

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MA DARUL QURAN IN WRITING NARRATIVE TEXTS

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Abstract: The aim of this study was to find out the ability of the second year students of MA Darul Quran in writing narrative texts. The design of this study belonged to descriptive quantitative research. The population of the research is 24 second year students of MA Darul Quran. Since of the population is small, the writer took all of them as the sample in this research by using total population sampling. In collecting the data, the writer used a written test as the instrument. The writer asked the sample to write two narrative texts individually by following and developing the given clues. The students' writing was scored by three raters using Hughes' scoring system. In analyzing the data, the writer focused on five aspects of writing: grammar, vocabulary, mechanics, fluency, and organization (form). Based on the result, it was found out that the ability of the second year students of MA Darul Quran in writing narrative texts is in good level. In each aspect of writing, the writer also found out that it was easier for the students to write narrative texts in terms of appropriate vocabulary than in terms of appropriate mechanics. Therefore, the students are expected to frequently practice writing English texts, especially narrative texts, concerning grammar, appropriate vocabulary, mechanics usage, fluency, and organization (form).

Key words: *ability, writing, narrative text*

PENELITIAN TERHADAP KEMAMPUAN SISWA KELAS DUA MA DARUL QURAN DALAM MENULIS TEKS NARATIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas dua MA Darul Quran dalam menulis teks-teks naratif. Model penelitian ini yaitu penelitian deskriptif kuantitatif. Jumlah populasi dari penelitian ini yaitu 24 siswa kelas dua MA Darul Quran. Dikarenakan jumlah populasi yang sedikit, maka penulis mengambil keseluruhan dari mereka sebagai sampel dalam penelitian ini dengan menggunakan teknik *total population sampling*. Dalam mengumpulkan data, penulis menggunakan tes tertulis sebagai instrumennya. Penulis meminta sampel untuk menuliskan dua naratif teks secara individu dengan mengikuti dan mengembangkan kata-kata kunci yang sudah diberikan. Tulisan siswa-siswa ini dinilai oleh tiga orang penilai menggunakan sistem penilaian Hughes. Dalam menganalisa data, penulis memfokuskan pada lima aspek penulisan yaitu tata bahasa, kosa kata, mekanik, kefasihan, dan organisasi (bentuk teks). Dari hasilnya ditemukan bahwa kemampuan siswa-siswa kelas dua MA Darul Quran dalam menulis teks naratif yaitu baik. Pada setiap aspek penulisan, penulis juga menemukan bahwa siswa-siswa lebih kemudahan menulis teks naratif dengan menggunakan kosa kata yang tepat daripada mekanik. Oleh karena itu, sangat diharapkan kepada siswa-siswa agar lebih banyak lagi latihan menulis teks-teks berbahasa inggris, terutama teks naratif, dengan memperhatikan tata bahasa, kosa kata yang sesuai, penggunaan mekanik, kefasihan, dan organisasi (bentuk teks).

Kata kunci: *Kemampuan, menulis, teks naratif*

INTRODUCTION

Since English is used in every aspect of human's life, such as technology, medical, science, education, and culture, it is very crucial for students to learn it. In our country, English is learned as a foreign language. It has been introduced to the students from Elementary school level until University level. English is one compulsory subject that requires students to understand all the skills of English in order to be able to participate in all kinds of communications. Based on the 2006 curriculum, there are four skills that must be learned by the students. They are listening, speaking, reading, and writing. All of the skills are very important for those who want to comprehend English either in spoken or written form. One of the four skills that can help students in comprehending English is writing. Writing is one of the ways of communication to express our ideas and feelings by constructing paragraphs. Writing can be used as a practice tool to help students work with language they have been studying (Harmer, 2007). Writing becomes an important skill for the students since it gives many chances to the students to enrich their vocabulary and of course to enlarge their ability in grammar. In writing, students in Senior High Schools are supposed to write short passages of different kinds of texts. One of them is writing narrative text.

