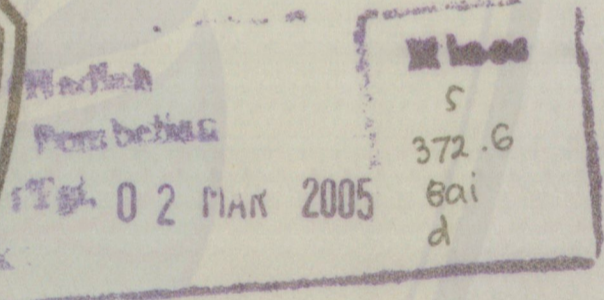
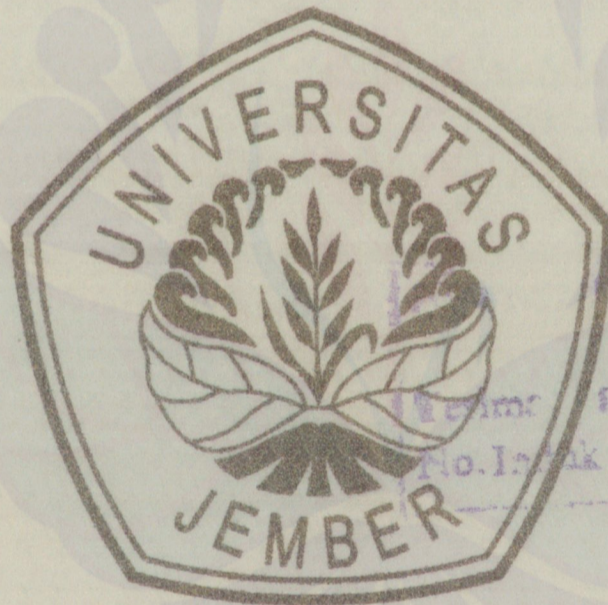




**A DESCRIPTIVE STUDY ON THE THIRD SEMESTER  
ENGLISH STUDENT'S ABILITY IN WRITING A  
NARRATIVE AT THE STATE POLYTECHNIC OF  
JEMBER IN THE 2004/2005 ACADEMIC YEAR**

**THESIS**

*Presented as one of the prerequisites for obtaining S1 Degree  
at the English Education Program, Department of Language and Arts  
Faculty of Teacher Training and Education  
The Jember of University*



By

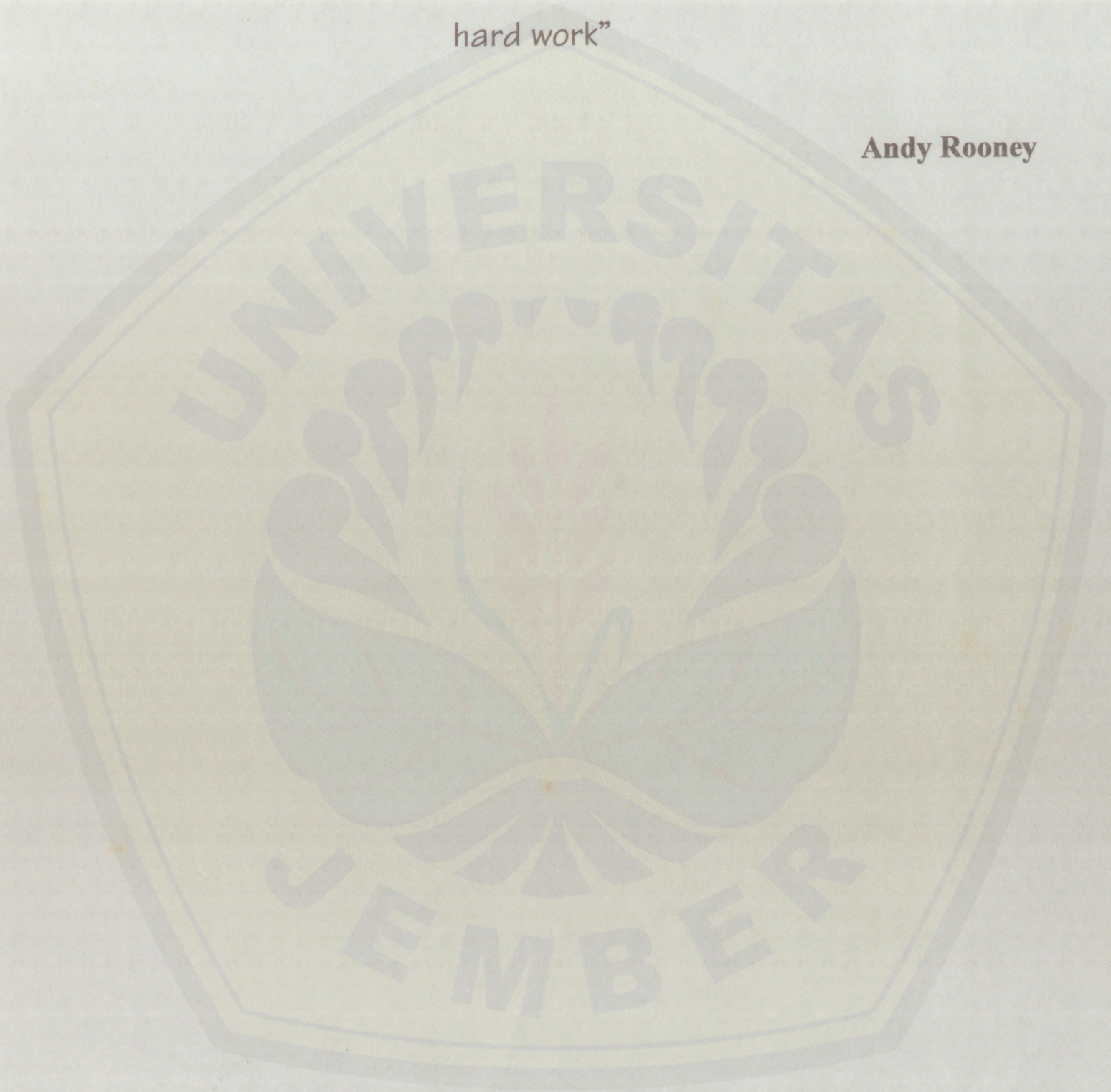
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**ENGLISH EDUCATION PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS  
FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF JEMBER  
JANUARY, 2005**

**MOTTO:**

*“Hoping and praying are easier but do not produce as good results as hard work”*

**Andy Rooney**



## DEDICATION

This thesis is honorably dedicated to:

1. My beloved Mom, Marsinah. I truly appreciate everything that you have given to me. My love to you is unmeasurable.
2. My beloved Dad, Drs. Marba'i, BSc. I do provide my greatest honor for being my soul, life, and financial consultant and my true partner. I love you Dad.
3. My beloved young brothers, Victor Octavianus Ba'i and Ipong Bursalino Ba'i. Many thanks go to you for any support, love, and care. We always go together everywhere we go.
4. My beloved friend, Irma Riani, thanks for everything.

CONSULTANT APPROVAL

**A DESCRIPTIVE STUDY ON THE THIRD SEMESTER ENGLISH STUDENTS' ABILITY IN WRITING A NARRATIVE AT THE STATE POLYTECHNIC OF JEMBER IN THE ACADEMIC YEAR 2004/2005**

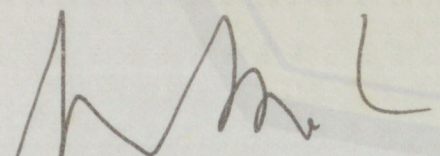
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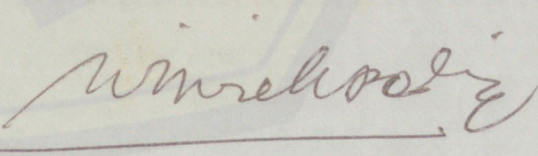
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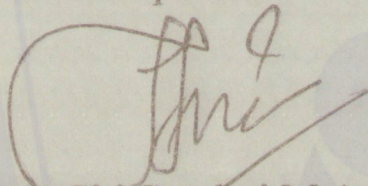
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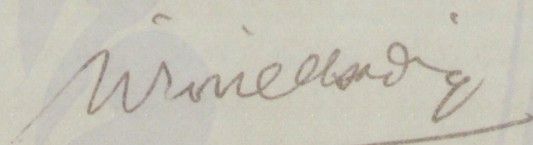
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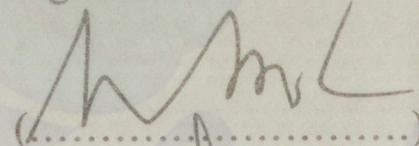
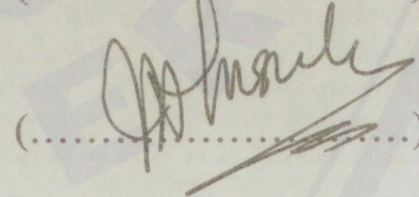
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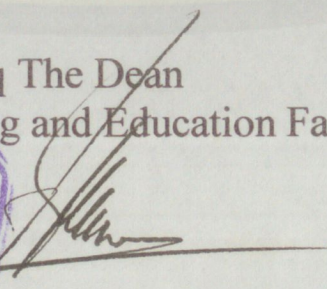
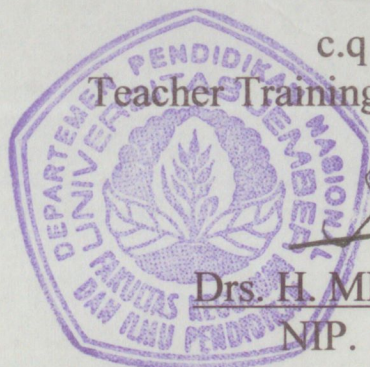
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## ACKNOWLEDGEMENTS

First of all, I would like to be greatly grateful to Allah SWT who always provides me strength and guidance to finish writing this thesis. Second, my great thanks go to the English lecturers of Politeknik Negeri Jember—Mr. Handoyo Puji Widodo and Mrs. Siti Aisyiyah who helped me to gain the research data.

It is with great affection and deep appreciation that I wish to acknowledge my indebtedness to my beloved thesis consultants who have given me brilliant view, courteous advice, great assistance, and invaluable support as well as motivation. Furthermore, I would like to express many thanks to the examiners who provided me invaluable revision on this thesis.

Last, I thank my friends whom I cannot mention one by one, especially those majoring in English Education at the Faculty of Teacher Training and Education, the University of Jember.

Any comments, advice, and suggestions on my thesis are highly appreciated and welcomed.

