

## ANALYSIS OF STUDENT'S ABILITY IN WRITING NARRATIVE TEXT

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### Abstract

This study aims at observing the students' ability in writing narrative text at the second year of MTs Nurul Jannah NW Ampenan in Academic Year 2015/2016. Of 40 students, 20 students were chosen as the sample. The method used in this study was descriptive research. The data were collected through observation and writing test. It was found that the ability of the students in writing narrative text was on fair category. Based on the result, 10 students (50%) got score 56 - 65 (fair), 5 students (25%) got score 0 - 45 (very poor), 3 students (15%) got score 66 - 79 (good), and 2 students (10%) got score 46 - 55 (poor). Almost of all students are in between 56 - 65 (fair category). Meanwhile, Having analyze the students' ability in each of writing aspects, it can be said that they were in inadequate category because most of them were inadequate in content. In other words, it means that they have very limited of ideas. The problems faced by the students were they made too much grammatical and spelling errors, difficulties in using connectors, and they have limited vocabulary and unable to select the appropriate diction.

**Key words:** *Ability, Narrative text, Writing skill*

### INTRODUCTION

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. Writing skill becomes very important in education because the student should study continuously about writing. The students need to have writing skill in their daily life to report something. They have to put words on the paper, to express and deliver their messages or ideas to other persons freely, deeply and systematically. They need to write, to conduct and accomplish the assignments given by their teacher or lecturer. In short, the writing skill plays an important role in the students' life.

Writing is one of the important skill in English because writing is a process to enlarge our knowledge by comprehending the meaning of the text. Writing needs a long process for its complex activity or process that involves a host of advance skill with include critical thinking and logical development of ideas. As Nunan (2003:88) cited in Munjiah (2014:1) stated that "writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Unfortunately, writing is generally difficult task for students. This phenomenon might occur because students consider writing is difficult, do not know how and what to write, feel less of vocabulary, afraid of giving criticism,

and sometimes lose their mind of topic in composing the paper, many careless errors, poorly planned papers and reports, difficult to develop and organize ideas, frequent capitalization, punctuation, and grammar errors, and mental fatigue or tiredness while writing.

There are many kinds of texts that can be used in writing form such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. To facilitate students in mastering writing skill, the researcher chooses text narrative because narrative as a story of human experience or describe an action in the past time, so that the students easily to composite sentence which shows students ability to use the language in retelling what a person or a group has experienced. Hasani (2005:22) stated that narrative is conversation or writing with the purpose tells about action or human experience based on the development of time. Keraf (1991:136) stated that "Narrative as a story tells or describe an action in the past time clearly, so narrative is tried to answer the question: what happened". Narrative as a story, so it is should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story. Cited in Napsarah (2012). Related to this study, some studies have been done by some researchers.

Firstly, Wiradana L.K, (2012), entitled "Students' Ability in Writing Narrative Text: A Case Study in SMP Negeri 1 Kuripan at 5<sup>th</sup> Semester in Academic year 2011/2012". This study is aimed at knowing students' ability and problems in writing narrative text. The research method used in this study is quantitative and descriptive method. The population of this study is the students of SMP Negeri 1 Kuripan at fifth semester or third grade (210 students) and its samples were taken only 20% from the number of population (42 students). This study is classroom based research. The data of this study were collected through written test to know students' ability in writing narrative text. The researcher also applied close and open ended questions test to investigate and identify the problem faced by the students in writing narrative text. Then, the data were analyzed quantitatively and descriptively.

Based on the data analysis, it is found that the ability of the students in writing narrative text is in good category. From the test result, 7 students (17%) of 42 samples of this research score between 75-100 are classified very good category, 12 students (28%) score between 58,35-75 are classified good category, 5 students (12%) scored 41,65-58,35bare classified into fair category. Then 8 students (19%) who scored between 24,95-41,65 are classified into unsatisfactory category and 10 students (24%) scored between 0-24,95 are classified into unacceptable category. Having analyze students' ability in each of writing aspects, it can be said that they are in unacceptable category because most of them are very poor or weak in vocabulary. In order words, it can be said that they have very limited number of vocabulary. Other problems faced by the students that they are unable to make sentence well, organization and the content of writing narrative text respectively.

Secondly, Linda F. H (2010), entitled "A Study on Students' Ability in Writing Narrative Text : A case study of Second year students of Madrasah Aliyah NahdathulWathanSekunyit in Academic Year 2009/2010". This study aims

to find out the students' ability in writing narrative text at second grade of madrasah Aliyah nahdathul wathon sekunyit. There were 29 students involved as the sample. The objectives of this study are to analyze the students' ability and to identify the problems that are faced by the students in writing narrative text. The method used in this study is descriptive qualitative. The data were collected through questionnaire and writing test.

