

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is a system of arbitrary, vocal symbol, which permit all people in a given culture, or other people who have learned the system or that culture to interact. Language is a tool communication to interact with other people using sounds and vocal symbol where both of them can understand other. There are many kinds of language who are the people used to interact with another people. One of the international language is English.

English is one of international language that almost all the countries used now days. English is the easiest way to communicate with the people from other countries in many aspects in human life such as social , technology, social, and politic. English has been taught as foreign language in many schools in this world, such as in Korea, India, Malaysia and Indonesia.

Teaching English In Indonesia starts from playgroup, primary schools, junior high schools, senior high school up to university level. The English curriculum in primary school until senior high school are using curriculum 2013 for changing *kurikulum satuan pendidikan (KTSP)*. There are four skills in teaching English, they are listening, speaking, reading and writing.

Teaching Writing in Indonesia is basic one in learning English process. Teaching Writing is process putting thought, ideas, opinion, event, and histories like as writing letter and notes. The aim of teaching writing is to develop the student writing skill to that the student can write in English language effectively. The purpose of teaching writing is to help the students' write to express their idea. There are twelve genres in writing. They are Descriptive, Expository, Explanation, Anecdote, Report, Recount, Spoof, News, Item, Procedure, Discussion, Analytical, Exposition and Narrative.

Writing is a process of communication among people to share information. According to Hyland (2003:9) explained that writing is a way of sharing personal

meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. It means that writing is one of the ways that people do to transmit information and give their views on some topics. They are many kinds of text which are studied. They are explanation, description, procedural, analytical exposition, hortatory exposition, narrative text, etc. In this case we want focus on narrative text.

Narrative texts are studied in the eighth grade of junior high school in the second semester. "Narrative writing is a form of text to tell activities or events in the past, which prioritizes experiences and problematic solutions with the aim of entertaining and is often intended to provide moral lessons for readers" (Pardiyono, 2007). Narrative text is written in past verbs, and uses everyday vocabularies because the story has already happened in the past time and it talks about the daily activities of the characters in the story. "Narratives typically use everyday vocabularies" (Schumm, 2006:23). According to Anderson (2003: 132) explain that narrative is a text that tells a story and, in doing so, entertains the audience. It has orientation, evaluation, complication, and resolution.

The other characteristics of narrative text were given by Maharani (2007:68) as below: Use Past Tense. The purpose of text communicative is to amuse the reader with real experience or imagination. According to Otong (2007:41) The structure of narrative text there are orientation, complication, resolution, and coda. Complication consists of the events or the problem turned to conflict. Resolution consists of solution the problem toward conflict that happened. Coda consist to describe reflection or evaluation about conflict in narrative.

However, the students ability to write narrative text is not the same for all students. Therefore, it is necessary to find a strategy in teaching writing to improve students. In reality, the students still have problems in writing a good text in English. The students' score in writing are still low, only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the

students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

Based on the writer experience while working on assignment lectures on writing, the writer found out that many students can't write a text well especially narrative text. The student did not know how to explore their idea, some of the students do not even have any idea. They were still confused how to start writing and they can not arrange the sentence into good paragraph. The lecture began to teach by asking the student about the material, then the teacher only give an explanation and exercises, after that she asked the student to write a story.

Based on explanations above, the writer will conduct the study *The Analysis Of Ability On Narrative Text Writing Of The Second Semester English Department Students at FKIP Nommensen HKBP University.*

1.2 The Problem Of The Study

Based on the explanation in the background of the study, it is important to formulate the problem of the study as:

“How is the students' ability on writing narrative text at second semester English Department Students at FKIP Nommensen HKBP University.

1.3 The Objective Of The Study

The objective of this study is:

“ To find out the ability on writing narrative text second semester at FKIP Nommensen HKBP University.”

1.4 The Scope Of The Study

There are some genres in writing skills like description, narrative, recount, analytical exposition, report, and etc. The writer focuses on writing narrative text. In this study the writer focuses on students ability in writing narrative text at second semester English Department Students at FKIP Nommensen HKBP University.

1.5 The Significances Of The Study

Finding of the study are expected to be relevant theoretically and practically.

1) Theoretically

The findings of the study are contributions in the field of literature and linguistics to develop knowledge about writing, especially in writing narrative text.

