

***A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS
OF SMA SETIA DHARMA PEKANBARU IN WRITING
NARRATIVE TEXTS***

Mila Welda, Effendy Gultom, Hadriana
mila.welda@gmail.com, effendygultom@gmail.com, ad1208@yahoo.co.id
No. Hp. 083167284346

Students of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Riau University

Abstract: *This descriptive research was conducted to find out the ability of the second year students of SMA Setia Dharma Pekanbaru in writing narrative texts. The population of the study were 50 second year students of Social Science and Exact Science classes. The instrument for collecting the data was a written test. Based on the writing results, the students' ability is in good level (68.1).*

Key words: *Ability, Writing, Writing Ability, Narrative Text*

KAJIAN PADA KEMAMPUAN SISWA TAHUN KEDUA SMA SETIA DHARMA PEKANBARU DALAM MENULIS TEKS NARATIF

Mila Welda, Effendy Gultom, Hadriana
mila.welda@gmail.com, effendygultom@gmail.com, ad1208@yahoo.co.id
No. Hp. 083167284346

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstract: Penelitian deskriptif ini dilakukan untuk mengetahui kemampuan siswa tahun kedua SMA Setia Dharma Pekanbaru dalam menulis teks naratif. Populasi pada kajian ini adalah 50 siswa tahun kedua dari kelas IPS dan IPA. Instrumen pengumpulan data adalah tes menulis. Berdasarkan hasil penulisan, kemampuan siswa ada pada tingkat baik (68.1).

Kata kunci : Kemampuan, Menulis, Kemampuan Menulis, Teks Naratif

INTRODUCTION

Nowadays English becomes one of the most important subjects for students in Indonesia. They learn English from elementary school up to the university levels. In Indonesia, English is a foreign language. It is not used in daily communication. English learning becomes a necessity. English is like a window on the world because by English we can learn about the world and can get more information from the world.

English is taught at school to enable the students to learn the four language skills, they are listening, speaking, reading and writing. Harmer (2007:265) states as follows

“...we use language in terms of four skills: reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term used for reading and listening skills where meaning is extracted from the discourse. *Productive skills* is a term for speaking and writing skills where students actually have to produce language themselves”

Writing is one of the four language skills. The activity of writing takes an important role in the development of language learning because it allows us to communicate our message with clarity and ease to a far larger audience such as through newspapers or articles than through face-to-face or telephone conversations. For the students, writing is inseparable from other subjects in language learning since the students are often required to complete many of their assignments in written forms. For example, in reading, speaking or listening class, students still do writing activities. As a kind of communication skill, through writing the students can express their ideas, thoughts and feelings. Writing is a process of thinking and discovering, which when it is successful, reveals to us what we think of our experience. It means that someone can be good in writing through experience.

There are several kinds of abilities in writing such as organizing a text, writing outline, summarizing, paraphrasing, foot noting, précis writing and others. Students must also be able to think about the right developing ideas, grammatical devices, spelling, choice of words, writing strategy, using punctuation, mechanics and fluency. In addition, as Reid (1993:81) states that writing is a complex skill because there are some components that should be focused on by the writer in writing, like the purpose of writing and the writer's knowledge of writing like paragraph's component and pattern organizations.

In writing a text, students are required to be able to write many kinds of genres. The first one is called story genres that consist of narrative, news story, anecdote, recount and spoof. The second one is called factual genres that consist of procedure, explanation, report, exposition, discussion, description, review, news item and commentary. According to Sweeney (2005), genre is taught in writing so that the students have some ideas as to how to organize their projects. Awareness of genre is metacognitive skills that all students need to develop.

One of the genres that are taught in senior high school is narrative. According to Anderson and Anderson (1997: 8), narrative text is a piece of text which tells a story to entertain and inform the reader or listener. Its purpose is to give meaning to an event or a series of events by telling a story. From these statements it can be inferred that a narrative text is concerning a story. The story includes some events which are presented

to amuse the readers or listeners. So, written narrative texts are aimed at entertaining the readers.

