

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

(Descriptive Research)

THESIS

**Submitted as a Partial Fulfilment of the Requirement for Getting Sarjana
Degree of Education in English Department**



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AN ANALYSIS ON STUDENTS' WRITING SKILL OF
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SMAN 1 SALO
(Descriptive Research)

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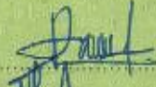

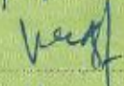

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul “**An Analysis on Students’ Writing Skill of Narrative Text at XI Grade IPA 2 of SMAN 1 SALO**” ini dan seluruh isinya adalah benar-benar karya sendiri, dan saya tidak melakukan penciplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan tersebut, saya siap menanggung resiko yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini, atau ada klaim dari pihak lain terhadap karya saya.

Bangkinang, 20 September 2017

Yang membuat pernyataan,

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PREFACE

Assalamu'alaikum wr.wb.

First of all, the writer would like to send the greatest thanks to Allah SWT who has given the writer blessing for finishing this thesis. Writing of thesis represents one of conditions of finishing subject and gets sarjana degree in Universitas of Pahlawan Tuanku Tambusai.

In writing this thesis, the writer got many aids in the form of guidance from many parts. Especially for that, the writer thanks to the lecturers who always help the writer and gives much knowledge. The writer realize this thesis is not perfect, but, critics and suggestions are needed here to make this thesis be better.

Finally, hopefully this thesis can be useful for the readers especially for the writer herself to expand her knowledge.

Bangkinang, 20 September 2017

The writer

Harlinda Suita

ABSTRACT

Harlinda Suita. An Analysis on Students' Writing Skill of Narrative Text at XI 2017: Grade of IPA 2 of SMAN 1 SALO

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.*

ABSTRAK

Harlinda Suita. Analisa Keterampilan Menulis Siswa dalam Pembelajaran Narrative Teks di Kelas XI IPA 2 SMAN 1 SALO. 2017:

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.*

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty for the blessing, kindness, and inspiration in lending me to accomplish this Proposal. Without those all, I couldn't stay patient and in control in writing this Proposal from the first page to the last page.

Shalawat and salam for our Prophet Muhammad who brings us from the darkness to the brightness.

The writer realize that this research far from the perfect research. Many people have helped the writer during this Proposal and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

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The writer realizes that this proposal is still far from perfection. The writer very expect for criticism and construction suggestion. The writer hope that this proposal can be useful for all of us, especially for the writer, and readers in general. Finally, the writer surrenders everything to Allah SWT.

Bangkinang, 20 September 2017

The Writer

Harlinda Suita

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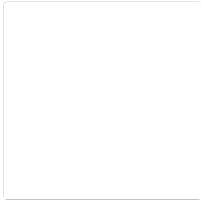
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

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.

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 writing. In this study the researcher is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition.

Writing is one of the important skills to be mastered by the students. They use it for communication each other, ideas and emotional expression, because when they write their ideas and emotion creatively, the students communicate with the reader on paper in their very best way and purposes.

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.

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.

According to Crystal (2008: 481), “A narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign”. Refers to Bal (2008: 8) “narrative is a text that not consist solely of narration in the specific sense. In every narrative text, one

point can be passaged that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the vent, a description of face, or of a location”.

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.

The following table is the data on the students’ writing skill in Narrative Text at XI grade IPA 2 Academic Year 2016/2017 which is obtained from English teacher of SMAN 1 SALO. In this case, the students’ writing skill is still low. The table is below:

The Data of Students' Score in Writing Skill at XI Grade IPA 2

Academic Year 2016/2017

Total of Students	KKM	HIGHER SCORE	LOWER SCORE	PERCENTAGE
23	65	90	-	
		-	70	
TOTAL				100 %

Based on the explanation above, it needs to take an investigation on students' writing skill of narrative text. This research will be taken at XI Grade IPA of SMAN 1 SALO.

B. Identification of the Problem

Based on the background of the study above, the researcher can formulate the problem in this research as follows:

1. The students' comprehension is still low in writing narrative text.
2. The students have many mistakes in using vocabulary, grammar, and spelling when writing a narrative text.
3. The students have low motivation and are not interested in doing the task.
4. The students still have low writing skill.

C. Limitation of the Problem

Because the scope of the problem is quite large, it necessary to limit this problem. This research focuses and limits the problem of research on describing students' writing skill of narrative text at XI grade of SMAN I SALO.

