

# AN ANALYSIS ON THE STUDENTS' ABILITY OF IN WRITING NARRATIVE TEXT AT GRADE IX OF SMPN 2 GUNUNG TALANG

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## Abstract

Writing is a complex skill that requires students to have ability in mastering generic structure of the text, language feature, vocabulary and mechanics. Writing a narrative text is more complex. The students still face difficulties in writing a narrative text. This research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing narrative text dealing with generic structure, applying language feature of narrative text, vocabulary, and mechanics. The design of this research was descriptive in nature. The total population were 205 students. The researcher took 31 students as the sample by using cluster random sampling technique. It means that the percentage of the member of sample was 15.12%. The researcher used writing test in the form of narrative text to collect the data. The test was try out to the students out of the sample since the instrument was categorized non-standard test. The researcher used inter-rater technique to know the reliability of the test. The reliability index of the test was 0.98. It was categorized very high correlation. It means that the instrument was reliable. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing narrative text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.

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

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## INTRODUCTION

### 1.1 Background of the Problem

It has been widely known that English is very important for international communication nowadays. English is an International language that is mostly used by people in all over the world to

communicate each other . When we want to study abroad, we must pass TOEFL and show the result as an International standard of our English achievement. We can also see that many scientific books and technologies are written in English. Since English is very necessary in all kinds of disciplines, Indonesian government decides

that English is one of the foreign languages that should be taught at school in Indonesia. English becomes a compulsory subject from Junior High School to University. We are also familiar with the fact that English is one of the four subjects to be tested in the National Examination every year. It is expected, therefore, that Indonesian people will be able to use English actively for communication.

In learning English, there are four language skills that should be learned. They are listening, speaking, reading and writing. One of the language skills that is important for learner is writing. Writing is one of language skills by which someone can express his or her ideas in written form. This skill should be taught to the students in SMP N 2 Gunung Talang, Solok Regency. It is stated in KTSP curriculum of SMP that the students are expected to be able to communicate in English either written or spoken forms. It means that these skills should be interrelated and supported one another.

But in fact, most students of SMP N 2 Gunung Talang still have difficulties in writing a good text in English. The students' score in writing are still low. Only some students get good score.

The problem may be caused by some aspects; the first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is that the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. Third, the technique used by teacher do not support the students' motivation to write the paragraph.

Based on the above explanation, the writer was interested in conducting a research entitled "An Analysis on the Students' Ability in Writing Narrative Text at Grade IX of SMP N 2 Gunung Talang Solok.

## **1.2 Identification of the Problem**

Writing is an essential form of communication that is used to communicate indirectly. There are three forms of writing, namely, paragraph, text and essay in which students can express their own ideas.

Wikipedia (2011) states that text has some types; they are narrative text, descriptive text, report text, recount text and procedure text. Report text is a text which presents information about something. Recount text is a text which is written to retell information or to entertain. Procedure text is the text which tells the reader how something is accomplished through a sequences of actions or steps. Descriptive text presents ideas by providing details about characteristics of people, places and things. The details are intended to appeal the readers' sense and to help the readers create a mental picture. Narrative text is a text that describes a story. Narrative text gives background of information that is an account or description of the past event. Narrative text describes a story that happened in the past.

Narrative text has a social purpose to entertain the reader through a real experience or an imagination. The generic structures of narrative text are orientation, complication, and resolution. Orientation is the scene and introduces the participant, the character of the participants, setting and time of the story. Complication is the crisis arising. It means the problems that happened in the story. Resolution is the crisis resolving

for better or worse. It means the final remark of the story.

The language features of narrative text are the use of noun phrase. It is a noun that is followed by adjective, connectives for example; to signal time (later that day, once), Adverb of phrase shows the time and place in the story. Simple past tense is the pattern that is usually used in narrative text for example (stayed, climbed), action verb, mental process include feeling verb, thinking verb, and verb of sense (felt hungry, touches, was clever).

### **1.3 Limitation of the Problem**

Based on identification of the problem above, the writer limited her analysis on the students' ability to write narrative text. The reason was that, it is often used to describe the story or our experience. This study also limited on writing orientation, complication, resolution, the using of appropriate language features, vocabulary and mechanic of writing. In order to do this activity, the writer got data from class IX of SMP N 2 Gunung Talang, academic year 2013/ 2014.