Narrative is very crucial for language learners to learn because there are many living lessons in all stories. Then, in writing a narrative text, students are expected to be able to review language use in writing narrative text, make simple sentences concerning a narrative text, develop rhetoric steps of a narrative text and then write a narrative text.

In every school in Indonesia, English is considered difficult by many students. It really needs creative efforts from English teachers to conduct the teaching-learning process. To make the subjects interesting, then the teachers have to create many ways to explain the subject so that it can be understood by the students.

RESEARCH METHODOLOGY

In line with the research title, the descriptive method is used. The aim of this research is to describe and interpret the result of the study: the ability of the second year students of SMA Setia Dharma Pekanbaru in writing narrative text.

This research is conducted at SMA Setia Dharma Pekanbaru at Jl. Prof. M. Yamin, SH No. 67. The writer conducted the research from August to December 2016. The participants of this research are 50 second year students of SMA Setia Dharma Pekanbaru.

The writer took all the second year students. According to Morris (2004), if the population is smaller than 300, we might as well survey everyone in the population. The sampling technique in this research is total population sampling technique. It means that all of the population becomes the sample. This idea is in line with the opinion given by Morris.

To get the data, the writer uses a writing test as an instrument. This test is intended to know the students' ability in writing narrative texts. The test requires the students to write narrative texts based on the given pictures.

According to Hughes (1993:94), in analyzing the data, the first step is calculating the scores for each paragraph which in written form, components by using the following formula:

$$S = G + V + M + F + O$$

Where:

- S = Students' score
- G = Students' ability in grammar
- V = Students' ability in vocabulary
- M = Students' ability in mechanics
- F = Students' ability in fluency
- O = Students' ability in organization

To know the real score of the students, the writer uses the following formula:

$$RS = \frac{TS}{25} \times 100$$

Where: RS = Real score of individual
TS = Total score of the writing components

Table 1 Interpretation of the Students' Scores in Term of the Ability Level

Test Score	Level of ability
81-100	Very good
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very poor

To get the data of the students' ability in writing narrative texts, the writer calculated the whole final scores of the students. According to Hatch and Farhady (1981:4), to find out the mean score of the students, the following formula is used.

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = The mean
 $\sum x$ = The summation of the scores
N = The number of students

After that, to find out the percentage of the students' ability in writing narrative texts, the writer uses the formula:

$$\% = \frac{f}{N} \times 100\%$$

f= Frequency
N= Total

RESEARCH FINDINGS

In this part, the writer presents the result of the data analysis. After getting score of the students from the three raters, the writer classified the students' score based on each rater as shown in the following tables:

Table 2 : The students' scores for each aspect of writing according to rater I

THE SCORE RANGE	THE STUDENTS' SCORES FOR EACH ASPECT OF WRITING ACCORDING TO RATER I									
	GRAMMAR		VOCABULARY		MECHANIC		ORGANIZATION		FLUENCY	
	F	%	F	%	F	%	F	%	F	%
81-100	4	8.0	4	8.0	3	6.0	4	8.0	2	4.0
61-80	12	24.0	13	26.0	11	22.0	12	24.0	8	16.0
41-60	10	20.0	13	26.0	11	22.0	11	22.0	14	28.0
21-40	23	46.0	20	40.0	25	50.0	22	44.0	25	50.0
0-20	1	2.0	0	0.0	0	0.0	1	2.0	1	2.0
TOTAL	50	100	50	100	50	100	50	100	50	100

