

THE ANALYSIS OF STUDENTS' WRITING ABILITY IN A NARRATIVE TEXT AT SENIOR HIGH SCHOOL 3 BUKITTINGGI

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ABSTRAK

Kemampuan siswa kelas X SMA N 3 Bukittinggi dalam menulis tergolong masih rendah. Hal tersebut dilihat dari analisis nilai siswa dari tiga rater. Rendahnya nilai siswa dalam menulis disebabkan karena kurangnya pengetahuan siswa terhadap aspek –aspek yang perlu diperhatikan dalam menulis seperti *compenent, organization, vocabulary, language use, mechanic*. Dalam kesempatan ini penulis menganalisis nilai siswa melalui naratif teks.

Penelitian ini bertujuan untuk mengetahui sejauh mana siswa memahami setiap aspek penulisan sehingga siswa mendapatkan nilai yang jauh lebih memuaskan untuk penulisan selanjutnya, setelah mengetahui kemampuan siswa dan guru bisa melihat dibagian aspek mana yang perlu ditingkatkan. Penelitian ini merupakan penelitian kuantitatif, populasi dari penelitian ini adalah siswa kelas X IPS yang berjumlah 147 orang dan sample dari penelitian ini sebanyak 23 orang. Pengumpulan data diambil dari tes menulis teks naratif.

Data dari penelitian ini berupa nilai *writing test* siswa dari kelompok sampel. Ditemukan hasil penelitian ini mengemukakan nilai yang didapatkan oleh siswa dalam aspek *content* sebanyak 68,79 dengan kualifikasi baik. *Organization* sebanyak 78,04 dengan kualifikasi baik, *vocabulary* sebanyak 76,73 dengan kualifikasi baik, *language use* sebanyak 62,08 dengan kualifikasi rata-rata sedangkan *mechanic* 50,43 dengan kualifikasi rendah.

Kata Kunci: Kemampuan menulis, *narrative text*.

A. Introduction

Writing is the one of subjects that students have to be mastered beside listening, speaking, and reading. Writing is important for the students because by writing, students can express or transfer their feeling and messages, sharing and express their ideas, tell the experiences to others. People use language perception and knowledge in written form for the readers. In written form people intend to communicate indirectly both with individual and social group, for examples, letters, articles, papers, books, etc.

According to Chusing (2002: 108), writing which was once considered the domain of the elite and well educated, has become an essential tool for people's life in today's global community. Whether used in reporting analyses of current events for news paper or web pages, composing academic essays, business reports, letters, or e-mail message, the ability to write effectively allows

individuals from different cultures and background to communicate. So that communication can do through the writing.

Curriculum 2013 is for guiding the teacher in teaching English that enable the students in communicating and constructing the written texts. Which also becomes the ultimate goal is that the students can communicate in written genre of text fluently and accurately like in the narrative, descriptive and recount.

The way of communication in written form requires someone to be a good writer in order to convey the messages to the reader the reason is if the writer using the bad language such as wrong in choosing vocabulary in writing, it will have affect to the writer and reader, the writer is hard to convey the message to the reader and as the result the reader hard to catch the point that the writer aimed, for example the writer want to persuade the reader to do something, because of the reader difficult to catch the point of the writing, reader does not get influence to do what the writer want. It means that the message is not clear enough to the reader. So that, as student of Senior High School, they are not only master in speaking, listening, or reading but also writing. All of them are the good combination to understand the language.

Most of students get difficulties in writing. Based on the data that the researcher got in Senior High School 3 Bukittinggi there are many obstacles for the students in study writing. All of them showed almost the same cases in writing, related to the teaching and learning writing process, it was found that the writing scores obtained were usually got the minimum standard of scores compare to the others language skills taught based on the mark of exercises. It can be seen many students get mark under minimum standard, the minimum standard is gifted; 76 for each skills.

First, the students think that writing is boring subject because the teacher lack of the strategies while teaching. A Strategy is a tool to demonstrate and ease transferring ideas in teaching and learning process. The teacher occasionally did intricate way to cover the material to the students.

