

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presents the data which had been collected from the research in the field. Based on the problems of the study that could be describe the factors that make the second semester students difficult in writing narrative paragraph at state Islamic college of Palangka Raya. After reducing the data obtained from observation, test, questioner, interview and documentation the researcher presented as follows:

A. Data Findings

1. The Description of the Second Semester Students Difficulties in Writing Narrative Paragraph at State Islamic College of Palangka Raya in Academic Year 2012/2013.

Based on the result study in the field, the researcher could be describe the steps study as followed;

a. Result of Observation

In the study, the research was conducted two times observations in the class. In the first observation was ready on 2nd Tuesday, May 2013 at 09.00 a.m up to 11.20 a.m and May 25, 2013 at 09.00 a.m up to 11.20 a.m. In the first observation was exactly 2nd May 2013, the researcher followed Mr.MZM in the class writing of the second semester students. The researcher sat and took attention in the class. The lecturer explained about introduction to text types to students in the class.

After that, Mr.MZM explained the lesson to students about the process writing of narrative paragraph.

The second observation was made on May 25, 2013 at 09.00 a.m up to 11.20 a.m. In the second observation the researcher observed about the subject of the study, syllabus and the teaching-learning process in the classroom. The lecturer taught students based on students' English book. Before giving a task to students, Mr. MZM explained the lesson about freewriting. Some students were confused what they would write firstly. The students asked "Mr. Bahasa Indonesia or bahasa Inggris menulis paragrafnya Mr". In reality, the students was difficult what they would write. Furthermore, the researcher used observation checklist by aimed known the process learning in the classroom. When they were studying English writing in the class, some of them were active in the class and were silent. They less communication with their lecturer in the class. When they found difficult learning, they only asked with their friends.

Consequently, it could be described by following table observation checklist as follows:

Table 4.1 The Description of Observation Checklist Activities Writing of the Second Semester Students at STAIN Palangka Raya

No	Questions	Yes	No
1	The students learned about the text types of paragraph in the class.	31,25%	
2	The students was not active to ask about narrative paragraph in the class.	18,75%	
3	The students did exercise writing to make a narrative paragraph.	37,5%	
4	The students learned about the process writing paragraph in the class.	12,5%	
5	The students learned about prewriting activities in the class.	37,5%	
6	The students did exercise writing narrative paragraph without stopping.	75%	

Based on the observations, the researcher was showed their activities in the class as follows:

1. The students learned about the text types of paragraph in the class. They were not noisy in the class. Some of them were active and silent in the class. There were 5 students that active in the class.
2. The students were not active to ask about narrative paragraph in the class. There were 3 students were not active in the class.
3. The students did exercise writing to make a narrative paragraph. They told their experience in the book assingment.
4. The students learned about the process writing paragraph. Some of them were confused how to stard the process writing like prewriting, drafting, revising and editing.
5. The students learned about prewriting activities in the class. The students wrote a paragaraph by using free topic. They wrote a paragraph with free though firstly.
6. Every learning the lecturer gave a writing test especially to make a paragraph to students in the class. In this class the students demanded in order to become students active in writing. The students did exercise writing narrative paragraph without stopping. After the lecturer gave an expalanation to students, they did excercise writing narrative paragraph without stoping.

b. Result of Test

Narrative Paragraph taught to the second semester students of English Education Study Program at State Islamic College of Palangka Raya in

academic year 2012/2013. They had learned narrative paragraph and the result of test could be presented in the following ways;

Table 4.2 The Description of Test Writing Scores by The Second Semester Students at STAIN Palangka Raya

No.	Students Code	Students Scores
1	NF	85
2	LI	80
3	NA	80
4	DWK	80
5	DE	71
6	NI	73
7	AKR	70
8	AKS	70
9	RI	73
10	ATJ	70
11	FN	70
12	TH	50
13	AW	50
14	RAS	50
15	DWI	50
16	FAS	46

