

AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY TO WRITE A NARRATIVE TEXT BASED ON PICTURE SERIES AT SMA N 2 LUBUK BASUNG

Laila Fatiha Darfi¹, Lely Refnita², Ernati²

¹The Student of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

E-mail : laila_fatiha@ymail.com

²The Lecturers of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

Abstract

The purpose of this research was to describe the ability of second grade students at SMAN 2 Lubuk Basung in writing a narrative text based on picture series. The design of this research was descriptive research. The population of this research was the second grade students of SMAN 2 Lubuk Basung. The total number of sample was 60 students chosen by using cluster random sampling technique. And class XI IS 1 and XI MIA 3 were chosen as sample. To make the test reliable, the writer used inter-rater method. The coefficient of correlation between the two groups of scores was .88. It means the test was reliable. The result of the research showed that in general, the students' ability of in writing a narrative text based on picture series was moderate. It was proved by the fact that 73.33% students had moderate ability . In details, the students' ability in writing orientation was moderate, and it was proved by the fact that 96.67% students had moderate ability. The students' ability in writing complication was moderate, and it was proved by the fact that 95% students had moderate ability. The students' ability in writing resolution was moderate, and it was proved by the fact that 93.33% students had moderate ability. The students' ability in applying language feature was moderate, and it was proved by the fact that 66.67% students had moderate ability. The students' ability in using appropriate vocabulary was moderate, and it was proved by the fact that 70% students had moderate ability. The students' ability in using mechanics was moderate, and it was proved by the fact that 63.33% students had moderate ability.

Key words: Writing, Narrative Text, Picture Series.

A. Introduction

English has become an important language skill since it is used as an international language. It is one of languages used as a means of sharing ideas and getting information from other people in the world. Therefore, the Indonesian

government has put English as an essential subject to be learnt from junior high school up to university level. In teaching English, teachers use media such as picture and audio visual. Picture series is one picture that relates to other pictures. Picture series can help the students imagine what they

will write about the story and to guide them write the story step by step.

Writing is one of English language skills that has an important role not only in formal situation but also in informal one. Janice (1981:1) says that writing is a unique way of learning. It is one way of making meaning from experience for ourselves and for other.

At senior high school, writing is one of skills in the English subject, and the students have learnt how to write a narrative text. Writing a narrative text is really just putting what happened to you on paper (Robert : 1978 : 49) but it is not as simple as we thought. We have to pay attention to formal aspect such as content, organization, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

Based on the writer's informal interview to some English teacher at SMA N 2 Lubuk Basung, she said that the students had difficulties in writing a narrative text. From the students' exercises it was identified that only some students got good score. Besides, most of students made error or missed the part of generic structure, spelling, punctuation, ect. It can be seen from the comment given by the teacher. It can be said that they had difficulties in writing a narrative text. The

students need to master the structure of English and should have enough vocabulary. They also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. So, it is necessary to conduct a research on it.

In writing a narrative text, there are some elements that will be observed. There are several elements of writing that should be taken into account for having good writing; generic structure, language feature, vocabulary, and mechanics. Narrative text has generic structures. The first is orientation. It sets the scene ; where and when the story happened and introduces the participants of the story : who and what is involved in the story. The second is complication. It tells the beginning of the problem which leads to the crisis (climax) of the main participant. The third one is resolution. It tells about the problem (the crisis) that is resolved, either in happy ending or in sad (tragic) ending. The types of narrative text are; legend, folk lore, fable, short story, fairy stories, ballads, myths. One of language features of narrative text is past tense. Simple past tense is sentence usually used in narrative text (for example : studied, cleaned). The narrative text implies a sequence unit of time (incidents, event, happenings) (James : 1976). Narrative text

usually uses action verb, mental process including feeling verb, thinking verb, and verb of sense. Vocabulary deals with the total words in language. Mechanics is the use of graphic conception of the language, spelling, and punctuation. Picture series is a picture that has related from one picture to the next picture and helpful to guide students in writing narrative text form of legend.

