AN ANALYSIS OF GENERIC STRUCTURE OF NARRATIVE TEXT
WRITTEN BY THE TENTH YEAR STUDENTS
OF SMA YASIHA GUBUG

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Abstract

The objective of this research is: To find out how the generic structure is written in the narrative texts, to find out the problems faced by the students of SMA Yasiha Gubug the academic 2011/2012 is written in the narrative texts, and to find out the solution of the problems. The writer uses descriptive quantitative. It is class XI IPA I that consists of 39 students. The instrument used to collect data was the writing test and observation sheet.The results of the research shows the mastery on writing based generic structure of narrative text class XI Senior High School Yasiha Gubug academic year 2012 is categorized into good score with the average 75 and the mean score belongs to the interval 66-79 and the result of observation sheet shows that there were 27 students in level of excellent, 10 students in good and 3 students in level fair. The problems that faced by the students in arranging the generic structure of written narrative text are they did not listen the material attentively given the teacher, the students only got the information from what they read at glance and based on their experiences before. The solution of the problem in arranging the generic structure of written narrative text is the students have to listen their teacher when she explains the material narratives. For example reading a legend and some books include narrative. Based on the result above, the writer suggests that the teacher should apply all of the things in the syllabi of genre in organizing the teaching learning process and the teacher has to give explain the generic structure of narrative text more clearly and give more exercises and more attention to the result of the assignment which are given to the students so that the teacher knows how far the achievement of the students in mastering material.

Key words: Generic Structure and narrative text.

Introduction

Learning a language is a window to see the outside world. They are now increasingly required to communicate each other in getting information, understanding the culture, science the technology. Language as a means of information plays an important role to gain information broadly. Realizing how important a language is, it is necessary to know about the language itself. Language is a systematic mean to communicate ideas of feeling by the use of conventionalized

sign, sound, gesture or marks having understood meaning (Merriam 1985:672). More students are still very poor in their reading comprehension, since they can't usually read or understand articles in English dailies magazines, which are now in curriculum here, let alone their ability in writing, which has mostly been overlooked in our school. Speaking skill is another linguistic skill of our students, which is least, developed.

The important thing that must be realized by the students is that every text has two components of which the role of them cannot be separated. They are structure and the texture. And the main problem of reading activity is the low mastery of them. The problematic of education are very important to be solves. If not they will not have the base to mastery about reading. And he case will be continues have their idea in writing, to get some information, knowledge and soon. For Indonesia students, English is the first tough foreign language at in Indonesia. Most Indonesian students get some difficulties in learning English caused by many factor such as the differences in grammar, spelling, pronunciation, and the culture concept.

Realizing the important role of English as an international language, Indonesia government decides to include English in the notion-wide school curriculum and put it as one of the compulsory subject in elementary schools, secondary schools and senior high schools. Moreover narrative text is one of the materials of English curriculum at junior and senior high school. In this curriculum, the students are also expected to understand kinds of the text. There are many kinds of the text. Of course the students have master the generic structure is the texts. It is newest knowledge where the teacher should explain clearly and detail. Writing is the most difficult because we have to attend in spelling, pronunciation, words and grammar or structure. If we can't understand about grammar, we can't write or speak English rightly. In this paper the writers want to observe about "The students' ability in identifying and using the generic structure in writing narrative text.

Statements of the Problem

The statements of the problems can be formulated as follows:

1. How is the generic structure written in the narrative texts by eleventh years students of SMA Yasiha-Gubug?

2. What problems are faced in using the generic structure of written narrative text by the students?

3. What are the solutions of the problems

Related Theories

Writing

Many experts have opinion that meaning of writing differently. Therefore, the ideas about writing are various. Byrne (1988:1) in "Teaching Writing Skill" states that :"Writing can be said to be the act of farming these symbol making marks on a flat surface of some kind. However, writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sound. The symbols have to be arranged, according to convention, to form word, and word have to arranged to form sentences"

According to Norrish (1983), writing is more difficult than speaking. It is the language skill with which native speaker has most problems and one which is not mastered at all by some of them. It means that writing is not simply speech written on paper. In fact, it is more complicated than speech. It is not easy to practice though. Therefore, a writer needs some knowledge about writing and must practice it regularly.

Narrative

A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too.

by the student in writing narrative text

Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc. Structure of the text: 1. Orientation: Introduce the character, place and time, 2. Complication: Develop a conflict, 3. Resolution: End of the conflict, 4. Coda: (if any) shows the change that happens to the characters and the moral value of story.

