

AN ANALYSIS ON STUDENTS' WRITING SKILL OF NARRATIVE TEXT AT XI GRADE OF IPA 2 OF SMAN 1 SALO

Harlinda Suita, Masrul

English Language Education, University of Pahlawan Tuanku Tambusai

harlinda@gmail.com Masrul@universitaspahlawan.ac.id

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa kelas 2 IPA 2 di SMAN 1 SALO dalam menulis teks narrative. Sample dalam penelitian ini adalah siswa kelas 2 SMAN 1 SALO. Kelas tersebut terdiri dari 20 siswa. Penulis menggunakan total sampling teknik untuk menentukan sample penelitian ini. Jenis penelitian ini adalah descriptive qualitative. Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan menulis siswa dalam teks narrative. penelitian ini terdiri dari beberapa langkah: yaitu mengumpulkan data, menganalisa data, membuat kesimpulan dan melaporkan hasil. Hasil dari penelitian ini menunjukkan bahwa kemampuan menulis siswa kelas 2 SMAN 1 SALO dalam kategori unggul 0%, dalam kategori baik 0%, dalam kategori cukup baik 30%, dalam katehori lemah 55%, dan dalam kategori sangat lemah 15%. Jadi dapat disimpulkan bahwa kemampuan siswa dalam menulis teks narrative di SMAN 1 SALO adalah lemah.

Kata kunci : *Kemampuan Menulis Siswa, Narrative Teks.*

ABSTRACT

The purpose of this research is to know the students' skill of XI Grade IPA 2 of SMAN 1 SALO in writing narrative text. The sample of this research is the second grade students of SMAN 1 SALO. The class consists of 20 students, the researcher used total sampling technique to determine the sample research. The research is a descriptive qualitative research. The purpose of this research is to describe the students' writing skill of narrative text. This research was done with some steps. The steps are collecting the data, analyzing the data, making conclusions, and reporting result. The result of the research showed that the students' writing skill of narrative text at second grade of SMAN 1 SALO in Excellent Category was 0%, in Good Category was 0%, in Fairly Good Category was 30%, in Weak Category was 55%, and in Poor Category was 15%. So, it can be concluded that the students' writing skill in narrative text at second grade of SMAN 1 SALO was weak.

Keywords: *Students' Writing Skill, Narrative Text.*

Introduction

Language is an important tool for communication. It means understanding, expressing many ideas, and also developing culture between speakers and listeners or writers and readers. Language is more than just communication tool; it is the primary method by which we do things together by sharing the meaning of common ground. People need to communicate in doing daily activities and making an interaction to other people in their life.

According to Gebhart and Dawn Rodrigues (1989 : 1) writing is one of the most important things that you do in college. According to Djago Tarin and Elina Sharif, Zulkarnain, Sumarno (2009 : 5) writes that writing is express in writing ideas, opinions, or thoughts and feelings. Lado in Elina Sharif, Zulkarnain, Sumarno (2009 : 5) also express his opinion about writing is, putting a graphic symbol that represents a language that is understandable to others.

Based on Curriculum 2013, the basic competences of the second year students in learning English are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of narrative text to interact with other people in their nearest environment. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each text.

Studying English as a foreign language is gradually getting more important. English is one of a compulsory subject in Indonesia. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, writing, reading and speaking. Writing is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002). Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. (Masrul, M. 2015). Reading is an aspect that is inseparable in teaching and learning English. Lecturers, teachers and students use reading skill in their teaching and learning activity. When teachers and lecturers give a written test to the students, they have to read the test before they give it to their students.

There are some kinds of text which are taught to the XI grade students of Senior High School. One of them is narrative text. Narrative text is the form of text that aims to amuse or entertain the reader with actual or vicarious experiences in different ways, and teach the reader about moral value.

Based on the observation at SMAN 1 SALO especially at XI Grade IPA 2, there are some problems found when giving materials to the students in writing class, especially in narrative text. The first problem is that the students do not have good comprehension in writing, because the content of the composition is not relevant to the topic in narrative, the ideas and sentences are not well organized when they write the story. The second problem is that there are many errors in vocabulary, grammar, and spelling when writing a narrative text. Another problem is the students have low motivation and are not interested in doing the task. They have difficulty in expressing their ideas on the paper.