From the table above we can see that 4 students 8.0% got the highest score (81-100) for Grammar, Vocabulary and Organization, 3 students 6.0% got the highest score (81-100) for Mechanics and 2 students 4.0% got the highest score (81-100) for Fluency. Then there are 26.0% (13 students) who got score 61-80 in terms of Vocabulary, 24.0% (12 students) in terms of Grammar and terms of Organization, 22.0% (11 students) in terms of Mechanic and 16.0% (8 students) in terms of Fluency. After that, there are 28.0% (14 students) who got score 41-60 for Fluency, 26.0% (13 students) in terms of Vocabulary, 22.0% (11 students) in terms of Mechanic and Organization and 20.0% (10 students) in terms of Grammar. Many students can only reach score 21-40 for Mechanic and Fluency 50.0% (25 students), Grammar 46.0% (23 students), Organization 44.0% (22 students) and Vocabulary 40.0% (20 students). There are 2.0% (1 students) who got score 0-20 in terms of Grammar, Organization and Fluency. None of the students got 0-20 for Vocabulary and Mechanic.

Table 3 : The students' scores for each aspect of writing based on rater II

THE SCORE RANGE	THE STUDENTS' SCORES FOR EACH ASPECT OF WRITING ACCORDING TO RATER II									
	GRAMMAR		VOCABULARY		MECHANIC		ORGANIZATION		FLUENCY	
	F	%	F	%	F	%	F	%	F	%
81-100	7	14.0	7	14.0	7	14.0	9	18.0	3	6.0
61-80	13	26.0	15	30.0	15	30.0	18	36.0	16	32.0
41-60	12	24.0	14	28.0	14	28.0	10	20.0	18	36.0
21-40	18	36.0	14	28.0	14	28.0	13	26.0	13	26.0
0-20	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	50	100	50	100	50	100	50	100	50	100

By looking at the result from rater II, there are 50 students who took the writing test. We can see in each aspect of writing, there are 14.0% (9 students) who got the highest score (81-100) for Organization, 14.0% (7 students) who got the highest score for Grammar, Vocabulary and Mechanic, and 6.0% (3 students) who got the highest

score for Fluency. Then, 36.0% (18 students) reach score 61-80 for Organization, 32.0% (16 students) for Fluency, 30.0% (15 students) for Vocabulary and Mechanic and 26.0% (13 students) for Grammar. Then, there are 36.0% (18 students) who got score 41-60 for Fluency, 28.0% (14 students) for Vocabulary and Mechanic, 24.0% (12 students) for Grammar and 20.0% (10 students) for Organization. Many students got score 21-40 for Grammar 36.0% (18 students), for Vocabulary and Mechanic 28.0% (14 students) and for Organization and Fluency 26.0% (13 students). None of the students got score 0-20 for Grammar, Vocabulary, Mechanic, Organization and Fluency. The final results of the table, we can see that the highest score which was got by the students is Fluency and the lowest one is Mechanic

Table 4 : The students' scores for each aspect of writing based on rater III

THE SCORE RANGE	THE STUDENTS' SCORES FOR EACH ASPECT OF WRITING ACCORDING TO RATER III									
	GRAMMAR		VOCABULARY		MECHANIC		ORGANIZATION		FLUENCY	
	F	%	F	%	F	%	F	%	F	%
81-100	6	12.0	8	16.0	4	8.0	3	6.0	6	12.0
61-80	30	60.0	22	44.0	34	68.0	24	48.0	16	32.0
41-60	14	28.0	19	38.0	10	20.0	20	40.0	28	56.0
21-40	0	0.0	1	2.0	2	4.0	3	6.0	0	0.0
0-20	0	0.0	0	0.0	0	0	0	0.0	0	0.0
TOTAL	50	100	50	100	50	100	50	100	50	100