Jember, January 2005

The Writer

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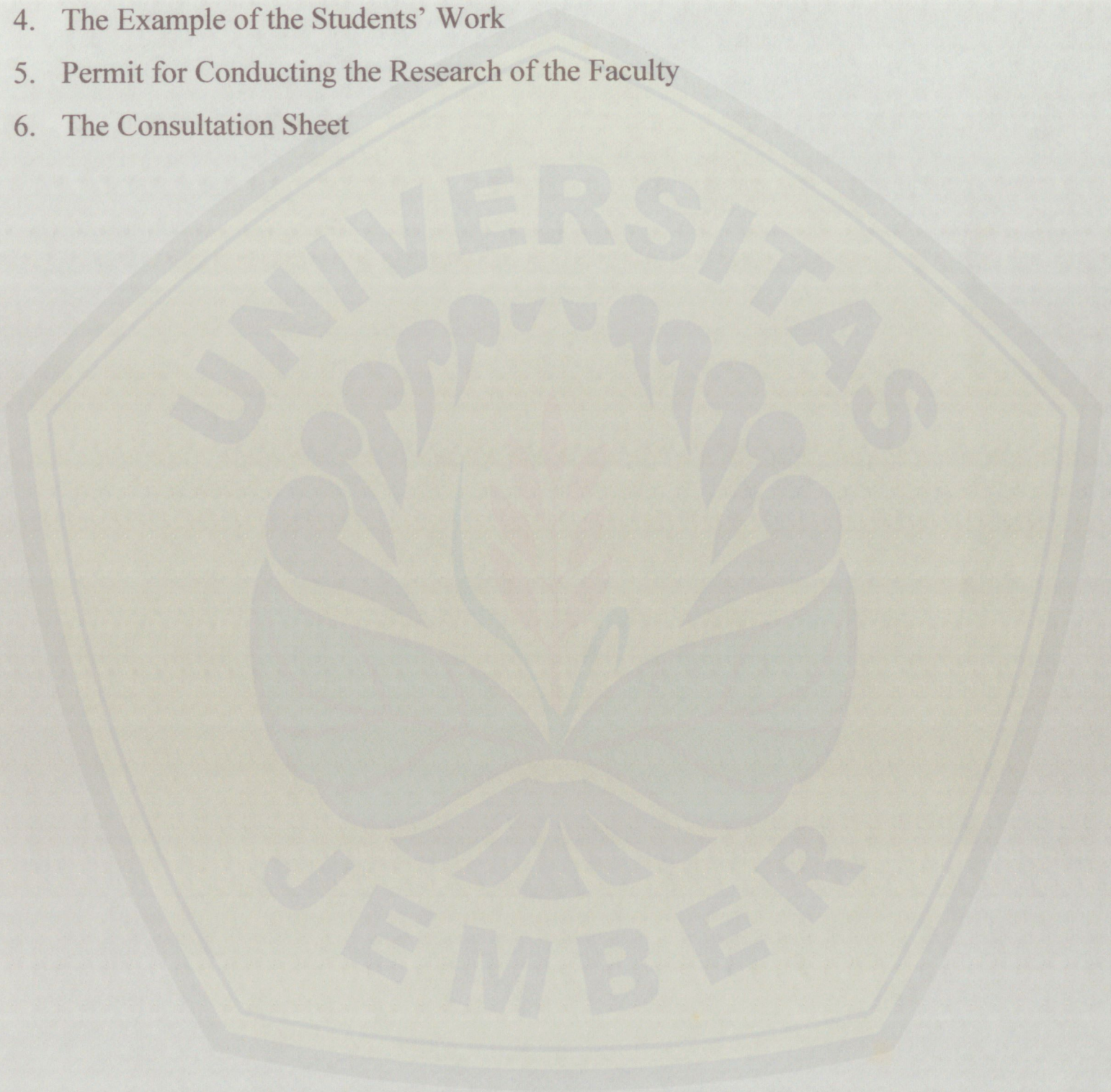
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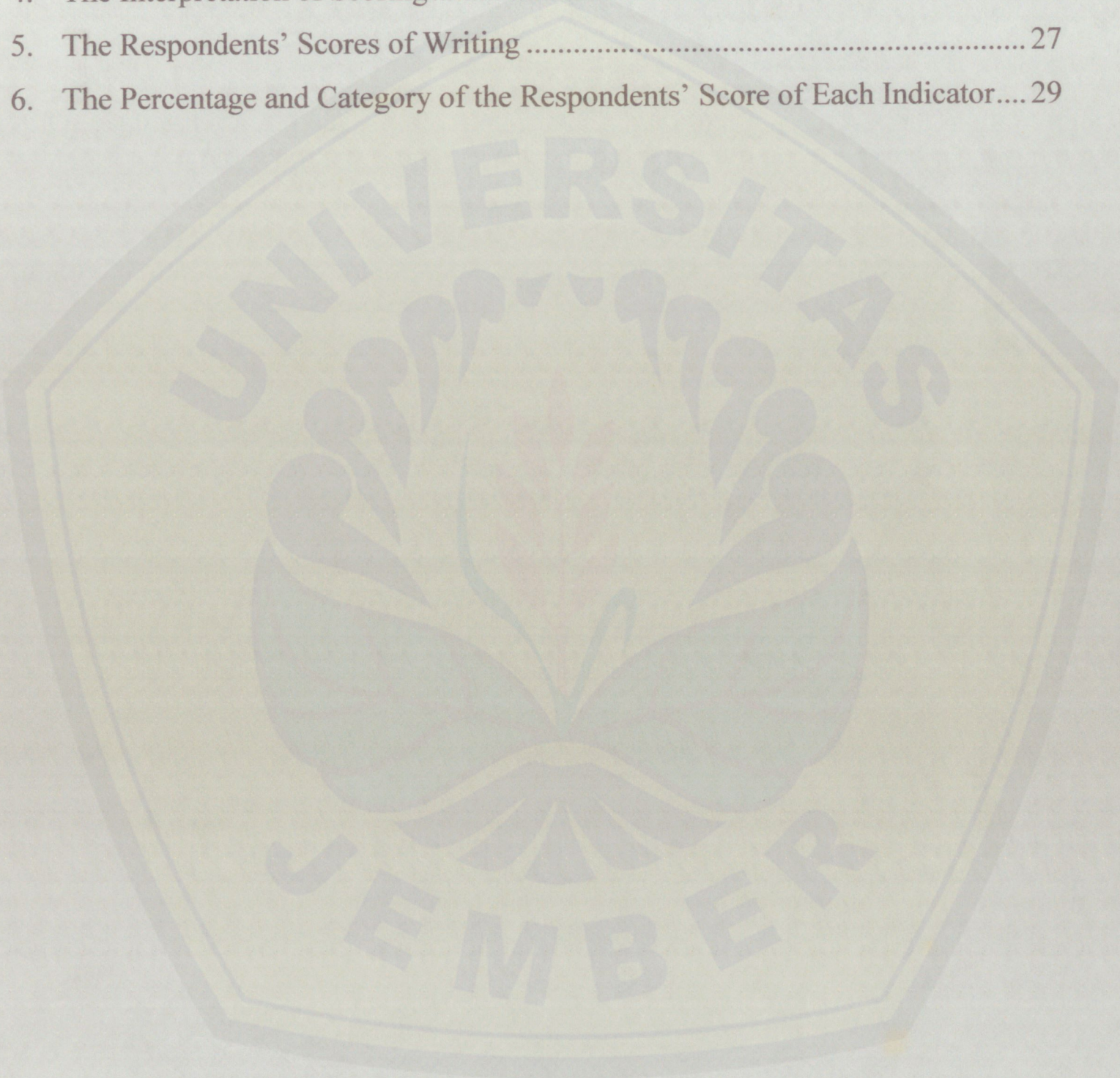
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## ABSTRACT

Oscar Donyadus Ba'i, 2005. **A DESCRIPTIVE STUDY ON THE THIRD SEMESTER ENGLISH STUDENTS' ABILITY IN WRITING A NARRATIVE AT STATE POLYTECHNIC OF JEMBER IN THE 2004/2005 ACADEMIC YEAR**

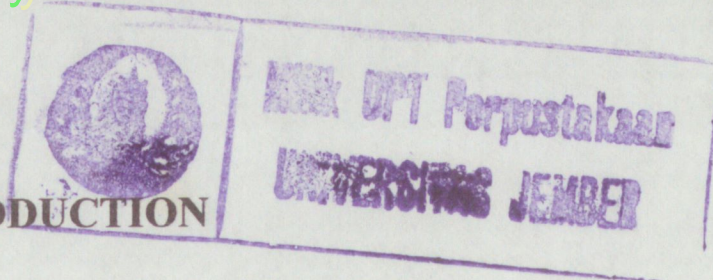
Thesis, English Education Program, Language and Arts Education, Faculty of Teacher Training and Education, Jember University.

The Consultants : 1. Dra. Wiwiek Eko Bindarti, M.Pd.  
2. Dra. Wiwiek Istianah, M.Kes. M.Ed.

Key words : Writing Ability, A Narrative

The purpose of this research was to describe the English students' ability in writing a narrative paragraph. This was a descriptive research. The respondents were the third semester students of English Study Program—Polytechnic of Jember (Diploma education). The Polytechnic of Jember was chosen since it has an English Study Program in which focuses upon professional education. The respondents was determined by population method because the number of English students was 21, but 3 students were absent at the time data were taken, so, the number of the respondents was 18 students In this research, the instrument applied was the document from the results of the students' narrative writing test given by the English lecturers at the State Polytechnic of Jember. The test given was the timed test, which lasted 50 minutes in which the length of paragraph ranged from 150—200 words. The form of the test used was a free writing test in which the genre chosen was a narrative. Descriptive-qualitative analysis was used to analyze the data. The statistical method was also used to calculate the percentage of every each indicator. The result of the data analysis showed, that in general, the English students' ability in writing a narrative paragraph was in the poor category (44,44%). In particular, on the average, their ability in writing a topic sentence was in the poor category (55,56%); their ability in writing supporting sentences was in the poor category (51,85%); their ability in writing concluding sentence was categorized in very poor (16,67%); their ability in applying grammar and vocabulary was categorized in very poor (37,96%); and their ability in using transitional signals was in the category poor (50%). Based upon the results, it is suggested that the lecturers provide a lot of exercises so that the students are able to write a narrative paragraph well in particular.





## I. INTRODUCTION

### 1.2 Research Background

Nowadays, English has been more crucial since English is the language of globalization, international communication, commerce and trade, the media and pop culture, and so on. Particularly, recently, this language has been a tool of transferring science and technology as well as information. This is because English is one of the universal languages used as a means of communication in international events, such as seminars, conferences, scholarly discussions, interstate cooperation, and so forth. This phenomenon is continuously increasing as the advances of science and technology as well as information. Thus, it is not surprising that information has been significantly accelerated. For example, to get information quickly, the internet can be used to access such information in which most of the information is written in English. Therefore, to keep abreast of such conditions, particularly in Indonesia, English has been widely taught as one of the foreign language courses either required or optional from elementary to higher education levels. This attempt is a great stride for global competitiveness.

Within the area of language teaching, English has been a pedagogical issue, particularly in Teaching of English as a Foreign Language (TEFL) and Teaching of English as a Second Language (TESL). In this case, it is ceaselessly changing. For example, new curricular paradigms, which are being applied in a few countries, are competency-based, genre-based, and content-based (Richards, 2002). For instance, in Indonesia, a competency-based model has been a great priority, mainly in English teaching from elementary to higher education levels.

Related to English teaching, broadly speaking, English is integrally taught in which English teaching focuses mainly upon four core skills: listening, speaking, reading, and writing as well as three sub-skills: pronunciation, vocabulary, and grammar.

Of the existing English skills, writing skill has been of great emphasis in this case. According to Richards (2002), the status of writing in language teaching

has accelerated tremendously since 30 years ago. In general, writing is taught based on the sequence of activities in a writing lesson mainly, including:

- 1) familiarization: learners study grammar and vocabulary, usually through a text,
- 2) controlled writing: learners imitate given patterns, often from substitution tables,
- 3) guided writing : learners manipulate model texts, and
- 4) free writing : learners employ the patterns they have developed to write a letter, a paragraph, an essay, and the like.

Later, in teaching writing, the focus has changed to the paragraph-pattern approach in which the use of *a topic sentence, supporting sentences, a concluding sentence*, and the use of *transitions* along with practice with different patterns such as narration, description, comparison-contrast, exposition, and so forth have much been emphasized. In this case, writing steps such as planning, drafting, revising, editing, and providing feedback have conventionally been taught.

