

CHAPTER IV

FINDING & DISCUSSION

4.1 Finding

The researcher analyzed the data from 20 students X IIS 1. The researcher gave a test. The test was write a narrative text based on some topics. After all of the data was collected, the researcher gave score each students based on rubric composition task (appendix 1).

Table 4.1
Students' Assignment Score

NO	Name	C1	C2	C3	C4	C5	Total score
1.	Afvrindah	18	17	16	13	15	79
2.	Ahmad Fitriyadi	18	17	18	11	15	79
3	Bagus Bimantoro	7	7	13	13	6	46
4	David Saputra	18	14	13	11	16	73
5	Dela Putri Permata	5	5	5	4	5	24
6	Dewi Rohmah F.	5	5	5	5	4	24
7	Diah Ayu Lestari	17	14	18	17	11	77
8	Lilik Rahmawati	18	18	14	12	13	75
9	Mazida Salsabila	17	18	13	17	14	79

10	Nanang Hendra Firmansyah	10	6	6	5	6	31
11	Nanda Syafitri	20	19	17	14	13	83
12	Nina Andriana	19	19	17	14	13	82
13	Ryan Adam	5	5	4	6	6	26
14	Rizal Prayoga Efendi	10	9	9	5	6	39
15	Uswatun Khasanah	18	17	16	13	15	79
16	Viktor Dandi ardiansah	11	5	4	5	5	30
17	Wahyu Ilham Puji	5	5	5	4	5	24
18	Puput Ariyanti	18	17	16	13	15	79
19	Is'af Miqdad A.	15	14	15	15	11	70
20	Muhammad Ilham W.	18	18	17	14	13	80

From the analysis, it could be seen that the students have different score in each category. The description of the students' narrative texts was provided below.

The first student is Afvrindah. In organization, she is making narrative text was good but she got a problems in transitional expression. In content, she was lacking to develop fully. She got some problems in grammar. She does not use a good structure in writing narrative text. The mechanics of the text, she has serious

problems with format paper, capitalization, and punctuation. The style of the text was good and not wordy.

The second student is Ahmad Fitriyadi. The organization of the writing was good but he did not pay attention in generic structure of narrative text. The content was adequate title, introduction, and conclusion. But he could not to develop the story fully. He was correct to use of vocabulary, relative clause, prepositions, modals, and verb form. He made some mistakes in capitalization. Style and quality of expression his text was attempts variety. Unfortunately, he has problem in mechanics especially in capitalization.

The third student is Bagus Bimantoro. He got problem in style and quality of expression. He has some problems in vocabulary, poor expression of ideas, and lacks of variety of expression. He also got the problem in organization and content, he did not pay attention about the generic structure of narrative text and lack of supproting evidence of the text.

The forth student is David Saputro. He got problems in mechanics. He has serious problems with format of paper, punctuation, and capitalization. Then he got the problems in grammar. He was lack of vocabulary. The body of his writing was incomplete and some ideas were not fully developed. In organization, his text was lack of transitional expression.

The fifth student is Dela Putri Permata. She got serious problems in many aspects. She absences of introduction and conclusion, there was effort to organize the composition. The content is not clearly. She cannot understand about what she

was trying to say. She did not understand about grammar. There was no concept of register or sentence variety.

The next student is Dewi Rohmah. Similar with the third students. She also got serious problems in many aspects. She absences of introduction and conclusion, there was effort to organize the composition. The content is not clearly. She cannot understand about what she was trying to say. She did not understand about grammar. There was no concept of register or sentence variety.

The next student is Diah Ayu Lestari. She was lack of transitional word. The idea of the text was incomplete. She was lack in preposition. The diction in his text was less right. The text was poor of expression and also lack variety of structure.

The next student is Lilik Rahmawati. In his text, some ideas were not fully developed so make the reader confuse to read the story. There was not extraneous material. She did not pay attention about language features in narrative text. She could not use the verb forms rightly. She also had mistakes in capitalization, and punctuation. It made the story have a negative effect on communication. The story was poor expression and variety of structure.

