



**AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING
NARRATIVE TEXT AT GRADE IX MTs ALI IMRON MEDAN**

SKRIPSI

**Submitted to Faculty of Tarbiyah and Teachers Training as a Partial
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan**

By:

**NURHIDAYAH
NIM: 34.13.1.094**

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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Medan, March, 28th
2016

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TABLE OF CONTENTS

Acknowledgment	i
Table of Contents	ii
CHAPTER I: INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	2
C. Limitation of the Problem	3
D. Formulation of the Problem	3
E. Objective of the Study	3
F. Significance of the Study	3
CHAPTER II: THEORETICAL REVIEW	5
A. Theoretical Description	5
1. Ability in Writing	5
a. Ability	5
b. Writing	8
2. Narrative Text	9

a. Definition of Narrative Text.....	9
b. Kinds of Narrative Text	11
c. Generic Structure	11
B. Related Study.....	12
CHAPTER III: METHODOLOGY OF RESEARCH	14
A. Time and Place of the Study	14
B. Population and Sample.....	14
1. Population	14
2. Sample.....	15
C. Research Method.....	16
D. Instrumentation	16
E. Data Analysis	21
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	23
A. Research Finding.....	23
B. Discussion	24
CHAPTER V: CONCLUSION AND SUGGESTION	26
A. Conclusion	26
B. Suggestion	27

CHAPTER I

INTRODUCTION

A. Background of the Problem

The objective of teaching writing is the students are able to write what in their thinking creatively.¹ The students are able to interact with academic writing, especially narrative text. In narrative writing, the students are able to master generic structure, language feature, vocabulary and mechanics. The students are able to understand the function of writing. Function means that, we use writing narrative for some purpose, there are: to entertaint, to amuse and give moral value to the readers.

According to the national curriculum, each level of English education in Indonesia has its own objectives. Furthermore, KTSP curriculum states that the

¹ Raoul, writing learning objective. *Learning objective*. 2013 (<https://www.uwo.ca.tsc>).

students are expected to develop communicative competence both in speaking and writing to achieve functional literacy stage. It means that these skills should be interrelated and supported one another

Based on the objective, writing is one of the skills that the students should achieve in learning English. Writing is one of language skills by which someone can express his or her ideas in written form, by mastering writing narrative text, students are able to write or to apply English in every opportunity.

In reality, the students still have problems in writing a good text in English. The students' score in writing are still low. Only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

Based on the explanation above, the researcher wants to conduct a research entitled "AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT GRADE IX MTs ALI IMRON MEDAN".

B. Identification of the Problem

There are many problems that can be identified related to students' English ability in writing narrative text. The problem are: (1) The students have low ability in grammar, (2) The students do not have enough practice in writing text, (3) The students have low ability in vocabulary, (4) The students have low ability in spelling, (5) The students have low ability in organizing ideas, (6) The students have low ability in writing main idea, (7) The students have low ability in writing supporting idea, (8) The students have low ability in writing narrative text. There are many unlimited number of problem about writing narrative texts. Therefore, the writer would like to limit the problem on the students' have low ability in writing narrative text.

C. Limitation of the Problem

Based on the identification of the problem, there are unlimited numbers of problem. Therefore, the researcher would like to limit only on the ability in writing narrative text.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem is: "How is the students' ability in writing narrative text at MTs Ali Imron?"

E. Objective of the Study

The objective of this study is to investigate the students' ability in writing narrative text.

F. The Significance of the Study

Theoretically, this study is to enrich the theory of writing, especially in understanding the students' ability in writing narrative text.

Practically, the significances of this study are as follow: (1) For the students of MTs Ali Imron, as the information ato help them to solve their problems in writing narrative text, (2) For the English teachers of MTs Ali Imron, it can be used as a reference in terms of increasing the student's ability in mastering writing narrative text, (3) For the principal of MTs Ali Imron, to improve the teachers' competence in teaching writing, (4) For other researchers, as references to do further research in the same subject in various topic in the different context.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

Theoretical review is presented in order to give some clearer concept being applied in this study that is the students' ability in writing narrative text. To support the ideas of this research, some theories and some information will be included to help the writer design this research.

1. Ability in Writing

a. Ability

The word ability is derived from adjective "able" which has the similar meaning as 'can'. Hasan says that ability is the skill or competence in doing something. Ability shows a performance that can be done right now, mean while talent needs practice education in order a performance can be done in future. Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.²

Based on the definition above, the ability is the skill or competence. Skill is ability to do something well. Skill implies the prerequisites of having and accessing certain knowledge, processes, or sequences of behavior leading to a specific performance. However, for something to be considered a skill, it must contain an element of action.