### **1.4 Formulation of the Problem**

Referring to the limitation above, the formulation of this problem is :

“How is students’ ability of grade IX of SMP N 2 Gunung Talang in writing narrative text?”

### 1.5 Research Questions.

Research questions are as the follows:

1. How is the students’ ability in writing generic structure of narrative text ?
  - a. How is the students’ ability in writing Orientation of narrative text ?
  - b. How is the students’ ability in writing Complication of narrative text ?
  - c. How is the students’ ability in writing Resolution of narrative text ?
2. How is the students’ ability in using language features in writing narrative text ?
3. How is the students’ ability in using appropriate vocabulary in writing narrative text?
4. How is the students’ ability in applying mechanics (spelling, punctuation, capitalization) in writing narrative text?

### 1.6 Purpose of the Research

The purposes of this research are as the follows:

1. To describe the students’ ability to write generic structure of narrative text.
  - a. To describe the students’ ability in writing orientation of narrative text.
  - b. To describe the students’ ability in writing complication of narrative text.
  - c. To describe the students’ ability in writing resolution of narrative text.
2. To describe the students’ ability in using language features of narrative text.
3. To describe the students’ ability in using appropriate vocabulary in writing narrative text.
4. To describe the students’ ability in applying the mechanics in writing narrative text.

## 1.7 Significance of the Research

This research was expected to be benefit for English teacher. By having known students' ability in writing narrative text, she/he could take an action to solve this problem such as giving explanation and exercise in writing narrative text and give more exercise of writing narrative text. And for the students, they would know about their ability in writing narrative text. So, they could consider the improvement of their ability.

## 1.8 Definition of Key Terms

To avoid misunderstanding about the terms used in this study, it was necessary to define the following terms :

- a. **Writing** is the process of selecting, combining, arranging, expressing and developing ideas in effective sentences or text, especially in writing narrative text.
- b. **Ability** is students' competence to develop narrative text.
- c. **Paragraph** is a group of sentences that relate to each other in developing one main idea.
- d. **Text** is a sequence of paragraph that represents an extended unit speech.

- e. **Narrative text** is text that recreates an experience through time or description of past events.
- f. **Generic Structure** is the structure which builds the entire narrative namely orientation, complication, and resolution.
- g. **Orientation** is introduction in which the characters, setting and time of the story are established.
- h. **Complication** is problem that happened in the story.
- i. **Resolution** is the final event of the story.
- j. **Language feature** is the form grammar that is used in writing a text.
- k. **Vocabulary** is word that is used in writing sentence, especially sentences in narrative text.
- k. **Mechanic** is spelling, punctuation, and capitalization that is used in writing a sentence, especially writing sentences in narrative text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of some sub topics. They are the definition of writing, the nature of the text, types of text, concept of

narrative text, writing narrative paragraph, and example of narrative paragraph.

## 2.1 Concepts of Writing

In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four language skills, so they can use English actively and passively. Writing is one of the language skills that should be mastered by the English learners. This skill is used as a medium of delivering the ideas, feeling, and perception of the writer to the readers. Beside that, writing is also a good tool for communication. Through writing students can share what they feel, think and deliver their opinion to others. Latulippe (1992 : 2) states that writing is a means to tell others about what you think. We can say that the way to express ideas in our minds is not only in a form of speaking, but also in writing. Mayers (1992) also says that writing is an act of conversation, either with others or just with yourself. It is also an act of learning. Whenever you write, you discover more about what you think.

Writing is generally one of the important language skills beside listening, speaking, and reading. Writing is also defined as productive and expensive action. So, in writing a writer should have a good

knowledge and skills about how to write well because good writing is a set of specific writing skills. Oshima & Hogue (1991 : 1) state that good writing in English requires good grammar and good organization.

Oshima and Hogue (1991 : 3) also say that writing is a process, not a product. It means writing takes study and practice to develop this skill. Practice in writing can give you confidences and make writing easier.

Written language or communication is more formal than spoken language because no physical contact and eyes contact with the person who read our writing. This problem makes students consider the content, organization, vocabulary, language use and mechanics, in order to help the readers understand them. Brereton (1982) writes that a piece of writing will be easily understood or no, it depends on the text that is arranged by the writers. Similar to Brereton, Kroll (1991) states that writer is the center of attention in writing process. The effort of the writer will influence the product of the writing (spelling and punctuation).