On the basis of the preliminary study, especially at the English Study Program—Polytechnic of Jember (Diploma Education), writing is a required course. This course is offered in three levels: Writing I, Writing II, and Writing III. Writing I focuses on paragraph writing, Writing II concentrates on essay writing, and Writing III leads to composing short papers on an individual final project (PUM, *Proyek Usaha Mandiri*) and apprenticeship reports. In each course, the number of credit allocated is 2 in which 50 minutes is allocated for theory, and 120 minutes is allocated for 'practicum'. This course is given to provide students with exploiting ideas and writing them into a paragraph, an essay, and a short paper in the hope that the students are able to write in English since at the end of their study, the students are required to work on PUM and apprenticeship reports in which the report of each work is to be written in English. In addition, the students are well-prepared for a written communication skill in which this skill is required at work in the future since the graduates of the English study program are to be prepared for working in a certain institution or company where English is widely practiced.

Therefore, inasmuch as the need for the mastery of writing skill is required for English students at the State Polytechnic of Jember (*Politeknik Negeri Jember*), a research on the students' ability in writing a narrative was badly needed.

## 1.2 Research Problem

Based upon the background, this research problem was "To what extent is the English students' ability in writing a narrative?"

## 1.3 Research Objective

Certainly, this research aims at describing the English students' ability in writing a narrative paragraph

## 1.4 Operational Definitions of the Key Terms

To avoid misunderstanding, the following key terms are defined operationally:

- a. Writing ability refers to making a paragraph comprised of a topic sentence, supporting sentences, and a concluding sentence as well as using transitional signals in which the genre chosen is a narrative.
- b. A narrative means a form of writing composition, which tells the third-year students' personal experience chronologically, with the topic provided are as follows: a childhood experience that is unforgettable; a story about the first time did/experienced an activity/action/event; a story about best achievement, awards received, or victory; and everything listen-provoking.

## 1.5 Research Significances

The findings are expected to contribute significantly to writing teaching, especially for the following:

### *a. English Lecturers*

The findings might be used as input and motivation to design appropriate teaching syllabus, methods, materials, and evaluation, mainly in Writing course.

***b. English Students***

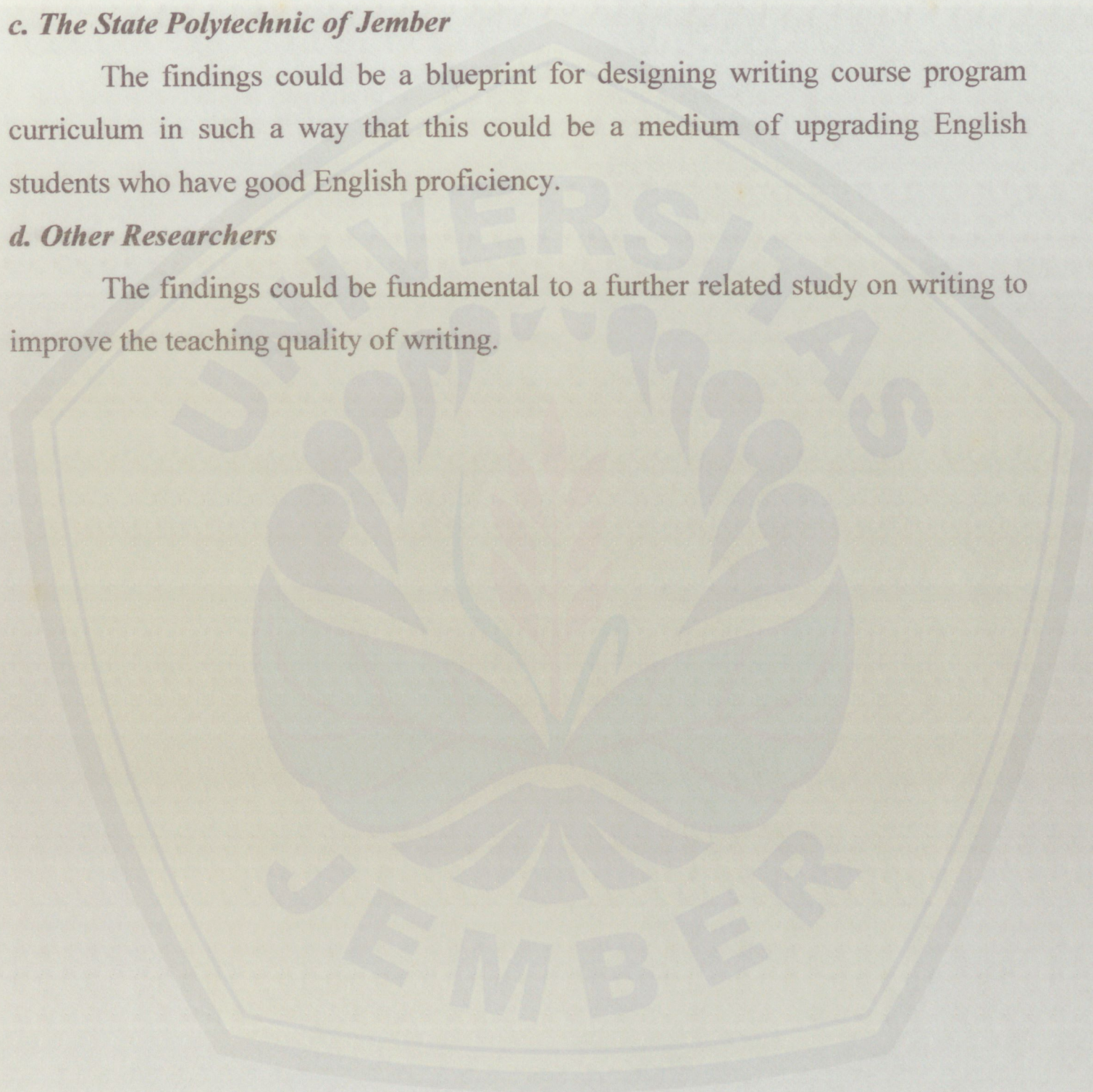
From the findings, the strengths and weaknesses of the English students' ability in writing a narrative could be known. In this case, further appropriate feedback could be given to students in the hope that their writing ability could be enhanced.

***c. The State Polytechnic of Jember***

The findings could be a blueprint for designing writing course program curriculum in such a way that this could be a medium of upgrading English students who have good English proficiency.

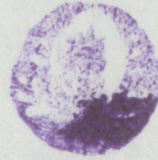
***d. Other Researchers***

The findings could be fundamental to a further related study on writing to improve the teaching quality of writing.









## II. A REVIEW OF LITERATURE

It is undeniable that writing is the most difficult subject matter for English learners in which English is taught as a foreign or second language. The difficulty may rest on producing and arranging ideas into intelligible texts (e.g. paragraphs). Furthermore, learners have to master linguistic components, such as spelling, vocabulary, and grammar.

### 2.1 The Contributions of Grammar and Vocabulary to Writing Mastery

In principle, writing means to seek to produce or reproduce written messages. Prior to writing, it is crucial to determine what to write and what to have something to convey. To put forward messages fruitfully, a writer should apply a number of writing devices. This unit treats a basic number of writing devices: accuracy—awareness and correction, style and appropriateness, and organization—structure and cohesion (Jordan, 1986).

#### 2.1.1 Accuracy and Organization

The purpose of this section is to examine some of the common types of errors made by students while writing formal or academic English. The first step is to be aware that an error has been made, the second one is to recognize or identify it, and the third step is to correct it. Certainly, it is much better not to make the error in the first place. Here are a few examples of the errors made:

##### a. *Some common causes of error*

- (1) It seems probable that the biggest cause of error is *literal translation* from your own language into English. You will, If you try to translate word for word, make mistakes.

For instance, in two Asian languages (Indonesian and Malay), the sentences “John said nothing” and “what we should do is very important” would be translated as “John nothing spoke” and “what should we do very important”. It is easy to see that when translating into English, the word order and the sentence structure could cause difficulties and the vocabulary as well.

- (2) If you write in long complex sentences, it is easier to make mistakes; the sentence becomes complicated and the subject and verb tenses may be confusing.
- (3) If you try to write English the same way as you speak it, you will probably write in the wrong style. Spoken English is often informal. Academic writing is normally rather formal.

*b. Some common types of error*

Here are some examples of types of error:

- (1) Subject and verb agreement (i.e. concord), particularly singular and plural subjects with the correct verb form: The sentences *John, along with his friends are planning a party*; *The view of these disciplines vary from time to time*, and *The effects of cigarette smoking has been proven to be extremely harmful* should be *John, along with his friends is planning a party*; *The view of these disciplines varies from time to time*, and *The effects of cigarette smoking have been proven to be extremely harmful*.
- (2) The use of 'es/s' at the end of the third person singular, present simple tense (i.e. stem + es/s): the sentences "Something smell very good" and "My mother, together with my father always watch television" should be "Something smells very good" and "My mother, together with my father always watches television."
- (3) The use of determiners (e.g. this + singular noun; these + plural noun; 'Other and 'another'). The phrases these information, this people, other country, another cars should be this information, these people, other countries, another car.
- (4) The use of uncountable nouns are often wrongly used as if they were countable nouns. For examples: *We have two informations* and *she has many equipments* should be *We have two pieces of information* and *she has much equipment*.
- (5) The use of the impersonals 'It and There' when used as a subject: "There is important that you go" and "It is some evidence that you proved false"

should be “It is important that you go” and “There is some evidence that you proved false.”

- (6) Confusion over the choice of vocabulary, e.g. ‘make’ and ‘do’: “She does some efforts” and “We made a research” should be “She makes some efforts” and “We did a research.”
- (7) Spelling mistakes, such as committe—committee; anoucement—announcement; critisism—criticism; succesful—successful, etc.
- (8) The use of contractions (She’ll be recovered from her disease—She will be recovered from her disease).
- (9) The use of hesitation fillers (you know, well, etc.).
- (10) The choice of vocabulary e.g. carry out—conduct, find out—discover, and etc.

Based on the illustration above, it may be concluded that the accuracy should be much dealt with grammar and vocabulary. In addition to these aspects, style and appropriateness had better be regarded so that writing is naturally organized.

## 2.2 Components of a Paragraph

A paragraph is a basic unit of organization in writing, which is comprised of a group of related sentences developing one main or central idea. A paragraph may be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should develop the main idea completely and clearly (Bram, 1995).

Basically, a paragraph comprises three major structural parts: a topic sentence—introduction (main idea sentence or controlling sentence), supporting sentences (details)—body, and a concluding sentence—conclusion.

### 2.2.1 A Topic Sentence

A topic sentence states the central idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the *controlling idea*. In other words, the topic sentence briefly indicates

what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide both the writer and the reader. The former can see what information to include and what information to exclude. The latter can see what the paragraph is going to be about and is, therefore, better prepared to understand it (Oshima and Hogue, 1983).

In the topic sentence, there are two essential parts: the topic and the controlling idea. The former names the subject or central idea of the paragraph. The latter makes a specific comment on the topic, which indicates what the rest of the paragraph will say about the topic.

