A STUDY OF THE TENTH GRADE STUDENTS' NARRATIVE WRITING ACHIEVEMENT AT SMAN 2 JEMBER

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JEMBER UNIVERSITY
2015

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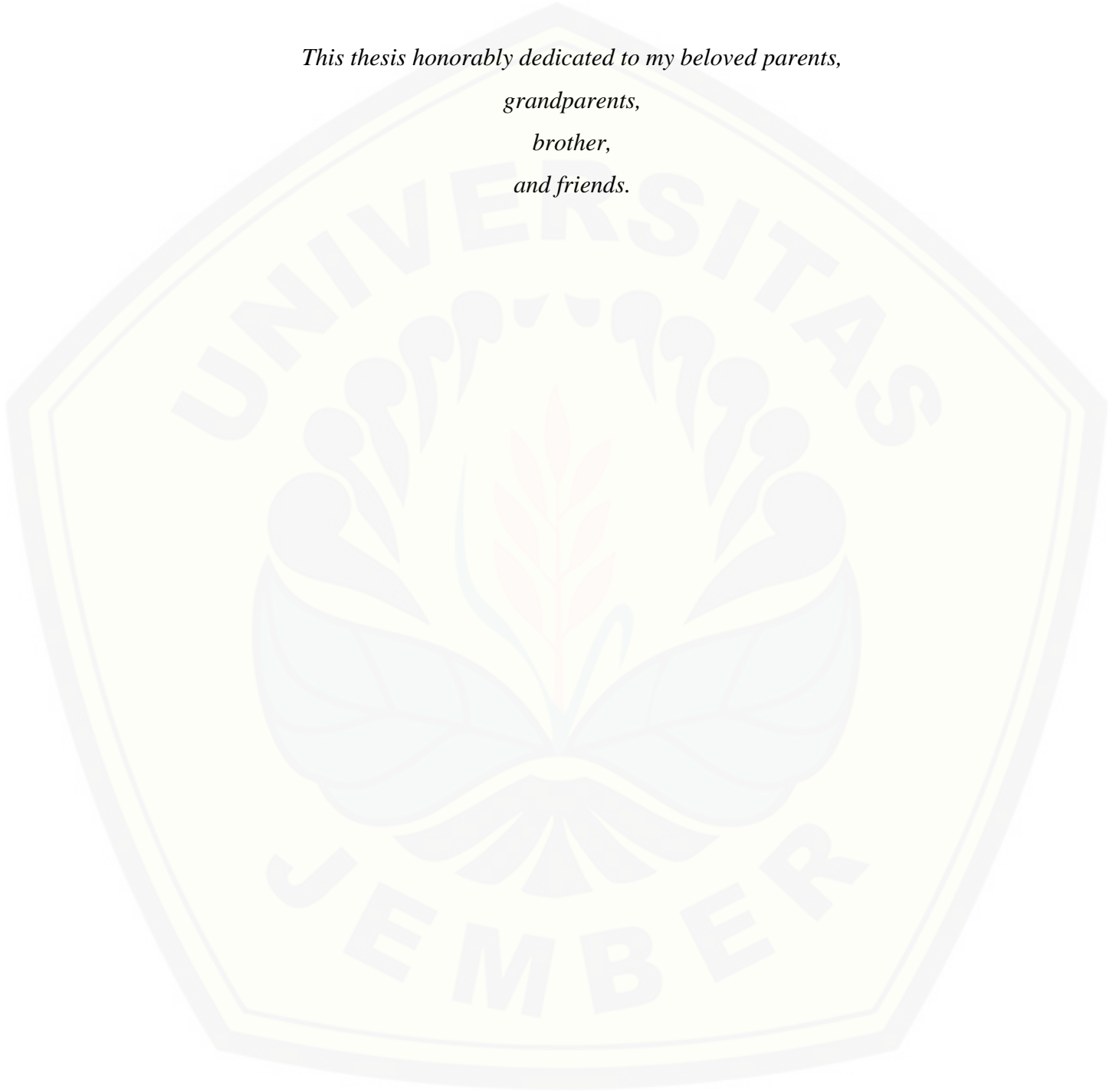
THESIS

Composed to fulfill one of the requirements to obtain the S1 degree
at the English Education Study Program, Language and Art Department,
Faculty of Teacher Training and Education,
The University of Jember

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THE UNIVERSITY OF JEMBER
2015

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DEDICATION

This thesis honorably dedicated to my beloved parents,

grandparents,

brother,

and friends.

MOTTO

"Writing is easy. All you have to do is cross out the wrong words."

(Mark Twain)

(Sources: www.twainquotes.com)

STATEMENT OF THESIS AUTHENTICITY

I certify that the content of this thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study. All of materials from secondary sources used in this thesis have been acknowledged and referenced. The content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title.

I also certify that this thesis has not been submitted previously, in whole or in part, to any other university for any academic award or higher degree. Ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed. I understand that if at any time it is shown that I have significantly misrepresented material presented here, any academic award to me on the basis of that material may be revoked.

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Jember, 2015
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CONSULTANTS' APPROVAL

A STUDY OF THE TENTH GRADE STUDENTS' NARRATIVE WRITING ACHIEVEMENT AT SMAN 2 JEMBER

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree
at the English Education Program of the Language and Arts Department
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8. The Principal, the English teachers, and all of the tenth grade students of SMAN 2 Jember who helped and participated willingly to involve in this research.

I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive critiques and suggestions from readers to make this thesis better. Finally, I hope that this thesis will be useful for them.
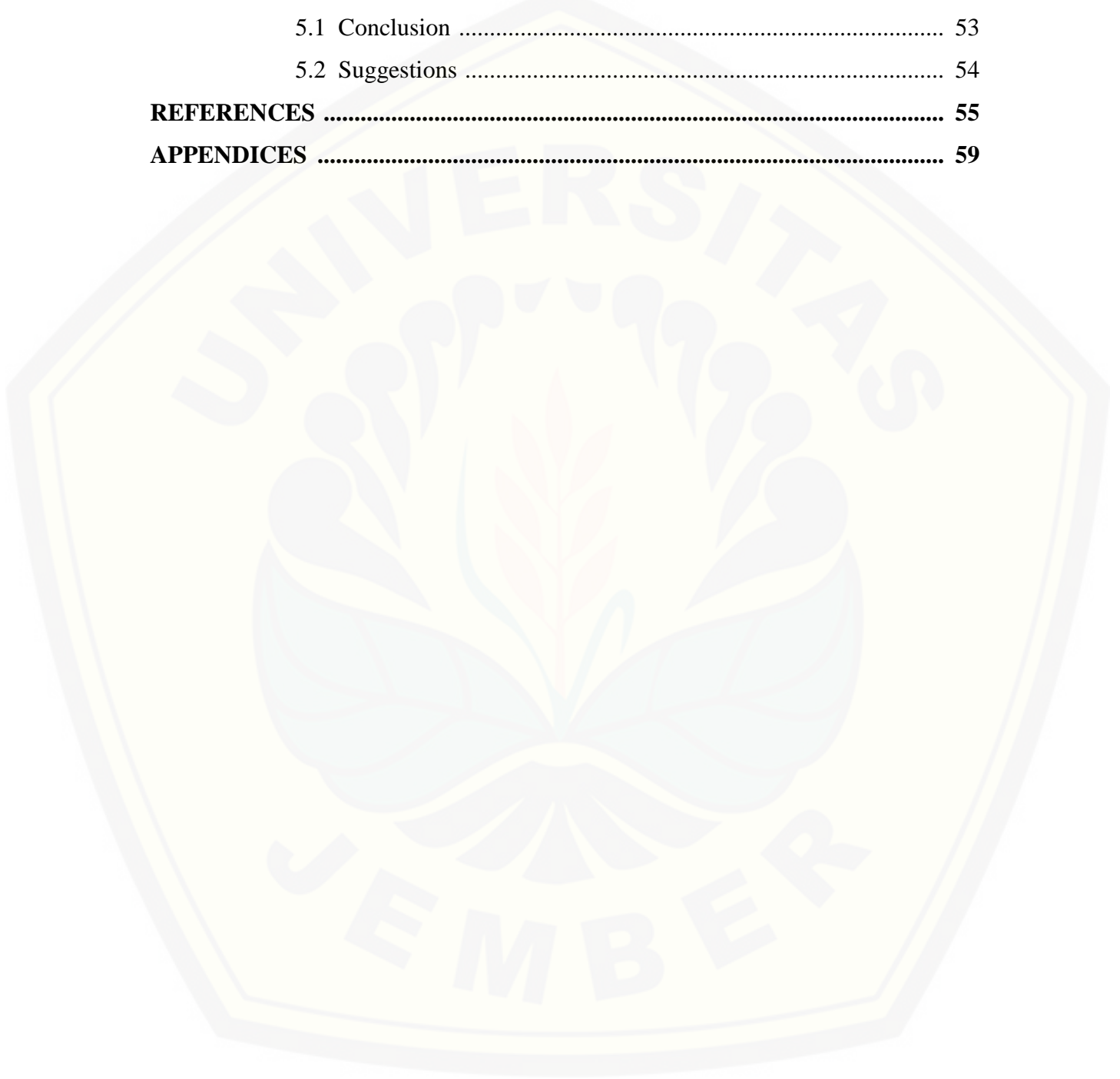
Jember, 2015

Writer

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SUMMARY

A Study of the Tenth Grade Students' Narrative Writing Achievement at SMAN 2 Jember. Zenela Lazuardin, 100210401106; 2015; 54 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Writing is an activity that we do everyday and everytime. Writing is a need that can not be separated from our life. We write letters or a journal, take a note, list or shopping list, create a story in our blog, or even compose an article. Writing is not only about how we can produce words, phrases, and sentences. It also needs an artistic side in arranging and developing the content; hence readers understand what we want to inform to them. In Indonesia, writing in English is taught along with the other skills, namely listening, reading and speaking. Based on the preliminary study that was conducted on August 15th, 2014 at SMAN 2 Jember, it was known that the teacher had never held any specific writing test to measure the students' writing achievement, especially narrative writing.

This research dealt with the students' narrative writing achievement at SMAN 2 Jember. The objective of this research was to describe the tenth grade students' narrative writing achievement at SMAN 2 Jember. The researcher conducted a descriptive research in which the data were obtained from the students' narrative writing scores. The students' narrative writing scores consisted of separate scores of the five aspects of writing, i.e.: grammar, vocabulary, mechanics, content, and organization.

Proportional random sampling was used in this research and the total number of the research respondents was 39 students of the tenth grade students of SMAN 2 Jember in the 2014/2015 academic year. The respondents were taken from each class consisting of 33 up to 36 students by choosing 10% - 15% of the population of each class by using lottery. The respondents chosen represented the research population, consisting of 352 students of the tenth grade of SMAN 2 Jember. The data resources

were also taken from the English teacher of the tenth grade students and the documentation that consisted of the list of the tenth grade students' names in 2014/2015 academic year. The supporting data were collected through interview and documentation. Meanwhile, the primary data were collected by giving writing test.

Based on the data analysis, it was found that there were 2 students (5,12%) who were categorized as excellent, 15 students (38,46%) who were categorized very good, 11 students (28,21%) who were categorized good, 11 students (28,21%) who were categorized as average, and no student (0%) who were categorized fair, poor, or very poor. It could be concluded that the tenth grade students' narrative writing achievement at SMAN 2 Jember was good since the students achieved the scores above the average category.

Furthermore, the researcher also investigated the students' narrative writing achievement on five aspects of writing. It was found that the greatest acheivement was in the category of content and the least achievement was in the aspect of mechanics. It means that the students did not have any problems in developing their ideas about the story since most of the students' achievement were categorized as excellent in the aspect of content. On the other hand, it was found that the students got had some difficulties in the aspect of mechanics. It is supported by the data which said plenty of the students achieved scores below the good category, i.e. there were 5 students who were categorized as average, 3 students who were categorized as fair, 6 students who were categorized as poor, and 8 students who were categorized as very poor. It means that the aspect mechanics needs more attention than the other aspects since most of the students had problems in this aspect.

CHAPTER 1. INTRODUCTION

This research discusses about the tenth grade students' narrative writing achievement at SMAN 2 Jember in academic year 2014/2015. This chapter presents some aspects that underlie the topic of the research: Background of the Research, Problems of the Research, Objectives of the Research, and Significance of the Research.

