

**LAPORAN PENELITIAN
PROGRAM STUDI BAHASA INGGRIS
STKIP SILIWANGI BANDUNG
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**The Ability of Senior High School Teachers
in Writing Narrative Text**

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**PROGRAM STUDI BAHASA INGGRIS
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PENGESAHAN LAPORAN PENELITIAN

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Narrative Text
- b. Bidang Ilmu : Pendidikan Bahasa Inggris
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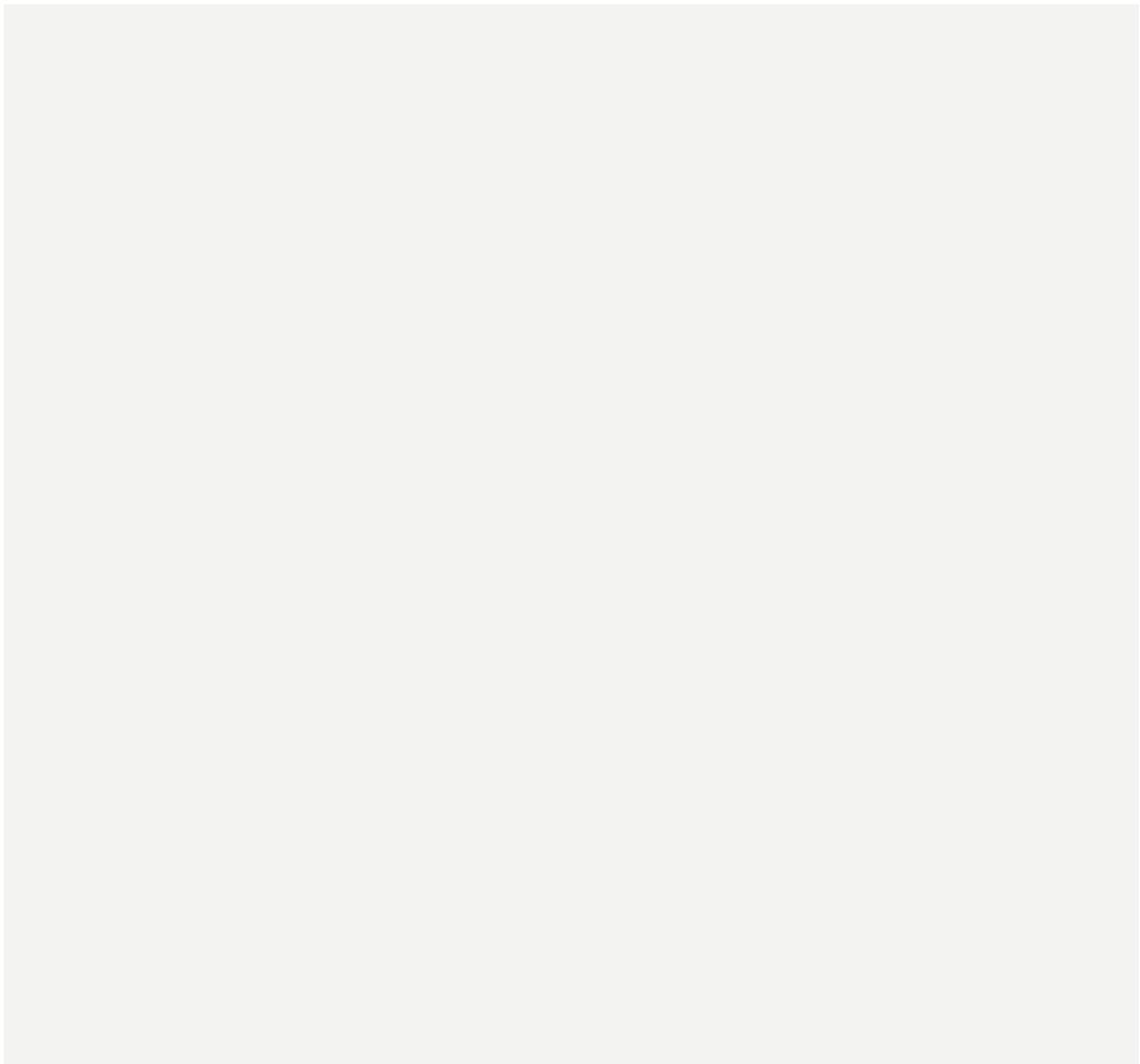
ABSTRACT

Writing is a complex skill. The students of SMU should capable in writing some kinds of text. There are many research related to the students' ability in writing, but having teachers as the sample is still limited. So why the writers want to know further. The aims of this research is trying to know the ability of senior high school's teachers in writing narrative text.