Therefore, according to Reid (1994), it is crucial to narrow the topic in order to avoid having too broad or too general and even too specific. One way to narrow the topic is to make a visual map that places the topic in the center of the chart. Afterwards, take some time to brainstorm a variety of subtopics that could be developed. Each new idea branches out from the center of the visual map. After completing brainstorming, select one of the branches to be a narrowed topic to compose about in a paragraph. Here is an example:

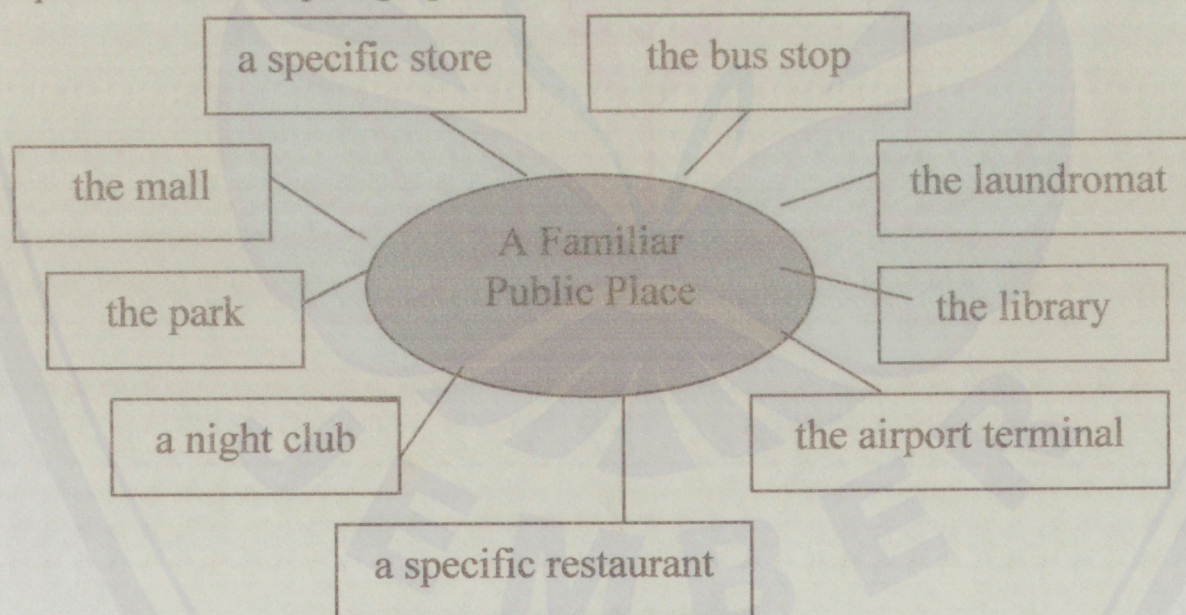


Figure 1. A Mapping of Narrowed Topic Sentence

(Wong, 1999)

Based on Wong (1999), in addition to narrowing the topic by the visual map or “clustering”, another way to organize ideas, exclude irrelevant ones, write more quickly, and check accuracy is to make a simple outline. Pay close attention to the following outlines:

1. An incorrect outline:

1) Rocks make excellent pets.

- A. They do not eat.
- B. Cleanliness
- C. Obedient

2) For these three reasons, rocks make great pets.

A correct outline:

3) Rocks make excellent pets.

- |                       |              |               |
|-----------------------|--------------|---------------|
| A. They do not eat.   | (Economical) | (Economy)     |
| B. They are clean.    | (Clean)      | (Cleanliness) |
| C. They are Obedient. | (Obedient)   | (Obedience)   |

For these three reasons, rocks make great pets.

In the incorrect outline above, the main supporting points have different grammatical structures. A is a complete sentence, B is a noun, and C is an adjective. In the correct outline, all three are complete sentences or the three points may be nouns or adjectives as the models above.

2. An incorrect outline:

San Francisco is famous for its tourist attractions.

- A. Golden Gate Park is very famous.
- B. Chinatown
- C. Fisherman's Wharf attracts hundreds of tourists.
- D. Riding the cable cars

For these four attractions alone, San Francisco is well worth a visit.

A correct outline:

San Francisco is famous for its tourist attractions.

- B. Golden Gate Park
- C. Chinatown
- D. Fisherman's Wharf
- E. Riding the cable cars

For these four attractions alone, San Francisco is well worth a visit.

In the incorrect outline above, the main supporting points have different grammatical structures: the two are incomplete sentences; and the others are nouns. In the correct outline, all four are nouns (Oshima and Hogue, 1983).

According to Wong (1983), there are three important things to bear in mind while outlining ideas:

- 1) Make sure that your main supporting points are grammatically equal. For instance, do not give reasons and examples as the same kind of letter or number;
- 2) Make sure that your main supporting points are relevant and written in parallel form; and
- 3) Make sure that the topic sentence, supporting points, and concluding sentence are included in your outline.

In many paragraphs, the first sentence of the paragraph is the topic sentence, although it may be both the first and last sentences of the paragraph called *sandwich-style*. This style is especially helpful to your reader if the paragraph is very long. Besides, it can serve as a concluding sentence.

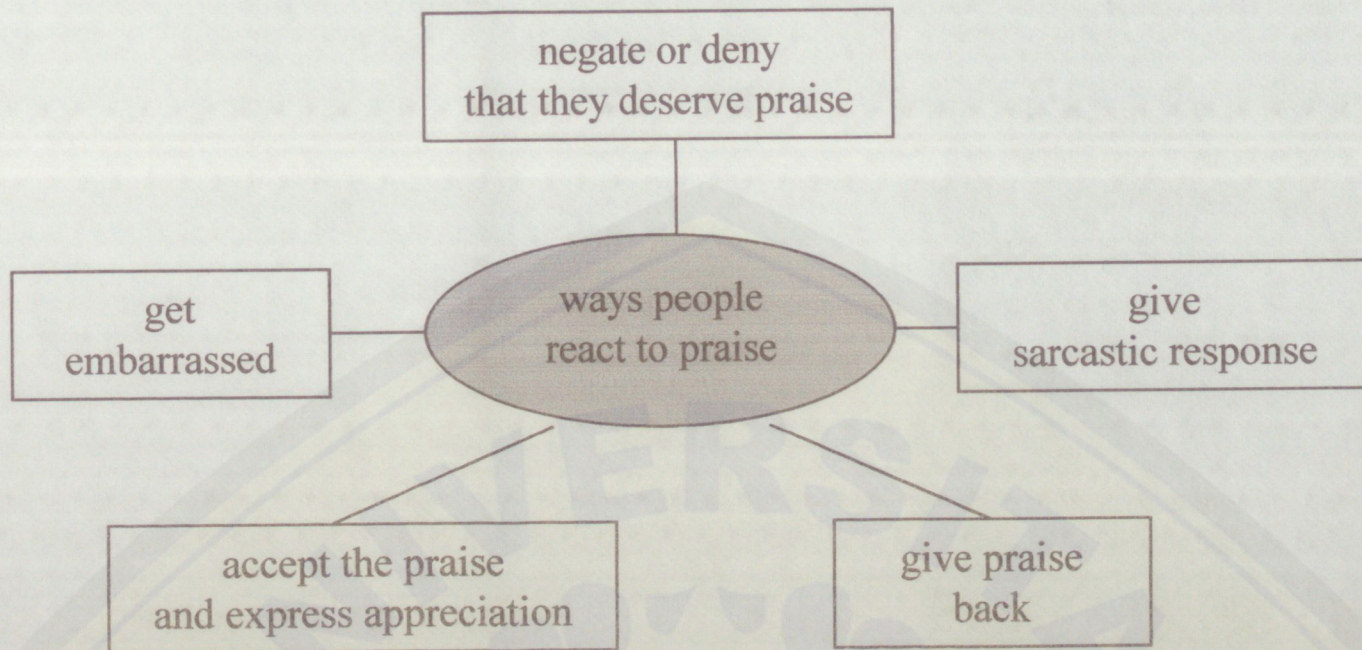
To begin with, it is recommended to place the topic sentence at the beginning of the paragraph to help both you and the reader stay focused on the main idea that is to be developed. If a topic sentence is well-constructed, the body of the paragraph will be more easily developed logically, and the ideas will be more likely to flow together smoothly. Therefore, spending much time on developing a strong topic sentence is a writing habit you will wish to develop.

Writing a strong topic sentence is indispensable for three reasons:

1. The topic sentence obviously identifies the narrowed topic or the subject of the paragraph.
2. The topic sentence provides the reader with a sense of your direction, purpose, or point of view.
3. The topic sentence serves as an “umbrella sentence” under which all other sentences must fit or belong. This sentence limits the kind of information that belongs in the paragraph to develop or support your main idea.

As an example, suppose that you are enrolled in a communication class. An assignment is given for you to observe and record ways how individuals react to praise. After one week of observing, your assignment is to write a paragraph that presents your findings. To write this paragraph, you first need to identify the topic (ways individuals react to praise) and then write a strong topic sentence that

will control your paragraph. To do this, you ought to make a visual mapping of your observations. Your mapping may appear like this:



(Wong, 1999)

Figure 2. A Visual Mapping of Main Supporting Sentences

Alternatively, you may outline this topic as follows:

People react to praise in different ways.

1. negate or deny that they deserve praise
2. give sarcastic response
3. give praise back
4. accept the praise and express appreciation
5. get embarrassed

“Using five different reactions to praise, how would you react if I gave you praise right now in front of other class members?”

The following are a few possible attempts at writing a strong topic sentence. Which the following meets the purposes of a strong topic sentence?

1. Many people do not know how to accept praise for their work.
2. People often get embarrassed when someone praises them for their work or accomplishments.
3. People may react to praise for their work or their accomplishments in five different ways.
4. Praise is often given when someone performs well or does something noteworthy.



5. The two best ways to respond to praise are accept the praise or give the person a compliment in return.

Of the five sentences, the strongest topic sentence is sentence three. First, the topic has been narrowed; the reader knows that ways that people react to praise for their work or their accomplishments will be discussed. Second, the reader can predict that five different reactions will be discussed. Third, the writer (and the reader) know that all the supporting sentences will be related to the five kinds of reactions to praise; any other information or chain of thoughts does not belong in this paragraph.

### 2.2.2 Supporting Sentences

Supporting sentences may support, explain, strengthen, or prove the main idea that was presented in the topic sentence. The sort of paragraph being composed will dictate to some degree the methods used to develop the body of the paragraph. For instance, the body will be elaborated differently for narrative, descriptive, explanatory, argumentative, and so on.

The supporting sentences or details may explain the topic sentence by giving reasons, examples, facts, figures and statistics, and quotations.

One of the biggest problems in students' writing is that student writers often fail to prove their points. They fail because they do not support their points with concrete details (Oshima and Hogue, 1983; Wong, 1999).

There are several kinds of concrete supporting details that you can use to support or prove your topic sentence. Among the most common are examples and illustrative incidents, quotations, and figures and statistics. Firstly, examples and illustrative incidents are perhaps the easiest kinds of supporting details to use. They may be from personal knowledge and experience. However, there are two cautions to keep in mind if examples and illustrative incidents are used. First, remember that in formal academic writing—papers, theses, projects, assignments, etc—examples and illustrative incidents are considered the weakest kinds of support, so use them infrequently. Second, be sure that your examples really prove your points. For example, if you are trying to prove that, on the average,

men are better drivers than women, do not use famous racing car drivers as examples of superior drivers because they are not average.

Secondly, one of the most effective ways to support your position on a topic is to quote figures and statistics. The use of this form of factual detail to support your point is essential in, for example, a scientific or business essay or report. Therefore, pay particular attention to the way in which numbers and percentages are written.

Lastly, quotations are essential in academic writing. There are two kinds of quotations: direct and indirect. The former are quotations in which another person's words are quoted exactly. Direct quotations are enclosed in quotation marks. The latter are quotations in which another person's words are not quoted exactly. They are written without quotation marks.