The next students is Mazida Salsabila. The organization was good, but she does not pay attention about the outline before she wrote the story. Some evidence was lacking. The ideas were complete but some of the structure of the story made confused. She did not know about the language feature of narrative text. She got problems in verb form. She also got serious problems in mechanics. She did not pay attention about puctuation, spelling, and mechanics.

The next student is Nanang Hendra Firmansyah. He cannot use the generic structure of narrative text rightly. Lack of supporting evidence. The some ideas was incomplete and difficult to read about the story. The story was hurriedly written. The paper was illegible, obvious capitals missing, no margin and spelling problems. The story poor of expression.

The next student is Nanda Syafitri. The organization was good. It was appropriate title, effective introductory, and the topic was stated. She can use the generic structure of narrative text correctly. The ideas were concrete and thoughtfully developed. The story was easy to read. Some grammar problems do not influence the story. She missed in capitalization. Some vocabularies were misused.

The next student is Nina Andriana. She knew about the generic structure of narrative text. The story was not wordy. The ideas were incomplete. The ideas could be more fully developed. Structure of the sentence was missed. She did not pay attention about capitalization and punctuation. The story lack awareness of register.

The next student is Ryan Adam. He did not effort to write the story. The story absence of introduction, body, and conclusion. He has not made any effort to organize the composition. No apparent effort to consider the topic carefully. Reader cannot understand about the story and difficult to read sentences. Numerous serious grammar problems interfere with communication the writer's ideas. The story was poor of expression.

The next student is Rizal Prayoga Efendi. Minimally recognizable introduction, body, and conclusion. The ideas were incomplete. The reader will confuse when read the story. Numerous serious grammar problems interfere with communication the writer's ideas. He cannot use capitalization, and punctuation correctly. The story poor of expression.

The next student is Uswatun Hasanah. She did not use transitional expression correctly. The content misses some points that made the ideas could not develop. She got problems in verb form of narrative text. Misses in capitalization and punctuation. There were some vocabulary misused.

Viktor Dandi Ardiansyah is the next student. His story minimally introduction, body, and conclusion. He cannot use the generic structure of narrative text correctly. Some ideas is incomplete. There was effort to develop the ideas. Some ideas was lack. He also cannot use the language feature carefully. Severe grammar problems interfere greatly with the message. The reader cannot understand about the story. He had serious problems with format of papers. There were spelling and capital error. The story was not concept of sentence variety.

Wahyu Ilham Puji is the next student. The story shaky recognizable introduction. There were problems with ordering the ideas. The conclusion is incomplete. Inadequate effort in area of content. He cannot develop the story. There were run-on sentences. Some sentences have a negative effect on communication. There were serious problems in mechanics. It were format of paper, spelling error, punctuation, and capitalization. There was no concept and variety register.

The next is Puput Ariyanti. The story was good. But it was minimally introduction. The story was easy addresses the issue but misses some points. Some vocabularies influence the story. It distracted the story. She did not pay attention about capitalization and punctuation.

The next student is Is'af Miqdad. The story was adequate title, introduction, and conclusion. But some ideas were not fully developed. Development ideas were not complete. Some grammar problems influence of the story. He has some problems with writing conventions and punctuation. The story was poor of ideas and variety of structure.

The last student is Muhammad Ilham. There was not transitional expression on the story. The story misses some points that made the ideas cannot fully developed. Some verbs form was error. The story used general writing conventions but had errors. There were punctuation errors interfere the story. The story was wordy.

From the description about the problems faced in writing narrative text each students. Then, the researcher analyzed the problems faced by the students in writing narrative text by the result of assignment of the students.

According the table 4.1, there were five categories to assessing students' test in writing narrative text. There were organization, content, grammar, punctuation, spelling, mechanic, style and quality of expression. In each categories, there were five level to assessing writing test. The researcher analyzed the data from the minimum score in each category from each students to maximal score in each

category from each students. The researcher found some students had problems faced in writing narrative text. The analysis is:

Table 4.2

Analysis of First Problem Category

C1	C2	C3	C4	C5	Total
-	-	3	10	7	20
-	-	15%	50%	35%	Frequency

The first problem, the table above showed that from the all categories, although 50% of the students get the problem in spelling, punctuation, and mechanics.

