

An Analysis of Students' Ability in Retelling Narrative Text in Written Form

Kartika S

UIN Raden Intan Lampung

Email: sugiantorokartika@gmail.com

Abstract. *The objective of this research is to know how good the students' ability in developing generic structure of retelling narrative text in written form in Senior High School. The research methodology used in this research is Descriptive Research. The result is used to know how good the students' ability in retelling narrative text in written form which was focused in organization of narrative text. This research was conducted at MAN 1 Bandar Lampung. The sample was chosen X 5 based on the data of students' score that is the lowest score of all classes. In collecting the data, this research used test instrument. Test instrument was written test. There are four steps for analyzing students' ability: Assessing the students' writing, making tabulation, finding the total average score of all students, and finding the percentage each classification of students' score. From the data analysis, it was found the total average score of all the students in retelling narrative text shown 14 of score. If that score is classified, it is good to average score classification. If the score of each classification was put into percentage, it was found 32.26% students who got excellent to very good score classification, 41.93% students who got good to average, 9.68% students who got fair to poor score classification and 16.13% students who got very poor score classification. The highest frequency score classification of the students' ability in organization is good to average score classification with 41.93%.*

Key words: *retelling; writing; descriptive research*

A. INTRODUCTION

Writing skills are very important skill in life, is not only important in educational life, but also very important in people's lives. Writing skills are very important because it is one of the language skills that must be possessed by students.

Through writing students can reveal or express ideas or opinions, thoughts, and feelings they have. Also, it can develop the power of thought and creativity of students in writing. In other words, writing is transforming our thoughts into language. In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, also it relates to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.

Based on the preliminary research by interviewing the English teacher of excellent class at MAN 1 Bandar Lampung, there are some problems that the students faced in learning English especially writing. The problems came because students have a little understanding in components of writing. Some of students are still low in grammar and vocabulary. Grammar, at this point in the teaching process is not discussed separately even grammar should not be taught in a special time. Grammar is taught only as an adjunct or distraction in the learning process. Therefore, some students are still not good at using proper grammar, for example form of tenses. They are still confused in determining the appropriate vocabulary of the correct structure in a sentence. They also are not able to make good paragraph. Students are still confused in developing paragraph. In determining the sentence topic, sometimes they are still having trouble, how to minimize their topic of the paragraph and develop every elements such topic. Not a few of them, one ran from the specific the topic, in other words from the paragraph that made running the main topic. In writing the text, students are still having trouble. They are still weak in managing paragraphs in the text because there is a generic structure that they need to use to be a good text.

In this case, the students get difficulty when they study writing. From the data of English teacher, it was found that the total writing narrative text 88 from 148 excellent students. It means that students who felt difficult to understand writing narrative text are 59.5%. Apparently their score is still under the standard, while

the criteria of minimum mastery (KKM) of English subject at this school is 74 for excellent class. The students' writing narrative text score can be seen in table 1 below.

Table I. The students' writing narrative text score of the first semester of the tenth grade in Excellent Class of MAN 1 Bandar Lampung in 2012-2013 Academic Year

No	Score	The number of students	Percentage
1	≥ 74	60	40.5%
2	< 74	88	59.5%
	Total	148	100%

Source: The English Teacher of MAN 1 Bandar Lampung

Based on the data in table 1 above, total number of students at the first semester in excellent class of MAN 1 Bandar Lampung is 148 and if excellent in the value of the minimum mastery (KKM) is 74, then students' writing ability in first semester of the tenth grade in excellent class of MAN 1 Bandar Lampung is still low.

From the data above, this research used retelling narrative text. According to Kalmbach in Racmawaty and Hermagusnita, retelling is a process of memorizing what we have listened to and read. Further, in story retellings, readers or listeners tell what they remember about the story orally or through dramatization, drawing, or writing (Gibson, Gold and Sgourus, 2003:3). Retelling does not mean memorizing (Gibson, Gold and Sgourus, 2003:3). It means recounting the story in the students' own words. Retellings require students to think more conceptually. Retelling also helps students internalize information and concepts, such as vocabulary and story structure. Retellings help students rethink their way through a text, thereby enhancing their understanding.