### 2.2.3 A Concluding Sentence

A concluding sentence signals the reader that you have presented all the ideas that you wish to present, and the paragraph is finished. There are four basic ways to develop the concluding sentences:

1. Use different words, but simply restate the main idea of the paragraph. This statement should "echo" or basically say the same thing as the main idea sentence.
2. Echo the topic sentence but also include key words from the supporting sentences.
3. Draw a logical conclusion based on the supporting details previously presented.
4. End the paragraph by posing a thought-provoking question related to the main idea. Although this fourth method is used less frequently, it can be applied effectively to some paragraphs. If you recall the visual map on "Ways People React to Praise", that paragraph could use this concluding sentence: "Using five different reactions to praise, how would you react if I gave you praise right now in front of other class members?" (Wong, 1999)

In other words, a concluding sentence is to:

- 1) signal the end of a paragraph;
- 2) summarize the important points briefly;
- 3) offer a solution to the problem stated in the paragraph;

- 4) predict a solution that results or occurs from the statements made in the paragraph;
- 5) make a recommendation concerning material presented in the paragraph; or
- 6) state a conclusion to information given in the paragraph.

### **2.3 Adequate Details, Unity, and Coherence in a Paragraph**

Even though paragraph will be variably developed, the body of all well-developed paragraphs will have three elements: adequate details, unity, and coherence (Oshima and Hogue, 1983; Bram, 1995; Wong, 1999).

#### **2.3.1 Adequate Details**

Adequate details simply mean that enough different details have been provided to develop the main idea for the reader. A paragraph that is “padded” by using different words or phrases to repeat the same information or a paragraph loaded with “wordiness” and a limited number of different details is an underdeveloped paragraph. A paragraph can also have too many details and be overdeveloped. In such a case, the writer needs to combine some of the details or delete the weakest details in order to have a more manageable paragraph. Therefore, to include sufficient details, use reasons, examples, facts, figures and statistics, and quotations.

#### **2.3.2 Unity**

Other important element of a good paragraph is unity. In this case, every good paragraph has unity, which means that in each paragraph, only one main idea is discussed. If you start to discuss a new idea, start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentence. For example, if your paragraph is about the advantages of a college education, discuss only that. Do not discuss the disadvantages in getting a college education.

The second part of unity is that every supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence. Sometimes, students write supporting sentences that are “off” the topic. For instance, if you

are writing a paragraph about the high cost of college tuition, you could mention inflation as a factor. However, if you write several sentences about inflation, you are getting off the topic, and your paragraph will not have unity.

### 2.3.3 Coherence

Another element of a good paragraph is coherence. In order to have coherence in writing, the movement from one sentence to the next (in longer essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. Developing coherence in the body of a paragraph requires the following writing skills:

1. Knowing how to organize information chronologically (in a time sequence), spatially (top to bottom, left to right, foreground to background, etc.), and in order of importance or frequency (most important to least important or vice versa);
2. Knowing how to use sentence variety and how to combine sentences; and
3. Knowing how to connect ideas and sentences by using transitional words/phrases (Wong, 1999).

Here are examples of commonly-used transitional signals in writing (Wishon and Burks, 1980):

1. Words/phrases indicating: an augmentation

besides	furthermore	moreover
further	in addition (to this)	

2. Words/phrases indicating: time

a.	afterwards	in the meantime
	at the same time	in the short run
	for the time being	meanwhile
	in the long run	then

- b.

at present/ the moment
now/nowadays
lately
up to now
recently

3. Words/phrases expressing: a series of activity/procedure/process

at first, ...(first, ...)	at last/last	next	to end with
firstly, ....	lastly/finally	then	
in the first place	in the last place	to begin with	

4. Words/phrases expressing: a conclusion

briefly	in short	to summarize
in brief	shortly	
in conclusion	to conclude	
in other words	to sum up	

5. Words/phrases indicating: a certainty/clarity

certainly	exactly	to be exact
clearly	naturally	undoubtedly
definitely	obviously	

6. Words/phrases showing: illustrations/facts/examples

actually	for example	in fact
as a matter of fact	for instance	

7. Words/phrases indicating: ending

eventually	finally	ultimately
------------	---------	------------

8. Words/phrases showing: luckiness/unluckiness

fortunately	unfortunately
luckily	unluckily

9. Words/phrases indicating: surprise/abruptness

abruptly	surprisingly
suddenly	to one's surprise / to my surprise

10. Words/phrases indicating: possibility

likely	possibly
maybe	probably

According to Oshima and Hogue (1983), in addition to sentence connectors, coordinators, sub-coordinators, prepositions, and determiners can be categorized as transitional signals, and even a sentence can serve as a transitional signal to connect ideas in writing.

In addition to using transitional signals, a second way to achieve coherence is to arrange your sentences in some kind of logical order. The important point to remember is to arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing. The two most common kinds of logical order in English rhetoric are chronological order and order of importance.

First, chronological order is a way of organizing the ideas in a paragraph in the order of their occurrence in time. Chronological order is not only used for historical events, but it is also used in business, science and engineering to explain processes and procedures. For example, chronological order would be used to explain how to solve a math problem, how to perform a chemistry experiment, or how to set up an accounting system. Such paragraphs are called how to or process paragraphs. There are two keys to writing a good chronological order paragraph: 1) discuss the events (in a history) or the steps (in a process) in the order in which they occur, and 2) use chronological transition signals to indicate the sequence of events or steps.

Second, another common way to organize the ideas in a paragraph is to discuss them in the sequence of their importance. There are two keys to do this: you can discuss the most important point first and work down to the least important, or you can begin with the least important and end your paragraph with the most important. The way you choose will depend on your topic and on your purpose; both ways can be effective. Another key is to use order of importance transitional signals to guide your reader from one point to the next and to indicate your most important points.

## 2.4 Kinds of Paragraphs

There are some paragraph formulas to organize ideas in writing. In this unit, seven commonly-used formulas are treated (Arnaudet and Barret, 1984; Wong, 1999).

### 2.4.1 Narrative/Narration

This model of a paragraph usually tells a story. A narrative is often a personal story or experience. A final and important point about narratives is that narratives must have a purpose or make a special point. The topics may be varied, such as a childhood experience that is unforgotten because it might be so exciting, scary, funny, humiliating, etc; the first time you did/experienced an activity/action/event; your best achievement; awards received, or victory; or everything listen-provoking.

Here are two examples of a narrative paragraph:

#### *A Narrative 1*

The vacation that I took in San Diego at Thanksgiving was enjoyable. When I first arrived, I visited the museum. I saw American Indian costumes, paintings of the war between the Indians and the Mexicans, and weapons used by both of the Indians and the Mexicans. Next, I visited the zoo; I saw many kinds of animals and birds like deer, elephants, monkeys, foxes, and snakes. It was fun to see their movements and their colors. I watched not only the animals but also the other people who were visiting the zoo; how nice it was to see so many people enjoying themselves as I was! Finally, I returned to my hotel; that evening I watched television until I fell asleep. The next day, I took a bus tour of the city and looked at the high buildings, some open markets, and many restaurants. In the evening, I returned to the airport, and while I was waiting for my plane, I watched the people saying "hello" and "goodbye." After my plane came, I climbed onto it, sat down, and felt happy; my trip had been peaceful and interesting, and it had left me with a pleasant feeling.

(Reid, 1994)

#### *A Narrative 2*

Sometimes, enemies become friends. For example, when I was younger, I was beaten very often by a boy who was much stronger than I. I wished to take revenge upon him; that was on my mind for a very long time. However, it was a problem for me because of my being unaware of the way to do it. I practiced a lot of wrestling, but it did not help me since I was afraid of him. Usually, he started a

fight by accusing me of something. I felt confused when he did that, and he knew that I could not stop being afraid. One day, he hid one of his gloves and said that I had taken it. He tried to kick me in the stomach, but I twisted my body and made a counter-kick in his knee. He gave a very loud scream of pain. Then, he dropped on his knee, saying that he was wrong. I know it was cruel of me to act like this. However, now, we are friends, and I discovered that people sometimes have to fight or quarrel before being friends.

(Reid, 1994)

#### 2.4.2 Descriptive/Description

This formula/model of a paragraph is used to describe a person, a place, or an object so precisely that the reader sees the item clearly in her/his imagination. In addition, this formula is used to describe a process or procedures; this case, a chronological order is important in both describing a process and reporting a procedure. Moreover, this formula is used to define a term and make a concept clear. In this descriptive paragraph, some definitions, examples, and the like may be included.

Here are three examples of descriptive paragraphs:

##### *Descriptive*

Origami, the Japanese art of paper folding, which originated in China, is a very inexpensive and rewarding hobby. Traditionally, origami figures are always made by folding, not cutting or pasting. For example, good-luck animals such as cranes, tortoises, and lobsters can be made by simply folding a piece of perfectly squared paper. Origami is very inexpensive; only paper is necessary, and any paper may be used. Moreover, inexpensive gifts like earrings, can be made by folding small cranes and attaching pins or loops through the crane's backs. It is also extremely rewarding; using the imagination, one can develop his creativity by turning a plain, simple piece of paper into a fish, a frog, or a house. The greatest reward, however, is that origami can be enjoyed by every member of a household.

(Reid, 1994)

#### 2.4.3 Comparison and Contrast

This model of a paragraph is used to discuss or explain the similarities and the differences between two or more items. The word "compare" usually means to show the similarities; the word "contrast" always means to indicate the differences. Pay the following model comparison and contrast paragraph:



### **Comparison**

Seattle and San Francisco are very much alike. Seattle is a seaport city, and so is it. Both are located along the coast: Seattle is on the northwest coast of the U.S; San Francisco is on the northern California coast at the edge of western U.S. In addition, they have the same climates. For example, both have very little snow and mild winters, and the summer in Seattle is often cool and rainy in which this condition is similar to that in San Francisco. Finally, both cities are famous for wonderful shopping (open air fish markets) and restaurants (seaside restaurants).

(Reid, 1994)

### **Contrast**

Colorado snow conditions are much better than those in Japan for downhill skiers like me. First, Colorado mountain snow is drier than that in Japan. For example, in ski areas like Vail and Aspen, I cannot make a complete snowball because it is not sticky enough, but in Japanese ski areas, making snowballs is easy. The drier snow in Colorado has two advantages: my clothes stay dry even when I fall, and my skis move through the "powder" snow quickly because they do not stick. In addition, the weather conditions make the ski season both more pleasant and longer in the U.S. Most Japanese ski areas can begin skiing in November, and sometimes the ski areas are open until the end of April. Moreover, ski areas in Japan are known for their cloudy, damp weather, but in Colorado, the bright sun and dry weather make it possible to ski comfortably, sometimes even in shorts and a shirt! For these reasons, many Japanese skiers dream of coming to the U.S. to ski.

(Reid, 1994)

#### **2.4.4 Cause-Effect**

In academic writing, events or actions are frequently linked with their *cause* and *effect*. In other words, this formula of a paragraph shows some causes and effects of the items. Here is an example of the cause-effect paragraph:

The woman's liberation movement towards greater equality for women has produced some permanent changes in the vocabulary of English. The first change is that new words have been added. The words *feminist*, *sexist*, and *male chauvinist*, for example, became popular during the past ten years ago or so. Another new word is the title *Ms*, which is often used in place of both *Miss* and *Mrs*. A second change is that sexist titles of many job occupations have been neutralized. A chairman is now a *chairperson*; a businessman is a *businessperson*, and a salesman is a *salesperson*. Moreover, a mailman is

currently a *mail carrier* and an airline stewardess is now an *airline attendant*. Finally, attempts to give equal treatment to masculine and feminine pronouns in English have led to the search for a new pronoun form to replace *he* (as *he/she* or *s/he*) when referring to neutral nouns such as *the student*. In my opinion, some of the new words such as *Ms* are quite useful you can use *Ms* to address a woman when you do not know if she is married. On the other hand, the lack of a clear neutral pronoun can lead to awkward sentence construction.