1.1 Background of the Research

Writing is an activity that we do everyday and everytime. Writing is a need that can not be separated from our life. We write letters or a journal, take a note, list or shopping list, create a story in our blog, or even compose an article. Writing is not only about how we can produce words, phrases, and sentences. It also needs an artistic side in arranging and developing the content; hence readers understand what we want to inform to them. Therefore, writing can be concluded as a complex activity in which it starts with the decisions of how much information, the type of information, the progress to organize the information, and finally the decisions about how the whole thing will be linguistically expressed (Koutsoubou, 2005: 165).

Writing needs not only the mastery of grammatical structure and rhetorical devices, but also the understanding of conceptual and judgement elements. As a writer, we need to provide supporting details and specific evidence to make the reader understand about the content of our writing. It is supported by (Langan, 2010) who states that we need to support our ideas with specific reasons and details. Writing has five important aspects that must be included in conducting a good writing, i.e.: language use, mechanical skills, treatment of content, stylistic skills, and judgement skills (Heaton, 1990: 135). Beside that, the writing process has four stages in order to

make a good piece of writing, i.e.: 1) planning; 2) drafting; 3) editing (reflecting and revising); 4) final version.

In Indonesia, writing English is taugh alongside with other skills, namely listening, speaking, and reading as a foreign language in compulsory subject. English is taught in junior high school, senior high school, and university level. Moreover, the goverment uses *Kurikulum 2013* for junior high school and senior high school level. However, this research focused only on senior high school level since the researcher wanted to investigate the tenth grade students' narrative writing. Before conducting this research, a preliminary study had been held in order to get additional information about the tenth grade students at SMAN 2 Jember.

Based on the preliminary study that had been conducted at SMAN 2 Jember on August 15th, 2014 by interviewing the tenth grade English teacher, it was known that the school used *Kurikulum 2013* in the teaching and learning process. The teacher informed that based on the *Kurikulum 2013*, the teaching and learning process should be held in an integrated way. Therefore, the teacher tested the students' English achievement by integrating all of the language skill, namely listening, speaking, reading, and writing. It meant that the students had never been tested specifically about their writing achievement. As the result, the teacher did not know about the students' writing achievement specifically. Therefore, the researcher needed to conduct this research to get to know about the students' writing achievement.

Moreover, this research focused only on narrative text. Narrative text was chosen because it is one of the genres of functional texts that has been taught in the tenth grade level. As stated in the *Kurikulum 2013*, there are five types of functional text for the tenth grade students, i.e.: recount text, procedure text, narrative text, descriptive text, and news item text. Another reason why the researcher chose narrative text was because the students were familiar to this genre of text since they had this genre in almost all of their daily activity. Carino (1991: 96) states that people narrates a story since they were child. Considering those reasons, the researcher decided that narrative text was suitable for conducting this research.

Dealing with the students' narrative writing, there were two previous researcher who conducted the similar research, Khasanah (2011) and Rahayu (2104). The two previous researcher found that the students' narrative writing achievement was relatively poor or fair. The research conducted by Khasanah (2011) showed that the eight grade students' narrative writing achievement at MTs. Wahid Hasyim Kunir Jember was categorized poor with the students' mean score was 43,9. The other reseacrh conducted by Rahayu (2014) showed that the students' narrative writing achievement at SMAN 1 Glagah was categorized fair with the eleventh grade students' mean score was 72. The two previous research findings were conducted in junior high school and senior high school level. Therefore, the researcher was interested to conduct the similar research design but in the different level of school and grade. The researcher conducted the research in the level of the tenth grade of senior high school. Moreover, the researcher was interested in conducting the research in SMAN 2 Jember because this school was known as one of the favorite schools in Jember.

Considering the explanations above, the researcher was interested to conduct a descriptive research entitled "**A Study of the Tenth Grade Students' Narrative Writing Achievement at SMAN 2 Jember**".

1.2   Problems of the Research

Based on the background of the research explained above, the problem of the research was formulated as follows.

How is the tenth grade students' narrative writing achievement at SMAN 2 Jember in academic year 2014/2015?

1.3   Objectives of the Research

Based on the problem of the research, the researcher formulated the objectives of the research as follows.

To describe the tenth grade students' narrative writing achievement at SMAN 2 Jember in academic year 2014/2015.

1.4 Significance of the Research

The results of the research were expected to be beneficial for the following people:

a. *For the English Teacher*

Hopefully, this research would be useful for the teacher to consider whether he/she has been sucessful or not in teaching writing. Beside that, this research would also help for the English teacher to discover the students' difficulties in writing, esspecially narrative writing. Therefore, he/she could determine which method or approach or technique that suits him/her to solve the difficulties for the students.

b. *For the Students*

Hopefully, this research could help the students to measure their ability in writing skill, esspecially narrative writing. Therefore, they could be motivated to improve their writing skill by practicing more on text writing.

c. *For Future Researchers*

Hopefully, this research could be used as information and a reference for future reseachers to conduct future research dealing with the students' narrative writing achievement, such as a classroom action research or an experimental research to improve the students' narrative writing achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses about some related literature about the research. They are Narrative Writing Achievement, Narrative Text, Writing in English as a Foreign Language, Problems and Solutions in Writing, and the Teaching Process of Writing for the Tenth Grade Students at SMAN 2 Jember. Each point is explained respectively in the following sub-sections.

2.1 Narrative Writing Achievement

In this research, writing achievement was related to the students' writing scores, especially on narrative writing. Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. Meanwhile, Meyers (2005: 2) explains that writing is a way to produce language naturally done when speaking. Writing is a way to communicate with others in a verbal way and an action of discovering and organizing ideas, putting them on a paper and reshaping and revising them.

Moreover, dealing with the students' narrative writing previously mentioned, Wagner (2002: 71) states that "Narrative writing is telling a story in order to establish an idea or assert an opinion. It follows all the conventions of good storytelling such as characterization, plot, and theme." McWhorther (2010: 202) believes that narrative is a storytelling which has some events to be described in chronological order. Meanwhile, Knapp and Watkins (2005: 221) affirm that narrative is a storywriting that not only entertain the reading audience, but also has a powerful social role beyond that of being a medium for entertainment. It is also a powerful medium for changing social opinions and attitudes.

Their writing must be measured to know how far is their achievement in writing. To measure the students' writing achievement, it is necessary to give them an achievement test. Hughes (2003: 12-13) says that the purpose of giving achievement test is to know how successful individual students, groups of students, or the courses themselves in achieving objectives of a course or a study. Related to the writing measurement, scoring method is needed to measure the students' writing. There are two scoring methods: holistic and analytic scoring.

Holistic scoring method is the scoring method which involves the assignment of a single score to a piece of writing on the basis of an overall impression of it (Hughes, 2003: 94-95). It means that the writing will be scored in a single score based on the impression of the scorer about the whole piece of writing. Hughes also says that holistic scoring has the advantage of being very rapid. It means that every piece of work has the possibility to be scored more than once since it is necessary. However, the disadvantage of this scoring method is that, there are not separated aspects of writing. Therefore, it is difficult to identify in which aspects a piece of writing is good or poor.

Meanwhile, according to O'Malley and Pierce (1996: 144), "Analytical scales separate the feature of a composition into components that are scored separately. It means the writer will know his or her weaknesses and strengths in his or her writing since it is scored separately." According to Hughes (2003: 102), there are some advantages of analytic scoring. Firstly, it disposes the problem of uneven development of subskills in individuals. Secondly, scorers are compelled to consider aspects of performance which they might otherwise ignore. Thirdly, in fact that the scorer has to give a number of scores which tend to make the scoring more reliable. However, Hughes (2003: 103) says that the disadvantage of analytic scoring takes longer time than holistic scoring.

Based on the explanation above, analytic scoring method was considered to be an appropriate scoring method to measure the students' writing test in this research. The reason was because the researcher wanted to give score to the students separately

on each writing aspect before summing up all of the scores as the writing score. According to Heaton (1991: 135), a good piece of writing has five important aspects: language use which stands for grammar, stylistic skills which stands for vocabulary, treatment of content which stands for content, mechanical skills which stands for mechanics, and judgement skills which stands for organization.

2.1.1 Grammar

A grammar is a description of the rules that govern how sentences are formed (Thornbury, 1999: 1). According to Fairbairn and Winch (1996: 108), "Grammar is a set of rules to help the writer construct sentences that make sense and are in acceptable English." Sentences that make sense and are in acceptable English will make a piece of writing understandable and it will be easier for the reader to read that writing. Thus, applying grammatical structures in sentences correctly is needed to make a piece of writing to be understandable and acceptable. Therefore, a writer who wants to construct an understandable and acceptable writing should follow the rules of grammar.

In this research, the main concern of grammar was the use of simple past tense. The reason was because the researcher wanted to investigate the students' narrative writing in this research. Meanwhile, simple past tense is one the language features of narrative writing. The grammatical rules that must be fulfilled by the students were to use simple past tense in correct pattern and to use appropriate agreements, word order, articles, pronouns, and prepositions.

2.1.2 Vocabulary

Vocabulary is a list or set of words for a particular language or a list or set of words that individual speaker of language might use (Hatch and Brown, 2001: 1). Vocabulary plays an important role in writing. A good writer should have a great store of vocabulary hence his/her writing is readable and understandable. The writer needs to have the ability to use the vocabulary appropriately in his/her writing in

order to make it effective. Otherwise, the results of writing will be unreadable and disastrous.

There are two terms used to classify words based on their functional categories, major classes that are frequently used and closed classes which are infrequently used in our daily activity (Hatch and Brown, 2001: 217). Nouns, verbs, adjectives, and adverbs are considered as the major classes. These major classes are usually contents that have semantic qualities that can be described. In contrast, pronouns, prepositions, conjunctions, and determiners are considered as the closed classes. These closed classed are often called function words because their meanings have grammatical meanings that determine the relation between words in utterances.

2.1.3 Mechanics

Mechanics is one of the important aspects in writing. Heaton (1991: 135) states that "Mechanical skill refers to the ability to use correctly the conventions of written language". Therefore, the readers can understand a piece of writing more easily when mechanical skill is correctly applied. Furthermore, Kane (2000: 15) states that mechanics refers to the appearance of words, to how they are spelled, or arranged on paper. In this research, mechanics dealt with punctuation, spelling and capitalization, each of which was applied in students' writing.

Punctuation, in written language is considered as the standard marks. This mecahnical type is used to clarify meaning and to help the readers to understand the emphasises and the pauses in the text. There are many kinds of punctuation marks. They are period (.), comma (,), semicolon (;), colon (:), question marks (?), eclamation point (!), apostrophe ('), hypen (-), dash (—), quotation marks (""), parentheses (()), brackets ([]) and ellipsis (...).

Spelling is very important in producing a piece of writing because wrong spelling will affect the meaning of a certain word (Microsoft Encarta, 2009). Spelling absolutely can affect the readability of writing product. Spelling is important in writing because poor spelling can make meaning ambiguous. Therefore, wrong

spelling must be avoided by the writer in order the writing can make sense and meaningful.

Capitalization can be used in various ways. Langan (2008: 457) states that there are seven main uses of capital letters, first word in a sentence or direct quotation; names of persons; names of particular places and institutions; name days of the week, months, and holidays; names of commercial products; titles of books, magazines, etc.; and names of companies, associations, religious, and other organizations.

2.1.4 Contents

Contents are related to the use of subject, details, information and the development of the text. Encarta Dictionaries (2009) confirms that content is the various issues, topics, or questions dealing with in speech, discussion, or a piece of writing. The subject in writing should be understandable and if there are aspects that support the subject, this should show their relationships between them. In addition, the details should appropriately support the text, and the main points in writing should be discussed clearly. Besides, it is needed to use information in writing to support the text. The information used has to be clear.

2.1.5 Organization

The last aspect of writing is organization. Organization is related to unity and coherence. Langan (2008: 140) claims that a piece of writing will have unity if the writer advance a single point and stick to that point. It means the writer should relate the details of writing, the topic sentences and the supporting details, therefore unity and coherence are aspects of organization that are needed to produce a piece of writing.

Another aspect of organization is coherence. "All the supporting ideas and sentences in a paper must be organized so that they cohere, or 'stick together'" (Langan, 2008: 150). Meanwhile, Wong (1999: 369) claims that coherence means

that the ideas and the sentences flow together smoothly in a logical, organized manner. Therefore, the text is coherent if all the details are organized clearly and logically.