- Spelling

Spelling is another factor in writing. It is the first thing to be

taught in writing. A good spelling makes meaningful writing. A confusing of the meaning may accord with a misspelling.

- Punctuation

Punctuation plays a role in helping the readers to establish intonation. In other words, punctuation is a command for reader to raise his voice or drop his speech and because he is going to stop. Punctuation can also help reader to understand the state of mind of writer, whether he is anxious or quiet, angry, or friendly, etc.

- Capitalization

In capitalization Stanley (1988:475) argues some rules. The rules are

as follow :

- Capitalize the first word of sentence.  
*We live in apartment*
- Capitalize the pronoun I  
*You will not know what I am supposed to do*
- Name of detail : *God, Allah, etc.*

- Name of the people and title:  
*Dr. Jhon, Mc. Donald, etc.*
- Name of specific places: *Lake Maninjau, River Nil, etc.*
- Name of day, month, and special day: *Sunday, January, Lebaran Day.*
- Name of specific group of people (nationality, races, ethnic groups), language and religion: *Asian, American, Moslem, Aborigin, English, etc.*
- Name of geographic areas:  
*The Middles East, the North, etc.*
- Name of specific structure such as building and bridges:  
*Golden Gate Bridge*

Based on the explanation above, it can be concluded that writing is not just the way in expressing and communicating the ideas with others, but it also has a continuous and complicated process which has some stages that have to be learned by the students before they used it to deliver their ideas, feeling and thought. As an activity, writing also needs time to be mastered. In addition writing is as viewed as arts to recognize voice, word and story.

## 2.2 The Nature of The Text

Anderson and Cathy ( 2000 ) state that a text consists of spoken or written words that have the purpose to convey message. When words are put together to communicate a meaning, a piece of text created. According to Hyland (in Pratama, 2010), text is autonomous object which can be analyzed and described independently or particular context, researchers or readers. Texts have their structures. They are orderly arrangement of words, clauses, and sentences by following principles which guide the correct arrangement of elements. Researcher can encode full semantic representation of their intended meaning.

## 2.3 Types of Text

Competence based curriculum 2004 claims that when someone learns a foreign language, she/he involved in creating and interpreting various types of texts made from the foreign culture which are different from his own.

There are several kinds of text that have been being taught they are : recount, report, narrative, procedure, and descriptive.

### 2.3.1. Recount Text

Recount is a text which is written to retell information or to entertain. A fictional narrative recount may consist of scene- setting, a starting point, a problem, account and conclusion.

There are three parts of recount text, they are social function, generic structure and lexicogrammatical. Social function is to retell events for the purpose of informing or entertaining. The generic structures of the text are :

#### a. Orientation

Orientation in narrative text is functioned to provides the setting and

introduces the participants.

#### b. Events

The events tell what happened and in what sequences.

#### c. Reorientation

Reorientation is optional closure of events.

The last one is significant lexicogrammatical features, which focus on specific participants, use material processes

circumstances on time and place, use past tense, and focus on temporal sequence.

### 2.3.2 Report Text

Report is a text which presents information about something. It is as a result of systematic observation and analysis.

A report text consists of three parts namely ; social function , generic structure, and lexico grammatical. The social function of report text is to describe the way things are with reference to a range of natural , manmade, and social phenomenon in our environment.

The generic structures of the text are as follows:

a. General classification

It tells about what phenomena under the discussion.

b. Description

It tells what the phenomenon under the discussion is like in terms of parts, qualities, habits or behaviour.

The significant lexicogrammatical features of the report text focuses on generic participants, use relational processes to state

what it is and which it is and uses simple present tense.

### 2.3.3 Narrative

Narrative is the form of writing that is used to relate the story of acts or events. It usually arranges the story based on time sequence. Narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. A narrative contains action, dialogue or humor. According to Hornby (1973), narrative means story or orderly account of events.

So in narrative the students usually try to write a composition based on his or her personal experience

According to Daria (2009), narrative paragraphs are most distinctively used in fiction. So that, they will contain all necessary components of action development, the aspect of narratives, consist of protagonist, setting, goal, obstacle, climax and resolution.

A narrative text has three parts, they are social function, generic structure, and lexico grammatical. The social function of

the text as mentioned above is to amuse, entertain and to deal with actual or vicarious experiences in different ways. There are three generic structures of the text namely :

a. Orientation

An orientation in narrative text functions to set the scene and introduces the participants.

b. Complication

Complication is a crisis arising.

c. Resolution

The last generic structure is resolution, in which the the crisis is resolved, for better or for worse.