(Arnaudet and Barret, 1984)

#### 2.4.5 Explanatory/Argumentative/Argument

This model of a paragraph explains why something happened by giving more than reasons. The reasons presented should support the topic sentence. Here is an example of this paragraph formula:

Advertisements are one of the most frustrating parts of watching television. In the first place, the advertisements waste time. For instance, about 15 minutes is lost by watching the advertisements during a single news program. In the same way, the watcher wastes his time watching advertisements during a good movie. In the second place, the advertisements interrupt the viewer. For example, the viewer may forget the situation or show during the advertisement. Even worse, during a good movie, the watcher loses his feelings when the advertisement comes on, and that has bad psychological influences. In the third place, the advertisements make many products look more appealing than they really are. For example, an expensive car is made to seem luxurious, or a bad product like deodorant is made to look very good by showing a beautiful amazing lady taking a shower. Accordingly, the television viewer must be aware and critical to the advertisement in order to endure them.

(Reid, 1994)

#### 2.5 Learning Activities in Writing

Learning activities in writing in the classroom generally are grouped into three: pre-writing, while writing, and post-writing (Leh, 1990; Seow, 2002; Raimes, 2002; Bartels, 2003; and Williams, 2003).

First, *pre-writing* is intended to encourage learners to write. This is a stimulus to explore ideas to be written. In doing so, pre-writing can be done through: 1) group brainstorming: a group of learners explore ideas about a topic to be developed into a complete thought. In this instance, spontaneity is required in which correct or incorrect answers are taken into account. In other words, the learners are free of writing their ideas; 2) clustering: learners arrange words given

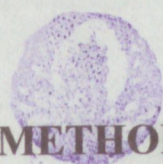
by a teacher. Clustering is simple in the form of circles consisting of words by the learners assisted by a teacher; 3) rapid free writing: at a particular time (e.g. 1 or 2 minutes), learners freely and quickly write their ideas about the topic to be developed; 4) WH—questions: Learners pose some questions using *WH* about the topic to be discussed. The more questions asked, the more ideas written; and 5) drafting: learners make an outline about the topic to be developed. This outline is composed of core ideas to develop a certain topic.

Second, while writing is a step for learners to write completely either in a paragraph or in an essay form. In this stage, feedback is badly needed to correct and evaluate the learners' work. In addition, a teacher should be able to exploit learners' ability in writing and respond to learners' activity positively.

Third, post-writing is a follow-up activity. This can be embodied by presenting the learners' work in more complete details compared to the two-writing products.

Thus, as a whole, writing learning activities should provide learners interactive activities in such a way that this brings about fruitful learning outcomes.





### 3.1 Research Design

A descriptive study, specifically related to an analysis on English students' ability in writing a narrative, was used in this research.

Here were the procedures of the research:

1. Determining the research area by the purposive method,
2. Determining the research respondents by the population method,
3. Constructing the supporting research instrument (interview guides),
4. Having the interview with the lecturers,
5. Describing the results of the interviews,
6. Interpreting the whole data taken from the interview,
7. Collecting the students' narrative writing test work from the lecturers,
8. Scoring the students' work based on the aspects of writing,
9. Analyzing the main data quantitatively, and then classified qualitatively,
10. Interpreting the results of the data analysis qualitatively, and
11. Drawing a conclusion to answer the research problem.

### 3.2 Area and Respondent Determination Methods

In determining the research area, the purposive method was applied (Robson, 1995). In this case, this research was conducted at the State Polytechnic of Jember in which the English students in the third semester were the respondents who were in the third semester. The Polytechnic of Jember was chosen since it has an English Study Program which focuses upon professional education. It was challenging to conduct the research at this institution since the Polytechnic of Jember is the only polytechnic institution, which offers the English program. To take the respondents, the population method was used since the number of the third-semester English students was 21 students. So, the number of the respondents was 21 students. However, in this research, the number of the respondents was 18 students since 3 students were absent at the time the data were taken.

### 3.3 Data Collection Methods

The data to be collected were primary and supporting data. Primary data were taken from the document, and the supporting data were gained from the interview. All of the data were taken in two weeks. Here are the details:

#### 3.3.1 Primary Data

##### 3.3.1.a Documentation

In this research, the instrument applied was the document from the results of the students' narrative writing test given by the English lecturers at the State Polytechnic of Jember. The test given was the timed test, which lasted 50 minutes in which the length of paragraph ranged from 150—200 words. The form of the test used was a free writing test in which the genre chosen was a narrative. From the students' writing work, they wrote the paragraph in narrative with the topic as follows: *My Long Vacation*, *Getting Homesick*, *A Nice Day*, *My Challenging Experience*, *The First Time to Learn Javanese and Madurese*, *Being Afraid of Being Away from My Family*, *My Experience at Senior High School*, *My Lost Sandal*, *Riding a Bike*, *A Terrible Gift*, *My Lost Things*, *A Sweet Memory at Senior High School*, *My First Love*, *Getting Lost in Kalibanter*, and *My Great Vacation*. From the document gained, the students' writing work was analytically assessed based on the following criteria made by the lecturers:

Table 1. The Criteria of Scoring Students' Writing Works

Components	A Distribution of Score
A Topic Sentence	5
Supporting Sentences	30
A Concluding Sentence	5
Accuracy (Grammar & Vocabulary)	30
Transitions	10
<b>Total</b>	<b>80</b>

Because of the maximum total of score still in the below of 100, exactly 80, the total score obtained by each respondent was converted to the maximum score 100. The formula was as follows:

$$N = \frac{n}{80} \times 100$$

Notes:

N = converted score

n = score obtained by the respondents

### 3.3.2 Supporting Data

#### 3.3.2.a Interview

To support the main data, a group interview was conducted to get the information about the students' problems with writing, and an individual interview was geared to get information about the lectures' expectation in teaching writing.

### 3.4 Data Analysis Method

The required data in the form of the students' scores of writing were analyzed on the basis of contents (the use of a topic sentence, supporting sentences, and a concluding sentence as well as accuracy (vocabulary and grammar) and the use of transitions. Thus, a descriptive-qualitative analysis was used in this research. The statistical method was also used to calculate the percentage of each indicator above. The statistical formula used was as follows:

$$\Sigma = \frac{n}{N} \times 100\%$$

Notes:

$\Sigma$  = Percentage of each indicator of writing

n = Total score on each indicator of writing obtained by the students

N = Total score of each indicator of writing

(Ali, 1993)

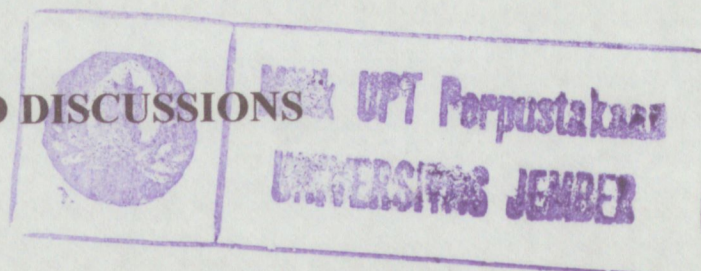
Then, the results of percentage of the respondents' score were interpreted by grades (Very good, Good, Fair, Poor, and Very Poor). The details are as follows:

Table 2. The Interpretation of Scoring

A Range of Score	Grade	Category
80 – 100	A	Very Good
70 – 79,9	B	Good
60 – 69,9	C	Fair
40 – 59,9	D	Poor
0 – 39,9	E	Very Poor

(FKIP-UJ, 2004)

## IV. FINDINGS AND DISCUSSIONS



### 4.1 Findings

#### 4.1.1 The Findings of the Respondents' Narrative Writing

In this test, the students were required to write a narrative based upon their experience in the form of a paragraph. The topics written by the respondents included *My Long Vacation*, *Getting Homesick*, *A Nice Day*, *My Challenging Experience*, *The First Time to Learn Javanese and Madurese*, *Being Afraid of Being Away from My Family*, *My Experience at Senior High School*, *My Lost Sandal*, *Riding a Bike*, *A Terrible Gift*, *My Lost Things*, *A Sweet Memory at Senior High School*, *My First Love*, *Getting Lost in Kalibaru forest*, and *My Great Vacation*. Furthermore, the students' writing components had to be comprised of a topic sentence, supporting sentences, a concluding sentence, transitional signals, and good accuracy (grammar and vocabulary).

The results of the data analysis showed as follows: First, of the 18 respondents, 10 respondents wrote correct topic sentences, and the rest had no topic sentences in their paragraphs. Second, of the number of the respondents, 5 respondents supplied more detailed information in supporting sentences closely related in which no irrelevant supporting sentences existed. 8 respondents provided enough information in supporting sentences in which the information supplied was relevant to the topics discussed, 3 students wrote irrelevant supporting details in their paragraphs. The rest of the respondents, 2 students supplied insufficient information in their supporting sentences. Related to the concluding sentence, only 3 respondents supplied concluding sentences, and most of them, 15 students failed to provide the concluding sentence. In terms of accuracy (grammar and vocabulary), of the 18 respondents, 3 respondents applied good accuracy in grammar and vocabulary even though they made a few mistakes. The mistakes included parallelism, word choice, and subject-verb agreement. 5 respondents applied fair accuracy in grammar and vocabulary, 10 respondents applied poor accuracy in grammar and vocabulary, particularly in the uses of tenses, word choice, and incomplete sentences. Besides, the respondents used



present tense in their narrative paragraphs instead of using past tense. In terms of the uses of transitional signals, of the 18 respondents, 3 respondents used transitional signals more frequently to connect one sentence to another, and the rest, 15 students applied such signals moderately.

In detail, the respondents' scores in writing a narrative paragraph based on the writing aspects are presented in Table 3.

Table 3. The Respondents' Scores of Writing

No	Names	ID	Score					Total Score	Converted Score
			1	2	3	4	5		
1	Anita Firlyando	D3203036	5	20	0	15	5	45	56,25
2	Chrisna W. D. Ariyanti	D3203059	5	15	0	5	5	30	37,5
3	<i>Deny Oscar Widiyanto</i>	<i>D3203068</i>	0	0	0	0	0	0	0
4	Ervin Winarti	D3203102	0	15	0	5	5	25	31,25
5	Fitriani Juniati	D3203116	5	20	0	10	0	35	43,75
6	Ika Puspita Sari Putri	D3203128	5	15	5	15	5	45	56,25
7	Ika Wahyu Riyanti	D3203129	5	25	0	20	7	57	71,25
8	Israni Rahmatanty	D3203138	0	10	0	10	5	25	31,25
9	M. Luthfi Hariyanto	D3203161	0	10	0	5	5	20	25
10	Moh. Dassir	D3203171	5	15	0	20	6	46	57,5
11	Nungki A. S.	D3203194	0	10	0	5	4	19	23,75
12	Pungki Humardani	D3203199	5	15	5	5	5	35	43,75
13	Rizana F. Asyigah	D3203210	0	25	0	20	8	53	66,25
14	Siti Faikhotul M.	D3203221	5	15	0	15	5	40	50
15	<i>Yohanes Kiki V.</i>	<i>D3203226</i>	0	0	0	0	0	0	0
16	Titin Kurniasih	D3203240	5	15	5	15	5	45	56,25
17	Tut Wahyuningtyas	D3203248	0	10	0	10	5	25	31,25
18	<i>Yudana Teguh A.S.</i>	<i>D3203267</i>	0	0	0	0	0	0	0
19	Yudo Prasetyo	D3203269	0	10	0	5	5	20	25
20	Zainal Arifin	D3203272	0	20	0	15	5	40	50
21	Fitri Handayani	D3203284	5	15	0	10	5	35	43,75
Total			50	280	15	205	90	640	800

**Notes:**

1 : a topic sentence

2: supporting sentences

3: a concluding sentence

4 : accuracy (grammar & vocabulary)

5: transitional signals

NA (not available) = absent

Based on Table 3, the total score of each indicator obtained by the respondents is as follows:

1. The writing of a topic sentence was 50,

2. The writing of supporting sentences was 280,
3. The writing of a concluding sentence was 15,
4. The writing of an accuracy (vocabulary & grammar) was 205,
5. The writing of transitional signals was 90.

