

**AN ANALYSIS OF STUDENTS' WRITING ABILITY ON NARRATIVE  
TEXT BY USING PICTURES DURING ONLINE LEARNING AT  
GRADE X MIPA SMAN 1 LUBUK DALAM**

**A THESIS**

*Intended to Fulfill One of The Requirement for The Award of Sarjana Degree  
In English Language Teaching and Education  
Universitas Islam Riau*

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**AN ANALYSIS OF STUDENTS' WRITING ABILITY ON NARRATIVE  
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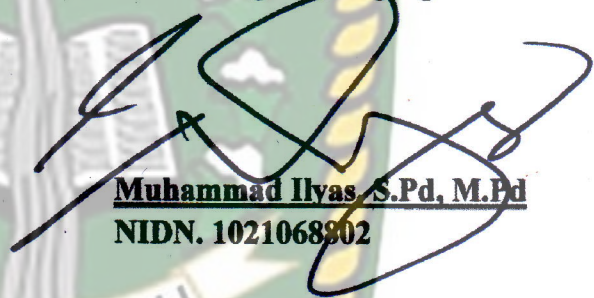
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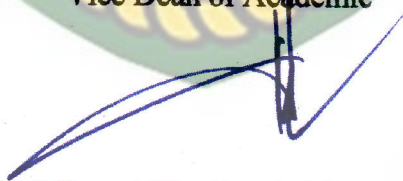


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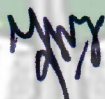
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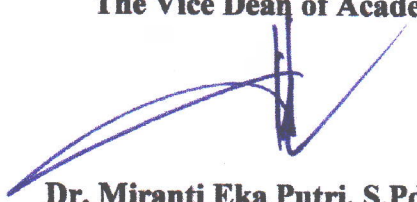


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 Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF STUDENTS' WRITING ABILITY ON NARRATIVE TEXT BY USING PICTURES DURING ONLINE LEARNING AT GRADE X MIPA SMAN 1 LUBUK DALAM  
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3	March 1, 2021	Chapter II and chapter III	Revised theory of pictures, change research method from quantitative become qualitative	
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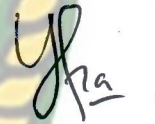
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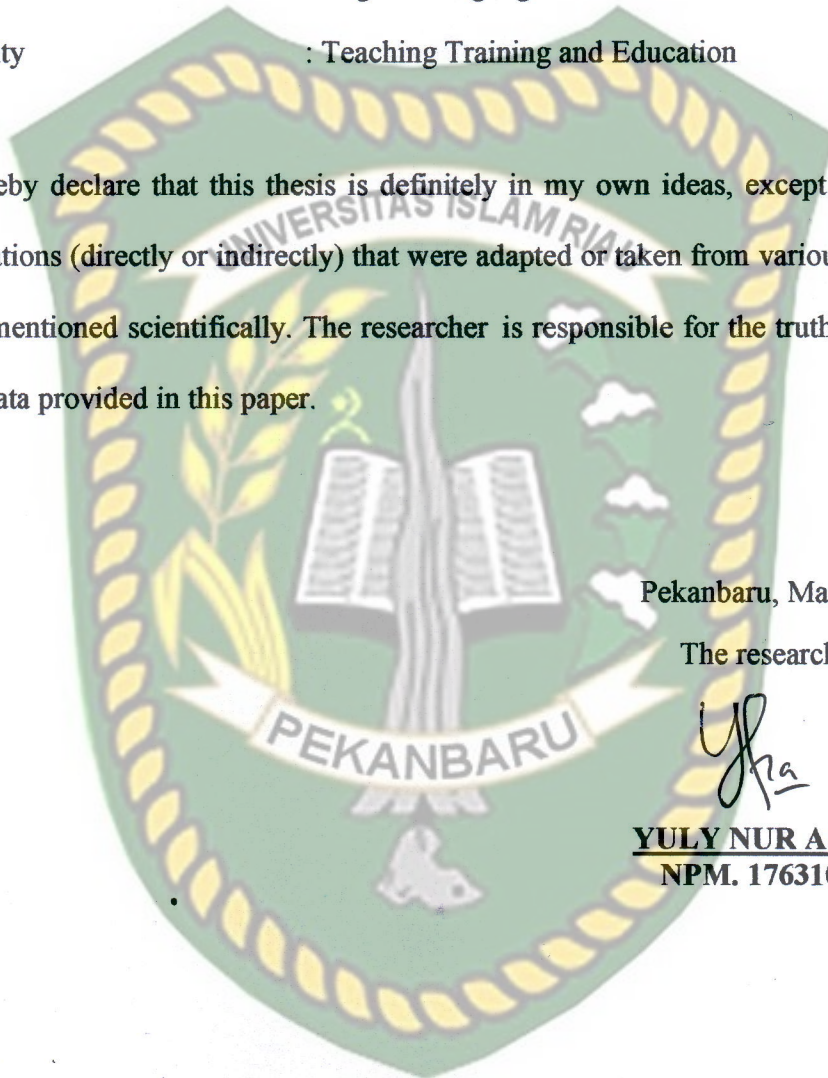
I hereby declare that this thesis is definitely in my own ideas, except for some quotations (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible for the truthfulness of the data provided in this paper.

Pekanbaru, March 2022

The researcher



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First of all, the researcher would like to say Alhamdulillahirabbil‘alamiin and say grateful to Allah for blessing, strength and health given so that the researcher could finish the thesis entitled “: **AN ANALYSIS OF STUDENTS’ WRITING ABILITY ON NARRATIVE TEXT BY USING PICTURES DURING ONLINE LEARNING AT GRADE X MIPA SMAN 1 LUBUK DALAM**”. This thesis is intended to fulfill one of the requirements for the award of Bachelor Degree in English Language Education, Faculty of Teacher Training and Education Universitas Islam Riau.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis. Therefore, the researcher would like to dedicate her deepest appreciation, love and thanks to my beloved parents **Aceng Sulaiman** and **Siti Rohayati**, for my brother **Muhammad Baihaqi Ramdhan** who give their much love, prayer to me. However, the researcher would like to express deepest gratitude and thanks to all people for the support, guidance, advice, and encouragement that helped the researcher in completing this thesis. It is an appropriate moment for the researcher to extend her deepest gratitude to:

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7. Thanks for all my friends, thanks for your support

Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, March 2022

YULY NUR ASRI



## ABSTRACT

**Yuly Nur Asri. 2022. An Analysis Of Students' Writing Ability On Narrative Text by Using Pictures During Online Learning At Grade X MIPA SMAN 1 LUBUK DALAM, Advisor: Dr.Sri Yuliani M.Pd**

*Narrative text is a text that tell about stories that happened in the past. The basic purpose of narrative text is to entertain the reader, to gain and hold the readers interest. This research focuses on students' ability in writing Narrative text about Strong Wind by using pictures.*

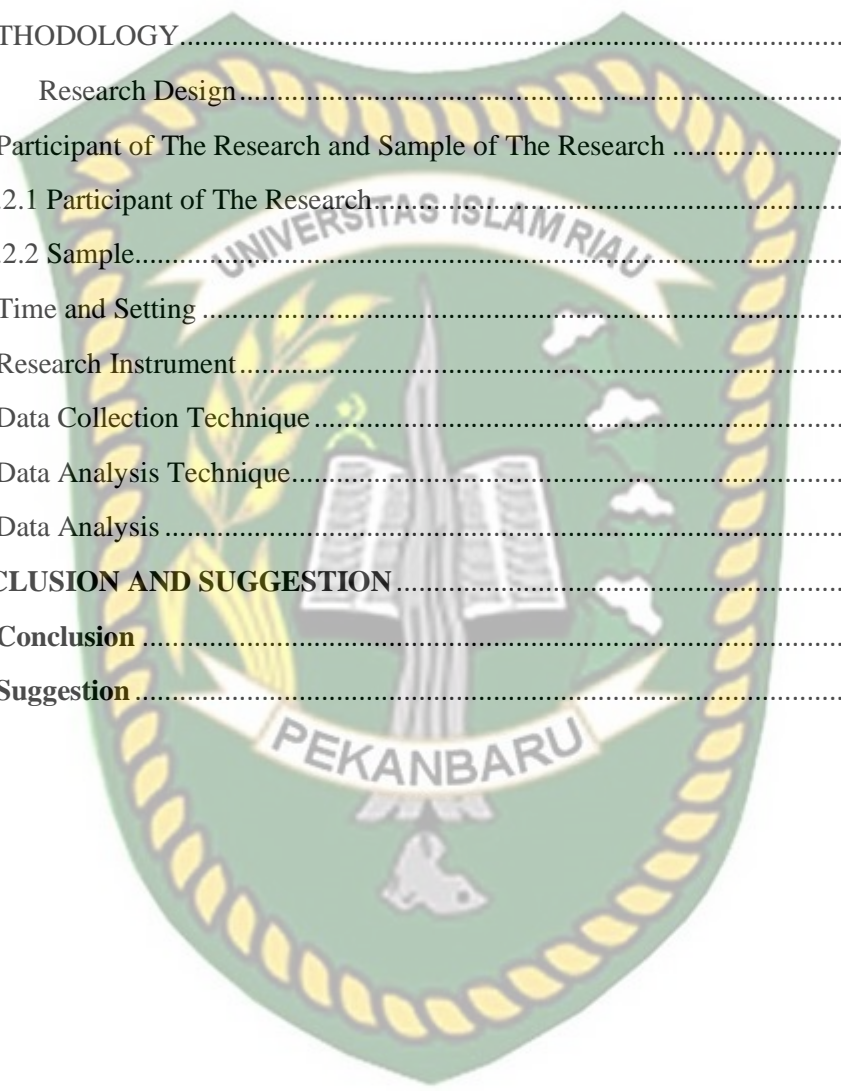
*The methodology of this research is qualitative. The participant of this research was students in class X MIPA 1 SMAN 1 Lubuk Dalam. The sample in this research was 22 students. The instrument of this research is teachers documentation from collect the students writing. The data of this study was obtained through writing narrative text by students. The story of narrative text about Strong Wind. .*

