

***A STUDY ON THE ABILITY IN WRITING NARRATIVE TEXT BY
THE SECOND YEAR STUDENTS OF SMA NEGERI 1 TUALANG
PERAWANG***

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Abstract: *This decriptive research was conducted to find out the writing ability in narrative text. The sample of this research was 60 participants from the second year students of SMA Negeri 1 Tualang Perawang by using cluster random sampling technique. The instruments used in this research was writing test. The data were analyzed by calculating students' score individually and finding out the mean score by using SPSS version 23.0. The data were presentated by using table and bar graph. The researche findings showed that the students's writing ability was in Poor Category (39.12). So, it was suggested that the students should be more active in taking part in writing activities not only during learning activities in the classroom but also outside the classroom. Then, teacher need motivate the students to do more practice in writing esspecially in narrative text.*

Key words: *Ability, Writing, Narrative Text*

STUDI TENTANG KEMAMPUAN MENULIS TEXT NARRATIVE SISWA KELAS DUA SMA NEGEGEI 1 TUALANG PERAWANG

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Abstrak: Penelitian deskriptif ini dilaksanakan dengan tujuan untuk mencari tahu kemampuan menulis siswa dalam menulis teks naratif. Sampel dari penelitian ini adalah 60 siswa dari kelas 2 di SMA Negeri 1 Tualang Perawang diambil dengan menggunakan teknik cluster random sampling. Instrumen yang digunakan pada penelitian ini adalah writing tes. Data dianalisa dengan menghitung nilai siswa secara individu dan menghitung rata-ratanya dengan menggunakan SPSS versi 23.0. Data disajikan dalam bentuk tabel dan grafik batang. Berdasarkan hasil penelitian, kemampuan menulis teks narrative siswa kelas dua SMA Negeri 1 Tualang Perawang adalah jelek (poor) dengan nilai rata-rata (39,12). Berdasarkan hasil tersebut, disarankan agar siswa-siswa lebih aktif dalam kegiatan belajar, tidak hanya didalam kelas, tetapi juga diluar kelas. Lalu untuk para guru, agar lebih memotivasi siswa untuk lebih banyak berlatih khususnya dalam menulis naratif teks.

Kata kunci: Kemampuan, Menulis, Naratif Teks

INTRODUCTION

Harmer (2004) states that, "Writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds" In writing English text, they have to consider the grammar to make their writing understandable. The curriculum in Indonesia requires students to be able to write some kind of text like recount, report, discussion, explanation, exposition, new item anecdote, narrative, procedure, description, and review. According to Nunan (2003) 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. So, the students need to master writing skill because it can be used to express the students' ideas as well as feelings and communication with others. Then, students who can master writing skill, will be more easy in their school and career in the future.

Furthermore, in constructing paragraph, the students were usually asked to write a story based on the themes given. One of the text that students have to master is Narrative Text. Meyers (2005) states that "narrative is one of the most powerful way of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them." In narrative text, students learn to develop their idea with more variation, they can write based on their experience or the story they have known before. A narrative text is designed to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn find a resolution. This text uses the past tense, noun phrase, pronouns and adverb phrase. It also usually uses time connection and conjunction such as one day, a week later, a long, long time ago, etc. The structural of a narrative text consist orientation, complication, resolution, and re-orientation. Narrative can educate the students through its content for example from folk tales, the students can learn about the value of life in that story.

The nature of writing

According to Brown (2001), writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. (Linse, 2006) also stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is be stated that writing is a thinking process of discovering ideas then written on the paper.

According to Harmer (2004) writing process has four main elements : planning, drafting, editing (reflecting and revising) and final version. The first is planning. Planning is any activity that encourage students to write. It is become a way of warming up writers brain before write. Writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, writers think of the audience they are writing for and thirdly, writers have too consider the content structure of the piece. The second is drafting. In the drafting. Writer 'go' at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the

draft. Third is editing (reflecting and revising). In this process, writer read through what they have written to see where it works and where it doesn't. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors, but also improve global content and the organization of ideas so made clearer the reader. The last is final version. It means that writers have edited their draft and produce their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

Aspect of Writing

Writing is one of skill that have to be mastered by the students in learning English. In writing, the students have to pay attention to aspect of writing. Harris (1974) aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows:

- a. Grammar
Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.
- b. Form (organization)
Form 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.
- c. Mechanic
Mechanic is the use of the graphic convection of the language we have to pay attention theuse of the punctuation and applying of the word of sentences. Function is very determiners whiter the writer can clear for the reader.
- d. Vocabulary
Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea andeffect it in writing.
- e. Style
Style means the choice of word and lexical items to give a particular tone to flavour the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers.