Based on the data above, it could be seen that the students' highest score was 85 and the student's lowest score was 46. The next step, the researcher calculated the value of mean as followed:

a. Mean

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{1068}{16} \\ &= 66,75 \end{aligned}$$

b. Median

$$\begin{aligned} \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f k_b}{f_i} \\ &= 69,5 + \frac{85 - 80}{4} \\ &= 69,5 + \frac{5}{4} \\ &= 69,5 + 1,25 \\ &= 70,75 \end{aligned}$$

Median was placed in the 3th from the score. So the median value was 66. The calculation above showed the mean value: 66,75 median value: 70,75 and modus value: 70.

Based on the data above, it can be seen the result of data analysis of the second semester students' ability in writing narrative paragraph at State Islamic College of Palangka Raya. The students' highest score was 85 and the

student's lowest score was 46. To determine the range of score, the researcher calculated using formula mean, median. The researcher calculated the class interval and, the result of the calculation of mean value of the students writing was 66,75 . Based on the standard minimum completion criteria at State Islamic College of Palangka Raya. The researcher took the score 60 as a minimum completion criteria because the existing standard minimum completion criteria was 60 at that school. The students called 'Poor' in learning English especially in writing if they were able to get score ≤ 60 , and if they were able to get score ≥ 60 it called good or sufficient good. There were NF, got score 85, LI got score 80, NA got score 80, DWK got score 80, DE got score 71, NI got score 73, AKS got score 70, AKR got score 70, FN got score 70, ATJ got score 70, RI got score 73, TH got score 50, AW got score 50, RAS got score 50, FAS got score 46, and DWI got score 50. Consequently, based on the standard minimum completion criteria there were two the second semester students who got good scores and there were five students who got poor scores in writing narrative paragraph. To become this test valid to study, the researcher used reliability inter-rater and based on scoring guide to count the students' score. The researcher used reliability inter-rater refers to the tendency of different raters to give the same scores to the same script. It could be seen as followed:

Table 4.3 The Description of Test Writing Scores of the Second Semester Students at STAIN Palangka Raya

No.	Students Code	Rater I					Rater II					Average Scores
		1	2	3	4	Sum	1	2	3	4	Sum	
1	NF	25	22	22	20	85	25	20	22	22	85	85
2	LI	20	20	20	20	80	25	20	13	22	80	80
3	NA	20	20	20	20	80	25	20	13	22	80	80
4	DKI	25	20	13	22	80	20	20	20	20	80	80
5	DE	21	27	13	10	71	21	27	13	10	71	71
6	NI	22	17	20	14	73	22	17	20	14	73	73
7	AKR	25	22	13	10	70	25	22	13	10	70	70
8	AKS	22	20	18	10	70	22	20	18	10	70	70
9	RI	22	17	20	14	73	22	17	20	14	73	73
10	ATJ	25	22	13	10	70	22	20	18	10	70	70
11	FN	22	20	18	10	70	22	20	18	10	70	70
12	TH	20	10	10	10	50	20	10	10	10	50	50
13	AW	17	13	10	10	50	20	10	10	10	50	50
14	RAS	17	13	10	10	50	17	13	10	10	50	50
15	FAS	17	10	9	10	46	17	10	9	10	46	46
16	DWI	17	13	10	10	50	17	13	10	10	50	50

Based on the data above, it could be seen that the students' highest score was 85 and the student's lowest score was 46.

c. The Results of Interview

Based on the result of test, the researcher found five students who got poor scores in writing test. Furthermore, the researcher was determined a sample for becoming subject of the study. There were five students who got poor score. The researcher was conducted an interview with the second semester students of English Education Study Program at State Islamic College of Palangka Raya in academic year 2012/2013. In the first interview, the researcher was conducted with TH in the doormitory of TBI. Based on the first interview, she stated her difficulties in writing that:

Saya sulit menulis narrative paragraph karena process writingnya sulit, menyusun grammar dan juga kurang kosa kata. Untuk menyusun grammar, saya tidak mengerti untuk merubah kata kerja menjadi past tense. (I was difficult for a writing narrative paragraph because the process writing, difficult arranged the grammar and also less the vocabulary. I did not understand to alter the verb to be past tense).¹

In the second interview, the researcher was conducted with DWI in the campus of TBI. She stated her difficulties in writing that:

Saya sulit menyusun sturuktur kalimat menjadi lampau. Menentukan main idea pada paragraph, dan juga untuk menempatkan kata kerja saya kesulitan. Saya juga sulit mengembangkan paragraph terutama narrative paragraph.

¹ Interview with TH, June, 11, 2013.

Untuk struktur kalimat masih mix seperti present dan past tense.(I was difficult arranging the structure of sentence to be past tense. In determining the main idea of the paragraph, and also to put the verb I was difficult it. To arrange the structure still mixed such as present and past tense).²

In the third interview, the researcher was conducted with AW in the campus of TBI. She stated her difficulties in writing that:

Saya sulit menentukan ide pokok pada paragraph. Ketika saya menulis struktur narrative paragraph seperti orientation, complication dan resolution. Saya tidak bisa menentukan struktur narrative paragraph tersebut. Dan saya sulit menyusun sturuktur kalimat menjadi lampau. (I was difficult determining the main idea of the paragraph. When I wrote the structure of narrative paragraph suc as orientation, complication and resolution. I could not determine the structure of narrative paragraph. and difficult arranged the structure of sentence to be past tense).³

In the fourth interview, the researcher was conducted with RAS in the campus of TBI. She stated her difficulties in writing that:

Saya sulit mengembangkan ide pokok pada narrative paragraph danjuga mengembangkan sebuah cerita menjadi satu paragraph. Dalam penulisan grammar saya masih banyak salah seperti kata kerja lampau. (I was difficult developing the main idea of the paragraph and also developing a story to be

²Interview, with DWI, June, 13, 2013.

³Interview, with AW, June, 13, 2013.

one paragraph. In the grammar writing, I was still much error like verb past tense).⁴

In the last interview, the researcher was conducted with FAS in the campus of TBI. She stated her difficulties in writing that:

Saya sulit dengan kata kerja lampau atau grammar dalam sebuah kalimat. Untuk mengorganisasikan kalimat dalam narrative paragraph saya mengerti yang mana orientation, complication dan resolution. Kesulitan saya dalam menulis sebuah paragraph tidak bisa merubah kata kerja menjadi lampau. Saya masih bingung dengan tenses. Kadang-kadang bisa present tense dan past tense dalam sebuah kalimat. (I was difficult with past verb or grammar in a sentence. For organization the sentence in a narrative paragraph, I understood which one an orientation, complication and resolution. My difficulties in a writing narrative paragraph could not alter the verb to be past tense. I was still confused with tenses. Sometimes could be present and past tense in a sentence).⁵

Table 4.4
The Difficulties Faced by Students in Writing Narrative Paragraph

No	Name of the Students	The difficulties Faced by Students
1	TH	<ol style="list-style-type: none"> 1. The process of writing 2. The structure of sentences 3. To alter the verb to be past tense 4. Well organization the paragraph
2	DWI	<ol style="list-style-type: none"> 1. The structure of sentence to be past tense 2. Determining the main idea of the

⁴ Interview, with RAS, June, 18, 2013.

