

## KEMAMPUAN MAHASISWA DALAM MENULIS TEKS NARATIF PADA APLIKASI BLOG

### *HIGHER STUDENTS' ABILITY IN WRITING NARRATIVE TEXT ON THEIR BLOG*

**Nurlaela**

Bimbingan dan Konseling, Universitas Tompotika Luwuk

Email: [elachryzna@gmail.com](mailto:elachryzna@gmail.com)

### **ABSTRAK**

Tujuan penelitian ini adalah menjelaskan kemampuan mahasiswa dalam menulis teks naratif melalui aplikasi Blog. Deskriptif kuantitatif digunakan dalam melakukan penelitian ini. Partisipasi penelitian ini adalah 30 mahasiswa Jurusan matematika Fakultas Ilmu Pendidikan Universitas Tompotika Luwuk. Data diperoleh dari hasil teks naratif yang disusun mahasiswa di dalam blog mereka. Dari data analisis diperoleh kemampuan mahasiswa berada pada kategori tinggi, yakni 399,31 or 66,55%. Dari Kalkulasi data di peroleh bahwa komponen penilaian menulis di tinjau dari ide adalah 98 atau 65,33%, isi 86 atau 57,33%, retorika 121 atau 80,66%, organisasi 90 atau 60%, bahasa 83 atau 55,33%, and mekanisme 121 atau 80,66%. Hasil penelitian ini memberikan kontribusi kepada dosen, guru, mahasiswa, dan siswa dalam mengajar dan belajar tentang naratif text.

**Kata Kunci:** Menulis, Teks Narrative, Blog

### **ABSTRACT**

The aim of this study was describing higher students' ability in writing narration text on their blog. This study method is descriptive quantitative. The data was collected from the 30 higher students in mathematic department of education faculty in Universitas Tompotika Luwuk by asking them to write narration text on their blog. The students were asked to write narration text on their blog that they had chosen. In analyzing the data, I focus on ideas, richness of content, rhetorical features, organization, language control, and mechanism. From the data analyzed, it found that the students' ability is 399,31 or 66,55% which is classified as high category. From the data calculation, I found that the students' writing components are as follow: ideas is 98 or 65,33%, richness of content is 86 or 57,33%, rhetorical features is 121 or 80,66%, organization is 90 or 60%, language control is 83 or 55,33%, and mechanism is 121 or 80,66%. This study result implicates as contribution for the lecture, teacher, and students in teaching and learning narration text.

**Keywords:** Writing, Narration text, Blog

### **INTRODUCTION**

Writing is productive skill in English that should be concern for the learners. Mahmud (in Pateda, 2004:80) divided the

writing into the five types. They are exposition, description, argumentation, report, and narration. Narration is the main writing type in this research that students

write. It is one of the materials of English subject that should be taught in higher school or University. According to Sudarwati and Grace (2004: 154) narration is a writing form that writes about someone systematically. In addition, narration will be written from beginning to ending. It is one of powerful ways of communicating with others. The action, details, and the character put the reader in the scene and make it happen for them. Therefore, it should be detailed and clear, with events arranged in the order in which they happened or in some other effective way. In line with this, Purwanti (2005: 41) stated that narration is writing genre which stated about story happen based on the orientation, complication, resolution and re-orientation. Narration should write based on the chronological order, what happen firstly, next, until the ending of the story. The writer must write it with clearly.

A similar concept according to Ploeger (2000: 260) who has stated that narration is a short story that had taken from personal experience that using a chronological sequence of event. A narration usually tells of an event and ends with a resolution.

Meyer (2005: 342) also stated for the aim in narration that achieve in the some goals, namely unified, with all the action developing a central idea; interesting; it draws the reader into the action and makes them feel as if they like observing and listening to the events; it introduces the four of a setting- who, what, where, and when within the context of the action; coherent; transition indicates changes in time, location, and character; it begins at the beginning and end at the end. That is narrative follows a chronological

order with events happening in a time sequence, and it builds toward a climax. This is the moment of most tension or surprise a time when the ending is revealed or the importance of events become clear.

In fact, it was a difficult thing in teaching and learning writing narrative text. In addition, students also have many obstacles in composing writing narrative. Implementing interesting media in teaching and learning process is the solution. In short, media can be minimalized students' bored, laziness and also teaching and learning process become more enjoyable. Blog is appropriate teaching and learning writing media.

Blog is a website usually maintained by an individual, with regular entries of commentary, description of event, or other material such us writing, graphic, video, photos, link, and blog also provide commentary or news on particular subject (Graham: 2005). There are a wide variety of templates and designs to choose for making the blog nicer. Every writing commonly display and publish can be able to leave comment in an interactive format, motivate the student interest to write ideas. Blog also called diary online which content experience, poem, dialogue between each other and also site for share. In short, students are able to use blog as one of media to write what their felt and it can motivate them to write more on it.