The method used was descriptive qualitative. They analyzed all the sample's writing by checking the omission, misformation, misordering and addition.

The data was taken from the narrative text written by 36 SMU teachers who attended the PLPG (teachers' training) at Bumi Makmur Indah Lembang.

The result showed that the highest frequency of errors was misformation type , that is 40,2 %. Next is Omission 30,2%. After that, there is Addition on the third position. This type take 45 of the total errors or 20,4 % errors. Finally, Misordering has the lowest frequency of errors the sum of 21 errors or equal to 9,2 %.



PREFACE

Praise be to Allah, The cherisher and sustainer of the worlds; God who has been giving His blessing and mercy to the writers to complete the report entitled "The Ability of Senior High School's Teachers in Writing Narrative Text."

In finishing this report, the writers really give their regards and thanks for people who has given guidance and help; they are :

1. Prof. H. Aas Syaefuddin, MA.
2. Dr. H.Heris Hendriana
3. Ir. Agus Hasbi Noor, M.M.Pd., who have given the writers opportunity to carry on the research.
4. And all staffs who have supported them to keep writing.

Finally, the writers realize there are unintended errors in writing this report. They really allow all readers to give their suggestion to improve its content in order to be made as one of the good examples for the next report.

Bandung, May 20, 2013

The Writers

The Ability of Senior High School Teachers in Writing Narrative Text

A. Introduction

Writing is an act of communication between the writer and the reader about some topics. It has purposes namely: giving information, sending messages, and persuading the audience to accept the ideas (Grundy & Liew, 1996 in Kareviati , 2004:1). Although writing is an important skill, Tjokronegoro in Alwasilah (2001) emphasized that in 1980-1985 around 50% of the faculty members never published textbooks or articles in Indonesian, let alone in English.

Teacher as the product of teachers' institution also faces the same thing. The reasons of the disability of writing (especially academic writing) are (1) the lack of knowledge, understanding and writing skill (2) the limited of academic sources (3) the availability of journals at school which can compile the teachers' writing (4) limited competition of writing for teachers and (5) the low motivation of teachers in writing. (<http://edukasi.kompasiana.com/2012/09/14/menulis-adalah-salah-satu-penunjang-profesionalisme-guru-dalam-pembelajaran>).

From the statements above, the writers want to know the ability of SMU teachers in writing narrative because as we know that the teachers should teach narrative text, especially at the tenth grade of Senior High School.

B. Research Problem

The objective of the study is to find out the ability of the teachers of SMU in writing narrative text.

C. Significance of the Study

The results of this study would expectedly be beneficial for English Education Department in order that the institution can improve the quality of teaching learning program especially in Writing subject.

D. Literary Review

The Nature of Writing

The study of language in the twentieth century has tended to concentrate on spoken language and written be spoken language put into written form. Brookes (1998:1) has the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape .

Due to the definition of composition and writing, Walters in Syafii (2001:29) proposes that composition is the system of grammatical rules, lexical items, and rhetorical patterns that are needed by an individual to produce a finished text.

Dealing with the employment of grammatical rules of the language used in writing activity, one should have such grammatical competence. Furthermore, Savignon in Syafii (2001:29) views grammatical competence as a mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. As a matter of fact, grammatical competence is not linked to any single theory of grammar, nor does it assume the ability to make explicit rules of usage. He also says that a person demonstrates grammatical competence by ‘using’ a rule, not by ‘stating’ a rule.

Problems in EFL Writing

Broughton et.al. in Mansyur (2002:17) mention that if the goal of English teacher is to enable students to produce fluent, accurate, and appropriate written English, there are number of aspects to be considered such as:

- (1) mechanical problems with the script of English;
- (2) problems of accuracy of English grammar and lexis;
- (3) problem of relating the style of writing to the demands of a particular situation;
- (4) problem of developing essay and comfort in expressing what need to be said.

