

STUDENTS' ABILITY IN WRITING NARRATIVE TEXT THROUGH LOCAL STORY

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Abstract

This research aims were to describe : (1) the process students' ability in writing narrative text through local story at the eight grade of SMP N 4 Kajen in academic year 2018/2019; (2) the difficulties that are faced by students in writing narrative text through local story at the eight grade of SMP N 4 Kajen in academic year 2018/2019.

The method used in this research was as a descriptive qualitative method. The subjects of this reseaech were the eight grade of SMP N 4 Kajen in academic year 2018/2019. Questionnaire and Writing test are used as data collection instruments. The researcher analyzedstudents' writing test and found out the mean of students' score using Brown (2004) writing rubric score. Then, the researcher analyzed the questionnaire to find out about students' difficulties in writing narrative text through local story.

The result of research showed that: (1) the score of students' ability in writing narrative text through local story was 77.36% or the grade was categorized "Good". (2) Meanwhile, in writing narrative text through local story, the students had faced several difficulties. They made many mistakes in grammar, mechanic, and new vocabulary.

Keywords

Narrative Text — Writing Ability — Local Story

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Introduction

English as one of the subjects in school has an important role because English a foreign language, an international language which is widely used in communication by people in most countries in the world. The English subject has four skills namely listening, speaking and writing. Listening and reading are receptive skills, meanwhile, speaking and writing are productive skills. According to Harmer [1, p. 4], writing is almost the same as speaking. Both two skills have a goal to communicate or share someone's idea to others. Actually, Harmer also said that writing is only skill that can produce a real product which can be seen for a long time. People have to write in the right from in order to avoid any confusion when the readers read what they write.

In writing classroom activities, the students are asked to write about what is being discussed. The teacher gives instructions in writing and then asks them to write. Harmer proposes that writing in the classroom, taught by combining the process of teaching writing, involving encouraging

the students to think about what they are going to write, by encouraging them to draft, reflect, and revise, and by responding their writing product [1]. In addition, to make the students interested in the writing teaching and learning process, the teacher may use learning media. Learning media contributes to students' motivation in learning process of writing skill. They can stimulate students' idea to develop their writing.

Indonesia has English Standard Competence to teach English in Indonesia, especially for teaching writing. English Standard Competence has some of forms that the teacher must teach in teaching writing, there are narrative text, descriptive, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text [2, p.5]. Based on this statement, the writer chose the narrative text to teach in the classroom, because narrative text is the personal experience text, so the students will be easy to write their own experience.

Methods

In this study the writer used descriptive qualitative method. According to Creswell, Qualitative research is a method to explore and understand the meaning by individuals or group of people that regards as a social or humanitarian problems [3, p. 4]. This qualitative research process involves important efforts such as asking questions and procedures, collecting specific data from the participants, analyzing the data inductively. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned on what rather than how or why something was happened.

According to Sandelowski, qualitative descriptive designs is typically an eclectic but reasonable and well-considered combination of sampling, and data collection, analysis, and re-presentational techniques in a widely read article, noted that in doing such descriptive qualitative studies, researchers tend not to penetrate their data in any interpretive depth [4, p.337]. These studies present comprehensive summaries of a phenomenon or of events. Qualitative descriptive designs tend to be eclectic methodologically and are based on the general premises of constructivist inquiry. On the qualitative research, the research data that collected is descriptive. Researchers collected data and recorded the phenomena associated directly or indirectly with a research focused. These characteristics have implications on the data collected, which tends to be in the form of words or descriptive terms, without ignoring the data in the form figures [5, p. 52].

By using this method, the writer took about steps such as collecting data, analyzing the data, and writing the conclusion. The writer conducted the research in SMP N 4 in the Academic Year of 2019/2020. This research use technique of collecting data is one of important steps in the research to get a good result. There are several techniques to collected the data. In this research, the writer only used two techniques, those are :

The first technique is questionnaire, the writer gave questionnaire to the students, because the writer wanted to know about the students' problems and the students' ability of the eight grade of SMP Negeri 4 Kajen in Academic Year 2018/2019 in writing narrative text through local story. Hence, the writer could give possible solutions to solved them and to made easier the writer in collecting data.