⁵ Interview, with FAS, June, 18, 2013.

		paragraph. 3. Using capitalization
3	AW	1. Determining the main idea of the paragraph. Switching verb. 2. Meaning and function the structure of narrative paragraph 4. The structure of sentence to be past tense
4	RAS	1. Developing the main idea of the paragraph and also 2. Developing a story to be one paragraph. 3. Error the grammar writing
5	FAS	1. Verb to be past tense 2. Mixing the verb in a sentence 3. Switching the verb

2. The Description of Factors that Make the Second Semester Students Difficult in Writing Narrative Paragraph at State Islamic College of Palangka Raya in Academic Year 2012/2013.

a. Results of Observation

Based on the observations, the researcher could be described that difficult factors in writing narrative paragraph by students in academic year 2012/2013. There were factors that made the second semester students difficult in writing narrative paragraph as followed;

1. Less practising skill in English writing at a time and willingness to study repeatly. Students may have different levels of writing skill. It was providing when the researcher came in the field. Some of them were active and silent in the class. As many as from students has known about a

narrative paragraph. But some of them did not know about a narrative paragraph. The researcher has interviewed them about narrative paragraph. There were five students who got poor score in test writing; TH, DWI, AW, RAS and the last FAS. They were difficult to give the meaning and function of narrative paragraph, the process writing, the structure of sentence to be past tense and main idea of the paragraph. At the time, the researcher asked DWI “what is narrative paragraph?”. She asked back to me about it. In reality, they were difficult in writing especially in writing narrative paragraph. Less knowledge in writing a narrative paragraph, it was because less practising skill at a time. TH stated in her writing that, *I seldom to write a paragraph because not habitual*. DWI stated in her writing that, *I seldom to write paragraph especially narrative paragraph*. AW stated in her writing that, *to practice it when I have an assignment from my lecturer and if learn reading*. RAS stated in her writing that, *I am not always to practice writing in daily activity. Except if any an assignment from my school*. And the last interviewed with FAS stated that, *I do not always to practice writing in a paragraph*. Furthermore this factors was because nothing willingness to study repeatedly.

2. Less vocabulary. Vocabulary is an important component of language use. Without grammar very little can be conveyed, and without vocabulary

nothing can be conveyed.⁶ Almost some students were less vocabulary and this became the difficulties students to convey what they want to speak or write.

1. Determining main idea of the paragraph. As many as students were difficult to determine the main idea of the paragraph. It was difficult to start writing a report in paragraph if without a central or main idea of the paragraph. In making the main idea clearly, there were three students got problems DWI, AW and RAS they could not develop a paragraph. They did not have unity in making a narrative paragraph. Meanwhile, Smith and Kay stated that *each sentence in a paragraph "talks about" or develops one single main idea. If your paragraph does this, it is said to have unity.*⁷ In addition, each sentences must be coherence in a paragraph.

2. Switching tenses unnecessarily

Changing between verb tenses within a sentence can make it difficult for the reader to follow a piece of writing and should be avoided. They were difficult in determinig verb tenses such as DWI, TH, FAS, and RAS.

3. Incorrect capitalization

The rules of capitalization in English may seem confusing, especially to non-native speakers. Looked from the students writing in writing narrative

⁶ Norbert Schmitt, *Researching Vocabulary (A Vocabulary Research Manual)* New York: Palgrave Macmillan, 2010, p. 3.

⁷ Angela Acott-Smith and Kay Curtis, *Academic English (Writing Paragraphs & The Writing Process)* USA: Winter, 1999. p. 2.

paragraph such as *an old, he, before,after,hearing,she, malin* and others it should be after full stop we used a capitalization.

b. Results of Questioner

The analysis factors that make the second semester students difficult in writing narrative paragraph at State Islamic College of Palangka Raya in academic year 2012/2013, the researcher gave the questionnaire students and from the questionnaire response the researcher got the result criterium score was 100% and divided each items. Related to this study, the researcher found the factors that make the second semester students difficult in writing narrative paragraph at State Islamic College of Palangka Raya in academic year 2012/2013 that were less practising skill in English writing at a time, less vocabulary, the process writing, and determining main idea of the paragraph. To support this study, the researcher took theory in Slameto stated that, pshychological factors that influenced students in studying were intelligance, attention, interest, aptitude, maturity and readiness.⁸ Furthermore, the researcher would know when they were studying English writing in the class.