The writer limited the students' ability to write a narrative text in the form of legend. This study was limited to writing orientation, complication, resolution (generic structure), vocabulary, the use of appropriate language features, and mechanic. The writer got data from class XI of SMA 2 Lubuk Basung because they had studied writing narrative text.

Referring to the limitation above, the formulation of this problem is : "How is students' ability of second grade students of SMA 2 Lubuk Basung in writing a narrative text based on picture series?"

The main purpose of this research was to find out the ability of the second year students in writing narrative text. Specifically, the purposes are:

1. To find out the second year students' ability to write orientation of narrative text at

SMA N 2 Lubuk Basung based on picture series.

2. To find out the second year students' ability to write complication of narrative text at SMA N 2 Lubuk Basung based on picture series.
3. To find out the second year students' ability to write resolution of narrative text at SMA N 2 Lubuk Basung based on picture series.
4. To find out the second year students' ability in using appropriate vocabulary in writing narrative text at SMA N 2 Lubuk Basung based on picture series.
5. To find out the second year students' ability in using language features in writing narrative text at SMA N 2 Lubuk Basung based on picture series.
6. To find out the second year students' ability in applying the mechanic in writing narrative text at SMA N 2 Lubuk Basung based on picture series.

The result of this research is expected to be beneficial for English teacher and students. By having known students' ability in writing a narrative text, teachers can take an action to solve this

problem such as giving more explanation and more example of narrative text as well as more exercises to do if the students' ability is moderate. For the students, it can give knowledge for them about ability in writing a narrative text.

B. Research Method

This research is a kind of descriptive design. The function of this design is to describe the data of status of population of the study. Gay (1987 : 189) says that descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. The writer conducted this research to analyze the students' writing ability in writing narrative text.

Population is a group to which the result of the study would be generalized (Gay: 1987 : 102). In this research, the writer chose students from class XI of SMA N 2 Lubuk Basung, in the academic year 2014/2015. The writer chose class XI students as population because they had studied writing narrative text before. The number of the populations were 272 students and they were distributed into nine classes.

In this research, the writer used stratified cluster random sampling

technique because the population was divided into two strata, exact science class (MIA) and social science class (IS), the population was grouped into some classes, and each of cluster has similar characteristics of population. The student in class XI IS 1 and XI MIA 3 were chosen as the sample, they were 30 students in each class. The total number were 60 students as sample.

The writer asked the students to write a narrative text by choosing one of the three topics. The topics are; Malin Kundang, Bawang Putih & Bawang Merah and Danau Toba, and the students were provided with picture series.

To collect the data, the writer followed the following procedures: The writer copied the students' writing and give them to the second scorer, the writer and second scorer checked the students' writing one by one, the writer and second scorer gave score based on Heaton's criteria.

To analyze the data, the writer did the following steps: the writer presented the raw scores of each sample, the writer counted the average score of two scorers, the writer calculated mean (M) and standard Deviation, the writer classified the students' ability into high, moderate, or low ability, the writer calculated the

percentage of the students who had high, moderate, or low ability.

C. Findings and Discussion

Finding

- **Students' Ability in Writing a Narrative Text**

The result of data showed that the highest score in second grade students was 17 and the lowest score was 10 . The mean was 14.81 and standard deviation was 1.56. The result showed that 9 students (15%) had high ability, 44 students (73.33%) had moderate ability and 7 students (11.67%) had low ability.

Quality	Number of students	The percentage of the students' ability
High	9	15 %
Moderate	44	73.33 %
Low	7	11.67%
Total	60	100%

- **Students' Ability in Writing Orientation of Narrative Text**

The result of data showed that the highest score in second grade was 3 and the lowest score was 2. The mean was 2.96 and

standard deviation was 0.26. The result showed that 0 students (0%) had high ability, 58 students (96.67%) had moderate ability and 2 students (3.33%) had low ability.