D. Research Question

Based on the background of the study above, the research question is: "How is the students' writing skill of narrative text?"

E. Purpose of the Research

Based on the research question, the purpose of this research is to describe the students' writing skill of narrative text at XI Grade of IPA 2 of SMAN 1 SALO on academic year 2017/2018.

F. Significance of the Research

The researcher would like to investigate the student's problems of narrative text especially in writing skill. The result will be achieved in this research would be useful to provide input for:

1. The School

This research is expected to found the student's problems of narrative text especially in writing skill are like and what the level of the student's problems. This can be used to anticipate by teachers and it is necessary to plan a writing class or English club in the school.

2. The English Teachers of Senior High School

This result of this research can be beneficial for the teacher, The teacher can anticipate specific problems of students' writing skill of narrative text. The teacher can use appropriate technique in the class especilly in writing skill.

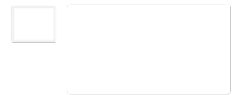
G. Definition of the key term

1. Writing skill

Writing is the stage where actually the writer makes a draft of their writing based on the pre-writing stage that they have done before. They find the right words and concentrate more on what they want to say through paper. They also need to arrange the draft in such way that the reader can follow his/her thought easily. The content might be written without considering the grammatical aspect first.

2. Narrative Text

A narrative text is a kind of text that tells a story. It is developed in some steps: orientation, complication, resolution, evaluation, and reorientation. In the step of orientation, the writer tells the characters in the story, where and when the story happen. In the complication step, the writer presents the unexpected event that happens to the characters. In the resolution step, the writer tells how the complication is solved. In the evaluation step, the writer invites the reader to think what meaning or values that are taken from the story. In the reorientation step, the writer concludes the story by giving comments.



CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Writing Skill

Writing is a communication process to share ideas and create sentences in written form. Writing is one of the important skills in teaching English. Many linguists give definition about writing. Hedge (2000) says that writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. In other words, writing is a process that produces a text as the final process. The process is complex because it is consisted of drafting, editing, revising, and rewriting that can be done recursively. Through the process, a writer can produce a good writing.

According to Nunan (2003:88) writing is defined as the mental work of inventing ideas, thinking about the way how to express them, and organizing them into statements and paragraphs that will be clear to the readers. The writer will collect the ideas and organize them through sentences to be written. In short, writing is a way to express ideas and thought into statements and paragraph.

Moreover Langan (2001: 76) arguments “Writing is transferring oral language into writing language”. Another expert such as Syarief (2004: 4) states, “Writing is indirect communication which we transfer our thought and feeling grammatical and vocabulary with symbol

written.” It means that writing deal the content and basic what we have written by explore and distinguish our thought and feeling.

Based on explanation above, writing is one of the most difficult aspects for students to master. The students have to master all components of writing skill in order to express their ideas. .

2. Teaching Writing Skill for Senior High School

Teaching writing skill is very important, it is essential that language teacher pay great attention in teaching writing skill so that the teacher should make various activities to promote the students’ writing, the teacher should motivate students to learn more about writing.

Based on explanation above, teaching writing for Senior High School is very important, that English is a global language and it plays an important role in the international world. Therefore Indonesian government has recommended English as one of compulsory subjects to be taught in and Senior high school.

3. Assessing Writing of Narrative Text

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Douglas Brown, 2001:4).

Assessing is different from testing. Assessment means collecting information about learner’s performance in order to make judgments about their learning (Spratt, et.al, 2005:102). It can be carried out through formal

assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004:4). Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Fulcher and Davidson(2007:196) state that assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus students' practice as learners and researchers. Thus in teaching and learning process the students have to be more active to practice what the teacher explains in the classroom.

In addition, writing is one of the most difficult aspects for students to master. The students have to master all components of writing skill in order to express their ideas. There are five components of writing skill that can be defined as follows:

a. Content or Ideas

Content or Ideas means the choice of structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used in writing must be in accordance with the readers.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6).

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

c. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

In learning English we cannot communicate and write better and it vocabulary our down. It does not mean only translating or giving meaning directly words with dictionary but also giving meaning of the words. Vocabulary is about learning words, the students are not only expected to know the word but also they have to know what the meaning of that word. Cameron (2001:73).

d. Text Organization

Text Organization means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

e. Mechanics

Mechanics is the use of the graphic convection of the language we have to pay attention the use of the punctuation and applying of the word of sentences.