Based on findings, it is found that the ability of the students in writing narrative text is average. From the text result, about three students scored between 9-10 (excellent level), six students scored between 7-8 (good level), thirteen students scored between 5-6 (average level), respectively. Then, there are two students who scored between 3-4 (low level), and five students scored between 1-2 (very low level). The main problems faced by the students are they were making too much grammatical, spelling, and punctuation errors, they were unable to use appropriate vocabulary, they got difficulties in using connectors and they have limited vocabulary.

Thirdly, Azni S.A. (2010), entitled "An Analysis of Ability in Writing Narrative Text : A Study at the Second Grade of SMAN 7 MATARAM Academic year 2010/2011". The terms being analyzed are generic structure and lexicogrammatical features of narrative text. This thesis aims to investigate students' at SMAN 7 Mataram abilities in writing narrative text in terms of generic structure and lexicogrammatical features.

The population of this study was the second grade of science class at SMAN 7 Mataram in academic year 2010/2011 which consist of 154 students. There were 77 students was taken as sample. In getting the data the researcher used only one instrument that was test. In analyzing the data, quantitative and qualitative method were used to analyze the data of this study. After analyzing the data, the researcher found that students were able in writing narrative text in terms of generic structure, while in term of lexicogrammatical features they were unable.

From the previous studies have been mentioned, Based on the explanation above, the writer is interested to investigate a research entitled " An Analysis of Student's Ability in Writing Narrative Text at the Second Year Students' of MTs Nurul Jannah NW Ampenanin Academic Year 2015/2016.

Based on the background above, the researcher formulates the problem as follows: "Do students at the second years of MTs Nurul Jannah NW Ampenan in academic year 2015/2016 have ability in writing narrative text?"

## **REVIEW OF RELATED LITERATURE**

### **Approaches in Teaching Writing**

#### **a. Writing Process**

Stages of writing, such as prewriting, drafting, revising, editing and publishing (Tompkins, 2008).

##### **Stage 1 Prewriting**

Choose a topic, gather and organize the ideas, consider the potential audience, identify the purpose of the writing, and choose an appropriate genre.

#### Stage 2 drafting

Write a rough draft, craft leads to grab readers' attentions, and emphasize content rather than mechanics.

#### Stage 3 revising

Share writing in writing groups, participate constructively in discussions about classmates' writing, make changes to reflect the comments of classmate and the teacher, make substantive rather than only minor changes between list and final draft.

#### Stage 4 editing

Proofread composition to locate errors and correct mechanical errors.

#### Stage 5 publishing

Publish writing in an appropriate form and share finished writing with an appropriate audience.

### b. **Schematic Structure of Narrative Text**

Based on Derewianka (2004:41), state that the schematic structure of narrative text are follow:

#### 1) Orientation

Where the writer attempts to sketch in or create the possible world of this particular story. The reader is introduced to the main character(s) and possibly some minor character.

#### 2) Complication

Tells the beginning of the problems which leads to the cross (climax) of the main participants.

#### 3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

### c. **Linguistic Features of Narrative**

Based on Derewianka (2004:42), state that the language features of narrative text are follow:

a) Specific, often individual participants with defined identities. Major participants are human, sometimes animals with human characteristic.

b) Mainly action verb (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental process).

c) Normaly past tense.

Simple past tense, is used to show the events or occurrence that happened in the past. Commonly, it is using verb two (V2) followed by adverb of time (past time).

Following is the formula:

**S + V2 / ed + O + adverb of time**

d) Many linking words to do with time.

e) Dialogue often include, during which the tense may change to the present or future.

f) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.

g) Can be written in the first person (I, we) or third person (he, she, they). (In choose – your - own – adventures, the reader is involved in the story as a major character and addressed as “you”).

#### **d. Teaching Writing in Narrative Text**

There are five kinds of genres that are taught in junior high school. Narrative, descriptive, report, recount, and procedure. One kinds of text or genre which is taught to the students of junior high school is narrative. Because narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. As a result, this type of essay can be fun to read and even to write. So, in narrative the students usually try to write a composition based on his or her personal experience (Hornby:1973) cited in Anwar, A ., Tavriyanti, L ., & Tanjung, F : 2014).