Method

The researcher used Descriptive Method in this research. Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989). For example, a descriptive study might employ methods of analyzing correlations between multiple variables by using tests such as Pearson's Product Moment correlation, regression, or multiple regression analysis.

Three main purposes of descriptive research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993). Marleni (2015) stated that descriptive research data will be analyzed statistically.

Based on explanation above, the descriptive research is a research only use one variables and purpose of this research is to analyze the students' writing skill of narrative text.

Finding and Discussion

This research was conducted at SMAN I SALO which is located in Salo, Riau. The total of students in XI grade of IPA 2 are 20 students. They are consists of 8 male and 12 female. The main concern of this study was focused on describing students' writing skill of narrative text at XI grade of IPA 2 of SMAN I SALO.

In order to get the data of this research, the researcher used the test and questionnaire. The test was used to measure the students' writing skill of narrative text at XI grade of IPA 2 of SMAN I SALO. The researcher gave test to the students regard to indicator of writing skill of narrative text. Writing skill of narrative text was divided into five indicators. The indicators are content or ideas, grammar, vocabulary, text organization and mechanics. The questionnaire was used to get the specific information by the students responses dealing with the

students' writing skill of narrative text at XI grade of IPA 2 of SMAN I SALO. In calculating the mean score of the students writing skill of narrative text of test, the researcher calculated the score of the test by follows:

Table 1
The Students' Score of Test

STUDENTS	C	G	V	O	M	SCORE	LEVEL
1	4	3	3	4	3	68	fairly Good
2	4	4	3	3	3	68	Fairly Good
3	3	3	3	3	3	60	Weak
4	4	3	3	4	3	68	Fairly Good
5	3	3	3	3	3	60	Weak
6	3	3	3	3	3	60	Weak
7	4	3	3	4	3	68	Fairly Good
8	4	3	3	3	3	64	Weak
9	3	3	3	3	3	60	Weak
10	4	3	3	4	3	68	Fairly Good
11	3	3	3	3	3	60	Weak
12	4	3	3	4	3	68	Fairly Good

13	3	3	3	3	3	60	Weak
14	3	3	3	3	3	60	Weak
15	3	3	3	3	3	60	Weak
16	3	3	2	2	2	48	Poor
17	3	3	2	2	2	48	Poor
18	3	3	2	2	2	48	Poor
19	3	3	3	3	3	60	Weak
20	3	3	3	3	2	56	Weak
total	6	6	5	6	5	303	
	7	1	7	2	6		

Table 4.2
Interpretation of the Students' Score in Writing Test

Range Score	Category	Frequency	Percentage
90 % - 100 %	Excellent	-	-
80 % - 89 %	Good	-	-
65 % - 79 %	Fairly good	6	30%
55 % - 64 %	Weak	11	55%
Less than 55 %	Poor	3	15%
Total		20	100%

Table 3
Description Category of Students' Score in Writing Test

No.	Category	Description
1.	Excellent	Able to produce fully main ideas, well organized and perfectly coherent, very effective choice of words and use of idioms and word forms, no errors in grammar and mastery of spelling and punctuation.
2.	Good	Change of opinion or main ideas relatively clearly, fairly well organized and generally coherent, effective choice of words and use of idioms and word forms, almost no errors in grammar, few errors of spelling and punctuation.
3.	Fairly Good	Change of opinion or ideas some weak, loosely organized but main ideas clear, adequate choice of words but some misuse of words, idioms, and word forms, some errors in grammar, fair number of spelling and punctuation.
4.	Weak	Change of opinion or ideas weak, lack logical sequencing,

5.	Poor	confuse in using words, idioms, and word forms, many errors in grammar, frequent errors in spelling and punctuation. Change of opinion or ideas very weak, no organization or incoherent, very poor knowledge of words, idioms, and word forms, dominated by errors in grammar, no control over spelling and punctuation.
----	------	--

From the table above, the writer could categorized the students' writing skill in five levels: Excellent level, Good level, Fairly Good level, Weak level and Poor level. We can see that there were 6 or 30% students in Fairly Good level, 11 or 55% students in Weak level, and 3 or 15% students in Poor level.

The only 6 or 30% students got 65-79 score in Fairly Good level. They weak to change of opinion or ideas, loosely organized but main ideas clear, they adequate to choice of words but some misuse of words, idioms, and word forms, there have some errors in grammar, and they fair number of using spelling and punctuation in writing.