By looking by at the table above, we can see in each aspect of writing, there are 8 students (16.0%) got score 81-100 in terms of Vocabulary, 6 students (12.0%) in terms of Fluency and Grammar, 4 students (8.0%) in terms of Mechanic and 3 students (6.%) in terms of Organization. There are 68.0% (34 students) got score 61-80 in terms of Mechanics, 60.0% (30 students) in terms of Grammar, 48.0% (24 students) in terms of Organization, 44.0% (22 students) in terms of Vocabulary and 32.0% (16 students) in terms of Fluency. Next, students reached score 41-60 in terms of Fluency 56.0% (28 students), Organization 40.0% (20 students), Vocabulary 38.0% (19 students), Grammar 14.0% (28 students), and Mechanics 20.0% (10 students). For the score 21-40, none of the students in terms of Grammar and Fluency, 3 students (6.0%) in terms of Organization, 2 students (4.0%) in terms of Mechanic, 1 students (2.0%) in terms of Vocabulary. None of the students got score 0-20. The final result of the table, we can see that the highest score was got by the students is Organization and the lowest one is Mechanic.

Table 5 : The Total Score of Each Aspects Based on 3 Raters

The aspects of writing	Rater 1	Rater 2	Rater 3	The average score of the three raters
Grammar	45.6	52.4	61.6	53.2
Vocabulary	60.4	67.6	74	67,3
Mechanic	56.8	66	76.4	66.4
Organization	60.4	69.2	71.2	66.9
Fluency	36.4	43.6	49.6	43.2

Table 5 shown us the average score of each aspects of writing based on three raters. On the Grammar aspect, the average score is 53.2. Moreover, on Vocabulary aspect, the average score is 67.3. On Mechanic, the average score is 66.4 and Fluency the average score is 43.2. The last, for Organization aspect, the average score is 66.9. Based on the result we can see that the difficult aspect of writing for students is Organization. That is proven by the average score is 46.5 and the easiest one for students to do is Fluency which average score is 69.8.

Table 6 : The Percentage of Students' Ability in Writing Test

No	Score	Ability Level	Rater 1		Rater 2		Rater 3	
			F	%	F	%	F	%
1	81-100	Very good	4	8	10	20	2	4
2	61-80	Good	19	38	19	38	45	90
3	41-60	Mediocre	9	18	14	28	3	6
4	21-40	Poor	18	36	7	14	0	0
5	0-20	Very poor	0	0	0	0	0	0
TOTAL			50	100	50	100	50	100

Table 7 : The Students' Average Score and Categories in Writing a Narrative Text

Raters	Average	Ability Level
I	57.2	Mediocre
II	69.2	Good
III	78.0	Good
Total	204.4	
Average	68.1	Good

The table above describes the students' average score and the ability level in writing according to the three raters. The table shown us the average score of the students based on the first rater is 57.2 which is considered as Mediocre level. Then the average score of the students based on the second rater is 69.2 which is considered into Good level and the average score from the third rater is 78.0 which is considered as Good level. After calculating the average score from three raters, the writer found the mean score of the students, that is 68.7 considered as Good level.

CONCLUSIONS AND RECOMMENDATIONS

After finishing analyzed the data presented in chapter IV, the writer would like to give some conclusions to be considered. The aspects of the students' ability in writing narrative texts are Good in terms of Vocabulary, Mechanic, and Organization, Mediocre in terms of Grammar and Fluency,. From the result, the writer found that the students' ability in writing a narrative text is Good level which is proven by the mean score of the students based on the three raters that is 68.1. Then, the most difficult aspect in writing a narrative text is Fluency and the easiest aspects for the students is Vocabulary.

The writer also would like to give some suggestions in writing a narrative text to the students. The students are suggested to practice their writing in their daily activities. They can write their own story to train their writing skill. It is also necessary for the students to download many pictures in internet and try to write something based on the picture they have been downloaded. It will make them more accustomed to write. From the picture, the students are also suggested to make a list of some vocabularies that they found from the picture to enrich their vocabulary mastery.

For the teacher, the writer also has suggestion. The English teacher are suggested to use the picture series which are clear enough to make the students easier to digest the meaning of the picture. Besides, after being taught using picture-series, some students are confident to share their ideas into a writing.

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