Lance (2011:1) in international children's education explains about how to teach writing that there are some strategies for it. Learning how to write can be difficult, especially if try to learn both the rules of writing, writing styles, vocabulary, and grammar at all in the same time. Firstly, students will write about familiar subjects, such as about the legend of Malin Kundang in teaching writing narrative text. Secondly, teach them brainstorming techniques early, it will help them to develop clear thought and focus in their writing. Thirdly, the students write stories to developing their writing. The last, be patient with students, if teachers become frustrated with them, they will become discouraged, a calm teacher will help students in reformulating and adjusting parts of the manuscript.

The students writethe story about the legend of MalinKundang by using simple past tense, linguistic features, and the generic structures of the text such as : Orientation: Where the writer attempt to sketch in or create the possible world of this particular story. The reader is introduced to the main character(s) and possibly some minor character, Complication : Tells the beginning of the problems which leads to the cross (climax) of the main participants, and Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. The text should be consisted of at least five paragraphs, and the students begin write the story in the paper.

## **METHOD**

This research used descriptive research. The method used to describe the students' ability in writing narrative text at the second year of MTs Nurul Jannah NW Ampenan in academic year 2015/2016.

The population of this study was all of the students at the second year students' of MTs Nurul Jannah NW Ampenan in academic year 2015/2016. They were 40 students which consist of 2 classes. In gathering the data of this research, the writer also cooperated with the English teacher of this school, so that, the students answered the question seriously. This study measured the students' ability in writing narrative text. The instruments utilized in this investigation are observation and writing test.

The data analyzed by using descriptive research. To answer the question, the writing test were corrected to get the scores whether the students writing ability in Excellence, Good, Fair, Poor, or Very Poor. In correcting the writing test, the researcher focused on correcting four aspects of writing. They were content, organization, diction or word choice and sentence structure. Then, all of those aspects were corrected according to the criteria in measuring students' scores in writing skills.

## FINDINGS AND DISCUSSION

### 1. Student's Writing Ability in Narrative Text

To observe the students' ability in writing narrative text which has been proposed earlier in chapter 1, the data obtained from the students written test result has been analyzed. Based on the result of students written test scores, the students' score individually will be presented as follows:

Table 01. Students' individual score in writing narrative text.

No.	Name	Criteria of writing				Scores	Category
		Content	Organization	Diction	SS		
1.	ADI	18	16	16	12	62	Fair
2.	AS	19	16	18	12	65	Fair
3.	DI	19	16	18	12	65	Fair
4.	DS	18	16	17	12	63	Fair
5.	ES	18	16	16	12	62	Fair
6.	H	22	16	18	13	69	Good
7.	HH	21	16	18	14	69	Good
8.	I	19	16	15	12	62	Fair
9.	IJ	5	5	8	5	23	Very poor
10.	I	18	16	16	12	62	Fair
11.	IF	8	5	8	5	26	Very poor
12.	RA	10	8	10	8	36	Very poor
13.	N	18	16	16	12	62	Fair
14.	N	18	16	16	12	62	Fair
15.	NI	18	16	12	12	58	Fair
16.	AE	7	5	5	5	22	Very poor
17.	DPS	18	10	16	10	54	Poor
18.	MR	18	15	10	8	51	Poor
19.	L.H G	5	5	5	5	20	Very poor
20.	R	19	19	18	12	68	Good
	Total	316	264	276	205	1061	
	Mean Score	15,8	13,2	13,8	10,25	53,05	

Score above is counted by this formula :

1. The mean score of the students :

$$M = \frac{\sum X}{N} = \frac{1061}{20} = 53,05$$

2. Calculating the student's score percentages :

$$P = \frac{f}{N} \times 100 \% = \frac{10}{20} \times 100 \% = 50 \%$$

Based on the table above, there were 10 students (50%) got score 56-65 (fair), 5 students (25%) got score 0-45 (very poor), 3 students (15%) got score 66-79 (good), and 2 students (10%) got score 46-55 (poor).

Table 02. Classification of the Students Result :

No	Category	Scores Range	Frequency	Percentage
1.	Excellent	80-100	0	0
2.	Good	66-79	3	15%
3.	Fair	56-65	10	50%
4.	Poor	46-55	2	10%
5.	Very Poor	0-45	5	25%
6.	Total		20	100%

The table above describes that there are 3 students (15%) classified into Good Category, 10 students (50%) classified into Fair Category, 2 students (10%) classified into poor category and 5 students (25%) classified into very poor category.

From the data above, it can be seen that the average of students' ability in writing narrative text is in Fair category. It can be seen from the largest number of the students is on Fair category (10 students/50%), it followed by very poor category (5 students/25%), then good category (3 students/15%) and poor category (2 students/10%).