Second, the students were lack motivation in study writing because they hard to thought the great idea to make good writing and also make the reader feel curiously to finish reading , because of that the students felt hard to catch the good ideas to make good sentences to create good writing.

Third, students got difficult in writing academically for their writing task in order to produce a good writing, and it was not easy to produce a piece of an academic writing, they were only transfer the ideas in their mind to the written form but the students did notice the crucial aspect in their writing such as content, organization, vocabulary, language use and mechanic. Richard and Willy (2002:203) say that writing is the most difficult skill to master by second language learners, because it concludes highly complex skills. In writing something there are some aspects should be consider. According to Jacob (1981:30) states that writing profile in essay writing consist of content, organization, vocabulary, language use and mechanism. Students were lack of understanding the component of writing. Brown (2004: 244-245) state that the component of the writing are organization, Logical development of ideas: content and Style and quality of expression. So that the students are not only able to displace their ideas in their

mind but also they will be able to observe the important aspect in writing, all of the purposes to make the writing may attract the attention of the reader.

The students will be successful in writing if they understand the aspects of writing like the content, organization, vocabulary, language use and mechanic. All of them are important because there is no writing if the writing misses one of the aspects like vocabulary or content.

Thus, the analyze the component of writing narrative text to help the teacher to find out what is the component that the students should improve in comprehending the component of writing text to make the students good in writing.

B. Research Methodology

To get empirical data, the data collected were analyzed quantitatively. Since the result of the analysis which was expected is in the form of percentage, this study used some formulas adapted from the descriptive quantitative research method. Therefore, a descriptive-quantitative method was used. As Gay and Airasian (1987:189) say that the descriptive method determines and reports the way things are. The aim of this method is to test hypotheses or to answer question concerning the current status of the subject of the study. It cannot control over what is, and can only measure what already exist.

The researcher used approach. As Gay and Airasian (1987:189) say that the descriptive method determines and reports the way things are. The aim of this method is to test hypotheses or to answer question concerning the current status of the subject of the study. It cannot control over what is, and can only measure what already exist

Gay (1987:102) states that population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population of this research is the first grade of social class in Senior High School 3, consisting of 147 students in 5 classes and the sample. The sample of the students is 23 students.

The instrument was a tool to collect the data. In this research, writer used test as an instrument. Test would cover all of the aspect of writing, Such as content, organization, mechanic, language use, and vocabulary.

To found out the students percentage of each component used the formula:

Sudijono

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage of the students who get each score

F = the sum of the students who get good score or bellow standard

N = total of the students within the sample

Component	Score	Criteria	Total	percentage
Content	30-27	Excellent to Very Good	-	
	26-22	Good to Average	5	21,74 %
	21-17	Fair to Poor	18	78,26 %
	16-13	Very Poor	-	
Organization	20-18	Excellent to Very Good	4	17,40 %
	17-14	Good to Average	18	78,26 %
	13-10	Fair to Poor	1	4,34 %
	9-7	Very Poor,	-	
Vocabulary	20-18	Excellent to Very Good	2	8,71 %
	17-14	Good to Average	20	86,95 %
	13-10	Fair to Poor	1	4,34 %
	9-7	Very Poor	-	
Language use	25-22	Excellent to Very Good	-	
	21-18	Good to Average	5	21,74 %
	17-11	Fair to Poor	18	78,26 %
	10-5	Very Poor	-	
Mechanic	5	Excellent to Very Good	-	
	4	Good to Average	-	
	3	Fair to Poor	12	52,17 %
	2	Very Poor	11	47,83 %

Table 1. students score result

After got the percentage, general conclusion about the student comprehension in writing component was:

- Content : more than 50% students got fair to poor, and the rest got good to average
- Organization : more that 50 % students got good to average, and the rest got fair to poor and excellent to good.
- Vocabulary : more that 50 % students got good to average, and fair to poor and excellent to good.
- Language use : more that 50% students got fair to poor and the rest got good to average
- Mechanic : more than 50 % students got fair to poor, and the rest got very poor

In conclusion, the percentage that each component almost the same range, but the component that had the low comprehends was the mechanic. There is no student got good to average, the student got the less comprehending of the component.

