

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE TEXT (A STUDY AT THE EIGHTH GRADE OF SMP NEGERI 2 TAMBANGAN IN 2018/2019 ACADEMIC YEAR)

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Abstract: *This study aims to know the student's ability in writing narrative text in terms of content, organization, vocabulary, language use, and mechanics mastery at the eighth grade of SMP Negeri 2 Tambangan and to know why the students' ability in writing narrative text in terms of content, organization, vocabulary, language use, and mechanics mastery are low at the eighth grade of SMP Negeri 2 Tambangan. The research was conducted by using mix method(quantitative and qualitative research) with 9 students as the informants. The documentation and interview were used in collecting the data. Based on data analysis, it could be found (a)the result of the from their ability in writing narrative text in terms of content, organization, vocabulary, language use, and mechanics still below the criteria minimum (KKM). The average all of the participants just on average 65 while the KKM value demanded that they must except to get the score on the average of criteria minimum at 75. and b) The result of the data finding showed that most of the students are unable in writing narrative text includes in content, organization, vocabulary, language use, and mechanics. It is proved from their score n writing narrative text are still below the KKM. and c)Based on the writer's interview to the 9 informants, most of students think writing is difficult skill for them because they have limited understanding in vocabulary, grammar and tenses mastery.*

Keywords: *Writing narrative text*

Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks narasi dalam hal konten, organisasi, kosakata, penggunaan bahasa, dan penguasaan mekanika pada siswa kelas delapan SMP Negeri 2 Tambangan dan untuk mengetahui mengapa kemampuan siswa dalam menulis teks naratif dalam hal konten, organisasi, kosakata, penggunaan bahasa, dan penguasaan mekanis rendah di kelas delapan SMP Negeri 2 Tambangan. Penelitian ini dilakukan dengan menggunakan metode campuran (kuantitatif dan penelitian kualitatif) dengan 9 siswa sebagai informan. Dokumentasi dan wawancara digunakan dalam mengumpulkan data. Berdasarkan analisis data, dapat ditemukan (a) hasil dari kemampuan mereka dalam menulis teks narasi dalam hal konten, organisasi, kosakata, penggunaan bahasa, dan mekanika masih di bawah kriteria minimum (KKM). Rata-rata semua peserta rata-rata hanya 65 sedangkan nilai KKM menuntut bahwa mereka harus kecuali untuk mendapatkan skor pada rata-rata kriteria minimum di 70. dan b) Hasil dari temuan data menunjukkan bahwa sebagian besar siswa tidak dapat menulis teks naratif termasuk dalam konten, organisasi, kosakata, penggunaan bahasa, dan mekanika. Terbukti dari nilai mereka menulis teks narasi yang masih di bawah KKM. dan c) Berdasarkan wawancara penulis dengan 9 informan, sebagian besar siswa berpikir menulis adalah keterampilan yang sulit bagi mereka karena mereka memiliki keterbatasan pemahaman dalam penguasaan kosakata, tata bahasa dan tenses.

Kata Kunci: menulis naratif teks.

INTRODUCTION

English has four skills that must be mastered, they are reading, writing, listening, and speaking. These are very important to know how far someone's ability in using English to communicate. From the four skills writing is an important to be mastery by the students. Through writing the people especially the students can express their feelings, idea, opinion, an experience in written form.

One of the activities of students in the school is writing. Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. Writing is a tools of communication. In writing, genres are types of text based on the purpose of the delivery and the message to be conveyed in a text. There are many types than can be to written such as descriptive, narrative, procedure, recount, and report. The student need to learn about writing narrative text. Narrative is a text that tells about past event. And the social function is to amuse.

Discussing about student ability, it relates to the topic of this research. The researcher thought that the topic is important and interesting to be researched. Writing as one of the important skills in English is rarely to be applicated and mastered by the students. In the process of observation, the researcher found that the students are still difficult to express their idea in English. It can be caused of their habit which is not usually use English in daily learning process, include the teacher doesn't use English in teaching material.

In fact, there is a problem on students' ability in writing narrative text at the eighth grade of students SMP Negeri 2 Tambangan especially in writing ability. It was found that many students are still not able to write in the form narrative text well. It can be caused the students don't know about the grammatical in narrative text. They get difficulties how to construct a good sentence to be expressed, and also their less vocabulary can influence their writing ability.

In SMP Negeri 2 Tambangan, the students are still difficult in writing narrative text. It can be seen when the writer gives pretest to the students, the result of the students' score of English in writing narrative text is on average 65. Meanwhile, the criteria of minimum learning mastery (KKM) is 70. Based on this average, it means the students' score is below the criteria of minimum learning mastery (KKM). The researcher knows that some of the students is very low to understand about narrative text. The researcher assumes that is caused many aspects such as from students and the teacher, the problem that come from the students themselves, such as vocabulary, motivation, grammar, and any other problem. The problem from the teacher is teaching method that is done by the teacher in presenting the material.