Related to the explanation above, the researcher conducted a research which potentially emphasis to the higher students' ability in writing narration text on blog. I would like to know higher students' ability in composing narration text.

## METODE PENELITIAN

This study used descriptive quantitative method. In this case, I would like to describe students' ability in writing narration text on their blog. The participants of this study are students in the first semester of Education faculty in Universitas Tompotika Luwuk which consists of 30 students. In collecting the data, I asked students to write narration text on their blog. I ask them to write on it two times. I do not give them a theme or a title that can make them cannot think and share their feeling and ideas.

I analyzed the data by giving them score that had adapted from Hayat (2005). The scoring would emphasis into the how to analyze the writing genre. It considers to the ideas, content, rhetorical feature, organization, language control, and mechanics. Maximal score in this study is 30 score. If students can write well and get 5 score for each content of writing, it will be calculate for whole aspect. This score divided into 5, 3, 1, and 0. Score 5 for the highest score and score 0 for the lowest score.

## RESULT

### The Students' Writing Ability Based on Classification Score

The marking system of Hayat (2005) theory would emphasis to the six aspects of writing; they are ideas, richness of content, rhetorical features, organization, language control, and mechanism. The students' score are classified into the five classifications. They are lowest for the students' who get the intensity percentage from 0% to 20%, low for the students' who get the intensity percentage from 21% to 40%, average for the students' who get the

intensity percentage 41% to 60%, high for the students' who get the intensity percentage from 61% to 80%; and highest with intensity percentage from 81% to 100%.

Tabel 1. The classification of students' ability in writing narration text on their blog site

No.	Classification	Intensity	Frequency	Percentage
1.	Highest	81-100%	3	10
2.	High	61-80%	14	46,7
3.	Average	41-60%	13	43,3
4.	Low	21-40%		
5.	Lowest	0-20%		
Total			30	100

There are 13 (43,3%) students' on the average classification, 14 students (46,7%) is on the high classification, and 3 (10%) students is on the highest classification.

It was found that were 3 (10%) students having the highest value from the total of 30 students as a sample. They can write the narration text on their blog site well. In this case, the students can write with the clear ideas, focus on the topic, the ideas is supporting effectively which can make the reader understand the content; in addition they write with the complete rhetorical features that was orientation, complication, and resolution. Besides that, they really consider with the sentence structure even sometimes they made mistake. But it was not a serious mistake and it didn't give an influence for the meaning of the sentence.

Furthermore, in the high classification I found that there were 14 (46,7%) students from the total of 30 students. They showed that their writing ability in writing narration text on their blog site in which the high. In this research,

I found that most of the higher students' ability in writing narration text on their blog site is high. This proved by the data which I got that there are 14 students were in the level. Their ideas is still focus on the topic, it has at least one supporting ideas, but sometimes they forgot with the rhetorical features.

Based on the data which I got, there are 7 students who cannot write narration text on their blog site with complete rhetorical features. Their writing mostly has an orientation but they did not put the complication. It seems like a report of journey in one place. It is not narration text rhetorical features. And also, there is one student that writes his composition with inappropriate rhetorical features.

Then, in the average category it was found there were 13 (43,3%) students in this classification from the total of 30 students as a sample. In addition, sample 3 showed that the lowest score in this research. The writing was not a narration text because the rhetorical features show the other genre of writing. Besides that, the mechanics of the writing has no mastery of spelling, punctuation, and capitalization.

### The Students' Writing Ability Based on the Writing Aspect

The analysis of the students' ability in writing narration text on their blog site through the component of writing includes: ideas, richness of content, rhetorical features, organization, language control, and mechanism.

Tabel 1. The students' ability in narrative writing through the component of writing

No.	Aspects	Total score	Percent age
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1.	Ideas	98	65,33
2.	Richness of content	86	57,33
3.	Rhetorical features	121	80,66
4.	Organization	90	60
5.	Language control	83	55,33
6.	Mechanism	121	80,66

The total score of ideas aspect is 98 or 65,33%. In the richness of content aspect, the students' score is 86 or 57,33%. In the rhetorical features aspect, the students' score is 121 or 80,66%, in the organization aspect, the total score of students' ability is 90 or 60%. In the language control aspect, the students' ability is 83 or 55,33%, while in the mechanics aspect, the students' obtained the score 121 or 80,66%. From the calculation, I find that the percentage average of the students' ability in writing narration text on their blog site was 66,55%. This result indicates that the students' writing ability is categorized into "high" classification.