By seeing the opinion 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 more better and understand.

Types of Writing Performance

According to Brown (2010), four categories of written performance that capture the range of written production are considered as follow:

1. Imitative
To produce written language, the learner must attain skill in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.
2. Intensive (controlled)
Beyond the fundamentals of imitative writing are skill in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.
3. Responsive
Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.
4. Extensive
Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

The process of writing

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard and Christine Root (2003). Step one: Prewriting thinking about your topic and organizing your ideas. Step two: Writing using your ideas to write a first draft. Step three: Revising improving what you have written. If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

The writing paragraph

According to Oshima and Hogue (2007), a paragraph is a group of related statements that a writer develops about a subject. The paragraph always discusses only a topic that is the main idea. It is stated that a paragraph has the first sentence to state the specific point, or main idea, and the rest of the sentences in the paragraph support that point (Oshima and Hogue, 2007).

Based on the explanation, it can be concluded that the paragraph is a group of sentences that consist of a single main idea and supported by some supporting details, aims to facilitate the reader understand the meaning that be conveyed by the author.

The development of paragraph

According to Walters (2000), there are three principal part in paragraph writing. They are topic sentence, supporting sentence and concluding sentences. These sentences should developed the main idea. The specifications are as follows :

a. Topic Sentence

A well-organized paragraph has a topic sentence that aims to support or develop a single idea. Moreover, Zemach and Islam (2005) state that a good topic sentence should include one clear topic or an opinion or idea of the topic. Topic sentence has an important function that is substitutes or supports an essay's thesis statement, unifies the content of a paragraph and directs the order of the sentences and advises the reader of the subject to be discussed and how the paragraph subject will discuss it.

b. Supporting Sentence

The sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is supported by a) evidence in the form of facts, statistics, theoretical probabilities, reputable, educated opinions, b) illustrations in the form of examples and extended examples, and c) argumentation based on the evidence presented. Furthermore, Zemach and Islam (2005) state that ideas and sentence need to be ordered logically. It can be done by arranging sentence that are part of the same ideas go together.

c. Concluding Sentence

Concluding sentence is a sentence at the end of the paragraph which summarizes the information that has been presented (Walters, 2000). The conclusion is the writer's last chance to make their part clear. The concluding paragraph consists of a) a summary of the main points, or a restatement of writer explanation in different words b) writer's final comment on the subject based on the information they have provided.

Furthermore, some essential facts which make the writing is complex, such as unity and coherence. Both of them are important for the reader for they will make the readers be easier to understand the contents of paragraph itself. It is supported by Oshima and Hogue (2007) who state that instead of having those three major structural parts, a good paragraph should also possess two additional elements; unity and coherence. Definition of unity and coherence will be discussed in following:

a. Unity

Unity is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. That is, all the sentences that are the topic, supporting sentences, the detail sentences, and the concluding sentence are all telling the reader about one main topic. Whether your paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph "lacks unity" (Walters, 2000).

b. Coherence

Coherence refers to a certain characteristic of writing which literally means "to stick together." Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader will be easy to understand the ideas that writer wish to express (Walters, 2000).

The teaching writing for senior high school

Writing has a central position in classroom work. Littlejohn & Breen (2005) states that there are a number of good reasons for bringing writing into a more central

position in classroom work. According to Harmer (2004), "...writing is used for a wide variety of purposes it is produced in many different forms." It means that there are many kind of text types in writing, and every text types has their own communicative purpose. Kemper et al (1995) mention there are four kinds of paragraph, they are:

- a. Descriptive, a descriptive paragraph describes a person, a place, a thing, or an idea.
- b. Narrative in narrative paragraph, the writers tell a story by sharing the details of an experience.
- c. Persuasive, a persuasive paragraph gives the writers' opinion on the topic and tries to get the reader to agree with it.
- d. Expository, the main purpose of an expository paragraph is to give information about topic.
- e. Expository paragraph is also called exposition text which has a purpose to give information about something happen to the readers.
- f. Analytical Exposition Exposition text is a text that gives point of view about topic and information or persuades the reader or listener about phenomenon as Sudarwati and Grace (2007) says, "Exposition text is to persuade by presenting arguments and to analyze or explain how and why." Analytical exposition has some stages; thesis, arguments, reiteration.