Meanwhile, there were 11 or 55% students who had Weak level in writing skill. The students got 55-64 score in writing test. They could change of opinion or ideas but weak, they lack in logical sequencing, they confuse in using words, idioms, and word forms, they have many errors in grammar, and they frequent errors in spelling and punctuation.

Moreover, 3 or 15% students got Poor level. They got score less than 55. They could not change of opinion or ideas, they have no organization or incoherent, they very poor knowledge of words, idioms, and word forms, their writing dominated by errors in grammar, and they have no control over spelling and punctuation.

From the data above, the writer make conclude that the students individual score in narrative text is categorized in Weak level. Because the only 6 students who passed Minimum Mastery Criterion (KKM) in test. They got to fairly good

level score was above 65. While the average in this class only got score above 60. It means that the value of writing in the class of XI IPA 2 is low or categorized in Weak level.

Table 4
The Percentage of the Students Score in Presentation of Narrative Text

N o	Score /Range	Ability Level	Frequ ency	Perc enta ge
1	80 – 100	Excellen t	-	-
2	70 – 79	Good	-	-
3	60 – 69	Fairly Good	6	30%
4	50 – 59	Weak	11	55%
5	0 – 49	Poor	3	15%
Total			20	100 %

Based on the table above, it could be seen that there are 6 students or 30% in fairly good level, 11 or 55% students obtained weak level, and 3 or 15% students were in poor level. It can be concluded that the students individual score in narrative text in test 1 is categorized in Weak level.

B. Discussion

Score the range showed that the mean score of test in Excellent Category was 0%, in Good Category was 0%, in Fairly Good Category was 30%, in Weak Category was 55%, and in Poor Category was 15%. From the description of data above the level of students in the test is in Weak level. The students problem in writing skill of narrative text can describe by follows:

1. The students did not understand about the topic in narrative. Although the teacher was explain to them frequently
2. The students should learn more and try to write in English.
3. The students are not interested on English subject especially in writing test because the students felt difficult in expressing the ideas.
4. Boring and stressful classroom environments do not encourage students to be creative or analytical.
5. Students have no responsibilities in the classroom and are negative learners.
6. Even if they have the opportunity to participate, they will not take it, because they are afraid to make mistakes

Based on finding above, the writer concluded that learning writing skill is difficult for the students, most of the students did not want to practice in the class. The students should improve their writing skill, and it will be successful if the teacher give motivation to the students about importance of learning English.

This part covers the discussion of the students' writing skill. The discussion based on how is students' writing skill in this classroom. The writer finding that writing skill are difficult by the students.

There are some causes that make the students difficult to writing:

1. The students difficult in writing is that the environment does not support the students to write in English frequently. The environment here means the people outside the class. The response that the students got makes them loose their self-confidence to improve their writing. Since the students do not want to be rejected by the people around them, so they lazy or not interested in writing.
2. The students have problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel not confidence when they want to writing.

From the problems above, the students need to improve their writing skill. The students have to try hard to overcome their difficulties to writing fluently. Meanwhile, the teacher should be able to resolve the problems so that the students enjoy learning English better.

1. The Result of Questionnaire

The result of the questionnaire was analyzed to get specific information dealing with students' writing skill of narrative text at XI grade of IPA 2 of SMAN I SALO. To make them clear the researcher analyzed each categorize of the questionnaire as follows:

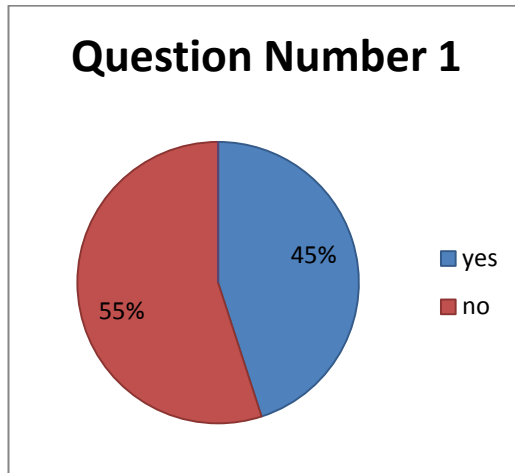


Figure 1
The Students' Opinion Like to Learn English in Writing Skill

Based on the picture above, 9 or 45% the students like learning English in writing skill. They felt enjoy when learning English, and they were interested because they said the teacher always give motivation in learning process. Meanwhile, 11 or 55% did not learn English. The students said that English especially in writing is difficult subject. And they also were not understand English.