By seeing the explanation above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing better and understand by the reader

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions.

4. Narrative Text

a. Definition of Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and

of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The verb to narrate means to tell, to give all account of. Writing narrative is really just putting what happen to somebody on paper (Widayati, 2003). In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably.

In addition, Schmidt and Richard (2002: 349) narrative are 1) the written or oral account of a real or fictional story. 2) The genre of structure underlying stories.

Based on explanation above, it can be conclude narrative is the text that tells the story in the past, it can be a history, event, and etc. which conclude an orientation, complication, resolution, evaluation and reorientation.

b. Generic Structures in Narrative Text

Narrative text also has generic structures, there are as follow:

- 1) **Orientation.** In the step of orientation, the writer tells the characters in the story, where and when the story happen.
- 2) **Complication.** In the complication step, the writer presents the unexpected event that happens to the characters.
- 3) **Resolution.** In the resolution step, the writer tells how the complication is solved.
- 4) **Evaluation.** In the evaluation step, the writer invites the reader to think what meaning or values that are taken from the story.
- 5) **Reorientation.** In the reorientation step, the writer concludes the story by giving comments.

c. Significant Lexical Grammatical Features in Narrative Text.

- 1) Use of past tense. Eventually, narrative text has the social function is to entertain or to amuse the reader, and the story happen in past time. For examples once upon a time, a long time ago, etc.
- 2) Focus on specific and usually individualized participants.
- 3) Use of material processes.
- 4) Use of relational processes and mental processes
- 5) Use of temporal conjunctions and temporal circumstances.

B. Review the Related Findings

The studies that have relevant with this study are: The first research is conducted by Ahmad Bustomi (2010) entitled “*An Analysis on Students’ Descriptive Writing: (A Case Study on Student of Harapan Jaya Senior High School at Cipondoh Tangerang)*”. The objective of this research is to know the common errors that the students of SMA Harapan Jaya Cipondoh Tangerang do in writing English. Theoretically, this research intends to identify, to define, and then finally to explain cause of errors. In this research, the writer used the qualitative method where he analyse the students’ writing to know the type of errors the students do most in their writing grammatically to know the cause of errors. After that, the writer describes the number of errors that the students made. The writer will describe the errors in each sentence and give an analysis.

The second research was conducted by Wa Ode Amna Warta (2006) entitle “Improving Students Ability in Writing Narration through K-W-L Technique (Know-What-Learn) at Second Class of SLTP Negeri 8 Gorontalo “. In this research, the writer explains about K-W-L technique. K-W-L (Know-What-Learn) technique is a part of cooperative learning. In this technique, there are three steps that can be used as the procedures of teaching writing narration. The first step K (What I Know), the second step W (What I Want to Know). And the last step is L (What I Have Learned).

This research has objective to find out whether or not the K-W-L technique can significantly improve the students’ ability in writing narration.

This research used Quasi Experiment method by applying one group of pre-test and post-test design. In collecting the data of this research, the writer used K-W-L technique and gave the students reading text instrument.

C. Conceptual Framework

In this research, writing is one of material that must be teach in learning English. The researcher proposed the conceptual framework entitled “An Analysis on Students’ Writing Skill of Narrative Text at Grade XI IPA 2 of SMAN 1 SALO” follow:

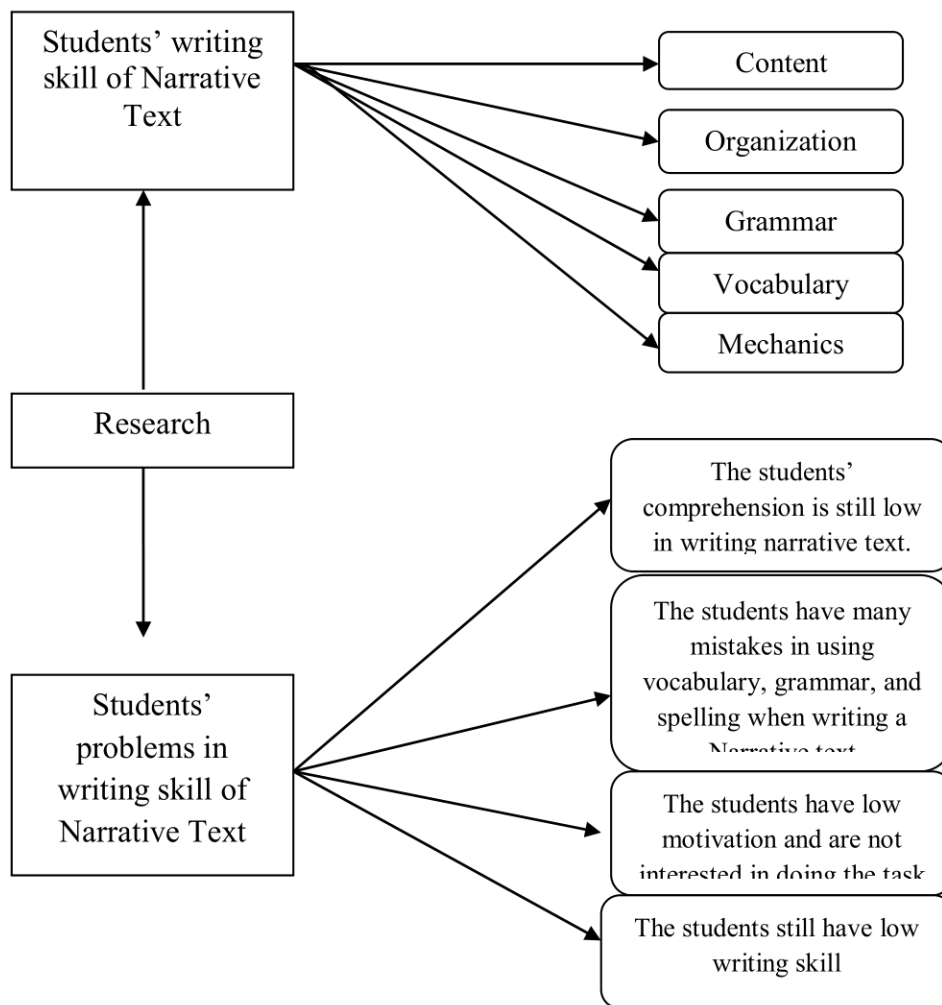


Figure 2.1
Conceptual framework of students' Writing Skill of Narrative Text

In writing, there are some indicators that should be concerned to understanding the writing material well. They are ideas, organization, grammar, vocabulary and mechanics. Whereas problems in writing skill has aspects such as the students' writing is not comprehensible with the topic of narrative, the students have many errors in vocabulary, grammar, and spelling when writing a narrative text, and the students have low motivation and are not interested in doing the task.

In writing skill, the students should know about the component of writing. It can be shown from the ability of the students to know a text generally of writing. The students should have a content or ideas to give a particular tone to flavor the writing. It should be noted that be choice of lexical item to be used writing must be accordance with the readers. Then, the students should understand about grammar, because grammar is needed to arrange correct sentences in conversation both in written or oral forms. Next, the students must know about vocabulary. it is the most important aspect in teaching a language. With vocabulary we can express our ideas in writing. Text organization is to clarify our idea and make it clear. So, the reader can deduce some organization well. The last is mechanics. It use of graphic convection of the language we have to pay attention the use of the punctuation and applying of the word of sentences.

It can be conclude that the students must be able to master all the components in writing to facilitate the students when writing, especially in narrative text.

2. Location of the Research

The location of the research is SMAN I SALO. It has 17 classrooms, 433 students, and 75 teachers. SMAN 1 SALO consist of 17 classes. It has 1 library, 1 computer laboratory, 1 multimedia laboratory, 1 mosque, 1 post security, 1 big hall, 7 canteens, 1 teacher's room, 1 administration's room, and 1 headmaster's room.

B. Method of the Research

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).

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.

C. The population and Sample of the Research

1. Population

In this research, population and sample are important. "Population is total number of research respondent." (Arikunto, 2006:130). Meanwhile, Hadi (2000:220) says that population is any group of person or individuals with qualities or characteristic in common. It does not only refer to person human beings, but also refer to animal and things. The population of the study is the students of grade XI at SMAN 1 SALO.

The population of this research is the second grade students of SMAN I SALO. It consists of 5 classes and the total number of students 128 students. Two classes are from IPA and three classes from IPS, which consist of 30 male and 98 female.

