

An Analysis of Students Writing Ability by Composing Narrative Text

Ira Puspita

Puspitaira69@ymail.com

STIT MUHAMMADIYAH TANJUNG REDEB

Abstract

The study aimed to find out whether any influences composing narrative text to the students writing ability at seventh grade students of STIT Muhammadiyah Tanjung Redeb and to find out the level ability after students composing narrative text. The scope of study writing narrative text at the Seventh Grade Students of STIT Muhammadiyah Tanjung Redeb. The method of this research is quantitative. The population in this study was the whole seventh grade students in STIT Muhammadiyah Tanjung Redeb, which is enlisted in the academic year of 2014/2015. The seventh grades belong of one class each classes consisted of about 36 students. The writer takes 15 students of them as the research sample (group B) by using random sampling (namely a method of sample taking by mixly without paying attention to the grade of number of population. The method of data collection used documentation and test and the method of data analysis used SPSS 21 Version. The result showed that shows the pre-test score of the class was 11.617 with standard deviation of 3.065 and the post-test score was 17.617 with standard deviation of 2.146. The post-test scores were higher than the pre-test scores.

Keywords: *Students' Writing Ability, Narrative Text*

Introduction

As we know that English is international language and as a foreign language in our country, English also is the second language from Indonesian, in junior high school learn English to university level, even most of peoples in Indonesian are learn about English and in this case we want to know of students ability in writing narrative text because not all people

cannot write effectively especially write narration story or narrative text and most of literature are written in English. We analysis the students how they composing the narration story (Narrative text) by using their mine or imagination it self, and than the leader to what extent the students ability and weakness in English, this is an important for leader to know their ability.

The purpose of the Narrative Text is to entertain or to amuse the readers or listeners. There are some divisions of narrative text such as Legend, Fable, Fairy Tale and other than providing entertainment can be to make the audience think about an issue, teach a lesson, or excite their emotions. In well-written narration, a writer use insight, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and phrase act.

Writing is not simply putting meaning down some words into a number of unrelated sentences but it is the ability to produce a sequence of sentence arranged in a particular order and linked together in a certain way in order in produce some ideas, thoughts and desires (Byrne, 1990: 1). Writing is complex cognitive activity which require. The writer control several variables like punctuation, grammatical system, vocabulary and letter formation.

Learning to write is a development process, it means that the students will study it continuously, at their writing ability is still low especially in writing narrative text. Many students can not writing narrative English text because they are only using their imagination without paid attention

about the rule of narrative itself, like orientation, events, complication and resolution. In fact, Students writing ability still low, although they have been learn English before narrative text can't write good narration text well. They still confused with writing conventions or agreements. And it's vocabulary difficult for them to explore and share their ideas.

Another problems are the psychological, linguistics and cognitive problems, become the dominant factors which is make the students find out difficulties to write English narrative text well. Students must know writing convention completely to develop Narrative text. It is made the students confused to differentiate verb how share ideas and develop it, students get difficulties to compose narrative text, especially to the research, that is:

Writing is one of the important skills in English because writing is an extremely complex cognitive activity which requires the writer to demonstrate control of several variables at once. Therefore, many studies about it. In this case a research has done by Rusiadi, (2009), The Analysis of the Use of Preposition and Conjunction in Writing Descriptive Essays a Case Study at the Seventh Grade Students of STIT Muhammadiyah Tanjung Redeb, the

writer infers that The students' ability in writing paragraph of descriptive is good, this the fact more than 60% of the students are able to use the preposition and conjunction in writing paragraph of descriptive, and the students are able to describe their opinion in using their own words in to a paragraph descriptive.

The other studies show that research writing skill is a research has done by Muzakir, (2009), The Effectiveness of Picture Series to Increase the Students Writing in Narrative Stories a Case Study on the Language and Social Department of STIT Muhammadiyah Tanjung Redeb, the writer concluding that the using pictures series is effective, especially in teaching writing to gain the maximum achievement on any writing material taught.

From the previous studies have been mentioned, only a few studies include the students 'ability in writing narrative. Therefore, this research with a title students' writing ability in narrative text at the second year students of STIT Muhammadiyah Tanjung Redeb is a research important have to do. Based on that phenomena,

the writer want to analyze students ability in compose narrative text.

Based on the background of study above, this study is intended to answer the following research question:

1. Is there any influences of composing narrative text to the students writing ability at seventh grade students of STIT MUHAMMADIYAH TANJUNG REDEB?
2. What level of ability do the seventh grade students have after composing narrative text?

The study aimed to find out whether any influences composing narrative text to the students writing ability at seventh grade students of STIT Muhammadiyah Tanjung Redeb and to find out the level ability after students composing narrative text. The scope of study writing narrative text at the Seventh Grade Students of STIT Muhammadiyah Tanjung Redeb. Before the researcher continuous this discussion concerning the topic, it is necessary to present the definition of the terms need in relation with the title to give clear ideas of what the proposal is about.