2) Practically

- a. For writer, it can provide direct experience in conducting studies on students narrative text analysis using systemic functional grammar and error analysis.
- b. For students of FKIP Nommensen HKBP University, in order to provide an overview of the difficulties and mistakes made in writing narrative texts in English in accordance with proper writing rules.
- c. For teachers and lecturers, it can provide information about the abilities and aspects of students' written language errors in writing narrative texts, so that they can be used as references in determining the preparation of teaching materials, writing learning strategies, writing evaluations, etc.
- d. For other researchers, as references to do further research in the same subject in various topics in the different context.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter presents a review literature and explanation of the relate materials. Some opinions are needed to explain some concepts or terms that applied in the research concern. It is used to avoid misunderstanding between the writer and the readers. The basic concept of the study should be clear from the beginning to give a clear concept of what has been done to reach the goal of the research. It is used to make the writer and the readers have the same perception of the research. So, In order to strengthen the study, the following terms are needed in the study.

2.2 Language

Language is very important tool of communication used to communicate. Language is a system of communication: it can be spoken or written and it can be understood and that is used everywhere. People talk, share, and express their feeling with language. It is a demand of them to be able to communicate well, because they can convey their purpose to other people.

Poole (1999:4) stated “Language is purely human and not-instinctive method communicating ideas, emotions, and desires by means of system of voluntarily produced symbols”. Language is not only a study of language and culture, but ultimately on the word of relations and influence. In daily life people can communicate by using language, so people can not separated with language.

Based on the explanation above the writer defines language is a tool to communicate between people to express their personal reactions to situations, to share the ideas and knowledge. English in the world as the common, and teaching English in Indonesia needed some basic skill they are listening, reading, speaking and writing.

2.3 English

English as an international language also has its own definition in each country. It makes some authors defined English as the needs of the particular place. Nunan (2003:138) state the English is a language that has been strongly affected by other language.

According to Dudeney and Hockly (2010:1) on of the interesting about English as a global language is that it is increasingly being used as a lingua franca(or common language) so that people from not English – speaking countries can communicate with those who speak English. Knowing some English is becoming increasingly important in today's global world.

Based on the explanations above, the writer can be conclude that English is the worlds as the commons, and teaching English in Indonesia needed some basic skill i.e listening, reading, speaking, and writing.

2.4 Ability

Mendenhall (2012 : 22) states that the most important characteristic of ability is that it measures learning rather than time. Student progress by demonstrating their ability, which means they proven that they have mastered the knowledge and skills (called ability) required for a particular course.

Learners work on one ability at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual ability by doing a test or other instrument, and only once they have mastered it they move on to other goal. Ability is also used as a more general description of the requirements of human beings in organizations and communities. Ability is sometimes thought of as being shown in action in a situation and context that might be different the next time a person has to act.

In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To be ability a person would need to be able to interpret the situation in the context and to have a repertoire of

possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, ability would grow through experience and the extent of an individual to learn and adapt. Ability can help organizations align their initiatives to their overall business strategy.

By aligning competencies to business strategies, organizations can better recruit and select employees for their organizations. Competencies have become a precise way for employers to distinguish superior from average or below average performance. The reason for this is because competencies extend beyond measuring baseline characteristics and or skills used to define and assess job performance. In addition to recruitment and selection, a well sound Competency Model will help with performance management, succession planning and career development.

2.5. Writing

Nunan. D (2003:88) says that “writing is the mental work of inventing ideas, thinking about how to express these ideas, and organizing the words into statements and paragraph that will be clear to a reader”.. Writer needs to express an idea in certain ways and choose the best for types of writing. Writing also defines as process of transferring idea into written. Holmes (2004: 11) shows that writing is simply a way to represent spoken language.

Browne (2007:81) also gives opinion that: Writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to others. Writing is a language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. Like talk it can be used to entertain, persuade, express feelings, inform, request, report, express opinion or ideas in written.

In addition, Longan (2001:335) says one major theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising, procedures that

require specialized skills that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final project.

Moreover, Nunan (2003:88) states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked into parchment or an email message typed into a computer. Kress (2005:8) said writing is still the most important means of access to the past repository of knowledge of literate. It is important to be learned in learning language. Writing is letters or symbols written or imprinted on a surface to represent the sounds language.

Stott and Avery (2002:235) state writing is one way of making meaning from experience for ourselves and for other. Good writing begins with understanding how to construct and use effective sentence paragraph. In addition, Longan (2001:335) says one major theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising, procedures that require specialized skills that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final project.

2.5.1 Genres of Writing

Learning about writing is learning about genres, According to Sanggam Siahaan et.al (2011: 1), there are 12 genres in writing, they are, spoof, recount, procedure, hortatory exposition, anecdote, description, report, Analytical exposition, explanation, discussion, news, and narrative.

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is

an unpredictable action done by a character(s) for a response to another character(s).

2. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specifically, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contain three components, they are orientation, events, and the last is reorientation.

3. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative paragraph are orientation, events, resolution and coda. But coda is optional.

4. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components, namely, goal, materials, methods, and reorientation by which a writer describes how something is accomplished through a sequence.

5. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades people that something should or should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

6. Anecdote

Anecdote is the tools of the writer to share with the others account of an unusual or amusing incident. Anecdote is a text containing five components, they are abstract, orientation, crisis, reaction and coda.

7. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Descriptive is the text containing two components, namely, identification and description.

8. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depend on the specific details of the object being described.

9. Analytical exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

10. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue, it contains three components, they are: issue, argument, and conclusion or recommendation.

12. News item

News item is neither a paragraph nor an essay, Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. News item is a text containing three components namely: news worthy even(s), background events and sources.

2.5.2 Process of Writing

Process of writing is the most important thing to know before writing. Process of writing can help the writer to write easily. Carrol et al (2001 : 99), states that there are five process of writing, namely prewriting, drafting, revising, editing and proofreading, publishing and presenting.

1) Prewriting

Prewriting is jotting down in trough sentences or phrases everything that comes to mind about a possible topic. The prewriting helps to get a writer's creative juices flowing. Prewriting also can helps to gap the topic and so the text can be a good. You can warm up to write with your own set of prewriting strategies and techniques.

- a) Choosing your topic
- b) Narrowing your topic
- c) Considering your audience and purpose
- d) Gathering Details

2) Drafting

Writing a draft involves getting ideas down on paper in taught the format that intend for the finished work. When write a first draft be prepared to put in additional thoughts and details that did not emerge during prewriting. In drafting students can choose a form for their writing. Keep purpose in mind while choosing a form. Then, keep the conventions of chosen form in mind as you draft.

3) Revising

Revising is probably the most important stage of the writing process. However, many writers also find it to be the most difficult but when you know the key, it is easy. In writing, it refers to the use of a logical step-by-step process to color code, analyze, evaluate, and rework your writing.

There are a variety of things to look for when revising the overall structure of your work, including the following:

- 1) Check to see that your organization makes sense and that it is consistent.

You may find it necessary to recognize parts of your paper.

- 2) Make sure that your introduction will grab your readers' interest and that your conclusion will leave lasting impression.
- 3) Determine whether you have provided enough support for your main idea. One strategy you can use for this purpose is shown text.
- 4) Editing and Proofreading

Once students have finished revising for content, proofreading their work carefully to find and eliminate errors in grammar, usage, mechanics, and spelling. These types of errors will distract readers and may cause them to respond negatively to your work-even if the content is excellent. To check their writing for errors, get in the habit of reviewing their draft several times. Each time, focus on a specific proofreading topic.

- 5) Publishing and presenting

This preview of the writing process provides just a glimpse of the strategies and techniques students can employ in their writing process. This is the last process in writing. From this process, they can build their portfolio reflecting on their writing and assessing their writing

2.5.3 The Purpose of Teaching Writing

Teaching writing has function to make the students able to write easily, and makes the students interest in creating a text freely as their needs and habitual in daily life.

According to Jeremy Harmer (1998:79), there are some purpose of teaching writing, they are:

1. Reinforcement

People acquire language in a purely oral/aural way, but greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how oral and written language fit together and as an aid to committing the new language to memory. Students often find the useful to write sentences using new language shortly after they have studied it.

2. Language development

The actual process of writing help people to learn along rather like the process of speaking. The mental activity constructs proper written texts is all part of the ongoing learning experience.

3. Learning as a style

Some students are fantastically quick at picking up language just by looking and listening. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing can also be quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as a skill

The most important reason for teaching writing is, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written report together, how to reply to advertisements and increasingly, how to write using electronic media. The students need to know some of writing's special conventions (punctuation, paragraph construction ect.) Just as they need to know how to pronounce spoken English appropriately.

The other purpose of written language are:

- 1) For action (for example public sign, TV and radio guides, bills, menus, telephone directories, ballot papers, computer manuals)
- 2) For information (for example: newspaper, current affairs magazines, advertisement, political pamphlets)
- 3) For entertainment (for example: comic strips, fiction book, poetry, and drama, film, subtitles).

So based on the purposes above, the writer concludes that the purpose of teaching writing are beside to give action, information and entertainment, it is also used to make the students able to combine one word to the other words, one sentence to the other sentences, know the rules and the function and able to create a text based on their feeling, idea and experience.