Generic Structure of Narrative Text

All language in the world passes their own rules in order to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the language's usage usually with also be controlled in communication. Like other language both English and Indonesian have their rules. One of the characteristic of KTSP 2007 is the existence of the types of the text introducing to the learner or students such as descriptive, narrative, argumentative, procedure, spoof, recount and the other. Regardless the students are skillful in English or not, they are demanded to understand those text. According to the curriculum above, generic structure is structure in text which usually used by learners in target language.

Generic structure is divided into five element, they are:

1. Orientation (introduction)

   It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2. Sequence of Events (complication)

   This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

   It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

4. Re-orientation

   It tells what the story has told or tells again the character and contains the message of moral value to the readers.

   Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5. Evaluation

   This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied.

   Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.

Research Method

1. Type of the Research

   Research design contains everything that has purpose to get many information of students. In this study, the writer use descriptive study. According to Sudjana (2001:64) state a descriptive research is research that tried to describe an event occurrence of symptoms that occur in the present. In other words, descriptive studies or take the issue to focus on actual problems as they are at the research conducted, so this study is descriptive research in addition this study uses test instruments therefore the research of this study is descriptive quantitative research.

2. Population and sample

   According to Arikunto (2002:108) population is all the subject of a research this research if one wants to observe all elements in research this research is called population research. The researcher takes population from the students who are at school year SMA Yasiha-gubug 2011/2012. The total number of students is the population 163 students from eleventh class

   After determine the population, the writer select a sample, which was very important step in conducting a research. A research may take 10%-15% or 20%-25% or more than a population used as the sample. A sample that will be used this research is 25% of population, so the number of sample is 39 students.

3. Technique of sampling

   In this case we must be able to choose the technique of sampling in order to get representative sample or in order. Sumanto (1990:23) states that sampling is a process of choosing a number of individual for research, so that individuals are investigated. Furthermore, the aim of sampling is using the individuals which are chosen as sample to find information about population. In this research the writer will use random sampling because this technique is easier to do have better resulting connection with the population.

4. Steps of collection the data:

   The data was taken from the written test, administrated to the eleventh student of SMA Yasiha-Gubug. There are some steps that are used by the writer in collecting data, they are:

a. The research comes to SMA Yasiha-Gubug and meets with the headmaster.

b. The researcher comes to meet the English teacher.

c. The researcher comes into the class, which becomes subject of research.

d. The researcher explains about narrative text and how to identify the generic structure of it.

e. The researcher gives tests for the students.

f. The researcher collects the tests.

5. Instrument of the Research

A research instrument is the way to get a data, in this study the instrument that is used by the writing is test and observation. Instrument can indicate whether the research is successful or not. There are several kinds of research instrument which can be used to get the data. They are test, questioner, interview, observation, document etc. Arikunto (1998:138) states that an instrument is a device or facility used in collecting the data or information so that the works can be easily and the result can be better. In the study, the writer will use observation sheet and test as the instrument to get the data.

6. Technique of Data Analysis

After collecting the data the writer analysis it in doing score the writing test. The writing the results of the students test. The writer gives the score for each element of writing a use of generic structure.

Elements of writing score	
a. Orientation	25
b. Sequence of events/complication	25
	25
c. Resolution	25
d. Reorientation	
Total Score	100

After getting result of the test, the writer formulates the result to gather the mean of each elements of written generic structure that researched by the writer as follow:

In which

$$\overline{X} = \frac{\sum x}{N}$$

$\overline{X}$ = the mean of score

$\sum x$ = the sum of all score

N = the total sample

(Sudjana, 2002:67)

After finding out the mean of all the score, the result will be

concluded based on the following:

Level of Mastery	Predicate
20 - 100	Excellent

66 - 79	Good
56 - 65	Fair
40 - 55	Poor
30 - 39	Fail

Discussion

1. **Generic structure of narrative text written by the students.**

Having conducted the test, the writer continues to analyze the data. The data is obtained from result of the students writing test of one sample class which is students of class XI IPA I SMA Yasiha Gubug. This consists of 39 students. In analyzing the data, first the writer scored the student mastery on writing narrative text by using analytic scoring based on the content of orientation, complication and re-orientation. In each criterion the writer gives 25 point and the writer will gives 100 when it got perfect.

Table Criteria

The following is the result of the table students in making written narrative text.