Beside of unity and coherence, the researcher also included generic structure of narrative text in the aspect of organization. The students were asked to write a narrative text based on the topic given by fulfilling the generic structure of narrative text, i.e.: orientation, complication, and resolution.

2.2 Narrative Text

A narrative is a story. A narrative text is a writing that tells about a story chronologically in sequence of events. The main purpose of narrative text is to tell a story and entertain the reader about the story. According to Brown and Hood (1989: 121), narrative text has generic structure: a) an orientation or introduction, in this part, the writer explains who are involved in the story (characters), where the story takes place, time, and plot; b) a complication or middle part, in this part, the writer shows the main events or the problem that happens in the story; c) a resolution or conclusion, in this part, the problem in the story is solved. Sometimes, this part also gives the reader moral value. Besides it has generic structure, narrative text also has grammatical features: 1) Using action verbs; 2) Using adjectives and adverbs; 3) Using temporal connectives; 4) Using past tense, unless quoting direct speech.

There are many types of narrative text that can be found everywhere. Richardson (1990: 20) confirms that narrative text has many text types, such as myths, fables, fairy tales, epics, history, novels, short story, etc. Dealing with the types of narrative text, the researcher chose legends as the topic of the narrative text. The consideration of choosing legends for this reseach was because as it is stated in the curriculum, legends is one of the topics that is being discussed in the tenth grade.

2.2.1 Legends

A legend is a story that has been told for generations to generations, esspecially one that is presented as history but is unlikely to be true (Encarta Dictionaries, 2009). Meanwhile, Cambridge Dictionary (2014) defines legend is a very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person. In other words, legend is a story in which it is purpoted to be historical in nature, but without substantional. Legend also refers to anything that inspires a body of stories, or anything of lasting importance or fame. The story is handed down from earlier times, but it will continue to evolve with time.

The reasons why the researcher chose legends as the topic of the narrative text are: 1) Legends is one of the topics that is taught in the tenth grade; 2) There are many moral values in the story of legends that can be helpful to the students to learn about something. Furthermore, after consulting with the English teacher, legends was considered as the appropriate topic for this research. Beside the storywriting could help students to develop their writing skill and to give the students moral values. The following was an example of a legend.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy who came into a little village. He was very hungry and weak. He knocked at every door and asked for some foods, but nobody cared about him. Nobody wanted to help this little boy.

Orientation

Finally, a generous woman helped him. She gave him shelter and meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat." The little boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field.

Complication

> The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck, so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.
>
>   Suddenly, from the hole left stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.
>
> *The story is taken from:* www.englishindo.com

← Resolution

2.2.2 The Characteristics of a Good Narrative Writing

A narrative is a story that conveys a particular meaning in which presents actions and details that build a climax, the point that the conflict of the story is resolved (McWhorther, 2001: 205). In writing a good narrative text, there are some characteristics which must be fulfilled by its writer as follow.

First, a narrative tells story in chronological order. Before writing a narrative text, knowing the elements of narrative itself is important, such as characters involved, time, plot, and theme. Sejnost and Thiese (2011) confirm that the more we know about the narrative elements, the easier we write a narrative text. However, it is also necessary to follow the rules about the structure of narrative so that the story is interesting. A narrative text is divided into three parts, i.e.: an orientation, a complication, and a resolution.

Second, a narrative uses words contextually in sentences. Choosing appropriate words in writing a story is a key because it helps the reader to understand the story line (Craydim, 2015). Avoiding words that sound too clinical and slang

words may help the reader not to get confused about the story. Beside the use of appropriate words, the use of correct sentence structure or correct tense is important. Using correct sentence structure or correct tense helps the reader to understand the timeline of the story. As for the narrative writing, the tense used is simple past tense.

Third, a narrative makes a point clearly. Craydim (2015) states that complex words and syntax should be avoided because the ideas should be clearly distributed between sentences and paragraphs in writing a narrative text. It means that as the writer, it is unnecessary to have some courtesy in narrative writing. The story must be written in clear point/statement.

2.3 Writing in English as a Foreign Language

Writing is unlikely talking, is engaged in an activity in which both private and public at the same time (Broughton, 2003: 116). The idea about how writing is both private and public, comes from the thought that in writing we explore our deep thought to generate some ideas and at the same time the purpose of our writing is to be read by the reader. The differences between writing and talking are on the spontaneous and the available resources.

In general, writing can be interpreted as an act of producing language through symbols and physical materials, such as paper and pencil. "Writing is a kind of linguistic behaviour that presents the sounds of language through visual symbols" (Patel and Jain, 2008: 125). Meanwhile, McWhorter (2001: 78) states that writing is a process of developing and explaining ideas that involves a series of steps. In line with this idea, Rivers (1968: 242) distinguishes writing from other skills according to the form, it is from the simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in conventional graphic from something that had been spoken.

In addition, Kane (2000: 3) states that "Writing is rational means nothing more than it is an exercise of mind requiring the mastery of techniques anyone can learn." It means that writing is an activity that people naturally do for telling the

others about how they feel or what ideas that they have in their mind. It needs supporting aspects to be mastered before you are able to write well. Another definition given by Randall (2004: 160) is that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down.

In Indonesia, English writing is taught as a foreign language in compulsory subject alongside with the other skill namely listening, reading, and speaking. Writing in foreign language context is the use of it alongside with the other three language skills in the process of learning important elements of the language (Valdes et al., 2012). Its goal as foreign language context is the development of writing skill for such purposes: narrating, describing, arguing, and explaining. The other goal is to have the employment of of various linguistic means by which the parts of a written text are related to one another, with continuity and organization.

Writing between first language (L1) writers and foreign language (FL) writers is fundamentally different since L1 writers have already had highly developed (native) language proficiency in English, whereas most FL writers must learn English for years to develop their writing (Hinkel, 2004: 9). He also mentions that there are some differences between L1 writers and FL writers such as: a) discourse and rhetorical organization; b) ideas and content of writing; c) rhetorical modes (e.g., exposition, narration, and argumentation); d) references to sources of knowledge and information; f) assumptions about the reader's knowledge and expectations; g) discourse and text cohesion; i) employment of linguistic and rhetorical features of formal written text.

2.3.1 The Purpose of Writing in English in Foreign Language Context

As previously mentioned that the goal of writing skill in foreign language context has four major purposes in the aspect of narrating, describing, arguing, and explaining. Wagner (2002: v) confirms that there are four major purposes for writing which drive most of the instruction and all of the testing. The four purposes are: 1)

writing to demonstrate information and understanding; 2) writing to persuade; 3) writing to narrate a story or personal experience; 4) writing in response to literature.

First, writing to demonstrate information and understanding. This type of writing is also called *expository writing*. Informational writing is the process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts to demonstrate that you understand and are able to use this information for a variety purposes (Wagner, 2005: 1). In this type of writing, it is necessary to select information and organize it to show that the information can be understandable. As a writer, we cannot assume that the reader has background knowledge of the topic that is being discussed. An example would be the social studies essay that asks you to explain the economic, social, and political effects of corruption in Indonesia.

Second, writing to persuade. This type of writing requires the writer to use information to argue a point and prove it. Knapp and Watkins (2005: 187-188) claims that arguing a process that involves reasoning, evaluation and persuasion. This kind of writing is often called *writing for critical analysis* because you are asked not only to select appropriate information but also to use that information to prove a point of view. For example, instead of just explaining the effects of the smoking at young age, it is possible to persuade the reader that smoking at young age is necessarily prohibited and caused some healthy issues for our body.

Third, writing to narrate a story or personal experience. This type of writing requires that you tell a story in order to demonstrate information, knowledge, or personal experience. Knapp and Watkins (2005: 220-221) states that narrative is simply about entertaining a reading audience, although it generally always does so. In other hand, narrative also has a powerful social role beyond that of being a medium for entertainment. The example of this kind of writing is to construct a chronological story about the story of a person or a place or to create personal journal about daily activities.

Forth, writing in response to literature. This type of writing requires the writer to read and analyze a piece of literature in one of the four major genres: poetry, prose fiction, prose non-fiction, and drama. Wagner (2005: 97) believes that reading and responding to a piece of literature requires much the same approach as reading and writing to demonstrate information and understanding about social studies, social science, or other subject-specific content.

However, among the four major purposes of writing explained above, this research focused only on the narrative writing. The reason was because this research was intended to know about the tenth grade students' narrative writing achievement. As previously mentioned, the students were asked to write a simple narrative text based on the given topic related to Indonesian Legends in 150 – 250 words lengths within 90 minutes. The students' narrative writing should cover five aspects of writing, i. e.: grammar, vocabulary, mechanics, contents, and organization.

2.4 Problems and Solutions in Writing

Johns (in Hinkel, 2004: 4) states that the problem of writing for foreign language learners tends to be vague and confusing, rhetorically unstructured, and overly personal. It is affected by the lacks of sentence-level features, for example is the use of appropriate words, phrases, or idioms, pronouns, active and passive voice (commonly found in texts on sciences), balanced generalizations, and even exemplification. It is supported by Broughton (2003: 116) who states that foreign language learners has some problems in writing: 1) mechanical problems with the script of English; 2) problems of accuracy of English grammar and lexis; 3) problems of relating the style of writing to the demands of a particular situation; 4) problems of developing ease and comfort in expressing what needs to be said.

In order to overcome these problems, Harmer (2004: 4-5) proposes some steps in writing which have four stages: a) planning; b) drafting; c) editing (reflecting and revising); d) final version. These steps are supported by Oshima and Hogue (2007: 15) who claims that "Writing is never a one-stop action; it is an ongoing creative act."

It means that writing is an activity that when the process is started, it is impossible to stop of what it has been started, unless finishing it. The first thing that should be done is to think about the topic which will be discussed and how to develop and deliver it to the reader. The second thing is to read the whole draft again to check and to make corrections and changes. This process will be repeated, write and revise and write again and revise again until the writing is fit with the expectation.

The first important step of writing is to make a plan about what topic that are being discussed. Kane (2000: 17) claims that the first step of writing process is thinking which involves choosing a subjects, exploring the ways to develop the ideas, and making strategies of organization and style. Before starting to write, it is necessary to decide the topic that is being discussed in a piece of writing. Harmer (2004: 4-5) states that there are three main issues of writing that should be considered: 1) purpose, think about the goal that is wanted to be achieved because it will influence not only the type of text produced, but also the language used, and the choosen information to include; 2) audience, think about the reader of the writing since it will influence not only the shape of the writing, but also the choice of the language used – whether it is formal or informal; 3) content structure, consider the way of sequencing the facts, ideas, or arguments which is decided to include.

The second step is to make a draft of the piece of writing. In this step, an outline is used to start drafting the choosen topic. It is supported by Langan (2010: 23) who states that a scratch outline can be helpful in writing a paper. The process of outlining is usually followed by freewriting, clustering, questioning, or making a list about the choosen topic. After outlining the ideas about the choosen topic, the next step is to choose the best ideas, to develop the ideas, and to arrange the ideas in some reasonable order. In this stage, grammar, spelling, punctuation or being perfect is ignored. Therefore, some errors might be found in the rough draft.

The third step is to revise the rough draft before doing an editing. Revising means rewriting a paragraph or paper which has already been done in order to make it stronger (Langan, 2010: 27). Checking whether the ideas come logically in order or it

is still ambiguous or confusing. It is important to be done in this step. Using different form of words for a particular sentence is possibly done. A good writer tends to look at issues of general meaning and whole structure before focusing on detail features such as individual words or grammatical structure (Harmer, 2004: 5).

The forth step is to produce a final version of the piece of writing. After having the draft revised and edited, the next step is to write the real writing. Some changes from the first draft and the original plan might appear, but it will be okay because things have changed in the editing process (Harmer, 2004: 5).

2.5 The Teaching Process of Writing for the Tenth Grade Students in SMAN 2 Jember

As previously mentioned in Chapter 1 that SMAN 2 Jember used *Kurikulum 2013* or K13 in the teaching and learning process. In *Kurikulum 2013*, it is stated that the teaching and learning process should combine the four language skills, i.e. speaking, listening, reading, and writing in an integrated way. However, for the writing skill, the teacher usually conducts the teaching and learning process in two meetings. The reason is because writing is considered as the most difficult skill among the other skills, so that the teacher provides longer time to teach writing to the students.