2.5.4 Example of Narrative Text

Cinderella Story

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper

on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

2.5.5 Teaching Narrative Text

Teaching writing has some obstacles for teachers. They must know in choosing good approaches appropriately. Considering the writing process, it seems difficult to teach writing. Writing encourage students to focus on accurate language use and, because they thinks as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

Harmer. J (2004: 11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' concern was directed to the what rather than how of text construction.

As a teacher is a responsibility to encourage and guide the students in exploring and developing their creativity in writing. The teacher has to give freedom to students to express their idea. In giving material for teaching, teacher must recognize the instruction given. Writing instruction include real-life and interactive tasks.

2.6 Narrative Text

Narrative is one type of writing. A narrative is construction formats (as a work of speech, writing, song, film, television, video games, photography or theatre) that describe a sequence of non-fictional events. The word derives from the Latin verb *narrare*, to "recount", and is related to the adjective *gnarus*, "knowing" or "skilled". Narrative also is a form of discourse, which present an event in a related series. Narrative involves telling a story that is often based on personal experience. A narrative is the form of writing used to relate the events, stories are accidents.

Narrative is actual or vicarious experience which deal with problematic events and gets resolution in the end. This opinion is given by Siahaan and

Shinoda (2008:73). Other opinion about definition of narrative is said by Kane (2000:366) that narrative is presenting the events which is truth full that some accident happened. So, narration text means a kind of action or events that done by characters truly.

There are many types of narrative text. There are three steps of narrative text. The three steps of writing narrative text are social functions, text structure, and lexical grammatical features. They are needed to learn before write narrative text. A social function is to amuse, entertain and to deal with actual or vicarious experience in different ways. Text structure is used to make the writing steps of narrative text well. And lexical grammatical features are used to know what grammars are used to make narrative text. Meanwhile, to write good narrative text or narrative text must learn the three steps deeply.

2.6.1 Generic Structure of Narrative Writing

According to Otong (2007:42) The generic structures of narration is divided into:

1. Orientation: sets the scene and introduces the participants
2. Evaluation: a stepping back evaluate the plight
3. Compilation: a crisis arises
4. Resolution: the crises is resolved, for better or for words

2.6.2 Grammatical Aspects in Narrative Text

1. Focus on specific and usually individualized participants
2. Use of material Processes, (and in this text, behavioral and verbal process)
3. Used of relational processes and mental process
4. Used of past tense

2.7 Previous Research

The study of analysis the students ability in the writing text has been done by some researchers. There has been a study investigating in narrative text entitled” the investigating of writing narrative text at students university Sargodha ”. The study was conducted by Iqra Jabeen, and Rabia Faiz from department of English, University of Sargodha, Pakistan. The paper was Published on November 2013.

Mulyaningsi (2013:2) investigate An Analysis of Students ability in writing narrative text at junior high school in Bandung. This study showed that students from this level of achievement still need a lot of writing guidance from the teacher. In this study the researcher want to investigate how good students writing narrative text. The researcher will find out whether ability students in writing narrative text is good or bad.

2.8 Conceptual Framework

Conceptual framework text is writing tell a story, where narrative is a story that familiar in our daily life. People used narrative deals with problematic event which lead to a crisis to turning points of some kind, which turn finds a resolutions. But some students have problems to write narrative text, its means that students make the meaning of the sentence is awkward.