The population of the Research can be seen as follows:

Table. 3.2

The Population of second grade Students of SMA Negeri 1 SALO

		POPULATION		
NO	CLASS	MALE	FEMALE	TOTAL
	XI MIPA 1	7	19	26
	XI MIPA 2	6	14	20
	XI IPS 1	6	24	30
	XI IPS 2	5	23	28
	XI IPS 3	6	18	24
	TOTAL	30	98	128

2. Sample

The sample is part of a population that is expected to represent the population in the study. Kumar (1996:148) explains sampling is the process of selecting a few from bigger group to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. Therefore, from the population of SMAN I SALO which consist of 134 students of second grade, the researcher used cluster random sampling technique. Cluster random sampling technique is a technique selecting sample randomly by the groups not individuals. In this case, XI IPA 2 was selected as sample of this reserach which consist of 20 students.

D. Instruments of the Research

One of the most important activities in doing research is how to get and collect the data needed. The researcher has tried to apply some appropriate research instrument. In this research, the researcher used two kinds of instruments to collect data, namely test, and questionnaires.

1. Test

The researcher gave the test to all the students. The type of the test is writing test. The purpose of the test is to know the students' writing skill of narrative text. The type of the test is writing a story in Narrative text by using on their own words. And then the researcher analyze the data by using indicator of writing like Ideas or content, Organization, Grammar, Vocabulary, and Mechanics to get the scoring of the students' writing skill of narrative text.

According to Sukardi (2007:138) a test is a systematic narrative in which the individual being tested is represented by a set of stimuli. Their answer that can demonstrate to the figures. The test is a set of written or spoken questions that are used to measure how much someone knows about a subject. This test was used to measure how much the students' writing skill of narrative text. In assessing the students, the researcher uses the rubric of writing skill. The rubric is below:

Table 3.3

The Rubric of Writing Test

INDICATORS	SCORING	EXPLANATION
Ideas or Content	5= Excellent	Main idea stated clearly and accurately: change of opinion very clearly.
	4= Good	Main idea stated fairly and accurately: change of opinion relatively clearly.
	3= Average	Main idea some unclear or inaccurate: change of opinion statement some weak
	2= Poor	Main idea not clear or accurate: change of opinion statement weak.
	1= Very Poor	Main idea not all clear or accurate: change of opinion statement very weak.
Organization	5= Excellent	Well organized and perfectly coherent.
	4= Good	Fairly well organized and generally coherent.
	3= Average	Loosely organized but main ideas clear, logical but incomplete sequence.
	2= Poor	Ideas disconnected: lacks logical sequencing.
	1= Very Poor	No organization: Incoherent

Vocabulary	5= Excellent	Very effective choice of words and use of idioms and word form.
	4= Good	Effective choice of words and use of idioms and word form.
	3= Average	Adequate choice of words but some misuse of word, idioms, and word forms.
	2= Poor	Limited range; confuse use of words, idioms, and word forms.
	1= Very Poor	Very limited range,; very poor knowledge of words. Idioms and word forms.
Grammar	5= Excellent	No errors; full control of complex structure.
	4= Good	Almost no errors; good control of structure.
	3= Average	Some errors; fair control of structure.
	2= Poor	Many errors; poor control of structure.
	1= Very Poor	Dominated by errors; no control of structure
Mechanics	5= Excellent	Mastery of the spelling and punctuation.
	4= Good	Few errors inspelling and punctuation.
	3= Average	Fair number of spelling and punctuation errors.
	2= Poor	Frequent errors in spelling and punctuation.
	1= Very Poor	No controloverspelling and punctuation.

In order to get the score, the Researcher and collaborator analyzed the students' writing skill by using the marking below:

1. Ideas = Minimum Score = (1) and Maksimum Score =(5)
2. Organization = Minimum Score = (1) and Maksimum Score =(5)
3. Grammar = Minimum Score = (1) and Maksimum Score =(5)

4. Vocabulary = Minimum Score = (1) and Maksimum Score =(5)

5. Mechanics = Minimum Score = (1) and Maksimum Score =(5)

2. Questionnaire

In this study the researcher took the questioner by using one way, there is the questionnaires for the students. Questionnaire is a set of research questions or survey questions those are arranged to get specific information from respondents. It was contained about some questions for the students dealing with the students' writing skill of narrative text.

E. Techniques of Collecting Data

Collecting data is a process of obtaining the data in a research. Collecting data is important of the research. It is because without the data, the research will not happen. There were several techniques to collect the data, such as observing, test, and questionnaires. In this research, the researcher uses test and questionnaires to collect the data.