In the first meeting, the teacher asks the students some leading questions related to the topic discussed. After that, she shows/plays an audio or a video to give the students more clues about the topic. And then, she asks the students about narrative text (the definition, the purpose, the generic structure, the language features, etc.) before explaining it one by one. In the end of first meeting, she asks the students to find a story related to the topic given (legends) and to read it in their home. In the second meeting, the teacher asks the students about the previous lesson about narrative text for reminding the students about the lesson. After that, the teacher asks the students to write a story related to the topic given (legends) individually based on what they found previously.

The strength of the teachers' way in teaching writing is the students understand more about the steps of writing since the teacher explains the writing process step by step. Beside that, the students are able to understand more about narrative text (the definition, the purpose, the generic structure, the language features, etc.). However, this way also has a weakness since the teaching and learning process takes more time. As the result, it affects the teaching and learning process of the other skills which have less time.
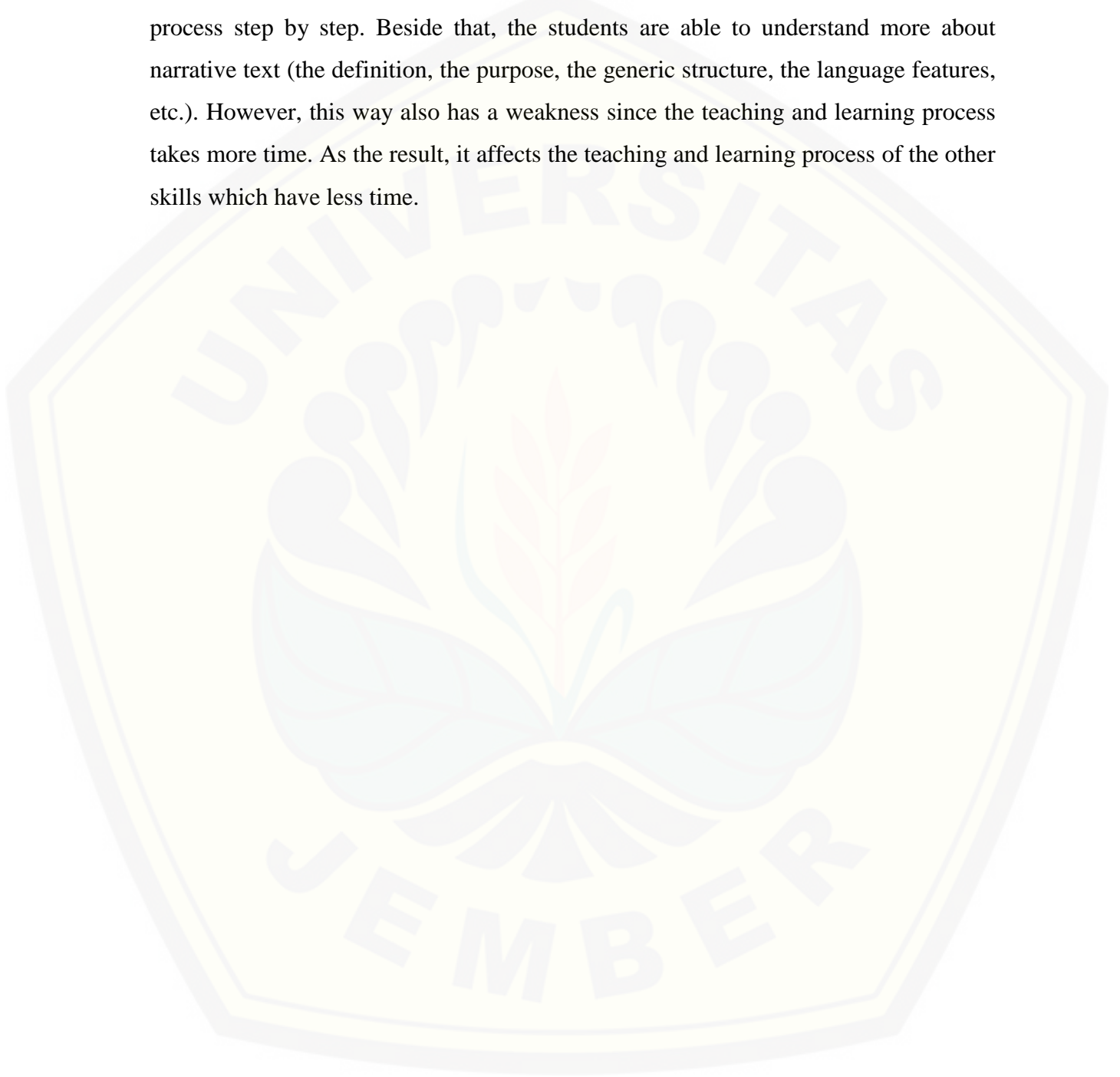
CHAPTER 3. RESEARCH METHODOLOGY

This chapter deals with the research methodology that was applied in this research. They are Research Design, Area Determination Method, Respondent Determination Method, Data Collection Method, Data Analysis Method, and Operational Definition of the Terms.

3.1 Research Design

The research design that was applied in this research was a Descriptive Study. Zuriah (2006: 47) states that descriptive research is a research that has a purpose to give information about the characteristics of a particular object. In line with Zuriah, Arikunto (2010: 3) explains that descriptive research is a research that is intended to investigate situation or condition which the result of the investigation will be described in the form of research analysis. It can be concluded that a decriptive research is a research that investigates a particular object for its situation or condition which is intended to give information factually. In this research, the descriptive research design was chosen because the researcher was interested to describe the tenth grade students' narrative writing achievement at SMAN 2 Jember in 2014/2015 academic year in which covers five aspects of writing, i.e.: grammar, vocabulary, mechanics, contents, and organization.

Dealing with the chosen research design, there were some steps that had been done in conducting this research. The steps were: 1) Selecting the research problems and determining the research design; 2) Determining the research area purposively; 3) Having a preliminary study by conducting an interview with the tenth grade English teacher at SMAN 2 Jember; 4) Formulating the research problem; 5) Determining the research respondent by using proportional random sampling method; 6) Constructing the research instrument in the form of writing test to collect the primary data of the

research; 7) Consulting the research instrument to the consultants and the English teacher to know whether the writing test is appropriate for the students or not; 8) Giving a test to respondent in the form of narrative writing test; 9) Scoring the result of the writing test by using analytic scoring method. In this scoring method, each writing aspect will be scored separately based on the rubric scoring before summing up all of the scores; 10) Classifying the students' scores into the classification of scoring; 11) Drawing a conclusion from the result of the research.

3.2 Area Determination Method

This research was conducted at SMAN 2 Jember in 2014/2015 academic year. The area determination method used in this research was purposive method. According to Arikunto (2010: 183) purposive method is a method that is used based on the certain purpose by considering some aspects, such as time, energy, and fund. The researcher had some reasons in choosing this school: 1) SMAN 2 Jember is one of the favorite schools in Jember, thus the researcher was interested to know the ability of the students, esspecially in writing a narrative text in English; 2) The principal of this school had given permission to the researcher to conduct the research in this school; 3) Narrative text had been taught at this school; 4) This school could provide the data that the researcher needed.

3.3 Respondent Determination Method

Respondents play an important role in a research. Respondents are people being asked about information of fact or opinion which the information can be delivered in the form of written by filling a questionnaire or oral by doing interview (Arikunto, 2010: 188).

In this research, the population that was being investigated was the tenth grade students of SMAN 2 Jember in 2014/2015 academic year. Based on the preliminary study, by doing interview with the English teacher on August 15th 2014, it was known that there were ten classes of the tenth grade which was divided into

eight classes of Matematika dan Ilmu Alam class (X MIA 1, X MIA 2, X MIA 3, X MIA 4, X MIA 5, X MIA 6, X MIA 7, and X MIA 8) and two classes of Ilmu-ilmu Sosial class (X IIS 1 and X IIS 2) with the total number of the tenth grade students was 352 students.

Dealing with the respondent determination, Arikunto (2006: 134) states that if the total number of the population is more than 100, then it is allowed to take only 10% - 15 % or 20% - 25% of the whole population. Since the number of population was more than 100, the researcher decided to use proportional random sampling method to determine the respondent. The researcher took 10% – 15% of the population of each class by using lottery. Thus, with the total number of the students on each class was about 33 up to 36 students, so the 10% - 15% of each class was four students. Therefore, there were 40 students to be the respondents in this research.

3.4 Data Collection Method

A data collection method is a method which is used to get the data needed for the research. There are two kinds of data in this research, primary data and secondary data. The primary data was collected from the scores of the achievement test on the students' narrative writing test and the supporting data was collected by using interview and documentation.

3.4.1   Narrative Writing Test

Test is an instrument represents each subject a standard set of questions that requires the completion of a cognitive task (McMillan, 1992: 114). Achievement test is designed to determine how successful individual, group of students, or a course in achieving objectives (Hughes, 2003: 10). Test can be constructed in two ways: teacher-made test and standardized test (Arikunto, 2010: 267). In this research, the teacher-made test was used to measure the students' narrative writing achievement in a form of subjective test.

Writing test is a type of test that is administered to the testees in the form of writing to describe the testees' writing ability (Zuriah, 2006: 184). In other words, the tenth grade students had to do the test in the form of writing and their scores were analyzed by the researcher. Furthermore, the given writing test was used to measure the students' achievement in narrative writing by considering five aspects of writing, i.e.: grammar, vocabulary, mechanics, contents, and organization.

The type of the test was a subjective test which requires the students to show their ability in writing a narrative text. The students were asked to write a narrative text based on the topic given related to Indonesian Legends that consisted of 150 – 250 words within 90 minutes. The researcher gave the instructions in order to make the students understood what they had to do. Moreover, the reseacher also provided ten topics about Indonesian Legends so that the students could pick one of the topics. The subjective test was chosen because it was suitable to measure the students' writing achievement.

A good test has some characteristics concerned to the process of composing the test and the use of the test (Djiwandono, 1996: 90). The first characteristic that must be considered in a good test is validity. Validity is an important characteristic which needs to be concluded in a test in any purposes. Hughes (2003: 26) states that a test can be considered as a valid test when it can measure accurately what it is intended to measure. In other words, a valid test should be able to measure what is purposed to be measured. In this research, the test should be able to measure the tenth grade students' narrative writing achievement.

There were two types of validities used in this research dealing with the test composing, content validity and face validity. According to Hughes (2003: 26), a test can be regarded to have content validity if its content represents the language skills, structures, etc. with which it is meant to be concerned. In this research, the content validity was applied in the prosess of composing the test by considering content competence and basic competence of writing for the tenth grade students based on the *Kurikulum 2013*. Futhermore, the test material was consulted to the consultants and

the English teacher in order to know whether or not the material of the test had been appropriate for the tenth grade students. It was used for determining the content validity of the test in this research.

Another validity that was applied in this research was face validity. "A test is said to have face validity if it looks as if it measures what it is supposed to measure" (Hughes, 2003: 33). In other words, the test is supposed to have the face validity when the test seems to measure what it should be measured. In this research, the test was used to measure the tenth grade students' narrative writing achievement, therefore the students had to do the writing test.

The second characteristic that must be concluded in a good test is reliability. Reliability deals with the consistency of the measurement result of the instrument (Sarwono, 2011: 144). It means that in the test, reliability refers to the consistency of the test result. Inter-rater scoring method was applied in this research to determine the reliability of the test result. Inter-rater scoring method is a scoring method that requires two different raters to give scores in a certain test. In this research, the two different raters were the researcher as the first rater and the English teacher as the second raters. Both of the raters were given the students' test results. After that, both raters gave scores to the students' narrative writing test result based on the scoring rubric. Then, the scores from the first rater and the second rater were analyzed to find the mean scores of the students' narrative writing achievement.

3.4.2 Interview

Interview is a data collection method applied by asking question orally. McMillan (1992: 184) states that interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded. Arikunto (2010: 270) states that there are three types of interview: unstructured interview, structured interview, and semi-structured interview. Unstructured interview is an interview method that contains only the major contents. In this method, interviewer's creativity is needed since the result depends on it. Structured interview is an interview

method that is well-planned in details. Meanwhile, semi-structured interview is an interview method that combines both unstructured and structured interview method. In this research, the semi-structured interview was applied.

In this research, the interview was conducted with the tenth grade English teacher of SMAN 2 Jember to obtain the information about the techniques that the teacher used in teaching writing, the curriculum that the teacher used in teaching English, and the textbooks that the teacher used in teaching English. In conducting the interview, the researcher used interview guide in the form of a list of questions. The consideration of using interview guide was because it was simple, practical, and easy to carry out.