If the problem is not solved, the students' ability in writing narrative text will not stand. Consequently education in our country is not running well based on the learning purpose at school. To increase ability in writing narrative text the students should know the element of narrative text such as: social function, generic structure, and language feature of narrative text. Besides that the students should mastery the element of writing such as: content, organization, vocabulary, language use, and mechanic aspect of writing.

1. The nature of writing

Writing is a form of communication to deliver through or to express feeling through written form. According to Iwuk (2007:3), "By writing, we can convey what we hear. We write the results of learning to hear to know our ability to hear". According to Kartika (2017: 105), Writing is transforming our thought 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 relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing".

Writing is one of the language skills. Writing is not an easy to be mastered. Many learners think that writing is the most difficult skill to be mastered. In writing, the writer can express their feelings, idea, thinking, share opinion in written form. It is supported by Kroma in Farisa (2016: 111), states that "Writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph, and paragraph to essay". Nextly, Maharani (2007: 7) also says, "Writing is pouring what you feel, think, and know through written language.

Based on some descriptions above, it can be concluded that writing a way of communication and productive skill or mental activity to conveying information. It means that by writing someone can deliver something by the text that they have written. By writing the students also can freedom to express their feeling their knowledge, imagination, in the text or paragraph a poetry, text whether fiction and non – fiction.

2. Writing ability

Ones writing can be used to measure person language mastery. If the person has a good writing ability, it means she/he has a good english mastery. According to Nunan in Maaruf and Murat (2013: 47) states that the most difficult to do in language learning is to produce a coherent, fluent, extended piece of writing." It means that to produce writing must be coherent and fluent.

Ability level means the characteristic mode of functioning that an individual shows in intellectual activities in a highly consistent and persuasive way. It is supported by David and Floyd in Adeyemo (2010: 36) states that, "High ability learners are more intelligent than the low or medium ability learners in solving task in science course. Intelligence, according to them, is the general level of cognitive functioning as reflected in the ability to understand ideas and to utilize abstract symbols in the solution of intellectual problems".

Nextly, According to Witkin, et al in Adeyemo (2010: 36) states that, "Three ability levels in relation to teaching-learning situation they are: High, medium and low. According to him high ability individuals are better than medium or low ability group might be better in other task that have to do with the use of hands. In this case, the high ability group has greater ability to structure information and solve problem. However, medium ability level learners perform relatively better on learning activities involving social materials, and are more likely to require external defined goals and reinforcements.

Based on several defenitions above, it can be concluded that writing means the activity of creating pieces of written worklinked together in certain ways and form a coherent whole in its purpuseful selection and organization of experienceand also as the production of the sentences as instances of usage. Writing ability in this process/cognitive-

oriented approach defined as the ability to initiate and evolve ideas and the use certain revising and editing practices to develop them to maturity in a given context.

3. Writing assessment

A teacher has responsibility to monitor students' writing to assess students' strength and weakness. While assessment refers to the various ways used to collect information about the ability and students' achievement that have been achieved. In relation to the assessment method, Weigle in Ratnaningsih (2016: 6) describes four main ways or assess of writing they are: 1) holistic scoring, 2) analytic scoring, 3) primary trait scoring, and 3) multi-trait scoring. But he proposes that there are essentially two main methods in the assessment of a paper commonly used by assessors of analytic and holistic methods."

According to Farisa (2016: 112) describes there are five significant elements of writing, they are: 1) Content refers to the substance of writing, the experience of the main idea (unity), 2) Organization, refers to the logical organization of the content (coherence), 3) Vocabulary refers to the selection of the words those are suitable with content, 4) Language use refers to the use of the correct grammatical and syntactic pattern, 5) Mechanic refers to the use of the graphic convention of language.

Teachers have to be able to assess students' writing product is not a simple thing to do. Assessment as gathering information to meet the particular needs of a student. Ratnaningsih (2016: 8) states that there are some aspects which were assessed in writing as follows: The writing aspects include content, organization, vocabulary, language use and mechanics. In the content aspect, the students' writing should relevant to the points of the dictated-text. The in term of the organization aspect, it should be well-organized. While in term of the language use, it should demonstrate mastery of conventions which shows few errors of spelling, punctuation, and capitalization.

