

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Classroom Observation

The writer conducted observation before and when taking of data ongoing. The classroom observation at 13rd – 20th of August 2015 when learning activity. Based on observation of the classroom, the ninth grade (IX A) of MTs. Nurul Falah Rego Padasuka, Petir consist of 3 male and 27 female. When observation, the activity in the class divided into three activities. First, the teacher started the learning activity by greeting to the students by using English language. All of students answered with respect. Then, he asked the students to pray before further activity. Second, the teacher reminds the students about narrative text. He began his explanation with recalled the students about genre of text with ask the students. The last, the teacher gives task to them, but the students have difficulties on writing narrative when the teacher give them evaluation of material about narrative before I ask the students to make a narrative writing based on the themes that I made. Besides that, they lack of vocabulary of English so that they have to often open the dictionary when finding the words that the students do not know yet. In addition, the most of students use Indonesian style on writing which is not appropriate with English grammatical. But also the most of students have been

understood to generic structure of narrative text that the teacher have explained. I think the teacher's explanation is clear enough about material of narrative text. Although many students still confused how to write a narrative text.

2. Interview

From the result of interview with some of students IX A, they said that they like "Love, Experience, and Friendship" as the theme of their narrative writing. They have difficulties on writing because of they seldom doing writing moreover writing in English. They cannot write a narrative in English easily. The students have to write in Indonesian first, then translate into English. It is make students difficulty. The students afraid to write a narrative writing not appropriate with English grammatical because sometimes they cannot translate words in Indonesian into English well.

In addition, the teacher also said that his students lack of English vocabulary. It is make students feel hard when writing in English because they did not know word by word in English. But the students has been taught about narrative text in eighth grade although the students often forget to what they receive.

3. Documentation

Data of the research was taken from the students IX A of MTs. Nurul Falah Rego Padasuka Petir. In this research, the writer involved 25 out of 30 students in that class as her participant, because 5 of them were not present when taking documentation was ongoing.

After collecting the data, the writer tries to describe the coherence of student's narrative writing, especially in theme, generic structure and idea of each paragraph in one narrative. To know the result of the analysis documentation, the writer will describe the themes of narrative writing that students used, generic structure of narrative writing, and signals of coherence on students writing.

a. Description of Themes

To get document, the writer give students three themes that used in the students narrative, namely 'Love, Experience, and Friendship.' Based on analysis the themes of *Love*. There are 8 students develop their narrative writing use theme of *Love*. They choose *Love* as the theme of their writing in order that they feel easy to write a narrative because *Love* is agree with their ages recently. By the theme of *Love* also can make the students spirit to write a narrative writing. By so, their narrative writing can be easy to understood by reader because they mastery of sentences that should write in their writing related to *Love*. By mastery of sentences, the idea of each paragraph will be continuity of meaning which is make it coherence.

The second theme that the writer give to students is *Experience*. In developing student's narrative writing which use theme of *Experience*, there are 6 students use *Experience*. They use this theme because of students have much experience to tell through writing. By the theme of *Experience*, they can write their own experience and it is

help them easier to write a narrative based on their own experience. When students write a narrative from their experience, the idea of each paragraph will be continuity of meaning and can be called coherence.

The last theme that the writer give to students is *Friendship*. Friendship is include into types of narrative in previous chapter, namely *the diary novel*. There are 11 students develop their writing use theme *Friendship*. They seem easy to write a narrative about *Friendship*, either their own friendship with their friends or story of friendship about their favorite figure. When students feel easy and glad to write a narrative, hopefully the idea of each paragraph is coherence.

b. Description of Narrative's Generic Structure

As the writer has explained in previous chapter that generic structure of narrative text i.e., *orientation, complication and resolution*.

