

**AN ANALYSIS OF STUDENTS' WRITING ABILITY OF NARRATIVE TEXT OF THE
SECOND YEAR STUDENTS OF SMP IT IMAM ASY SYAFI'1 2 PEKANBARU**

A THESIS

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in English Language
Teaching and Education Faculty*



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2019**



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TEXT OF THE SECOND YEAR STUDENTS OF SMP IT IMAM ASY
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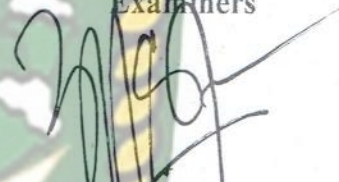
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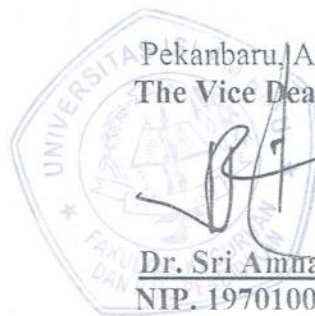
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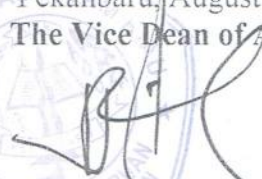


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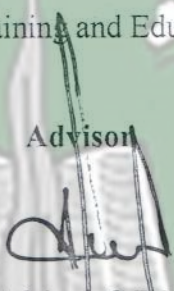

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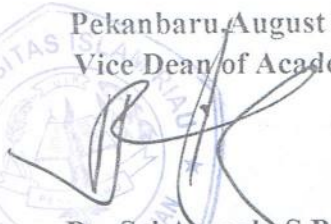

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DECLARATION

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise belongs to Allah the almighty, the Lord of universe, by His guidance and blessing. Finally, the researcher can finish and complete this academic requirement. Then the researcher delivers peace be upon to Prophet Muhammad SAW (Allahuma shaliallasayyidina Muhammad wa'alaalisayyidina Muhammad).

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Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all.Aamiin.

Pekanbaru, 3rd July 2019
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ABSTRACT

Bela Sutika, 2019:AN ANALYSIS OF STUDENTS' WRITING ABILITY OF NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP IT IMAM ASY SYAFI'I 2

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Keywords: *Analysis, Writing, Narrative text*

The purpose of this research is to find out students' writing ability, the researcher expected the students would be able to write good paragraph and considered the components of writing well. The component are content, organization, grammar, vocabulary, and organization.

The design of the research is a qualitative design. This research gives the description about analysis of students' ability in writing narrative text of the first grade at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU. The source of data was writing test. The researcher use two rater to analysis students' writing test based on scoring rubric of writing.

The result of the study showed that students' writing of narrative text was categorized as good level 77,68. it was found that the students' strength in writing narrative is in contents aspect with mean score 20, and the students' weakness in writing narrative text is in mechanics aspect with mean score 03. Based on the result of students' writing test it can be seen most of students still have difficulties in writing narrative text such as some it has frequent errors of spelling, punctuation, and organization, frequent grammatical inaccuracy such as the use of present time, repetition word and difficult in generic structure of narrative text.

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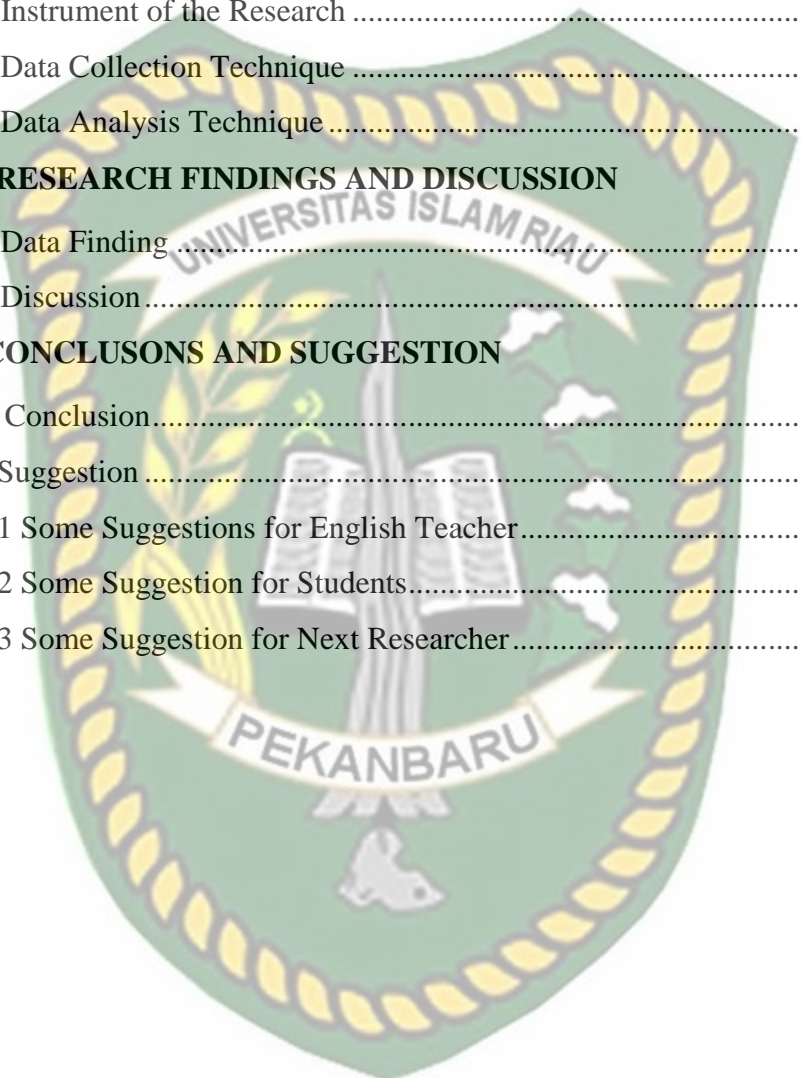
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CHAPTER I

INTRODUCTION

1.1 Background of the research

English is the language of global terms that need to be developed in Indonesia. Due to the ability to speak English, people have been able to obtain and provide information that was very important to develop themselves and the environment. Therefore, in the Indonesian language has been incorporated into the curriculum of English schools and colleges so that English can be taught to the Indonesian people well and in line with expectations stated in the opening of the 1945 constitution that was to increase the nation intellectual life.

English is the most important language in the world. It is an important thing in a human's daily life because English becomes one of the languages that understood by people from all of the world, so they who can use the language feel no worry that other people will not know it. English is learnt as a foreign language. The students are expected to have skills in English that involves of listening, speaking, reading, and writing. However, students not master the four English skills very well. Especially in writing skill on Curriculum/Tingkat Satuan Pendidikan (Depdiknas:2006) the students should be able to communicate oral and written text, by using English, in form of descriptive, narrative, anecdote, analytic exposition and hortatory exposition text.

Writing is known as one of the most important academic skills for university students. The university students need writing skills during their study as well as when they have graduated and entered the world of work. Most lecturer assignments are in written forms such as reports, reviews, giving a written opinion, etc. Since most of the universities emphasize research, writing skills are mandatory. Writing ability is the most difficult and complicated language skill to be learned almost by the students in every levels in education.

