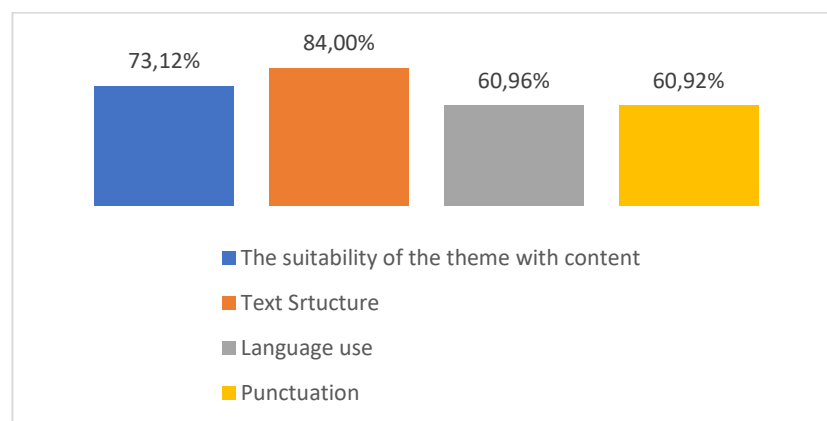

Figure 3. Percentage of Achievement in Writing Explanatory Text on Each Aspect

DISCUSSION

Based on research that students' ability to write explanatory texts has an average of 69.75 with a pretty good percentage category. This achievement is based on aspects whose values are 1) the suitability of the theme with the content, 73.12% in the pretty good category. 2) Text structure 84% with good category. 3) The use of language is 60.96% in a fairly good category. 4) Punctuation mark of 60.92% with quite a good category. The biggest value contribution is in the structure of the text. These four aspects explain how students make explanatory texts. This achievement was assisted by media images provided by researchers to assist in developing writing.

The ability of class VI students at Kebonhui Elementary School in writing explanations is of fairly good quality. Because students are less able to train themselves in writing skills because

according to (Mundziroh et al., 2013) writing skills cannot be mastered automatically by students, but must go through lots and regular exercises and practices so that students will find it easier to express themselves in writing activities. In this regard, writing skills must be improved since childhood or starting from elementary school education. If writing skills are not improved, then students' ability to express thoughts and ideas through the written form will decrease or not develop. For this reason, many students feel confused when expressing ideas because they are still minimal in terms of practice. For students who are already qualified in writing, their writing will be easily understood by readers. According to (Sari et al., 2020) said through writing, a person will be able to express his ideas and feelings to others through graphic symbols, without having to meet the other person directly. People will know other people's ideas or feelings through writing if that person understands the writing we make. When you are able to write, themes, language, sentences, standard words, and signs make it more meaningful for the reader. Writing does not need to be confused anymore in applying the rules of writing.

The ability to write explanatory texts in every aspect needs to be improved, in terms of learning it is done by stimulating students so they want to continue writing and are interested in writing. By developing each component so that it is more honed so that the ideas and contents can be captured by the reader. When students are able to express their ideas based on themes, of course writing sentences, vocabulary, punctuation, and using letters can be mastered in practice. The suitability of the theme with the content becomes the main topic at the beginning of making an explanatory text. When the theme is determined, if you already understand the theme that is the topic of discussion, of course, we can determine the title to be made and what discussion will be outlined, the theme becomes a milestone in a text. The theme in writing this explanatory text is "Water" students develop it into "Benefits of Water for Animals and Humans", "Benefits of Water for Plants and Animals", and "Water for the Source of Life", some students use interrogative sentences such as "How to Save Water?", "Where Does Water Come From?", "Why Doesn't Water Run Out in the World?". In terms of the suitability of the theme with the title, it has shown good connectivity. There were some students who had confusion in determining the titles to be made such as "How to use water", "About the daily use of water", and "Water is a Benefit for Humans", so it contains different meanings when everyone reads it. So most of the students have given the title well of the specified theme. Text structure. In mastering writing topics, students are sufficiently familiar with the writing topics discussed so as to provide information to readers in the first paragraph "Water is the source of life for animals and humans", and "Water is an important thing for everyday life." Discussing general information about "Water", in developing writing students have been able to develop writing well but still in terms of general discussion it has not gone deeper which makes the reader enthusiastic so that the reader does not enjoy what students write. According to Tarigan (2008: 22) in (Putri et al., 2019) suggests that writing skills are the activity of deriving or depicting graphic symbols that describe a language that is understood by someone so that other people can read the graphic symbols. if they understand the language and the graphic representations.

