

# **AN ANALYSIS OF SECOND GRADE STUDENTS' DIFFICULTIES OF MAS AR RISALAH ISLAMIC BOARDING SCHOOL IN ORGANIZING IDEAS OF NARRATIVE WRITING**

Yos Petra Yunanda<sup>1</sup>, Fatimah Tanjung<sup>1</sup>, Lailatul Husna<sup>1</sup>

<sup>1</sup>English Department, The Faculty of Teacher Training And Education of Bung Hatta University

E-mail : yospetra10@gmail.com

---

## **Abstract**

**This research was aimed at describing difficulties of the second grade students of MAS Ar Risalah Islamic Boarding School in writing organizing ideas of narrative writing. The design of this research was descriptive in nature. The population of this research was the second grade students of MAS Ar Risalah Islamic Boarding School. The total population members was 99 students. The researcher used stratified cluster random sampling technique to take sample. Based on the result of this research, it was found there was difficulties of the the second grade students of MAS Ar Risalah Islamic Boarding School in writing organizing ideas of narrative writing. It was proved by The result of this research showed that in general second grade students' difficulties in organizing ideas of narrative writing was low for difficulties (33.1%). There were 6 students (20.6) who had difficulties in writing orientation. In specific, there were 13 students who had difficulties in writing complication (44.8%) and 16 students who had difficulties in writing resolution (55.1%).**

**Key words: Writing, Organizing Ideas, Students' Difficulties.**

## **Introduction**

English is the one of the most important languages in many aspects of life in the world because there are many companies having consideration that all of the employes should be able to communicate in oral and written form. As International language we need to master it. At all schools, it becomes to be one of compulsory subject, such as at Junior High School, Senior High School, and at all

University. Eventhough it has taught at Elementary School based on necessity.

Therefore, the students have to master the four language skills, they are listening, speaking, reading, and writing. According to Oshima and Hogue (1991: 8), writing is a skill that people perform in all aspect of life (occupation) in their daily life. Writing is also the one of the important skills in English because we almost use writing skill in daily activity

and our lives, such as writing applications, letters, writing ideas in a book, thesis, poem, and may be writing a letter to our parents and friends. Writing will be easy to understand if we are able to enrich some of our views about topics that we want to write as well as to improve their technique in the writing of tasks. So studying about writing is very important if we want to learn a foreign language (example; English) because writing will improve knowledge and our ideas.

However, a great number of people agree to say that writing is a difficult task to do because of its complexity. Some students also have assumptions that appear to be true because it really requires many efforts to make it much time and great attention from the writer toward the topic as well as the process itself.

Based on the perception of some second grade students of MA Ar Risalah Boarding School and also the writer's experience when he observed the teaching

of in one of English subject study in the one of second grade class, writing is a difficult skill to be mastered. It is revealed from the fact that most of them are not able to organize ideas and transfer into habit in writing automatically. There are also some difficulties in collecting the ideas, on details, making outlines and organizing the supporting details. This might be the reflection of their ability in writing, but it is not proved scientifically yet, so a research is needed to be conducted.

Students have been learning about kinds of texts at their schools and one of them is narrative text. Narrative text has purposes to amuse or entertain the readers.. The Generic Structure of Narrative text consists of (a) Orientation (introduces the main characters of the story, the place and the time where the story happened). (b) Complication (show the problem in the story). (c) Resolution (show how the problem is resolved). (d) Re-orientation

(optional) : (shows the writer's comment or presents the moral value of the story.

Narrative is central to learn which use it as a tool to help them to organize their ideas and to explore new ideas and experiences. Composing the stories, whether told or written always involves a set of skills and authorial knowledge. (Engres.ied.edu.hk: 2015)

### **Research Method**

This research aimed to describe the students' difficulties in writing organizing idea of narrative writing to write orientation, complication, resolution. Relating to this, the writer used descriptive research. According to Gay (1987:189), descriptive research is a research that determines and describes the way things are and also it involves collecting data in order to test of the subject of the study. The population of this research was all of the second grade students of MAS Ar Risalah Islamic Boarding School . The population was divided into four classes. The total numbers of population were 99 students. They were selected because they have studied kind of texts at their schools and one of them is narrative text.

In selecting the sample of this research, the writer used stratified cluster random sampling. The writer applied stratified cluster random sampling because the population was grouped into four classes based on genre. They were selected randomly because all members of the population at each class were homogenous. It means that, they were similar in terms of teaching materials..

In selecting sample, the researcher followed the following procedures. First, the researcher prepared four pieces of paper and give them the names of the class. Then the researcher put them into two different boxes based on the name of the class. Finally, the researcher selected of 8 papers from exact science (boys), 8 papers from exact science (girls), 6 papers from middle east (boys), 7 papers from middle east (girls) class as sample, and all members of selected name will become the sample of this study.