No.	Criteria	Score
1.	Content	25
2.	Social Function	25
3.	Generic Structure	25
4.	Language Feature	25
	TOTAL	100

Table 4.1
Student s' score Percentages

No	Name	Code of Students	Total Score Percentage
1.	Agus Budiman	S – 1	60
2.	Ahmad Ahlul Uzza	S – 2	73
3.	Diyana	S – 3	83
4.	Dwi Septi Mulyani	S – 4	66
5.	Eli Kiftiyah	S – 5	76
6.	Eri Noviasari	S – 6	90
7.	Fendi Pradana	S – 7	90
8.	Ira Maya Angggraini	S – 8	80
9.	Irvan Aryanto	S – 9	83
10.	Iva Yulinar Astuti	S – 10	90
11.	Mawadatur Rohmah	S – 11	90
12.	Mujayanah	S – 12	86
13.	Nur Fitriani	S – 13	76
14.	Nurul Mahmudah	S – 14	76
15.	Ria Ambarwati	S – 15	73
16.	Shofiaturrohmaniah	S – 16	76
17.	Sri Mujiyati	S – 17	73
18.	Tika Wulansari	S – 18	70
19.	Tri Susanti	S – 19	70
20.	Ayuk Safitri	S – 20	63
21.	Hidayatur Rohmah	S – 21	60
22.	Rofiatul Wakhidah	S – 22	73
23.	Yuliana	S – 23	66
24.	Arina Safitri	S – 24	80
25.	Dwi Putri Indriyani	S – 25	80
26.	Dzirwatul Fatimah	S – 26	70
27.	Istikomah	S – 27	8 0
28.	Kukuh Budi Utom	S – 28	80
29.	Wahyuri Nur	S – 29	63
30.	Rohmah	S – 30	90
31.	Yeni Andayani	S – 31	80
32.	Erika Ardiyaningsih	S – 32	76
33.	Fuat Munsorof	S – 33	63
34.	Ana Fitria Alfiana	S – 34	70
35.	Heri Safuan	S – 35	75

36.	Maratus Solehah	S – 36	75
37.	Muhammad Rozi	S – 37	83
38.	Wawan Setyo	S – 38	60
39.	Utomo	S – 39	76
	Rizal Fahruzi		
	Muji Purwanto		
	TOTAL		$\sum$ = 2934

The table above shows that the sample of the research is 39 students generic structure as the sample of this study and also it describe the score of the student's generic structure from the data of the table; the writer calculates the total score of the student's generic structure into the mean in calculating the mean. The writer used the following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

In which:

$\overline{X}$: The mean of score.

Σx : The sum of all score.

N   : The total sample.

(Sudjana, 2002:67).

In this case, there are 39 students (N) as the sample in this research. Where the sum of all the scores of the students (x) is 2934 from the data. The writer inserts into the formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

$$= \frac{2934}{39}$$

$$= 75.2$$

The mean of all the scores in making a written generic structure is 75.2.

After finding out the mean of all the scores, the result was consulted based on the following table criteria:

Table 4.2
Score criteria

Level of mastery	Predicate
80 – 100	Excellent
66 – 79	Good
55 – 65	Fair
40 – 55	Poor
30 – 39	Fail

Ngalim Purwanto (1996)

The figure of 75.5 is one the range of 66 – 79 which is categorized into good. So it can be noted that the ability of the eleventh year students of SMA Yasiha Gubug in making a generic structure of a text is good.

2. Students' Problems

From the calculating of the mean above, the students' ability the generic structure of written narrative is good, however, from the table of the students' score there are several students with the score the average. So it means that there are several students that faced some problems in doing the test.

After analyzing their work and made interview, I found some reasons, which caused the students difficulties in arranging their composition. Besides the two reasons given by the students after doing the test, the writer had her own opinion based on the result of analyzing

their mistakes. Most of the students made mistakes because of the reasons:

a. The student did not fully understand the tense that they use when they wrote the narrative text.

b. The students did not read the given material attentively. They only got the information from what they read at glance and based on their experience before.

c. The students did not absorb pronounce, for examples: the use of" them, her, and his".

d. Some students failed to arrange the story chronologically. Most of them missed one of the generic structures of narrative text.

e. The students failed to apply the knowledge of grammar

It was found that there were 27 students in level of excellent. 10 students in good and 3 students in the level fair. So the students' ability in the generic structure of written narrative text is good.

To find out problems which are faced by the students, the writer observed the answer sheet of the students. The writer found that there are some items which the students mostly answer them incorrectly are:

a. Item number 1

Which part of the text is set of the orientation?

There were no one student answered opinion a. seeing that there was a beautiful princess and 1 of 39 students answered the option d. He was very angry and turned Jonggrang into the 100th statues.

Whereas the rights answer is b. There was a powerful king in Prambanan. His name was king Boko and there were 38 of 39 the students gave the correct answer.

b. Item number 3

In which paragraph is complication of the story?