² Chalijah Hasan, (1995). *Dimensi-Dimensi Psikologi Pendidikan*, (Surabaya: Al-Ikhlas), p. 63

Learning ability has purpose, according to Crow and Crow “learning is an active process that needs to be stimulated and guided toward desirable outcomes. In addition learning is the acquisition of habits, knowledge, and attitudes.³ Ally and Bacon states the ability is (potential) capacity or power (to do something, physical, mental) on special natural power to do something well.

In addition, ability is innate profile of bio psychological potentials representing coordinated profile of individual intelligences. In our framework, these potential (or unrealized) abilities define a space of possible competencies (which are realized abilities). An individual only has one space of unrealized abilities, but many competencies can be realized within it. Note that intelligences and the space of potential abilities are completely internal to the individual. The interaction of the unrealized abilities of the individual with the constraints and content of a domain result in realized abilities (or competencies).⁴

Ability reflects a person’s existing capacity to perform the various tasks needed for a given job and includes both relevant knowledge and skills. Aptitude represents a person’s capability of learning something. In other words, aptitude is potential abilities, whereas abilities are the knowledge and skills that an individual currently possesses.

When we talk about ability, we also talk about an action, mentally and physically. Mental action only cannot be called ability either can physic action only. Intention without application is not ability, because everyone can have intention, but not everyone can realize it. Therefore, ability is an action of mental

³ Ki Fudyartanta, (2011). *Psikologi Umum*, (Yogyakarta: Pustaka Pelajar), p. 267

⁴ Robert J Sternberg and elena L Grigorenko, (2003). *The Psychology of Abilities Competencies, and Expertise*. (United States of America: Cambridge University Press), p. 142

and physic altogether. As the word of Allah in Surah QS Al-Hujarat 13 which recites:⁵

يَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning:

“O man kind! We created you from a male and a female and made you nations and tribes that ye may know each other-know. Surely the noblest of you with Allah is the most pious among you. Indeed, Allah is knowing, Almighty-Knowing”.

From the quotation above, it can be inferred that ability is the quality or state of being able, power to perform, whether physical, moral, intellectual, conventional, or legal capacity, skill or competence.

In addition, we know that every body has a power to do everything. We can create a high technology thing, we can write the best seller of understanding, but we should remember that every abilities we have it is derived from Allah SWT.

The ability of the students in learning can be seen from the result of the learning it self. And the ability of the students to master the materials are not the same, even though they are taught by the same teacher, because their ability to grasp the material are different.

⁵ Hadis Purba, (2011). *Tauhid Ilmu, Syahadat dan Amal*. (Medan: Iain Press), p. 170

In conclusion, ability is the students' competence to develop narrative text. Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.

b. Writing

Writing is the expression of language in the forms of letter, symbols, or words.⁶ At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁷

The definitions of writing are variously stated by some experts. According to Rivers, writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow in Brown also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often

⁶ Utami Dewi, (2013). *How to Write*. (Medan: Latansa Press), p. 2

⁷ David Nunan, (2003). *Practical English Language Teaching*. (New York: Mc Craw Hill), p. 88

suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition by Elbow expressed this concept eloquently in his essay of two decades ago. The common sense, conventional understanding of writing is as follows. Writing is a two step process. First, you figure out your meaning, then you put it into language, figure out what you want to say, don't start writing till you do, make a plan, use an outline, began a writing only afterward. Writing is a way to end up thinking something you couldn't started out thinking.⁸

Based on the definitions above, writing is a productive process done through some stages. Writing skill is a complex activity in producing a qualified writing. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

2. Narrative Text

a. Definition of Narrative Text

A narrative text tells a story by representing a sequence of events. Narrative can be dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism as well as less formal such as personal letters and entries in diaries and journals. Narrative text is also an essential part of casual conversation, and it may dominate tell tales. Speeches and shaggy dog stories, as well as news the feature stories presented on television.

⁸ H. Douglas Brown, (2000), *Teaching By Principles, An Interactive Approach To Language Pedagogy*,(San fancisco: Longman), p. 336

According to Keraf states that “Narrative text as a story tells or describes an action in the past time clearly. In addition, according to Pratyasto, narrative text is a type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.”⁹

Based on the definition above narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain people. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot.

