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IN WRITING NARRATIVE TEXT: *A STUDY AT THE SECOND*

YEAR STUDENTS OF MAN 1 MATARAM IN

ACADEMIC YEAR 2012/2013

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COMMON PROBLEMS FACED BY STUDENTS IN WRITING NARRATIVE TEXT: *A STUDY AT THE SECOND YEAR STUDENTS OF MAN 1 MATARAM IN ACADEMIC YEAR 2012/2013*

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Abstrak—Skripsi ini bertujuan untuk mengetahui masalah umum yang dihadapi siswa MAN 1 Mataram dalam menulis personal narrative text. Penelitian ini adalah studi kasus yang berfokus pada analisis mendalam tentang kesalahan yang dilakukan oleh peserta didik. Sampel adalah 48 siswa yang diambil secara acak dari 8 kelas yang terdiri dari 200 siswa. Dalam pengumpulan data, tes dan kuisioner diterapkan. Data dari hasil tes adalah data primer dan data kuesioner adalah data sekunder. Di samping itu, data yang telah dikumpulkan kemudian dianalasis melalui langkah-langkah berikut: identifikasi, deskripsi, dan penjelasan. Hasil penelitian menunjukkan bahwa masalah yang paling umum yang dihadapi oleh siswa MAN 1 Mataram adalah masalah tenses yaitu 33%. Masalah lain adalah 32.28% dalam S-V agreements; 22.64% dalam word order; 5.2% dalam penggunaan article; 4% dalam word form; dan 2.78% kesalahan dalam ejaan. Sumber kesalahan yang dilakukan oleh siswa adalah kesalahan interlingual yaitu kesalahan bahasa pertama dan kesalahan intralingual yaaitu kompleksitas dari bahasa target serta kurangnya pengetahuan siswa.

Abstract—This thesis aimed at finding out common problems faced by students of MAN 1 Mataram in writing personal narrative text. The design of this study was a case study focusing on a deep analysis of errors performed by the learners. The samples were 48 students taken randomly from 8 classes consisting of 200 students. In collecting data, testing technique and questionnaire were applied. The data from testing technique were primary data and data from questionnaires were secondary data. In addition, the data gathered were analyzed through the following steps; identification, description and explanation. The results of the study showed that the most common problems faced by students of MAN 1 Mataram were Verb tense with 33%. Others problems were 32,28% in S-V agreements; 22,64% in word-order; 5,2% in the use of article; 4% in word form; and 2,78% in spelling. The sources of errors made by the students were both interlingual error that is the interference of the first language and intralingual error that is the complexity of the target language as well as less knowledge of students.

A. Introduction

In learning English, there are four skills that the students have to master; they are listening, speaking, writing, and reading. Students are required to understand language elements such as; grammar, pronunciation, and vocabulary for supporting the development of those skills. Furthermore, in developing those skills (productive skills in particular), the students are also introduced to several types of text. Each type of texts has different characteristics, forms, and functions. Some types of texts are taught and have been practiced in teaching learning

process, for example, descriptive, narrative, recount, procedure, and anecdotes. All these are introduced in writing subject.

Based on the researcher's experience when she was a student at MAN 1 MATARAM and also on interview as well as classroom observation in the teaching and learning process recently, either students or teacher stated that writing was very difficult. The students also said that writing was very boring thus the teacher also found it hard to teach writing skill. Some students also argued that they did not have enough vocabularies and limited knowledge on grammar. When the teacher provided homework for the students, only some of them did it. Based on those phenomena, the researcher was interested in conducting a further research on common problems faced by students in writing narrative text.

Of the four skills, the students mostly faced problems in writing narrative text. They considered that writing narrative text was a complicated, confusing and boring activity. The difficulties of writing narrative text were not only in the generic structure but also in the language feature. In writing narrative text, the students needed to demonstrate a number of variables at the same time, such as control of content, format, sentence structure, vocabulary, punctuation, spelling and tense.

Moreover, teacher with less experience and creativity in teaching process, unmotivated students in learning process, and bad classroom management to teach the target language also caused teaching and learning not to run well. Consequently, the teachers who taught English writing in class need more efforts and various techniques in teaching writing especially narrative text. Based on the

description above, problem in writing narrative text needs to be more deeply analyzed. However, this study is only focused on finding common problems especially in writing personal narrative text. The objective of this study is to find out the common problems faced by the second grade students of MAN 1 Mataram in writing narrative text.

1. Teaching Writing

Harmer (2004)states that teaching writing is started by looking at the process that competent speakers of English go through after they decide to write a piece of text and at how our understanding of this has implications for the way we should approach the teaching of writing.