There were no one student answered the option b. fourth paragraph and 11 of 39 students answered the option. c. Second paragraph whereas the right answer is a. third paragraph and there were 28 of 39 students gave the correct answer.

c. Item number 4

Which one is the resolution?

There were 4 of 39 students answered option a. seeing that there was a beautiful princess from Prambanan, 4 of 39 students answered the option c. the kingdom of Prambanan was at war with the kingdom of Pengging, and 2 of 39 students answered the option d. he was very angry and turned Jonggrang into the 100th statues whereas the right answer is b. Roro Jonggrang couldn't avoid him. So she

asked for requirement and there were 28 of 39 students gave the correct answer.

d. Item number 5

In which paragraph does the story begin?

There were 4 of 39 students answered the opinion a. first paragraph, 1 of 39 students answered the option c. third paragraph and 4 of 39 answered the option e. fifth paragraph whereas the right answer is b second paragraph and there were 28 of 39 gave the correct answer.

The analysis of the writing test

The writer scored the students mastery on writing narrative text by using analytic based on the generic structure that they were used in writing narrative text.

a. There were 39 students who arranged excellent orientation.

b. There were 39 students who make good narrative text based on the content of complication.

c. There were 6 students in level fair in writing narrative based the resolution form.

d. Based on writing re-orientation the writer analyzed there were 16 students who make mistake.

Difficulty to understand Meaning of the difficult word

These are the sentence of this items which are several students answer them

incorrectly. Based on the interview and analysis, the problem faced by the students is the difficulty in understanding the meaning of the words in the items. So they made mistake in the generic structure of written narrative.

Item number 7:"Her step-mother and step-sister were very mean" (There are is students who are not able to understand the meaning of word mean)

Item number 15: Where does the story take place? (There are 23 students who are not able to understand the meaning of the word to place)

Solutions of the Problems

Based on the problems which are faced by the students, the writer gives the suggestions to solve the problems, the suggestion are the prediction of the writer:

1. for the Teacher

Through this research the writer found that there are several students that have the score under the average, so the writers suggest some possible solutions to solve these problems. The writers suggest:

a. The teacher should apply all of the things in the syllabi of genre in organizing the teaching learning process.

b. The teacher has to give explain the narrative more clearly and give more

exercise and more attention to the result of the assignment which are given to the students so that the teacher knows how for the achievement of the students in mastering material.

2. for the Students

The writer suggests the students:

a. the students have to listen their teacher when she explains the material narratives.

b. the writers suggest the students to increase their reading activity. For example reading a legend and some books include narrative. Those are some possible solutions which are given by the writer to solve the problems which are faced by the students.

Discussion

From the previous computation, the result of the mean score of the students ability in the generic structure of written narrative is 75, 5. After that, their sum is consulted into the table categories. The mean score belongs to interval 66 – 79; it means that the student's ability the generic structure of written narrative is good. Then from the result of the score of the students' ability the generic structure of written narrative, the writer found that there are several students with the score under the average. It means that there are some problems which are faced by the students in the generic structure of written narrative. The writer found out that problem which might is faced by student is: the students faced the difficulty in understanding the generic structure of

written narrative. Finally, they made some mistakes in the generic structure of written narrative. The last problem is, they are not able to differentiate the orientation, evaluation, complication, resolution, and re-orientation is. So they made some mistakes in identifying the sentence.

Finally, from the problems which are faced by the students, the writer suggests some possible solutions. The writer offers the suggestion to the teacher to apply all of things which have planned a narrative story in organizing the teaching-learning process, and the students have to listen their teacher when she explain the material of narrative story. In addition, the teacher must give more exercises and more attention to the result of assignments which are given to the students in

mastering material. Whereas for the students the writer suggest the students have to listen their teacher clearly and do the exercise and improve their reading narrative story to support their developing knowledge of narrative story in generic, and in the generic structure of written narrative especially.

Conclusion

The statements of the problems can be formulated as follows:

1. The generic structure of the written narrative text is good. It is categorized from the mean of the student score, that is 75, 2.
2. The problem are faced by the students in arranging the generic structure of written narrative text:
   a. The students did not listen the material attentively given the teacher

b. The students only got the information from what they read at glance and based on their experience before.

3. The solution of the problem in arranging the generic structure of written narrative text:
   a. The students have to listens their teacher when she explains the material narratives.
   b. The writer suggests the students to increase their reading activity. For example reading a legend and some books include narrative. Those are some possible solutions which are given by the writer to solve the problems which are faced by the students.

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