The result of the higher students' ability in writing narration text on their blog site can be explained based on the aspect of writing are as follows:

#### Ideas

Based on the data analysis, it is found that there are five students that can compose their ideas into a good writing. Generally, they write a simple paragraph. There are 24 or 80% students' that got 3 score for the ideas that generally focused on the topic. There are 1 or 3,33% student that wrote his narration text on his blog which is minimally address to the topic.

#### Richness of content

Richness of content of this study refers to how the students develop their

writing with supporting ideas. Based on the data which I got from the students writing, there are twenty four students or 80 % who can develop their ideas; but there are only four students or 13,33 % of thirty students that cannot develop their content of their narration text on their blog site. It occurs because in one paragraph, they do not support with appropriate ideas. Therefore, in one paragraph the sentence does not have correlation with next sentences.

### **Rhetorical features**

The focus of rhetorical features is how the students' ability organizes their writing which they composed into the right generic structure form of narration text. Actually, the narration text consists of three generic structures. The generic structure of narration text genre must have orientation; which state when the story happens, where the story takes place, and who the participant of the story is. The complication must be tells the problem which leads to the climax. And resolution tells how the problem solves.

Based on the analysis of the data which I got from the students, it is found that the students have the components or generic structure of narration text but there are twenty of thirty students who organize according to the narration text. There are three or 10 % students who organized their writing into the descriptive text and recount text. In addition, there are seven or 23,3 % students who organize their writing with incomplete generic structure. They just write in two generic structures; they are the orientation and resolution. Moreover, there is one composition does not have complication who tells the problem happen until the climax.

### **Organization**

I find that there are eight or 26,66% students which write their narration with effectively among the sentence and paragraph. There are also eight or 26,66% students were cannot make a good organization into their writing and sometimes the reader need to draw the correlation among the sentence for making sense of the text.

### **Language Control**

Language control refers to the sentence structure and grammar. Actually, in writing narration text, the writer must use an appropriate tense. The tense is past tense. The result of the data analysis that I got from the students shows that there are six or 20% student which have mistaken in grammar usage and arranging the sentence.

### **Mechanics**

I find that there are three or 10% students show no mastery and error of capitalization and give space after the period. It is caused by their low knowledge about the function of capital letter and punctuation. The students also forget to put punctuations and use the capital letter in the middle of the word or the sentence.

## **DISCUSSION**

Blog are a great way to practice and hone students' ability to express their ideas and though with the written word. Blog is different with writing on paper. Students can write anything on blog which can be edit and publish. As we know, if we write on paper teacher and the students' classmate is absolutely the reader of their writing. But with blog, their writing can read the all students in their class or students in another class, the all surfer in the narrow world, and the all of people in this world. It means that blog has a real

audience which can share to each other. Hence, blogging is not only about communication between blogger and blog reader anymore but provides great opportunities to interact with a wider people with social networking.

In analyzing the students' writing ability, I check their blog site that they had chosen. Based on the data which I got, the students had chosen [www.blog.com](http://www.blog.com) and [www.blogspot.com](http://www.blogspot.com) as their blog site. The focus analysis on their blog site is writing aspects based on Hayat (2005); they are ideas, richness of content, rhetorical features, organization, language control, and mechanism. Interval of the score is 5, 3, 1, and 0 for ideas, richness of content, and language control; but for the rhetorical features the score is 5, 3, and 0. Organization is 5, 3, and 1, while the mechanics is 5, 3, and 0.

The main focus of ideas is how the students compose the narration text which has focus on the topic and the ideas are consistently clear. Richness of content focus on the students writing was developing with a supporting idea without ambiguous meaning. The focus of rhetorical features is how the students' organized their writing in form narration text. It consists of orientation, complication, and resolution. In the orientation, students' should write who, what, where, or when the story happen; in the complication, refers to the problem did the character have; and in the resolution, students must be write how was the problem solved. Organization of narration text refers to the writing is logically ordered and correlation between the ideas does not make the reader confused with the writer meaning. Afterward, language

control refers to sentence structure and grammar. The narration must be written into the past form. And mechanics refers to the spelling, capitalization, punctuation, and paragraphing.

## CONCLUSION

The students' ability in writing narration text on their blog is various. Their ability in compose narration text through the media which I offer to them which name blog are also different. It is proved by the data of the test which is found that the students ability in writing narration text on their blog site is 399,31 or 66,55%. The percentage proves that the students' ability in writing narration text on their blog site is categorized into "high" classification.

I analyze the students' writing based on Hayat (2005) theory that emphasis into the six aspects of writing based on the genre. From the calculation of the data which I got from the students narration text on their blog site, I found that the students' ability in writing based on the writing components are as follow: ideas is 98 or 65,33%, richness of content is 86 or 57,33%, rhetorical features is 121 or 80,66%, organization is 90 or 60%, language control is 83 or 55,33%, and mechanism is 121 or 80,66%.

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