Review of Related Theories

Writing is an act of communication, making marks on certain surface in a form of graphic presentation, creates writing. Writing is complex cognitive ability which requires the writer demonstrate control of several variable like grammatical, system, punctuation, letter formation, and vocabulary. The Writing Process has five steps in Writing process, among others are a). Drafting is making an outline, main idea, b). Composing is develop an outline efficiency and effectively, c). Editing is found out student mistaken in the composition, d). Revising is substitute / change by using correct form, e).Publishing is publish to the reader. During the process, students engage in pre-writing, planning, drafting, and post writing activities they will be discussed briefly in this subtopic (Muzakir, 2009: 12).

Ability is defined as potential capacity or power to do something physical or mental (Hornby, 1986: 2). The type of writing , one of them is narrative , a narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome – it shows how people or groups of people overcome a problem or crisis in their lives (Joyce

and feez, 2004:23 cited in Emi Emilia, 2010:167).A narrative text focused

on imagination and the writer language proficiency. McCrimmon, 1984: 160 cited in Rusiadi (2009: 16) suggest that to write a narrative you need to choice a point of view to establish the person and the position of the narrator. If you tell “I or we”, you are writing from the first person point of view; if you recount intent “he, she or they”, you are writing in third person point of view. In other hand, narration usually refers to the story and the term is used here to describe an experience that may be in the past (past narration), it may be typical experience (what people usually do), or happens now (present narration). To the concept theoretical framework, the writer used Constructivism theory espoused by Jerome Bruner gave significant insights in the formulation of the researcher’s theory, Piagets’ development theory and cognitive domain

Constructivism as worldview posits expressed that learning is active process and constructive. The learner is an information contractor. The learner must construct or create difficult information, the way of checking new information to

old regulation and construct regulation if it doesn't used again.

In the classroom, the teacher can't only give knowledge to learners but their own must construct knowledge in their own minding. This theory teaches greater active role of students in learning.

Wikipedia Expressed that Piaget's theory is based on the idea that the developing child construct cognitive structures—in other words, mental “maps,” schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities. cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience and children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then

adjust their ideas accordingly. Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development.

Piaget's theory that learners adapt to the world through assimilation and accommodation which is inseparable. Learners given the right material into their mind from environment will create changing evidences to their senses and make it fit

Learning is a change in behavior or performance that occurs as a result of new experience and practice or response such as elimination, innovation or modification or response involving some degree of performance caused partly or wholly by experience. Furthermore, the theory explains that students learn better when they are able to do things on their own and construct the real meaning of concepts by practical work with the assistance of a teacher. The composing narrative text as instructional will secure that students' writing ability increasing.

Research Methodology

The method of this research is quantitative. The writer is aimed to find out or investigate the

students' writing ability in narrative text. The writer wants to state the elaboration of the first test to find out the case of students' competence from the variable of the title. For the research design, descriptive approach will be used in which some valid test procedure will be conducted. This test is intended to measure how far the students' competence in writing. Or collect the data the writer will apply test and data would be analyzed through basic statistical computation. *Arikunto* (1997: 108) states that a population is a set (or collection) of all elements possessing one or more attributes of interest. the population in this study was the whole seventh grade students in STIT Muhammadiyah Tanjung Redeb, which is enlisted in the academic year of 2014/2015. The seventh grades belong of one class each classes consisted of about 36 students. The writer takes 15 students of them as the research sample (group B) by using random sampling (namely a method of sample taking by mixly without paying attention to the grade of number of population. This way is conducted if the number of

population is supposed homogenous (Hidayat, 2007).

The method of data collection used documentation and test and to score the students' ability in writing scripts the writer has subjective scoring, which is done analytically based on the following consideration (Carrol, et. al, 1985) among others are grammar, vocabulary, Mechanic, Fluency and Relevancy. The method of data analysis used quantitative. It means that after identifying each of the students' writing, the researcher uses statistic to analyze the data and describes the samples that have excellent, very good, good, fairly good and terrible. To know the result of the classification rank, the researcher used the following criteria:

A = 90-100(very good)

B = 70-89(good)

C = 60-69(sufficient)

D = 40-59(insufficient/bad)

E = 0-39(very bad)

According to Rahmah (2010:43) said that it can be calculated using the structural formula below :

$$P = \frac{fq}{N} \times 100\%$$

Where:

P = Percentage

Fq = Number of Frequency

N = Number of Respondent

Regarding the scores and for the shake of data analysis, four elements for writing skills are scored, namely: Grammar, Vocabulary, mechanics, fluency and relevance. More over, to identify the individual sample writing raw scores, the writer use the following formula:

G = Grammar

V = Vocabulary

M = Mechanics

F = Fluency and relevance

X = The writing score of individual sample.

Compare the result of the mean score of the students' writing ability in

narrative with the guidelines as issued by Heaton, (1989: 137).The score will be got from the test that the students have done. By adding the grammar, vocabulary, mechanic, fluency and relevancy in student test. Calculating the student's score percentages, to abstains the information concerned to the competency of the studies, the writer determines a formula of a percentage scale and qualification according to explanation above as follow where:

P = Proportion

$\sum S$ = Number of students get score > 60

$\sum F$ = Number of students get score < 60

N = Number of sample.