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lessons to the readers. The narrative is the most common of writing because the writer just tells his/her story without any purpose. Narrative places act in times and tell what happened according to the natural time sequence. The genre of narrating or narrative is one of the most commonly read, though least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. A narrative does not have; for example, a singular generic purpose, as do some of the other genres. The narrative also has a powerful social role beyond that of being of medium for entertainment. The narrative is also a powerful medium for changing social opinion and attitudes. (Pardyono 2007: 94).

Based on the observation and sharing with the teacher of the school, narrative text is one of the text that still difficult for students. So, narrative text is one of the text which is taught in every year. And then the students still have problems in narrative text, the problem may be caused by some aspects: The first

is the students still confuse to use the tense in narrative text. Not only they use of past tense when they are writing narrative text but also they use of present tense. The second is about vocabulary. The students are lack of vocabulary. Sometimes, they were not effective in choosing word. They can not explore their idea because of it . Therefore, they need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to sentences and arrange them into a good paragraph. And when the students produce writing a text, they need to be good at grammtical structure, mechanic, vocabulary or word choice, organization and content.

Finally, the researcher is interested to conduct the research entitle “**AN ANALYSIS OF STUDENTS’ WRITING ABILITY OF NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP IT IMAM ASY SYAFI’I 2 PEKANBARU**”.

1.2 Identification of the Problem

Based on observation, the students should know how to express their ideas and how to deliver their information to the readers. But, some of the students SMP IT IMAM ASY SYAFI’I 2 PEKANBARU still have many difficulties in writing narrative text and they can also do not know their weakness and strength in writing. Some reasons why the students have a problem with writing: Firstly, they are not familiar with the genre. Narrative text is one of the genres that should be taught and the students are hopefully required to able to make a narrative text based on the correct generic structure like orientation, complication, and resolution.

Secondly, students find difficulties in developing their ideas in the narrative text; it can be caused by their lack of vocabulary and grammar which makes it difficult for them to write in a good way.

1.3 The focus of the Problem

To conduct this research, the researcher limited the problems on the standard competencies of writing ability. The researcher would like to limit only on the ability in writing narrative text.

1.4 Research Questions

From the identification and limitation of the problem, it is important to formulate the problem. Since the researcher has already limited the problem to be discussed in this research. The researcher formulates the problem into this research question: "How are the second student's ability in writing narrative text at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU?"

1.5 Objective Of the Research

Based on the above research questions, this conducted to reach this objective: to know the second students writing ability narrative text at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU.

1.6 Significant of the Research

The finding of this research is expected to give valuable contributions for the following:

1. English teacher in developing students' in writing and also to expand the writer's knowledge
2. The result will give some advantages for students who have a problem with writing.
3. To necessary information for all of the readers.

1.7 Definition of Key Terms

In order the reader is clear about the meaning of terms, in this case, the writers explain the definition of the term used in this study:

1. An analysis
in Hornby (2000:41) is a detailed study or examination of the sentence in order to understand more about it. In this research, an analysis means that to analyze students writing ability of narrative text of the second year students of SMP IT IMAM ASY SYAFI'I 2 PEKANBARU.
2. Writing ability
Hornby (1995:2) is the skill or power by someone in expressing the ideas in a writing symbol to make other people or reader understand the idea conveyed.

3. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give a moral lesson to the readers (Pardyono 2007: 94)



CHAPTER II

THEORETICAL FRAMEWORK

2.1 The nature of Writing

According Nunan (2003: 88) states that "Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

Moreover, Harmer (2007) said that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, use of punctuation.

In addition, Oshima and Hogue (2007:15) say writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make change and correction. In brief, you write and revise again until you are satisfied that your writing express exactly what you want to say.

As stated by Brown (2001) writing is a process, focuses on the various stages that process of writing goes through, such as putting ideas down on paper to transform thought into words.

In the writing process, students can express their feeling. According to Hyland (2003:09) states that writing is a way to share personal meanings. It means

that people construct their own views or ideas on the topic. They will share their views or ideas on the topic with each other. A person's views or ideas have different from other people's views or ideas. People have to make it understandable and acceptable.

While Harmer (2004) states that writing is a process and that we write is often heavily influenced by constraint of genres, then these elements have to be present in learning activities.

Based on the explanation above, it can conclude that writing is an action or activity skill, critical thinking, expressing a complex idea, creating new ideas. which will be poured in the form of statements and paragraphs that will be clear to the reader.

The process of writing is very important in teaching writing. The teacher will know the process of students in writing based on some steps. There are some process of writing according to experts.

According to Nunan (2003:89) writing instruction began to include the entire process of writing invention, feedback, and revision and not just the product. It means that writing is a process that produces a written. The first process begins with finding ideas, Next, students response by making some sentences become a paragraph. Then, the paragraph in revise again by the researcher. Thus, the researcher get feedback from reader that involve ther write. Finally, the process of writing will be achieved.

Writing helps students in learning, because: writing reinforces the grammatical structures, idioms, vocabulary, in learning and efforts to express

ideas and constant use of eyes, hand, and brain are a unique way to reinforce learning. Moreover, writing in principle, is the expression of ideas, the conveying of a message to the reader. So, the ideas themselves should arguably be seen as the pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and a careful selection of vocabulary.

There are many reasons for a human to write. First, writing is the primary basis upon which your work, your learning, and your intellect will be judge-in collage, in the workplace, and in the community. Second, writing expresses that you are a person. Third, writing is portable and permanent. It makes your thinking visible. And the last, writing helps you move easily among facts, inferences, and opinions without getting confused-and without confusing your reader.

2.1.1 The Purpose of Writing

As one of the four skills of reading, speaking, listening, and writing, writing also can be used for a variety of purposes. According to Harmer (2004:31-34), he divides it into two purposes. The first one is 'writing-for-learning', that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is 'writing-for-writing', where students directed to learn and write in various genres using different registers.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are

removed in time and space. In this paper, students write a narrative text to entertain the readers from the story in their books.

2.1.2 Process of Writing

According to Harmer (2004:45), the writing process has four main elements:

Planning, drafting, editing, (reflecting and revising) and final version,

1. Planning

Planning is the activity to encourage students to write. It becomes a way of warming up to writers' brains before write. Writers have to think about three main issues. First, they have to consider the purpose of their writing.

Secondly, writers think of the audience they are writing for and thirdly, writers have to consider the content structure of the piece.

2. Drafting

The writer 'go' at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3. Editing (reflecting and revising)

In this process, the writer reads through what they have written to see where it works and where it doesn't. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors but also improve global content and the organization of ideas to make clearer the reader.

4. Final Version

It means that writers have edited their drafts and procedure their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

However, from the statement can be concluded for students of junior high school, they will plan, try, and decide what they are going to write before starting to write. After that students create their initial composition by writing down all their ideas and organized ways to convey a particular idea. Next point students review, modify and organize their work by rearranging, adding, or deleting content, and by making style, and content appropriate. Finally, students proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback or teachers is helpful.

2.1.3 The Components of Writing

Writing is one communication skill which is an important way to carry out ideas, feeling, and experience to the other, but learning to write in a foreign language is not an easy, because it has some components or aspect to extend indirectly message.