1. Test

By the test, the researcher wants to know the the students' writing skill of narrative text. In this case, the researcher used a test to the students to find the problem in writing skill of narrative text. In collecting the data, the researcher gave the test to all the research subject. The narrative test the researcher takes in collecting the data are as follows:

- a. The researcher gave a video to the students' about narrative text.
- b. The researcher ask the students to pay attention to the story.

- c. The researcher ask the students to re-write the story by using generic structure based on their own words.
- d. The researcher give a time to the students to re-write the story.
- e. The Researcher collect data from the test of the students.
- f. And then the researcher analyzed the data to describe the students' writing skill of narrative text.

2. Questionnaires

In collecting the data, the researcher gave the questions to the students. The researcher use the questionnaires which consists of five (5) items. Each items had two opinion : yes or no. And the students were asked to wrote the reasons of thier answer. The questionnaires is used to know the students' writing skill of narrative text. For example can be seen below:

F. Technique of Analyzing Data

Analyzing data is an effort which is done by researcher to embrace the data accurately. After collecting the data, the researcher analyzed the data. It can be defined as the process of analyzing data required from result of the research. The data of this study were analyzed using qualitative method. The qualitative method was used to describe the characteristics of the data. After all of the data were collected, the data were analyzed by following steps: first, the main data obtained from the observation were identified and analyzed. Second, the researcher evaluated the results of the test made by the students in writing of narrative text and score was giving. Third, the

researcher found out the students' level of mastery. The last, the researcher found out the students' mean score. The formula is below:

$$X = \frac{N}{n} \times 100\%$$

Notes: X = the score of each students

N = the number of correct answer

n = the number of the items

In this study, the level of the students' mastery was determined by using the minimum competency proposed by Agung (1998: 70); in this type of evaluation, the level of mastery was determined by using minimum competency, which was considered the passing score from the all materials that should be acquired, that is, >7.0 or >70% and fell into sufficient category.

Result for the score can be seen in the following table:

Table 3.4

The Criteria of the Students' Level of Mastery

Score (%)	Level of Mastery
90 % -100 %	Excellent
80 % - 89 %	Good
65 % - 79 %	Fairly good
55 % - 64 %	Weak
Less than 55 %	Poor



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings of the Research

1. The Description of Data

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 devided 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 4.1**The Students' Score of Test**

NO	STUDENTS	C	G	V	O	M	SCORE	LEVEL
1	ALDA SANSABELA	4	3	3	4	3	68	fairly Good
2	ALFAN HIDAYAT MAULUDI	4	4	3	3	3	68	Fairly Good
3	ELIA RAHMIDO	3	3	3	3	3	60	Weak
4	ERNI ROSANTI	4	3	3	4	3	68	Fairly Good
5	FERDI ALFAREZ	3	3	3	3	3	60	Weak
6	FRISKA YANTI	3	3	3	3	3	60	Weak
7	INTAN MUKMIN. M. C	4	3	3	4	3	68	Fairly Good
8	ISTI SILVIA NITA	4	3	3	3	3	64	Weak
9	LISMAWATI	3	3	3	3	3	60	Weak
10	LISTINA RAHMI	4	3	3	4	3	68	Fairly Good
11	M. DINAR	3	3	3	3	3	60	Weak
12	MITA ADITIANA	4	3	3	4	3	68	Fairly Good
13	PITRI YAHYA	3	3	3	3	3	60	Weak
14	RATIH PATMALA SARI	3	3	3	3	3	60	Weak
15	RIODY RAHMAN MUSKHA	3	3	3	3	3	60	Weak
16	ROY MAYANTO NABABAN	3	3	2	2	2	48	Poor
17	RISKHAN PRATAMA SEVEN. P	3	3	2	2	2	48	Poor
18	SAFRIZAL	3	3	2	2	2	48	Poor
19	VANI DILA OKTAVIA	3	3	3	3	3	60	Weak
20	WINDI KIRANTI PUTRI	3	3	3	3	2	56	Weak
	TOTAL	67	61	57	62	56	303	

Table 4.2**Interpretation of the Students' Score in Writing Test**

No	Range Score	Category	Frequency	Percentage
1.	90 % -100 %	Excellent	-	-
2.	80 % - 89 %	Good	-	-
3.	65 % - 79 %	Fairly good	6	30%
4.	55 % - 64 %	Weak	11	55%
5.	Less than 55 %	Poor	3	15%
Total			20	100%

Table 4.3
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, confuse in using words, idioms, and word forms, many errors in grammar, frequent errors in spelling and punctuation.
5.	Poor	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 4.4
The Percentage of the Students Score in Presentation of Narrative Text

No	Score /Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	-	-
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.