In teaching English writing, the students of Senior High School are given material about genre in writing. One type of genre in writing that is taught in Senior High School is narrative text. Narrative is generally imaginative, although there are also

factual. Narrative can be fairytales, mysteries, science fiction, romance, and also horror stories. Personal narratives tell stories, not ones that the writers made up, but ones that they lived (Emilia, 2011:93). Whatever the topics, the stories should help readers see, hear, touch, and taste those details that make the experiences come alive. It means narrative as a story, so it should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story. Students hear or read story like tale, legend, fable and so on. Sometimes, they also try to write those stories. Narrative is not strange for students. It is usual for students to tell a story in written form. So, narrative is familiar for them.

From explanation above, the researcher will focus on retelling story in written form. The students can improve their ability to write the text well. Because the students are demanded to be able to retell the story of a story text which they have read by their own language, it can also add their new vocabularies and it can improve the creativity of the students in writing.

B. RESEARCH METHOD

This research used descriptive research to describe the students' ability in developing generic structure of retelling narrative text in written form. In this research, the data which were gathered from the students, were a written test. The source of the data was excellent students of tenth grade in the second semester at MAN 1 Bandar Lampung of the academic year 2012/2013. In this study, it used the excellent classes because the students of excellent classes were homogeneous. There were five classes consists of 148 students. In terms of the perception of qualitative research, non-probability sampling tends to be a typical. One of the non-probability sampling is purposive sampling; sometimes it can be called judgmental sampling. "Qualitative research uses non-probability samples for selecting the population for study" (Ritchie and Lewis, 2003:91).

The sample in this research used purposive sampling technique. Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, and provided the data they need (Frankel and Wallen, 2009:99). Therefore, this study took one class as a sample of this research and the data would be obtained from the students of X5 consists of 31 students as sample is based on the data of students' class mean score that was the lowest score of all classes. The students' class mean score can be seen in table II below.

Table II. English Mean Score of Excellent Class of Tenth Grade in First Semester at MAN 1 Bandar Lampung

No.	Class	Class Mean Score
1	X1	77
2	X2	80
3	X3	78
4	X4	82
5	X5	75

Source: Data from the list of report card of excellent students of tenth grade in first semester at MAN 1 Bandar Lampung.

In this research, the test was kind of written test. The students read the frog prince story. Students were given 15 minutes to read the frog prince story. Then, the students retold the frog prince story in written form using their own words. The students wrote minimally 100 words and used generic structure at least orientation, complication and resolution because evaluation and re-orientation is an optional step. Then, the students were given 45 minutes to retell the frog prince in written form.

In conducting, this research used the following procedure:

1. Determining the subject of the research.
2. Giving narrative text about The Frog Prince story.
3. Giving written test.

4. Identifying and classifying the data.
5. Evaluating and analyzing
6. Reporting the research to include in the research result.

The data were taken from the research was analyzed by descriptive qualitative with the steps as follows:

1. This research took data. The data were the students' written test.
2. Then, assessed the data. To make the validity of the data analysis, the writer joined with their English teacher to analyze the data. The data were assessed by two persons. The first writer was the English teacher of excellent class and the second writer was the writer. In assessing the students' writing, this study used the scale writing from Cristopher Tribble. In assessing, this study focused on organization in students' writing. The writer gave score and classification for the students' writing.
3. Tabulation. The score of students' writing was tabulation. The writer found out average of score from writer 1 and writer 2 and score classification.

The writer used formula to find the average of the first writer and the second writer. The formula of average (Sudijono, 2003:76) :

$$M_x = \frac{x_1 + x_2}{N}$$

Mx : Mean or average

X1 : Score from Writer 1

X2 : Score from Writer 2

N : Number of Cases

If the average yield that has been calculated to produce numbers do not add up, then that number is rounded to the guide lines of rounding. If the left most digit of the number should be removed only 5 or 5 followed by zero only, then the number on the right of the preceding fixed if it is even, increased by one if it is

odd. Example: Numbers 6,5 or 6 if the 6,500 becoming thoroughly rounded up to the unit. Numbers must be removed each 5 and 500 being that preceded it is even, is 6. So it should still figure 6. Another example: However, if the number 7.5 or 7.50 if rounded up to 8 units. This is due to the number that precedes the 5 or 50 is an odd number, is 7. So it must be coupled with one.