In writing the target language, the learners who want to master the language have to pay attention to some aspect of writing in order that they are able to write well. According to Oshima and Hogue (2006:315). There are five aspect of writing, they are:

1. Format

- a. There is a title
- b. The title is centered
- c. The first line is indented
- d. There are margins on both sides
- e. The paragraph is double spaced

2. Mechanics

- a. There is a period, question mark, or an exclamation mark after every sentences
- b. Capital letters and used correctly
- c. The spelling is correct

3. Content

- a. The paragraph fits the assignment
- b. The paragraph is interesting to read
- c. The paragraph shows thought and care

4. Organization

- a. The paragraph begins with a topic sentence that has both a topic and a controlling idea
- b. The paragraph contains several specific and factual supporting sentence, including at least one example
- c. The paragraph ends with an appropriate concluding sentence

5. Grammar and Sentence Structure

- a. Estimate a grammar and sentence structure score

From these aspects, the researcher concludes that students will be better in writing, if they includes all the aspects writing, because these guide students how to organize the main idea In writing clearly, explain how to construct the sentence with order coherently and logically, development students' knowledge to better in control of structure and mechanic in writing.

According to Hughes (1989:91-93), there are some components that should be considered in writing activity. They are :

1. Grammar

The knowledge of basic grammar is essential for an understanding of language and it is basic to be a success in writing. Grammar is a description in the structure of language and the way of linguistic units such as words and phase are combined to produce a sentence in the language speakers of language communicate. So that's why if people used a language with a bad grammar no systematic ordering of by foreigners it can make to people that doing conversation misunderstanding.

From the theory above, that grammar is an important thing in our communicating.

2. Vocabulary

Vocabulary is very important in supporting English skills because ideas and feelings can be expressed through vocabulary or words. Words are the basic tools for writing because words carry meaning where the writer's conveyed the message.

From the explanation above, Vocabulary is needed in building communication and creating our ideas in writing activities.

3. Mechanic

Heaton (1990) states that mechanics is the ability to use correct punctuation and spelling in the written language. It means that when we want to write a paragraph or text, we should pay attention to the use of punctuation and spelling. The meaning will change if a word is a misspelling and the whole meaning of writing maybe touched by a change. Punctuation is a command for the reader to raise his voice or drop hid speed and he is going to stop

4. Fluency

The ability of students' in arranging the sentences smoothly and easily. Besides that, a paragraph is said to have fluency when the choice of structure and vocabulary consistently.

5. Organization

Organization in writing is the systematic of ideas. According to Hughes, it is important for aa paragraph to have form or organization, which means that all of the sentences in it discuss only one main idea.

From the explanation above, it can be concludes that writing is one of the crucial skills that should be mastered by students and teachers because not all of the people can write something on piece of paper to express their thinking, ideas and so on.

2.1.4 The Advantages of Writing

According to Alkhadiyah (1998:1-2) states that the act of writing has eight usabilities are:

1. By writing, we can better identify our abilities and potential
2. Writing activities force us to absorb more, looking for, and seek out and, master information with respect to the topics we write.
3. Through writing activities, we can develop a variety of ideas.
4. Writing means to systematically organize ideas and express explicitly.
5. Through writing, we may review and asses our own ideas objectively.
6. By writing on paper it is easier to solve the problem is to explicitly analyze in a more concrete context.
7. The task of writing about a topic actively encourages us to learn, we must the inventor as well as a problem solver, rather than be the cause of other people's information.
8. Writing activities planned will familiarize us to think and speak in an orderly.

2.1.5 Teaching Writing

According to Jeremy Harmer (2004:31) (writing as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a "backup" for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula, it is only used if it all in its writing for a learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.

Partly, because the nature of the writing process and also because of the need for accuracy in writing. The mental process that a student goes through when writing differs significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentences writing as it is with single paragraphs or extended texts.

2.2 Narrative Text

2.2.1 Definition of Narrative Text

Mark and Katty Anderson (1997:6) says that the Narrative tells a story. Its purposes are to present a view of the world that entertains or informs the reader or listener. They said that there are some examples of narrative texts that can be found are fantasy novels, bedtime stories, historical fiction, and stories. The purpose of a Narrative text is to amuse or to entertain the reader with a story.

2.2.2 The generic structure of Narrative Text

Anderson and Anderson (1997:8) stated that the generic structures of a narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation can be in the form a paragraph, a picture, or opening chapter in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening.

A complication sets off a chain of events that influences what will happen in the story. These events will affect one or more characters.

While a sequence of events is where the characters react to the complication.

Then, a resolution is in which the characters finally sort out the complication. In this part, the crises are solved, for better or worse. The last part constructing a narrative text is a coda. It is an optional step that provides a comment or moral based on what has been learned from the story.

2.2.3 Language Features of Narrative Text

Basically, there are some characteristics of Narrative Text. This feature makes Narrative different from other text. According to Knapp and Watkins (2005) the features are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.

In contrast, Gerot and Wignell (1994) proposed six language features of Narrative Text, they are:

1. Focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu).
2. Using relational process and mental process (E.g.: Tigris was Unhappy, everything was so weird)
3. Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time)
4. Using past tense (E.g.: lived, stayed, and ways)
5. Using verbal processes (E.g.: said, told and promise)
6. Using material processes (E.g.: The bomb exploded).

2.2.4 The grammatical features of narrative text

- a. It most often uses the past tense, but maybe in the immediate presents for effect.
- b. It varies the length of the sentence: simple, compound or complex
- c. It tends to use these short sentences to increase tension; longer sentences provide construct and detail.
- d. To use dialogue will develop action and character
- e. Tense may change within the dialogue
- f. Action nouns: make nouns actually do something

2.2.5 Kinds of Narrative Text

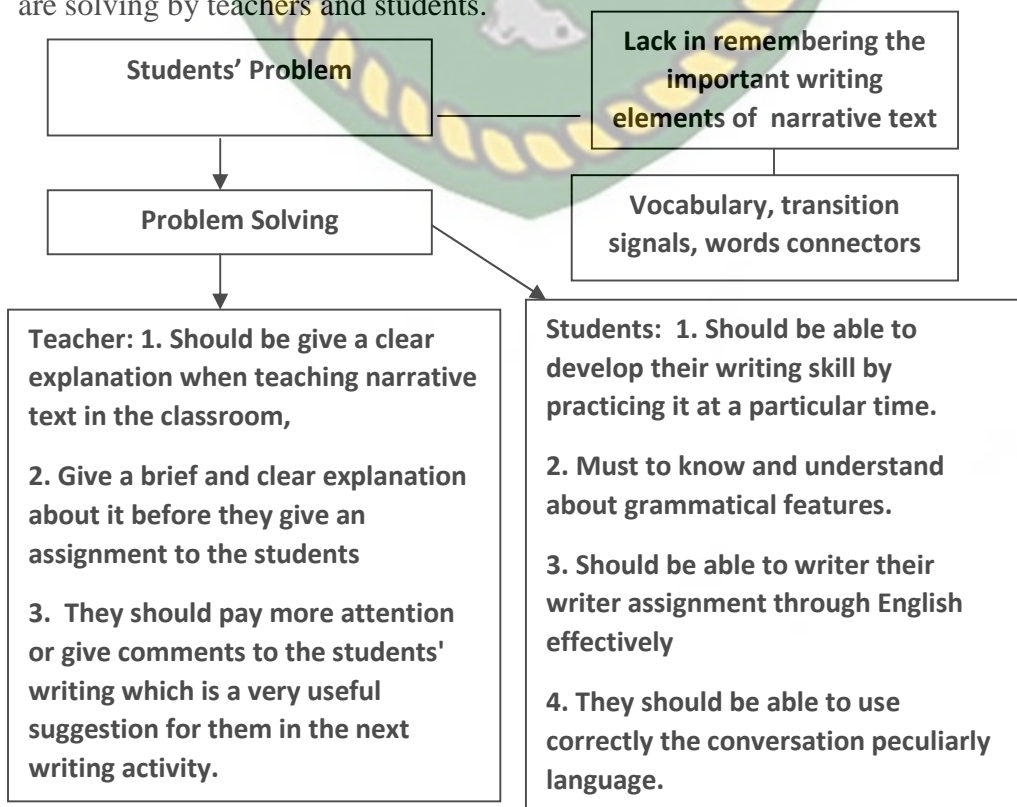
According to Anderson (2004) says that narrative text is divided into some kinds such as the followings:

1. Legend usually refers to individual characters, great heroes or king who lived in the period before written record. While based on truth, these have often been embellished over time.
2. Folk Tales server to share the wisdom and experience of ordinary folk. Animals frequently features in folk tales, alongside, or instead of, human, both of whom succeed or fail in response to their ability to be quick-witted
3. Fairy Tales are folk narrative that includes element of magic, magical folk or the supernatural. They often retain the structures and repetitive refrains prevalent in folk tales.

4. Myths are explanation stories that seek to explain the originals of natural and supernatural phenomenon, human/superhuman characteristics and the spiritual side of life. Examples include The Greek and Norse myths.
5. Fables are very brief tales with few characters, an element of the fabulous and very overt morals. Animals are most often used as the characters.

2.2.6 Conceptual Framework

This research is doing in the classroom by the researcher using the mastery about narrative text. First, the researcher teaches the students and gives the material after that the researcher gives the exercises to the students, the material that is given by the researcher will teach to the students based on the learning of narrative text which is focused on the structural framework of the student's problem in the narrative text. This research was conceptualized into the ways of the framework. There are problems to be solved. The solving are solving by teachers and students.



2.2.7 Assumption

The narrative text has been learned by the second year students in the first semester. It is assumed that the second semester of the second year students of state Junior high school IT IMAM ASY SYAFI'I 2 PEKANBARU has the various ability. Different Techniques might make different achievement.

2.2.8 Past Study

This research has relevance with other research, research from Siska Octaviani. She conducted research entitled "An analysis of Students writing ability of Narrative Text of the Second Year Students of SMP Widya Graha Pekanbaru". Based on the research finding she got the students mean scored also increase, which can be seen that the average of students' score writing ability of narrative text. In content has got 21 points with criteria *Fair to poor*, because they have limited knowledge of subject such as some of them did not know the story before but some of them more of that story.

In organization has got 17 points with criteria *Good to average*, because some of them make the story with the logical order but they confused when they determine the generic structure. In vocabulary has got 17 points with criteria *Good to average*, because the students have a lack of vocabulary they did not understand the choice of words to make a sentence. In language use has got 19 points with criteria *Good to average*, because of they lack vocabulary they become wrong in language use so many errors in sentences.

And the last in mechanics students have got 3 points with criteria *Fair to Poor* because some of the students make an error of spelling, punctuation and so many in capitalizations. The total of all students' scores was 1865 points and the average was 77,71 points the level ability is *good*.

Data analysis based on students writing ability of narrative text of the second year students of SMP Widya Graha Pekanbaru.

Fera Agusferani (2013) conducted research entitled "improving students' writing ability to write Narrative Text". The result of the first cycle shows those five students who got very good criteria (15%), 19 students who got criteria (56%), five students who got fair criteria (15%), and five students who got poor criteria (14%). In the second cycle, one student (2.94%) is fair, eight students (23.53%) are good, 18 students (52.94%) are very good and six students (17.65%) are excellent. In conclusion, there are six students get the score under the minimal standard score (>75) or 82.35% of students get a higher score than 75. It indicates that write pair share technique is an appropriate technique that can improve students' writing ability to write narrative text.

Based on past study above, it can concluded that students at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU still difficult to understand about narrative text that can caused by some aspect. And then in this research the difference from the past study above is the students seldom make or write a narrative text , they just doing fill the blank sentence or answer the question a narrative texts in workbook or textbook. So, the students have difficulties to

choose the vocabulary and tense they used. Many students still confused about the vocabulary that they used and the tense. For example they do not know choose vocabulary in make a sentences in narrative text, and they also confuse when they use tense like they use present tense, for example the use “come”, it should be “came”.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007).

Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes.

Qualitative research collects data qualitatively, and the method of analysis also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories. Of course, in qualitative research, the data collected qualitatively can also be analyzed quantitatively.

In this research described the eight-grade students' ability in writing narrative text sets of scores by using the scoring rubric. This research had one variable that will students' ability in writing narrative text will be made by the nine-grade students SMP IT IMAM ASY SYAFI'I 2 PEKANBARU. This study will be held in the classroom. The researcher comes in the classroom and gives an instruction to the students to write a narrative text based on they choose and write.

3.2 Source of Data

Source of data in this research in worksheet of students second grade in SMP IT IMAM ASY SYAFI'I 2 PEKANBARU. There are two classes of the second grade students at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU, all of them are as the total number of population in this research that is 48 students. The researcher took 22 students (the total number of the students second grade at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU 2) as the sample of this research. The researcher used purposive random sampling to choose the participants of this research.

Table 3.2
The Population of the Research

No	Class	Number of Students
1	A	22
2	B	26
	Total	48

Sample

The sample of this research were students of the second grade at SMP IT IMAM ASY SYAFI'I 2 PEKANBARU especially Class A, they were 22 students.

Table 3.3
The Sample of the Research

Class	Number of students
A	22

3.3 The Instruments of the Research

Before collecting the data, the researcher selected the topic as test in the instrument. The instrument of the research was writing test. Writing test was used to know the students writing ability in narrative text..

Table 3.4

The Blue Print of the topics

NO.	Topics	Text Type	Indicators
1.	The topic is random for students. Students may choose the title of topic, but also related about narrative text.	Narrative Text	Contents, Organization, Vocabulary, Grammatical Features, Spelling and Punctuation

3.4 Data Collection Technique

In collecting data, the researcher collecting the data using writing test (students' writing). the researcher come to the class and giving the material about narrative text. And then the researcher wrote the example of the exercise, then the students may choose and make the exercises with their chosen title. Then the researcher gave 90 minutes for students to finish the test.

3.5 Data Analysis Technique

After taking the documentation from the teachers, the data was analyzed by using scoring rubric writing paragraph, and the procedures used are: the researcher analyze and the students writing ability in narrative text. The test was analyzed by researcher and the teacher at the school.

Table 3.5 Students Assessment Form
Scoring Rubric of Writing

Aspect	Score	Criteria
Content	27-30	Excellent to Very Good: Knowledge, substantive, systematic development of thesis, relevant to assigned topic.
	22-26	Good to average: Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair to Poor: Limited knowledge of a subject, little substance, inadequate development of topic.
	13-16	Very Poor: It does not show knowledge of a subject, non substantive, irrelevant topic, or not enough to evaluate.
Organization	18-20	Excellent to very good: Fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.