Similarly, Brown in Sarwanti (2015: 23) there are five significant components of writing to asses as follows: 1) Content. There at least two things which can be measured in connection with content. 2) Organization. The process of organizing materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern. 3) Vocabulary. Vocabulary is one of the language aspects dealing with the process of writing. The process of writing id the process when the writer always thinks about putting words into sentence and then putting sentence into paragraphs until they can create a piece of writing. 4) Language use. For language use in writing, it involves correct usage and points of grammar or structure. 5) Mechanics. Mechanics of writing deals with capitalization, spelling, and punctuation.

Based on some descriptions above, it can be concluded that to assess students' writing is not an easy task and we must make clear goals and criteria. What we want to assess, students' ability to write, the correct spelling, the correct word structure or phrase, the order in the paragraph, the development of the topic, and so on.

In English there are many different types of text, such as descriptive, procedure, exposition, narrative, expository and so on. The writer only focus on writing narrative text in this research.

4. Narrative text

Narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story. Iwuk (2007: 80) states that narrative text is a text that contains about fiction, non-fiction, fairy tales, or folklore. According to Maharani (2007: 68) narrative text is also often called text telling. Narrative text is often encountered in the form of stories, fairy tales, legends, short stories, or novels.

Narrative text is a kind of text that tells a story. The story can be imaginary or based on a real incident. Mulyaningsih (2013:17) states that, "Narratives are stories about person or group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience". Next, Kartika (2017:106-107) says that, "Narrative text is generally imaginative, although there are also factual. Narrative can be fairytales, mysteries, science fiction, romance, and also horror stories".

Based on some description above, it can be concluded that narrative is a kind of text which tells about events, or occurrences, which can make the reader feel that it is real. Narrative text also is a spoken or written text to communicate a message, which is used to interpret its meaning in the story. Iwuk (2007:80) states that, "The purpose of narrative text is to entertain and attract the reader's attention. But narrative text can also be used to teach, inform and change the mind or behavior of the reader". Maharani (2007:68) states, "Narrative text is often encountered in the form of fairy tales, legends, short stories, or novels".

According to Anderson in Mulyaningsih (2013:17), "The generic structure of narrative text includes orientation, complication, evaluation, resolution, and coda". According to Mislaini (2015: 3), Linguistic Feature Narrative Text a. Using sentence patterns Simple Past Tense, b. Usually begins with the adverb of time and c) (Adverbs of Time) Such as : long time ago, once, one, once upon a time.

Based on some explanation above, it can be concluded the purpose of the narrative text is to entertain and attract readers with a story or event that has the problems that lead to conflict and in the end no resolution or a happy ending or even depressing. In essence, narrative text is about the story. It makes the students have to master this text both in written form and spoken form. In written form, the students must be able to compose their narrative text correctly based on its generic structure and language features.

RESEARCH METHODOLOGY

The writer takes the place of this research in SMP Negeri 2 Tambangan. It is located in Tambangan. The informants of this research is 9 students. This research used mixed method (quantitative and qualitative method). Mixed research is an approach that combines qualitative research with quantitative research. According to Sugiyono (2011:18) mixed methods is a research method by combining between two research methods at once, qualitative and quantitative in a research activity, so that will be obtained more comprehensive data, valid, reliable, and objective.

Research is a process of activity that aims to know something thoroughly, critically in searching for facts by using certain steps. The desire to know something is meticulously, arises because of a problem that requires correct answers. According to Jakus (2012: 78)

different methods are used in social science research because problems and research that are conducted in social sciences vary. Some of research methods are:

- Qualitative Method
- Quantitative Method/ Statistical Method
- Field Study Method
- Library Method
- Experimental Method/ Laboratory Method
- Survey Method
- Evolutionary Method/Hierarchical Method
- Comparative Method
- Interview Method
- Case Study Method
- Questionnaire Method
- Sampling Method
- Inter-disciplinary Method
- Scientific Method

Based on the some method above, the writer uses quantitative and qualitative research. Quantitative research is one type of research whose specifications are systematic, planned, and clearly structured from the beginning to the making of its research design. According to Sugiyono (2011: 13), quantitative research methods can be interpreted as research methods based on positivism philosophy, used to examine the population or a particular sample, sampling techniques are generally done randomly, data collection using research instruments, quantitative/statistical data analysis with the aim to test the hypothesis has been established.

The research used documentation and interview as the instrument. The documentation is used to get the data the writer using the result of writing narrative text from the students and interview is the process of the data collection or information through face to face between interviewer and interviewee which use question and answer in orally form between the researcher and the informant. Through this interview also researchers dig deep information from informants about students' ability in writing narrative text.