*The students writing rated can used five aspect of writing they are: content, organization, vocabulary, language use, and mechanic. The result that analyzed students writing ability in narrative text by using pictures was excellent with the total of all the score in students' skill in writing narrative text by two raters was 2747.5 while the mean of the test from the raters was 83. In content criteria the mean has got 25, the highest score has got 29 point and the lowest has got 13.5 point. In organization criteria the mean has got 16, the highest score has got 19 point and the lowest score has got 11 point. In vocabulary criteria the mean has got 17.3, the highest score has got 20 point and the lowest score has got 14 point. . In language use criteria the mean has got 21, the highest score has got 24.5 point and the lowest score has got 14.5 point. In mechanic criteria the mean has got 3.5, the highest score has got 4 point and the lowest score has got 2.5 point. The conclusion in this research was the students understand to write narrative text about strong wind, and teacher can apply narrative to make student understand and interested with writing.*

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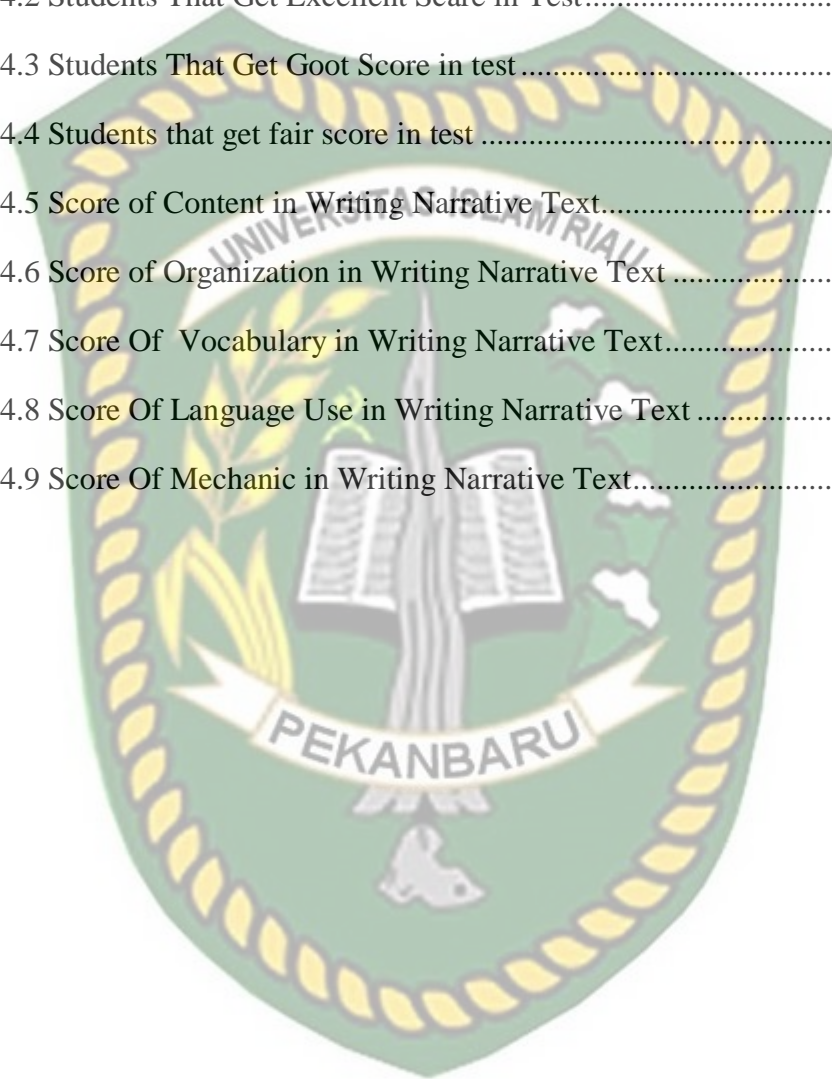
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Nowadays, the world including Indonesia is currently facing a coronavirus or often called Covid19 which changes all systems including the education system in the world. Covid19 has an impact on the education system, especially in Indonesia. The Indonesian government implements social distancing, one of which is by closing schools. Another policy carried out by the government in the education system is implementing an online learning system and reducing direct learning in schools which of course must be following health protocols. According to Rasmitadila et al (2020), stated that using online systems has provided solutions for schools that are starting to implement the School from Home (SFH) system. SFH is a program that migrates the learning process from school to home. The government in Indonesia prioritizes child safety and health, so online learning is made by the government that changes the way of teaching and learning but does not changing the rights of students to get material and the obligation of teachers to provide material.

Changing the education system into an online learning system certainly has impacts on teachers and students in the teaching and learning process in all subjects including English. This changes the way English teachers teach online

learning compared to studying in school, moreover, many students have difficulty in learning English.

English is a very important tool to communicate with people in the world. at this time English is also used as an international language. If someone wants to communicate with other especially tourist they will use the English language. In Indonesia English as a foreign language, and Indonesia Government decide English is one of the courses in Indonesian schools especially in Junior High School and Senior High School, but it is unfortunate that the current government policy that English is abolished for the level of public elementary schools but for private schools it depends on the school.

In learning English, students should master four skills in English, that are Speaking, Listening, Reading, and Writing. Writing is one of four skills that students must master in English. Writing also has an important role in English. In writing student can express their idea and they can learn to write.

Writing is one of language skill that should be mastered by students and also main component in teaching and learning process. Writing is productive skill to expressing messages, ideas and feeling into written form. Writing is one of most difficult to be learn. When the student produce writing they faced the problem such as they can created their idea and developed into written text, they still lack vocabulary, they have problem in word choice. Because that they need to be pay attention about content, organization, vocabulary, language use, and mechanic. . All these component can support the students achievement in writing and can help student to arrange the sentences. The teaching of writing is aimed at

enabling students to master the functional text and monologue text of paragraph in the form of descriptive, narrative, recount, procedure, and report.

One kind of text that can be learned with students in Senior High School is Narrative Text. The ability to write narrative text is one inquirements of students. The researcher focus on ability of narrative text with five aspect of writing (content, organization, language use, vocabulary and mechanics) Learning Writing in Senior High School can be done with many media to help students in writing skills especially in the narrative text during online learning, the media such as Pictures, games, Video, PowerPoint, card and, etc. Pictures are one of the media that can be interesting to students especially in narrative text because the narrative text tells about the story and will interesting by using pictures.

Based on the explanation and the problem above, the researcher interested to carry out research entitled “AN ANALYSIS STUDENTS’ WRITING ABILITY ON NARRATIVE TEXT BY USING PICTURES DURING ONLINE LEARNING AT GRADE X MIPA SMAN 1 LUBUK DALAM”

## 1.2 Identification of Problem

Based on the background above about the problem, there are a few problem for student in writing narrative text:

First, student should be able to developed their ideas into narrative text. It is called content. When students write narrative text it should be related to the topic.

Second, students should pay attention in organization, students can arrange the text and comprehend about generic structure of narrative text.

Third, students should use the correct grammar, it is called Language use in narrative text. Narrative text usually used past tense. Past tense is one of language structure.

Fourth, use the correct vocabulary, it should be make the clear meaning of sentences and the readers will be understand the message from the writer. In vocabulary the effective choice of word is important to avoid misunderstanding especially in writing narrative text. The lack of vocabulary became the most problem for students.

Last is mechanic, mechanic is also important for student. Mechanic conclude into spelling, punctuation and capitalization. The students must pay attention with mechanic to avoid misspelling and missputting the punctuation.

### **1.3 Focus of Problem**

The problem will be discussed in this study focused the research on analyzing students' writing ability in narrative text by using pictures during online learning. The research focus on the writing component in narrative text, there are: content, in content students focus on topic, the second is organization, and then language use focus on grammar (using past tense). Next is vocabulary, in vocabulary students focus on word choice. And last is mechanics, student focus on punctuation, spelling and capitalization.



#### **1.4 Formulation of Problem**

Based on the focus of the problem above, the research question is

How is the students' ability in writing narrative text by using pictures during online learning at grade X MIPA IN SMAN 1 LUBUK DALAM?

#### **1.5 Objective of the Research**

Based on the formulation of the problem above, the researcher set the objective of the research is:

To find out and describe students' ability in writing narrative text by using pictures during online learning at grade X MIPA IN SMAN 1 LUBUK DALAM

#### **1.6 Significance of the Research**

The researcher hopes that the research can be used for the researcher, teachers, students, educational institutions, and next researchers.