Meanwhile, result of students' category on each aspect of writing are:

### 1. Content

From 20 samples, there are 13 students or 65% are categorized inadequate 2 student or 10% categorized fair and 5 students or 25% are categorized into unacceptable. A clearer portrait of the description above can be seen in the following table :

Table 03. Content

No	Score range	Category	Frequency	percentage
1.	30-27	Excellent	0	0
2.	26-24	Good	0	0
3.	23-21	Fair	2	10%
4.	20-18	Inadequate	13	65%
5.	17-0	Inacceptable	5	25%
6.		Total	20	100%

### 2. Organization

In this aspect of writing, most of the students are in inadequate category. It is shown that from 20 samples of this research, there are 12 students or 60% are categorized into inadequate category, 1 student or 5% are categorized into fair

category and 7 students are classified into unacceptable category. A clearer portrait of the above description can be seen in following table:

Table 04. Organization

No	Score range	Category	Frequency	percentage
1.	25-23	Excellent	0	0
2.	22-20	Good	0	0
3.	19-18	Fair	1	5%
4.	17-16	Inadequate	12	60%
5.	15-0	Inacceptable	7	35%
6.		Total	20	100%

### 3. Word choice/ Diction

In this aspect of writing, most of the students are in unacceptable category. It is shown that from 20 samples of this research, there are 8 students or 40% are categorized into unacceptable category. Then, 7 students or 35% are categorized inadequate and 5 students or 25% are classified into fair category. A clearer portrait of the above description can be seen in the following table:

Table 05. Diction/Word choice

No	Score range	Category	Frequency	percentage
1.	25-23	Excellent	0	0
2.	22-20	Good	0	0
3.	19-18	Fair	5	25%
4.	17-16	Inadequate	7	35%
5.	15-0	Inacceptable	8	40%
6.		Total	20	100%

### 4. Sentence structure

Such other aspects of writing, in this aspects also found most of the students are categorized into inadequate category 12 students or 60%. There are 7 students or 35% categorized unacceptable, and 1 students or 5% are classified into fair category. A clearer portrait of the above description can be seen in the following table :



Table 06. Sentence Structure

No	Score range	Category	Frequency	percentage
1.	20-18	Excellent	0	0
2.	17-16	Good	0	0
3.	15-14	Fair	1	5%
4.	13-12	Inadequate	12	60%
5.	11-0	Inacceptable	7	35%
6.		Total	20	100%

The researcher wants to report the finding result of the observation related to the techniques in teaching English writing. The observation has been conducted for once was on 28<sup>th</sup> 2015. The observation has been conducted in the one class and it is described as follow: in this study, the researcher observes the one class when the teacher taught English writing on 28<sup>th</sup> 2015. They are twenty students. From the observation, the teacher who teaches at one class using text narrative.

Before Mr. Farul began to teach, he usually greets the students and the students response the greetings, after that the teachers checked the students attendance list, for example he calls students' name one by one. Then the students say, "present sir" ! The teacher asked several questions to students : Have you ever read about a legend story? What is tittle of the story? Then the students answer the question and mention it in Indonesian language. The teacher wrote the students answer on the white board and then teacher mention the material. Teacher told a story of "Putri Mandalika" twice. The teacher divided students into some groups to discuss : what is the text about? Identify characteristics of the "Putri Mandalika ".

The next activity, teacher asked the students to write a narrative text through pictures in 30 minutes. Teacher asked each students to choose the picture story and the teacher collect the students writing. Then the teacher explained the students how to do task, he tried in English but some students could understand his explanation but some could not, so he repeated his explanation by using Indonesian language. The teacher asked them not to make a noise, and asked them to finish the task as soon as possible not more thirty minutes.

Every students in their groups tried to write as soon as possible and of course, the class was noisy during this activity. It is more than thirty minutes. Then the pupils were asked to submit the task to the teacher. In the closing of activity, each student was asked to determine generic structure of narrative text. The teacher explained whether the answer are correct or not. The teacher explained in front of the class, the students look very interested and engaged on the teacher explanation. When the time was over, the teacher asked them to stop the activities and to study the next lesson for the next meeting.

From all of the description of students ability in each of the writing aspects above, it can be concluded that students ability in each of those aspects is poor. The majority of the students are classified into inadequate category in terms of those writing aspects.

All of those aspects will be presented one by one descriptively as follows :

#### 1. Content

Talking about the content of narrative text, mostly the students know well about narrative text but, some of students could not apply it in writing narrative text.