In this research, the writer used writing test to collect the data. The researcher gave the check list fot table.

The criteria of good instrument is valid and reliable. To see the validity of the test,

the researcher used content validity. Relating to this, writing test used to collect the data of narrative text. It was at least three paragraphs that consisted of orientation, complication and resolution. The time allocation was 45 minutes to do the test.

To validate the test, the researcher used content validity in which the test materials would be constructed based on the curriculum and syllabus used at MAS Ar Risalah Islamic Boarding School at Padang. To find out the reliability of the writing test, the researcher used inter-rater technique. To calculate the coefficient correlation of students' score of two assessors and to find out its reliability, the researcher used the Pearson Product Moment Formula as suggested by Arikunto (2012:87) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

The coefficient correlation of the test was .88.

### **Finding and Discussions**

Based on the result of the tests, it was found that the low for difficulties for organizing ideas of narrative writing (33.1%). For writing organizing ideas of narrative writing test, it was found

difficulties that the orientation (20.6%), complication (44.8%), resolution (55.1%)

### **Finding**

To find out the degree of coefficient of correlation from the writing test of organizing ideas of narrative writing at MAS Ar Risalah Islamic Boarding School, the researcher used Pearson Product Moment formula. From the data analysis, it was found .88.

### **Discussion**

Based on the result of writing test and the result of collecting data, from this analysis was found that the second grade students have no difficulties in organizing ideas in general, Based on the result, the students had no difficulties in Orientation. The students said to have difficulties in orientation if the students did not provide some information about character in the story, the place of the story is taking place, and the time happen. Based on the result, there was one difficulty appeared in determining participant that written by the students in their task, the writer found all of the students could identify the participant in the story. Based on the result, the students had no difficulties in

determine the place of the story. But only, there were 14 students (48%) who had difficulties to determine the place of the story. Many of students did not write where the story happen. Based on the result, the student had difficulties in determine of time in the story. But only, there were 3 students (10.3%) who had difficulties to determine time the story. The difficulties of the students were the students were the students did not identify clearly when the story happened and also the students did not ask when the story happened. Based on the result, the students had difficulties in compilation. The students will be said to have difficulties in compilation if the students did not provide information about problem to arise in the story. the students had no difficulties in problem to arise. In writing task, the writer found that there were many students still had difficulties in problem to arise. Based on the result, the students had difficulties in resolution. The students will be said to have difficulties in resolution if the

students did not provide information to solve problem or ending of the story, the students had difficulties in problem solving or ending of the story. Based on their writing task, the writer found that the students could identify clearly ending of the story.

### **Conclusions**

Based on finding as already discussed in the previous chapter, it can be concluded that there were difficulties that found in aspects of paragraph of narrative text (organizing ideas) at MAS Ar Risalah Islamic Boarding School. It was proved by the number of students and percentages of them (see Appendix 8 and 9).

Another conclusion that the an analysis of second grade students of MAS Ar Risalah Islamic Boarding School in organizing Ideas of Narrative Writing had no difficulties.

### **BIBLIOGRAPHY**

Arikunto, Suharsimi.2013. *Dasar-dasar Evaluasi Pendidikan*. Jakarta. Edisi ke-2. Bumi Aksara.

A. W. D, Priharini & All. 2012. *LKS Bahasa Inggris untuk SMA/ MA : Program Ilmu Pengetahuan Alam dan Ilmu Pengetahuan Sosial*. Intan Pariwara

Cambridge, United Kingdom :  
Cambridge University Press.

Askanela, Wel Amasda Wel. 2013. *A Study on The Ability of the Second Year Students to Write Spoof Text at Sman 1 Bayang Utara Pessel : Padang : Thesis FKIP Universitas Bung Hatta. (Unpublished Thesis)*

Brown, H., D. 2004. *Language Assessment : Principle and Classroom Practice*. San Fransisko State University : Longman.

Brown, H. Douglas. 1994. *Teaching by Principle : An Interactive Approach to Language Pedagogy*. New York : Prentice Hall Regents.

Brown, James Dian & Rodgers, Theodore S. 2002. *Doing Second Language Research*. New York : Oxford University Press.

Gay, Lorrie. R. 1987. *Educational Research: Competecies for Analysis and Application*. 3<sup>rd</sup> Edition. Ohio: Merril Publishing Company.

Gusnilasary, Lelly. 2013. *An Analysis on Second Year Students' Difficulties in Writing Analytical Exposition Text at MAN Koto Kecil Kabupaten Agam*. Padang : Thesis Universitas Bung Hatta.

Hamp-Lyons, L & Heasley, B 2006. *Study Writing : A Course in Writing Skills for Academic Purpose*. 2<sup>nd</sup> Edition,