##### **1. For researcher**

To add knowledge especially about how pictures technique is used in the narrative text by online learning.

##### **2. For students**

This technique will help students to get their writing ability, and make it easier to develop their ideas when do writing by online class

##### **3. For teachers**

As additional reference that may be useful when they teach about writing skill in narrative text, and it help teacher to get good learning strategy and using media can be interest in teaching and learning process.

#### **4. For educational institutions**

It will make the right decision to use new methods to support the teaching and learning process at grade X MIPA in SMAN 1 LUBUK DALAM

#### **5. For next researchers**

This research can be used as previous research in his/her research.

### **1.7 Definition of Key Term**

#### **An Analysis**

Analysis is an activity of sorting or grouping a topic into several parts with the aim of making it easier to examine and understand it and rearrange the several parts into one logically.

#### **Writing**

According to Pardosi et al (2019) Writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process ,So it can help people to get their understanding.

#### **Narrative Text**

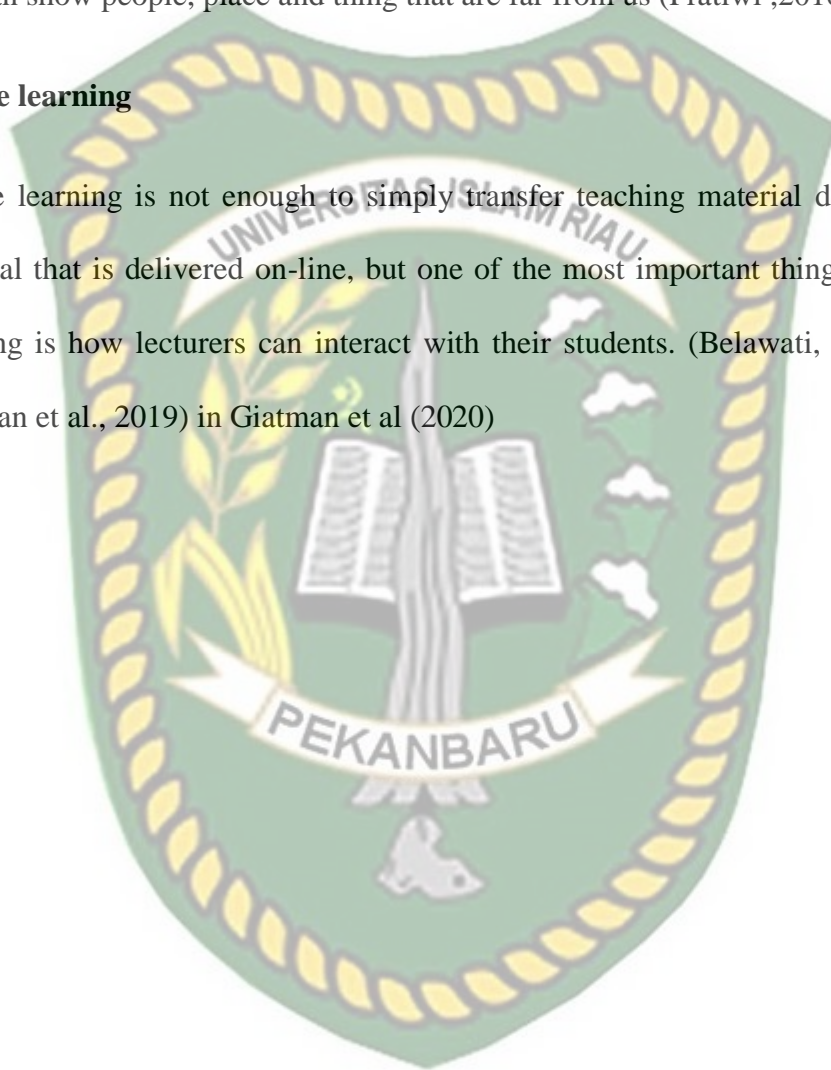
According to Sari and Sabri (2017) state that Narrative text is a text that retelling the event or activity that happened in the past with the purpose to entertain the readers or listeners.

## **Pictures**

A picture is an illustration that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us (Pratiwi ,2016).

## **Online learning**

Online learning is not enough to simply transfer teaching material directly into material that is delivered on-line, but one of the most important things in online learning is how lecturers can interact with their students. (Belawati, 2019), (M. Giatman et al., 2019) in Giatman et al (2020)



## CHAPTER II

### REVIEW OR RELATED LITERATURE

#### A. RELEVANCE THEORY

##### 2.1 Writing Skill

##### 2.1.1 Definition of Writing

Writing is one of the skills in English learning by students besides listening, speaking, and reading skills. Writing is one of the language skills that should be owned when learning a language. Furthermore, writing is a deliberate act that has to make up one's mind to do it. It presents some information that will be informed to the reader. According to Purba (2018), state that writing means a process of communication that deliver ideas and opinions in written form done by the student.

Another definition from Sari and Sabri (2017), stated that Writer can to express and share their ideas, feelings, and thoughts for communication by writing.

Hatina (2017 ), state that writing is one of the language skills need to be mastered by students. It is because learning writing can make students able to acquire the skills and knowledge that are beneficial to the growth and the development of reasoning power, social and emotional.

According to Pardosi et al (2019) Writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process ,So it can help people to get their understanding.

Meanwhile, Annisa and Al Hafidz (2013) Writing is one of English skill that learn by students including in Senior High School language besides listening, speaking and reading the students to be able to create twelve texts; they are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, explanation, discussion and review.

From the explanations above can conclude that writing is one of the English skills besides listening, speaking, and reading. Writing can help students to develop their idea and present some information to the reader.

### 2.1.2 Purpose of Writing

According to Grenville (2002), there are three purposes of writing: to entertain, to inform, and to persuade.

#### a. Writing to Entertain

Writing to entertain generally divides 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

#### b. Writing to Inform

The purpose of writing is "entertaining" it means the sense they're a good read. entertaining the reader is not main purpose, that's just the bonus

#### c. Writing to Persuade

This type of writing may include your opinion, but as part of a logical case supported by evidence, not just as an expression of your feelings. This type includes advertisements, some newspaper and magazine articles, and some types of essay.

### 2.1.3 Process of Writing

According to Oshima and Hogue (2007:15-20), there are four steps should be done by writers:

#### a. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic. There are several techniques you can use to get idea, for example listing.

#### b. Planning (outlining/organizing)

In this stage, organize the ideas into a simple outline is needed for writers. the best way to organize the ideas by making an outline from brainstorming

#### c. Writing and revising drafts

The next step is to write a rough draft quickly without thinking about grammar, spelling, or punctuation by using the outline. the writer also adds some ideas and concluding sentences that were not in the outline.

#### d. Editing (revising)

The final stage is to polish up on what the author has written. Polishing will success if you do it in two steps. First, attack the big issue of content and organization (revising). Then work on the smaller grammar, punctuation, and mechanics problems (editing).

#### **2.1.4 Element of Writing**

According to Oshima and Hogue in Wagiyo (2018), the elements of writing as follow:

##### **a. Topic Sentence**

The topic sentence is a sentence which states the main idea of paragraph and conclude controlling idea.

##### **b. Supporting Sentences**

The supporting sentences are sentences that develop the topic sentences by giving reasons, examples, facts, statistic, quotation, comparison, definition, and classifications.

##### **c. Concluding Sentence**

The concluding sentence is a sentence which signals the end of the paragraph and leaves the reader with important points to remember and tells the reader that paragraph is finished.

##### **d. Unity**

Unity means that there is only one main idea in the paragraph. The main idea is stated in the topic sentence and then each and every supporting sentence develops.

e. Coherence

Coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order, and the ideas are connected by the use of appropriate transition signals

### 2.1.5 Types of Writing

According to Zulaikah et al (2018), there are four types of writing as follow:

a. Expository.

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions.

b. Descriptive.

The main purpose of descriptive text is describe something. Descriptive writing focuses on communicating the details of a character, event, or place It is a style of writing that focuses on describing a character, an event, or a place in great detail.

c. Persuasive.

Persuasive writing tries to bring other people around to your point of view. The purpose of persuasive writing's main purpose is to convince. Persuasive writing contains the opinions and biases of the author and contains justifications



and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

d. Narrative.

A narrative tells a story. The main purpose of narrative is to tell the story and entertain the readers. There will usually be characters and dialogue. The author will create different characters and tell you what happens to them. Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

### 2.1.6 Component of Writing

Jacobs et. al. (1981) in Yuliana et al (2016) divided scoring into five criteria, namely content, organization, vocabulary, language use and mechanic.

- a. Content, in this criteria include knowledgeable, the topic is relevant or not.
- b. Organization, in this component include the ideas of student, the organize of text.
- c. Vocabulary, in this component include range, word or idioms choice, and register
- d. Language use, in this component include effective complex construction; few errors of agreement, tense, number, word order/function, prepositions, articles, pronouns.
- e. Mechanics, in this component include conventions, spelling, punctuation, capitalization, and paragraphing.

## 2.2 Narrative Text

### 2.2.1 Definition of Narrative Text

Narrative text is a text that tells about stories, such as legends, fables, etc. The purpose of narrative text is to entertain the reader. According to Pardosi et al (2019) state that the purpose of the narrative beside from providing entertainment can make the audience think about a problem, teach them a lesson, or generate their emotions. Narrative is some kind retelling the story often in words or something that happened. In narrative not only retell about itself but can retell about the story which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events.