	14-17	Good to average: Somewhat choppy, loosely organized, but main ideas stand out limited support, logical but incomplete sequencing.
	10-13	Fair to poor: Non-fluent, ideas confused, or disconnect, lack logical sequencing and development.
	7-9	Very Poor: Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20	Excellent to very good: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	14-17	Good to average: Adequate range, occasional errors of word/idiom form, choice, usage but meaningful not obscured.
	10-13	Fair to poor: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	7-9	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	22-25	Excellent to very good: Effective complex construction, few errors, of agreement, tense, number, word order/function, articles,

		pronouns, prepositions.
	18-21	Good to average: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	11-17	Fair to poor: Major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition and/or fragments, run-ons, deletions meaning confused or obscured.
	5-10	Very poor: Almost no mastery of sequence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

	2	Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
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Source: Jacob in Genesee an Upshur (1996:206)

Table 3.6
The Level of Student's Score

No	Range of Score	Levels
1	90-100	Excellent
2	81-89	Very good
3	71-80	Good
4	60-70	Fair
5	<59	Poor

Source: Oshima (2006)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The purpose of this research is to know the students' writing ability of narrative text of the second year students of SMP IT Imam ASY SYAFI'I 2 Pekanbaru. In analyzing the test researcher looked at the conduct (to see the overall structure of the text) and generic structure of narrative text.

As the researcher explained in the previous chapter, the generic structure is determined with three, they are: Orientation, Complication, and Resolution. It is concerned to the schematic of the text from the beginning until the end of the process of the text.

4.1 Data Finding

In the data finding, the researcher shows the students' writing ability of narrative text of the second year students of SMP IT IMAM ASY SYAFI'I 2 PEKANBARU. The indicators measured are content, organization, vocabulary, language use, and mechanics. For more detail can be seen in the following table.

Table 4.1

The Student's Score in Writing Ability of Narrative Text

No	Name	Components					Total Score	Level of Ability
		C	O	V	L	M		
1	Aida Rahmanaila R	21	17	17	21	4	80	Good
2	Annisa Rosyaddah	17	16	17	18	3	71	Good
3	Ghavisca Virella	15	17	17	18	4	71	Good
4	Halimah Assa'diyyah	23	18	17	18	4	80	Good
5	Hawra Dailah	20	17	19	24	3	83	Very good
6	Iffa Anja Ruhanda	28	18	17	16	3	82	Very good
7	Miranda Lyvia Syahrani	28	19	18	20	4	89	Very good
8	Nabilah Yumna	15	13	17	18	4	67	Fair
9	Nafiah Alyaa	28	17	16	20	4	85	Very good
10	Nahda Al Shasi Hartanto	23	18	17	22	3	92	Excellent
11	Nailah Shahira	28	19	19	22	4	83	Very good
12	Najma Annisa	15	17	13	18	4	67	Fair
13	Nasya Dwi Rahayu	27	14	13	20	4	78	Good
14	Nazwa Syahida	15	17	17	18	3	70	Fair
15	Nazwa Ummu	15	17	16	20	3	71	Good
16	Rahma Kayla Jhoana	16	16	13	18	4	67	Fair
17	Rizka Fadzillah	23	14	16	19	4	76	Good
18	Salsabila Inayah Zahra	27	19	19	24	4	93	Excellent

19	Suci Rahma Sundari	15	17	17	18	3	70	Fair
20	Tiffani Ardian Ahmad	27	15	17	22	3	84	Very good
21	Zahirah Zalfa' Hasan	23	16	16	20	3	78	Good
22	Zaskia Saraswati	17	17	16	18	4	72	Good
Total		449	368	364	432	79	1709	

The formula of percentage that is used to analyze the result of the test as in Sudjono (2008) suggest :

$$M = \frac{\sum X}{N}$$

In which: Mx = Mean

$\sum X$ = Total of score

N = Total of students

The researcher has calculated the students average score based on the total score:

1. The students' average score according to *Content*:

$$M = \frac{\sum X}{N} = \frac{449}{22}$$

$$M = 20$$

2. The students' average score according to *Organization*:

$$M = \frac{\sum X}{N} = \frac{368}{22}$$

$$M = 16$$

3. The Students' average score according to *Vocabulary*:

$$M = \frac{\sum X}{N} = \frac{364}{22}$$

$$M = 16$$

4. The Students' average score according to *Language Use*:

$$M = \frac{\sum X}{N} = \frac{437}{22}$$

$$M = 19$$

5. The Students' average score according to *Mechanics*:

$$M = \frac{\sum X}{N} = \frac{79}{22}$$

$$M = 3$$

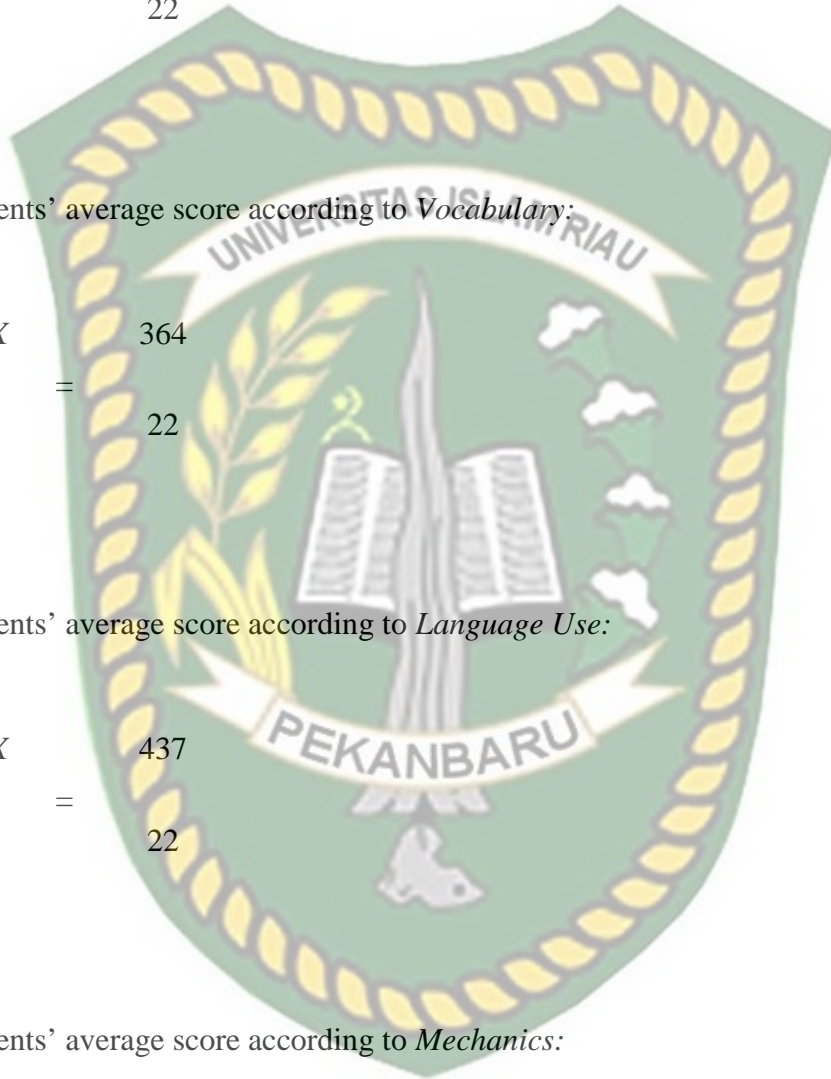
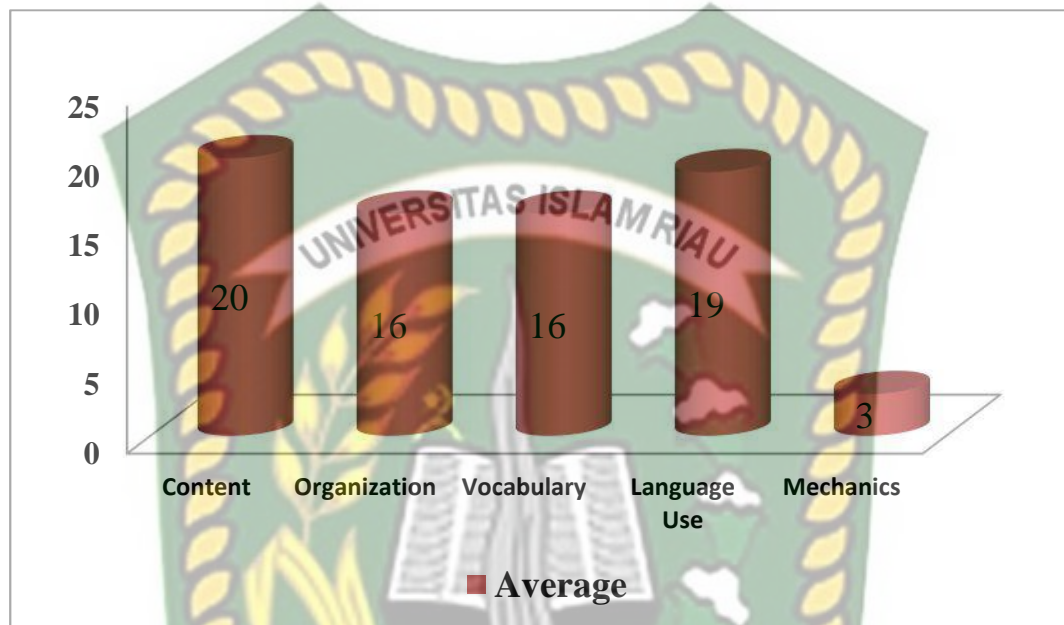