3.4.3   Documentation

According to Arikunto (2010: 274), documentation is also an important method in collecting data. In this research, documentation was used to get the data about the total number and the names of the respondents of the tenth grade students at SMAN 2 Jember in academic year 2014/2015.

3.5   Data Analysis Method

Suryabrata (1983: 85) states that the important step in a research is analyzing the data. Data analysis method is a way to analyze the obtain data. Data analysis method is the method of manipulating the data obained to answer the research question (Purwanto and Sulistiyastuti, 2007: 93). The data collected in this research was primary data that cover narrative writing test scores. The data from the students' narrative writing test were analyzed to answer the research question.

In this research, as previously mentioned in Chapter 2, analytic scoring method was used to analyze the students' narrative writing achievement. Analytic scoring method is a method of scoring which requires a separate score for each of a number of aspects of a task (Hughes, 2003: 100). The analytic scoring rubric used in this research was adapted from Jacob et al. (in Hughes, 2003: 105). In the original

form of Jacob et al. scoring rubric, the aspect of content is given the greatest weight, meanwhile the aspect of mechanics is given the least weight. The weightings reflects the importance of aspects of writing at college level. However, because this research was held in the senior high school level, the researcher made some adjustments dealing with the students' level, such as the weightings of writing aspects and the limitation of the total number of errrors.

The first adjustment was the weightings of scoring to the students' level. As previously mentioned that in the Jacob's scoring rubric, the greatest weight is the aspect of content and the least weight is the aspect of mechanics. In this research, the aspect of language use or grammar was given the greatest weight because this aspect was considered to be most important in writing after consulting with the English teacher. She stated that the tenth grade students tended to make some errors frequently in the aspect of grammar. For that reason, grammar was considered as the most important aspect in writing. meanwhile, the aspect of organization was given the least weight because the English teacher stated that the students did not have any difficulties in this aspect. The following order from the greatest weight to the least weight given in the scoring rubric used in this research as follow: language use or grammar, vocabulary, mechanics, content, and organization.

The second adjustment was the limitation of the total number of errors. The researcher decided to make a limitation of the total number of errors of each aspect in the scoring criteria. The reason was to make the scoring process easier to both raters. Beside that, it was used as a guide in giving the students' achievement categorization in each classification criteria. After knowing the number of errors made by the students, both raters could give scores to the students based on the score range in each criteria. For example, when one of the students made 5 errors in the aspect of language use or grammar, then the student got score 27 and was categorized as very good in grammar aspect. The analytic scoring rubric that was used in this research is presented in Table 3.1 below.

Table 3.1 Scoring Rubric of Writing

ASPECT	SCORE	CRITERIA
CONTENT	15 – 12	**EXCELLENT to VERY GOOD**: knowledgeable • substansive • thorough development of thesis • relevant to assigned topic (1 sentence is not relevant to the topic)
	11 – 8	**GOOD to AVERAGE**: some knowledgeable • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail (2 – 3 sentences are not relevant to the topic)
	7 – 4	**FAIR to POOR**: limited knowledge of subject • little substance • inadequate development of topic (4 – 6 sentences are not relevant to the topic)
	3 – 2	**VERY POOR**: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate (7 or more sentences are not relevant to the topic)
ORGANIZATION	10 – 9	**EXCELLENT to VERY GOOD**: fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive (1 – 2 sentences are out of order)
	8 – 7	**GOOD to AVERAGE**: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing (3 – 4 sentences are out of order)
	6 – 5	**FAIR to POOR**: non-fluent • ideas confused or disconnected • lacks logical sequencing and development (5 – 6 sentences are out of order)
	4 – 2	**VERY POOR**: does not communicate • no organization • OR not enough to evaluate (the ideas is unclear and confusing)
VOCABULARY	25 – 22	**EXCELLENT to VERY GOOD**: shopisticated range • effective word/idiom choice and usage • word form mastery • appropriate register (≤ 3 errors of using appropriate words)
	21 – 18	**GOOD to AVERAGE**: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured* (4 – 9 errors of using appropriate words)
	17 – 11	**FAIR to POOR**: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured* (10 – 16 errors of using apprpriate words)
	10 – 5	**VERY POOR**: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate (≥ 17 errors of using appropriate words)
LANGUAGE USE	30 – 27	**EXCELLENT to VERY GOOD**: effective complex constructions • few errors of agreements, tense, number, word order/function, articles, pronouns, prepositions (≤ 5 errors)
	26 – 22	**GOOD to AVERAGE**: effective but simple constructions • minor problems in complex constructions • several errors of agreements, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured* (6 – 10 errors)
	21 – 17	**FAIR to POOR**: major problems in simple/complex constructions • frequent errors of negation, agreements, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured* (11 – 15 errors)
	16 – 13	**VERY POOR**: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate (≥ 16 errors)

MECHANICS	20 – 18	**EXCELLENT to VERY GOOD**: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing (≤ 4 errors of punctuation, capitalization, and spelling)
	17 – 14	**GOOD to AVERAGE**: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured* (5 – 9 errors of punctuation, capitalization, and spelling)
	13 – 10	**FAIR to POOR**: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured* (9 – 12 errors of punctuation, capitalization, and spelling)
	9 – 4	**VERY POOR**: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate (≥ 13 errors of punctuation, capitalization, and spelling)
Students' Score: Content + Organization + Vocabulary + Language Use + Mechanics = ...		

Adapted from Jacob et al. (in Hughes, 2003: 104)

In order to make the scoring process easier for both raters, the researcher used a list of coding guide which represent each aspect of writing. For example, when one of the students made an error in the aspect of language use or grammar, then the researcher underlined the error and put mark 'G' above the underlined error. Another example was when one of the students made an error in the aspect of vocabulary, then the researcher underlined the error and put mark 'V' above the underlined error. Beside that, the researcher used two different markers in the scoring process in order to differentiate the scores between the two raters, they were red marker for the first rater and blue marker for the second rater. The coding guide used is presented in the Table 3.2 below.

Table 3.2 Coding Guide of Writing Scoring Process

Aspects of Writing	Coding Guide
Content	**Co**
Organization	**O**
Vocabulary	**V**
Language Use	**G**
Mechanics	**M**

Furthermore, the researcher used the percentage formulae in analyzing the data in order to know the percentage of the students' achievement in narrative writing. Each students' narrative writing score was illustrated as 100%; hence the researcher decided to divide into 5 parts in order to know the students' achievement in each aspect, i.e.: grammar, vocabulary, mechanics, content, and organization. Resmini (2013) states that each writing aspect can be given equal percentage or can be be adjusted as its priority in the scoring process. The researcher decided to give each writing aspect different percentage since the researcher wanted to differentiate the aspect which had the greatest weight to the least weight. They were grammar (30% of the student's score), vocabulary (25% of the student's score), mechanics (20% of the student's score), content (15% of the student's score), and organization (10% of the student's score). Therefore, the total percentage of the five aspects was 100%.

After getting the scores of the students' narrative writing, the researcher was be able to classify the students' achievement in writing narrative text into the classification of categories. The classification of categories was adapted from Djiwandono (1996: 154). In the original form of Djiwandono's classification of categories, there are five categories, i.e.: excellent, very good, fair, poor, and very poor. However, the researcher made some adjustment dealing with the classification of categories. The researcher classified the students' narrative writing scores into seven different levels, as follow: excellent, very good, good, average, fair, poor and very poor. Another adjusment was the researcher also added frequency and percentage column in the classification of categories. The reason was to know the total number of students in each category easier. The classification of categories was used for knowing the level of the students' narrative achievement. It can be seen in the following table.

Table 3.3 Classification of Categories

No.	Category	Score Range	Frequency	Percentage
1.	Excellent	93,5 – 100		
2.	Very Good	85,5 – 93,4		
3.	Good	76,5 – 85,4		
4.	Average	66,5 – 76,4		
5.	Fair	56,5 – 66,4		
6.	Poor	45,5 – 56,4		
7.	Very Poor	26 – 45,4		
Total				

(Adapted from Djiwandono, 1996: 154)

The steps of analyzing the data are as follow:

1. Scoring the students' writing test on each aspect by using analytical scoring rubric

2. Summing up all the scores of each aspect to get the students' scores

3. Analyzing the data of the students' scores by using percentage formulae

4. Classifying their final score into the classification of scoring

5. Drawing conclusion to answer the research problem

3.6 Operational Definition of the Terms

The operational definition of the terms was included to avoid misunderstanding of the concept of this research. The terms used in this research wereoperationally defined as follow.

3.6.1   Writing Achievement

Writing achievement in this research refered to the results of the students' narrative writing scores which covered the five aspects of writing, namely grammar, vocabulary, mechanics, content, and organization. In this research, the students were asked to write a simple narrative text in 150 – 250 words based on the ten topics given dealing with Indonesian Legends.

3.6.2   Narrative

Narrative in this research refered to the genre of the text that researcher chose for conducting this research. Narrative is a text that tells the reader a story in sequence of events. Narrative text has generic structure as follow: orientation, complication, and resolution.

CHAPTER 4. RESEARCH RESULT AND DATA ANALYSIS

This chapter presents the Research Result of Primary Data, the Result of Secondary Data, and Discussion.

4.1 The Result of Primary Data

The primary data was obtained through writing test by asking each respondent to write a narrative text by choosing one of the ten topics dealing with Indonesian Legends. The repondents had to write a text consisted of 150 – 250 words within 90 minutes. As previously mentioned in Chapter 3, the testees of this writing test were the tenth grade student at SMAN 2 Jember in 2014/2015 academic year. This data represented the tenth grade students' achievement in narrative writing. The writing test was conducted on Saturday, April 4th 2015.   Analytic scoring method was used to analyze the students' narrative writing achievement in this research. The students' writing was scored based on the five writing aspects: 1) grammar; 2) vocabulary; 3) mechanics; 4) content; and 5) organization. The scoring rubric used was adapted from Jacob et al. (in Hughes, 2003: 105). The scores given by two raters, the researcher and the English teacher. The total number of respondents of this research was originally 40 students. However, there were only 39 students who participated in the test because one of the students was sick when the test was administered.

4.1.1   The Result of the Analysis of the Students' Narrative Writing Test

Inter rater scoring method was applied in the scoring process which means that there were two raters who scored the students' narrative writing. The first rater was the researcher and the second rater was the tenth grade English teacher of SMAN 2 Jember. Both of raters scored the students' narrative writing by considering the five

aspects of writing, i.e.: grammar, vocabulary, mechanics, content, and organization. The scores of the students' narrative writing given by two raters are presented in Table 4.1 below.

Table 4.1 The Students' Narrative Writing Score Given by Two Raters

No.	Students' Names	Class	Score		Average
			Rater 1	Rater 2	
1.	Barok Rizqi A.	X.MIA.1	71	72	71,5
2.	M. Iqbal Maulana	X.MIA.1	75	83	79
3.	Syifak Firdausia	X.MIA.1	83	82	82,5
4.	Vira Audina	X.MIA.1	89	88	88,5
5.	Devita Sari	X.MIA.2	79	81	80
6.	Fenti Nurqomariah	X.MIA.2	90	91	90,5
7.	Firda Dwi A.	X.MIA.2	83	88	85,5
8.	Vicario Felix P.	X.MIA.2	88	86	87
9.	Dharma Cahya Permana	X.MIA.3	70	68	69
10.	M. Naufal Ma'ruf	X.MIA.3	82	89	85,5
11.	Nofa Halimatus	X.MIA.3	67	75	71
12.	Panji Langgeng S.	X.MIA.3	92	90	91
13.	Andree Budiono	X.MIA.4	83	90	86,5
14.	Fatah Maliki S.	X.MIA.4	80	83	81,5
15.	Maulidya Yuni L.	X.MIA.4	74	80	77
16.	Muhammad Hanif	X.MIA.4	67	71	69
17.	Bintang Setiawan	X.MIA.5	85	84	84,5
18.	Dwi Aviva	X.MIA.5	87	89	88
19.	Jimmy Yanuar H.	X.MIA.5	72	78	75
20.	Karinda Puspa M.	X.MIA.5	76	82	79
21.	Adhelia Putri K.	X.MIA.6	83	88	85,5
22.	Chindy Claradita W.	X.MIA.6	83	90	86,5
23.	Risky Afif Syabani	X.MIA.6	79	89	84
24.	Arief Pamungkas Y.	X.MIA.7	92	96	94
25.	Deby Chrisna S.	X.MIA.7	94	91	92,5
26.	Maulidi Arsih V.	X.MIA.7	94	96	95
27.	Novan Stradivari S. F.	X.MIA.7	92	93	92,5
28	Dwitiya Raafi'u R.	X.MIA.8	83	77	80
29.	Nahdiyah Nurrochman	X.MIA.8	86	94	90
30.	Risha Damitri I.	X.MIA.8	77	84	80,5
31.	Syafril Mayu Dinata	X.MIA.8	70	75	72,5
32.	Brillyan Bagas P. E.	X.IIS.1	63	72	67,5
33.	Felita Wanda P.	X.IIS.1	90	90	90
34.	Resdiana Chandra M.	X.IIS.1	74	81	77,5
35.	Sultan Khafih Z.	X.IIS.1	69	75	72
36.	Andre Udiarta W.	X.IIS.2	89	94	91,5
37	Gandhi Herwanto	X.IIS.2	66	75	70,5
38.	Laila Rahmadani	X.IIS.2	64	69	66,5
39.	Nurrullyta R.	X.IIS.2	69	75	72

After knowing the result of the students' narrative writing scores given by the two raters, the researcher analyzed the data by using the percentage formulae. The percentage formulae was used to know the percentage of the students' achievement in narrative writing. Furthermore, the researcher also classified all of the students' scores into the classsification of categories. The classification of the students' narrative writing scores is presented in the Table 4.2 below.

