

AN ANALYSIS OF THE STUDENTS' SKILL IN WRITING NARRATIVE AT MTS AL AMIN BRANTA PASISIR

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Abstrak

This research was intended to find out the students' skill in writing narrative at MTS Al Amin Branta Pasisir. In order to solve the problem, the researcher uses descriptive qualitative. The number of sample in this research was 35 students which was taken from the eighth grade students. In this research, the researcher used writing test as the instrumentation of the research where the students were asked to write a narrative text based on the topics given to them. In this research, the researcher focus on five components of narrative text written by the students such as content, organization, vocabulary, language use and mechanic. To measure students' skill, the researcher was helped by 3 raters where the result of the analysis showed that in the content of writing, students' average score was 52,72 and it can be classified into the poor level. In the organization of writing, students' average score was 50,47 and it can be classified into the poor level. In the vocabulary of writing, students' average score was 51,31 and it can be classified into the poor level. In the language use, students' average score was 52,80 and it can be classified into the poor level. In the mechanics, students' average score was 52,70 and it can be classified into the poor level. From those results, the researcher found that the students' average score in writing narrative text was 52 and it means their writing skill in narrative text can be categorized in the poor level.

Key Words : Analysis, Writing, Narrative

Background

The students' s curiosity in writing is very low. They have opinion that writing is difficult skill. Their difficulty because of their weaknesses in starting and pouring ideas. into a writing as a fact writing is about knowing organizing their ideas in a paragraph unity, how to start writing, focus on not only making errors, spelling, grammar and punctuation but also strengtening their ideas to be vivid.

Fegerson and Mickerson (1992) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills.

There were some difficulties that students face during writing the narrative paragraph. First problem is in developing the ideas. Some students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.

Second, the problem in organizing the ideas to write a narrative. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good narrative paragraphs; the students have to make their writing readable. To write a paragraph, the students can organize their ideas by identifying the topic and give the hint about the topic.

Some students were still in doubt with choosing the correct words while composing narrative. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need.

The students found difficulties in language. Language use difficulties will influence certain patterns of how words

are put together to form the correct sentences. It will make the ideas do develop well. Fourth, when students proceed writing something, many problems could be found. Some students are lack of language use and they also have difficulties in developing their ideas related to their topic.

The Fifth difficulty was students' related with spelling, punctuation and capitalization. Based on this phenomenon, it can be concluded that students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph; they made the reader confused on the contiguity meaning of the sentences even of the paragraph.

Unfortunately, many students were boredom in writing activity, even though it is about amuse story. They tend to speak, listen and read than to write. As stated before, writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, Based on the problem faced by the students above, the researcher is interested in doing a research which is purposed to measure students' writing skill entitled "AN ANALYSIS OF THE STUDENTS' SKILL IN WRITING NARRATIVE AT MTS AL AMIN BRANTA PASISIR "

Brown (1998) summarizes the features of writing process as follows: (1) Focus on the process of writing that leads to the final written products; (2) Help student writers understand their own composing process; (3) Help students build repertoires of strategies for prewriting, drafting, and rewriting; (4) give students time to write and rewrite; (5) Place central importance on the process of revision; (6) Let students discover what they want to say as they write; (7) Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to

bring their expression closer and closer to intention; (8) Encourage feedback both from the instructor and peers; and (9) Include individual conferences between teacher and student during the process of composition.

Writing becomes the most difficult skill when it is learned by the foreign language learners. "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Rass, 2001:30).

Nunan (2007: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message

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In curriculum 2004 narrative text is defined as a text which function is to entertain. Amuse and to deal with actual or various experiences in different ways. Narrative deal with problematic event lead to crisis or turning point of some kind in turn finds a resolution. As Anderson and Anderson (2003) narrative. Narrative is to tell a story and the purpose is to amuse or entertains the reader. Moreover Meyer (2005) states narrative is one of the most

powerful ways of communicating with other

Methodology

The design of this research was narrative qualitative research. Gay (2000:275) said that a narrative research determines and describes the things are. In this problem, a narrative research was used to analyze the students' writing skill in narrative text made by the eighth grade students of

Instrument is a tool used by researcher to collect the proposed data (Arikonto2006) In gathering data for narrative writing achievement the instrument used is test.

A test as one of an instrument in the data collection was used to see the product after applying the technique. To get the student's data on writing achievement, the writer has decided to use writing test as the instrument of this study

Writing deals with some aspects which should be known by the learners. Writing is not only about theoretical idea, but it more concerns on practical thing. In facts, writing deals with some sub-skills, including micro- and macro- skills, and formation components including content, punctuation, spelling, and vocabulary.

In order to acquire the writing

skills, there are some micro and macro skills which should be mastered by the learners. Brown (1998) states that micro include:

Microskills

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written

discourse.

The materials to be used in conducting teaching learning process in this study is taken from what the writing teacher uses in the semester accordingly. However, all of the narrative text are adjusted to the material used in junior high school.

This research deals with the purpose of knowing the students' skill in writing narrative text. In analyzing the students' written work, the researcher was helped by the raters who will determine the students' writing score in narrative text. To determine the students' writing score, the researcher used the guidance from the following scoring rubric Brown (1998) text writing

FINDING AND DISCUSSION

According to the research conducted to the eighth grade students of MTS Al Amin, Branta Pasisir, the researcher' aim was to find out their ability in writing narrative only without giving any treatment or technique.. It means the researcher used total sampling method in taking the sample of the research. In doing the test, the researcher gave a writing test as their instrument. The researcher gave 5 topics of writing and ask them to write one of them. In analyzing the score, the researcher was helped by 3 raters and then the researched analyzed the score given by the raters.

In analyzing the students' writing score, the researcher found that students 'writing content is very poor because they do not understand how to develop the ideas. The students said that they had studied how to make a good narrative writing text but they do not know how to develop idea into writing. Based on the findings, the students faced difficulties in organizing the ideas because they do not know how to deliver it in English. Many of the students failed to organize the text

well it can be classified into the poor level. Many of the students had poor choice of words. The ideas of the students were too general. It might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English. There were only few mistakes found in language use component. It might be caused by the frequent occurrence of component narrative text. Meanwhile, the student had difficulties of putting punctuation and capitalization So, after getting the students score entirely, the researcher then calculate the average of all scores by accumulated them and then divided it into the number of the samples, so the average score for students' writing skill in narrative text in this research was **52** and it can be categorized as *Poor* level.

CONCLUSION AND SUGGESTION

Conclusion

The researcher can take a conclusion that this research is designed as a descriptive qualitative research. In narrative text writing test, the researcher asked the students to write a narrative text based on the certain topics given by the researcher. In scoring the students' writing, the researcher was helped by three raters, the score given by the raters then calculated and accumulated by the researcher. The final findings of this research was the students' skill in writing narrative text was still in the poor level. It is caused by their average score in writing was only **52** and it can be categorized in the **Poor Level**.

Suggestion

Based on the result of the research, researcher would like to give some suggestions below:

1. For English Teachers, in teaching

writing, teachers are suggested to apply the strategy to attract the students' motivation to improve their writing skill.

2. For students, writing skill is very important beside the vocabulary to be mastered when they learn English. Because they not just speaking English orally but also in written form. it can be seen in English written form the correct or incorrect grammar and good writing, especially in narrative text writing skill.
3. For the next researcher, the researcher suggests finding out the relevant aspect of writing especially in observing the students' writing skill in narrative text.

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