In the aspect of the structure of the explanatory text which consists of (1) an opening section which contains general statements in this section explaining a general explanation of the phenomenon to be discussed can be in the form of an introduction to the phenomenon or an explanation of the phenomenon in this section has provided a general description of water by asking questions " Do you know why the water on the surface of the earth does not run out? Because of the water cycle.", water is the main resource in everyday life, in this section a general description of the benefits of water has been given, but in this section there is still a lack of adequate word development, only one line, as in the first sentence about water which become a source of life then continue with the benefits of water until there is no more development than this part of the general statement; (2) the core part which explains how a tool works or how a phenomenon occurs and why this phenomenon occurs in this section explains where the water comes from, here students explain the water cycle from evaporation to rain then where does the rain water flow, in this section students are fixated on terms that cannot be developed in their own language; so that the connection is not related to each other, only the order of terms and (3) the closing section which contains conclusions and or the results of the author's interpretation in

this section students explain the phenomenon of disasters caused by water in this section students explain the dangers of water to life and efforts to anticipate it in this section there is no invitation as a writer to readers to conclude the ideas they have. The sequence in thinking has been seen in this section students are good at sequencing an event but their development is still lacking. According to the Ministry of Education and Culture (2013) in (Yulistio, 2021) that the placement of a good story structure will form a good and sequential structure or pattern of thinking so that each development of the elements of the story structure will show a clear sequence of thinking from the contents of the story he is writing.

The next aspect is the use of language in this section, namely the use of effective sentences and standard vocabulary in explanatory text essays. Effective sentences according to (Fitriyani, 2015) effective sentences are sentences that are correct and clear so that it will be easy for others to understand correctly. Sentences that are said to be effective sentences are sentences that contain characteristics, namely sentences that are logical, thrifty, parallel, unitary, coherent, and firm. This sentence contains a clear sequence of subject, predicate, and object. According to (Pebriani & Tiawati, 2021) Effective sentences are sentences that are written in accordance with applicable grammatical rules so that readers and listeners can easily understand them. In the students' writings, there were ineffective writings such as "Water comes from the mountains, from the mountains there are sources that flow everywhere and are used by residents for their own needs." In this sentence, there is confusion about saving sentences which is corrected as follows "The water comes from the mountain. The flow of water sourced from the mountain is used by residents for their daily needs. There are sentences that have no logic. "If there is no water in the world, life will be empty", in the sentence "empty" means feeling lost. Logically, if there is no water in this world, it's not just a vacuum that will occur, drought will strike, which will threaten the survival of life. There is a sentence that is not yet effective "The benefits of drinking water can be taken for sports to drink" in this sentence has the repetition of words so that if it is read it is not so pleasant to hear, you can correct the word with "Water is used for drinking when exercising" Most of the mistakes in that sentence are still there is ambiguity in one sentence the students are less organized in making sentences. In addition to having mistakes, some students were able to compose sentences correctly such as "Water has an important role in the life of every living thing on this earth." "Water is a source of life for humans." In addition to the use of effective sentences as well as the use of standard vocabulary. Standard vocabulary (Privana et al., 2021) are words whose way of speaking and writing conforms to standardized rules and non-standard words are words that are often incorrectly used when speaking in everyday language or do not comply with the correct spelling guidelines (EYD). According to Chaer (2007: 46) in (Privana et al., 2021) states "Spelling or the way of writing Indonesian vocabulary has been recorded in the enhanced Indonesian Spelling Guidelines (EYD) book. So that in making the text used standard words in accordance with the rules of the rules. The student's mistake in writing used the letters "Potosynthesis" instead of "Photosynthesis" because the regional language often mentions F as P. "If" should be written "if", the use of "can then be used as a watering can for plants" can be corrected by "can also be used for watering plants" ", "water can be used for bathing" then it should be "water can be used for bathing". Most of the students have used standard words in writing explanatory texts, only a few people still write using the word "no" which has been explained previously.

The next aspect is the use of punctuation which includes punctuation, the use of letters, and the suitability of paragraphs. Punctuation itself has symbols that are used to clarify speech, sentences, or words. Punctuation marks are useful so that readers can (easily) understand the author's intent and purpose (Shara et al., 2019: 347) in (Mulyati, 2022). According to the General Guidelines for Enhanced Indonesian Spelling (2004, p. 42) in (Nurjanah et al., 2014) the use of punctuation marks means that symbols and symbols must be used such as a period used at the end of a sentence, punctuation marks used to separate equivalent sentences which one of the next equivalent sentence. A comma is used between elements in an itemization or number. The aspect of punctuation is in a pretty good category because students do not put a full stop at the end of the sentence, or the punctuation that is included is not quite right, such as "Water makes it easier for us to do our activities" in the sentence does not include a full stop at the end of the sentence.