In short, any time you “tell what happened” you are using narrative text. Although a narrative text may be written for its own sake-that is simply to recount events in most college writing narrative text is used for purpose, and a sequence of events is presented to prove a point. The social purpose of this type the text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that re generally highly valued. ¹⁰For instance, a narrative essay about first date, your purpose may be to show your readers that dating as a bizarre and often unpleasant ritual. Accordingly, you select and arrange details of the evening that show your readers why dating is bizarre and unpleasant.

Therefore, narrative text is tried to answer the question: what had happened?” Narrative text as a story, so it is should have the element that makes the story more interesting to the reader such a conflict and conclusion of the story.

⁹ Wikipedia. “Text_types”. Obtained 30 April 2015 (http://wikipedia.org/wiki/Text_types)

¹⁰ Joko Priiyana and Anita Prasetyo, (2008). *Interlangauge: Science and Social Study Programme*. (Jakarta: PT Grasindo), p. 94

Narrative text is a description of series events, either real or imaginary, that is written or told in order to entertain and to amuse the reader.¹¹

Based on the above description, it can be concluded that narrative text is storytelling. When we write a narrative essay, we can essentially tell a story, whether we are relating a single story or several related ones, and we can tell it in the first person and third person. Through narration we make statements clear by relating in detail something that has happened. We can develop the story in chronological order.

c. Kinds of Narrative

Narrative writings are divided into two kinds by Joyce and Feez: (1) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing, (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc.¹² The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

d. Generic Structure

The generic structures of narrative text are: (1) Orientation/Exposition: The introduction of what is inside the text. What the text is talk in general. Who involves in the text. When and where is happen, (2) Complication/rising acti

¹¹ Mukarto and dkk, (2004). *English on Sky*. (Jakarta: Penerbit Erlangga), p. 133

¹² Joyce, H & Feez S. (2000). *Writing skills: Narrative and non-fiction text types*. (Sydney: Phoenix Education Pty Ltd), P. 57

on: A crisis arises. The complication is pushed along by a series of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict, (3) Resolution: The crises are resolved. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative which leaves us wondering “How did it end?”.¹³

e. Language Feature

The language features of narrative text are: (1) A narrative text usually uses past tense, (2) The verbs used in narrative are behavioural processes and verbal processes. Behavioral processes: do, make, sing, sit, sleep. Verbal processes: say, remark, insist, ask, (3) The use of noun phrase, that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and a kind person.¹⁴

f. Related Study

There are several researches related to the writing narrative text among others:

1. Hartani (2009) conducted a research about ‘An analysis of the student’s ability grammatical errors in writing English at MTs Al Islamiyah Gunung Bayu’. She took the population of the third year student were 72 students and the sample were 42 students. She use the writing test as the instrument

¹³ Alifiyanti Nugrahani and Fernando, (2006). *Language To Use English*. (Jakarta: Piranti Darma Kalokatama), p. 147

¹⁴ Mukarto, *ibid*, p. 134

of collecting data. The result of the analysis showed that there were 32 (76%) students who made error in tense, 22 (52%) students who made error in conjunction, 18 (43%) students who made error in personal pronoun, and 5 (12%) students who made error in preposition.

2. Anwar (2011) conducted a research about 'An Analysis the students' ability in writing narrative text'. This research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing narrative text dealing with generic structure of narrative text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. The researcher used writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing narrative text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.
3. Sumanti (2009) conducted a research about 'An analysis of the students' ability in transforming verb into noun' at Madrasah Aliyah Muallimin UNIVA Medan. The objective of this research were to describe the students' ability in transforming verb into noun at Madrasah Aliyah Muallimin UNIVA Medan. Population of this research was first years

student of Madrasah Aliyah Muallimin UNIVA Medan school year 2009/2010. The result that the students' ability was low because there were 18 students (38%) who were able to understand and 29 students (61,7%) who were unable to understand to transfroming verb into noun from whole sample.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Time and Place of Study

The research will be conducted at MTs Ali Imron, Jl. Bersama No. 21, Bandar Selamat, Kec Medan Tembung, Kota Medan. This research will focus in the students of junior high school especially IX grade at 2016/2017 academic year. Student is the reason for choosing this school because the researcher found the students are lack able to writing narrative text.