Meanwhile, Sari and Sabri (2017) state that Narrative text is a text that retelling the event or activity that happened in the past with the purpose to entertain the readers or listeners.

### 2.2.2 Generic Structure of Narrative Text

According to Maharani (2007) in Andayani (2015) state that the structure of narrative text divided into three there are orientation, complication, and resolution. Orientation consists of figures, time, and place. Complication consists of the events or the problem turned to conflict. Resolution consists of the solution problem toward a conflict that happened.

According to Sulisty (2013), the generic structure of narrative text divided into Generic structure is divided into five generic structure, they are:

1. Orientation (introduction)

in this level, the character of the story introduces by students. in the story happened who are involved in the story.

## 2. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. Complication is in the middle of the story. In this stage, a character usually finds it difficult to get what he wants because it is blocked by a problem.

## 3. Resolution

In this stage at this stage is to solve the problem where there is a solution to the problem

## 4. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution.

## 5. Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evaluation tells about the time and place of the event being storied.

So from the explanations above, know that the general structure of narrative text consists of Orientation, complication and resolution. And about the re-orientation contain about moral value, but actually moral value has been told along with the story.

### 2.2.3 Kinds of Narrative Text

According to Fantika and Ratmanida (2016), Narrative text tells about event which are told into sequence story. The story can be fiction (stories, fairy tales, folk tales, legends, mysteries, science fiction, and historical fiction) or non-fiction (history, autobiography and news reports).

According to Yunhadi (2016) The fiction of narrative texts consist of adventure mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue myths, legends, fairy tales, fables, traditional tales guidance, and poetry, and the non-fiction narrative texts include biography, autobiography, and recount.

### 2.2.4 Language Features of Narrative Text

. According to Derewianka (2004:42) in Hudri and Ryanti (2014) state that the language features of narrative text are follow:

- a) The character of major participant are human, or can be animals with human characteristic. often individual participants with defined identities.
- b) Mainly action verb (material processes), but also many verbs which refer to what the human participants said, or felt, or though (verbal and mental process).
- c) Using past tense. Simple past tense, is used to show the events or occurrence that happened in the past.
- d) Many linking words to do with time.
- e) Dialogue often include, during which the tense may change to the present or future.
- f) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.

g) Can be written in the first person (I, we) or third person (he, she, they).

### 2.3 Picture Series

In teaching and learning process, teachers should make a media which is interest for students, one of media is using pictures. Pictures can help student to get idea and they do not need to imagine too long that can waste their time. Picture was given an easy way to predict the story and they more easily express what are they think.

According to Hatina (2017) picture series is an art that is used to draw inanimate objects if they are arranged well. Pictures are a drawing object that is one of visual aids and very useful in teaching, especially in English teaching pictures can help the learners easy to understanding the meaning of a word, a sentence, or a paragraph.

A picture is an illustration that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us (Pratiwi ,2016).

According to Rofi'ah and Ma'rifah (2018) Picture Series can be used as one of stimulus in learning activity that can help student to get their idea to find the theme and information they want to write..

So from explanation above, know that pictures series pictures are a media that is an interesting illustration or art and can help students develop their ideas when writing.

### 2.3.1 The Advantages of Using Pictures

The use of pictures in teaching writing have many advantages. According to Curtis and Bailey (2001) in Muhibbudin (2016), there are four advantages:

1. Students can easily share their ideas to compose and create a story into full story because there are pictures that will guide them step by step.
2. Students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures), because students will interest when they using the pictures for create the story.
3. Students will confident and they not forced to build a story.
4. There is habit formation in this technique (building knowledge, modeling, construction and self-construction).

According to Wright (1989: 17) in Imastuti et al there are five roles for pictures in writing. First, the students have motivate and understand towards the story they want to write if by using pictures. Second, pictures contribute to the context in which the language being used. They bring the world into the classroom. Third, pictures can describe objectively or respond subjectively. Fourth, pictures can give signal responses to questions or substitution cues through controlled practice. Finally, pictures can stimulate and provide information to be used as a reference in storytelling.

So from explanation above, know that pictures has many advantages for students, and for teacher Pictures are very useful for the teaching because many interpretations can be made in a picture. In the process of selecting pictures for teaching learning process, the teacher must pay attention to the criteria of the

pictures. They are easy to prepare, easy to organize, interesting, meaningful and authentic, sufficient and amount of language.

### **2.3.2 The Use of Pictures For Writing in the Narrative Text**

According to Wening et al (2017), The use of pictures as visual aids in the teaching and learning process is effective to improve the students' writing ability in the teaching and learning process.

The students can not build their idea in writing sentences. It is because students have many problems in writing. So the teachers must help the students by gives them creative media to make students easier. The teacher can use media like pictures, videos, and etc. The use of pictures in writing activities can be interest and can help students when they do writing. The use of pictures in the narrative text can make students easier to share their ideas because they will know about the story and they can write a story based on the pictures. Using Picture for media in learning process can make students focus and make students interest to write and make student to create their imagination about the picture that they saw.

### **2.3.4. Criteria of Selecting Pictures**

Brown and Lewis (1964:445) In Afantika and Ratmadita (2016) said that teachers should choose the excellence of pictures. They also state five criteria about the selection of pictures as follows:

- a. Is the picture sufficiently interesting to catch and hold the attention and interest of students with whom it will be used?
- b. Is it sufficiently large and simple to be seen clearly?
- c. Is the information portrays important to the topic being studied?

- d. Is the information accurate (truthful, up to date) and does it have a basis for needed size comparison?
- e. Is the picture well reproduces, realistic and attractive?.

### 2.3.5 The Important of Picture

According to Pirrozzolo and Wittrock (1981:212) in Lidyawati and Nirwanto (2016) emphasize the importance of picture series which can be shown as follows.

- a. Pictures are very useful for presenting grammar and vocabulary items. pictures can help to explain the meaning of words and help teachers to avoid long translations or explanations of meaning.
- b. Pictures can be used for revision from one lesson to another as well as Proceedings of International Conference: Role of International Languages toward Global Education System for long-term revision of vocabulary and structures.
- c. Pictures can be used as the basic of written work, for instance, question writing.
- d. Pictures can increase students' motivation and provide useful practice material as well as test material.
- e. Pictures can be used to give students an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas



## 2.4 Online Learning

### 2.4.1 The Nature of Online Learning

Sloan Consortium (2002) in Bair (2011) stated that five pillars of quality for online courses they are (a) learning effectiveness, (b) cost effectiveness, (c) access, (d) student satisfaction, and (e) faculty satisfaction.

According to Sadikin and Hamidah (2020) Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions (Pembelajaran daring merupakan pembelajaran yang menggunakan jaringan internet dengan aksesibilitas, konektivitas, fleksibilitas, dan kemampuan untuk memunculkan berbagai jenis interaksi pembelajaran).

According to Rasmitadila et al (2020) stated Online learning divided Internet-based courses offered synchronously and asynchronously. Synchronous learning is a form of learning with direct interactions between students and teachers that using online forms such as conferences and online chat. Meanwhile, asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach.

Meanwhile Puskom (2013) in Muhammad Giatman et al (2020), Online learning has many types and models, all the types will be good. applying the principles of online learning well and with quality. In terms of the interaction scheme, the online learning can be use synchronously and asynchronous.

So from the explanation above online learning is learning that used internet networks and emphasizes Internet-based courses offered synchronously and asynchronously.

#### **2.4.2 Elements When Teaching Online**

The element of teaching online divide three element, there are social presence, Cognitive Presence, and Teaching Presence. Rourke, Anderson, Garrison, & Archer, (1999, para. 3) in Bair and Bair (2011) social presence as the “ability of learners to project themselves socially and emotionally in a community of inquiry”.

Bair and Bair (2011) Cognitive presence is to achieve cognitive learning outcomes and the most important aspect of online instruction.

Meanwhile, Bair and Bair (2011) state that teaching presence is part of the online teaching and learning process in which teachers have the most direct control. Continuous teaching presence is necessary to provide a balance between social and cognitive presence. Without this, the course can be transformed into a slightly cognitive social environment.

### **B. RELEVANCE RESEARCH FINDING**

There were some research studies conducted by other researchers that related to this research:

First, M.Hudri and Nadya Ryanti Journal entitled “*ANALYSIS OF STUDENT’S ABILITY IN WRITING NARRATIVE TEXT*”. This study aims at observing the students’ ability in writing narrative text at the second year of MTs Nurul Jannah NW Ampenan in Academic Year 2015/2016. Of 40 students, 20 students were chosen as the sample. The method used in this study was descriptive research. The data were collected through observation and writing test. It was found that the ability of the students in writing narrative text was on fair category. Based on the result, 10 students (50%) got score 56 - 65 (fair), 5 students (25%) got score 0 - 45 (very poor), 3 students (15%) got score 66 - 79 (good), and 2 students (10%) got score 46 - 55 (poor). Almost of all students are in between 56 - 65 (fair category). Meanwhile, Having analyze the students’ ability in each of writing aspects, it can be said that they were in inadequate category because most of them were inadequate in content. In other words, it means that they have very limited of ideas. The problems faced by the students were they made too much grammatical and spelling errors, difficulties in using connectors, and they have limited vocabulary and unable to select the appropriate diction.