4. Found out the total average score of the students in retelling narrative text. The writer used formula for calculating the total average score of the students in retelling narrative text. The formula (Sudijono, 2003:78) :

$$M_x = \frac{\sum fX}{N}$$

M_x : Mean or average score

$\sum fX$: The total of Frequency times score

N : Number of Cases

5. Found out the percentage of classification. After the students' score was classified, the researcher found the percentage of classification. The writer used formula of percentage (Sudijono, 2003:40) :

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

p : Percentage Number

f : frekuensi

N : Number of cases

6. The Result of presentation

C. FINDINGS AND DISCUSSION

Findings

In this research, the data has taken from class X5 consists of 31 students and all of them followed the test. There are five criteria in scoring their ability based on analytic rating scale, there are content, organization, vocabulary, language use, and mechanics. In this research, the researcher only focused organization in students' writing. This study only found how good the students' ability in

developing generic structure in retelling narrative text in written form. Then, generic structure contained in organization of writing text.

After The data were analyzed through some steps, it was found that the students' ability in retelling narrative text in organization of the narrative text is good to average. The total average score of the students in retelling narrative text is 14. It means, the score classification is good to average.

Table III. The Total Average Score of The Students in Retelling Narrative Text

X	f	fX
18	8	144
17	2	34
16	6	96
14	2	28
13	1	13
12	4	48
10	2	20
8	1	8
6	5	30
TOTAL	31 = N	421 = $\sum fX$

The formula :
$$M_x = \frac{\sum fX}{N}$$

$$M_x = \frac{421}{31} = 13.580645 = \underline{13.581} = 13.6 = 14$$

Mx = 14 (Good to average)

It also found that there are 10 students who got excellent to very good score classification, 13 students who got good to average score classification, 3 students who got fair to poor score classification and 5 students who got very poor score classification. If the score classification was made percentage, it was found 32.26% students who got excellent to very good score classification, 41.93% students who got good to average, 9.68% students who got fair to poor score classification and 16.3% students who got very poor score classification.

Table IV. The percentage of score classification

Score Classification (X)	f	Percentage (p)
Excellent to very good	10	32.26
Good to average	13	41.93
Fair to pair	3	9.68
Very poor	5	16.13
Total	31 = N	100 = p

Students’ ability based on Analytic Rating Scale

Excellent to very good score classification

Organization can be excellent to very good if it has fluent expression, ideas clearly stated and supported, appropriately organized paragraphs or sections, logically sequenced (coherent) and some connectives used (coherent).

The following data is presented as example of organization did by student who got excellent to very good score classification :

Table V. The example text which done by student who got excellent to very good score classification

Structure Organization	Title : The Frog Prince
Orientation	Once upon a time. There lived a beautiful princess in palace. Every day she used to out the palace and play the golden ball. That was her most favorite thing.
Events	One day, the golden ball was jump too far and splash down at fountain palace. “oh no, the water is too deep to me to find my golden ball !” She began to cry, the frog who lived in well said “I brought your ball but you must take me back to palace. eat the same plate, love me and let me sleep in your bed”. She agreed, then the frog brought the golden ball and give it to her. But the princess run away.
Complication	In the night, the frog knocking loudly. “princes, you must keep your promise !! Let me in !!”. Hearing the frog in out door , the princess run to her father then tell him what was happened. Then, her father said “you must keep your word. Take the frog in palace”. After her father said like that, she opened the door and find the frog. The frog was very happy because the princess keep her promise. When in palace, the frog said “princes let me eat in the same plate with you” then, the princess put the plate

		closed to the frog. "How can I eat with the dirty frog" she thought. After the frog was fulfilled, he said "I am so tired today, let me sleep in your soft bed". The princess was very upset. she was horrified but she did it. She carry the frog to her pillow. Slowly she began to deare the little frog.
Resolution		Three days later, she woke up, then the frog was no longer in her pillow. it was being a handsome prince there. the princess was very shock. Then, the prince said something to princess "Thank you so much princess for turning me back into a person," he said a smile. The prince told her everything, he told that he had been turned into a frog by a wicked witch,. it happened until he met a kind girl who would love him, let him eat her plate an sleep on her bad.
Coda		Then, after all happened the prince and princess were married. They happily ruled their kingdom. They lived happily ever after as a pair lover.