Narrative text

Meyers (2005) states that "narrative is one of the most powerful way of communicating with others. A good written story lets readers response to some event in the life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.". Moreover, Anderson & Anderson (1997) states that "narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.".

The purpose of Narrative

According to Knapp and Watkins (2005), the purposes of narratives are:

- a. To entertain the reader
- b. To be a powerful social role beyond entertainment

Types of narrative

There are five types of narrative according to Doyle at al (2004). As mention below:

- a. Folk tales
- b. Children"s stories and fairy tales
- c. Novels
- d. Crime thrillers
- e. Narrative poems

Generic structure of narrative

According to Hyland & Hyland (2006), the generic structure of narrative is:

- Orientation
It introduces the participants and informing the time and place. (Where, when).
- Complication
It describes the rising problems happen within the story.
- Resolution
Showing the way the problems are solved.

Grammatical features of narrative

The grammatical features of narrative according to Doyle et al (2004):

- Using Past Tense to describe the events
- Using Action Verbs
- Using adjectives to describe the characters and the places.
- Using direct and reported speech to present the dialogue

RESEARCH METHODOLOGY

This research is a descriptive research that has only one variable. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related with the condition occurs at the time, uses one variable or more and then investigates in fact. According to Williams (2007), descriptive research is research design used to examine the situation involving identification of attributes of particular phenomenon based on observational basis. Achmadi and Narbuko (2010) said that descriptive research is the research in effort to explain the problem solving in this time based on the data, so it's also provide data, analyze and implemented.

So, this type of research is used to describe and interpret the data being studied based on fact that is supported by accurate theories. Therefore, the purpose of this research is to describe the students' ability in writing narrative text at second year students of SMA N 1 Tualang Perawang.

The population of this research is the second year students of SMA Negeri 1 Tualang Perawang. The total population of second year students of SMA Negeri 1 Tualang Perawang is 182 students and divided to 6 classes.

According to Gay & Airasian (2002) cluster random sampling randomly selects the group, not individual; all the members of selected group have similar characteristics. The instrument that used for the raters was writing test. To develop the test, the writer choose an appropriate material. It means that the material of the test had been learned by the students.

To know each of students' score in writing narrative text, the data was analyzed by using formula in SPSS version 23.0 by Pallant (2010).

The formula to find the mean score of student's writing ability in this research, based on Heaton (1991) describe as follow:

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

Where:

$\bar{x}$ = the mean score

$\sum fx$ = the sum of the students' scores

N = the number of the students

According to Christine (2014), the text will be assessed through the following criteria:

Style	30 points
Mechanics	20 points
Organization	20 points
Vocabulary	15 points
Grammar	15 points
Total	100 points

There are five evaluation categories:

Style	- Choice of structure and lexical items to give a particular tone to flavour the writing
Mechanics	- Indentation, capitalized, margining, spacing, punctuation, spelling and syllabification errors or run on sentences
Organization	- Well organized and very thorough development of introduction, body, conclusion and supporting details
Vocabulary	- Use of sophisticated and correct words in sentences
Grammar	- Manipulates complex sentences for impact (sentence structure, verb tense, connectors, etc)

Then, to know the students' position and percentage of each level in five aspects of writing, the writer used Nurgiantoro's categorization formula. Nurgiantoro (2015) has ideal mean to divide data into some category. That is 60% of the maximum score is the mean (X), and then 25% of the mean is the Standard Deviation (SD). After that, the mean (X) and the SD was used in the following formula.