Second, Eliyawati Journal in February 2020, entitled “*Improving students’ ability to write narrative texts using pictures*”. This study is aimed in improving students’ writing ability by using pictures in narrative text for Grade XI- IPS 5 SMA N 1 Cigugur Kuningan, the survey used of t-test data of experimental and control groups on pre-test and the shows that tactic is lower that ttab ( $0,07 < 1,6759$ ) that is no significant difference of pre-test mean of both groups. The result of there are given a different treatment, and it means that there is a considerable

difference in the post-test way of both groups, which is the post-test mean of the experimental group is significantly higher. The result t-test of a hypothesis test in the experimental group, which is  $t_{count} > t_{table}$  or  $9,72 > 1,7081$  so the alternative hypothesis ( $H_a$ ) the researcher found that the students gave positive responses on the use of the picture on student narrative writing skill. The results of the questionnaire analysis were only offered to the experimental group, which for the affective aspect was 370 or with the "agreed" criteria, for cognitive perspective are 170. the result of this study conclude that picture is significantly improving student narrative writing skill, and It's they made a considerable improvement in some aspect of writing skills such as content, organization, vocabulary and grammar.

Third, Larrisa Agrippina IN 2018, entitled "THE USE OF PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT: A Quasi-Experimental Study at VIII Grade of SMPN 3 Mataram in Academic Year 2017/2018. result between the pre-test and the post-test. The average value of the post-test was 74.8 (higher than the average value of the pre-test which was 37.8). The result showed that t-test value was 16.43 higher than t-table in degree of freedom ( $df$ ) 50 was 2.010 for confidence level of 0.05 (95%) for two tailed test. concluded that the students could improve their writing ability of narrative text by using picture series. To improve students' writing ability of narrative text, the students analyzed the schematic structures concerning orientation, complication, reorientation and conclusion/coda of any kinds of stories based on the picture given then they have to retell the story using their own words into a good order of narrative text.

### C. CONCEPTUAL FRAMEWORK

The spread of coronavirus (covid 19) in Indonesia change all of the system include the educational system. the government changes the education system in Indonesia to online learning, this is what causes changes to student learning patterns. this is done to reduce the spread of the coronavirus. with the online learning system changing the way of teaching and learning, especially in English. In English, students must master four skills, namely listening, speaking, reading, and writing. Writing is one of the skills that must be mastered by students, by writing, writers can provide information to readers.

There are many problems faced by students in writing such as they lack vocabulary, do not master grammar, do not know the structure of writing so that they are unable to develop their ideas to arrange words into a sentence, especially in narrative text. The narrative text is a text that tells a story in the past and aims to entertain the readers. There are many types in the narrative text such as The story can be fiction (stories, fairy tales, folk tales, legends, mysteries, science fiction, and historical fiction) or non-fiction (history, autobiography, and news reports). There are three generic structures of narrative text, namely orientation, complication, and resolution.

Learning narrative text is more interesting if it uses media, one of the media is pictures. pictures are considered effective for students because students will be more interested in learning, especially during the current pandemic.

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Design

Research design defined the way of thinking and preparation to complete the research and to achieve the goal of the research. The researcher want to know how students' writing ability on narrative text by using pictures during online learning. This study about qualitative research, Maanen (1983) in Borg and Gall (1989) is cited in Abdullah et al (2001), defined the qualitative method as "an array of interpretative techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world".

#### 3.2 Participant of The Research and Sample of The Research

##### 3.2.1 Participant of The Research

According to Arikunto (2002:108) in Sulisty (2013) population is all the subject of a research. The population are all of students at grade X MIPA 1 Class SMAN 1 Lubuk Dalam. The total of population in this research are 22 students.

##### 3.2.2 Sample

To get samples need sampling technique. Sampling is the way or the technic to take samples. The sample is part of the population studied in a study and the results considered to be a picture of the original population. researchers used purposive sampling technique which is part of non- probability sample sampling techniques.

**Table 3.1 sample of research**

NO	Classes	Number of Student
1	X MIPA 1	22
Total sample		22






### 3.3 Time and Setting

In pandemic situation, the government implemented an online learning system, the government makes a new implement that students can learn in the school but still followed the rules of government. This research was conducted at SMAN 1 Lubuk Dalam in class X MIPA which is located at Baru Street, No 1 Rawang Kao Kec Lubuk Dalam Kab Siak.

### 3.4 Research Instrument

Research instrument is important part of the research because conducting test by using instrument. , the research her must choose an instrument in the process of collecting data. Research instrument is tool of collecting data that should be valid and reliable. Another definition from Arikunto (1998:138) in Sulistyio 2013 states that an instrument is a device or facility used in collecting the data or information so that the works can be easily and the result can be better. To get objective result, researchers will use raters to help researcher analyze the writing skills of students in X MIPA 1 CLASS at SMAN 1 LUBUK DALAM. The raters are experienced teacher. The research document in this research is teachers' documentation from students writing.

Table 3.2. Blue print of test

Theme	time	Indicators
<p>(1) </p> <p>(2) </p> <p>(3) </p> <p>(4) </p> <p>(5) </p>	<p>2 jp (2x45 minute)</p>	<p>There are five aspect of writing:</p> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Vocabulary</li> <li>4. Language Use</li> <li>5. Mechanics</li> </ol>





### 3.5 Data Collection Technique

Data collection is the method to get the data needed by research. The data was taken from teachers' documentation. There are steps that are used by the writer in collecting data

1. The researcher provides the pictures and text of the test.
2. The researcher comes to meet the English teacher.
3. The researcher submitted the test questions to the teacher
4. The teacher explains narrative text to students in X MIPA 1
5. teacher gives written test for students

6. after the test is complete, the teacher gives a score on the students' writing
7. last the researchers take students' writing results, after that collect data for analysis.

### 3.6 Data Analysis Technique

After collecting the data, the raters doing the analysis data. In this study, the data will be analyzed by using writing scoring rubric adopted from Jacobs et al.'S(1980) in Yuliana et al (2016).

The item to be evaluated	Criteria	Score
Content	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic	30-27
	GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail	26-22
	FAIR TO POOR: limited knowledge of subject; little substance; inadequate development of topic	21-17
	VERY POOR: does not know knowledge of subject, non-substantive; not pertinent; OR not enough to	16-13

	evaluate	
Organization	EXCELLENT TO VERY GOOD: fluent expression; idea clearly stated/supported; succinct, well-organized; logical sequencing; cohesive	20-18
	GOOD TO AVERAGE: somewhat choppy; loosely organized but main idea stand out; limited support; logical but incomplete sequencing	17-14
	FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development	13-10
	VERY POOR: does not communicate; no organization; OR not enough to evaluate	9-7
Vocabulary	EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage, word form mastery; appropriate register	20-18
	GOOD TO AVERAGE: adequate range; occasional occasional errors of word/idiom form, choice, usage but meaning not obscured	17-14
	FAIR TO POOR: Limited range, frequent errors of	13-10

	<p>word/idiom form, choice, usage, meaning confused or obscured</p> <p>VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate</p>	9-7
Language use	<p>EXCELLENT TO VERY GOOD: effective complex construction; few errors of agreement, tense, number, word order/function, prepositions, articles, pronouns</p> <p>GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning seldom obscured</p> <p>FAIR TO POOR: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meanings confused or obscured</p> <p>VERY POOR: virtually no mastery of of sentence construction rules; dominated by errors; does not</p>	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>

	communicate; OR not enough to evaluate	
Mechanics	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing	5
	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	4
	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured	3
	VERY POOR: no mastery of conventions; dominated by the errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; OR not enough to evaluate	2

To interpreted the data result the researcher will use classification of the Students

Result from Hudri and Ryanti Journal

No	Category	Score range
1	Excellent	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	46-55
5	Very poor	0-45



## CHAPTER IV

### RESEARCH FINDING

In this chapter the researcher provided the data obtained of the students' writing ability in narrative text by using pictures. The data was taken from SMAN 1 LUBUK DALAM at grade X MIPA 1

#### 4.1 Data Description

In order to collect the data, the researcher used documentation of the test. The result of the test calculated by two raters. For counting and scoring the data used scoring rubric writing adopted from Jacobs et al in Yuliana et al (2016). The components of writing are content, organization, grammar, vocabulary, and mechanics.