Quality	Number of students	The percentage of the students' ability
High	0	0 %
Moderate	58	96.67 %
Low	2	3.33%
Total	60	100%

- **Students Ability in Writing Complication of Narrative text**

The result of data showed that the highest score in second grade was 3 and the lowest score was 2. The mean was 2.83 and standard deviation was 0.4. The result showed that 0 students (0%) had high ability, 57 students (95%) had moderate ability and 3 students (5%) had low ability.

Quality	Number of students	The percentage of the students' ability
High	0	0 %
Moderate	57	95 %
Low	3	5%
Total	60	100%

- **Students Ability in Writing Resolution of Narrative text**

The result of data showed that the highest score in second grade students was 3 and the lowest score was 0 . The mean was 2.84 and standard deviation was 0.48. The result showed that 0 students (0%) had high ability, 56 students (93.33%) had moderate ability and 4 students (6.67%) had low ability.

Quality	Number of students	The percentage of the students' ability
High	0	0 %
Moderate	56	93.33 %
Low	4	6.67%

Total	60	100%
-------	----	------

- **Students' Ability in Applying Language Feature**

The result of data showed that the highest score in second grade was 3 and the lowest score was 1. The mean was 2.2 and standard deviation was 0.55. The result showed that 13 students (21.67%) had high ability, 40 students (66.67%) had moderate ability and 7 students (11.67%) had low ability.

Quality	Number of students	The percentage of the students' ability
High	13	21.67 %
Moderate	40	66.67 %
Low	7	11.67%
Total	60	100%

- **Students' Ability in using Appropriate Vocabulary**

The result of data showed that the highest score in second grade was 3 and the lowest score was 1. The mean was 1.89 and standard deviation was 0.36. The result

showed that 4 students (6.67%) had high ability, 42 students (70%) had moderate ability and 14 students (23.33%) had low ability (see appendix 28).

Quality	Number of students	The percentage of the students' ability
High	4	6.67 %
Moderate	42	70 %
Low	14	23.33%
Total	60	100%

- **Students' Ability in using Mechanic**

The result of data showed that the highest score in second grade was 3 and the lowest score was 1. The mean was 2.05 and standard deviation was 0.62. The result showed in second grade that 11 students (18.33%) had high ability, 38 students (63.33%) had moderate ability and 11 students (18.33%) had low ability.

Quality	Number of students	The percentage of the students' ability
High	11	18.33 %

Moderate	38	63.33 %
Low	11	18.33%
Total	60	100%

Discussion

- **Students' Ability to Write Narrative Text**

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 in second grade 96.67% in writing orientation, 95% in writing complication, 93.33% in writing resolution, 66.67% in applying language feature, 70% in using appropriate vocabulary, 63.33% in using mechanic.

- **Students' Ability to Write Orientation of Narrative Text**

The ability of most students in writing orientation was 58 students (96.67%) had moderate ability. Based on the data, there were 58 students who got 3-2 score. It means that most of the students still have problem in writing orientation. In writing orientation the students have limited knowledge to write how many character 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.

- **Students' Ability to Write**

- **Complication of Narrative Text**

As it is discussed before, another finding of this study was the ability of most students in writing complication was 57 students (95%) had ability. Based on the data, there were 57 students who got 3-2 score. It means that most of the students still have problem in writing complication. In writing complication the students have limited knowledge to write how many problem in writing narrative text. They also did not know the cause of problem in the story. It means that the students were not able to write complication of narrative text.

- **Students' Ability to Resolution Write Narrative Text**

The ability of most students in writing resolution was 56 students (93.33%) had moderate ability. Based on the data, there were 56 students who got 3-2 score. It means that most of the students still have problem in writing resolution. In writing

resolution the students have limited knowledge to write how solution in writing narrative text. They also did not know the solution of problem in the story. It means that the students were not able to write resolution of narrative text.