The reasons of choosing this location are: (1) The writer found the problem that the students still had low ability in writing narrative text, (2) The school location is near from the researcher, (3) The place of the object is accessible to the researcher

B. Population and Sample

1. Population

The population is a number of person in research.¹⁵ Population is a whole object which will be researched. Population often called universe.¹⁶ The population in other words, is the group of interest to the reseacrhre, the group as whom the researcher would like to generalize the result of the study.¹⁷

¹⁵ Suahrsimi Arikunto, (2006). *Prosedur Penelitian*, Edisi Revisi VI. (Jakarta: PT Rineka Cipta), p. 130

¹⁶ Syahrums and Salim, (2016). *Metodologi Penelitian Kuantitatif*, (Bandung: Ciptapustaka Media), p.113

¹⁷ Jack Fraenkel and Norman E. Wallen, (2013). *How To Design and Evaluate Research in Education*. (Singapore: McGraw Hill), p. 73

The whole number of people or inhabitants in a country or region, a body of persons or individuals having a quality or characters in common *b (1)*: the organism inhabiting a particular locality *(2)*: a group of interbreeding organism that represents the level of organization at which speciation begins, a group of individual persons, objects, or items from which samples are taken for statistical measurement.¹⁸ Population is all of subject research at grade IX, there are 26 students: 15 male and 11 female. Source from document of MTs Ali Imran, in the Academic Year of 2016/2017

2. Sample

A sample in a research study refers to any group on which information is obtained. Sampling refers to to the process of selecting these individuals.¹⁹ Sample is a part of the population that become objek research (sample literally means example) . In the determination / sampling of the population have a rule, which is a representative sample (representing) of the population.

In sampling at least three underlying, namely: (a) Limitations of time, effort and cost, (b) Faster and easier, (c) Provide more information and greater depth.

Total sampling is 26 students of grade IX MTs Ali Imron. Source from document of MTs Ali Imran Medan, in the Academic Year: 2016/2017

C. Research Method

This research used descriptive quantitative design. The purpose is to analysis the students ability in writing narrative text. Research analysis of the document/content is

¹⁸ Merriam, "Population", accessed on Juni 26 2012 (<http://www.merriam-webster.com/medical/population>)

¹⁹ Fraenkel, *ibid*, p. 72

research that doing systematically to the records or documents as data sources.²⁰ The quantitative data will be used to determine the score of the students in writing narrative text on the IX grade students of MTs Ali Imron.

D. Instrumentation

In collecting data, the researcher gives writing test of narrative text.²¹ Test is a set of standardized question administered and individual for the purpose measuring their attitude or achievement. There are some instruments used in collecting the data in a study. Every instrument should be design and conducted as relatively as possible to the objective of the research, and the instrument for collecting the data is designed in order to gain the result of the study. The researcher will be given to this reseacrh, they are write an essay or write narrative text.

Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.

According to Brown and Bailey, In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing.²² Analytic scoring is based on an indepth analysis of aspects of writing such as focus/organization, elaboration/sup port/style, and grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the

²⁰ Zainal Arifin, (2011). *Penelitian Pendidikan Metode dan Paradigma Baru*. (Bandung: Remaja Rosdakarya), p. 55

²¹ Asrul dan Rusyadi Ananda, Rosnita, (2014). *Evaluasi Pembelajaran*. (Medan: Cita Pustaka Media), p. 49

²² opcit, p. 245

category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way: Focus/Organization 35 points Elaboration/Support/Style 35 points Grammar, Usage, and Mechanics 30 points.²³ Mechanics refers to punctuation and spelling.²⁴

To score papers by this method, decide on the aspects and characteristics you will use and the number of points you want to assign to each category. Then read through each paper and assign a score for each category. The three (or more) scores will add up to a total score (e.g., 80 out of 100).

As you plan and administer your approach to writing assessment, keep in mind that you may want to use a variety of scoring methods or a combination of the methods described here for different writing tasks and different purposes. For example, holistic scoring is an efficient means of scoring a large number of papers quickly, but it does not provide detailed feedback for the writer. Analytic scoring provides detailed feedback to help the student improve his or her writing, but it takes considerably longer than does holistic scoring.

To know the students' score in writing narrative text, the researcher used analytic scoring rubric. Analytic scoring rubric has some categories. This category can be seen in the following table.