For instance :

1. *One upon time Malin Kundang lived in Sumatra mother.*
2. *One day Malin Kundang very rich.*
3. *One day, Malin Kundang to stone.*

It should be :

1. Once upon a time, in west sumatera, lived Malin Kundang and his mother.
2. One time, Malin Kundang was became rich and arrogant. He forgot his mother.
3. Finally, his mother was angry and cursed Malin Kundang became stone.

#### 2. Organization of Writing Narrative Text

The majority of the students know how the generic structure of writing narrative text is, and they know that in composing narrative text used past tense (verb II) but, most of them could not apply it in writing narrative text. It can be seen in the result of their writing in written test. Many of them used present tense in counstructing simple sentence when they wrote narrative text.

For instance :

- ““One day, Malin Kundang very rich. And forget mather”.
- “Finally, he mather curs Malin Kundang to stone”.

It should be :

“A long time ago, there lived a man, his name was MalinKundang. He lived in small village with his mother. He was very strong and dilligent.

“One day, the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.Suddenly, He became rich and forgot his mother. His mother very broken heart.

“Finally, his mother cursed malin kundang became stone.

#### 3. Diction or Word Choice (vocabulary)

Here are some examples of students written that describes their problem in vocabulary, diction and it spelling:

For Instance :

“A long time ago, in the village of went Sumatra Malin Kundang and my mother. He isdillgent and strong. After old, Malin Kundang to become rich and has ship big”.

It should be :

“A Long time ago, in the village of west sumatera, Malin Kundang and his mother lived. He was diligent and strong. When he was adult, Malin Kundang became rich and had a big ship.”

#### 4. Sentence Structure

This aspect of writing was similiary complicated with vocabulary aspect. Sometimes, they construct a simple sentence based on Indonesian grammatical rule. They translate every letter into English literally. It might be occurred because they did not know well how to construct a sentence in English because it was different with Indonesian sentence writing rules.

*Have a looked at these several instance below :*

*” Once upon time, life Malin Kundang and she mother”*

*“ has ship big”*

*“One day, malin kundang and women old meat”*

*“Malin kundang not know his mother”*

Basically, the students want to say:

*“Once upon time, there lived Malin Kundang and his mother”*

*“Had a big ship”*

*“One day, Malin Kundang and old women met”*

*“ Malin Kundang did not know his mother”*

After correcting students written test, it can be stated that generally students ability in writing narrative text are in fair category. It can be seen from the number of the students who are in fair category is the biggest then the other category. There are 10 students 50% classified into fair category, then 5 students or 25% are categorized very poor, 3 students or 15% can be categorized as good and there are only 2 students or 10% are categorized into poor category.

Furthermore, after trying to be more focus on analyzing the students ability in each aspects or writing in terms of the content, organization, diction/word choice and sentence structure, their ability in each of those aspects can be classified into inadequate category. It can be proved by the result of the number of students percentage in those aspect. There are 13 students or 65% in inadequate category in term content aspect, 12 students or 60% are categorized inadequate in term of organization aspect, 8 student or 40% are categorized unacceptable in term of diction/word choice and 12 students or 60% are categorized inadequate in term of sentence structure aspect of writing.

According to the result of data analysis and the discussion above, it can be concluded that the category of students ability of MTs Nurul Jannah Nw Ampenan at the second year students in writing narrative text is in fair category. Furthermore, after analyzing their ability in terms of the aspect of writing, mostly they are categorized into inadequate category or poor category. It was portrait by the description of their ability in each of the aspects of writing on the table 4.1.2 – 4.1.5 above.

## CONCLUSION AND SUGGESTIONS

Based on the analysis, it is found that the ability of the students at the second year of MTS Nurul Jannah NW Ampenan in writing narrative text is in fair category. It is proved by the finding that most of the students had high score in writing as seen in table 4.1.1. Most of students score is between 56-65 (fair category), there were ten students in this category; five students got score between 0-45 (very poor category), other three students got score between 66-79 (good category), and two students got score between 46-55 (poor category).

It means that they are able to write a simple writing narrative text although some of them still making few errors of grammar and sentence structure, making too much grammatical, spelling and sentence structure errors. They also unable to connect one sentence to others. They could not make English sentence. They make a sentence by translating Indonesian word into English and then construct it as in Indonesian sentence, Moreover, if they did not know it word in English, they combine between Indonesian word and English word

While, after analyzing their ability in terms of the aspect of writing, mostly they are categorized into inadequate category. It can be said that they are in inadequate category because most of them are inadequate in content. In order words, they have very limited number of ideas.

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