Further, Briton in Freedman et.al (1983:7) states that many difficulties involve in learning to write derives from the fact that in order to write we must learn the whole new set of cognitive strategies that are not called for in the production of oral language. Whereas,

Trillin in Mansyur (2002:19) states that the students generally share the same difficulties in writing i.e:

- a. sentences whose boundaries are not accurately marked or which set up syntactic requirements those are not met;
- b. verb forms that deviate from the Standard English Conventions for indicating tense and number;
- c. words whose forms are inaccurate for the function they are fulfilling (eg. Violent for violence) and words that are not part of the standard vocabulary at all;
- d. inaccurate internal punctuation, and
- f. spelling problems that range from the correct spelling of a word other than the one meant (eg. They for their).

Types of Text

There are some text types given at Senior High School such as narrative, recount, descriptive, report, discussion, hortatory, news item., analytical exposition, etc.

Narrative is a text which contains about story (fiction/non-fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.

A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The **narrative text short story** is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

The generic structure of a **narrative text**:

1. Orientation: Sets the scene and introduces the participants.
2. Complication: A crisis arises

3. Resolution: The crisis is resolved, for the better or for worse.
4. Re-orientation: Optional
5. Evaluation: A stepping back to evaluate the plight (www.isdaryanto.com/definition-of-narrative-text)

Narrative text is given in the tenth grade. In teaching learning process, the students should be able to understand the text and know about the generic structure and also they should try to write the narrative. In this case it is very clear the teacher as the facilitator must master these kinds of ability.

E. Research Methodology

The research used qualitative study and the data was taken from narrative writing of 36 Senior High School's teacher in West Java who attended teachers' training at Lembang.

Procedure of Data Analysis

After collecting the students writing to determine the errors, the writer did the next following steps as a part of data analysis. They are :

- 1) Reading the teachers' writing to determine errors.
- 2) Analyzing the error by underlining the error items, and classifying the errors based on surface strategy

Taxonomy by using special codes as follow :

- Omission (OM)
- Addition (AD)
- Misformation (MF)
- Misordering (MO)

3) Next, calculating the frequency and percentage of error made by students. Table of the frequency and percentage of Students Errors in Narrative Text Writing Based on surface Strategy taxonomy :

$POM = \frac{\text{Total Omission}}{\text{Total Errors}} \times 100 \% = \dots\%$ Error Percentage of POM

$PAD = \frac{\text{Total Addition}}{\text{Total Errors}} \times 100 \% = \dots\%$ Error Percentage of PAD

$PMF = \frac{\text{Total Misformation}}{\text{Total Errors}} \times 100 \% = \dots\%$ Error Percentage of PMF

$PMO = \text{Total Misordering} : \text{Total Errors} \times 100 \% = \dots\%$ Error Percentage of PMO

F. Research Findings

The main instrument of this research was the data from the teachers' narrative text writing.

Table percentage of teachers' error

No	Types of errors	Total	Error Percentage
1	Ommision	67	30,2
2	Addition	45	20.4
3	Misformation	89	40,2
4	Misordering	21	9,2
Total Errors		222	100

It can be concluded that the highest frequency of errors is Misformation type that covers 89 or 40,2 % the errors. Next is Omission which has ommision errors or 30,2%. After that, there is Addition on the third position. This type take 45 of the total errors or 20,4 % errors. Finally, Misordering has the lowest frequency of errors the sum of 21 errors or equal to 9,2 %.

In relation to the error analysis, the reason why the teachers made error in misformation (as the highest percentage of the errors based on Surface Strategy Taxonomy) because of the lack of teachers in grammar and tense. Similarly, for omission because of their lack in grammar and tense too, such as omission of morpheme – *ed*, and omission of the article ‘*a*’ and ‘*the*’. For addition, the factor that caused errors was overgeneralization of English grammar such as adding –*ed* to every verb to make it into past sentence. Finally, for misordering is caused by the different language rules between Indonesian and English made the teachers confused in constructing a sentence.

G. Conclusion and Suggestion

Conclusion

The highest frequency of errors is Misformation type that covers 89 or 40,2 % the errors. Next is Omission 30,2%. After that, there is Addition on the third position. This type take 45 of the total errors or 20,4 % errors. Finally, Misordering has the lowest frequency of errors the sum of 21 errors or equal to 9,2 %.

Suggestion

Due to the result above the writers suggest that the teachers should improve their ability by reading and writing a lot or by joining seminar and workshop. It also implies that the English Education Department should try to do the classroom activity especially in writing subject effectively.

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(www.isdaryanto.com/definition-of-narrative-text)