Tabel 4.5 The Results of Questioner

Num	Statements	S A	AG	D G	S D	N S / N A
1	I do not understand the patterns of English narrative paragraph, I write Indonesian patterns to keep writing in English	2	13	-	-	2

⁸ *Ibid*, p.54.

2	I study writing narrative paragraph because is easy to study it	7	7	3	-	-
3	I do not know to express my idea in English writing, I will keep my writing using certain rules that I know	-	14	3	-	-
4	I will ask if find writing difficulties	8	8	-	1	-
5	I understand about paragraph, I do not practice to write repeatly	-	7	9	-	1
6	Before writing, I write a main idea at first as studied	3	11	3	-	-

To give a questioner to students, there were six items that spreaded by seventeen students in the class as follow;

As many as 88,24% from students did not understand about the patterns of English narrative paragraph and 11,76% did not give same opinion could write Indonesian to keep an English patterns. In spite of, this answer was upside down when the students asked their opinion about study writing narrative paragraph was easy to study it. There was 82,35 % students that answer study writing narrative paragraph was easy to study it but in fact, some students were difficult to write narrative paragraph in determining content, vocabulary in arranging the word. And there was 17,64 % students said that study writing narrative paragraph was difficult to study it.

The next statements, there was 82,35 % students did not know to express their idea in English writing and not same opinion. There was 17,64% the students disagree and they said that, if we start freewriting, we could write anything. And next answer, there was 94,11 % students did not understand about writing paragraph, and 5,8 % student gave same an opinion. In the last

statement, there was 82,35 % students said agree before they wrote a main idea of a paragraph. They said that, without main idea we could not write well and nothing main idea did not have supporting detail in a paragraph. And 17,64 % did not know the main idea of the paragraph.

The result conclusion from spread out a questioner through seventeen students in the class. The researcher could be concluded that:

1. Almost all of students were 15 (88,24%) from students did not understand about the patterns of English narrative paragraph such as the process writing, the main idea of the paragraph, sturcture of sentence in the past. Just 2 (11,76%) students did not give same opinion. By using an Indonesian language, they kept an English patterns in writing narrative paragraph.
2. There was 15 (82,35 %) students said that, before they were writing a paragraph, they wrote a main idea. They said that, without main idea we could not write well and nothing main idea did not have supporting detail in a paragraph. But not all of students understood the main idea of the paragaraph from 15 (82,35%) students above. When they were writing a narrative paragraph, they were difficult started it.
3. The students realized that, they were difficult and need to practice it. There was 94,11 % students did not understand about writing paragraph, and 5,8 % students gave same an opinion. When they found difficult in English writing especially in writing narrative

paragraph, they have really asked to their English lecturer in the class, they wrote “ Malu bertanya sesat di jalan”. Mostly they gave some response it.

B. Discussion

Based on the result of the students' analysis above by doing twice observations, the researcher applied categories for evaluating writing such as content, organization, vocabulary, and grammar.⁹In technique for writing focus on the process of writing because it could help students became a better writer. This could be seen how well the students wrote a narrative paragraph. Based on my research and theory the students factors in writing were about switching tenses unnecessarily, excessively long paragraphs, inconsistency in spelling style, and incorrect capitalization. There was one students got good scores and there were five students got poor scores TH, DWI, AW, RAS and the last FAS. They were difficult on the process of writing how to the first step to make a paragraph, to organize the paragraph, the structure of sentence, determined the main idea of the paragraph, verb to be past tense and error in the grammar. Furthermore according to Schmitt, *Almost some students were less vocabulary and this became the difficulties students to convey what they want to speak or write.*¹⁰ In this stage too the researcher used the technique based on the reliability inter-rater because to evaluate the test conducted by two correctors. The writer gave a test and after that the researcher took a scoring guide of writing to evaluate the students because for looking their difficulties in writing narrative

⁹ Brown,.....p.357.