While the expected maximum score of each indicator is as follows:

1. The writing of a topic sentence was 90,
2. The writing of supporting sentences was 540,
3. The writing of a concluding sentence was 90,
4. The writing of an accuracy (vocabulary & grammar) was 540, and
5. The writing of transitional signals was 180.

Therefore the percentage of the respondents' score of each indicator can be calculated as follows:

1. The Writing of A Topic Sentence

$$\Sigma = \frac{50}{90} \times 100\% = 55,56\%$$

2. The Writing of Supporting Sentences

$$\Sigma = \frac{280}{540} \times 100\% = 51,85\%$$

3. The Writing of A Concluding Sentence

$$\Sigma = \frac{15}{90} \times 100\% = 16,67\%$$

4. The Writing of An Accuracy (Vocabulary & Grammar)

$$\Sigma = \frac{205}{540} \times 100\% = 37,96\%$$

5. The Writing of Transitional Signals

$$\Sigma = \frac{90}{180} \times 100\% = 50\%$$

From the score of each indicators of writing, it could be found the average percentage score of the students' paragraph written in narrative as follows:

$$\Sigma = \frac{800}{1800} \times 100\% = 44,44\%$$

The results of the calculation of the scores above could be summarized and categorized in the following Table 4.

Table. 4 The Percentage and the Category of the Respondents' Score of Each Indicator

No.	Indicators	Percentage	Category
1.	The Writing of A Topic Sentence	55,56 %	Poor
2.	The Writing of Supporting Sentences	51,85 %	Poor
3.	The Writing of A Concluding Sentence	16,67 %	Very Poor
4.	The Writing of An Accuracy (Vocabulary & Grammar)	37,96 %	Very Poor
5.	Transitional Signals	50 %	Poor
6.	The Writing of A Narrative Paragraph	44,44 %	Poor

Based on the result of the data analysis of each indicator of writing above, it was found that, first, on the average, the percentage of the respondents' score in writing a topic sentence was 55,56% that was categorized as poor. Second, on the average, the percentage of the respondents' score in writing supporting sentences was 51,85% or in the poor category. Third, on the average, the percentage of the respondents' score in writing concluding sentence was 16,67% that was in very poor category. Fourth, on the average, the percentage of the respondents' score in applying grammar and vocabulary was 37,96% and this was categorized as very poor. Fifth, on the average, the percentage of the respondents' score in using transitional signals was 50% that was categorized as poor.

From the results above, it could be concluded that on the average, the percentage of the students' score in writing a narrative paragraph was in the poor category (44,44%).

#### 4.1.2 The Findings of the Interview

In this research, the interview was used to get the supporting data. It was addressed to the two lecturers who teach Writing at the State Polytechnic of Jember.

Regarding with the interview with the two lecturers, who teach writing, the results were as follows. Based upon the lecturers' report, the main goal of teaching Writing was to provide the students with writing techniques in which this could be a medium of facilitating the students to write assignments, final project reports, and an apprenticeship report in that all of the assignments and the reports were written in English. In terms of the writing materials used by the lecturers, the materials used for this course was so called *BKPM (Buku Kerjs Praktik Mahasiswa)*. Such materials were designed by the lecturers in which the additional materials were given as long as they were required. Since based upon the institutional system this BKPM was provided to the students in the hope that they could not copy the materials.

Focusing upon the teaching methods used by the lecturers, before arriving at such methods, in general, the teaching mode at the Polytechnic of Jember was team teaching. It means that each course was taught by two lecturers in this case one lecturer was responsible for lecturing, and another one was responsible for handling a 'practicum'. The teaching methods used were lecturing, an individual presentation, and peer/lecturer's feedback. In the classroom, the teaching media applied were computer, LCD, Text Viewer, and OHP in which these media were used in turn. In terms of the evaluation for a Writing course, to measure the students' ability, the lecturers used weekly, mid-term, and final-term tests. The weekly tests were given when a practicum was conducted in which the practicum lasted two hours (120 minutes), and mid-final term tests were carried out based upon the institutional policy. Customarily, the students were evaluated based on the results of practicum and mid-final tests in which 60% was allocated for the practicum, and 20% was allocated for mid-final tests consecutively.

#### **4.2 Discussion**

In the light of the findings on the respondents' ability in writing a narrative, the emphasis of the findings are placed on five core components, such as a topic sentence, supporting sentences, a concluding sentence, accuracy (grammar and vocabulary), and transitions signals. In this case, the questions arise: Did the respondents provide a good topic sentence, sufficient supporting

details, and an impressive concluding sentences?; Did the respondents use enough transitional signals?; and Did the respondents apply good grammar and vocabulary? Those become the criteria of evaluating the respondents' ability in writing a narrative paragraph.

When writing, the respondents had an opportunity to choose the topic based on their own experience. This enables the students to write what they had in mind fluently. Besides, the prior or background knowledge was a great contributor to the success of writing ideas completely into a written form (e.g. a paragraph). The genre chosen in this paragraph was a narrative. This genre was chosen since the outline of the Writing course included a narrative in addition to other genres. This genre focused upon timeline in which past activities were explained. Since the paragraph was written in English, the appropriate use of tense was of great importance. In general, the tense used in writing such a genre was past tense.

The results of data analysis showed as follows: 10 respondents wrote correct topic sentences and 8 respondents provided no topic sentences in their writing.

Dealing with the writing of a concluding sentence, most of the respondents, 15 respondents, failed to supply concluding sentences. Providing a concluding sentence is tremendously important to remind readers of what has been told in this paragraph. There were only 3 respondents who wrote concluding sentences in their narrative writing.

In terms of the writing of supporting sentences, only 5 respondents supplied more detailed information in supporting sentences closely related in which no irrelevant supporting sentences exist. There were 8 respondents who provided enough information in their supporting sentences although a very few irrelevant supporting details were provided. The rest of the respondents, 5 respondents, supplied insufficient information in their supporting sentences. Providing the sufficient supporting sentences make a paragraph informative in such a way that readers can get some points in it.

In terms of accuracy including grammar and vocabulary, in general, most respondents, 15 respondents, made structural mistakes, such as parallelism, word choice, agreement, uses of tenses, and incomplete sentences. Of the mistakes

made by the respondents, 5 respondents used incorrect tense; they applied present tense to write a narrative telling their own experience, and 6 respondents supplied inappropriate words because they failed to find out equivalent words from Indonesian to English. The prompt uses of grammar and vocabulary are geared to help readers keep abreast of the author's main points. In brief, even though some mistakes were made, the respondents still provided intelligible points.

Further, in terms of the uses of transitional signals, broadly speaking, 16 respondents applied correct transitional signals to connect one sentence to another, and the rest, 2 respondents, did not apply such signals correctly. The use of transitional is necessary to make the paragraph coherent.

In general, the results showed that on the average, the English students' ability in writing a narrative paragraph was in the poor category (44,44%). In particular, their ability in writing a topic sentence, supporting sentences, a concluding sentence, the accuracy (grammar and vocabulary), and transitional signals were in poor category. It is suggest that the respondents need to improve their writing skill by practicing writing a lot.

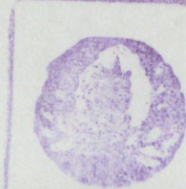
Based on the findings of the interview with the lecturers, the main goal of teaching Writing is to provide the students with writing techniques in which this can be a medium of facilitating the students to write assignments, final project reports, and an apprenticeship report in that all of the assignments and the reports are written in English. This goal meets the students' needs for taking the Writing course. To implement such goals, three crucial elements in teaching writing include teaching materials, methods, and evaluation. First, the lecturer-made materials called *BKPM (Buku Panduan Kerja Mahasiswa)* facilitate the students to improve their writing ability autonomously. This effort encourages the students to be active in teaching-learning activities both in lecturing and practicum activities. Second, the teaching methods used by the lecturers like lecturing, an individual presentation, and peer/lecturer's feedback are conducive to foster the students' ability in writing, and even the methods are combined with supporting teaching media, including computer, LCD, Text Viewer, and OHP; in such a way, the activities will be interactive and interesting. Last, the students' performance evaluation, which is conducted through weekly, mid-term, and final-term test

activities enable the lecturers to know the weaknesses and strengths of students through positive feedback since it is crucial for enhancing the students' writing ability. Such activities are much carried out at practicum meetings. In brief, the lecturers have a positive attitude towards improving the students' writing ability and teaching atmospheres.









## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

Based on the results of data analysis and discussion, it could be concluded that on the average, the English students' ability in writing a narrative in the form of a paragraph was in poor category (44,44%).

Based on the results finding of each indicator of writing, the results were as follows:

- a. On the average, the English students' ability in writing a topic sentence was in the poor category ( $\Sigma = 55,56\%$ ).
- b. On the average, the English students' ability in writing supporting sentences was in the poor category ( $\Sigma = 51,85\%$ ).
- c. On the average, the English students' ability in writing concluding sentence was in the very poor category ( $\Sigma = 16,67\%$ ).
- d. On the average, the English students' ability in applying grammar and vocabulary was in the very poor category ( $\Sigma = 37,96\%$ ).
- e. On the average, the English students' ability in using transitional signals was in the poor category ( $\Sigma = 50\%$ ).

### 5.2 Suggestions

#### 5.2.1 For English Lecturers

Based on the research findings, it is suggested that the lecturers need to develop the students' ability in writing a narrative in the form of a paragraph well by giving a lot of exercises of writing a narrative. In addition, they should give feedback both on forms and on contents to the students so that they can improve their writing skill.