2. 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:

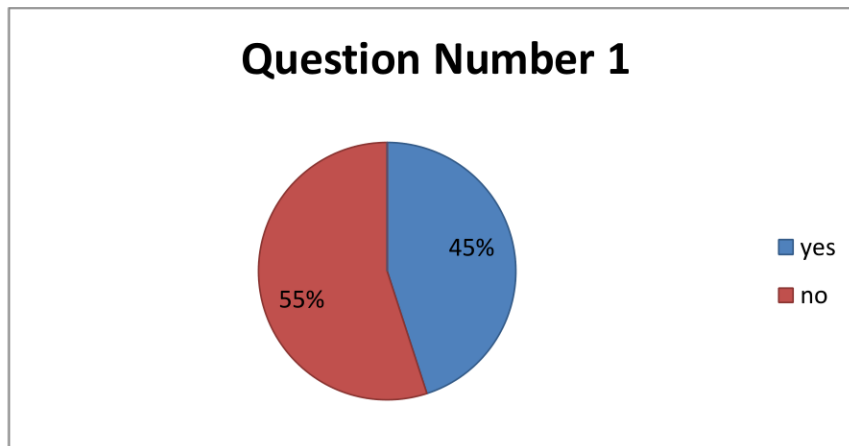


Figure 4.5

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.

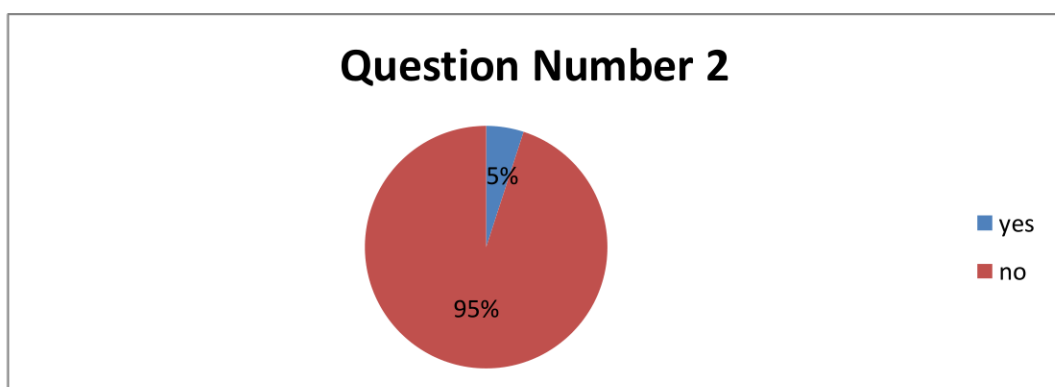


Figure 4.6

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.

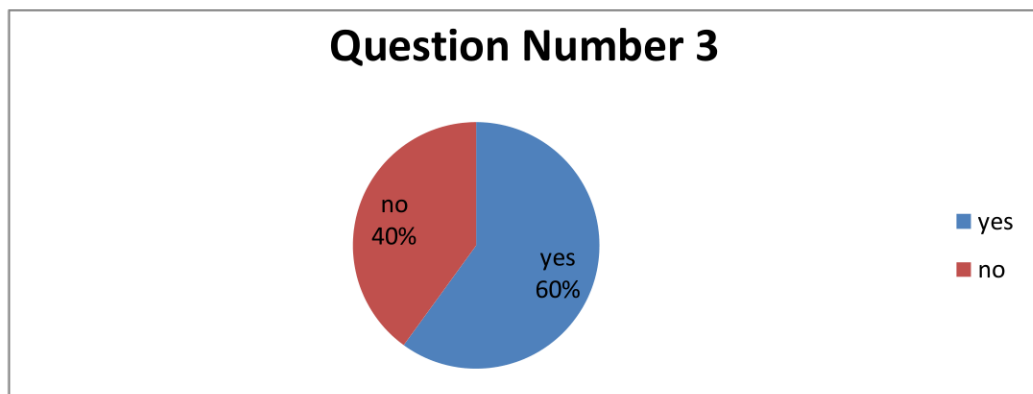


Figure 4.7
The Students' Opinion in Generic Structure of Narrative Text

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.