To got more understanding of the students writing ability comprehending in component of writing based on ESL composition Profile, of the scores is changed become mark to see the students comprehension each component in writing.

The formula is

$$N = \frac{SM}{SI} \times S Max$$

Where:

N = the mark of comprehension

SM = the Score

SI = target score (100)

Smax = 100

The example of using this formula to change the score become mark is:

$$N = \frac{23}{30} \times 100$$

$$N = 0,76 \times 100$$

$$N = 76$$

Table 2. interval percentage result

component	mark	Interval Percentage	Classification
Content	68,79	66-80	Good
Organization	78,04	66-80	Good
Vocabulary	76,73	66-80	Good
Language used	62,08	56-65	Average
Mechanic	50,43	41-55	Poor

Based on the data above most of the students did not comprehend in language use and mechanic, the fact that those component got the high percentage in fair to poor classification. The students got low mark in language use that was got major problem in agreement, tense, articles, pronoun, preposition, meaning confused or obscured. Whereas in mechanic that was low in frequent error of spelling, punctuation, capitalization, paragraphing, hand writing, meaning confused or obscured.

C. Research Findings and Discussion

After describing the analysis, the researcher find out the comprehending of the students based on the aspect of writing that are content, organization, vocabulary, language use and mechanic. Students generally were comprehended in content, organization, vocabulary with good classification. Besides in vocabulary the students got average and mechanic got poor classification.

The result of analyzed students test were found that the percentage of students got the criteria of each component of ELS composition Profile in content, 21, 74 % with good to average criteria was 5 students , 78,26 % with fair to poor criteria was 18 students, there is no students got excellent to very good and very poor. Organization, 17,40 % with excellent to very good was 4 students, 78,26 % with good to average was 18 students, 4, 34 % with fair to poor was 1 student, and there was no student got very poor. Vocabulary, 8, 71% with excellent to very good criteria was 2 students, 86, 95 % with good to average was 20 students, and 4, 34 % with fair to poor was 1 student and there is no students got very poor. Language use, 21, 74 % with good to average was 5 students, 78,

26 % with fair to poor was 18 students, and there was no students got excellent to very good and very poor. The last one, 52, 17 % with fair to poor was 12 students, 47, 83% with very poor and there is no students got good to average and excellent to very good.

Depend on the data above that the students comprehend of the component of writing, the data was found from the analyzed the percentage the data. Almost the entire component got good to average, even though there was the component that miss comprehend used by students. Besides, the mark of the students after examined each component after changed the score became mark to find out the students comprehending of each writing component. The mark for each component from mean of all students were content got 68,79 with good classification. Organization got 78,04 with good classification, vocabulary 76,73 with good classification, language use 62,08 with average classification and mechanic 50,43 with poor classification.

Based on the mark above that found the students comprehending in content, organization, classification is good but the comprehending of the students in language use need to improve whereas mechanic was low comprehending. So that, the students need more explanation about how to use mechanic and what is the aspect of mechanic to make the students get better result. Moreover, the teacher feedback was really important to take a part in improving their writing skills to improve the students comprehend in component of writing caused the component was the important element in writing. In conclusion, to found the ability of the students writing narrative text was seen from the students comprehending in each component of writing.

D. Conclusions and Suggestions

Based on the data analysis, the mark for each component from mean of all students were content got 68, 79 with good classification. Organization got 78,04 with good classification, vocabulary 76,73 with good classification, language use 62,08 with average classification and mechanic 50,43 with poor classification. Based on the scoring of the raters, most of the students were comprehend of the component in writing, but still there was the students should improve their comprehended in component writing. Based on the analyzed done, to improve the students understanding in component of writing. However, there are several suggestions to English teacher and the next researchers, as follows: To improve the students comprehending in component of writing, the best way is the teacher explains the component of writing itself. The students in the first grade and in the first semester have the different ability because they come from in the different junior high school. So that to know they ability its better doing the research in the second semester or in the middle of the first semester.

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