#### 5.2.2 For English Students

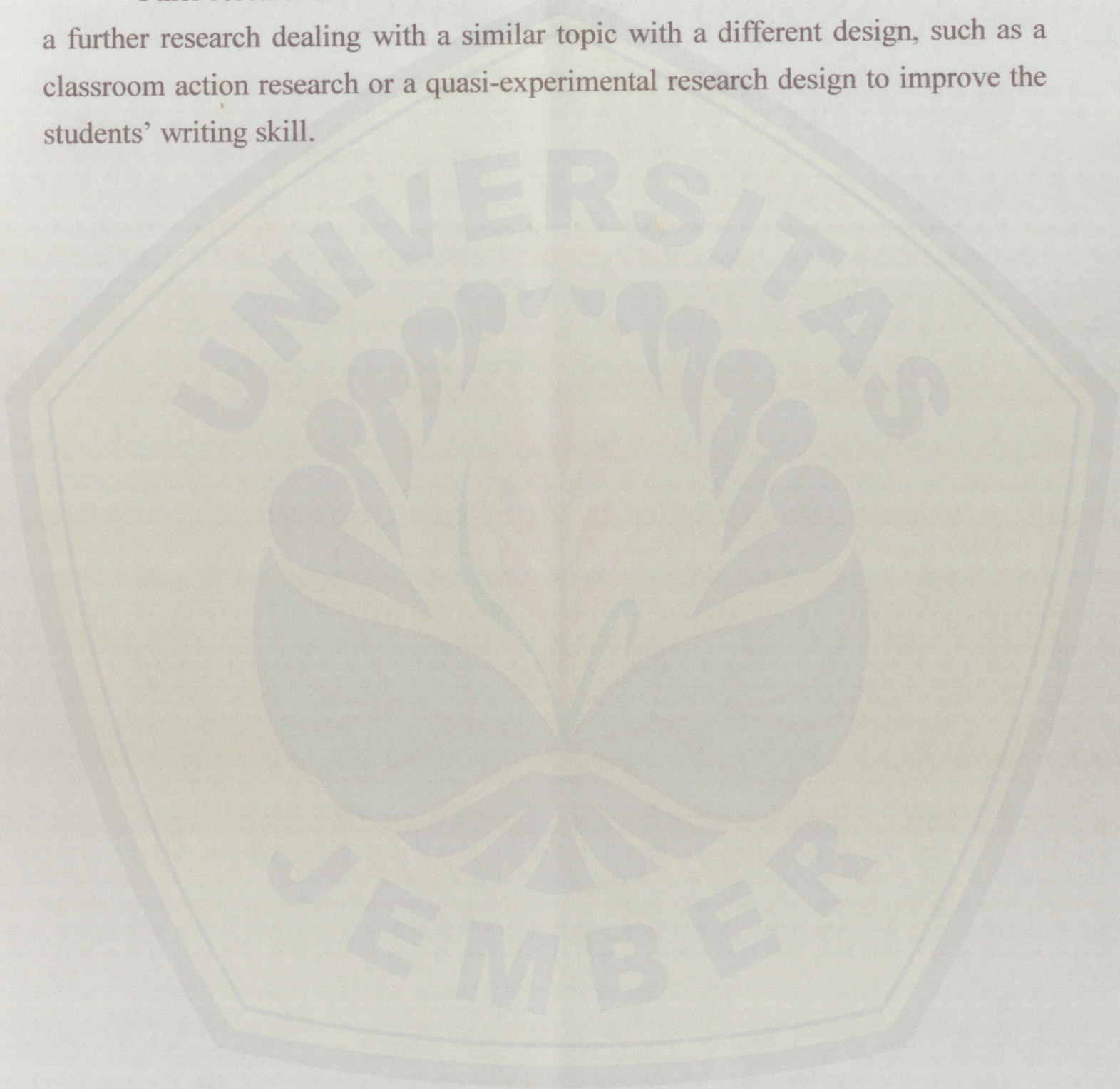
Based on the findings, it is suggested that the students need to enhance their ability in writing a narrative by practicing writing a paragraph or an essay especially in narrative genre a lot.

### **5.2.3 For State Polytechnic of Jember**

This institution should continuously improve the syllabus of writing course based upon the current needs both learners and stakeholders.

### **5.2.4 For Other Researchers**

Other researchers can use this research result as a consideration to conduct a further research dealing with a similar topic with a different design, such as a classroom action research or a quasi-experimental research design to improve the students' writing skill.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study on the Third Semester English Students' Ability in Writing a Narrative at the State Polytechnic of Jember in the 2004/2005 Academic Year	To what extent is the ability of the third semester English students of the State Polytechnic of Jember in the 2004/2005 Academic Year in writing narrative paragraph?	The Students Ability in Writing a Narrative Paragraph.	Indicated by the students' scores in writing a narrative paragraph that evaluated from the aspects of writing as follows: 1. Content a. topic sentence b. supporting sentences c. concluding sentence  2. Accuracy a. vocabulary b. grammar  3. Transitional Signals	1. Respondents: The Third Semester Students of English Department of the State Polytechnic Jember in the 2004/2005 Academic Year  2. Informant: The English Lectures  3. Documents: • The names of respondents. • The results of the students' narrative writing.	1. Research Design: Descriptive Quantitative 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Population Research 4. Data Collection Method: a. Primary Data: - Documentation b. Supporting Data: - Interview 5. Data Analysis Method: Percentage formula $E = \frac{n}{N} \times 100\%$ $\Sigma$ = The percentage of each indicator of writing n = Total score on each indicator of writing obtained by the students N = Total score of each indicator of writing (Ali, 1993:184)

## Documentation

### Writing Test

#### A Timed Test (50')

Write a narrative in a length of 150 – 200 words based on one of the suggested topics:

- Tell about a childhood experience that is unforgettable because it might be so exciting, scary, funny, humiliating, etc, such as: A Nice Day, Challenging Experience, Riding a Bike, Losing Thing, Great Vacation.
- Tell a story about the first time you did/experienced an activity/action/event, such as: Long Vacation, Getting Homesick, The First Time to Learn Javanese and Madurese, Being Afraid of Being Away from Family, Experience at Senior High School, First Love, Getting Lost.
- Tell a story about your best achievement; awards received, or victory; or
- Tell about everything listen provoking.

**SUPPORTING DATA INSTRUMENT****A Guideline for the Lecturers' Interviews**

No.	Questions	Data Resource
1.	What are the goals of Writing course?	The Lecturers
2.	What kind writing materials do you use in Writing course?	
3.	What kind teaching methods do you use in Writing course?	
4.	What media do you use in Writing course?	
5.	How do you evaluate the students' writing?	

(Adapted from: Hyland in press, 2003)

No.

## My Challenging Experience

I have an interesting experience when I was in senior-high school. It is very challenging because I had to walk for about 45 kilometers. Moreover I went along with my friends. There were 50 person. Additionally we took our start from our school and left it at 12.00 am by bus. At one o'clock, we were stopped in a place, which was our first post. Then we prayed and prepared for next activities. At 1.30 pm, we started our journey on foot. We enjoyed it and we were happy. Although each carried a backpack, which was heavy. Since all of us had to bring many goods in it, such as some foods, some bottles of drink and so on. Even we had to pass many steep grades. However it did not make us feel uncomfortable. As we could waste that feeling with enjoyed the situation around us. We could see beautiful slopes, green valleys, blue sky and other beautiful sceneries. Moreover during our journey, we took a rest twice. Since we had to pray, ate and took a bath. Then at 11.00 pm we arrived in our last post. We stayed in a big building, which had been given permit by people staying together, just sat and most of us slept because of tiredness. Next day, in the morning we enjoyed that village, the cool air, scenery and the friendly people; and also the special food there. Then, at 10.00 am, we continued our journey to west back. Additionally it was not different with our last journey. Finally we arrived at school again at 3.00 pm.

Score :

- topic sentence : 5
- Supporting sentences : 25
- Concluding sentence : 0
- accuracy : 20
- transitional signals : 7

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 57.

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 2.



Narative No.

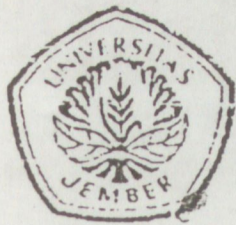
### GET LOST in KAUBANTER JUNGLE

This experience was happen when I in second semester. I am with class mates friend, there are Febri, Fitri and Uzie. We have some assignment to survey the area in gambir mountain from Agricultural culture. At 09.00 o'clock morning we fourth go to the gambir mountain, I ride motorcycle with Fitri and I am with Uzie with my uncle motorcycle because at that time I don't have a motorcycle, I feel hungry because I have not breakfast so I ask to them to take a rest for while for breakfast at cafe. After that we continue the journey but suddenly we remember that we don't know where is the way to Gambir Mountain and then we asked someone to show where is Gambir Mountain, way from the people we have clue to go there. During the traveling the road which is go there is very bad because it contains of big stone. I am very worried with my uncle motorcycle because the chain almost broke up and let that happen us we can't go home. After we arrive in Gambir Mountain we meet the security have permission to survey and of course we must meet the director from Gambir after that we take the picture the Gambir mountain and it's beautiful scenery and we feel the fresh air and I'm very excited I feel in tea mountain. After that we go home and during the road we get lost in Kali banter jungle and the jungle known the place bad guys that time it's get dark and rain we have not find the village we are very scared. After few hours we got out from the jungle finally we can go home with save.

#### Score :

- topic st. : 0
- supporting st. : 10
- concl. st. : 0
- accuracy : 5
- trans. signal : 5

20



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UNIVERSITAS JEMBER

Fakultas Keguruan dan Ilmu Pendidikan

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Nomor : 0365/J25.1.5/PP/9/2005

20 Januari 2005

Lampiran: Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Direktur Politeknik Jember

di.-  
Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Oscar Donyadus Ba'i

Nim : 970210401176

Jurusan/Program : Bahasa dan Seni/Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan judul:

A Descriptive Study On Students' Ability In Writing A Narrative

Sehubungan dengan hal tersebut kami mohon perkenaan saudara agar memberi izin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenaan dan kerjasamanya kami mengucapkan terima kasih.

Dekan  
pembantu Dekan I,  
Drs. H. Misno AL., M.Pd  
NIP. 130 937 191

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 Judul Skripsi : A Descriptive Study On English Students' Ability in Writing A Narrative  
 Pembimbing I : Dra. Wiwiek Eko Bindarti, MPd  
 Pembimbing II :

KEGIATAN KONSULTASI

No.	Hari/tanggal	Materi Konsultasi	T T Pembimbing
1	3-01-05	Judul + Matrix	
2	4-01-05	revisi matrix	
3	5-01-05	Bab I	
4	7-01-05	Revisi Bab I	
5	10-01-05	Bab II + III	
6	12-01-05	Revisi Bab II + III	
7	14-01-05	Instrument Penelitian	
8	20-01-05	Revisi Proposal Skripsi	
9	24-01-05	Bab IV	
10	25-01-05	Bab V	
11	27-01-05	Revisi Laporan Skripsi	
12			
13			
14			
15			

Catatan:

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2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi.

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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

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 NIM/Angkatan : 970210401176  
 Jurusan/Program Studi : Language and Arts/English Education  
 Judul Skripsi : A Descriptive Study On English Students' Ability in Writing A Narrative  
 Pembimbing I :  
 Pembimbing II : Dra. Wiwiek Istianah, MKes., MEd App Ling.

KEGIATAN KONSULTASI

No.	Hari/tanggal	Materi Konsultasi	T T Pembimbing
1	3-01-05	Judul	<i>[Signature]</i>
2	4-01-05	matrix penelitian	<i>[Signature]</i>
3	6-01-05	Bab I	<i>[Signature]</i>
4	8-01-05	Revisi Bab I	<i>[Signature]</i>
5	11-01-05	Bab II + Bab III	<i>[Signature]</i>
6	13-01-05	Revisi Bab II + Bab III	<i>[Signature]</i>
7	15-01-05	Instuments	<i>[Signature]</i>
8	20-01-05	Revisi Proposal Skripsi	<i>[Signature]</i>
9	22-01-05	Bab IV + V	<i>[Signature]</i>
10	24-01-05	Revisi Bab IV	<i>[Signature]</i>
11	27-01-05	Revisi Bab IV	<i>[Signature]</i>
12	29-01-05	Revisi Appendixes	<i>[Signature]</i>
13			
14			
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