Harsyaf (2009:3) also emphasizes that writing is not just about accuracy. It is also about having a message and communicating it successfully to other people. Consequently, we need to have enough ideas to do this. In producing a proper writing people should be able to organize the ideas well and express it in an appropriate style. In writing, we do not only focus on clear grammatical context but also need to consider about the content of our writing which relates to the message intended to be conveyed by the writer to the readers.

Harmer (1998 in Harsyaf 2009:4) mentions some reasons for teaching writing to the students of English as a foreign language which include reinforcement, language development, learning style and writing as a skill.

2. Text Types of English Writing

In writing, there are several text types usually taught in class. Every text hasits own characteristics which are different from one type to another type.

Rugayamanan (2012) mentions 5 types of text: recount text, report text, narrative text, descriptive text and procedure text.

3. Types of Narrative Writing

Writing is one way to express everything, thought or feeling into written language. It agrees to definition of narrative text that people may convey their experiences they have felt in the past time into written language especially story. In writing narrative text is known a term, narrative writing which basically is a way to inform a story in writing activity. There are three types of narrative writing according to Pillai (2012): Personal Narrative, Imaginative Narrative, and Biographical Narrative.

4. Principles of Teaching Writing

Teaching writing is a process to teach students how to express their ideas into writing. This is a difficult process that has to be done by teachers. In teaching writing, teachers need to have a basic foundation or principle in teaching their students. The teacher not only has to master how to teach writing but also has to know and understand about the principle in teaching writing. Bryne (1988; Budiman, 2010), suggest some principles in teaching writing, they are: Teach students to write; Providing adequate and relevant experience of the written language; Showing students how the written language functions as a system of communication; Teaching students how to write texts; Teaching students different kinds of texts; Making writing tasks realistic and relevant task of writing; Integrating writing with other skills; Use a variety of techniques and practice formats; and Providing appropriate support.

B. Methodology

The population of this research was the second year students of senior high school at MAN 1 Mataram in academic year of 2012/2013. There were 8 classes consisting of 25 students in each class. So there were 200 students who were involved as population. Arikunto (2006: 134) states that if the population is less than one hundred, then it is better to take all the population as the subject of the research. However, the population is more than one hundred; it is suggested to take 10-15% or 20-25% from the numbers of the population. To determine the sample of study, the researcher took 24% of 200 students. Thus, there were 48 students as the sample. The sample was taken randomly from the population through lottery.

In collecting the data, the students were assigned to write personal narrative text in 40 minutes. The students decided the topic by themselves. The papers were collected as the data to be analyzed. Then, the researcher gave questionnaire to the participants. The questionnaire covered some aspects of narrative text that led the researcher to know the students' problems in writing narrative text. After collecting the data, the researcher follows the procedures of analyzing data, which involved identifying, classifying, describing, and explaining.

C. Result and Discussion

The presentation of the result is intended to answer the question in the previous chapter: "What are the common problems faced by students in second grade students of MAN 1 Mataram in writing narrative text?." The researcher analyzed the data obtained from the writing test and questionnaire.

From the data collected, the researcher found six types of writing errors. The focus of error is analyzed as following criteria

1. Verb Tense

    Many students made mistakes in using tense; they were confused in using tenses in the writing especially in changing present verb to past verb. The samples of the error for example: "I *make* homework yesterday"; the sentence should be "I *did* homework yesterday"

    In this case, there were 33% the students who didn't use right tense. Error verb tense is the highest in rank.

2. Word Order

    The term word order is used to order elements in the clause. The samples of error made by students are:

    "I have *book very good"*; the sentence should be "I had a *very good book* (past context)." In this case, there were 22.64% of the students who made mistake.

3. Word Form

    Indonesian word form is different from English word form, but the students often over generalized the form of the words. Some students made errors in using the word form in their composition. The samples of errors are:

    a. "Beautiful is I want"; the sentence should be "I want to be a beautiful girl". The students put the adjective as the subject of the sentence in which the adjective must be a noun.

    In this case, there were 4% of the students who made mistakes.

4. Spelling

Spelling is how to write a word correctly. The problems in spelling were caused by lack of knowledge. For example, 'luxcuriant, cleaver'. The right one is 'luxuriant, clever'. In this case, there were 2.78% of the student who made mistakes in spelling.

5. Subject-Verb Agreement

The students made many mistakes in terms of subject-verb agreement. The errors were about S-V agreement as stated in chapter II such as:

Subject Missing, e.g "from the text above, can be concluded that book is important"; the sentence should be "from the text above, it can be concluded that book is important".

In this case, the errors made by students are the second largest after Verb Test with the percentage of 32.28%.

6. Article

In Indonesian writing, there is no certain article thus it influences the students in their writing. Some students used wrong articles, and they were confused in using *a* or *an* in singular and initialized vowel word. For instance, they wrote 'she is an student', in which the correct one is 'she is a student'. In this case, there were 5.2% of students who made mistakes.