According to the curriculum, narrative text is learned by the second year students of MA Darul Quran. The students are able to write and develop paragraphs of narrative text. The students are expected to identify the generic structure of text, using appropriate verb, punctuation accurately, and produce the text as the final product. The students of MA Darul Quran have learned about narrative text since they were in Junior High School (MTs). It means that narrative text is not something new for them. They had practiced to construct and write narrative text. But, based on informal interview that the researcher held with an English teacher at MA Darul Quran on 30 January 2016, the teacher stated that some of the students are not capable to write narrative texts by considering the generic structures of text, namely orientation, complication, and resolution. Besides that, sometimes some of them use inappropriate words to express their ideas because of the limitation of vocabularies they have. For example, a student wanted to say "Dia mendaki gunung tersebut dengan susah payah", the student wrote "He climbed the mountain **by hard**". It is exactly unacceptable to use the words "by hard" to express "dengan susah payah". It should be "It was so hard for him to climb the mountain".

Putri Anila Husein (2016), found in her research that writing narrative text for the Senior High School eleventh grade students' ability in writing narrative text (content, form, grammar, style, and mechanics) is in good level. It can be implied that the students are able to write narrative text by following the generic structures and language features of narrative text. Based on the explanation above, the writer was interested in conducting a research entitled A Study on the Ability of the Second Year Students of MA Darul Quran in Writing Narrative Texts.

NARRATIVE TEXTS

Narrative text tells about life story that consists of conflict as the problem and its resolution (Pardiyono, 2013). Narrative text is a text that tells and develops a story chronologically (Cahyono, 1997). According to Parera (1993) narrative text is one of

kind of texts that show about historical story that always develop from time to time because it gives more attention to chronological order, events, and conflict. A narrative text presents an action or series in such a way as to give a reader the feeling of being an actual witness to the events since it highlights events that take place before or after each other in time (Yates and Dealaney). In conclusion, narrative text is a text that tells the reader or listeners about a factual and imaginary event in the past chronologically and it always develops from time to time as a story.

1. The Organization of Narrative Texts

According to Joko, Riandi, and Anita (2008), stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- a) The beginning of the story has the function to introduce characters in the story, where and when the story occurred. We call this part as orientation. In this part the writer tries to describe what the characters look like in the story, where the story takes place, and when the story is happening. Through this part, the readers can imagine the story as if they are involved in the story.
- b) How the problem starts until its crisis point (climax) of the problem, in which the characters have to face is known as complication. In complication, the main characters face a problem. The problem will arise and develop gradually and intensified.
- c) How the problem is solved or ended is called as resolution. In this part the main character tries to find the way to solve the problem that he/ she has. The problem solving will determine whether the story will be sad ending or happy ending.
- d) The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. Actually, this part of this story is optional.

Based on the syllabus and the textbooks at MA Darul Quran, the students only know three of the four text organizations above. Because of this situation, the researcher only focuses on orientation, complication, and resolution as the organization of narrative texts.

2. Language Features of Narrative Texts

According to Joko, Riandi, and Anita (2008), the common grammatical features of narrative texts include the following:

- a) The use of nouns to refer to or describe particular people, animals, and things that the story is about, such as Bandung Bandowoso, Roro Jonggrang, The Prambanan Temple, etc.
- b) The use of adjectives to build noun phrases to describe people, animals, or things in the story. For examples: a beautiful princess, a handsome young man, an evil king, a far land, etc
- c) The use of time connectives and conjunctions to sequence events through the time, such as once, one day, suddenly, at once, etc.
- d) The use of adverbs and adverbials to locate the particular incidents or events, for examples: in the land, in the palace, etc.
- e) The use of past tense verbs to indicate the actions in narrative, such as: killed, felt in love, wanted, built, turned, went away, defeated, agreed, etc.

- f) The use of linking verbs to indicate what characters are feeling, thinking, and saying, for examples: Felt, thought, smelt, looked, etc.

3. Kinds of Narrative Texts

Common forms of narrative texts that are studied in Senior High Schools are:

- a) Fable is a kind of narrative text that presents animals as characters of the story. These animals usually can speak and act exactly like human beings. For examples: The Story of Monkey and Crocodile, The Smartest Parrot, and Mousedeer and Crocodile.
- b) Fairy tale
Fairy tale is a kind of narrative text that relates much which magic things in presenting the story. For examples: Cinderella, Snow White, and Rapunzel. Myth is a kind of narrative text that explains about mysteries, supernatural events, and cultural traditions.
- c) Legend
Legend is a kind of narrative text that tells the readers or listeners about human history, for examples: The Legend of Toba Lake, Sangkuriang (Tangkuban Perahu), Malin Kundang, and others.