Findings and discussion

Pre test Score Analysis

Pre-test was conducted before doing treatment. It was designed to find out students' ability in writing recount text without applying mind map strategy. It was conducted on Monday, April 10th 2015. Students' writing test was

evaluated based on rubric of Brown which covers content, vocabulary, generic structures and language features. Statistical computation with SPSS version 21.0 for windows was used to analyze the data. The following table can tell mean of score and standard deviation of the pretest score from one group sample.

Table 1.1 Descriptive Statistics on Pretest Score

	N	Minimum	Maximum	Mean	Std. Deviation
X	34	7.00	18.00	11.6176	3.06510

Valid N (listwise)	34			
--------------------	----	--	--	--

From the score of pre-test, it could be showed that the highest score of writing test calculation was 18 and the lowest score was 7 with mean 11.617. Nevertheless the computation above could not represent whether the means of the pretest were significantly different. Therefore paired-sample t-test was performed to compare the mean both of pre-test and post-test. However the t-test can be performed if the data normally distributed and homogenous. Thus, the computation of the normality distribution and homogeneity of variance were

administered to find out whether the computation of means could be used as parametric test (t-test) or not.

Post-test Score Analysis

Posttest was conducted on March 01th 2015. Post-test was conducted to know the effectiveness of treatment. It was designed to verify the significant difference after treatments. Statistical computation with SPSS version 21.0 was used to analyze the scores of students' posttest. The following table shows the result of students' posttest. It can tell the means of score and standard deviation of the data.

Table 1.2 Posttest Score Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y	34	13.00	20.00	17.6176	2.14638
Valid N (listwise)	34				

The result of posttest after giving treatment by using mind map could be seen that the highest score of writing test calculation was 20 and the lowest score was 13 with mean 17.617. But before analyzing the data using paired-sample t-test formula, the normality of distribution and homogeneity of variance were also carried out to find

out whether the data of post-test were distributed normally and the variances were homogenous.

T-Test Computation Analysis

The computation of difference means between pre-test and post-test was aimed to find out significant differences between pre-test and post-

test means. The scores of means were computed by using paired sample *t*-test in SPSS version 21.0 for windows. The

following table is the result of statistical computation between means of pre-test and post-test:

Table 1.3 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	17.6176	34	2.14638	.36810
	Pre-test	11.6176	34	3.06510	.52566

Table 1.3 shows the pre-test score of the class was 11.617 with standard deviation of 3.065 and the post-test score was 17.617 with standard deviation of 2.146. The post-test scores were higher than the pre-test scores.

Conclusion

The aim of this research was to find out whether the composing strategy influences students' ability in writing narrative text. From the pre-test result above, shows the pre-test score of the class was 11.617 with standard deviation of 3.065 and the post-test score was 17.617 with standard deviation of 2.146. The post-test scores were higher than the pre-test scores. Considering the computation result, it is clear that composing as strategy in teaching and learning process contributed to students writing, especially writing narrative text.

Moreover the calculation of effect size (*d* value = 1.77) showed positively influence students' ability in writing narrative text. It can be said that the use of composing strategy was successful to influence students' writing abilities in narrative text which is significantly improved. In other words, diary strategy as treatment worked very well to improve student's ability in writing narrative text.

References

- Arikunto, S. (1999). *Prosedure Penelitian Sebuah Pendekatan Praktik*. Jakarta, PT Bima Aksara.
- Carrol and Patrick, J. (2012). *Make Your Own English Language Test Performance*. MC Graw and Hills Comp. Inc.
- Crimmon, Mc. et. al. (2010). *Writing With Purpose*. New Yourk: Hounthton Mifflin, Boston Company.

Emilia, E. (2010). *Teaching Writing: Developing Critical Learners*. Bandung, RIZQI Press.

Gibbons, P. (2009). *Englis Learners Academic Literacy: Learning in the Challenge Zone*. Heinemann.

Goldman and Hitch. (1982). *The Essay, Reading for Writing Process*. USA: Houghton Mifflin Company.

Heaton, J.B. (1986). *Writing English Language Test*. Singapore: Longman Group Ltd.

Hidayat, A. (2013). *Riset Keperawatan dan Tehnik Penulisan Ilmiah*, Salemba Medika.

Hornby, A.S. (2013). *Oxford Advanced Learner's Dictionary of Current English* Oxford, Oxford University Press

Muzakir. (2009). *The Effectiveness of Picture Series to increase the Students Writing Ability Stories*, An Unpublished Thesis of Muhammadiyah Universiti : Mataram.

Moleong, L.J. (1999). *Metode Penelitian Kuantitatif*, Bandung: PT. Remaja Rosdakarya.

Nababan, P. W. J. (2013). *Phycolinguistic*, Jakarta: P.T. Gramedia Utama.

Piager theory available at https://en.wikipedia.org/wiki/Piaget%27s_theory_of_cognitive_development. Retired January 2015

Constructivism theory available at <http://www.instructionaldesign.org/theories/constructivism/> retired January 2015