The text above was made by one of students who got excellent to very good score classification. The text has important component in writing narrative text, it has completely generic structure of narrative text. There are orientation, event, complication, resolution and coda. The story was not a random shuffle, the plot was clear. The story did not come out of the topic. From the beginning till the end of the story ideas remained there and not out of line problems. It means, the idea was clearly.

Good to Average score classification

Organization can be good to average if it has uneven expression, but main idea stand, paragraphs or sections evident, logically sequence, some connectives. The following data is presented as example of organization did by student who got good to average score classification:

Table VI. The example text which done by student who got good to average score classification

Structure Organization	Title : The Prince Frog
Orientation	In a kingdom far, far away lived a princes. In the morning she used to go to garden for play with golden ball.
Events	One day, she threw the ball too far and it fell into palace fountain. The princess begin cry and she said "Oh no !! the water is in too deep for me to find golden ball ! " I will find golden ball, but you must late me ball to palace. The frog dirty

Complication	}	and ugly. The princes cry. The princess run to her father and told him everything that happened. At dinner time, the frog reminded the prince “you said. you let me eat from your plate” they slept together. The princess must love him.
Coda		In the morning, when the princes woke up, she saw frog no longer. The frog become handsome frog prince. Finally, the frog prince and princes were married and they happily.

The text above contained a generic structure is incomplete. There are orientation, events, complication and coda. There is no resolution to face a problem that exists in the story. Complication in the text, the ideas flowed less smoothly. But main ideas stood and paragraphs or section were evident, only uneven expressions.

Fair to poor

Organization can be fair to poor if it is very uneven expression, ideas difficult follow, paragraphing/organization does not help the reader, logical sequenced difficult to follow.

The following data is presented as example of organization did by student who got fair to poor score classification :

Table VII. The example text which done by student who got fair to poor score classification

Structure Organization	Title : The Prince Frog
Events	}
Coda	

One day, she threw the ball too far and it fell into the palace fountain. A frog who lived in the well heard the princess crying. From jump into the water. Brought the ball out and gave it to her. Frog when every where white the princes and then the let him eat from to her plate and go to bed room for sleep on her bed. Next,, the prince frog before long, the frog prince and the princes. They life with happy. were married and then all with the frog prince and the princes smile happy to with they life.

The text is very uneven expression. Generic structure of the text only is events and coda. There is no orientation, complication and resolution which are the

important thing in a narrative text. The story was not clearly and ideas difficult to follow. The story is not neatly arranged.

Very Poor

Organization can be very poor if it has lack fluent expressions, idea very difficult to follow. Little sense of paragraphing/organization, no sense selection to match register.

The following data is presented as example of organization did by student who got very poor score classification :

Table VIII. The example text which done by student who got very poor score classification

Structure Organization	Title : The Prince Frog
Orientation	In a kingdom far away, there lived a beautiful princess. Every morning she used to go to palace gardens and play with a golden ball. It was her most favorite thing.
Difficult to follow	One day, she threw the ball too far and it fell into palace fountain. A frog who lived in the well heard the princess crying. Who had crew cursed him to live like an ugly frog until met a kind girl love him and they happily ruled their kingdom for many years to come.

The text above had a good orientation, but only good in the beginning. The next was very lack fluent expressions. The ideas were very difficult to follow and in the text as there was no life. The story was very unclear and difficult to understand.

Discussion

After collecting the data from the students, the students' ability in organization based on analytic rating scale were identified. After giving score and classifying the score, the frequency was determined.