RESEARCH METHODOLOGY

This is a descriptive quantitative research that describes the ability of the second year students of MA Darul Quran in writing narrative texts. This research was conducted from February until December 2016 at Islamic Boarding School MA Darul Quran Kubang. The population of this research was the second year students of MA Darul Quran. The writer chose them because they had learned about narrative texts from Junior High School until the Second semester of Senior High School. Because the population in this research is very small, the writer decided to take all as the sample by using total population sampling technique. The data in this research was the ability of the second year students in writing narrative texts. The data was collected by giving a written test to the sample. In choosing topics, that should be agreed with curriculum and syllabus. The researcher consulted first with an English teacher in the school. In collecting the data, the researcher asked the students to write two narrative texts based on the given topics at least three paragraphs for each topic. Besides concerning the organization of narrative texts (orientation, complication, and resolution), the students were asked to consider about grammar usage, appropriate vocabulary, mechanics, and fluency. The students were asked to write the texts individually in 60 minutes. After collecting the data, the researcher asked three raters to score the data using Hughes' scoring system. In analyzing the data, the writer focused on five components of writing: grammar, vocabulary, mechanics, fluency, and organization (form).

RESEARCH FINDINGS AND DISCUSSIONS

1. The Presentation of the Research Findings

After the students' writing scored, the writer calculated and analyzed the data by using some formulations. As a result, the writer found out that generally the students writing ability in narrative texts is in good level.

The Percentage of Students' Scores According the Three Raters

Test Score	Category Score	Quality	The Number of the Students	Percentage
81 – 100	Excellent	A	1	4%
61 – 80	Good	B	19	79%
41 – 60	Mediocre	C	3	13%
21 – 40	Poor	D	1	4%
0 – 20	Very Poor	E	0	0%
Total			24	100%

Table shows the percentage of the students in every level of ability. It can be seen that there is a student (4%) who get excellent level. Nineteen students (79%) are in good level. Three students (13%) are in mediocre level. Same with excellent level, there is a student (4%) who get poor level. For the rest, none of the students is in very poor level. So, from the percentage of students, it can be inferred that overall, the ability of the second year students of MA Darul Quran in writing narrative texts is in good level with the mean score 66, 53. After finding out the students' ability in writing narrative texts, it is very crucial to know the ability of the students in every aspect of writing.

In terms of grammar, eleven students (46%) are in good level. Eleven students (46%) are in mediocre level. Two students (8%) are in poor level. None of the students (0%) gets excellent level and very poor level. The mean score of the students in this aspect is 67, 5. It can be inferred that the ability of the students in terms of grammar is in good level.

In terms of vocabulary, one student (4%) is in excellent level. Eleven students (46%) are in good level. Ten students (42%) are in mediocre level. Furthermore, two students (2%) are in poor level. There is no student (0%) in very poor level. The mean score of the students in this aspect is 69, 2. It can be inferred that the ability of the students in terms of vocabulary is in good level.

In terms of mechanics, fourteen students (58%) are in mediocre level. Eight students (33%) are in good level. Two students (8%) are in poor level. There is no student (0%) in excellent and very poor levels. The mean score of the students in this aspect is 65, 0. It can be inferred that the ability of the students in terms of mechanics is in good level.

In terms of fluency, none of the students (0%) are excellent and very poor levels. Thirteen (54%) students are in mediocre level. Nine students (38%) are in good level. Two students (8%) get poor level. The mean score of the students in this aspect is 65, 8.

It can be inferred that the ability of the students in terms of fluency aspect is in good level.

In terms of form (organization), one student (4%) is in excellent level. Ten students (42%) are in good level. Eleven students (46%) are in mediocre level. Two students (8%) are in poor level. None of students (0%) is in very poor level. The mean score of the students in terms of form (organization) is in good level.

