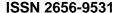# NARRATIVE TEXT DEVELOPMENT AMONG NON-ENGLISH UNIVERSITY STUDENTS AT LUBUKLINGGAU, INDONESIA

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Abstract

The aims of this study was to know narrative text development among non English University students at Lubuklinggau. This study focused on writing narrative text by using generic structure and grammatical feature. This research was conducted at the first semester students of accounting Bina Insan University Lubuklinggau. Based on the data analysis from the test which was given to the students, can be concluded that. The students correct answer in grammatical feature was 46,33%, in orientation was 74%, in evaluation was 53,16%, in complication was 56,83% and in resolution was 58,83%. It means that the students ability in writing narrative text reviewed from generic structure and grammatical feature is still low. The result of the students test is also can be seen from the students score skill level, there are 16 students in low level and 14 students in medium level. And the average of students score was 57.7. From the result of the test above, the researcher concluded that the students development in writing narrative text is still low, they are still confuse about the rule in writing narrative text, such as about grammatical feature and Generic Structure. therefore teachers have to find creative techniques and good methods in teaching narrative text, in order to students will be more interested and understend when teaching and learning process occurs.

Keywords: Writing, Narrative Text, Generic Structure, Grammatical Feature

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengembangan teks naratif di kalangan mahasiswa Universitas non Bahasa Inggris di Lubuklinggau. Penelitian ini difokuskan pada penulisan teks naratif dengan menggunakan struktur generik dan fitur tata bahasa. Penelitian ini dilakukan pada mahasiswa semester pertama jurusan akuntansi Bina Insan University Lubuklinggau. Berdasarkan analisis data dari tes yang diberikan kepada siswa, dapat disimpulkan bahwa. Jawaban siswa yang benar dalam fitur tata bahasa adalah 46,33%, dalam orientasi adalah 74%, dalam evaluasi adalah 53,16%, dalam komplikasi adalah 56,83% dan dalam resolusi adalah 58,83%. Ini berarti bahwa kemampuan siswa dalam menulis teks naratif ditinjau dari struktur generik dan fitur tata bahasa masih rendah. Hasil tes siswa juga dapat dilihat dari tingkat keterampilan skor siswa, ada 16 siswa di tingkat rendah dan 14 siswa di tingkat menengah. Dan rata-rata skor siswa adalah 57,7. Dari hasil tes di atas, peneliti menyimpulkan bahwa perkembangan siswa dalam menulis teks naratif masih rendah, mereka masih bingung tentang aturan dalam menulis teks naratif, seperti tentang fitur tata bahasa dan Struktur Generik. Oleh karena itu guru harus menemukan teknik kreatif dan metode yang baik dalam mengajar teks naratif, agar siswa akan lebih tertarik dan memahami ketika proses belajar mengajar terjadi.

Kata kunci: *Menulis, Teks Naratif, Struktur Generik, Fitur gramatika*

Introduction

English is a very important language to be learned by every community, especially the younger generation today. Because English is an international language, which is very useful for young people to find out information and technological advances in this modern era. To master English, students must master 4 skills, namely writing, reading, listening and speaking. One of the abilities that students must master is writing. To improve English language skills students must be able to write in a good and right way. Because by writing, students can improve their grammar, vocabulary, and spelling abilities. This is in line with opinion of Pattel and Jain (2008) said " writing is essential features in learning a language because it provides a very good means of foxing the vocabulary, spelling and and sentence petter".

Writing lessons are very important for students, because by writing students can express their ideas. Through writing students can communicate or convey their ideas to the reader. As Harmer (2004) stated, writing is a form of communication to deliver thought or to exprees feeling through written form.In writing narrative text students must know the procedures for writing narrative text such as grammatical features and generic structure

Andrew (2015) stated that the process of writing is the best solution to reduce the numbers of mistakes made by students. This is because the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The benefit of the process approach is to allow students handle their own writing by giving them an opportunity to contemplate as they write that is, students transmit their message to the readers in written form through the complex writing process, pre-writing, drafting, revising, editing and publishing, within the process, they keep revising their writing and instinctively center more on errors made in syntax, grammar, vocabulary, meaning, punctuation, and spelling. Second, while producing different types of academic prose-writing, they are primitted to acquire grammatical accuracy in the

rivising stage or in the circumstances of peer evaluations and cooperative learning, for instance, narrative a story to each other in the writing process.