Table 4.3

Analysis of Second Problem Category

C1	C2	C3	C4	C5	Total
5	8	6	5	11	35
14%	23%	17%	14%	31%	Frequency

The second problem, the table above showed that from the all categories, although 31% of the students get the problem in style and quality of expression.

Table 4.4

Analysis of Third Problem Category

C1	C2	C3	C4	C5	Total
5	3	10	5	1	24
21%	12%	42%	21%	4%	Frequency

The third problem, the table above showed that from the all categories, although 42% of the students get the problem in grammar.

Table 4.5

Analysis of Forth Problem Category

C1	C2	C3	C4	C5	Total
5	8	2	-	1	16
31%	50%	12%	-	6%	Frequency

The forth problem, the table above showed that from the all categories, although 50% of the students get the problem in content.

Table 4.6

Analysis of Fifth Problem Category

C1	C2	C3	C4	C5	Total
5	-	-	-	-	5
100%	-	-	-	-	Frequency

The last problem, the table above showed that from the all categories, just five students that have problems in organization.

4.2 Discussion

4.2.1 The Problems Faced by the Students in Writing Narrative Text

According to the table 4.2 to table 4.6 above, the tables showed that the students had different difficulty in aspect of writing narrative text. The researcher found the problems faced by the students in writing narrative text in the following:

1. Punctuation, spelling, and mechanics

The first problem is punctuation, spelling, and mechanics. According to the table 4.2 the researcher found some students in minimum score in each categories was 10 students. More of them did not pay attention about the punctuation, spelling, and mechanics. The students had serious problems in this aspect.

2. Style and quality of expression

The second problem is style and quality of expression. According to the table 4.3 the researcher found some students in second minimum level in each categories was 11 students. Some of them poor of expression of ideas, problems in vocabulary, and lacks of variety of structure.

3. Grammar

The third is grammar. According to the table 4.4 the researcher found some students in third minimum level in each categories was 10 students. Some of students had difficulty with grammar. Because the students lack of ability in grammar. Most of the students got difficult in arranging a sentence with grammar correctly. Sometimes, the students did pay attention in using the connecting words in writing narrative text.

4. Content

The fourth problem is content. Based on the table 4.5 the researcher found some students in fourth minimum level in each categories was 8 students. The students cannot improve their ideas completely. The students cannot develop the ideas. Sometimes, the story didn't have connecting in the next paragraph. So, the content of the writing is not clear and made difficult to understand about the content of the story.

5. Organization

The last problem is organization. Based on the table 4.6 the researcher found some students in maximal score in each categories was 5 students. Most of students not understand about the generic structure of narrative text but some of them lack of the organization. The students that lack of organization did not pay attention about connecting one paragraph to the next paragraph.

This research confirmed with Hidayati (2012) who the result of the thesis the first problem was mechanics, second problem was language usage, the third problem was organization, the fourth problem was content, the last problem was vocabulary. But, in this research have different result. It due to there was difference of population.

Based on the finding of the research above, there were some problems faced by the students in writing narrative text. It could be seen from the analysis of the problems. The problems faced by the students in writing narrative text were punctuation, spelling, and mechanics, style and quality of expression, grammar, content and organization.

4.2.2 The Most Dominant Problem in Writing Narrative Text

After the researcher finding the problems faced by the students in writing narrative text, the researcher found the most dominant problem in writing narrative text. Punctuation, spelling, and mechanics in writing narrative text was the most dominant problems by the students in writing narrative text. The researcher found 10 students in first category level (table 4.2). It showed that almost of them did not pay attention about the punctuation, spelling, and mechanics.

The students used the punctuation errors in their writing so the writing interfere the story and will distract the reader. Some of them also did not pay attention about the capitalization, paragraphing, and the neat of paper. It can disturb of the reader of the story.

Based on the explanation above, the researcher found that punctuation, spelling, and mechanics as the most dominant problems faced by the students in writing narrative text. It could be seen in the analysis the first category problem. There were 10 of students got bad score in punctuation, spelling, and mechanics category. It showed that almost of students did not pay attention about punctuation, spelling, and mechanics. Whereas, punctuation, spelling, and mechanics was component of writing that important. Because without punctuation, spelling, and mechanics, the writing will make ambiguity.