Table I: Narrative Writing Analytic Scoring Rubric²⁵

Aspects of Assesment	Criteria of assesment			Score
	9 – 12	5 – 8	0 – 4	

²³ Glencoe, (2009). *Writing Assessment and Evaluation Rubric*. (California: MCGrew Hill), p. 8

²⁴ J. B. Heaton, (1998). *Writing English Language Test*. (New York: Longman Group), p. 148

²⁵ Glencoe, *ibid*, p. 17

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The narrative fulfills its purpose by telling an interesting story. • The story is appropriate to its intended audience. • Time order is used to organize the story's events. 	<ul style="list-style-type: none"> - Interesting story - The story is appropriate to audience - Use time to organize the story's event 	<ul style="list-style-type: none"> - The story is interesting but may lack in detail. - The story is for some persons. - The narrative shows the events, but may lack details. 	<ul style="list-style-type: none"> - Not interesting story and unclear or not related to the topic - Not appropriate to audience - Not used time 	<p>0 - 12</p> <p>0 - 11</p> <p>0 - 12</p> <p>Score: 35</p>
<p>Elaboration/Support/Style</p>	<p>9 – 12</p>	<p>5 – 8</p>	<p>0 – 4</p>	
<ul style="list-style-type: none"> • Every sentence is important to the story. • Enough details are provided to describe the setting and characters. • Transition words help move the story 	<ul style="list-style-type: none"> - Every sentences are strong and expressive with varied structure. - Setting and characters are detail. -Transitions 	<ul style="list-style-type: none"> - Writing is clear but sentence may lack variety - Setting and Characters are not detail. - Transiti 	<ul style="list-style-type: none"> - Writing is confusing, hard to follow. - Setting and characters are distraction. - Transition 	<p>0 - 12</p> <p>0 - 11</p> <p>0 - 12</p>

along.	are mature and graceful	ons are present.	are not present.	Score: 35
Grammar and Mechanics	6 – 8	3 – 5	0 – 2	
<ul style="list-style-type: none"> • The writing is free of misspelling. • Sentences are punctuated correctly. The words are capitalized correctly. • A narrative text usually uses past tense. 	<ul style="list-style-type: none"> - Spellings are generally correct. -Punctuati on and capitalizatioa re generally correct. - Used past tense correctly 	<ul style="list-style-type: none"> - A few errors in spelling - A few errors in punatuatio n and capitalizati on. - A few errors in tenses 	<ul style="list-style-type: none"> - Distracti ng errors in spelling - Distract ing errors in punctuation and capitalizatio n. - Errors in tenses 	<ul style="list-style-type: none"> 0 - 10 0 - 10 0 -10
				Score:

				30
TOTAL SCORE				100

E. Data Analysis

To percentage the students' scores in the data from the test, which have been given to the students and to know how many percents the students right in answering the test. The following steps were implemented for analyzing the data:

1. Scoring the result of the students' answer
2. Determining and analysis the students' ability by using the passing grade standard at MTs Ali Imron Mandala Medan (KKM) of the students is 75, based at MTs Al Imron Mandala Medan.

Quatitative Ability	Category of achiever	Ability
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75 – 100	High Achiever	Compitent
65 – 74	Medium Achiever	Incompitent
< 64	Low Achiever	Incompitent

Therefore, Students who get score between 75 – 100 were categorized into high achievers, then when the range of score between 65 – 74, were categorized into middle achievers, and below 64, were categorized into low achievers.

3. Determining the percentage the students ability by using the following formula:

a. Mean

$$M = MT + \left(\frac{\sum fX}{N} \right) i$$

b. Median

$$M = Tb + \frac{1}{2} \frac{n - F}{f} C$$

c. Modus

$$M = Tb + \frac{d1}{d1+d2} C$$

d. Standar deviasi

$$SD = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N} \right)^2}$$

e. Percentage Formula

$$Q = \frac{N}{K} \times 100\%$$

Where:

Q = the percentage of the correct items

N = the number of the correct items

K = the all number of items

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After analyzing the data, the students ability in writing narrative text shows that, the lowest scores of the students were 23, the highest score of students were 81. The mean of the data were 59,4 and the median of the data were 60,5 and the modus of the data were 49,1 and standard deviation of the data were 21,23.

The above data will be seen in interval score. This table will be classified into 4 categories: frequency absolute, frequency relative, and frequency cumulative. This category can be seen in the following table.