This research was conducted in the first semester students of accounting at University of Bina Insan Lubuklinggau. Teaching English at Non-English Students is little difficult, because the students are not understand more about English. Therefore, teacher have to more creative and find inovations when teacher and learning English. Because Englsih as a Foreign Language for them. This research was conducted to know the students development in writing Narrative text. To know how far the students mastering in writing Narrative text. Based on the observation was made it is known that most of the students' English proficiency is still very low, therefore this study was conducted to determine the extent of the development of narrative text among the students and as steps for teachers to find the right techniques in the teaching and learning process.

Writing is primary a cognitive process. In the cognitive categories the students can express their ideas and experiences clearly. According to harmer (2007) in the cognitive process, tell strategies which can be taught to learning writing are:

1. Planning

    Expetienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary at all since they may do all their planning in their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influences (amongst other things) they be not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the readers they are writing for, since this will influence both the shape of the writing (how it is laid out, how the paragraphs are structured, etc) both the choice of language

whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is , how best to squence the facts, ideas, or arguments which they have decided to include.

2. Drafting

The first version of a piece of writing is a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

Once writer produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the way something is ambiguous or confusing. Reflecting and revising are often helped by other reader (editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final revision

Once writers have edited their draft, making the changes they consider to the necessary, they produce their final revision. This may look considerably different from both the original plan and the first draft. Because things have changed in the editing process but the writer is now ready to send the written text to its intended audience.

In teaching writing, teacher should find an appropriate type of classroom writing performance for their students. Teacher have to know, how far their students' ability in writing first, in order to teaching and learning process would be done effectively. Narrative text is a kind of text which very interesting to be learn. Because it is consist of two important aspects such as Generic Structure and Grammatical Feature. This text consist of story or event which can make the writers have imagination. Mcintyre (2005) said that, narrative as basically a story, of happening or events, either real or imaginary which the narrator considers interesting or important.

In addition Elliot (2005) said that narrative (story) in the human sciences should be difined provisionally as discourse with a clear squential other that connect events in a meaningful way for a definite audience and thus offer insight about the worlds and or people's experience of it.

This is the explaination of Generic structure According to anderson (1997) said there are four generic structure in narrative text namely orientation, evaluation, complication, revolution : 1. Orientation, in which tells the audience about who is in the story, wheather story is taking place and where the action happening, 2. Evaluation it explains the condition, behavior, and the attitude of the participant.Complication that sets of a chain of events that influences what will happen in the story, 3. Resolution in which the characters finnaly sort out the complication.

In teaching writing narrative text, teachers have to explain irregular verb which usually used in narrative text.Herlinawati (2011) explained that, in writing narrative text, the teachers should be clearly explain the irregular verbs to the students. Then the teachers should be creative in teaching narrative text as there are some rules to be made in writing narrative text. Beside that English teacher must be able to motivate the students as English is still foreign language in Indonesia.

The other aspects which is important in writing Narrative text is Grammatical Features, Anderson (1997) states that narrative usually include the following grammatical features: 1) nouns that identify the specific characters and places in the story, 2) adjectives that provide accurate description of the characters and setting, 3) time words that connect events to tell when they occur, 4) verbs that show the actions that occur in the story.

The primarly rule for developing a squences for introducing stories is to progress from simple stories to more complex stories. Factors to consider are 1) the number of characters, plots, goals and sub-goals. 2) the number of attempts

by characters to achieve the goal, 3) the explicitness of the story grammar components (the main characters, goal, and conflict), 4) the leght of the story, 5) the readability of the story, and the amount of background knowledge required by students.

The most important factor in writing is mastering English grammar. A good writer will use a good grammar in writing. Nunan (2003) stated grammar is an essential resource in using language communicatively. By good grammar the writer can write a good text, which will be easy to understood by the reader. While according to Pattel and Jain (2008) grammar is an attempt to develop concept, principles and rules relating to ussage and to the structture of language.

From the explanaition above there is an article about the development of learning writing narrative text, that was conducted by The objective of this study is to find out whether discussion starter story significantly improves the achievement on narrative text of the first grade students of Senior High School. This study was conducted by applying Class room Action Research (CAR). The subject of this study is the first grade students of SMA Negeri 2 Pangururan in academic year of 2016/2017. The sample of this study is the students X-4 consisting 30 students. There were two kinds of collected data, quantitative and qualitative data. The technique for collecting the quantitative data was writing test while with qualitative data were gathered through interview, diary notes, and observation sheet. Qualitative data showed the students were interested in discussion starter story technique.

Based on quantitative data it is found that students' writing achievement improved from pre-test to post-test cycle I and post-test cycle II. It can be seen from the students' mean scores and the percentage of the students who got score up to 75. The mean of the students' scores who got score up to 75 for pre-test is 51.4 , for the post-test cycle I is 74 and post-test cycle II is 80.2. There

was an improvement of the application of discussion starter story technique to teach writing narrative.