Table 4.2 The Classification of the Students' Narrative Writing Achievement

No.	Category	Score Range	Frequency	Percentage
1.	Excellent	93,5 – 100	2	5,12 %
2.	Very Good	85,5 – 93,4	15	38,46 %
3.	Good	76,5 – 85,4	11	28,21 %
4.	Average	66,5 – 76,4	11	28,21 %
5.	Fair	56,5 – 66,4	0	0 %
6.	Poor	45,5 – 56,4	0	0 %
7.	Very Poor	26 – 45,4	0	0 %
Total			39	100 %

(Adapted from Djiwandono, 1996: 154)

To make it clear, the classification of the students' narrative writing achievement is presented in Chart 4.1 below.

Chart 4.1 The Percentage of the Students' Narrative Writing Achievement
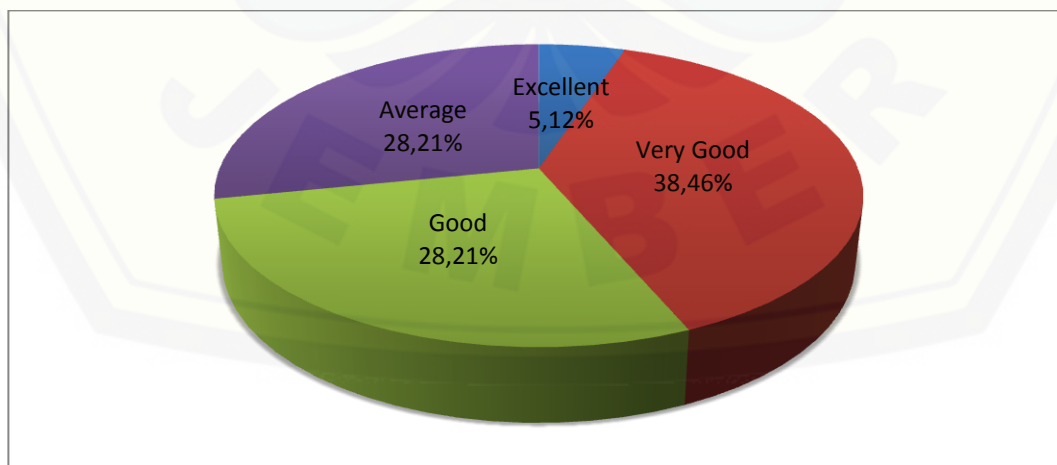
From chart 4.1 above, it can be seen that the category of very good had the greatest percentage among the other categories. It means that most of the students were categorized as very good in narrative writing. Furthermore, there are two other categories which also had great percentage, they are good category and average category. Both categories also shows that most of the students were categorized as good and average in narrative writing. On the contrary, the category of excellent had the least percentage among the other categories which means that only a few students were categorized as excellent.

Then, the recapitulation scores of the students' narrative writing achievement on each aspect of writing obtained were classified based on the classification of categories as presented in Table 4.3 below.

Table 4.3 The Recapitulation Scores of the Students' Narrative Writing Achievement on Each Aspect of Writing

Aspect	Category							Total
	E	**VG**	**G**	**A**	**F**	**P**	**VP**	
G	4	9	6	4	3	5	8	39
V	13	17	6	2	1	0	0	39
M	3	7	11	3	3	4	8	39
Co	33	3	0	0	2	1	0	39
O	22	12	5	0	0	0	0	39
Total of Achievement	75	48	28	9	9	10	16	195
Percentage (%)	**35,46**	**24,61**	**14,36**	**4,62**	**4,62**	**5,13**	**8,20**	**100**

Note :

G	: Grammar	E	: Excellent	P	: Poor
V	: Vocabulary	VG	: Very Good	VP	: Very Poor
M	: Mechanics	G	: Good		
Co	: Content	A	: Average		
O	: Organization	F	: Fair		

Based on the table above, it was found that there were two aspects which had low achievement, they are grammar and mechanics. It can be seen from the total

number of achievement in the excellent category, the aspects of grammar and mechanics had lower achivement than the other aspects. Meanwhile, the total number of achievement from the very poor category, both aspects were higher than the other aspects. It indicated that there were many students who had difficulties in grammar and mechanics. However, the aspect of grammar was slightly better than the aspect of mechanics. It can be concluded that the lowest achievement among the five aspects of writing was in the aspect of mechanics.

This finding was different from the preliminary study when the English teacher stated that the lowest achievement of the tenth grade students was in the aspect of grammar. She said that the students had a tendency to make errors in grammar. On the other hand, from the result of the students' narrative writing, the researcher found that the students had the lowest achievement in the aspect of mechanics. It shows that the students made errors mostly in mechanics aspect. This difference occured because the English teacher never really paid attention in the aspect of mechanics in teaching proses. She only focused on the grammar, vocabulary, and content.

Furthermore, the aspect of content had the highest achievement among the other aspects. However, there was still one student who was categorized as poor in this aspect. Beside that, there were two students who were categorized as fair in this aspect. It indicated that there were some of the students who still had difficulties in this aspect. The second aspect which had high achievement was the aspect of organization. The students were mostly categorized as excellent and very good, therefore it means that the students did not have any difficulties in the aspect of organization. The third aspect was the aspect of vocabulary. It was found that most of the students achieved the very good category in this aspect which means that the students did not have any difficulties in this aspect. For further information, the students' narrative writing achievement on five aspects of writing are explained respectively in this following section.

4.1.2 The Result of the Analysis of the Students' Narrative Writing Based on the Writing Aspects

As previously mentioned in Chapter 3, each students' narrative writing score was illustrated as 100%; hence in order to know the students' narrative writing achievement on each aspect, the researcher divided the students' narrative writing score into five parts. It represented grammar, vocabulary, mechanics, content, and organization. Each aspect had different percentage in order to differentiate the aspect which had the greatest weight to the least weight. They were grammar (30% of the student's score), vocabulary (25% of the student's score), mechanics (20% of the student's score), content (15% of the student's score), and organization (10% of the student's score); hence the total percentage of the five aspects was 100%. Furthermore, the details of the students' scores in each writing aspect given by the first rater and the second rater can be seen in Appendix H.

4.1.2.1 The Students' Achievement in the Aspect of Grammar

The students' scores in the aspect of grammar given by the first rater and the second rater can be seen in Appendix I. To make it clear, the classification of the students' scores in the aspect of grammar is presented in Chart 4.4 below.

Chart 4.2 The Students' Scores in the Aspect of Grammar
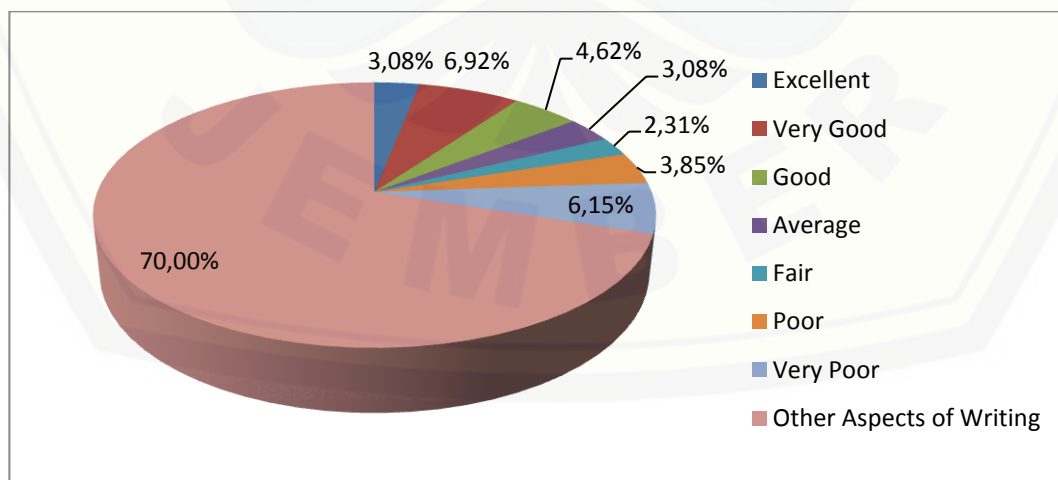
The chart above shows that the category of very good and very poor had greater percentage than the rest of categories. However, the very good category was slightly more dominating than the very poor category. The interesting fact is these two categories were opposite to each other, yet had similar percentage of achievement. Having greatest percentage among the other categories, it means that most of the students' achievements were categorized as very good in the aspect of grammar. On the other hand, the very poor category also had greater percentage than the other categories which also means that plenty of the students' achievements were categorized as very poor. This finding shows that the students had difficulties dealing with grammar.

The researcher found that apparently the students had difficulties in applying simple past tense, –ing from or gerund, auxiliary verb, linking verb, and word order correctly in writing sentences. The following examples of the students' problems were taken from the students' worksheet in their writing narrative text.

__Feels__ tired of fighting, they __live__ in different places.
She __is__ beautiful and sweet that the king wanted her to be his wife.
Malin __go using__ a sailboat.

The first sentence above shows that the students had a problem in using appropriate noun in the beginning of the sentence by putting a verb instead of a noun. The verb should be changed into –ing form or gerund so that the verb can be used as a noun. Therefore, the word "feels" should be replaced by word "feeling" because it replaced a noun in the sentence. Another problem in the first sentence was the students use simple present tense instead of simple past tense in the sentence. It also happened to the second sentence. The students used "live" and "is" in the form of simple present tense. It should be changed into simple past tense form. Therefore, the

word "live" should be changed into "lived" and the linking verb "is" should be changed into "was".

Meanwhile, in the third sentence, the student used double verbs in the form of simple present tense. Grammatically, it has to be only one verb in a sentence. The word "go" and "using" can not be used in this sentence at the same time. Another problem in this sentence was the student used simple present tense when they should use simple past tense. Therefore, the sentence should be changed into "Malin went away by using a sailboat".

*She tried to **found** his husband.*

The sentence above shows the students' error in using past participle after to. Grammatically, the word 'to' should be followed by infinitive. Therefore, the word "found" should be replaced by "find".

*Raden Banterang **not** control his emotion and stabbed his wife.*
This time, their fight_____more exciting and powerful.

Both sentences above show that the students' errors in using auxiliary verb and linking verb in the sentences. Both sentence were lack of auxiliary verb and linking verb. In sentence 1, it should be added an auxiliary verb "could" because it has a function to express ability. Meanwhile, the student wanted to tell the reader Raden Banterang's inability to control his emotion in the story; hence "could" is the suitable auxiliary for this sentence. In sentence 2, it should be added a linking verb "was" before adjectives because the linking verb has a function as a connector between a subject and a complement which tells about the subject.

*Before he killed and threw **him** into the river, **he** said that **he** will be proven innocent. Once Sidopekso **kill him**, he threw **his** body into the **river dirty**.*

There were three kinds of errors in the sentences above made by the students. First, the students made errors in using a correct pronoun. In the story, the word "he" and "him" refered to Sidopekso's wife, meaning it was a woman. Therefore, the two words should be changed into "she" and "her". Second, the student made an error in using word "kill" instead of using word "killed". And the last, the phrase "river dirty" should be replaced by "dirty river". It could happen because the students translated Bahasa Indonesia to English directly when they wanted to make a phrase "sungai yang kotor".