The second technique is test. The writer used test to measure students' ability in writing narrative text through local story in SMP Negeri 4 Kajen. In this study the writer used narrative text. Then, the students were asked to write a narrative text based on the instruments' instructions. In the middle of the test, I reminded the students to always remember the three aspects of narrative text, and when the time was over I asked the students to submit their work. Next, the texts were further analyzed.

In this part the results of the data analysis are pre-

ented. To analyze the data, the writer found the mean of students' score. In analyzing the data, the writer focuses on five aspects: content, organization, vocabulary, language use and mechanics. After analyzing all of the five aspects required, then I give a complete description about the texts. From the total point of the students' writing based on the Brown's analytical scale for rating composition task, we can determine the students' achievement. The scoring table was shown in the table below:

Table 1. Table of the students' level (adopted from [6, p. 287])

Score	Level
81-100	Excellent
62-80	Good
43-61	Adequate
24-42	Fair
5-23	Unacceptable

Results and Discussion

The result of research is useful to find out the students' ability in writing Narrative text through local story. This Study was conducted on Saturday, December 2018. The data were gotten from the result of the students' writing test, which are the eight year students of SMP 4 Kajen consist of 123 students. The writer only choose one class that is class B consist of 28 students. The writer give score for each item and later grades, as shown in Picture 1.

For O means Organization, C means Content, G means Grammar, M means Mechanic, V means Vocabulary, Ts means Total Score.

The Ability of Organization

In analyzing the students' organization ability, the writer give maximum score 20 if the students are good in arranging text such as in introduction, body and conclusion. To know ability of students in organization ability, the sum of organization score from 25 students are: The writer found that:

$$\bar{x} = \frac{\sum x}{n} = \frac{425}{25} = 17.$$

Students' mean in organization is 17. Therefore, the students have predicate "Good" in organization. Also, the percentage of organization ability is

$$P = \frac{f}{N} \times 100 = \frac{425}{25 \times 20} \times 100 = 85\%.$$

After getting the result of students' ability using writing test in percentage, the writer categorized it in the percentages of organization, it is 85% or the grade is "Good".

Students' list and Result of the test

NO	RESPONDEN CODE	SCORE					
		O	C	G	M	V	TS
1	S. 1	17	15	11	10	15	68
2	S. 2	17	20	14	17	14	82
3	S. 3	17	16	12	17	11	73
4	S. 4	17	18	12	15	15	77
5	S. 5	Absen	Absen	Absen	Absen	Absen	Absen
6	S. 6	17	20	14	18	14	83
7	S. 7	17	20	14	10	14	75
8	S. 8	17	20	16	13	14	80
9	S. 9	17	20	14	14	14	79
10	S. 10	17	20	14	20	14	85
11	S. 11	17	17	13	15	10	72
12	S. 12	17	15	9	15	10	66
13	S. 13	17	20	14	18	14	83
14	S. 14	17	20	14	10	14	75
15	S. 15	17	20	16	16	14	83
16	S. 16	Sick	Sick	Sick	Sick	Sick	Sick
17	S. 17	17	16	12	17	11	73
18	S. 18	17	20	15	18	16	86
19	S. 19	17	18	16	18	14	83
20	S. 20	Sick	Sick	Sick	Sick	Sick	Sick
21	S. 21	17	17	13	15	10	72
22	S. 22	17	20	15	17	14	83
23	S. 23	17	20	14	18	14	83
24	S. 24	17	20	14	17	14	82
25	S. 25	17	20	14	10	14	75
26	S. 26	17	18	10	11	14	70
27	S. 27	17	15	10	14	10	66
28	S. 28	17	20	16	13	14	80
	Total Score	425	465	336	376	332	1934

Figure 1. Students Results

In Ability of Content

In analyzing the students' content ability, the writer gave maximum score 20 if the students is good in logical development of ideas. To know the level of students' ability in "content". The sum of content score from 25 students are 465. Hence,

$$\bar{x} = \frac{\sum x}{n} = \frac{465}{25} = 18,6.$$

Students' means in "content" is 18,6. Therefore, the students have predicate "excellent". To know the percentage of ability, the writer applied them into following formula:

$$P = \frac{f}{N} \times 100 = \frac{465}{25 \times 20} \times 100 = 93\%.$$

After getting the result of students' writing ability using writing test in percentage, the writer categorized in the percentages of content, it is 93% or the grade is "excellent".