The significant lexicogrammatical features of the text focuses on the specific and usually individualized participants, use material processes, behavioral processes, and verbal processes, use a relational processes and mental processes, use temporal conjunctions, and temporal circumstances, use past tense.

### 2.3.4 Procedure Text

Procedure is a text which tells the reader how something is accomplished through a sequences of action or steps.

The social function of a procedure text is to describe how something is accomplish through sequences of action steps. The text consists of three generic structures, namely:

a. Goal

It tells about the aim or purpose of the text.

b. Materials

Material means all things that needed according to the aim of the text.

c. Steps

The steps tell about how to do or to achieve something in sequence.

The significant lexicogrammatical features of this text focus on general human agents, use of simple present tense, often imperative, use mainly of temporal conjunction ( or numbering to indicate sequence) and use mainly material processes.

### 2.3.5 Descriptive Text

Descriptive text presents ideas by providing details about characteristics of people , places, and things. The details are intended to appeal the readers' sense and to help the readers create a mental picture.

. The social function of the text is to describe a particular person, place, or things. There are two generic structures of the text as following :

a. Identification

An identifies of descriptive text tells about the phenomenon to be described.

b. Description

The description in a descriptive text describes about part, qualities, characteristics.

The significant lexicogrammatical features of the text focuses on specific participants, uses attributive and identifying processes, use of simple present tense.

## **2.4 Concept of Narrative Text**

Narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to be read and even to be written. A narrative contains action, dialogue or humor. According to Hornby (1973), narrative means story or orderly account of events. So in narrative usually tries to write a composition based on his or her personal experience.

According to Daria (2009,) narrative paragraphs are most distinctively used in fiction. Writing a narrative paragraph requires, consequently, sequential order and chronology.

Narrative text gets conflict of problem that follow by finishing it. The function of the text is to entertain the reader. A narrative text has three main parts or aspect of narratives. First, orientation which tells about the setting in time, place and characters of the story.

Second, complication is where the problems in the story are developed to be solved by characters.

The last, resolution which describes the problem solving to the complications and gives an ending of the story.

Pardiyono ( 2007 : 94 ) states that narrative text is an account of series of event or incident, whether true or fiction story. He also says that narrative text is a text which is created to entertain and hold readers' interest. He adds that narrative is not only to entertain people but also teach value from problem solving. The purpose of narrative is usually to inform something or to expose something. It may also be used to illustrate a

principle or an idea or to support an argument.

#### **2.4.1 Social Function of Narrative text**

Pardiyono (2007 : 93) states that the social function of narrative text is to amuse, entertain, and to deal with actual or imaginary experience in such different ways. Narrative deals with problematic even which lead to a crisis or turning point of some kinds, which turn to find a resolution. It amuses and entertains with actual or experience in different way.

#### **2.4.2 Generic Structure of Narrative text**

Narrative is a kinds of reading text that tells the story in the past , the recounting of events, usually in chronological order, according to the other of time. The writer tells the story of connected incident or action in a story of an experience, event, or sequence of events while holding the readers' to listeners' interest.

In simple words, narrative text has generic structure as orientation, complication and resolution. Pardiyono ( 2007 : 97 ) states that narrative has three structures, they are :

##### **a. Orientation**

It is an introduction of the story involves the characters, setting and

time of the story are established. Usually, it is the answer of Who?

When? Where?. And it is stated in the beginning of the story. Usually the first paragraph is the orientation where readers find time and place set up and also the participants the background of the story. The starting point of a narrative story is to make readers understand what the stories about. So, orientation means to introduce the participants or characters of the text of time, sets the scene, creating the picture of the setting and atmosphere.

##### **b. Complication**

It explores the conflict in the story. It will show the crisis, rising crisis and climacs of the story. Complication is the problem raising. The complication will determine whether the text "lives" or not.

##### **c. Resolution**

It shows the situation which the problems have been resolved. It means the complication may be

resolved for the better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. Resolution is the final series of the events which happened in the story of the text. Like complication, resolution is also divided into major and minor resolutions.