Figure 4.1

The Students Writing Ability of Narrative Text



4.2 Discussion

Based on diagram 4.1 above, it could be seen that the average of students' writing ability of narrative text. In Content aspect has 20 points *Fair too poor level*, because they have limited knowledge of subject such as some of them did not know the story before but some of them no more of that story. In organization aspect has got 16 points with criteria *Good to average level*, because some of them make the story with the logical order but they confused when they determine the generic structure. In vocabulary aspect has got 16 points with criteria *Good to average level*, because the students have lack of vocabulary they did not understand to choice of word to make a good sentence. In language use aspect has got 19 points with criteria *Good to average level*, because of they lack vocabulary

they become wrong in language use so many error in sentences. And the last in mechanics aspect students has got 3 points with criteria *Fair too poor level*, because some of the students make error of spelling, punctuation, and so many in capitalizations. The total of all students' score was 1709 points and the average was 77,68 points the level ability is *good*.

Data analysis based on students writing ability of narrative text of the second year students of SMP IT IMAM ASY SYAFI'I 2 PEKANBARU.

4.1.1 Aida Rahmanaila R.

Based on table 4.1 *Aida Rahmanaila R* has 21 points in content aspect with criteria Good to average level: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. But overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. Because she did not explains the farmer more detail. And overall she good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 21 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because she use the language is good and overall she good in

writing. And the last in mechanic aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. But overall she good in writing. In conclusion she got *80 points* with level *good*.

4.1.2 Annisa Rosyaddah

Based on table 4.2 *Annisa Rosyaddah* has 17 points in content aspect with criteria content with criteria Fair to poor level: Limited knowledge of a subject, little substance, inadequate development of a topic. But overall she good in writing. In organization aspect has 16 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 18 point with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. For example: she use her but she must use she. And the last in mechanic aspect has 3 points with Fair to poor level: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured Because there is wrong in punctuation. Such as: she must use “he” but she write “him”. But overall she good in writing. In conclusion she got *71 points* with level *good*.

4.1.3 Ghavisca Virella

Based on table 4.1 *Ghavisca Virella* has 15 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive, irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In language aspect use has 18 point with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanic aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. But overall she good in writing. In conclusion she got 71 points with level good.

4.1.4 Halimah Assa'diyah

Based on table 4.1 *Halimah Assa'diyah* has 23 points in content aspect with criteria Good to average level: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. But overall she good in writing. In organization aspect has 18 points with criteria Excellent to very good level: Fluent expression, ideas clearly stated/supported,

concise, well-organized, logical sequencing, cohesive. Because she explains based on generic structure and overall is good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors or word/idiom form, choice, usage but meaningful not obscured. Because she wrong in vocabulary. But Overall she good in writing. In language aspect use has 18 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, minor problem, in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentence, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors spelling, punctuation, capitalization, paragraphing but meaning not obscured. And overall she good in writing. In conclusion she got 80 *points* with level *good*.

4.1.5 Haura Dailah

Based on table 4.1 *Haura Dailah* has 20 Points in content aspect Fair too poor level: Limited knowledge of a subject, little substance, inadequate development of a topic. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In vocabulary aspect has 19 points with criteria Excellent to very good level: Sophisticated range, effective word/idiom choice, and usage, word form mastery, appropriate register. Because she good in write vocabulary and overall

she good in writing. In language aspect use has 24 points with criteria Excellent to very good level: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. And overall she good in writing. And the last in mechanics aspect has 3 points with criteria Fair too poor level: Frequent errors in spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused obscured. In conclusion she got 83 points with level *very good*.

4.1.6 Iffa Anja Ruhanda

Based on table 4.1 *Iffa Anja Ruhanda* has 28 points in content aspect with the criteria Excellent to very good level: Knowledge, substantive, systematic development of the thesis, relevant to the assigned topic. Because she explains based on generic structure, subject, and overall is good in writing. In organization aspect has 18 points with criteria Excellent to very good level: Fluent expression, ideas clearly stated/supported, concise, well organized, logical sequencing, cohesive. Because she explains based on generic structure an overall is good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 16 points with criteria Fair too poor level: A major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order,/function, article, pronouns, preposition and/or fragments, run-ons, deletions meaning confused or obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in

mechanics aspect has 3 points with criteria Fair too poor level: Frequent errors in spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused obscured. In conclusion she got 82 *points* with level *very good*.

4.1.7 **Miranda Lyvia Syahrani**

Based on table 4.1, *Miranda Lyvia Syahrani* has 28 points in content aspect with the criteria Excellent to very good level: knowledge, substantive, systematic development of thesis, relevant to the assigned topic. Because she explains based on generic structure, subject, and overall is good in writing. In Organization aspect has 19 points with criteria Excellent to very good level: Fluent expression, ideas clearly stated/supported, concise, well organized, logical sequencing, cohesive. Because she explains based on generic structure and overall is good writing. For example : They are very poor. In vocabulary aspect has 18 points with criteria Excellent to very good level: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. Because she wrong in vocabulary but overall she good in writing. In language aspect use has 20 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, minor problem, in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentence, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. Because there are many wrong in

paragraphing, capitalization, but overall she good in writing. In conclusion she got *89 points* with level *very good*.