Method

This research was conducted through a qualitative approach with descriptive analysis methods. Satori (2011: 23) argues that researchers conduct qualitative research because they want to explore the phenomena of the learning process cannot be quantified and is described as a formula for a recipe, a process work steps, notions of diverse concepts, and others.

The population in this study was all the research objects, it was 30 students of the first semester of accounting at Bina Insan University Lubuklinggau. According to (Sugiyono, 2018) the population is a generalization consisting of objects / subjects that have certain qualities and characteristics determined by researchers to study and then make conclusions. This study uses the saturated sample method, saturated sample is a sampling technique if all populations are used as samples and also known as the census According to (Riduwan, 2018) so in this study the number of samples is 30 students.

Technique of Data Collection in this study was Observation and Test. Observations were made to know students' development in writing narrative text and to analyze the existing problems. Tests are given to find out the students' development in writing narrative text. Text is given in the form of essay test.

Data obtained from the results of essay tests given to students, in the form of writing narrative text. Evaluation of writing narrative text is seen from several aspects such as generic structure (orientation, evaluation, complication, resolution) and aspects of grammatical features (simple past, noun, verb, adjective).

Findings

In the process of collecting the data firstly, the researcher explained about the narrative text to the students, about the technique of writing narrative text consisting of generic structure and grammatical features. After that the researcher gave the test to the students within one hour. With the topic of the text chosen by the students themselves. After that the researcher collected the test results made by students and analyzed the test results. The result of the test can be seen from the following table

Table 1 Recapitulation of Students' Score in Writing Narrative Text

Number of Students	Grammatical Features	Orientation	Evaluation	Complication	Resolution	Total of Score
	1 - 20	1 - 20	1 - 20	1 - 20	1 - 20	
1	5	15	8	8	5	41
2	6	16	8	8	6	44
3	6	14	9	7	7	43
4	7	17	10	10	8	52
5	6	15	12	12	12	57
6	8	14	15	13	10	60
7	9	15	10	14	18	66
8	6	18	8	13	12	57
9	9	13	9	9	11	51
10	10	15	10	8	9	52
11	8	16	12	10	10	56
12	9	11	15	11	11	57
13	6	14	16	15	12	63
14	9	15	13	14	13	61
15	13	13	8	13	14	61
16	14	16	9	16	15	70
17	7	14	10	14	16	61
18	8	12	7	15	17	59
19	8	14	5	8	10	45
20	9	11	8	9	11	48
21	10	13	9	10	14	56
22	8	15	10	12	15	60
23	11	17	11	14	12	64

24	18	16	12	11	14	71
25	15	12	16	10	11	64
26	8	16	13	12	13	62
27	9	16	15	13	17	70
28	10	16	10	10	12	58
29	11	17	9	12	8	57
30	15	18	12	10	10	65
Total	278	444	319	341	353	1731
Percentage	46,33%	74%	53,16%	56,83%	58,83%	57.7 (Average)

From the table above can be seen that the students development in writing narrative text is still low, it can be seen from the total score of students correct answer in grammatical feature only 46,33% , for orientation 74%, Evaluation 53,16%, complication 56,83%, resolution 58,83%. And for the average of students score was 57.7. For the category of students score skills level can be seen from the following table:

Table 2 The students' score skill level

Students	Score Interval	Categories
0	75 – 100	High
14	60 – 74	Medium
16	0 - 59	Low

The explaination of students development in writing narrative text will be explain in the following explaination:

Student 1, in orientation, student wrote when and where the story occur but not too acurate . In Evaluation, the story lacked describtion of actor attitude and characteristics. In Complication, there was no coherence between the first paragraph and the second paragraph. In the part of Revolution, there was no solution for the problem in the text. In the part of gramatical feature, student used simple preset tense not past tense.

Student 2, in orientation, student wrote when and where the story occurately. In Evaluation, the story lacked describtion of the actor character in the story, about the actor attitude and characteristics. In Complication, there was no coherence between the first paragraph and the second paragraph. In the part of Revolution, there was no solution for the problem in the text. In the part of gramatical feature, students used simple future tense.

Student 3, in orientation, student wrote when and where the story occur but not too acurate . In Evaluation, the story lacked describtion of the actor character in the story, about the actor attitude and characteristics. In Complication, there was no coherence between the first paragraph and the second paragraph. In the part of Revolution, there was no solution for the problem in the text. In the part of gramatical feature, student used simple preset tense not past tense.