### **2.4.3 Language Features of Narrative text**

Pardiyono ( 2007 : 107 ) states that the language features of narrative text are :

1. The use of noun phrase, that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and a kind person.
2. Connectives are widely used to move the narrative along and to affect the reader or listener for example; to signal time ( later that day, once) to move the setting (meanwhile back at the cave, to surprise (suddenly, without warning).
3. Adverb of phrase shows the time and place in the story.

4. Simple past tense is the pattern that is usually used in narrative text

for example (stayed, climbed).

5. Action verb consists of verb to show an activity that can be seen, for example; run, sleep, walk.

6. Saying verb is used when a writer wants to use an alternative for the word "said" in speech tags for direct speech, for example; say, tell, and ask.

7. Mental process includes feeling verb, thinking verb, and verb of sense (she felt hungry, she touches, she was clever ).

### **2.5 Writing Narrative Paragraph**

There are five kinds of genres that are taught in SMP. Narrative, descriptive, report, recount and procedure. One kind of text or genre which is taught to the students of Junior high school is narrative. Narration is story telling. Narrative is used to entertain, that is to gain and hold the reader's interest in a story or to teach and inform writer's reflections on experience can be imaginary or factual such as fairy tales, mysteries,

fables, romances and adventures stories, myths and legends and narrative is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters problem. This kind of text is based on life experience and is person – oriented using dialogue and familiar language in past form the generic structures of narrative are titles, orientation, evaluation, complication, resolution, re-orientation and series of steps taken sequenced in logical order (Depdiknas,2006).

In order to make the readers or writers understand the steps taken in writing stories, the sequences that often used are : " first, first of all, to begin with, then, after that, so, so then, at the end, and finally."

Narrative uses sequence, usually chronological sequence, to tell a story. They have clear signal sequence. It is dealing with what Hairston (1986:212) who explains as follows:" writers use narrative when they want to recount an event or an experience or when they want to tell a miniature story or anecdote usually they include people in their narration and they relate the events in straight chronological order."

Narratives are told in chronological sequence, one event follows another through time. Details are everything to writing narrative. They provide the touches that make the reader see, hear, and feel, that the story true. The writer concludes that narrative tries to explain what happen in a chronological sequence by giving details.

Narratives is the form of writing used to related the story of acts or events. Narrative places occurrences in time and tells what happened according to natural time sequences. According to Wishon (1980:378), types of narrative include short stories, novels, and new stories, as well as a large part of our everybody social interchange in the form of letters and conversation

- Action verb: stayed, climbed.
- Adverb of time: long time ago.
- Saying verb: said, told, promised.
- Thinking verb: thought, understood, felt.
- Time connectives: then, before that.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Finding

In this part, the researcher explains about finding of the research. There are some subtitles as follow:

##### 4.1.1 Students' Ability in Writing Narrative Text

The maximum possible score of writing narrative text based on Heaton's criteria is 100 if students' text consist of all components and the minimum possible score is 46 if the students' text did not consists of all components. The result of the data showed that the highest score was 95.5 and the lowest score was 50. Then, the writer calculated Mean and Standard Deviation. The result of Mean was 76.94 and Standard Deviation was 13.38. The result showed that 6 students (19.35%) had high ability, 18 students (58.06%) had moderate ability and 7 students (22.58%) had low ability (see

appendix 13). It means that the ability of grade IX students of SMP N 2 Gunung Talang to write Narrative Text was moderate. See the table below:

**Table 4.1: The Classification of Students' Ability in Writing Narrative Tex**

Quality	Number of Students	The percentage of the students' Ability
High	6	19.35%
Moderate	18	58.06 %
Low	7	22.58 %
Total	31	100 %

##### 4.1.2 Students' Ability in Writing Generic Structure of Narrative Text

This part presents the students' ability in writing generic structure of narrative text. The maximum possible score

for this component was 30 and minimum possible score was 13. The result showed that the highest score was 30 and the lowest score was 13 (see appendix 14). After that , the writer counted Mean and Standard Deviation. The result of Mean was 23.79% and Standard Deviation was 5.08 (see appendix 15).