Table 3.2
Categorization Formula

Formula	Category
$X + 1.5 (SD) - X + 3 (SD)$	Very high
$X + 0.5 (SD) - X + 1.5 (SD)$	High
$X - 0.5 (SD) - X + 0.5 (SD)$	Average
$X - 1.5 (SD) - X - 0.5 (SD)$	Low
$X - 3 (SD) - X - 1.5 (SD)$	Very low

To interpret the level of students' ability in writing narrative text, the writer used level of proficiency as follow

Table 3.2
The Classification of Level Proficiency

NO	Score	Classification Of mastery
1	80-100	Excellent
2	60-79	Good
3	50-59	Average
4	0-49	Poor

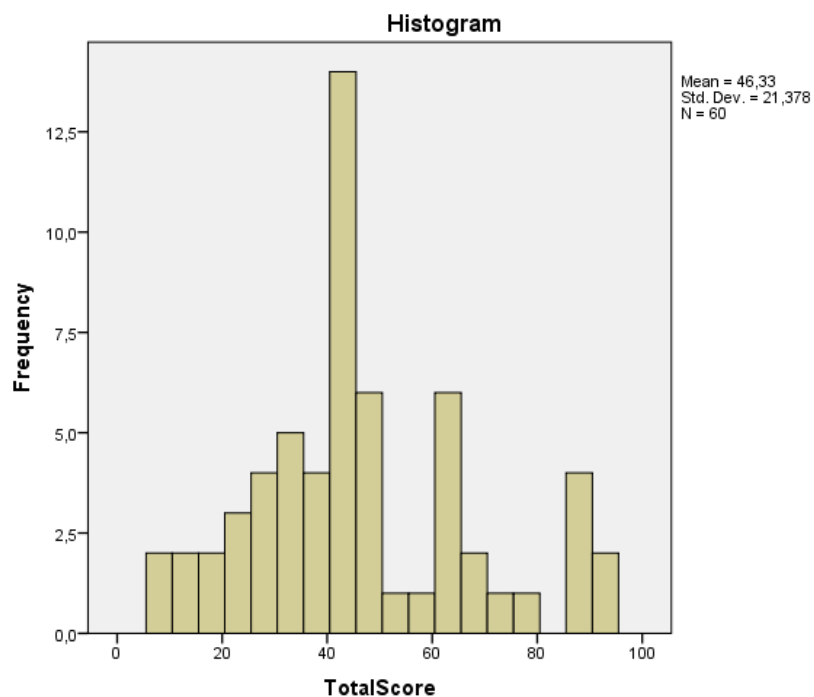
(Adapted from Harris, 1974)

FINDINGS AND DISCUSSION

1. Individual Score of the Sample

The following table was a descriptive statistics of students writing ability at SMA Negeri 1 Tualang Perawang:

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
TotalScore	60	8	94	2780	46,33	21,378
Valid N (listwise)	60					



The following table was the result of writing ability narrative text of the second year students of SMA Negeri 1 Tualang Perawang:

No	Score	Frequency	Percentage	Classification
1	80-100	7	11,7%	Excellent
2	60-79	9	15,0%	Good
3	50-59	5	8,33%	Average
4	0-49	39	65,0%	Poor

Based on the table 4.3, it can be seen that there are 4 categories for students' writing ability score. The frequency of *Excellent category* is 7 students (11,7%), the frequency of *Good category* is 9 students (15,0%), the frequency of *Average category* is 5 students (8,33%), and the frequency of *Poor category* is 39 students (65,0%). It is proven that only very few students who at Excellent category.

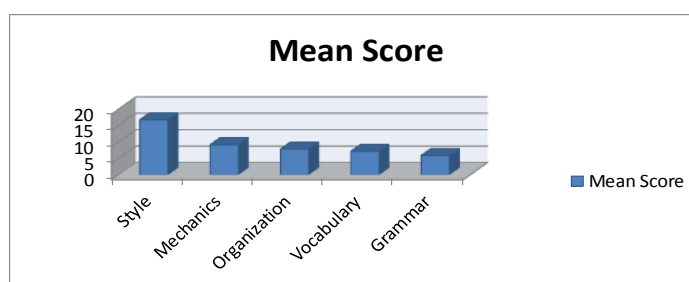
2. The analysis of writing aspects

Descriptive Statistic of five writing aspects

		Statistics				
		Style	Mechanics	Organization	Vocabulary	Grammar
N	Valid	60	60	60	60	60
	Missing	0	0	0	0	0
Mean		16.73	9.12	7.78	7.10	5.83

Based on Table 4.4, it can be seen that mean score for Style is 16.73, mean score for Mechanics is 9.12, mean score for Organization is 7.78, mean score for Vocabulary is 7.10, and the mean score for Grammar is 5.83.