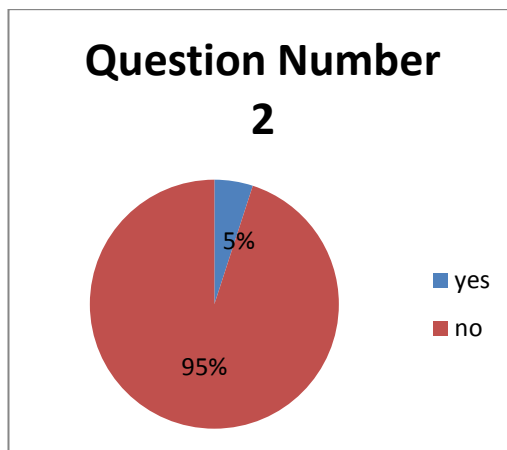


Figure 2
The Students' Opinion in Topic of Writing

Based on the picture above, only 1 or 5% students were understand in putting the topic of writing in narrative text. Beside that 19 or 95% students did not understand about the topic. They said that the topic of writing is difficult to understand.

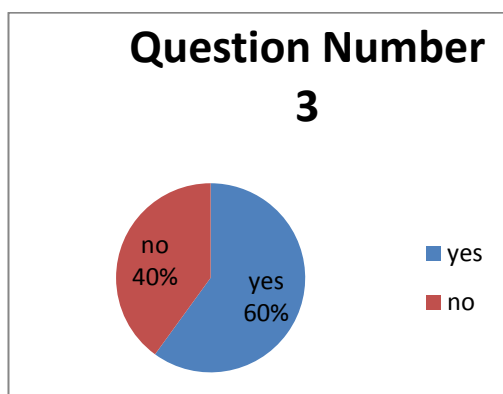


Figure 3
The Students' Opinion in Generic Structure of Narrative Text

Based on the picture above, 12 students or 60% the students were understand about the generic structure of narrative. They said the teacher explain clearly about the generic structure of narrative and easy to understand. Meanwhile, 8 or 40% students can not understand about the generic structure of narrative.

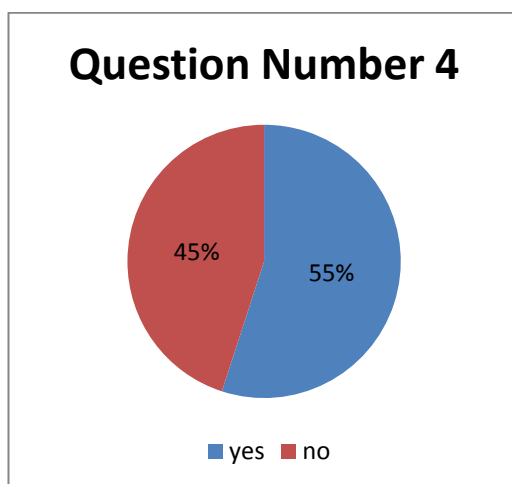


Figure 4
The Students' Opinion about the Test

Based on the picture above, 11 students or 55% the students did the test by their own ability, although it is wrong or right. This caused the students were confident when doing the test. Meanwhile, 9 or 45 % students did the test by cheating to another students. They said they cannot do the test because they did not understand.

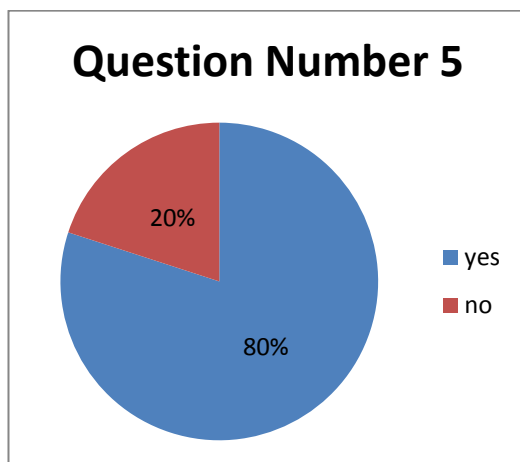


Figure 5
The Students' Opinion about The Problem in Writing

Based on the picture above, 16 or 80% students can solved the problem when writing in Narrative text with always ask the teacher. The students can understand because the teacher always give them motivation when doing the test. Meanwhile 4 or 20% students cannot solve the problem when writing because they were shy to ask the teacher.