The result showed that 5 students (16.13%) had high ability, 19 students (61.29%) had moderate ability, and 7 students (22.58%) had low ability (see appendix 17). It means that the ability of grade IX students of SMP N 2 Gunung Talang in writing generic structure of the narrative text was moderate. See the table below:

**Table 4.2: The Classification of Students' Ability to Write Generic Structure of Narrative Text**

<b>Quality</b>	<b>Number of Students</b>	<b>Percentage of the students' ability</b>
<b>High</b>	5	16.13 %
<b>Moderate</b>	19	61.29 %
<b>Low</b>	7	22.58 %
<b>Total</b>	31	100 %

#### **4.1.3 Students' Ability in Applying Language Feature in Writing Narrative Text**

The maximum possible score for this component was 30 and the minimum possible score was 13. The result of the test

showed that the highest score is 29, and the lowest score was 12.5. And then, the writer calculated Mean and Standard Deviation. The result of the Mean was 22.1 and Standard Deviation was 4.68 (see appendix 19). The result of this calculation showed that 7 students (22.58%) had high ability, 17 students (54.84%) had moderate ability, and 7 students (22.58%) had low ability (see appendix 21). It means that, in general, the ability of grade IX students of SMP N 2 Gunung Talang in applying language feature in writing Narrative Text was moderate. See the table below:

**Table 4.3: The Classification of Students' Ability in Applying Language Feature in Writing Narrative Text**

<b>Quality</b>	<b>Number of Students</b>	<b>The percentage of the students' Ability</b>
<b>High</b>	7	22.58%
<b>Moderate</b>	17	54.84 %
<b>Low</b>	7	22.58 %
<b>Total</b>	31	100 %

#### **4.1.4 Students' Ability in Using Appropriate Vocabulary in Writing Narrative Text**

The maximum possible score for this aspect was 27 and the minimum one was 10. The result showed that the highest score

was 26 and the lowest score 12. After that, the writer counted Mean and Standard Deviation. The result of Mean was 19.79 and Standard Deviation was 4.15 (see appendix 23). The result of this calculation showed that 6 students (19.35%) had high ability, 22 students (70.97%) had moderate ability, and 3 students (9.68%) had low ability ( see appendix 25). From the calculation of this result, it could be seen that the ability of grade IX students of SMP N 2 Gunung Talang in using appropriate vocabulary in writing Narrative Text was moderate. See the table below:

**Table 4.4: The Classification of Students' Ability in Using Appropriate Vocabulary in Writing Narrative text**

<b>Quality</b>	<b>Number of Students</b>	<b>The percentage of the students' Ability</b>
<b>High</b>	6	19.35 %
<b>Moderate</b>	22	70.97 %
<b>Low</b>	3	9.68 %
<b>Total</b>	31	100 %

#### **4.1.5 Students' Ability in Applying Mechanics in Writing Narrative Text**

The maximum possible score for this aspect was 13 and minimum score was 10. The result showed that the highest score was 12.5 and the lowest score was 10. After that, the writer counted Mean and Standard

Deviation. The result of Mean was 11.27 and Standard Deviation was 0.67 (see appendix 27). The result of this calculation showed that 6 students (19.35%) had high ability, 19 students (61.29%) had moderate ability, and 6 students (19.35%) had low ability (see appendix 29). From the calculation of the result, it could be seen that the ability of grade IX students of SMP N 2 Gunung Talang in applying mechanics in writing Narrative Text was low. To make it clear, see the table below:

**Table 4.5: The Classification of Students' Ability in Applying Mechanics in Writing Narrative Text**

<b>Quality</b>	<b>Number of Students</b>	<b>The percentage of the students' Ability</b>
<b>High</b>	6	19.35%
<b>Moderate</b>	19	61.29%
<b>Low</b>	6	19.35%
<b>Total</b>	31	100 %

#### **4.2 Discussions.**

Next, the researcher presents the discussion about the result of the study on the students' ability in writing Narrative Text.

Based on the result of the study, in general, the students' ability in writing narrative text was moderate. There are four

aspects that the writer analyzed in the students' text: their ability in writing generic structure of narrative text (orientation, complication, and resolution), their ability in applying language feature, their ability in using appropriate vocabulary, and also their ability in applying the mechanics in writing narrative text.

Based on the students' answer sheet about narrative text, in writing generic structure (orientation, complication, and resolution) the students did not focus on the content of story. In using language feature, the students might be confused to use simple past form. In using appropriate vocabulary, students didn't chose appropriate words to share their ideas in the story. In the mechanics of writing, most of the students often forget to write the correct spelling, using punctuation, and capital letter.