Based on the result, the writer found the students' ability in retelling narrative text in written form, especially in organization of text. The total average score of the students in retelling narrative text shown 14 of score. If that score is classified, it is good to average score classification. So, the students' ability in retelling narrative text in organization of the text is good to average.

Then, there are also some results which are in classification. There are four classifications in students' ability, excellent to very good, good to average, fair to poor, and very poor. There are 10 students who got excellent to very good score classification. The students who got excellent to very good score classification, they wrote the text with completely generic structure of narrative text. There are orientation, event, complication, resolution and coda. They wrote with fluent expression. The idea is clearly stated and supported. Then, there are 13 students who got good to average score classification. The students who got good to average score classification, they wrote text contained a generic structure is incomplete, it makes the text become uneven expression but main ideas stood and paragraphs or section were evident. Then, there are 3 students who got fair to poor score classification. The students who got fair to poor score classification, they wrote generic structure of the text incomplete. The generic structure is not arranged. The story was not clearly and ideas difficult to follow. The story is not neatly arranged. The last, there are 5 students who got very poor score classification. The students who got very poor, they wrote the text with unclear generic structure. The text is very lacks fluent expressions. The idea is very difficult to follow. The story is not clear.

If the score classification was made percentage, it was found 32.26% students who got excellent to very good score classification, 41.93% students who got good to average, 9.68% students who got fair to poor score classification, 16.13% students who got very poor score classification. The highest frequency score

classification of the students' ability in organization is good to average score classification with 41.93%. Then, the writer can conclude that use techniques retelling in written form which meant students could read the first story to be re-written to make them know the story idea and plot. At least they know, they are going to write stories. Despite the fact that students are still difficulties develop the story in their own language.

D. CONCLUSION AND SUGGESTION

Conclusion

Based on an analysis of students' ability in retelling narrative text in written form in MAN 1 Bandar Lampung which the writer focused on organization, the researcher concluded:

The total average score of the students in retelling narrative text shown 14 of score. If that score is classified, it is good to average score classification. So, the students' ability in retelling narrative text in organization of the text is good to average. There are 10 students who got excellent to very good score classification, 13 students who got good to average score classification, 3 students who got fair to poor score classification and 5 students who got very poor score classification. In percentage form, 32.26% students who got excellent to very good score classification, 41.93% students who got good to average, 9.68% students who got fair to poor score classification and 16,13% students who got very poor score classification

Suggestion

From the conclusion above, the writer would like to give some suggestions:

Suggestion for the Teacher

The teacher does not only give the explanation how to write a narrative text but also he or she give them more exercises in applying text organization of a narrative text. The teacher can apply a method where he or she explains text

organizations of a narrative text gives examples of narrative texts and test the students to identify generic structure in a narrative text. The teacher should give more writing exercise to the students so that they will be familiar to English writing in a narrative text.

Suggestion for the students

The students should learn and be more practice in writing in order to develop their ability in English Writing. The students should not be lazy to transfer their idea in written form in order to develop their skill in writing.

Suggestion for the other researchers

For further research, the researchers should try to find out the students' ability in retelling narrative text in other criteria such as, content, language use, vocabulary and mechanics. For further research, the researchers should have another technique besides retelling for solving problems of writing text, especially narrative text. For further research, the researchers try to find out the students' ability in retelling in other genre text.

E. REFERENCES

- Emilia, Emi. 2011. *Pendekatan Genre-Based dalam pembelajaran Bahasa Inggris*. Bandung : Rizqi Press.
- Fraenkel, Jack.R and Wallen, Norman E. 2009. *How to Design and Evaluate Research in Education 7th edition*. New York:McGraw Hill.
- Gibson, Gold, et all. 2003. *The Power Of Story Retelling*. New York : The Tutor.
- Rachmawaty, Noor and Heragustiana, Istianti. 2010. *Does Retelling Technique Improve Speaking Fluency?*. Indonesia : Universitas Mulawarman.
- Ritchie, Jane and Lewis, Jane. 2003. *Qualitative Research Practice*. London: SAGE Publications Ltd.
- Sudijono, Anas.2003. *Pengantar Statistik Pendidikan*. Jakarta: PT.RajaGrafindo Persada