4.1.2.2 The Students' Achievement in the Aspect of Vocabulary

The students' scores in the aspect of vocabulary given by the first rater and the second rater can be seen in Appendix J. To make it clear, the classification of the students' scores in the aspect of vocabulary is presented in Chart 4.5 below.

Chart 4.3 The Students' Scores in the Aspect of Vocabulary
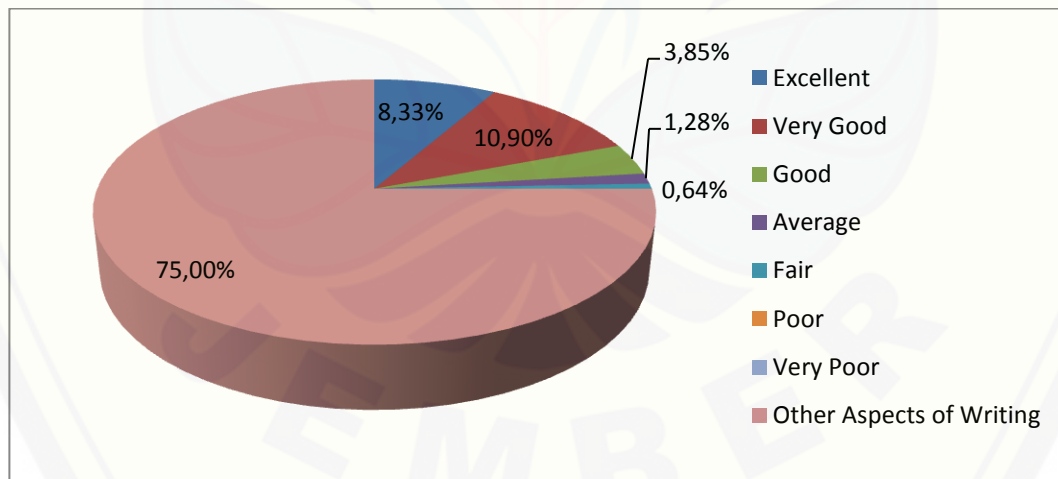
The chart above shows that the very good category was the greatest percentage among the other categories. This was followed by the excellent category as the second category which had great percentage. It means that most of the

students' achievements in the aspect of vocabulary were categorized as excellent and very good. On the contrary, the very poor category was the least percentage among the other categories which means that there were only a few students who achieved very poor in this aspect. However, this finding shows that some of the students still had difficulties dealing with vocabulary.

From the result of the analysis in the aspect of vocabulary, the researcher found that some of the students still found difficulties in using appropriate word in their writing. The followings are the examples of the students' errors in using appropriate word and unnecessary word in the sentences.

1) *The **rever** killed her father, but she could escape.*
2) *But it was **not trust**. Raden Banterang **was not trust.**
3) *He did not know that **girl** was his mom, Dayang Sumbi.*
4) *After **pleading** many times, finally Malin's mother allowed him to go.*
5) *..... there was a local ruler named King Sulahkromo **thing.***
6) *..... but in that time she was full of both sadness and **angriness.***

In sentence 1, the word "rever" should be replaced by the word "leader" because the word referes to a person who lead a war or a kingdom. Beside that the word "rever" can not be found in the English dictionary. Meanwhile in sentence 2, the student had the wrong word choice by choosing "trust" instead of choosing the word "believe". Both words have meaning as strong belief of the truth of something. However, the word "trust" is commonly used as a noun, meanwhile the word "believe" is used as a verb. In the first the word "not trust" should be replaced by the word "unbelievable" because it expressed something is impossible to be believed and in the second one should be added an auxilary verb "did" so that it was changed into "did not believe".

As for in sentence 3, the word "girl" should be changed into the word "woman" because the subject is an adult female in the story. Meanwhile, the word

"girl" refers to a female child. In sentence 4, the word "pleading" should be replaced by the word "begging". The word "pleading" means an effort to make an urgent requests in which oftenly in emotional term. The word "begging" means an action to somebody to give a favor because we want or need it. Therefore, the word "begging" was considered more appropriate because it shows that Malin asked his mother's permission because he wanted to go. Sentence 5 shows that the student put unnecessary word in the sentence. The word "thing" was not useful to show or explain anything in the sentence. Meanwhile, in sentence 6, the student intended to change an adjective into a noun by adding *–ness* for the word "angry". However, the correct word for the sentence was "anger".

4.1.2.3 The Students' Achievement in the Aspect of Mechanics

The students' scores in the aspect of mechanics given by the first rater and the second rater can be seen in Appendix K. To make it clear, the classification of the students' scores in the aspect of mechanics is presented in Chart 4.6 below.

Chart 4.4 The Students' Scores in the Aspect of Mechanics
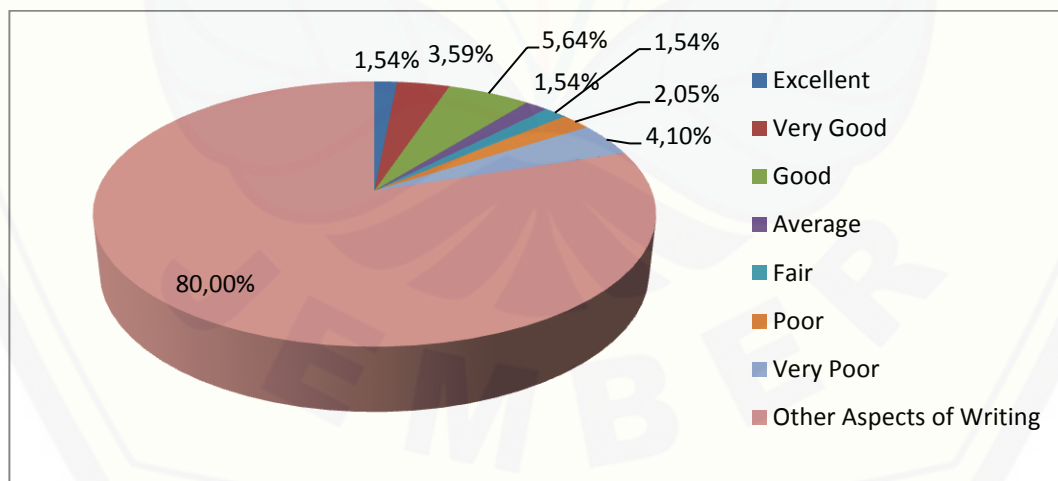
The chart above shows that the good category was the greatest percentage among the other categories, meanwile the excellent category, the average category,

and the fair category were the least percentage. However, the very poor category also had great percentage in the aspect of mechanics. Although the good category had greatest percentage which means that most of students' achievements were categorized as good, the very poor category also had great percentage which means there are plenty of students who achieved the very poor category. It indicated that some of the students still had difficulties dealing with mechanics.

The researcher found that some of the students still found difficulties in using capitalization, putting punctuation, and writing the correct spelling. The followings are the examples of the students' errors in the aspect of mechanics.

1) *The __s__tory of __c__oban Rondo*
2) *The __l__egend of __s__urabaya*

Sentence 1 and sentence 2 above show that the students still made errors in writing the title of the story. The correct capitalization of words in writing title is "The Story of Coban Rondo" and "The Legend of Surabaya". Articles in title is not written in capital letter.

3) *Once upon a time there was a big kingdom in __b__anyuwangi, __e__ast __j__ava.*
4) *Prime Minister's wife named Sri __t__anjung.*
5) *__m__alin __k__undang was __healty diligent an__ strong boy.*

As previously mentioned in Chapter 2, the main use of capitalization is for names of persons or particular places. The three sentences above shows that the students still did not use capital letter on names of persons or paticular places. Therefore, in sentence 3, the word "east java" and "banyuwangi" should be revised to "East Java" and "Banyuwangi". Meanwhile in sentence 5, the word "malin kundang" should be revised to "Malin Kundang" and the word "healty", "diligent", and "an" should be revised to "healthy", "dilligent", and "and". Beside that, the student also

should put comas between the word "healthy" and "dilligent" and "dilligent" and "and".

6) *After the river become **<u>fragant</u>**, the city in that place called Banyuwangi.*

7) *With the help of magical **<u>creaturs</u>** of the forest, lake and boat built by Sangkuriang.*

Both sentence 6 and sentence 7 show that the students made errors in writing correct spelling of the word "fragant" and "creaturs". The word "fragant" should be replaced by "fragrant" and the word "creaturs" should be replaced by "creatures".

8) ***<u>Than</u>** there was miracle, earth was **<u>crying</u>***

In sentence 8, the student made errors by putting word "than" and the absence of coma after the word "than" and period at the end of sentence. The word "than" should be replaced by the word "then" because it tells about what would happen next in the story.

From the explanation above, it showed that the mechanics aspect needs more attention because many students had difficulties in applying correct capitalization, spelling, and punctuation. It also indicated that most of the students had a tendency to ignore the use of the mechanics aspect correctly since they made many errors in this aspect.

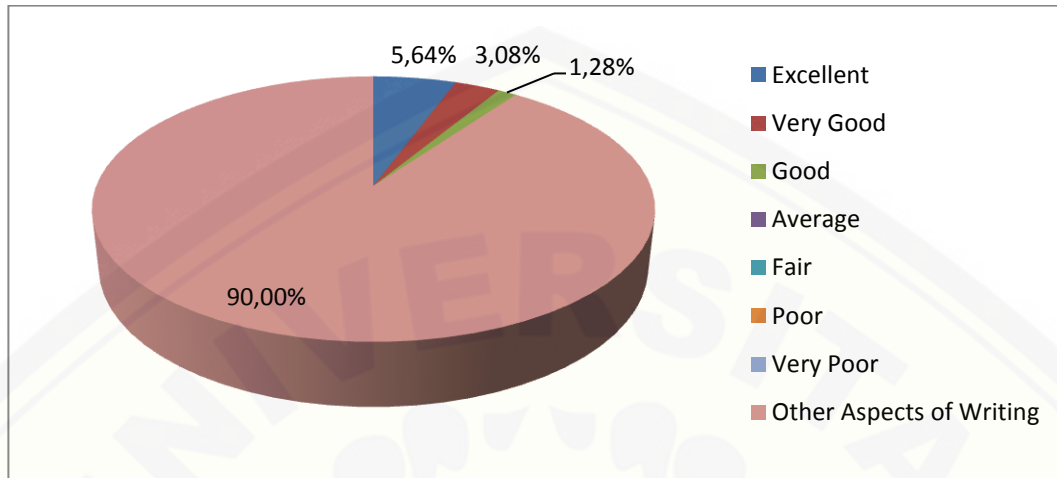**4.1.2.4 The Students' Achievement in the Aspect of Content**

The students' scores in the aspect of content given by the first rater and the second rater can be seen in Appendix L. To make it clear, the classification of the students' scores in the aspect of content is presented in Chart 4.7 below.

Chart 4.5 The Students' Scores in the Aspect of Content
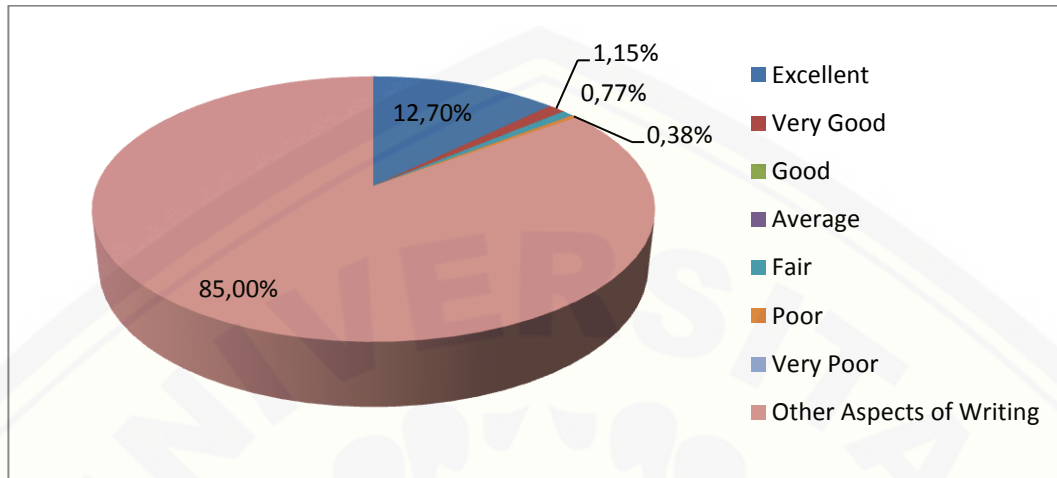
The chart above shows that the excellent category dominated the other categories in the aspect of content. It means that most of the students' achievements were categorized as excellent in this aspect. Most of the students did not have any difficulties in writing a narrative text based on the topic given dealing with Indonesian Legends. The students were able to develop the ideas in the story. However, there were a few students who achieved the fair category and the poor category. This finding shows that there were a few students who were still could not develop the story well. As the result, their story line became narrow and limited. Beside that, it was found that some students wrote irrelevant sentences in the text, which made the story became confusing and unclear.