In qualitative research, there are is a trustworthiness of the data that aims to test the validity and reliability of the data. The technique that is used to check the validity of the data is by the criterion of degree of trust using triangulation technique. In research using triangulation method, the researcher will emphasize on qualitative method. It means that the way that use in analysis data in qualitative research consist of three, they are: data reduction, data display, and conclusion drawing or verification.

FINDINGS AND DISCUSSIONS

This research is to know the student's ability in writing narrative text in terms of content, organization, vocabulary, language use, and mechanics mastery at the eighth grade of SMP Negeri 2 Tambangan and to know why the students' ability in writing narrative text in terms of content, organization, vocabulary, language use, and mechanics mastery are low at the eighth grade of SMP Negeri 2 Tambangan. In collecting the data the writer used interview and documentation. The data of this research was taken from eight grade students of SMP Negeri 2 Tambang in 2018/2019 academic year. The data was formed in

qualitative and quantitative. For more details the data analysis of the research will be presented as follows:

Table 1. Result Of The Students' Ability In Writing Narrative Text

No	Name	Score					Score Result
		Cont	Orga	Voc	Lang	Mech	
1	Aswin	20	15	12	15	3	65
2	Aisyah Syahrhani	22	17	18	15	3	75
3	Halimah Fitri	20	15	20	16	4	75
4	Mhd. Zulfadli	15	15	12	15	3	60
5	Mulia Saputra	13	10	10	20	2	55
6	Nur Jannah	20	16	15	15	4	70
7	Putri Kasawan	17	12	15	15	3	62
8	Rahmat Martua	22	15	15	20	3	75
9	ZainalZamiat	16	12	14	11	2	55

Based on the calculation tabel above, it can be known that the students who got the KKM is only 3 students, it can be seen from the students' score includes: Aisyah Syahrhani, Halimah Fitri, and Rahmat Martua. They got the same score, that is 75 by category of "enough". Where mulia Saputra and Zainal Zamiat also got the same score, that is 55 by category of "low". So it can be concluded that the highest sore that achieved by the students is 75, while the lowest achievement, that is 55 by. So, the writer can be concluded that the students who can be able to write narrative text only 30%. Their score in writing narrative text still below from the criteria minimum (KKM). It means that the students' ability need to learn more about narrative text then try again to write it.

Based on the interview above, it can be concluded that the students are still confused in writing narrative text, because students low in the lesson vocabulary and grammar in the class. This is because of the students are not serious if study about vocabulary and grammar. And based on the interview with the students, so the writer got some points as follows: a). The students still have many problem in writing narrative text because they think that writing narrative text is not easy and also they still confused about the characteristic of narrative text. The students' also have different reasons why they do not master in writing narrative text. And also all of students' recognize that they not satisfied about they score in writing narrative text. b) The students also recognize they were not motivated because they could not English language , lacked training, and they are low in mastery writing skills include tenses, and vocabulary. students difficult to write narrative text in part complication and orientation, and obstacle of students' in writing narrative text they do not plot.

Discussion

Based on the calculation tabel above, it can be known that the students who got the KKM is only 3 students, it can be seen from the students' score includes: Aisyah Syahrhani, Halimah Fitri, and Rahmat Martua. They got the same score, that is 75 by category of "enough". Where mulia Saputra and Zainal Zamiat also got the same score,

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One of the research result the writer found enough relevant research to what will be discussed is research conducted by: Kartika (2017) in has research with the title “An analysis of Students’ Ability in Retelling Narrative Text in Written Form”. 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 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%.

Based on explanation of the research above, the writer conclude that there are differences in research which is conducted by Sondang, it is in terms of education in which researchers examined at the junior level whereas previous studies at the high school level. Further, similarities that are the purpose of the research is to improve English students’ achievement in writing.

CONCLUSION

Based on the results of the data analysis in chapter IV, the writer can be concluded some conclusions from this research as follows: first, the result of the data finding showed that to know the student’s ability in writing narrative text in terms of content, organization, vocabulary, language use, and mechanics mastery at the eighth grade of SMP Negeri 2 Tambangan. So, the average or their ability in writing narrative text still below the criteria minimum (KKM). The average all of the participants just on average 65 while the KKM value demanded that they must except to get the score on the average of criteria minimum at 70.

The second, the result of the data finding showed that most of the student still have many problem in writing narrative text because they think that writing narrative text is not easy and also they still confused about the characteristic of narrative text. The students’ also have different reasons why they do not master in writing narrative text. And also all of students’ recognize that they not satisfied about they score in writing narrative text. The students also recognize they were not motivated because they could not English language , lacked training, and they are low in mastery writing skills include tenses, and vocabulary. students difficult to write narrative text in part complication and orientation, and obstacle of students’ in writing narrative text they do not the plot.

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