Then, the analysis of students score in five writing aspects will be show in the chart as follow:



3. Individual score of the sample in five writing aspects

a. Style

The Categorization of Student's Score in Style

Score interval	Number of students	Percentage	Category
24.75-31.5	8	13.3%	Very high
20.25 - 24.75	5	8.3%	High
15.75 – 20.25	17	28.3%	Average
10.25 – 15.75	18	30.0%	Low
5.75 – 10.25	9	15.0%	Very low

The table above shows the categorization of students' score in style. There are 8 students (13.3%) who belong to the very high category, 5 students (8.3%) belong to the high category, 17 students (28.3%) who belong to the average category, 18 students (30.0%) belong to the low category, and 9 students (15.0%) who belong to the very low category.

b. Mechanics

The Categorization of Student's Score in Mechanics

Score interval	Number of students	Percentage	Category
16.5 – 21	7	11.6%	Very high
13.5 – 16.5	1	1.6%	High
10.5 – 13.5	10	16.6%	Average
7.5 – 10.5	22	36.6%	Low
3 – 7.5	18	30.0%	Very low

The table above shows the categorization of students' score in mechanics. There are 7 students (11.6%) who belong to the very high category, 1 student (1.6%) belong to the high category, 10 students (16.6%) who belong to the average category, 22 students (36.6%) belong to the low category, and 18 students (30.0%) who belong to the very low category.

c. Organization

The Categorization of Student's Score in Organization

Score interval	Number of students	Percentage	Category
16.5 – 21	5	8.3%	Very high
13.5 – 16.5	2	3.3%	High
10.5 – 13.5	7	11.6%	Average
7.5 – 10.5	10	16.6%	Low
3 – 7.5	27	45.0%	Very low

The table above shows the categorization of students' score in organization. There are 5 students (8.3%) who belong to the very high category, 2 students (3.3%) belong to the high category, 7 students (11.6%) who belong to the average category, 10 students (16.6%) belong to the low category, and 27 students (45.0%) who belong to the very low category.

d. Vocabulary

The Categorization of Student's Score in Vocabulary

Score interval	Number of students	Percentage	Category
12.37 – 15.75	6	10.0%	Very high
10.12 – 12.37	3	5.0%	High
7.87 – 10.12	16	26.6%	Average
5.62 – 7.87	17	28.3%	Low
2.25 – 5.62	13	21.6%	Very low

The table above shows the categorization of students' score in vocabulary. There are 6 students (10.0%) who belong to the very high category, 3 students (5.0%) belong to the high category, 16 students (26.6%) who belong to the average category, 17 students (28.3%) belong to the low category, and 13 students (21.6%) who belong to the very low category.

e. Grammar

The Categorization of Student's Score in Grammar

Score interval	Number of students	Percentage	Category
12.37 – 15.75	4	6.6%	Very high
10.12 – 12.37	3	5.0%	High
7.87 – 10.12	10	16.6%	Average
5.62 – 7.87	10	16.6%	Low
2.25 – 5.62	25	41.6%	Very low

The table above shows the categorization of students' score in grammar. There are 4 students (6.6%) who belong to the very high category, 3 students (5.0%) belong to the high category, 10 students (16.6%) who belong to the average category, 10 students (16.6%) belong to the low category, and 25 students (41.6%) who belong to the very low category.

SUGGESTION

Based on the result, the researcher would like to give some suggestion especially to English teacher, to students and to the next researcher. First, to the teacher, the teacher should give more attention to improve teaching writing narrative text process. Then the teacher can motivate the students to do more practice in writing especially narrative text.

Second, to the student, the students must pay attention to teacher's explanation. Then, the students are hoped to be more active in taking part in writing activities improve their writing skill not only during learning in classroom but also outside the classroom. The last, to the next researcher, the writer hopes that this research can give contributions the other research which related to writing narrative text.

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