The Ability of Grammar

In analyzing the students' grammar ability, the writer gave maximum score 20 if the students' are grammatically good in arranging sentences. The sum of grammar score from 25 students are 336. To know the level of students' ability in "Grammar", the writer used formula as follow:

$$\bar{x} = \frac{\sum x}{n} = \frac{336}{25} = 13,4.$$

Students' means in grammar is 13,4. Therefore, the students have predicate "adequate" in grammar. To know

percentage of Grammar ability in "Grammar" the writer applied them into following formula:

$$P = \frac{f}{N} \times 100 = \frac{336}{25 \times 20} \times 100 = 67\%.$$

After getting the result of students' writing ability using writing test in percentage, the writer categorized it in the percentages of grammar, it is 67% or the grade is "fair".

The Ability of Mechanics

In analyzing the students' grammar ability, the writer gave maximum score 20 if the students' are good in punctuation, using capital letter, etc. The sum of grammar score from 25 students are 376. To know the level of students' ability in "mechanic", the writer used formula as follow:

$$\bar{x} = \frac{\sum x}{n} = \frac{376}{25} = 15,04.$$

Students' means in "Mechanic" is 15. Therefore, the students have predicate "good" in mechanic. To know percentage of mechanic ability, the writer applied them into following formula:

$$P = \frac{f}{N} \times 100 = \frac{376}{25 \times 20} \times 100 = 75,2\%.$$

After getting the result of students' writing ability using writing test in percentage, the writer categorized it in the percentages of mechanic, it is 75,2% or the grade is "good".

The Ability of Vocabulary

In analyzing the students' vocabulary ability, the writer gave maximum score 20 if the students' are good in choose word to give particular tone or flavor to write. The sum of vocabulary score from 25 students are 332. To know the level of students' ability in "vocabulary", the writer used formula as follow:

$$\bar{x} = \frac{\sum x}{n} = \frac{332}{25} = 13,2.$$

Students' means in "vocabulary" is 13,2. Therefore, the students have predicate "Adequate" in vocabulary. To know percentage of vocabulary ability, the writer applied them into following formula:

$$P = \frac{f}{N} \times 100 = \frac{332}{25 \times 20} \times 100 = 66,4\%.$$

After getting the result of students' writing ability using writing test in percentage, the writer categorized it in the percentages of vocabulary, it is 66,4% or the grade is "fair".

The writing Ability of Narrative Text Through Local Story

To find out the mean of writing ability in narrative text through local story, the writer added the total score of the students divided with the sum students. The writer applied them into the following:

$$\bar{x} = \frac{\sum x}{n} = \frac{1934}{25} = 77,36.$$

In conclusion, the mean of the students' score of the students' writing ability in narrative text through local story is 77,36%, or the grade is "Good". To know the percentage of ability in writing narrative text through local story, the writer applied them into following formula:

$$P = \frac{f}{N} \times 100 = \frac{1934}{25 \times 20} \times 100 = 77,36\%.$$

Based on the discussions in the previous chapter, the score of students' ability in writing narrative text through local story, the case of the eight year students of SMP 4 Kajen in academic 2018/2019 in academic year. It was 77.36% or the grade is good.

Conclusion

Based on the result an analyzing discussion of the previous chapter, the writer concludes such as follow:

1. In this research, the writer used the test as an instrument. In collecting or gathering data about the students' ability in writing narrative text through

local story and to find out difficulties that students faced in writing narrative text through local story. The students were asked to writing narrative text. The form of this test was narrative text. In this test the students must write narrative text.

2. The students had difficulty in writing narrative text through local story. Especially in grammar, mechanic, and new vocabulary, there are many mistakes in writing narrative text through local story.

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