Based on analysis of generic structure of students narrative writing, the writer found that there is one student did not use orientation in her writing, seven students did not use complication, and there are eight students did not use resolution in their narrative writing. This case caused by their understanding and their ability in using generic of narrative writing that teacher has explained before ask them to write a narrative is not too good. But most of students have been use generic structure of narrative completely.

c. Description of Signals of Coherence

From analysis of signals of coherence on writing, 25 students or all of students did not use comparative word in their writing. They just think how make a narrative writing by using good generic structure. Their thought not focused to signal of coherence on writing. This case also caused by lack of student's vocabulary. They can writing in Indonesian but they difficulty to translate into English well. Most of students writing can be understood in the meaning, but their words and sentences cannot understood if in English grammar.

B. Analysis of Data

Analysis of student 1

Ande – ande Lumut

Once upon a time, there manly this one name Ande-ande Lumut and there are two girls Kelenting merah, Kelenting biru, kelenting kuning, and biru and Mbok Rondo Dadapan.

One day in region arbitrary river far away exact in region Dadapan. In male strong more handsomesought girls love living. His name is Ande-ande Lumut. Girls this one to wish panicked wife in to beg come towards house Mbok Rondo dadapan. Presently Ande ande Lumut will choose wrong one from them.

One day in house Mbok rondo dadapan place Ande ande Lumut live, Mbok rondo dadapan receive many girls but Ande ande Lumut this one to come Kelenting merah, kelenting biru,

and their mother. To turn Kelenting Kuning all see to course, Kelenting kuning to shot bring already long-long a sought love I this on lost in bring the win blows hardly this. Now I already found found. Thank you on will you bread these, Mbok Rondo dadapan.

From analysis above, the writer has found that student 1 use theme *Love* to develop his writing. The student 1 use orientation and complication but he did not use resolution in generic structure of his narrative writing. In addition, the idea of each paragraph has no continuity of meaning yet. It can be seen from signal of coherence on narrative writing, he did not use word of seri and comparative. This case appropriate with his answer while interview. Therefore, his narrative writing is not coherence yet.

Analysis of Student 2

Cat and Mouse

One night, the mouse and the cat found a big pop of cheese. They were so happy about it. They carefully kept the pop in the attic. Of the house next door. The cat however, was not a good friend. He wanted to have all the cheese for himself. So, he fried away to secretly it the cheese. So, he spoke to the kind hearted mouse, “my friend my nephew is sick I have to go and visit him. He said sadly I am sorry to hear that, my friend. Yes, of course. I think you should go and visit him. I hope your nephew will get well soon the mouse said”.

Three days later, the cat said to the mouse that he would visit his sister. He said that his sister had just had a new baby. Of course, the cat lied again because he went to eat the cheese in the attic. There was only a half of the cheese left.

Based on analysis above, the writer has found that student 2 uses theme *Friendship* to develop his narrative writing. The student 2 just uses orientation and complication without resolution in generic structure. And also in signals of writing coherence, the writer did not find word of comparative and contrast as signal of coherence on writing but the idea of each paragraph rather has continuity of meaning. This case appropriate with his answer while interview. Therefore, his narrative writing is not coherence yet.

Analysis of Student 3

The Rabbit and Elephant

Once upon a time at some forest stay tail elephant this strong and violent, tail rabbit this weak and afraid and tiger this wild. Elephant and rabbit finished my good friend. Three tail animals that stay at forest this some. A long rabbit and elephant my friend they perpetrated certain always together example seeked eat an play.

One day moment rabbit while seeked eat suddenly tail tiger this wild emerge past rabbit shouted “help help” and tiger said “shouted pleasure you because at place this now animal” past rabbit run while shouted help me past elephant to inquired “why

you shouted as like that alas rabbit” past rabbit answer
“available tiger this chased” past elephant and rabbit to came
tiger elephant an tiger to fight and finish tiger lost and ran.

After elephant conquer tiger, rabbit and elephant continue
seeked eat. After food to come together elephant and rabbit go
home, after they to arrive elephant and rabbit consume food this
after they seeked a while. After they eat they went to certain
river to swimming and play, finish to two animals that become
best friend forever.

