

# ***A STUDY ON THE ABILITY OF THE SECOND SEMESTER STUDENTS OF SMA WITAMA NATIONAL PLUS PEKANBARU IN WRITING NARRATIVE TEXTS***

**Josua Suares Sitio, Eliwarti, M. Syarfi**

*Email: josua.19.sitio@gmail.com, eliwarti@lecturer.unri.ac.id, mhd\_syarfi@yahoo.com*

*Phone Number: +62 888-0726-4480*

*Student of English Study Program  
Language and Arts Department  
Teachers Training and Education Faculty  
Universitas Riau*

***Abstract:*** *This research investigates the ability of the second semester students of SMA Witama Nasional Plus Pekanbaru in writing a narrative text. The population of this research was the second semester students of SMA Witama Nasional Plus Pekanbaru in academic year of 2019/2020. There were 19 students who participate as the sample of this research. The students are tested using a writing test. The result of the test given was then classified into certain categories. The test results of 19 students shows that 5 students (26.32%) are in excellent category, 14 students (73.68%) are in good level. In addition, the average score of the students in writing a narrative text is 75.61. It means that the students' ability in writing a narrative text was in the good level. Based on the tests, it can be concluded that the second semester students of SMA Witama Nasional Plus Pekanbaru already were in good ability to write a narrative text. Researcher recommended the students and other researchers to conduct similar research to get further information.*

***Key Words:*** *Ability, Writing, Narrative Text*

# **STUDI TENTANG KEMAMPUAN MURID SEMESTER DUA DARI SMA WITAMA NASIONAL PLUS PEKANBARU DALAM MENULIS TEKS NARASI**

**Josua Suares Sitio, Eliwarti, M. Syarfi**

Email: josua.19.sitio@gmail.com, eliwarti@lecturer.unri.ac.id, mhd\_syarfi@yahoo.com

Nomor HP: +62 888-0726-4480

Program Studi Bahasa Inggris  
Jurusan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini menyelidiki kemampuan siswa semester dua SMA Witama Nasional Plus Pekanbaru dalam menulis teks naratif. Populasi atau subjek penelitian ini adalah siswa semester dua SMA Witama Nasional Plus Pekanbaru tahun akademik 2019/2020. Ada 19 siswa yang berpartisipasi sebagai sampel penelitian ini. Para siswa diuji menggunakan tes menulis. Hasil tes yang diberikan kemudian diklasifikasikan ke dalam kategori tertentu. Hasil tes dari 19 siswa menunjukkan bahwa 5 siswa (26,32%) berada dalam kategori sangat baik, 14 siswa (73,68%) berada dalam tingkat yang baik. Selain itu, skor rata-rata siswa dalam menulis teks naratif adalah 75,61. Ini berarti kemampuan siswa dalam menulis teks naratif berada pada level yang baik. Berdasarkan tes, dapat disimpulkan bahwa siswa semester dua SMA Witama Nasional Plus Pekanbaru sudah memiliki kemampuan yang baik untuk menulis teks naratif. Peneliti merekomendasikan siswa dan peneliti lain untuk melakukan penelitian serupa untuk mendapatkan informasi lebih lanjut.

**Kata Kunci:** Kemampuan, Menulis, Teks Naratif

## INTRODUCTION

Language is the main tool to communicate to others. By using language people can share the information, ideas, emotion, and desires. It can be in spoken or written way. Writing is one of important skill in learning English as foreign language. We can share everything that we want freely in written form, (Hyland, 2002) state that writing can make the students take out their ideas in their mind and put it into others form that other people can read and consider it. It means that every person can share their idea and can communicate with others in the written form. However, communicating through writing is considered more difficult to use than spoken form. As stated by (Hadfield & Hadfield, 1990), for teacher of foreign language, writing lesson has a difficulty and this also true for their students. For example in speaking, a speaker can explain and repeat more in order to make the receiver know what they mean. Moreover, it is supported by their gestures, intonations, or facial expressions. While in writing, the writer must be able to make their writing understandable without explaining and repeating it directly to the readers.

Many students get some difficulties in mastering writing skill. When they want to start their writing the obstacles can appear from their selves and from the environment. The first difficulty appears when the students don't know what they should write in their written assignment. Not only that, the other difficulty is also come when the students know what they are going to write, but they can't organize it well. That happens because the students have lack in remembering the important writing elements, such as; vocabulary, grammar, mechanic, and etc. which are very useful to help them in organizing written assignment. Facing those problems, the students should be able to develop their writing skill by practicing it in particular time. (Patel & Jain, 2008) said that writing is skill that should be taught through practice. It means writing should be learned regularly in order to increasing the students' skills in writing.

According to the curriculum 2013, there is several of text type that is taught in senior high school, narrative is the text which is dominantly and frequently thought to the senior high schools students. Usually people use the narrative to present a view of the world that entertains or inform the readers or listeners, narrative text can gain the attention of the students by using an interest stories so the student can be more motivated and interested to write. The curriculum 2013 is expected the students are able to write and develop a narrative text. The students are expected to identify the generic structure of text, use appropriate verb, punctuation accurately, and produce the text as the final product, this research was conducted to determine students' abilities in writing narrative texts.

According to Sejnost & Thiese (2010), it is important to the students to learn narrative text because it includes any type of writing that relates a series of events and includes fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to write it, because stories are used for many important purposes, Brown (2000) states "writing needs a process of thinking, drafting, and revising that requires specialized skills. Anderson and Anderson (1997) explain that "the narrative text type is a text that tells a story whose purpose is to present a view of the world that entertains or informs the reader or listener".