4.1.2.5 The Students' Achievement in the Aspect of Organization

The students' scores in the aspect of organization given by the first rater and the second rater can be seen in Appendix M. To make it clear, the classification of the students' scores in the aspect of grammar is presented in Chart 4.8 below.

Chart 4.6 The Students' Scores in the Aspect of Organization

The chart above shows that the excellent category dominated the other categories in the aspect of organization. It means that most of the students' achievements were categorized as excellent in this aspect. Most of students were able to write the story based on the narrative generic structure. However, some of the students still found difficulties in writing the story based on the generic stucture of narrative text. There was a student who did not write the resolution at the end of the story. Another difficulty that the student found was the use of transitions in the sentence. As the result, the story did not go smoothly.

4.2 The Result of Secondary Data

In this research, the secondary data were obtained through interview and documentation. Each of them is presented in the following sections.

4.2.1 Interview

The interview was conducted on Friday, August 15th 2014. The interviewee was one of the English teachers of the tenth grade students at SMAN 2 Jember. Furthermore, the result of the interview of this research is presented in Table 4.4 below.

Table 4.4 The Result of Interview

Information	Explanation
Curriculum	The curriculum applied in SMAN 2 Jember was *Kurikulum 2013*. *Kurikulum 2013* or K13 is the newest curriculum and have been applied in Indonesia for the last two years. Therefore, this curriculum was applied only for the tenth grade and the eleventh grade students. Meanwhile, for the twelve grade students, the school still used curriculum 2006 or KTSP (Kurikulum Tingkat Satuan Pendidikan).
Text book	There were two kinds of text book used in teaching and learning English for the tenth grade students. They were the English book given by the government for the compulsory lesson and the teacher-made book for the supplementary lesson.
Media	The media used in teaching English was LCD or projector and Audio CD. The LCD or projector used for showing the material being discussed in the class. Another media used in the class was Audio CD for stimulating students' knowledge before jumping in to the topic discussed.
The teaching procedures of narrative writing	The teaching narrative writing process to the tenth grade students was conducted in two meetings. In the first meeting, the teacher asked the students some leading questions related to the topic discussed. After that, she showed/played an audio or a video to give the students more clues about the topic. And then, she asked the students about narrative text (the definition, the purpose, the generic structure, the language features, etc.) before explaining it one by one. In the end of

	the first meeting, she asked the students to find a story related to the topic given (legends) and to read it in their home. In the second meeting, the teacher asked the students about the previous lesson about narrative text for reminding them about the lesson. After that, the teacher asked the students to write a story related to the topic given (legends) individually based on what they found previously.
The assessment of the students' narrative writing	The scoring method used was analytic scoring method. Some writing aspects were considered in the scoring process, such as: grammar and vocabulary; content; clarity; and the connection between the events in the story. The English teachers compiled the scoring rubric by themselves by considering the aspects the students usually fitted in the scoring process. The score was in the range score of $0 - 4$.

4.2.2 Documentation

Documentation in this research was used to know the total number and the names of the tenth grade students at SMAN 2 Jember, both of which can be seen in Appendix F. The data was obtained on Friday, August 15th 2014 by asking the school administration. It was know that the total number of the tenth grade students in academic year 2014/2015 was 352 students which were divided into ten classes (eight classes of science or MIA class and two classes of social or IIS class). The total number of students in each class was $33 - 36$ students.

4.3 Discussion

Based on the data analysis of the students' narrative writing explained above, it was known that there were 2 students (5,13%) who were categorized as excellent, 13 students (33,33%) who were categorized very good, 12 students (30,77%) who

were categorized good, 12 students (30,77%) who were categorized as average, and no student (0%) who were categorized fair, poor, and very poor. Furthermore, the researcher did not only find the students' achievement in general, but also in the five aspect of writing, i.e. grammar, vocabulary, mechanics, content, and organization.

Dealing with the students' narrative writing achievement in the five aspect of writing, it was found that the aspect of content was the greatest percentage among the other aspects. It shows that there were 33 students (12,7%) who were categorized as excellent. It was the greatest amount who achieved excellent category among the other aspects. From the analysis of the students' narrative writing result, it was found that the students didn't have any difficulties in writing a narrative text based on the topic given. The students were able to develop the ideas in writing a narrative text related to Indonesian legends.

Meanwhile, the aspect of mechanics was found as the least percentage among the other aspects. There were only 3 students (1,54%) who were categorized as excellent in this aspect. On the contrary, there were 8 students (4,1%) who were categorized as very poor. It means that mechanics was the most difficult aspect for the tenth grade students at SMAN 2 Jember among the other aspects. The students made errors mostly in capitalization and spelling. Most of the students ignored the use of capitalization in writing names of person and names of places. Another problem was that the students made some errors in writing certain words in correct spelling.

The fact that many students had some problems in the aspect of mechanics shows that this aspect was difficult to most of the students. Whereas mechanics is an important aspect of writing. It is supported by Heaton (1991:135) who states that mechanical skill refers to the ability of using rules of written language correctly. It means that mechanical skill can help the reader to understand a piece of writing more easily. Therefore, the students cannot ignore the fact that it is important to apply mechanics aspect corretly. It is suggested to the English teacher to emphasize the

importance of the use of capitalization and spelling in writing and to practise more on mechanics aspect.

There were two previous researchers who also conducted a research about the students' narrative writing, Khasanah (2011) and Rahayu (2014). Dealing with the two previous research findings, the present research compared the results to know whether there were similarities or not in the research findings. The comparison covered the five aspects of writing , i.e.: grammar, vocabulary, mechanics, content, and organization. In the aspect of grammar, the researcher found that most of the students got scores in the category of very good. However, there were some students who faced difficulties in this aspect. Comparing with the two previous research findings by Khasanah (2011) and Rahayu (2014), it was found that the students had similar problems dealing with grammar. Most of the students had a problem in applying simple past tense in correct form, which they tended to use simple present tense in writing narrative text. The other problem was the use of inappropriate prepositions and pronouns.

In the aspect of vocabulary, the researcher found that most of the students got scores in the category of very good. This was similar with the research finding conducted by Rahayu (2014) who found that the ability of the students in the aspect of vocabulary was good. It means that most of the students in the present research and Rahayu's research did not have any difficulties in vocabulary aspect. On the contrary, Khasanah (2011) found that most of the students got scores in the category of poor. The students had problem in choosing the correct words and using the appropriate words based on the context.

In the aspect of mechanics, the researcher found that most of the students had problems in applying correct capitalization, using punctuation, and writing words in correct spelling. It had similar results with the two previous research findings conducted by Khasanah (2011) and Rahayu (2014). Most of the students made errors in applying capital letters for the first word in a sentence, names of persons, and names of particular places. They tended to use small letters in their writing or even

used capital letters to the words which was unnecessarily capitalized. The other problems were the use of punctuation and the correct spelling of words. Some of the students did not use period or coma. as the result their writing was not clearly readable.

In the aspect of content, there was a difference between the present research and the previous research conducted by Khasanah (2011). She did not include the aspect of content since the students were asked only to write a paragraph based on the topic given. Meanwhile, the present research and the previous research conducted by Rahayu (2014) had similarities in the research findings. Both of the researchers found that most of the students could write the story well based on the topic given. However, there was few students who had problems in developing ideas and writing some irrelevant sentences in the story.

In the aspect of organization, the researcher found that the students did not have any problems in generating their ideas into the narrative text. This condition was the opposite of the two previous research findings. Khasanah (2011) and Rahayu (2014) found that the students had problems in this aspect which resulted that their scores was in the category poor and fair. The students had problems in generating ideas into a good paragraph and using inappropriate conjuctions or transitional words to connect between sentences. Some of the students could not provide enough supporting details to support their story.

Related to the previous research findings about narrative writing by Khasanah (2011) and Rahayu (2014), it shows that the two previous researchers found that most of the students got the lowest score in the aspect of mechanics. The first researcher conducted the research in the level of junior high school, meanwhile the second researcher conducted the research in the level of senior high school. The previous research findings were similar to this research since the researcher also found that the students got the lowest score in the aspect of mechanics.

In addition, both the research conducted by Khasanah (2011) and Rahayu (2014) found that the highest score was in the aspect of vocabulary. Meanwhile, this

research found that the students got the highest score in the aspect of content. It could happen since the respondents of this research were different from the previous research. Hence, it can be concluded that the students' achievement in narrative writing are different from one school to the other schools.

The other difference between the previous research and this research was on the way the researcher took the students' scores. The previous researcher (Khasanah, 2011) took the students' score individually on four aspects of writing, i.e.: grammar, vocabulary, organization, and mechanic. Meanwhile, the present researcher took the students' whole score which consists of five aspects of writing, i.e.: grammar, vocabulary, mechanic, contents, and organization. Beside that, the writing test that she conducted was to make a simple narrative paragraph whereas the researcher asked the students to make a simple narrative text based on the topic given. Meanwhile, the difference from previous research conducted by Rahayu (2014) was the respondents determination area. In her research, it was known that the respondents was the students of the eleventh grade of XI Science 2. Meanwhile, the present researcher chose the respondents from the whole of the tenth grade students of SMAN 2 Jember by using random sampling method.

In the end, all of the differences of the result of the students' narrative writing were meant to obtain the accurate research results. Finding ways to solve the students' problem dealing with narrative writing were more important. Hence, the problems found in the research should be followed in order to make the students' narrative writing achievement be better in the future.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research followed by the suggestions related to the research results.

5.1 Conclusion

Based on the research finding dealing with the result of the tenth grade students' narrative writing achievement at SMAN 2 Jember, it was found that there were 2 students (5,13%) who were categorized as excellent, 13 students (33,33%) who were categorized very good, 12 students (30,77%) who were categorized good, 12 students (30,77%) who were categorized as average, and no student (0%) who were categorized fair, poor, and very poor. It could be concluded that the tenth grade students' narrative writing achievement at SMAN 2 Jember was good since the students achieved the scores above average category.

Furthermore, the researcher also investigated the students' narrative writing achievement on five aspects of writing. It was found that the greatest acheivement was in the category of content and the least achievement was in the aspect of mechanics. It means that the students did not have any problems in developing their ideas about the story since most of the students' achievement were categorized as excellent in the aspect of content. On the other hand, it was found that the students got had some difficulties in the aspect of mechanics. It is supported by the data which said plenty of the students achieved scores below the good category, i.e. there were 5 students who were categorized as average, 3 students who were categorized as fair, 6 students who were categorized as poor, and 8 students who were categorized as very poor. It means that the aspect mechanics needs more attention than the other aspects since most of the students had problems in this aspect.

5.2 Suggestions

Based on the results of the research, some suggestions are given to these following people as follow.

5.2.1 For the English Teacher

The English teachers are suggested to provide writing exercises to the students, especially about narrative writing. The teachers should be more concern about the weakness of the students in the writing aspects. In this research, it was known that the lowest score among the other aspects was in the aspect of mechanics. Therefore, the teachers are expected to help the students to overcome their problems in the aspect of mechanics. The teacher should give the students more practice about the aspect of mechanics and emphasize the importance of using correct capitalization, punctuation, and spelling in writing.

5.2.2 For the Students

The students are suggested to practice their writing, especially narrative writing. They also need to concern more about their weakness in the writing aspects which is in the aspect of mechanics. The students should learn more about how to use correct capitalization and punctuation and write words in correct spelling.

5.2.3 For the Future Researchers

The future researchers are suggested to conduct a further researcher dealing with the students' narrative writing achievement in a different research design, such as classroom action research or experimental research.

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