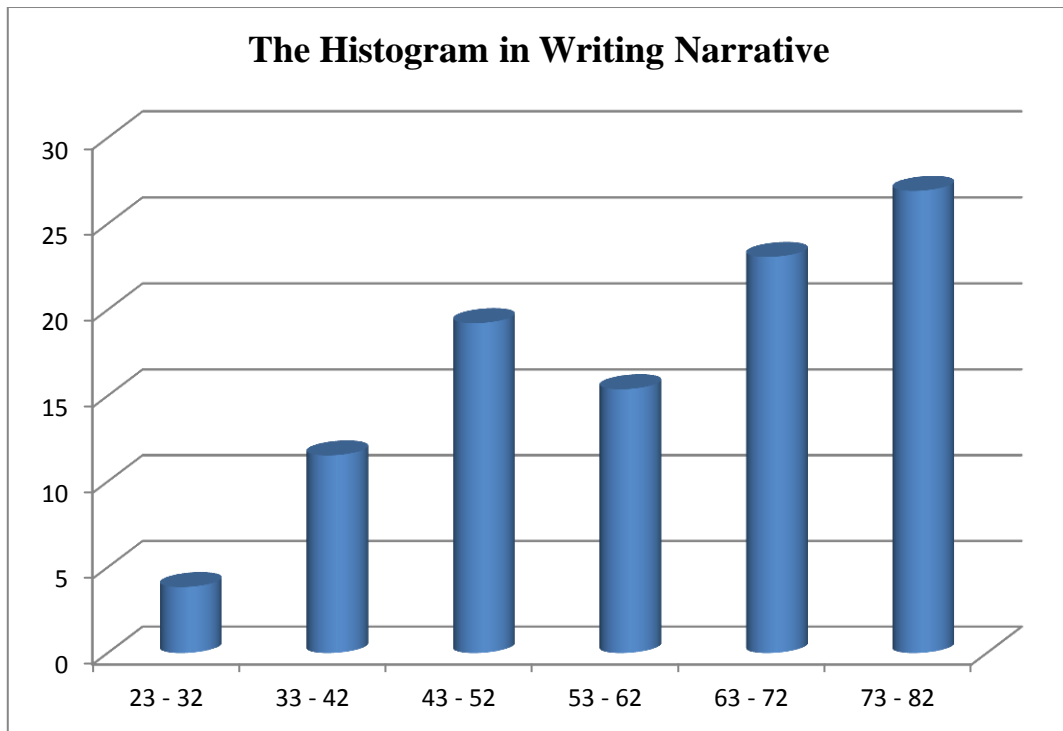
Table 2: The Table of Distribution Frequency Score in Writing Ability

No	Interval Score	Frequency Absolute	Frequency Relative	Frequency Cumulative
1	23 – 32	1	3,85 %	1
2	33 – 42	3	11,53 %	4
3	43 – 52	5	19,23 %	9
4	53 – 62	4	15,39 %	13
5	63 – 72	6	23,08 %	19
6	73 – 82	7	26,92 %	26
	Jumlah	26	100 %	

Table 2 above shows that 17 students (65,38%) got scores in writing ability in range, memperoleh skor keterampilan menulis text narrative di bawah rata-rata, 4 students (15,39) berada pada rata-rata, dan 5 siswa (19,23) memperoleh skor di atas rata-rata.

Selanjutnya histogram distribusi frekuensi skor keterampilan menulis text narrative dalam bahasa Inggris disajikan dalam gambar berikut:

The Histogram of Distribution Frequency Score in Writing Ability



The above data will be classified into 3 categories: high, middle, and low. The high scores are 75 – 100, the middle scores are 64 – 75 and the low one is <64. This category can be seen in the following table:

Table 3: Level of Achievements

B	Score	Level of Achievements	Percentage	Category of Ability
ased	75 - 100	High Level	19. 23%	Compitent
on the	65 – 74	Middle Level	15. 39%	Incompitent
data	< 64	Low Level	65. 38%	Incompitent

above, students who got score between 75 - 100 were

categorized into high achievers and competent, then when the range of score between 65 -74, were categorized into middle achievers and incompetent, and below 64, were categorized into low achievers and incompetent.

B. DISCUSSION

Based on the table and graphic above, we can conclude that, the students' ability in writing narrative text still low. The standard passing grade (KKM) in writing were 80, and only 5 students that got high score or able in writing narrative text. The other students we categorized as unable in writing narrative text, because their score shows their ability in writing still low and they don't achieved the standard passing grade (KKM) of writing.

We can see from the students' score percentage, such as: The students in high level or able were 19,23% only 5 students, while the students in middle level or unable were 4 students or 15,39%, and the students in low level or unable were 17 students or 65,38%. So, we can conclude that, the students' ability in writing, especially in writing narrative text still low. The graphic above describes clearly the students' achievement still low in writing.

Students in high level or competent only 5 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have enough vocabulary based on their writing, but they are still low in language structure.