**Table 4.1 The result of students' writing ability from rater 1 and rater 2**

NO	STUDENTS	RATER 1					RATER 2					TOTAL	CATEGORIZ ED
		INDICATORS					INDICATORS						
		C	O	L.U	V	M	C	O	L.U	V	M		
1	S-1	28	14	14	15	2	26	14	14	14	3	72	Good
2	S-2	13	13	17	20	2	14	15	16	15	3	64	Fair
3	S-3	28	15	19	24	4	27	15	18	22	4	88	Excellent
4	S-4	27	10	18	20	4	26	12	16	20	4	78	Good
5	S-5	27	13	18	20	4	27	14	18	18	3	81	Excellent
6	S-6	28	16	18	20	4	27	14	18	20	4	87	Excellent
7	S-7	27	17	20	24	4	26	16	20	24	4	91	Excellent
8	S-8	26	15	15	20	4	25	14	14	20	4	83	Excellent
9	S-9	25	12	18	20	4	24	13	17	20	4	78	Good
10	S-10	28	14	18	19	4	28	15	18	20	4	84	Excellent
11	S-11	20	16	15	16	3	22	17	15	15	3	71	Good
12	S-12	26	14	18	23	3	25	10	18	22	2	81	Excellent
13	S-13	27	18	19	22	4	29	17	18	24	4	90	Excellent
14	S-14	28	18	20	22	4	29	18	17	27	4	91	Excellent
15	S-15	29	19	17	24	3	29	19	14	23	5	89	Excellent
16	S-16	25	19	17	23	4	27	18	17	23	4	90	Excellent
17	S-17	27	17	16	20	4	26	19	17	20	4	85	Excellent
18	S-18	28	18	17	24	3	29	19	17	21	4	90	Excellent
19	S-19	27	18	18	22	3	29	19	19	23	4	91	Excellent
20	S-20	26	19	20	24	3	29	19	19	19	4	91	Excellent
21	S-21	24	18	17	16	3	23	20	18	16	3	79	Good
22	S-22	28	18	17	21	3	25	19	18	20	3	86	Excellent



Based on the table above, it can describe that there were 16 students got excellent level, there were 5 students got good level, and there were 1 student got fair level.

## 4.2 Data Analysis

The researcher analyses the data of students based on the components of writing (content, organization, language use, vocabulary and mechanics). The description illustrates the students' category in writing narrative text.

### 4.2.1 Student 1 (S-1)

Student 1 ability in writing narrative text by using pictures was categorized good. The student already had knowledge in organized the story of strong wind. The student had some mistakes in wrote the vocabulary such as he had wrote "grot" which incorrect, the correct is "great" and also he had wrote "cheif" it should be changed with "chief". The other he wrote "there daughter" which is incorrect that must be wrote "three daughters". After that he wrote "wased", "har", "drosed" and "gril" which are incorrect, the correct was "washed", "hair" "dressed" and "girl". The student also had mistake in tenses such as he wrote "come" which incorrect, the correct is "came", the other mistake is he wrote "grow" and that incorrect, the correct is "grew".

Furthermore, student 1 also had many mistakes in mechanics. There were sentence did not applied the punctuation full stop (.) in the end of the sentences. And also did not applied the capitalization in wrote the word. Moreover in other components such as content and organization was good because the story was detail, clear and related to the topic.

#### 4.2.2 Student 2 (S-2)

The ability student 2 in writing narrative text was categorized fair. The student not completed the story. He only wrote half of story. He had some mistakes in other component include mechanics, language use. The mistakes in mechanics such as he did not used capitalization at the beginning of paragraph but there many found of used capitalization in the middle of the sentences and at the end of the sentences. In the language use component he had some mistakes in the grammar such as he wrote “three daughter” which is incorrect, and the correct is “ three daughters”, and the other is he wrote “woman” it is incorrect, the correct is “women”.

#### 4.2.3 Student 3 (S-3)

The ability of student 3 in writing narrative text was categorized excellent. She had mistake in wrote “many woman” it is incorrect, the correct is “many women”. She also had mistake in writing paragraph especially in wrote interrogative sentence. Furthermore student 3 was good in other component such as component and language use. She also could completed the story into sequence story.

#### 4.2.4 Student 4 (S-4)

The ability of student 4 in writing narrative text about Strong Wind was categorized good. The student could completed the story but he had some mistakes. The mistake in mechanics was in the position of punctuation or in interrogative sentence, he wrote “ do you see him” and other merged with previous sentence which this sentence should be in bellow of previous sentences. He also had mistake in wrote “hear rags” which is incorrect, the correct is “wear

raggs” because the context in this word is told the daughter 3 was treated badly with her sisters. The other mistakes in capitalization, he wrote “ Strong wind” this is incorrect, the correct is “ Strong Wind”, the letter “W” in word “Wind” must be used capital letter.

#### 4.2.5 student 5 (S-5)

The ability of student 5 in writing narrative text was categorized good. The student already had knowledge in organized the story of strong wind. The student had some mistakes in wrote the vocabulary such as he had wrote “jealous of here” it is incorrect, the correct “ jealous of her” because the word “her” mean the daughter 3. She also had mistaken in mechanics such as in applied capitalization he wrote incorrect name of “ strong wind” the correct is “Strong Wind” because the name of person must use capital letter. The other mistake in mechanic is the wrong position of interrogative which the position should in the bellow previous sentences.

#### 4.2.6 Student 6 (S-6)

The ability of student 6 was categorized excellent. The student already completed the story and could create her idea so that the story is organized. unfortunately she made a mistake in grammar where he wrote the wrong word "many woman" which should be "many women" because narrative text uses past tense. In the mechanic component he made a mistake where he did not apply capital letters in the word "Strong Wind" because the word "Strong Wind" should use capital letters because of people's names. Another mistake is the use of

punctuation quotation marks in interrogative sentences where the sentence should not be combined with the previous sentence but instead merged it.

#### **4.2.7 Student 7 (S-7)**

The ability of student 5 in writing narrative text was categorized excellent. Student 7 was very good at wrote the Strong Wind story. She wrote very clearly. She can also create and develop vocabulary. He made a mistake in using capital letters in writing the name "Strong Wind" she did not use capital letters in writing the name. The little mistake in punctuation, she did not put full stop in the ended of paragraph.

#### **4.2.8 Student 8 (S-8)**

The ability of student 8 in writing narrative text story about Strong Wind was categorized excellent. The student wrote clearly and can organized the story. The little mistake in wrote "Strong wind" which he did not put the capital letter in word "wind".

#### **4.2.9 student 9 (S-9)**

The ability of student 9 in writing narrative text of Strong Wind story was categorized good. student 9 had mistake in writing capital letters in the word "Strong Wind" which the word must use capital letters because it shows the name. Another mistake is in the application of the past tense where he wrote "many woman" which should be "many women" because the narrative text uses the past tense. he also wrote "three daughters" which should be "three daughters". an error in vocabulary he wrote "thent" and it was wrong, the correct one was "tent".

Another error is in the application of punctuation in question and answer sentences. fortunately in other components such as content and organization he completed well so that what was written was clear.

#### **4.2.10 Student 10 (S-10)**

The ability of student 10 in writing narrative text of Strong Wind story was categorized excellent. She has mistakes in wrote name of Strong Wind which she wrote “strong wind” and it is incorrect, the correct is used capitalization like “Strong Wind” because it is name of person. She also had mistake in grammar, she wrote “He hair” and it is incorrect, the correct is “her hair” because it is about possessive pronoun. She also wrote “the sistem dressed” it is incorrect, the correct is “the sister dressed”.

#### **4.2.11 student 11 (S-11)**

Student 11 ability in writing narrative text by using pictures was categorized good. The student students wrote stories so briefly that there are some moments in the Strong Wind story that are not told like not telling the attitude of the children of the chief and not telling how they met the Strong Wind in writing Strong Wind she did not use capital letters so she wrote "strong wind". Furthermore, it was found that students wrote "a chief live" which was wrong, it should have written "a chief lived" because it had to use the past tense.

#### 4.2.12 student 12 (S-12)

Student 12 ability in writing narrative text by using pictures was categorized good. The student already had know about the story of strong wind. The student had some mistakes in wrote the grammar such as she had wrote “three daughter” it is incorrect, the correct is “three daughters”. She had many mistakes in wrote the paragraph. The mistake made was writing the beginning of the paragraph that is parallel to the other sentences. She had mistakes in vocabulary such as she wrote “to mak himself invisible”, the word “mak” was incorrect and the correct is “make”. The other wrong vocabulary is she wrote “strong wind himself heard the” this is incorrect, because the named of Strong Wind must be used capital letter and the word “the” should be “them”.

#### 4.2.13 Student 13 (S-13)

Student 13 ability in writing narrative text was categorized excellent. The student already could finished the story of strong wind but she had some mistakes in writing this story. The student had some mistake such as in wrote “woman” she wrote “wonan” and she also wrote “many woman” it is incorrect, the correct is “many women”. She wrote “he livid” it should “he lived”. The student also had mistake in writing the name Strong Wind where the name should use a capital letter but the student does not use it.

#### 4.2.14 Student 14 (S-14)

Student 14 ability in writing narrative text was categorized excellent. The student already could finished the story of strong wind but she had some mistakes in writing this story. She had a mistake in writing all the name of Strong Wind

where the name should use a capital letter but the student does not use it. The other mistake in mechanic is the wrong position of interrogative which the position should in the bellow previous sentences.

#### **4.2.15 Student 15 (S-15)**

The ability of student 15 in writing narrative text was categorized excellent. In content criteria the student had finished the story of Strong Wind. it's just that there are some mistakes written by students such as writing the word "girl" he wrote everything with "gril". The other mistake in mechanic is the wrong position of interrogative which the position should in the bellow previous sentences. She had a mistake in writing all the name of Strong Wind where the name should use a capital letter but the student does not use it.

#### **4.2.16 Student 16 (S-16)**

The ability of student 16 in writing narrative text was categorized excellent. students write a complete story about Strong Wind. it's just that in the question and answer sentence where the sentence should not be parallel to other sentences.