Suggestion

The students should be active in learning English especially in writing class. Nowadays English is very important beacuse English is an international language, and the students must understand English well in the class or out door. The teacher should give more motivation to the students in learning English especially in writing, and the teacher must have good technique when writing class. The purpose is to make the students become interested and motivated in writing activity. There are still many aspect which can be analyzed about English, especially in writing skill. Finally, other researchers can analyzed other aspects in writing skill and the result of this study can be used as early information to conduct other research.

References

- Ahmad, Bustomi. 2010. *An Error Analysis on Students' Descriptive Writing*. Published : English letters Department Adab and Humanities Faculty State Islamic University Syarief Hidayatullah Jakarta.
- Anderson, M, & Anderson, K. 2003a. *Text Type in English 2*. Macmillan Education Australia PTY LTD.

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, Ed Revisi VI. Penerbit PT Rineka Cipta, Jakarta.
- Asilestari, P. (2016). THE EFFECT OF TPS (TINK, PAIR, SHARE) STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE SECOND YEAR STUDENTS' AT SMAN 1 KOTO KAMPAR HULU. *Journal Of English Language And Education*, 1(1), 11.
- Brown, D.H. 2004. *Language Assessment: Principle and Classroom Practices*. White Plains, NY: Pearson Education. Inc.
- Brown, H. Douglas. 2001. *Teaching by Principle: An interactive Approach to Language Pedagogy*. New York: Adison Wesley Longman.
- Crystal, David. 2008. *A Dictionary of Linguistics and Phonetics*. Massachusetts: Blackwell Publishing Ltd.
- Fulcher, G. and Davidson, F. 2006. *Language Testing and Assessment: An advanced Resource Book*. London and New York: Roudledge.
- Gebhardt and Dawn Rodrigues. 1989, *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Hadi, S. 2000. *Methodology Research*, Andi Offset. Yogyakarta.
- Kurikulum 2013.(2004). *Fun Learning & Scientific Approach*. Available: k_13-fun learning- scientific approach.blogspot.com.
- Langan, John. 2001. *College Writing Skills with Reading*, fifth edition. New York: McGraw-Hill Companies.
- Marleni, L. (2016). A STUDY ON THE ABILITY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP OF UNRI IN PROVIDING WORDS TO COMPLETE THE SUMMARY OF A TEXT. *Journal Of English Language And Education*, 1(1), 11.
- Masrul, M. (2015). A Study Of Students' Assessment In Writing Skills of The English Language. *Jurnal Obsesi*, 1(1), 65-73.
- Marleni, Lusi, 2015. **A STUDY ON THE ABILITY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP OF UNRI IN PROVIDING WORDS TO COMPLETE THE SUMMARY OF A TEXT**. Retrieved on <http://journal.stkiptam.ac.id/index.php/jele/article/view/46>
- Nelson, G. 2001. *English an Essential Grammar*. London and New York: Routledge.

- Nunan, David. 2003. *Practical English Language Teaching*. Singapore. McGraw-Hill Education Asia.
- Purpura, J. 2004. *Assessing Grammar*. Cambridge: Cambridge University Press.
- Richards, J. C. and Schmidt, R. 2002. *Longman Dictionary of language Teaching and Applied Linguistics: Third Edition*. London: Pearson Education Limited.
- Rebecca, J. I. 2003. *A Critical Handbook of Children's Literature*. Massachuset: Pearson Education, Inc.
- Sukardi. 2007. *Metodologi penelitian Pendidikan*. Yogyakarta; Bumi Aksara.
- Syarief, Elina, Zulkarnain, Sumanrno. 2009. *Pembelajaran Menulis*. Jakarta: Departemen Pendidikan Nasional.
- Wa Ode Amna, Warta. 2006. *Improving Students Ability in Writing Narration through K-W-L Technique at Second Class of SLTP Negeri 8 Gorontalo*.
- Widayati, S. 2003. *Pembelajaran dan Evaluasi Writing*. Jakarta: Departemen Pendidikan & Kebudayaan Direktorat Jenderal Pendidikan Tinggi.