#### **4.2.1 Students' Ability to Write Narrative Text**

As it is already discussed previously, the students' ability in writing narrative text was categorized into moderate. The data indicated that most of the students still had problems in four aspects of writing. As a matter of fact, the majority of the students had moderate ability, 61.29% in writing generic structure (orientation, complication, resolution), 54.84% in applying language feature, 70.97% in using appropriate vocabulary, and 61.29% in using mechanic.

Based on the students' answer sheet about narrative text, the students could not write the story clearly, the students often made mistake in using simple past tense. In using mechanic, the students frequently make mistakes in spelling, punctuation, and capitalization.

#### 4.2.2 Students' Ability in Writing Generic Structure of Narrative Text

As it is discussed before, another finding of this study was the ability of most students in writing generic structure was moderate (61.29%), and 22.58% of the students had low ability. Based on the data, there were 5 students who got 16 – 13 score. It means that most of the students still have problem in writing generic structure of narrative text. In writing orientation the students have limited knowledge to write how many characters in writing narrative text. They also did not know when and where the story happened, and it was difficult for them to find the process of the story. It means that the students were not able to write orientation of narrative text.

For example the students wrote; *Bawang Putih lived with her step mother and her step sisters.* The students should write; Once upon a time, in a small village lived a beautiful girl named bawang putih.

She lived with her step mother and step sister. The students should give clear information about the story, such as; where did they live? Who is the participant of the story?

The students had problems in writing complication of the narrative text, too. The students did not know how to write complication of narrative text, they had difficulties to understand why the conflict happened, and it was difficult for them to identify the genre of the conflict. It was caused by the students' difficulties to write how the conflict arose. It means that the students were not able to write complication of narrative text.

For example the students wrote; *Malin Kundang rich many year later. Malin Kundang back to village. He is arrogant. Then mother curse to be stone.* The students should write; Malin and her mother lived in a very poor condition. One day, Malin went to the town for money. He became rich

people, but Malin rebellious to his mother, he did not recognize his mother. Because of that, his mother cursed Malin became a stone. The students should explain the conflict that happened in the story clearly, beginning from when he was still the poor man till he became a rich man and also about Malin and his mother.

The students also had problem in writing resolution of narrative text. They did not know how the solution of the story came, and they did not know the ending of the story. It was probably caused by the students' limited knowledge in writing problem solving of narrative text, and they did not pay attention on problem solving that happened in the story.

For example the students wrote;*Since that bawang putih live happily in the palace with the prince.* The students should write; Finally, Bawang Putih married with the Prince Bawang Merah and her step mother and sister realized their mistake. They did

apology and bawang putih forgave them. They lived happily forever. The students should pay attention about problem solving of the story and the ending of the story (happy or sad ending).

#### **4.2.3 Students Ability in Applying Language Feature in Writing Narrative Text.**

In applying language features of narrative text, the students' ability was moderate (54.84%) and 22.58 % of the students had low ability. Based on the data, 5 students were very poor in using grammar, saying verb (said, told, promised), and time connectives (then, before that). They made mistake in grammar and made readers difficult to understand what the writer talked about. Based on the theory, without having knowledge of grammar the writer cannot express their communicative language.

For example; one of the students' error in using past tense. Once upon a time, there *live* beautiful girl, *name* Cinderella. The italic words are in wrong grammar, they should be changed into **lived** and **named**.

#### **4.2.4 Students Ability in Using Appropriate Vocabulary in Writing Narrative Text.**

In using appropriate vocabulary in writing narrative text, the students ability was moderate (70.97%) and 9.68 % of the students had low ability. Based on the data, 3 students were very poor in using vocabulary that sometimes made the readers didn't understand their words.

For example; *One day the story someone mom and son they live in proverty son is name Malin Kundang* . It should be written; Once upon a time, lived a poor woman and his son, named Malin Kundang.

#### **4.2.5 Students' Ability in Applying Mechanics (Spelling, Punctuation and Capitalization) in Writing Narrative Text.**

In applying mechanics, the students' ability was moderate (61.29%). And there were 2 students who got score 10 in applying mechanics in writing narrative text. In general, they made mistakes in spelling and punctuation so frequent. Based on the theory, spelling is another factor of writing. A good spelling makes meaningful writing. Punctuation can help readers to understand what the writer tells about, it can establish intonation.

For example the student wrote; She lived with her mather in smal house. The underlined words were in wrong spelling, the correct ones are: **mother, small**.

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