#### **4.2.17 Student 17 (S-17)**

The ability of student 17 in writing narrative text was categorized excellent. In content criteria the student had finished the story of Strong Wind. it's just that there are some mistakes written by students such as writing the word "they" he wrote everything with "thay". Next the student did not apply the capital

letter when he wrote “ Strong Wind” and did not apply capital letter in the beginning of paragraph.

#### **4.2.18 Student 18 (S-18)**

The student 18 ability in writing narrative text was categorized excellent. There are some mistakes such as she wrote “ strong mind” it is incorrect because the story about Strong Wind not Strong Mind. in writing the word strong wind he does not apply capital letters where the rule for writing names is to use capital letters. The other mistakes is she wrote “ the first women who could see him as he cam at the end of the day.” the word “women” should be “woman” and the word “cam” should be “came”.

#### **4.2.19 Student 19 (S-19)**

Student 19 ability in writing narrative text was categorized excellent. In content criteria the student had finished the story of Strong Wind. The same as other students, the mistakes made were in writing the name of Strong Wind not using capital letters. Another mistake is that student did not used capital letters when starting the initial sentence after the period. in writing "three daughters" which is wrong and the correct is "three daughters". in another sentence students also write "daughter" with the word "daugter". Another error is that sentences with quotation marks are combined with other sentences where the sentence should be separated from the previous sentence.



#### 4.2.20 Student 20 (S-20)

The ability of student 20 in writing narrative text about Strong Wind was categorized excellent. In content criteria she could finished the story. Unfortunately, the mistakes that almost all students made were also made by him, which was not paying attention to capital letters in writing the name of Strong Wind.

#### 4..2.21 Student 21 (S-21)

The ability of student 20 in writing narrative text about Strong Wind was categorized good. In content criteria she could finished the story until the ending but the story not completed because there are still moments which not wrote by her like she didn't tell how the youngest daughter could answer the question from Strong Wind's sister so that she could marry Strong Wind. other thing there are still some mistakes in writing like he wanted to write " great warrior " but he wrote " agret warrior ". another mistake is she wrote " there daughters " which should be " three daughters " . in writing the word "live" it is wrong, the correct one should use the pas tense "lived".

#### 4.2.22 Student 22 (S-22)

The ability The ability of student 20 in writing narrative text about Strong Wind was categorized excellent. He could completed the story of Strong Wind. most students forgot the capital letters at the beginning of the paragraph and in writing names, this is also done by student 22 where he does not apply capital letters. The other mistakes is he wrote “ livid” and it is wrong, the correct is “lived”.

### 4.3 The Classification of Students' Score

After presented the data based on the components of writing the result of students that they got from raters, the researcher calculates all the students' result then classifies them in order to see the percentages and to measure students' skill in writing narrative text by using the formula:

$$\text{Percentage} = \frac{n}{s} \times 100$$

P = Percentage

N = Frequency of the students

S = Total of the students

**Table 4.2 students that get excellent score**

NO	STUDENTS	RATER 1					RATER 2					TOTAL	CATEGORIZ ED
		INDICATORS					INDICATORS						
		C	O	L.U	V	M	C	O	L.U	V	M		
1	S-3	28	15	19	24	4	27	15	18	22	4	88	Excellent
2	S-5	27	13	18	20	4	27	14	18	18	3	81	Excellent
3	S-6	28	16	18	20	4	27	14	18	20	4	87	Excellent
4	S-7	27	17	20	24	4	26	16	20	24	4	91	Excellent
5	S-8	26	15	15	20	4	25	14	14	20	4	83	Excellent

6	S-10	28	14	18	19	4	28	15	18	20	4	84	Excellent
7	S-12	26	14	18	23	3	25	10	18	22	2	81	Excellent
8	S-13	27	18	19	22	4	29	17	18	24	4	90	Excellent
9	S-14	28	18	20	22	4	29	18	17	27	4	91	Excellent
10	S-15	29	19	17	24	3	29	19	14	23	5	89	Excellent
11	S-16	25	19	17	23	4	27	18	17	23	4	90	Excellent
12	S-17	27	17	16	20	4	26	19	17	20	4	85	Excellent
13	S-18	28	18	17	24	3	29	19	17	21	4	90	Excellent
14	S-19	27	18	18	22	3	29	19	19	23	4	91	Excellent
15	S-20	26	19	20	24	3	29	19	19	19	4	91	Excellent
16	S-22	28	18	17	21	3	25	19	18	20	3	86	Excellent

Dokumen ini adalah Arsip Miiik :

The table above shows that there are 16 students got excellent category from 22 students as samples. To find out the percentage the researcher uses the formula:

$$\text{Percentage} : \frac{16}{22} \times 100 = 72.4\%$$

The result of percentage from all of the students' score in writing narrative text about Strong Wind have excellent category is 72.4 %. It means more than half from 100% of sample belongs to excellent category.

**Table 4.3 students get categorized good**

NO	STUDENTS	RATER 1					RATER 2					TOTAL	CATEGORIZ ED
		INDICATORS					INDICATORS						
		C	O	L.U	V	M	C	O	L.U	V	M		
1	S-1	28	14	14	15	2	26	14	14	14	3	72	Good
2	S-4	27	10	18	20	4	26	12	16	20	4	78	Good
3	S-9	25	12	18	20	4	24	13	17	20	4	78	Good
4	S-11	20	16	15	16	3	22	17	15	15	3	71	Good
5	S-21	24	18	17	16	3	23	20	18	16	3	79	Good

The table above shows that there are 5 students got excellent category from 22 students as samples. To find out the percentage the researcher uses the formula:

$$\text{Percentage} : \frac{5}{22} \times 100 = 23\%$$

The result of percentage from all of the students' score in writing narrative text about Strong Wind have excellent category is 23 %. It means more than quarter from 100% of sample belongs to good category.

**Table 4.4 the students get categorized fair**

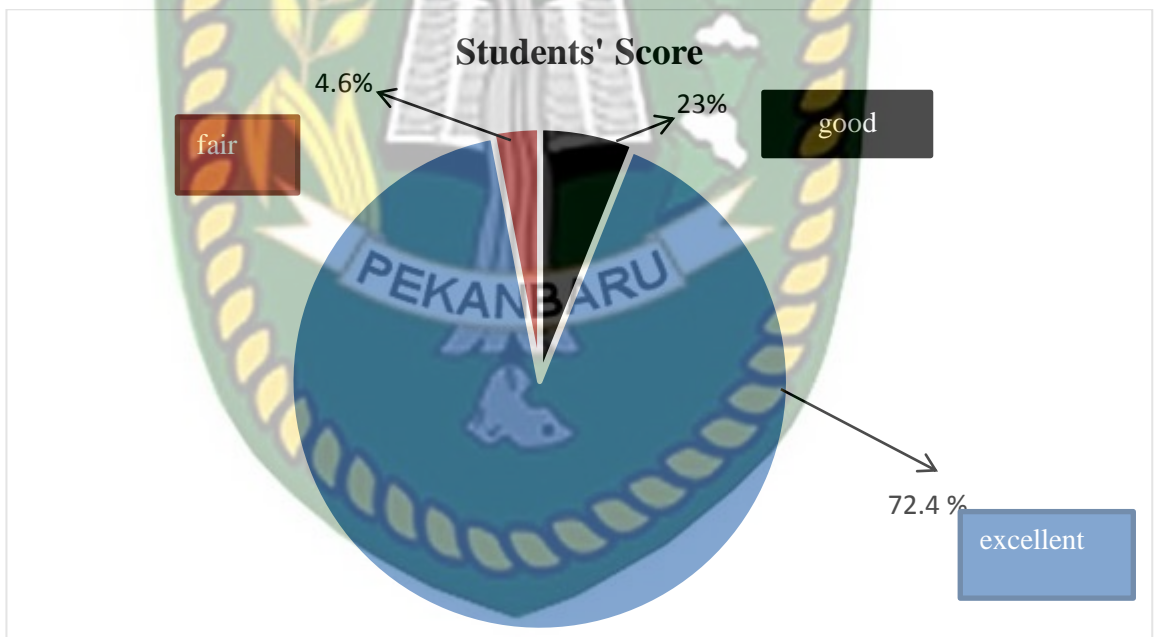
NO	STUDENTS	RATER 1					RATER 2					TOTAL	CATEGORIZ ED
		INDICATORS					INDICATORS						
		C	O	L.U	V	M	C	O	L.U	V	M		
1	S-2	13	13	17	20	2	14	15	16	15	3	64	Fair

The table above shows that there is only one student which got fair category from 22 students as samples. To find out the percentage the researcher uses the formula:

$$\text{Percentage} : \frac{1}{22} \times 100 = 4.6\%$$

The result of percentage from all of the students' score in writing narrative text about Strong Wind have excellent category is 4.6%.

**Figure 4. 1 The percentage of students' skill in writing Narrative Text from rater 1 and rater 2**



From the diagram above, it could be seen that the students' ability in writing Narrative text about Strong Wind by using pictures was excellent. It proved by there were 16 (72.4%) students or got excellent category. Thus, there were 5 students or about (23%) got good category. Last, there were 1

student(4.6%) got fair category. In conclusion, the students' class X MIPA 1 was excellent in writing narrative text about Strong Wind.