Soenardi Djiwandono, Test Bahasa; Pegangan Bagi Pengajar Bahasa, Jakarta: Indeks Press, 2008, p.187

paragraph the researcher applied categories for writing such as content, organization, vocabulary, and grammar. Content was indicated that ability of the students to identify and formulate the main idea and some supporting idea include into assignment of content. TH, DWI, AW, RAS and the last FAS. They were difficult to give the meaning and function of narrative paragraph, the process writing, the structure of sentence to be past tense and main idea of the paragraph. Organization was organized the main ideas and supporting main idea. DWI, AW, and RAS, they were difficult to develop the main idea of paragraph. Writing expression was arranged the structure and exhibits good word choice. TH, DWI, AW, RAS and FAS they were difficult to alter the verb and verb choice.

The else, their problems in studying there were factors that made the second semester students difficult. First, less practising skill in English writing at a time. Students may have different levels of writing skill. It was providing when the researcher came in the field. Some of them were active and silent in the class such as TH, DWI, AW, DE. As many as from students has known about a narrative paragraph such as DWI. She did not know about a narrative paragraph when the researcher asked her. Then, the researcher has interviewed them about narrative paragraph. There were five students who got poor score in test writing; At the time, the researcher asked DWI “what is narrative paragraph?”. She asked back to me about it. In reality, they were difficult in writing especially in writing narrative paragraph. Less knowledge in writing a narrative paragraph, it was because less practising skill at a time. TH stated in her writing that, *I seldom to write a*

paragraph because not habitual. DWI stated in her writing that, *I seldom to write paragraph especially narrative paragraph.* AW stated in her writing that, *to practice it when I have an assignment from my lecturer and if learn reading.* RAS stated in her writing that, *I do not always to practice writing in daily activity. Except if any an assignment from my school.* And the last interviewed with FAS stated that, *I do not always to practice writing in a paragraph.* Furthermore this factors was because nothing willingness to study repeatedly. Second, less vocabulary. Vocabulary is an important component of language use. Without grammar very little can be conveyed, and without vocabulary nothing can be conveyed.¹¹ Third, the process writing. It was difficult to start a writing paragraph if without central idea and note-taking to support it. There were some stages to start the process writing; prewriting, drafting, revising and editing. To start writing the students may have different levels skill of writing. Between them were difficult and easy to study it. They were difficult to start the process writing, could not develop into sentence to be a paragraph, the structure of sentence to alter the verb to be past tense and placing the time sequencing. And the last, determining main idea of the paragraph. In making the main idea clearly, there were three students got problems DWI, AW and RAS they could not develop a paragraph. They did not have unity in making a narrative paragraph. Meanwhile, Smith and Kay stated that Each sentence in a paragraph "talks about" or develops one single main idea. If your paragraph does

¹¹ Norbert Schmitt, *Researching Vocabulary (A Vocabulary Research Manual)* New York: Palgrave Macmillan, 2010, p. 3.

this, it is said to have unity.¹² Based on the result of questioner, almost some students were 15 (88,24%) did not understand about the patterns of English narrative paragraph such as the process writing, the main idea of the paragraph, sturcture of sentence in the past and others. The students realized that, they were difficult and need to practice it daily.

Based on the discussion above the factors that make the second semester students of English Education Study Program at State Islamic College of Palangka Raya in academic year 2012/2013. Firts, less practising skill in English writing at a time and nothing willingness to study repeatly. Between them, they were difficut in determining main idea, supporting sentence, developing sentence, in using verb, and lack vocabulary. Related to this study, that influenced students learning in the class were intelligance, attention, interest, aptitude, maturity and readiness. Consequently, the students suggested interactive with their lecturer.

¹² Angela Acott-Smith and Kay Curtis, *Academic English (Writing Paragraphs & The Writing Process)* USA: Winter, 1999. p. 2.