From analysis above, the writer has found that student 3
use theme *Friendship* to develop his narrative writing. The
student 3 use orientation, complication and resolution in generic
structure of narrative completely. However, in signals of writing
coherence, the writer did not find word of seri, comparative and
contrast as signal of coherence on writing but the idea of each
paragraph rather has continuity of meaning. This case
appropriate with his answer while interview. He said that he
prefer theme *Friendship* to develop his writing and he
understand with generic structure of narrative writing. So, his
narrative writing can be called coherence enough.

Analysis of Student 4

My Holiday

At day Saturday I and friend follow activity, boy scoution school I and friend instruction younger brotherband younger cousin class boy scoution.i straight to go in class and straight absent who only that to go in boy scoution. And I in class some friend I we instruction younger brother and younger cousin class we. And in one side to be friend I that not what that not instruction younger brother and younger cousin class while I and that various busy arrange.

Younger brother and younger cousin that bad while to be friend I that holy that to buy sweet order day we busy and I straight advice sweet to substitute advice other. And I straight to substitute I and friend. I and they straight to go in class after advice some and I also at of class some friend I .

Based on analysis above, the writer has found that student 4 uses theme *Friendship* to develop his narrative writing. The student 4 only uses orientation without complication and resolution in generic structure of narrative. In addition, in signals of writing coherence, the writer did not find word of comparative, contrast and conclusion as signal of coherence on writing so that the idea of each paragraph rather has continuity of meaning yet. This case appropriate with her answer while interview. She said that she did not understand yet about generic structure of narrative writing. However, her narrative writing is not coherence yet.

Analysis of Student 5

My experience in 17 august 2015

Last week, I, my friends and the chief of agenda school departed/went to district for inrows follow activity ceremony mind ful of day freedom RI in distrik this is 70th , we were went with ascended motor cycle and wore costume whites. We were departed from school after to wave flag red – white in school.

After to wave flag we were straight ascended motorcycle and ready for departed. But... time we were will departed two people friends me not departed because cart not although such as we were compulsory constant departed because time already day/noon and we were must quickly come there.

Come there we were straight in rows and the chief agenda we try called two people friends we for asked whether they were will in propose or no. but time in call no response and at leght the chief of agenda no be propose them. After ceremony we were come back to school and brought information exciled/happy so that competition movement/appearance road. This already those we were to visit the first winner (1th). But time in school two people friends we angry and hate to us. Because they to joint to district. And after next several day we were all to forgive and flayed back together.

From analysis above, the writer has found that student 5 uses theme *Experience* to develop his narrative writing. The student 5 uses orientation, complication and resolution in generic structure completely. However, in signals of writing coherence, the writer did not find word of comparative as signal of coherence on writing but

the idea of each paragraph rather has continuity of meaning. It is appropriate with her answer while interview. She said that she understand about generic structure of narrative writing and she prefer theme *Experience* to develop her writing. Therefore, his narrative writing can be called coherence enough.

Analysis of Student 6

Snow White at Present

Once upon time, there was a girl her name is Snow white. She lived with her parents, but in the next day her parents were died. Then there was handsome and cute prince who was kind, and also there was magic. Grandmother who always do evil to Snow white.

One day, Snow white decided to go out from her because she has disappointed and sad her parents leaved her. Before her parents was died. They have message that Snow white must go to her grandma in America. Shortly, when she was being in the journey that is in a forest, she heard the birds conversing “ciw ...ciw ...ciw ... ciciw”, but she did not understand what the birds meant.

Suddenly she looks a cave then she entered to in directly. When she arrived in the cave, she looks magic grandma and she said “ eat the apple” you will soon arrive at your grandma’s house. But when she eat the apple she was sleepy.

Finally, the prince enter to the cave and kiss her then she swore.