4.1.8 Nabilah Yumna

Based on table 4.1 *Nabilah Yumna Virella* has 15 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive, irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 13 points with criteria Fair too poor level: Non-fluent, ideas confused or disconnect, lack logical sequencing and development. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 18 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. But overall she good in writing. In conclusion she got *67 points* with level *fair*.

4.1.9 Nafiah Alyaa

Based on table 4.1 *Nafiah Alyaa* has 28 points in content aspect with the criteria Excellent to very good level: Knowledge, substantive, systematic development of thesis, relevant to the assigned topic. Because she explains based on generic structure and overall is good writing. For example: There lived a widow who had two beautiful daughters. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In vocabulary aspect has 16 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 20 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because she use the language is good and overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. Because there are wrong in punctuation. For example: Beautiful daughter's. In conclusion she got 85 points with level *very good*.

4.1.10 Nahda Al Shasi Hartanto

Based on table 4.1 *Nahda Al Shasi Hartanto* has 23 points in content aspect with criteria Good to average level: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. But overall she good in writing. In organization aspect has 18 points with criteria Excellent to very good level: Fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive. Because she explains based on generic structure and overall is good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors or word/idiom form, choice, usage but meaningful not obscured. Because she wrong in vocabulary but overall good in writing. In language aspect use has 22 points with criteria Excellent to very good level: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. Because there is the wrong in choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 3 points with criteria Fair to poor level: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. Because any wrong in capitalization, such as: he. And in punctuation must use his. But overall she good in writing. In conclusion she got 83 *points* with level *very good*.

4.1.1 Nailah Shahira

Based on table 4.1, *Nailah Shahira* has 28 points in content aspect with the criteria Excellent to very good level: knowledge, substantive, systematic development of thesis, relevant to the assigned topic. Because she explains based on generic structure, subject, and overall is good in writing. In Organization aspect has 19 points with criteria Excellent to very good level: Fluent expression, ideas clearly stated/supported, concise, well organized, logical sequencing, cohesive. Because she explains based on generic structure and overall is good writing. For example : Lived a good and beautiful girl. In vocabulary aspect has 19 points with criteria Excellent to very good level: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. Because she wrong in write vocabulary but overall good in writing. In language aspect use has 22 points with criteria Excellent to very good level: Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. Because the language uses there is the wrong choosing of word in the sentence, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors spelling, punctuation, capitalization, paragraphing but meaning not obscured. But overall she good in writing. In conclusion she got *92 points* with level *excellent*.

4.1.12 Najma Annisa

Based on table 4.1 *Najma Annisa* has 15 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive,

irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In vocabulary aspect has 13 points with criteria Fair too poor level: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. And overall she good in writing. In language aspect use has 18 point with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. But overall she good in writing. In conclusion she got *67 points* with level *Fair*.

4.1. 13 Nasya Dwi Rahayu

Based on table 4.1 *Nasya Dwi Rahayu* has 27 points in content aspect with the criteria Excellent to very good level: Knowledge, substantive, systematic development of thesis, relevant to the assigned topic. . Because she explains based on generic structure and overall is good writing. For example lived a pretty daughter named Cinderella. In organization aspect has 14 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in

writing. In vocabulary aspect has 13 points with criteria Fair too poor level: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. Because there are wrong in writing vocabulary. For example: Godmother. In language aspect use has 20 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because she use the language is good and overall she good in writing. And the last in mechanics aspect has 4 points with the criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. And overall she good in writing. In conclusion she got *78 points* with level *good*.

4.1.14 Nazwa Syahinda Putri

Based on table 4.1 *Nazwa Syahinda Putri* has 15 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive, irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing And overall she good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 18 point with criteria Good to average level: Effective but simple construction, minor

problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 3 points with criteria Fair to poor level: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. In conclusion she got 70 points with level fair.

4.1.15 Nazwa Ummu

Based on table 4.1 *Nazwa Ummu* has 15 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive, irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In vocabulary aspect 16 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 20 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, minor problem, in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentence, but overall she good in writing. And the last in

mechanics aspect has 3 points with criteria Fair to poor level: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. In conclusion she got *71 points* with level *good*.

4.1.16 Rahma Kayla Jhoana

Based on table 4.1 *Rahma Kayla Jhoana* has 16 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive, irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 16 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In vocabulary aspect has 13 points with criteria Fair too poor level: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. In language aspect use has 18 point with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. But overall she good in writing. In conclusion she got *67 points* with lever *fair*

4.1.17 Rizka Fadzillah

Based on table 4.1 *Rizka Fadillah* has 23 points in content aspect with criteria Good to average level: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. But overall she good in writing. For example: She did not explain who the couple. But overall she good in writing. In organization aspect has 14 points points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. In vocabulary aspect has 16 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 19 point with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because she use the language is good and overall she good in writing. And the last in mechanics has 4 points with the criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. And overall she good in writing. In conclusion she got *76 points* with level *good*.

4.1.18 Salsabila Inayah Zahra

Based on table 4.1 *Salsabila Inayah Zahra* has 27 points in content aspect with the criteria Excellent to very good level: knowledge, substantive, systematic development of thesis, relevant to the assigned topic. Because she explains based on generic structure, subject, and overall is good in writing. In organization aspect has 19 points with criteria Excellent to very good level: Fluent expression, ideas

clearly stated/supported, concise, well-organized, logical sequencing, cohesive. In vocabulary aspect has 19 points with criteria Excellent to very good level: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. Because she good in write vocabulary and overall she good in writing. In language aspect use has 24 points with criteria Excellent to very good level: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. And overall she good in writing. And the last in Mechanics aspect has 4 points with criteria Good to average level: Occasional errors spelling, punctuation, capitalization, paragraphing but meaning not obscured. And overall she good in writing. In conclusion she got *93 points* with level *excellent*.

4.1.19 Suci Rahma Sundari

Based on table 4.1 *Suci Rahma Sundari* has 15 points in content aspect with criteria Very poor level: It does not show knowledge of subject, non-substantive, irrelevant topic, or not enough to evaluate. Because she explains subject in general not detail, but some of them did not telling yet but overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. And overall she good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 18 point with criteria Good to average level: Effective but simple

construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 3 points with criteria Fair to poor level: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. In conclusion she got 70 points with level *fair*.

4.1.20 Tifani Ardian Ahmad

Based on table 4.1 *Tifani Ardian Ahmad* has 27 points in content aspect with the criteria Excellent to very good level: knowledge, substantive, systematic development of thesis, relevant to the assigned topic. Because she explains based on generic structure, subject, and overall is good in writing. For example: Lived a hunter. In organization aspect has 15 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. Because she explains based on generic structure and overall is good in writing. In vocabulary aspect has 17 points with criteria Good to average level: Adequate range, occasional errors or word/idiom form, choice, usage but meaningful not obscured. Because she wrong in vocabulary but overall good in writing. In language aspect use has 22 points with criteria Excellent to very good level: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. But overall she good in writing. And the last in mechanics aspect has 3 points with criteria Fair to poor level: Frequent errors of spelling, punctuation, capitalization,

paraphrasing, poor handwriting, meaning confused or obscured. Because any wrong in punctuation. For example: After dot she did not write the capital letters. In conclusion she got *84 points* with level *very good*.