Student 4, in orientation, student wrote when and where the story occur more acurate . In Evaluation, the student discribed the actor characteristics but did not explain about the actor attitude. In Complication, there was no coherence between the first paragraph and the other paragraph. In the part of Revolution, there was no solution for the problem in the text. In the part of gramatical feature, student used simple present tense and past tense.

Student 5, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about the actor character and attitude but not too detail. In Complication, there was no coherence between the first paragraph and the second paragraph. In the part of Revolution, there was a solution for the problem but not solve the problem. In the part of gramatical feature, student used simple past tense, but there were some mistake in writing regular and irregular verb.

Student 6, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student wrote the characteristics and the atitude of the actor. In Complication, there was a coherence between paragraph. In the part of Revolution,

there was a little solution for the problem in the text. In the part of gramatical feature, student used simple preset tense.

Student 7, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student wrote the actor atitude but ddn't explain about the characters of the actors. In Complication, there was coherence between paragraph. In the part of Revolution, there was solution for the problem in the text. In the part of gramatical feature, student used simple preset tense and had some mistake in writing some words.

Student 8, in orientation, student wrote when and where the story occur acurately. In Evaluation, the story lacked discribtion about the actor attitude and characteristics. In Complication, there was coherence between paragraph In the part of Revolution, there was not solution for the problem in the text. In the part of gramatical feature, student used past tense but there were some mistake in writing words.

Student 9, in orientation, student wrote when and where the story occur acurately In Evaluation, the student explained about actor characteristic but ddn't explain about the actor atitude. In Complication, there was not coherence between the second paragraph and the third paragraph. In the part of Revolution, there was no solution for the problem in the text. In the part of gramatical feature, student used simple preset tense and there were some mistake in writing words..

Student 10, in orientation, student wrote when and where the story occur more acurately. In Evaluation, the student didn't explain about actor characteristic but explain about the actor atitude. In Complication, there was not coherence between the paragraph. In the part of Revolution, there was not solution for the problem in the text. In the part of gramatical feature, student used simple continous tense and there were some mistake in writing words.

Student 11, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic and actor atitude. In Complication, there was not coherence between paragraph paragraph. In the

part of Revolution, there was not solution for the problem in the text. In the part of gramatical feature, student used simple preset tense and there were some mistake in writing words.

Student 12, in orientation, student wrote when and where the story occur but not too acurate . In Evaluation, the student explained about actor characteristic and actor atitude in detail. In Complication, there was not coherence between the second paragraph and the third paragraph. In the part of Revolution, there was not solution for the problem in the text. In the part of gramatical feature, student used simple preset tense and there were some mistakes in writing words.

Student 13, in orientation, student wrote when and where the story occur acurately . In Evaluation,the student explain about actor characteristic and actor atitude. In Complication, there was a coherence between paragraph. In the part of Revolution, there was a lttle solution for the problem but not explained in detail. In the part of gramatical feature, student used simple preset tense and there were some mistakes in writing words.

Student 14, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic but not explain about the actor atitude. In Complication, there was a coherence between paragraph. In the part of Revolution, there was a solution for the problem in the text but not explain in detail. In the part of gramatical feature, student used simple preset tense and there were some mistake in writing words.

Student 15, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student didn't explain about actor characteristic and actor atitude. In Complication, there was a coherence between paragraph. In the part of Revolution, there was a solution for the problem in the text but not explain in detail. In the part of gramatical feature, student used past tense but there were some mistakes in writing words.

Student 16, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic but did not explain about the actor atitude. In Complication, there was a coherence between paragraph. In the part of Revolution, there was solution for the problem in the text but not explain in detail. In the part of gramatical feature, student used past tense but there were some mistake in writing words.

Student 17, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explain about the actor atitude but did not explain about actor characteristics. In Complication, there was a coherence between paragraph. In the part of Revolution, there was a solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used simple present tense and there were some mistakes in writing words.

Student 18, in orientation, student wrote when and where the story occur not acurately . In Evaluation, the students didn't explain about actor characteristic and actor atitude. In Complication, there was a coherence between paragraph. In the part of Revolution, there was a solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used simple present tense and there were some mistakes in writing words.

Student 19, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student didn't explain about actor characteristic and the actor atitude. In Complication, there was not coherence between paragraph. In the part of Revolution, there was not solution for the problem in the text In the part of gramatical feature, student use simple present tense and there were some mistakes in writing words.

Student 20, in orientation, student wrote when and where the story occur not acurately . In Evaluation, the student didn't explain about actor characteristic and actor atitude. In Complication, there was no coherence between paragraph. In the part of Revolution, there was solution for the problem in the text but not explain in detail. In the

part of gramatical feature, student used simple present tense and there were some mistakes in writing words.