#### 4.4.1 The Classification of Students' Score Based on the Aspects

##### a. The result of students in term content

*Table 4. 1 Score of Content in Writing Narrative Text*

NO	Score of Student	Frequency	Percentage
1	13,5	1	4,55 %
2	21	1	4,55%
3	23,5	1	4,55%
4	24,5	1	4,55%
5	25,5	2	9,1%
6	26	1	4,55%
7	26,5	3	13,7 %
8	27	2	9,1%
9	27,5	3	13,6%
10	28	4	18,19%
11	28,5	2	9,1%

12	29	1	4,55%
MEAN	25		

The first aspect was content. Based on the data the highest score that got by students was 29 and the lowest was 13,5. There were only 1 student got score 29, it is mean only 4.55 % from the total of students which is same as with the students who is got score 26.5, 24.5, 23.5, 21 and 13.5 score in this aspect. In other score the students who is got score 25.5, 27 and 28.5 had same frequence which is 2 with the percentage 9.1%. there were 3 students who got score 26.5 and 27.5, it is mean score 26.5 and 27.5 had same percentage which it is was 13.7% from all of students. And last there were 4 students who got score 28 which it was 18.19% from all of students' score.

*Table 4. 2 Score of Organization in Writing Narrative Text*

NO	Score of Student	Frequency	Percentage
1	11	1	4.55 %
2	12	1	4.55%
3	12.5	1	4.55%
4	13.5	1	4.55%
5	14	2	9.1%

6	14.5	2	9.1 %
7	15	2	9.1 %
8	16	2	9.1%
9	16.5	1	4.55 %
10	17.5	1	4.55 %
11	18	5	22.7 %
12	19	3	13.7 %
MEAN		16	

The second aspect was organization. Based on the data the highest score that got by students was 19 and the lowest was 11. There were 3 student who got score 19, it is mean only 13.7 % from the total of students. Next the students who got score 18.5 and the total are 5 students, it is mean the percentage 22,7% more than the quarter of students. After that 1 student who got score 18 which is same as with the students who is got score 17.5, 13.5, 12.5, 12 and 11 score in this aspect with the percentage 4.55%. In other score there were 2 students who is got score 14 which is same as with the students who is got score 16.5, 14.5 and 15 score in this aspect with the percentage 9.1%.

*Table 4. 6 Score of Vocabulary in Writing Narrative Text*

NO	Score of Student	Frequency	Percentage



1	14	1	4.55 %
2	14.5	1	4.55%
3	15	1	4.55%
4	15.5	1	4.55%
5	16.5	1	9.1 %
6	17	4	18.19 %
7	17.5	3	13.7 %
8	18	5	22.7 %
9	18.5	3	13.7%
10	19.5	1	4.55%
11	20	1	4.55%
MEAN		17.3	

The third aspect was vocabulary. Based on the data the highest score that got by students was 20 and the lowest was 14. There were 1 student who got highest score, it is mean only 4.55 % from the total of students which is same as with the students who is got score 14, 14.5, 15, 15.5, 16.5, and 19.5 score in this aspect. Next the total of students who got score 17.5 are 3 students which is same with students who got score 18.5 with the percentage 13.7 %. After that there

were 4 student who got score 17 which is the percentage 18.19 %. Last there were 5 students who is got score 18 with the percentage 22.7%.

*Table 4. 7 Score of Language Use in Writing Narrative Text*

NO	Score of Student	Frequency	Percentage
1	14.5	1	4.55 %
2	15.5	1	4.55%
3	16	1	4.55%
4	17.5	1	4.55%
5	19	1	4.55 %
6	19.5	1	4.55 %
7	20	4	18.19 %
8	20.5	1	4.55 %
9	21.5	1	4.55 %
10	22.5	4	18.19 %
11	23	2	4.55%
12	23.5	2	9.1 %
13	24	1	4.55%

14	24.5	1	4.55%
MEAN	21		

The fourth aspect was Language use. Based on the data the highest score that got by students was 24.5 and the lowest was 14.5. There were 1 student who got highest score, it is mean only 4.55 % from the total of students which is same as with the students who is got score 14.5, 15.5, 16, 17.5, 19,19.5,20.5,21.5 and 24 score in this aspect. Next the total of students who got score 23.5 are 2 students which is same with students who got score 23 with the percentage 9.1 %. After that there were 4 student who got score 22.5 which is the percentage 18.19 % which is same with students got score 23.

**Table 4.8 Score of Mechanic in Writing Narrative Text**

NO	Score of Student	Frequency	Percentage
1	2.5	3	13.7 %
2	3	3	13.7%
3	3.5	5	22.7%
4	4	11	50 %
MEAN	3.5		

The last aspect was mechanics. Based on the data the highest score that got by students was 4 and the lowest was 3. There were 11 student who got highest

score, it is mean half from the total of students which best in mechanic with then percentage 50%. Next the total of students who got score 2.5 are 3 students with the percentage 13.7% which is same with student who got score 3. And last there were 5 students who got score 3.5 with the percentage 22.7%

#### 4.5 Discussion

The researcher analyzed that students' weakness in writing narrative text in the organization aspect. It could be seen that the highest score in organization reach by the students was 19 and the lowest score was 11. In this aspect, there were 3 students (13.7%) got score 19. Then, there were 5 students (22.7%) got score 18. There was 1 student (4.55%) got score 17.5 and this percentage same with the students who is got 16.5,13.5, 12.5, 12 and 11 score. Next, there were 2 students (9.1%) got score 16 and this percentage same with the students who is got 15,14.5 and 14 5 score 15. The researcher also analyzed that students' strength in writing paragraph in content aspect which the highest score was 29 and the lowest score was 13.5 . In this aspect, there was 1 student (4.55%) got score 29 which is same as with the students who is got score 24.5, 23.5,21 and 13.5.. There were 2 students (9.1%) got 28.5 which is same with the students who is got score 27 and 25.5. . There were 4 students (18.19%) got score 28. Then, there were 3 students (13.6%) got score 27.5 which is same with students who got score 26.5.

In addition, to avoid misunderstanding, the researcher shows the data that has been totaled and given by the rater and it shows that the raters gave score that was not much different in students' writing test. It describe that there were 16 students

(72.4%) got excellent category, there were 5 students (23%) got good category, and there was 1 student (4.55%) got adequate category. In fact, some of them almost in the same category, the difference is in the overall result where the highest were gotten by S-7, S-14, S-19, and S-20 with mean score 94 (excellent). The student got same score from both raters so that made the student belongs to excellent category and got the first place than the other member. Meanwhile, the highest score in good category was gotten by S-21 with the mean score 79. Last, the only student got fair category belongs to S-2 with mean score 64. So, the total of all the score in students' skill in writing paragraph by two raters It makes the writing skill of students X MIPA 1 in writing narrative text about strong wind by using pictures belongs to excellent category.

Meanwhile, the other research had different result from Hudri,M (2014) It was found that the ability of the students in writing narrative text was on fair category. Based on the result, 10 students (50%) got score 56 - 65 (fair), 5 students (25%) got score 0 - 45 (very poor), 3 students (15%) got score 66 - 79 (good), and 2 students (10%) got score 46 - 55 (poor). Almost of all students are in between 56 - 65 (fair category).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The researcher analyze the students' ability in writing Narrative Text about Strong Wind story with the ways to get the conclusion or represent the data researcher calculated that all of scores that given by the raters. The researcher conclude that the students' ability in writing narrative text belong to excellent category. It proved that there were 16 students got that category as the highest score is 92. Then, there were 5 students belong to good category which the highest score was 79, and there was only 1 student belong to fair category who got 65. Based on the representation data in this research, students' ability in writing Narrative text about Strong Wind was Excellent.

In addition, based on the result of the research, the researcher can conclude almost of students has good category on all aspect even though there are still students who got poor category from 2 aspect, the aspect are Content and Organization. Student who got poor category with score 13.5 (4.55%) in content aspect and score 11 (4.55%),12 (4.55%), and 12.5 (4.55%), in organization. The result that analyzed from five aspect of writing ,in content the mean of content criteria has got 25, the highest score has got 29 and the lowest has got 13.5 point. In organization criteria the mean has got 16, the highest score has got 19 point and the lowest score has got 11 point. In vocabulary criteria the mean has got 17.3, the highest score has got 20 point and the lowest score has got 14 point. . In language use criteria the mean has got 21, the highest score has got 24.5 point and the

lowest score has got 14.5 point. In mechanic criteria the mean has got 3.5, the highest score has got 4 point and the lowest score has got 2.5 point.

## 5.2 Suggestion

Considering the result of the research, the researcher want to give several suggestion that are proposed that hopefully useful as following:

### 5.1.1 Suggestion for English Teacher

1. Teachers should motivate students in learning activities, especially in writing.
2. Teachers should choose adequate learning media in teaching narrative text.
3. Teachers should be more introduce many stories which is related with narrative text
3. The teachers should tests the students' skill in writing to find out the students' skill.

### 5.1.2 Suggestion for The Students

1. Students should keep practice to improve their skill in writing.
2. Students should looking for more references to learn English especially in writing narrative text.

### 5.1.3 Suggestion for the Next Researcher

1. The researcher hope the next researcher can find another way to improve students' skill in writing Narrative Text
2. The researcher also hope the next researcher can do better than what the researcher done in this thesis.

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