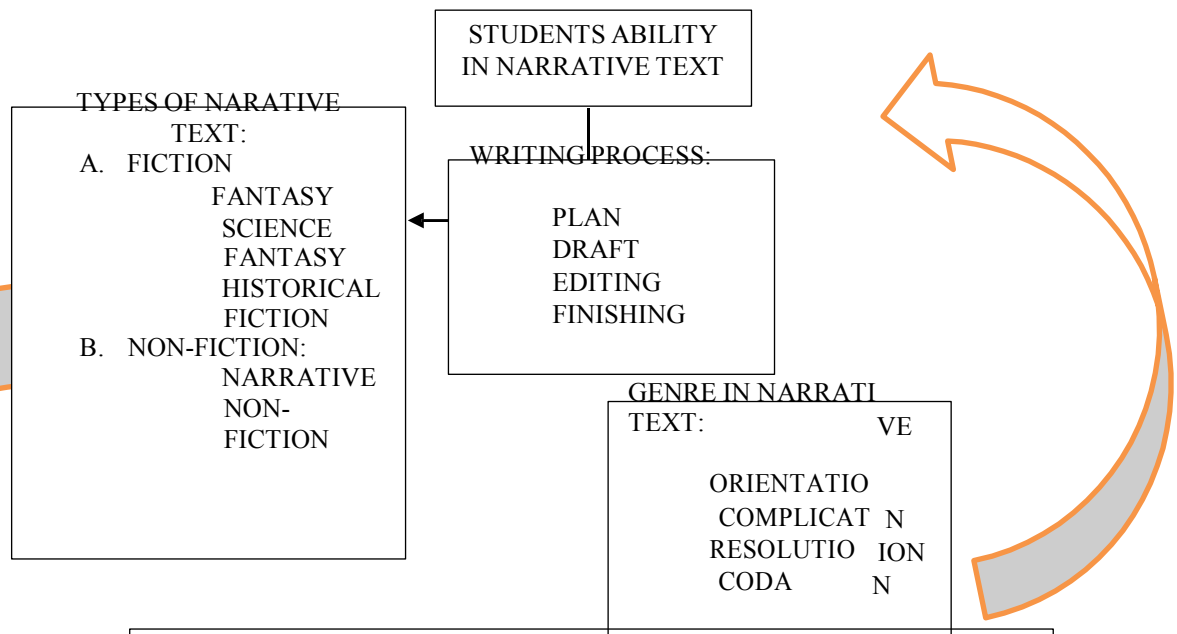


Figure (2.8) The Analysis Of Ability On Narrative Text Writing of The Second Semester English Department Students at FKIP Nommensen HKBP University (Apriana Rut: 2021)

CHAPTER III

RESEARCH METHOD

3.1 Research Design

There are two types of research namely qualitative research and quantitative research. In here this research used descriptive qualitative. The purpose to analysis the students ability in writing narrative text. Research analysis of the document/ content is research that doing systematically to the record or documents as data sources. The qualitative data will be used to determine the score of the students in writing narrative text on Second semesters students FKIP of English Department at Nommensen HKBP University.

3.2 Population and Sample

In a research, the writer must determine the population and and the sample. The population and sample in this research are following:

3.2.1 Population

Population is any group of individual that have one or more characteristic in common that are of interest to the researcher. Arikunto, S (2010:173), *“populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi”*(population is a set of all elements processing one or more attributes of interest if someone want to observe all of the elements in the research area, so his research called population research). The population of this study The population in this research is the student’s second semester at English Department of FKIP Nommensen HKBP University. There are two group in the second semester namely Group A, and Group B. The total number of students consist of 90 students.

3.2.2 Sample

According to Arikunto (2006:132) said that with this sample the researcher intends to general ate all of the result sample. Sample is a part of population, which is use as the source of the real data of the research. The sample of this research is the students in Group A .

3.3 Procedure of Collecting Data

Data collection will be carried out based on the steps as follows:

1. Giving narrative test
2. Students try to write the narrative text minimal 3 paragraph
3. Students make the generic structure of narrative text
4. The researcher collecting the data.

3.4 The Instrument of Collecting Data

The instrument for collecting the data is a writing and observation. The rule of the text is to make a narrative text minimal three paragraph. The students will write the same topic about story and do it in forty minute. The text will be done to get the result about the ability writing narration based on three components or contents of narrative text. Then, observing the students paper after their result or paper is collected.

3.5 Scoring the Text

In scoring narrative text, the cumulative is ranging frpm 1-100 according to Heaton (1989:79) said that, the result of the students it can be used the percentage follows:

76%-100% is categorized excellent

56%-75% is categorized good

40%-55% is categorized enough

0%-39% is categorized poor

3.6 Scoring the Narrative Text

The instrument at tool to collect the data. In this research, write used text as an instrument. Test would cover all of the aspects of writing, such as content, organization, mechanic, language, and vocabulary.

To found out the students percentage of each component used the formula:

Sudijoni (1987:40)

$$P = \frac{X}{N} \times 100\%$$

P= Percentage of students who get each score

F= The sum of the students who get good score or bellow standartd

N= Total of the students within the sample

Component	Score	Criteria	Total	Percentage
Orientation	35-28	Excellent to very good		
	27-23	Good to Average		
	22-18	Fair to poor		
	17-13	Very poor		
Complication	30-22	Excellent to very good		
	18-15	Good to Average		
	14-10	Fair to poor		
	9-7	Very poor		
Resolution	35-28	Excellent to very good		
	27-23	Good to		

	22-15	Average		
	14-5	Fair to poor		
		Very poor		

Orientation : % students got fair to poor, and the rest got good to average

Complication : % students got good to average, and fair to poor and excellent to good

Resolution : % students got fair to poor and the rest got good to average.

3.7 Technique of Analysis Data

After collecting the data through text, the writer then analyzed the data based on the steps below:

1. Collecting the data
2. Checking the narrative text
3. Percentage the data
4. Impreting the result