Based on the data description about the writer concluded that the ability of the second year students of MA Darul Quran in every aspect of writing (grammar, vocabulary, mechanics, fluency, and organization) is in good level. The lowest score for writing aspects of narrative texts is mechanics aspect. The mean score is 65,0. It means that mechanics is the most difficult aspect for the students in writing narrative texts. While, the highest score for writing aspect is vocabulary with the mean score of 69,2. It means that most of the students have enough understanding in using appropriate words to express the ideas.

A. The Interpretation of Research Findings

The ability of the second year students of MA Darul Quran in writing narrative texts is in good level with the mean score of 66.5. It is in the line with Putri's findings that the ability of the eleventh grade students of SMAN 5 Pekanbaru is also in good level. It can be interpreted that the students are able to write narrative texts although there are some mistakes in certain paragraphs. However, the mean score of the students is still below 75, as the standard minimum achievement of English at MA Darul Quran. It means that the students' mean score can not reach the standard minimum achievement (KKM).

Based on the students' score for each aspects of writing, it can be seen that mechanics is the most difficult aspect for the students in writing narrative texts. The mean score in this aspect is 65.0. Based on the writer's observation from the result of the students' writing, it is found that most of students make mechanics mistakes in using appropriate capital letters, punctuation, and spelling. For example:

Long time ago in west java, there Lived a women named Dayang Sumbi. Dayang Sumbi and Tumang marrried (a male dog). after years, dayang sumbi gave a birth to human son . named Sangkuriang.

Meanwhile, the highest score for writing aspect in this research is vocabulary with the mean score of 69,2. It means that most of students have enough understanding in using appropriate words to express the ideas even though there are still some mistakes appear in their writing. This is one of the examples students' writing:

So, he climb the mountain by hard. The beautiful fairy lived in the beautifully palace made of ice. Many people to tried climb up the mountain. The young man climb, climb, and never give up. The young man gighted to until the beautifully palace.....

The writer analyses that there are differences among the raters in evaluating students' ability in writing narrative texts. According to the first and the third raters, most of the students are in good level. On the other hand, according to the second rater, most of the students are in mediocre level. Gap scoring among the raters may happen because every rater has their own perception in understanding text.

CONCLUSIONSS AND RECOMMENDATIONS

1. Conclusions

After conducting the research entitled A Study on the Ability of the Second Year Students of MA Darul Quran in Writing Narrative texts, there are some conclusion can be taken. The findings of the research shows that the ability of the second year students of MA Darul Quran in writing narrative texts in in good level with the mean score 66.5. It means that the students can write narrative texts well by considering appropriate grammar, vocabulary, mechanics, fluency, and organization (form).

Based on the score of each aspects of writing, it is found out the vocabulary is the easiest aspect for the students since it get the highest score among the five aspects of writing with the mean score 69.2. It means that the students are able to use and construct noun phrase and adverbials of time and place appropriately. In contrast, mechanics is the most difficult aspect for the students since it get the lowest score among the five components with the mean score 65.0. It means that paying attention with punctuation, capitalization, and correct spelling in writing is so hard for the second year students.

2. Implications

The finding and conclusions of this research have some implications. The implications are as follow:

For the researcher herself

- a. She should seriously in doing the process of the research to find out the students' writing ability in narrative texts.
- b. She should consider taking the real data and condition in making this research.

For the readers

- a. This research can provide some information for English teachers at the second year students about their students writing skill.
- b. This result of the research will help the teacher to find out the student's weaknesses in writing. So, they can help the students to overcome the problems face by the students.
- c. To add references for those who want to investigate the same problem.

3. Recommendations

Based on the conclusions that had been discussed previously, the researcher tries to give some suggestions as follows:

- a. For the students

The students need more practice in writing English. Remember that writing texts in English is quiet different with in Indonesian because in writing English the students have to concern about the using of appropriate tenses. By learning and practicing it seriously, it is possible for the students to improve their ability in writing, especially in narrative texts.

- b. For English teachers

The teachers are suggested to give more attention to the students who have problem in writing, especially in narrative texts. In teaching and learning process, the teacher can ask the students to review the material of narrative text and lead the students to get more practice. The more students practice, the more they get.

- c. For the next researcher, the researcher suggested to find out the other relevant aspect in writing narrative texts. For example, the difficulties that students face in writing narrative texts.

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