

## ABSTRAK

**Intan Fitri Andani. 2026.** *Struktur dan kaidah kebahasaan teks eksplanasi karya peserta didik kelas VII A SMPN 2 Magetan*. Skripsi. Madiun: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dr. Ermi Adriani Meikayanti, M.Pd. Pembimbing (II) Dr. Muhammad Binur Huda, M.Pd.

Kemampuan menulis teks eksplanasi yang sistematis dan sesuai kaidah kebahasaan merupakan kompetensi penting bagi peserta didik dalam memahami fenomena di sekitarnya. Namun, keterbatasan bahan ajar yang kontekstual dan menarik sering kali menjadi kendala dalam mengoptimalkan kemampuan tersebut di jenjang sekolah menengah. Berdasarkan hasil tersebut untuk mendeskripsikan struktur teks eksplanasi karya peserta didik kelas VII A SMPN 2 Magetan, kaidah kebahasaan yang digunakan dalam teks eksplanasi karya peserta didik, dan rekomendasi bahan ajar menulis teks eksplanasi berdasarkan hasil analisis. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Sumber data berupa teks eksplanasi hasil karya peserta didik kelas VII A SMPN 2 Magetan. Data dikumpulkan melalui teknik dokumentasi menggunakan instrumen berupa rubrik analisis struktur dan kaidah kebahasaan teks eksplanasi. Keabsahan data dilakukan melalui *expert judgment* dan teman sejawat, sedangkan analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi simpulan. Hasil penelitian menunjukkan bahwa struktur teks eksplanasi yang ditulis peserta didik secara umum telah memenuhi unsur pernyataan umum, deretan penjelas, dan interpretasi. Namun, masih ditemukan beberapa teks yang belum menyajikan bagian interpretasi secara lengkap. Dari aspek kaidah kebahasaan, sebagian besar peserta didik telah menggunakan konjungsi kausalitas, konjungsi kronologis, kata ganti benda, dan

istilah ilmiah dengan cukup baik, meskipun masih terdapat ketidaktepatan penggunaan konjungsi, variasi yang terbatas, serta beberapa kesalahan penggunaan ejaan. Berdasarkan hasil penelitian tersebut, disusun rekomendasi berupa modul ajar menulis teks eksplanasi yang memuat materi struktur, kaidah kebahasaan, contoh teks, latihan bertahap, kegiatan analisis, tugas menulis, dan rubrik penilaian. Modul tersebut diharapkan dapat membantu guru meningkatkan kualitas pembelajaran serta meningkatkan kemampuan peserta didik dalam menulis teks eksplanasi secara sistematis dan sesuai kaidah kebahasaan.

Kata kunci: struktur teks eksplanasi, kaidah kebahasaan, keterampilan menulis, bahan ajar.

## ***ABSTRACT***

**Intan Fitri Andani.** 2026. *The Structure and Linguistic Features of Explanation Texts Written by Seventh Grade Students of Class VII A at SMPN 2 Magetan.* Undergraduate Thesis. Madiun: Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisor I: Dr. Ermi Adriani Meikayanti, M.Pd. Supervisor II: Dr. Muhammad Binur Huda, M.Pd.

The ability to write systematic explanation texts in accordance with linguistic features is an essential competency for students to understand surrounding phenomena. However, the limited availability of contextual and engaging teaching materials often hinders the optimization of this ability at the secondary school level. Based on the result aims to describe the structure of explanation texts written by grade VII A students of SMPN 2 Magetan, the linguistic features used in the students' explanation texts, and teaching material recommendations for writing explanation texts based on the analysis results.

This study employed a qualitative approach with a descriptive method. The data source consisted of explanation texts written by grade VII A students of SMPN 2 Magetan. Data were collected through documentation techniques using instruments in the form of analysis rubrics for the structure and linguistic features of explanation texts. Data validity was ensured through expert judgment and peer debriefing, while data analysis used the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification. The results showed that the structure of the explanation texts written by the students generally met the elements of general statements, series of explanations, and interpretations. However, some texts were still found to have incomplete interpretation sections. In terms of linguistic features, most students used causal conjunctions, chronological conjunctions, nouns, and scientific terms fairly well, although there were still inaccuracies in conjunction usage, limited variations, and several spelling errors. Based on these findings, recommendations were formulated in the form of a teaching module for writing explanation texts, which includes structural materials, linguistic features, sample texts, progressive exercises, analysis activities, writing assignments, and assessment rubrics. The module is expected to assist teachers in improving the quality of learning and enhancing students' ability to write explanation texts systematically and in accordance with linguistic features.

**Keywords:** explanation text structure, linguistic features, writing skills, teaching materials