Students in middle level or incompetents are 4 students. The problem that we can see is the students still low in vocabulary, so they are very difficult to write because they don't know the words. The students also difficult in generic structure, such as orientation, complication and resolution, but the students just write the orientation. It can be show that the students are incompetent in writing narrative text.

Students in low level or incompetent, there are 17 students. The difficult is the students don't know about generic structure of narrative text, and the students also still low in vocabulary.

Based on the explanation above, the teacher needs to pay attention to improve the students' ability in writing, especially in writing narrative text. The teachers are hoped to use persuasive approach in teaching process. The students' difficulties in learning are more easily to solved by using persuasive approach. So that, the teacher knows the personality of the students and can achieve the goals of teaching learning.

In students' opinion English is difficult to learn. So, the teacher needs to give guide to help students in solving their problems through many kinds of ways and technique to avoid the boring and desperate. One of the ways to solve the boring, must be given the challenge tests to be done by the students individually to measure their ability and understanding level to the subject they learnt. Giving tests that accompanied with motivations to the students so that, the students want and interest in doing the test that given by the teacher.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

In the end of this skripsi, the researcher gives the conclusion as follows:

1. The students' ability in writing narrative text, by asked the students to write narrative text. The data shows that 5 students or 19.23% of the sample were high level or able to write narrative text.
2. The students' ability in writing narrative text still low, the data shows that 4 students or 15.39% of the sample were middle level or unable to write narrative text.
3. The data shows that 17 students or 65,38% of the sample were low level or unable to write narrative text.

B. SUGGESTIONS

In the end of finding research, so the researcher suggest to:

1. The low achiever student lacks knowledge of language features of narratives. The middle achiever has a better understanding and high achiever has a good understanding on language features of narrative. The students needs to pay attention to learn, especially in writing narrative text, because its very important for students to put outside what in their thinking.
2. The English teacher need to guide the students in learning through many kinds of ways and technique to avoid the boring and desperate, bacause some of students think that English is difficult to learn. So that, the students can understand the material of narrative text.
3. This research as a reference to other researchers. So that, she/he develops the research with the same subject in various topic in the different topic.

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APPENDIX I

THE TEST OF WRITING ENGLISH SKILL

Nama : _____

Kelas : _____

Time : 45 minutes

1. Write down your personal narrative, do not forget to include the orientation, the complication and the resolution.

APPENDIX II

NO	STUDENTS'NAME	SCORE
1	Abdullah Husein	72
2	Afriany	81
3	Anggoro Hadi	59
4	Arya Data	39
5	Della Puspita	45
6	Denis Setiawan	72
7	Eki Ramadani	80
8	Ervy Vianty	61
9	Faisal Sahbudin	34
10	M. Risky	69
11	M. Badar El Makris	78
12	Nova Zuraidah	61
13	Norman Majid	68
14	Rahmad Hidayat	59
15	Reza Ami Wardana	43
16	Ridwan Lubis	34
17	Rika Pasaribu	73
18	Rio Sandika	50
19	Rahmansyah	80
20	Tiara Rahmadani	47

21	Nurazizah	68
22	Ayu ardila	80
23	Nurfatin Sholiha	69
24	Firmansyah	45
25	Lisda Hanum	23
26	Firman Fauzi Dly	80

APPENDIX III

a. Mean

$$M = MT + \left(\frac{\sum fX}{N}\right) i$$

$$M = 47,5 + \left(\frac{31}{26}\right) 10$$

$$M = 47,5 + (1,19) 10$$

$$M = 47,5 + 11,9$$

$$M = 59,4$$

b. Median

$$M = Tb + \frac{\frac{1}{2}n - F}{f} C$$

$$M = 42,5 + \frac{\frac{1}{2}26 - 4}{5} 10$$

$$M = 42,5 + \frac{13-4}{5} 10$$

$$M = 42,5 + \frac{9}{5} 10$$

$$M = 42,5 + \frac{9}{5} 10$$

$$M = 60,5$$

c. Modus

$$M = Tb + \frac{d1}{d1+d2} C$$

$$M = 42,5 + \frac{2}{2+1} 10$$

$$M = 42,5 + \frac{2}{3} \cdot 10$$

$$M = 42,5 + 6,6$$

$$M = 49,1$$

TABLE I
Standard Deviation

X	F	X	Fx	fx'^2
23 – 32	1	+2	2	4
33 – 42	3	+3	9	27
43 – 52	5	0	0	0
53 – 62	4	-4	-16	64
63 – 72	6	-2	-12	24
72 – 82	7	-2	-14	28
Jumlah	N = 26		31	$\Sigma x = 147$