The students also had problem in writing resolution of narrative text. they did not know how the solution of the story come, 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

- **Students' Ability in Applying**

- **Language Feature of Narrative Text**

In applying language features of narrative text, the students' ability was 40 students (66.67%) had moderate ability. Based on the data students were poor in using grammar, saying verb (said, told, gave), 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 students' error past tense. One upon a time, in the small village there *live* a beautiful girl *name*

Bawang Putih. The italic words are in wrong grammar, they should be changed into **lived** and **named**.

- **Students' ability in using appropriate vocabulary of narrative text**

In using appropriate vocabulary in writing narrative text, the students ability was 42 students (70%) had moderate ability. Based on the data students 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 **poverty** son is name Malin Kundang*. It should be written; *once upon a time, lived a **poor** woman and his son, named Malin Kundang*.

- **Students' ability in using mechanic of narrative text**

In applying mechanics, the students' ability was 38 students (63.33%) had moderate ability. 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 students wrote; *she lived with her mother in small house*. The italic words is wrong capital

letter , the correct one is **She** lived with her mother in small house.

D. Conclusions and Suggestions

Conclusions

Based on finding as already discussed in the previous chapter, it can be concluded that :

1. The ability of second grade students of SMA N 2 Lubuk Basung to write orientation of narrative text was moderate. It was supported by the fact that 0 students (0%) had high ability, 58 students (96.67%) had moderate ability and 2 students (3.33%) had low ability.
2. The ability of second grade students of SMA N 2 Lubuk Basung to write complication of narrative text was moderate. It was supported by the fact that 0 students (0%) had high ability, 57 students (95%) had moderate ability and 3 students (5%) had low ability.
3. The ability of second grade students of SMA N 2 Lubuk Basung to write resolution of narrative text was moderate. It was supported by the fact that 0 students (0%) had high ability, 56 students (93.33%) had moderate

ability and 4 students (6.67%) had low ability.

4. The ability of second grade students of SMA N 2 Lubuk Basung in applying language feature of narrative text was moderate. It is supported by the fact that 13 students (21.67%) had high ability, 40 students (66.67%) had moderate ability and 7 students (11.67%) had low ability.
5. The ability of second grade students of SMA N 2 Lubuk Basung in using appropriate vocabulary of narrative text was moderate. It is supported by the fact that 4 students (6.67%) had high ability, 42 students (70%) had moderate ability and 14 students (23.33%) had low ability.
6. The ability of second grade students of SMA N 2 Lubuk Basung in using mechanic of narrative text was moderate. It is supported by the fact that 11 students (18.33%) had high ability, 38 students (63.33%) had moderate ability and 11 students (18.33%) had low ability.

Suggestion

Based on the conclusions above, the writer can give suggestions as follows:

1. Related to the students ability in writing orientation, complication and resolution of narrative text, the

writer suggests the teachers to improve the students' ability into high ability in writing orientation of narrative text.

2. The teachers are expected to improve students' ability to used mechanics in writing narrative text. The teachers can ask the students to write a text and to do more practice in writing. It can improve their mechanical skill. Learning to spell is also great way to improve their mechanical skill in writing because correct spelling can help you to communicate with the others.
3. For the students, they are expected to do more exercises to write narrative text and pay attention to the teacher's explanation.
4. For further researchers, the writer suggests to find out other relevant aspects in writing narrative text.

E. References

Donald, Robert B (1978 : 49) . *Writing Clear Paragraph : Narrating*. Fifth edition. United states of America : Schuster Company.

Gay, Lorrie. R. 1987. *Educational Research: Competencies for Analysis and Application*. Third

edition. Ohio: Merrill Publishing
Company.

James, Kinneavy, Cope, Jhon, 1976.
*Writing- Basic Modes of
Organization*. Dubuque, Iowa:
Kendall/Hunt.

Janice, Wargets and Montague, Gene. *Four
Worlds of Writing, Understanding
Writing*. Oakleigh. United States of
America:Harper&Row. Publishers.
1981.