From analysis above, the writer has found that student 6 uses theme of *Love* to develop his narrative writing. The student 6 uses orientation, complication and resolution in generic structure

completely. However, in signals of writing coherence, the writer did not find word of comparative as signal of coherence on writing but the idea of each paragraph rather has continuity of meaning. It is appropriate with her answer while interview. She said that she understand about generic structure of narrative writing and she prefer theme *Love* to develop her writing. Therefore, his narrative writing can be called coherence enough like writing of student 5.

Analysis of Student 7

Friendship Boboiboy

One day life was son name is Boboiboy. He together grandfather who name is tok Aba. Tok aba too have shop chocolate. Boboiboy too always helped tok Aba for exported order chocolate and Boboiboy too to have friend that is Yaya ying, Gopal and Pang.

And Boboiboy too to have enemy big that is Adudu and Frobe who bereaved chocolate tok Aba who will he finished strong who very big.

But Boboiboy too to have strong from ball strong who name is Ochobot. Strong Boboiboy is will three that is land, thunderbolt, wind, Boboiboy and friend smote, smit Adudu and Frobe. End Adudu and Boboiboy finshen friend who well.

Based on analysis above, the writer has found that student 7 uses theme *Friendship* to develop his narrative writing. The student 7 just uses orientation and resolution without complication in generic structure. And also in signals of writing coherence, the writer did not find word of comparative, seri and location as signal

of coherence on writing but the idea of each paragraph rather has continuity of meaning. This is appropriate with her answer while interview. She said that she prefer theme *Friendship* to develop her writing. Furthermore, she did not too understand about generic structure of narrative. Therefore, her narrative writing is not coherence yet.

Analysis of Student 8

My Holiday

One day while was holiday school I am and family went travel to beach. Before leave more than previous I clear up clothes and stock for in there wait.

After fall in all I and family direct ride car. Trip trip to beach very far crowded and interference point in time to in beach I eat more than previous. After I eat I direct swimming come somebody man nominalizing wish inform with I and I inform with see.

I feel enough satisfied swimming in beachday. Ready afternoon arrive sky cloud I and family also finished swimming rain also to go down. Although rain but I feel happy. After that I direct return home. Final I and family then feel happy because already holiday with family.

From analysis above, the writer has found that student 8 uses theme *Experience* to develop his narrative writing. The student 8 just uses orientation and resolution without complication in generic structure of narrative. And also in signals of writing coherence, the writer did not find word of comparative as signal of coherence on writing but the idea of each paragraph rather has continuity of

meaning yet. . This is appropriate with her answer while interview. She said that she prefer theme *Experience* to develop her writing. Furthermore, she did not too understand about generic structure of narrative. Therefore, her narrative writing is not coherence yet.

C. Interpretation of Data

To make the result of analysis document is clearer, here the table below presented two tables of the generic structure of the English narrative writing and signals of coherence written by the ninth grade students of MTs. Nurul Falah Rego Padasuka-Petir.

Table 4.1

The Generic Structure of Narrative Writing

Participant	The Title of the Narrative	The Theme	Generic Structure		
			O	C	R
1	Ande-Ande Lumut	Love	√	√	-
2	Cat and Mouse	Friendship	√	√	-
3	The Rabbit and Elephant	Friendship	√	√	√
4	My Holiday	Experience	√	√	-
5	My Experience in 17 August 2015	Experience	√	√	√
6	Snow White at present	Love	√	√	√
7	Boboiboy	Friendship	√	-	√
8	My Holiday	Experience	√	-	√

From the analysis above, some of students have been understood in using generic structure of narrative writing. In student's writing, they use orientation, complication and resolution to develop their writing. They who did not use generic structure of narrative text completely are they did not understand yet with teacher's explanation about it. So, they still confused to write a narrative writing by using generic structure well.

Based on the explanation above, the writer assumes that the students actually able to writing but they less vocabulary and still less to comprehend the pattern of word in English so that their narrative writing are not coherence yet.