"Water is one of the benefits for living things" at the end of this sentence is also not given a full stop. apart from not including periods, some students did not put commas in their sentences, as in the following sentence "How to save water, including turning off the faucet when brushing your teeth, checking and fixing leaking pipes, recycling used washing water" students did not put a comma at the end of each mention, if it is repaired, it becomes "Ways to save water, including turning off the faucet when brushing your teeth, checking and repairing leaky pipes, recycling used washing water". There are also those who incorrectly put punctuation marks such as "Water is one of the benefits for living beings such as bathing, washing clothes, drinking, washing hands and so on," at the end of the sentence you should use a full stop because it is already one sentence. Another example is "Infiltration when water enters the ground, it will seep and become groundwater." The sentence is an error in the use of punctuation and sentence confusion. It should be "Infiltration the entry of water into the soil. Then the water seeps and becomes groundwater. Use of punctuation. There were also students who did not give a colon when they were going to mention sequences, for example, in "How to save water" in the sentence, they did not write a colon which should be done before we mention the order given a colon after the sentence. If it is fixed, it becomes "How to save water:". In addition to punctuation, another thing that must be considered in making explanatory text is the use of letters. According to (Mulyati, 2022) it is very important to understand the rules for using capital letters and punctuation marks. The use of capital letters and punctuation when writing articles is intended to help the writer or authors clarify and emphasize the contents of the article which are communicated to readers (Rahmaniyah, 2019:97) in (Mulyati, 2022). (Purnamasari et al., 2020) Capital letters are letters of the alphabet that are larger in size than other letters, and are usually used for the beginning of sentences, people's names, descriptions of place names, and so on. According to Turniawan (2018 in (Purnamasari et al., 2020)), "Capital letters are letters that are larger in size and shape than ordinary letters" (p. 3). So, capital letters are letters that have a larger size and shape than other letters. According to the General Guidelines for Indonesian Spelling (PUEBI) in (Fatimah & As'ad, 2020) 1: Use of capital letters as the first letter of a word at the beginning of a sentence 2: Use of capital letters is used as the first letter of names of honorary titles, heredity, religion, followed by Name of the person. 3: The use of capital letters is used as the first letter of the elements of a person's name 4: The use of capital letters is used for the names of years, months, days, holidays, and historical events. Some students already use capital letters at the beginning of writing or at the beginning of sentences. There are students who still use lowercase letters at the beginning of sentences and at the beginning of paragraphs. Like "wake up and then clean the body and eat." Students do not write capital letters at the beginning of sentences. "Evaporation is a process of evaporation of water on the surface of the earth." In this sentence, the same does not use capital letters at the beginning of the sentence. The next discrepancy is that students write capital letters in the middle of a sentence such as "Water is very useful for humans." In this sentence, a capital letter is added in the middle of the sentence. "A landslide is a disaster that can cause a house to be crushed by the ground." The writing of terms at the beginning of a sentence still uses lowercase letters such as "evaporation ….", "transpiration ..." which should be at the beginning of a sentence using capital letters.

Based on observations and interviews related to writing explanatory texts for the suitability aspect of the theme, students are already able to determine the content to be discussed if given a particular theme. If the theme given is about water, then the focus of the discussion around water does not come out of the topic of discussion. The drawback is that in developing writing, students have not been able to develop writing based on the theme because students have not fully mastered the topic of writing because of limited knowledge they have so that even when making, students are confused about assembling each the discussion and asked several times to consult with the teacher about the ideas students made had a connection or not. Aspects of the structure of the text students already know the order in the explanatory text, although not all of them are memorized, there are students who memorize only one, but students already know the parts of each structure. When writing, students divide into three paragraphs with a different focus for each paragraph. The drawback is the clarity of the pouring, students only write at a glance the direction of their writing in a straight direction. Given picture media in its development

students only pour the information obtained from the picture. The next aspect is the use of language that is not well structured when writing texts. Students often consult that the sentences they make are correct or there are confusion or errors or ask for input. have to create a text. So that some of the students' sentences are still confusing in composing them even though students have been given material about effective sentences and standard vocabulary. The next aspect of punctuation marks students still don't know fully about the rules for using punctuation marks so they are still wrong in determining punctuation marks in a sentence. And there are still capital letters in the middle of the sentence and students do not give any punctuation at the end of the sentence. Obstacle

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the ability to write explanatory texts through the media of images reaches a fairly good category with an average score of 69.75. These results indicate the four aspects of building students' ability to write explanatory texts to achieve better quality and results. Improvements in aspects need to be done to achieve maximum results so that it supports the achievement of abilities in writing explanatory texts. In particular, the achievement of each aspect, namely 1) the suitability of the theme with the content obtained an average of 18.28 with a percentage contribution of 26.2%; 2) text structure obtains an average score of 21.00 with a contribution of 30.1%; 3) the use of language obtains an average of 15.24 with a contribution of 21.9%; 4) sign gets an average of 15.23 with a percentage contribution of 21.8%. The highest aspect of achievement is in the structure of the text and the lowest is in the use of language and punctuation.

Judging from the error analysis, many students experience errors in aspects of language use and punctuation. Because students have not fully mastered the use of effective sentences, standard vocabulary, punctuation, and the use of letters. So that its use is still not in accordance with the rules.

Judging from the causes of difficulties in writing explanatory texts based on observations and interviews. When working with students when working on students still lack confidence. The two lowest aspects are due to students' lack of knowledge and language. And students have not been accustomed to writing, focusing on one skill to develop written results. Guidance is needed. So it is necessary to have varied methods, writing experience, and literate culture to stimulate students in writing.

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