## RESEARCH METHODOLOGY

Researcher use quantitative data, according to Aliaga and Gunderson (2002) “Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g. in particular statistics”. The data that use in this research is the students’ writing ability. The instruments for this research are writing test of narrative text. Writing test that use in this research is to find out the students’ ability in writing narrative texts. The students were asked to write a piece of narrative text under the topic “**Malin Kundang**”. The researcher use *picture sequence description* as a writing assessment. In this assessment the students was showed a sequence of three to six pictures depicting a story line of Malin Kundang that providing a suitable stimulus for writing production also clue words/keywords of the topic Malin Kundang. After that the student was asked to write the story of Malin Kundang based on the sequence picture and clue words/keywords that shown to them.

Frankel and Wallen (1993) state that a population is the group to which the result of the study is intended to apply. Based on the title of the research, the populations of this research are all of the second semester students of SMA Witama Nasional plus Pekanbaru in the academic year 2018/2019, which consists of two classes (41 students). They are X IPA, and X IPS. The distribution of the research population is on the following table.

Table 1. The Distribution of the Research Population		
No.	Classes	Number of Students (population)
1.	X IPA	21
2.	X IPS	20
Total		41 students

To analyze the data of students’ writing tests, the writer used the following formula:

$$M = \frac{X_1 + X_2 + X_3 + X_4 + X_5}{N} \times 100$$

M = Individual score

X= Score from the aspects

N = Total score

(Adopted from Harris, 1974)

Students’ achievement were known by seeing their score and referring it to level of ability, seen in the following table:

Table 3. The Classification of the Students' Writing Scores

No.	Test Score	Level of Ability
1.	81 – 100	Excellent
2.	61 – 80	Good
3.	41 – 60	Mediocre
4.	21 – 40	Poor
5.	0 – 20	Very Poor

(Adapted from Harris 1974)

To measure the mean score of the students, the writer used this following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$  = the mean score of the test

$\sum x$  = total of the students' score

N = number of students

(Hatch & Farhady, 1982)

## PRESENTATION OF THE RESEARCH FINDINGS

After getting the percentage of the students' score of the test, the researcher find the calculation of the students' score for each criteria of writing ability based on appropriate generic structure and grammatical feature of narrative text. It can be seen in the following data:

Table 2. The Students' Scores of 5 Criteria's of Narrative Text

No	5 criteria's of narrative text	The students' mean score	Level of ability
1	Introduction/orientation	86.84211	Good
2	Events/Complication	78.50877	Good
3	Conclusion/reorientation	65.78947	Good
4	Language features	73.68421	Good
5	Language Use	73.24561	Good

Based on the table 1. before, the highest score that the students can reach is in introduction/orientation. And the lowest score that the students reach is conclusion/reorientation.

The score of students' writing ability in general can be seen as follows:

Table 2. The Students' Writing Ability in Writing a Narrative Text

No	Score	Level of ability	Frequency	Percentage
1	81-100	Excellent	5	26.32%
2	61-80	Good	14	73.68%
3	41-60	Mediocre	0	0
4	21-41	Poor	0	0
5	0-20	Very Poor	0	0
Total			19	100

## CONCLUSION AND SUGGESTION

### Conclusions

Based on data analysis, it can be concluded that the ability of the second year students of SMA WITAMA NASIONAL PLUS PEKANBARU in writing narrative texts in the 2019/2020 academic year is in good level. The students' mean score in writing a narrative text is 75.61. To be more specific, 4 students are categorized as excellent, 15 students are categorized as good.

### Suggestions

Based on the result of the research, the writer would like to give some suggestions as follows:

For the students, they should improve their ability in writing conclusion and express their opinions in writing appropriately by exploring other narrative stories and practice to understand and write their conclusions and opinions based on the narrative stories they read. To improve their language use skill, they should read more English text books and practice their writing frequently.

For the English teachers, they need to consider some strategies in teaching writing that might facilitate the students' learning process appropriately. It is suggested that the English teachers implement some techniques in teaching writing, such as the concept of mind mapping, the collaborative case, the wrap up, and etc. to improve the students ability in writing conclusion and express their opinion.

For other researchers, they can use the finding of this research as a reference to guide them when they want to do some similar research. This research will help them find out the alternative strategies to improve students' ability in writing by conducting classroom action research.

## BIBLIOGRAPHY

- Aliaga, M. and Gunderson, B. (2002) *Interactive Statistics*. [Thousand Oaks]:Sage Publications.
- Brown, H. D. (2000). *Principles of Language Learning Teaching*. New York: Pearson Education, Inc, pp. 335.
- Frankel, J. and Wallen, N. (1993). *How to Design and Evaluate Research in Education (Second Edition)*. New York: McGraw-Hill Inc.
- Hadfield, J. 1990. *A Collection of Games and Activities for Low to Mid-Intermediate students of English*. Intermediate Communication Games. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.
- Harris, David. 1974. *Testing English as a second Language*. New York. MC. Graw Hill.
- Hatch, E. and Farhady, H. (1982). *Research Design and Statistic for Applied Linguistics*. Rowley: Newbury House Publisher, Inc.
- Hyland, K. (2002). *Activity and evaluation: Reporting practices in academic writing*. In J. Flowerdew (Ed.), *Academic discourse* (pp. 115130). London: Longman.
- Patel, D. M. E., & Jain, P. M. (2008). *English Language Teaching (Methods, Tools, & Techniques)* Jaipur: Sunrise Publishers and Distributors.
- Sejnost, R. L., & Thiese, S. M. (2010). *Building content literacy: Strategies for the adolescent learner*. Thousand Oaks, CA, US: Corwin Press.