Student 21, in orientation, student wrote when and where the story occur not acurately . In Evaluation, the students didn't explain about actor characteristic but explained about the actor atitude. In Complication, there was not coherence between paragraph. In the part of Revolution, there was a solution for the problem in the text but not explain in detail. In the part of gramatical feature, student used simple present tense and there were some mistakes in writing words.

Student 22, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic but did not explain about actor atitude. In Complication, there was no coherence between first and second paragraph. In the part of Revolution, there was a solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used simple present tense and there were some mistakes in writing words.

Student 23, in orientation, student wrote when and where the story occur more acurately . In Evaluation, the student didn't explain about actor characteristic and actor atitude. In Complication, there was a coherence between paragraph. In the part of Revolution, there was a little solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student use simple present tense and there were some mistakes in writing words.

Student 24, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic and actor atitude but not in acurate. In Complication, there was no coherence between paragraph. In the part of Revolution, there was solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used past tense.

Student 25, in orientation, student wrote when and where the story occur but not in acurately . In Evaluation, the students explained about actor characteristic and actor atitude. In Complication, there was not coherence between paragraph. In the part of

Revolution, there was a little solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used past tense and there was a little mistake in writing words.

Student 26, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student didn't explain about actor characteristic but explained about actor atitude. In Complication, there was a little coherence between paragraph. In the part of Revolution, there was a little solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used present continous tense.

Students 27, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic and actor atitude but not in detail. In Complication, there was a little coherence between paragraph. In the part of Revolution, there was some solution for the problem in the text but did not explain in detail. In the part of gramatical feature, student used simple present tense and there were some mistakes in writing words.

Student 28, in orientation, student write when and where the story occur acurately . In Evaluation, the student didn't explain about actor characteristic and actor atitude. In Complication, there was no coherence between paragraph. In the part of Revolution, there was a little solution for the problem in the text but not explain in detail. In the part of gramatical feature, student use simple present tense and there were some mistake in writing words.

Student 29, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student didn't explain about actor characteristic and actor atitude. In Complication, there was a little coherence between paragraph. In the part of Revolution, there was not solution for the problem in the text. In the part of gramatical feature, students used simple present tense.

Student 30, in orientation, student wrote when and where the story occur acurately . In Evaluation, the student explained about actor characteristic and actor

atitude not in detail. In Complication, there was not coherence between paragraph. In the part of Revolution, there was not solution for the problem in the text. In the part of gramatical feature, student used past tense and there were some mistakes in writing some words.

. Discussion

How the students development in writing narrative text can be seen from the following explanaition: Students development iin grammatical features, the percentage of students correct answer only 46,33%. It means that the students development in using accurate noun, verb, adjective, time and the goal of the conflict is still low. Some of the students use the uncorrect grammar. It means that the students development in writing narrative text seen from grammatical features is must be improve.

And than the students development in Orientation, the percentage of students correct answer was 74% it means that most of students have know, how they tell to the reader about place, who, when the story happen. But some of the students stiil confuse about that.

The students development in Evaluation, the percentage of students correct answer was 53,16%. It means that, the students ability in telling about the actor attitude, characteristics and actor behaviour is still low. Some of the students still confuse, in telling the actor attitude at the story.

The students development in writing narrative text in the part of complication, the percentage of students correct answer was 56,83%. It means that the students ability in writing the coherence between one paragraph to the other paragraph is still low. Some of the students still confuse to make the correlation paragraph in the story.

The last one is students development in writing narrative text in the part of resolution, the percentage of students correct answer was 58,83%. It means that the students ability in telling the character sort out in the story is stiil low. Some of the

students stiil confuse to tell the character of the actor to find the solution from the problem in the story.

The students development in writing narrative text seen from the score level, can be seen from table 2. From table 2, Can be explained that, there are 16 students in low category, 14 students in medium category, and there no students in high category. And the students score average was 57.7. it means that the students development in writing narrative text must be increased.

Conclusion

From the result of the research that was cunducted, it can be concluded that. Students development in writing narrative text was still low. It can be seen from the result of the test. Almost all of the aspect in writing narrative text such as in grammatical feature, orientation, evolution, complication, and resolution were not mastered by the students. Therefore it was be a duty for the teachers to teach about it, and to find good tehniques and good methods in teaching and learning process. Students also have to method and strategies in teaching about narrative text. Improved their vocabulary and knowlede. In order to every aspect of education can be reached their goals.
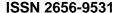
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