d. Standar Deviation

$$SD = \sqrt{\frac{\Sigma fx}{N} - \left(\frac{\Sigma fX}{N}\right)^2}$$

$$SD = \sqrt{\left(\frac{147}{26}\right) - \left(\frac{31}{26}\right)^2}$$

$$SD = \sqrt{5,65 - (1,19)^2}$$

$$SD = \sqrt{5,65 - 1,14}$$

$$SD = \sqrt{4,51}$$

$$SD = 2,123$$

e. The Percentage of the Students' Score

a. For value 23 – 32

$$\frac{1}{26} \times 100\% = 3,8\%$$

b. For value 33 – 42

$$\frac{3}{26} \times 100\% = 11,5\%$$

c. For value 43 – 52

$$\frac{5}{26} \times 100\% = 19,2\%$$

d. For value 53 – 62

$$\frac{4}{26} \times 100\% = 15,3\%$$

e. For value 63 – 72

$$\frac{6}{26} \times 100\% = 23\%$$

f. For value 73 – 82

$$\frac{7}{26} \times 100\% = 26,9\%$$

APPENDIX IV

TABLE II
The students' score

NO	STUDENTS' NAME	SCORE			Total
		Organizatin	Elaboratio n	Grammar	
1	Abdullah Husein	30	22	20	72
2	Afriany	25	32	24	81
3	Anggoro Hadi	29	20	10	59
4	Arya Data	17	13	9	39
5	Della Puspita	31	12	12	45
6	Denis Setiawan	20	30	22	72
7	Eki Ramadani	29	30	21	80
8	Ervy Vianty	25	25	11	61
9	Faisal Sahbudin	23	22	9	34
10	M. Risky	29	25	16	69
11	M. Badar El Makris	28	27	23	78
12	Nova Zuraidah	26	24	11	61
13	Norman Majid	28	25	16	68
14	Rahmad Hidayat	29	20	10	59
15	Reza Ami Wardana	23	4	16	43
16	Ridwan Lubis	12	12	10	34
17	Rika Pasaribu	29	27	19	75

18	Rio Sandika	20	20	10	50
19	Rahmansyah	32	26	22	80
20	Tiara Rahmadani	28	8	11	47
21	Nurazizah	26	29	13	68
22	Ayu ardila	32	22	26	80
23	Nurfatin Sholiha	25	20	24	69
24	Firmansyah	22	14	9	45
25	Lisda Hanum	12	8	3	23
26	Firman Fauzi Dly	30	28	22	80

The table above explain that there are 5 students got high score at 80 – 100 (5%), then 21 students low score 0 – 79 (95%). From the table above, it can concluded that few of students could write the text well. Otherwise there are most of students could not write the text well.

APPENDIX V

TABLE III
HIGH LEVEL OR ABLE

NO	NAME	SCORE	CATEGORIES
1	Afriany	81	High / Able
2	Eki Ramadani	80	High / Able
3	Rahmansyah	80	High / Able
4	Ayu Ardilla	80	High / Able
5	Firman Fauzy Dly	80	High / Able

TABLE IV
MIDDLE LEVEL OR UNABLE

NO	NAME	SCORE	CATEGORIES
1	Abdullah Lubis	72	Middle / Unable
2	Deni Setiawan	72	Middle / Unable
3	M. Badar El Makris	78	Middle / Unable
4	Rika Pasaribu	75	Middle / Unable

TABLE V
LOW LEVEL OR UNABLE

NO	NAME	SCORE	CATEGORIES
1	Arya Data	59	Low / Unable
2	Anggoro Hadi	39	Low / Unable
3	Della Pupita	45	Low / Unable
4	Ervy Vianty	61	Low / Unable
5	Faisal Sahbudin	34	Low / Unable
6	M Bakri	69	Low / Unable
7	Nova Zuraidah	61	Low / Unable
8	Norman Majid	68	Low / Unable
9	Rahmad Hidayat	59	Low / Unable
10	Reza Ami Wardana	43	Low / Unable
11	Ridwan Lubis	34	Low / Unable
12	Rio sandika	50	Low / Unable
13	Tiara Ramadhani	47	Low / Unable
14	Nurazizah	68	Low / Unable
15	Nurfatin Sholeha	69	Low / Unable
16	Firmansyah	45	Low / Unable
17	Lisda Hanum	23	Low / Unable