1. Data Description of Questionnaire

From the questionnaire given to the students, the researcher found that:

a. Motivation of writing

There were 8 students or 16.67% who liked writing; it means that there were only some students who liked writing. It needs more treatments or motivation from the teacher to encourage the students in writing.

There were 4 students or 8.33% who were very enthusiastic in writing. This result is also related to the above results in which there were only 4 students who were interested or enthusiastic in writing.

There were 5 students or 10.42% who preferred writing than other skills. This result shows that there were more students who liked other skills such as speaking, reading, and listening and also proved that writing was boring subject.

There were 5 students or 10.42% who sometimes liked writing. This was caused by less motivation or also writing was boring subject and it was proved that 16 students or 33.33% who said that writing was the most boring subject.

There were 10 students or 20.83% who said that writing was the most difficult among other skills. However, many students thought that writing was not really difficult. This is the opportunity for the teachers to increase students' motivation in writing.

b. Kinds of text

There were 13 students or 27.08% who said that descriptive text was the easiest text. The students chose descriptive as the easiest one because it was easy in choosing the theme and just described the thing.

There were 5 students or 10.42% who said that analytical exposition text was the most difficult text.

There were 25 students or 52.08% who said that personal narrative text was difficult text. Although the students learnt about narrative text, they didn't understand well about it.

There were 5 students or 10.42% who often wrote narrative text. This result shows that the students had less time in practicing writing.

c. About tense

There were 13 students or 27.08% who understood about past tense. This result was not what we expected because in writing personal narrative, all the students had to understand about past tense to get better result and there were more students who understood about present tense with 20 students or 41.67%. Although present future tense was not needed in writing personal narrative text, there were 15 students or 31.25% who understood about future tense.

d. Students' experience about general writing

Generally, the researcher also wanted to know about students' experience in writing and the results of questionnaire showed that there were 20 students or 41.67% who rarely wrote in English, 40 students or 83.33% who never wrote for pleasure in English in free time, 5 students or 10.42% who sometimes write story in English, 5 students or 10.42% who sometimes used dictionary when writing in English, 41 students or 85.42% who never wrote different kinds of text, 48 students or 100% who got writing subject at school, 5 students or 10.42% who

were sometimes motivated by their teacher in writing and 13 students or 27.08% who were motivated in writing.

e. Students' activities before writing

Before writing there were some activities done by the students. For example, there were 32 students or 66.67% who never reviewed their note before writing, there were 24 students or 50% who sometimes discussed what they would write about with other students and teachers and there were 25 students or 52.08% who often made note and plan in native language, and there were 44 students or 91.67% who never drafted and had extra study outside of classroom.

f. Students experience in writing narrative text

There were 48 students or 100% who had studied kinds of text, 48 students or 100% who had studied narrative text, 48 students or 100% who had studied the structure of narrative text, 48 students or 100% who had studied about past tense. Those results proved that all teachers had taught about narrative text but the result of the writing test was bad. Although personal narrative and narrative text were not really different, there were only 3 students or 6.25% who had studied about personal, imaginative, and biographical narrative.

In accordance with writing practice, there were 48 students or 100% who were asked by their teacher to write narrative text and there were 15 students or 31.25% who often got good result in writing. It means that the teachers should work hard in teaching writing because there were only 15 students of 48 students who often got good result in writing.

g. Students' problems during writing

During writing, it commonly happens that some difficulties occur. The results of questionnaire showed that there were 35 students or 72.82% who often got difficulty to start writing, 38 students or 79.17% who often got difficulty when they translated their idea into English, 41 students or 85.42% who had difficulty in finding vocabulary, 29 students or 60.42% who were confused with the structure of narrative text, 39 students or 81.25% who always made lot of mistakes in grammar and 26 students or 54.17% who always felt bored in the middle of writing.

D. Conclusion and Suggestion

The main object of this study is to find out the common problems faced by the students. Based on result of the analysis, the researcher concludes that the sequence of students' error is as follows; the most common problem faced by students in writing is in a series, verb tense 33%, Subject-Verb agreements 32.28%, word-order 22.64%, Article 5.2 %, word form 4%, and spelling 2.78%. Based on the data, the students made 6 common errors in writing personal narrative text. The most common errors are verb tense and verb-subject agreements. The researcher concludes that most of the students made those errors because of some reasons:

1. Interference from the native speaker

Most of the students made errors because they were influenced by their mother tongue such as the order of Bahasa Indonesia sentence was adopted by the students into English sentence construction.

2. Less knowledge of target language

This belongs to grammatical ability of the students. They had less ability thus they made some errors such as the position of noun which was replaced by the position of adjective. E.g. *my happy is what my mother needs*. The position of happy (adjective) should be replaced by happiness (noun).

3. The complexity of the target language

This case made the students hard to perceive or translate their thoughts into good English construction. Other problems are overgeneralization and less exercise

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