4.1.21 Zahirah Zalfa' Hasan

Based on table 4.1 Zahirah Zalfa' Hasan has 23 points in content aspect with criteria Good to average level: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. But overall she good in writing. In organization aspect has 16 points points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing.. Because she did not explains the farmer more detail. And overall she good in writing. In vocabulary aspect has 16 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. And overall she good in writing. In language aspect use has 20 points with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because she use the language is good and overall she good in writing. And the last in mechanics aspect has 3 points with criteria Fair to poo levelr: Frequent errors of spelling, punctuation, capitalization, paraphrasing, poor handwriting, meaning confused or obscured. In conclusion she got *78 points* with level *good*.

4.1.22 Zaskia Saraswati

Based on table 4.2 *Zaskia Sarawati* has 17 points in content aspect with criteria Fair to poor level: Limited knowledge of a subject, little substance, inadequate development of a topic. But overall she good in writing. In organization aspect has 17 points with criteria Good to average level: Somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing. And overall she good in writing. And overall she good in writing. In vocabulary aspect has 16 points with criteria Good to average level: Adequate range, occasional errors, of word/idiom form, choice, usage but meaningful not obscured. In language aspect use has 18 point with criteria Good to average level: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Because the language uses there is the wrong choosing of word in the sentences, but overall she good in writing. And the last in mechanics aspect has 4 points with criteria Good to average level: Occasional errors of spelling, punctuation, capitalization, paragraphing. Because there is wrong in punctuation. In conclusion she got 72 points with level *good*.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After obtaining and analyzing the data in the previous chapter, the writer presents the conclusion at the last part of this paper. The conclusion is drawn based on formulated research question., as follows: The data descriptions show that in writing ability of narrative text the students that use the Jacob technique, in this technique any five aspects, they are: content, organization, vocabulary, language use and mechanics. The technique can make the students understand with the narrative text in generic structure of a narrative text there are: orientation, complication, and resolution. In orientation the writer at least introduces the main characters, the setting and the time. It's to make it easier the students can use, who, where, and when. In general, some of students make the complication and resolution is simply way and the other students make their experience correctly.

Based on the result, the Students have In Content has 20 points *Fair too poor*, because they have limited knowledge of subject such as some of them did not know the story before but some of them no more of that story. In organization has got 16 points with criteria *Good to average*, because some of them make the story with the logical order but they confused when they determine the generic structure. In vocabulary has got 16 points with criteria *Good to average*, because the students have lack of vocabulary they did not understand to choice of word to make a sentence. In language use has got 19 points with criteria *Good to average*,

because of they lack vocabulary they become wrong in language use so many error in sentences. And the last in mechanics students has got 3 points with criteria *Fair too poor*, because some of the students make error of spelling, punctuation, and so many in capitalizations. The total of all students' score was 1709 points and the average was 77,68 points the level ability is *good*.

The students who has excellent score is Salsabila Inayah Zahra, she got 93. She has got 27 points in content with the criteria Excellent to very good, because she explains based on subject in general, and overall is good in writing. In organization has 19 points with criteria Excellent to very good. Because she explains based on generic structure and overall is good in writing. In vocabulary has 19 points with criteria Excellent to very good. Because she good in write vocabulary and overall she good in writing. In language use has 24 points with criteria Excellent to very good Because the language uses there is the wrong choosing of word in sentences, but overall she good in writing. And the last in Mechanics has 4 points with criteria Good to average. And overall she good in writing.

5.2 Suggestion

From the conclusion above, there were some suggestions that are proposed that hopefully useful as following:

5.2.1 Some Suggestions for English Teacher

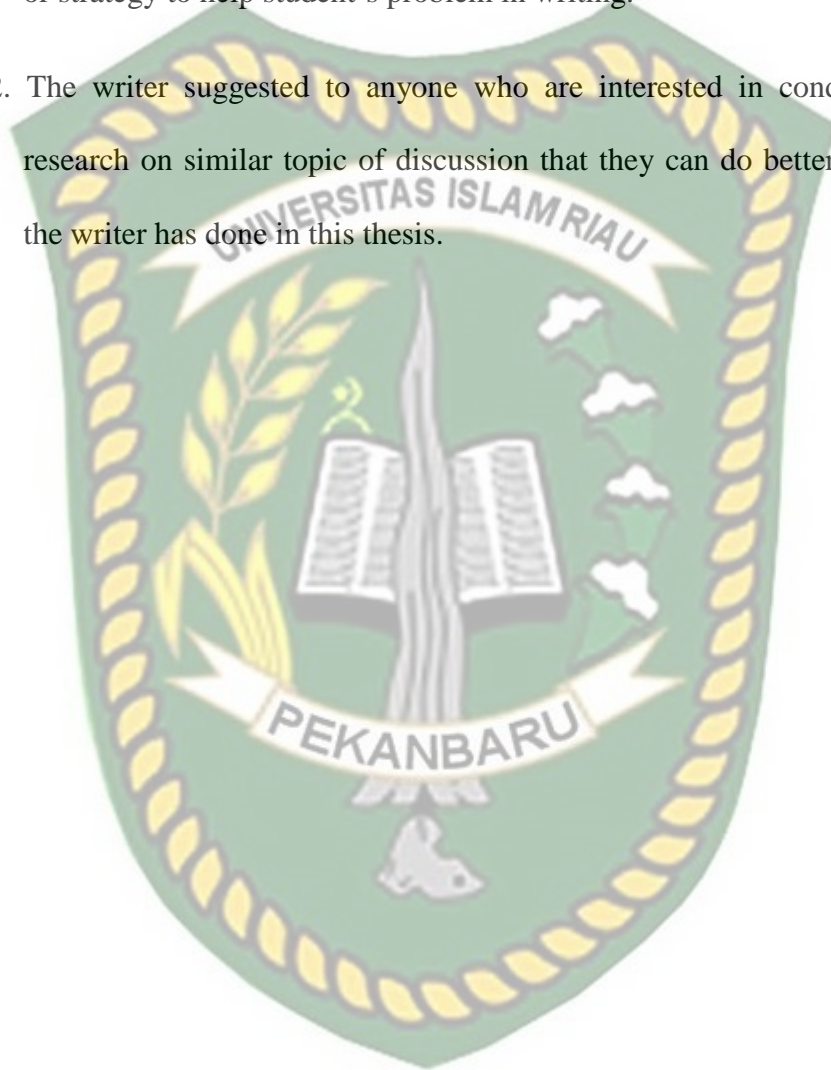
1. The teacher should be teaches the students in writing based on their prior knowledge.
2. The teacher should be provide writing texts to be taught that closely related to the students' interest.
3. Teacher should motivates the students prior to teaching-learning process, especially in writing.

5.2.2 Some Suggestions for the Students

1. Students should be improved their attention on writing aspects like vocabulary, grammar, content, organization and especially on mechanic (punctuation, spelling and capitalization)
2. Students should study more and respond in learning process.
3. Students should realize that writing is one of language skill that they must master and they have potentials to be a good writer.
4. Students should be usual to do self-correction and self reflection to get improvement in writing.

5.2.3 Some suggestions for the next researcher

1. The writer hope that the other researcher continue to find the other media or strategy to help student's problem in writing.
2. The writer suggested to anyone who are interested in conducting the research on similar topic of discussion that they can do better than what the writer has done in this thesis.



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