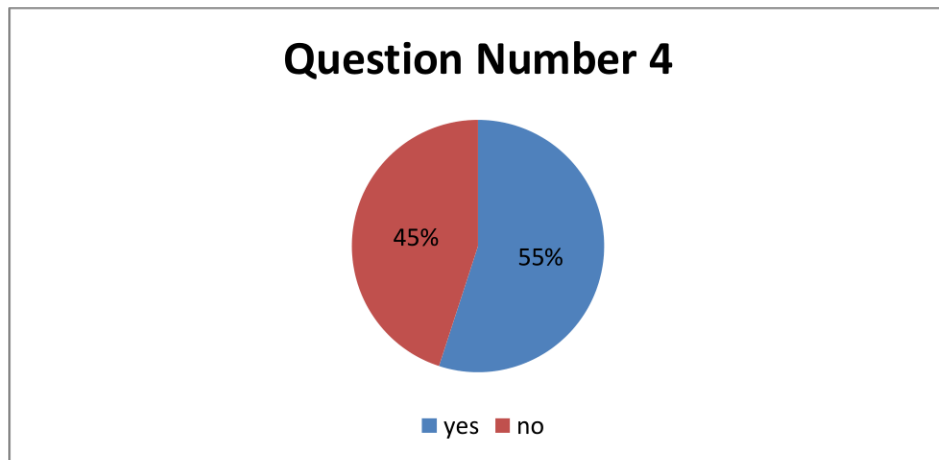


Figure 4.8
The Students' Opinion about the Test

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 can not do the test because they did not understand.

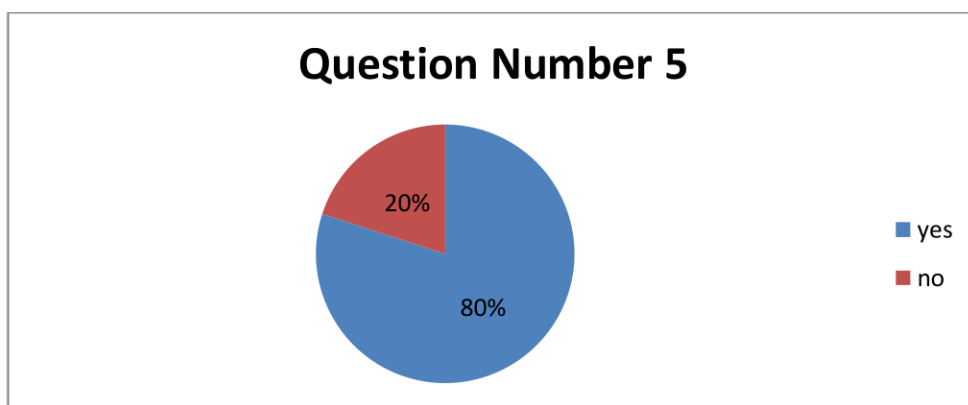


Figure 4.9
The Students' Opinion about The Problem in Writing

Based on the picture above, 16 or 80% students can solve 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 can not solve the problem when writing because they were shy to ask the teacher.

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 needs 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

In this chapter, the researcher present the conclusion and suggestion following the finding of the study. The first section is the conclusion of the research finding and the second is the suggestion dealing with the objectives of teaching and learning process. The research focused on the students writing skill of narrative text at XI grade of IPA 2 of SMAN 1 SALO.

Based on the data presentation and analysis in the previous chapter, the researcher gets conclusion from the research. The students writing skill of narrative text is in Weak level. The result show the only 6 students who had Fairly Good level. It is classified that the students' score in writing skill of narrative text in test 1 is in Weak level.

The result of questionnaire shows that 11 or 55% the students could learning writing of narrative text. Meanwhile, 9 or 45% could not understand of writing narrative text. It is supported the result of the students' writing skill of narrative text is on Weak level.

B. The Suggestion

1. Suggestion for the students

The students should be active in learning English especially in writing class. Nowadays English is very important because

English is an international language, and the students must understand English well in the class or out door.

2. Suggestion for the teacher

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.

3. Suggestion for the other researcher

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.

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