CHAPTER IV

FINDINGS AND INTEPRETATION

Previous chapter explains the research methodology of the thesis. This chapter explains the finding and interpretation from the data findings. The discussion in this chapter answers the research question in Chapter I. The contents of this chapter consist of: the finding and interpretation of the paper project assessment and also the findings and interpretation about the score of the students in the paper project assessment.

A. The paper project assessment

1. The finding of paper project assessment

a. Teacher

1) Preparation

Based on the National Curriculum, the second grade of Senior High School has to learn several kinds of genre English writing including narrative text. Every English teacher must explain about this material to the students. English meeting in the class were only twice in a week, but there are a lot of material that the students have to master in one semester. Considering that problem, the teacher must find the method to measure the students' competence, including listening, speaking, reading and writing.

To measure students' competence in writing the teacher chose the paper project assessment. The teacher used this assessment in order to measure the students' writing competence in narrative text writing because in the second grade they got the narrative material again. The paper project is similar to the research paper but it is simpler. In the paper project there is no formal composition such as introduction or research methodology. The paper project only includes the techniques used to collect data presented in the paper research, for example the students used observation technique to get the data. The students then wrote the data and presented the information in a narrative text. Because the purpose of the narrative is to amuse the reader, so the students must make the simple story more interesting for readers.

Before conducting meeting in the class, teacher prepared lesson plan for the following day. She decided to offer the themes of social problem because it refers to the syllabus for this grade. Moreover, she decided to make a group for finishing this assessment because besides the limited time for teaching English in second semester she hoped that the process of studying English writing could occur through group work. To make the groups, she used lottery with the consideration that she wanted the class to cooperate and to eliminate the gap between the students. And to present this assessment, she prepared the pictures

which were related to the theme. She took the pictures of a beggar, a prostitution place and others to help her in explaining the assessment.

2) Presentation

In the class, the teacher started the meeting with the warming up with the students. She asked all the students to stand up and she gave some questions. Students who answered her question correctly sat down. The question was about the previous topic and also about narrative text. She gave three to four questions for brainstorming. Then, she began explaining about the paper project assessment. The process of explaining this assessment involved some steps. First, the teacher asked the students to choose the topic for discussion. Based on the syllabus the theme of second grade is the social problem. So, the students were asked to mention the kinds of social problem around of them. The teacher wrote down the students' answer in the whiteboard. And the students mentioned a lot of topic of discussion. Next, teacher made lottery to group the students. Actually she wanted divided the class in nine groups because there were forty-two students so there were six groups of five and three groups of four. However, in the middle of semester there are some students who cannot work in a group because of some reasons. The reasons are some students were sick and others must join in the science competition. In fact, they could not do the paper project assessment with their group. Consequently, teachers asked them to make a new group that could do the paper project assessment together. As a result, for XI IPA 1 class there were ten groups consist of five groups of four, four group of five and one group of two. And for XI IPA 2 class there were eight groups consist of four groups of five, three groups of six and one groups of four.

Having the students grouped, the teacher made lottery to decide what the topic of discussion for each group. From the topics proposed in the discussion session, the teacher chose some of the topics of the discussion. The topics of the discussion were: 'The beggar', 'The prostitute', 'The vendor', 'The guardian of train cross without crossbar', 'The effeminate', 'The singing beggar', 'The garbage collector, 'The orphanage life', and 'The punkers'. Teacher gave the assessment in a group because writing is the hard one for them. Beside that, by this assessment teacher hoped the students could learn English writing by doing and could cooperate with other members. In this section the role of teacher was to be the facilitator.

Later, teacher explained about the procedure to finish the assessment. The students must find informants based on the topic they had. They interviewed the informants to collect the data. The data were written in the paper form using English narrative text. The teacher gave the students four months to finish the project, from February 2009 when the second semester started up to

May 2009, the last month before the final examination. So, this assessment called by the paper project assessment.

The assessment criteria for the paper project were the style of genre writing; i.e. it must be in narrative text; all the members must be actively involved in finishing the project, and the project had to be submitted on time. There were no rules about the font, the form of words, and number of pages.

In order to control the students in a progress their projects, the teacher opened consultation sessions. In this section the teacher had two main roles. The first is to be the motivator, she must motivate the students to prepare their assessment. She must encourage the students to finish this assessment. The second is to be the consultant for the students. She gave the suggestion to the students who faced the problem in finishing the paper project assessment. The consultation session held in every time, especially during the teaching and learning process in the class. Moreover, to prove that the students' papers were original and the entire members cooperate actively, they had to enclose the photo of the informant and all the members in the paper. And to reinforce the student competence in narrative text writing, the teacher kept explaining about English narrative text in the class. She gave examples and some quizzes about narrative text.

The teacher hoped through this assessment the student could learn about two points. First, referring to national curriculum, it is hoped that they could learn about producing narrative text writing, but she taught that using another method. She asked the students to directly observe the informants' life, which let the students used another reference, discuss with the other members, and explore their ideas to make questions to the informants. Second, the students could learn about life. They could see the reality of life that there are some people that must fight to live. By this process the teacher hoped that the students can value their lives and stimulate their social sensitivity. They could know that not everybody finds happiness in their live but every one must struggle in order to catch their happiness.

3) Evaluation

At the end of the semester, after the student submitted their papers, the teacher evaluated the students' paper project, corrected all the papers and scored them. The scoring of the paper was based on some criteria in the narrative composition and language feature (see appendix 3). The score of the paper project assessment was a group score; it was not for the individual student score. Because it was worked in a group so the score of every member of the group was the same. Next, the score of this assessment was accumulated with other assessment scores including final examination and presented in the report of each student. The teacher' role was as the evaluator and scorer; the

teacher evaluated and scored the students' paper to assess if the group was successful to write narrative text or not.

b. Student

1) Preparation

In the preparation session for the paper project for the assessment, the main discussion was about the member of the groups, the topic of discussion and how they can get the informant.

First, in order to finish the project, ten out of twelve groups who became the interviewers agreed to work in a group in the paper project. As they considered writing as a difficult skill, they thought that by working in a group they could help each other. Students who were low in English writing skills could ask their friends for assistance. In the process of grouping, five groups preferred to choose the member of the group by themselves, because they could work with friends they could comfortably work with. So, the cooperation could be more solid. Seven groups chose the grouping as decided by the teacher. It could eliminate the barrier of the 'gang' so the students in the class could know each other better. For this purpose, the lottery way of grouping might be the best way for the students.

When asked about the number of group which consisted of five until six students, they told that it was enough for this particular assessment. By this

number they could share the job properly and more fairly. Nevertheless, there was one group that work on the project together right from the beginning of the preparation stage until the typing the paper. This is because they were the solid team that could always find the schedule to meet and work together for the project. In contrast, other groups divided the tasks into four, they were: interviewing the informant, writing down the narration, translating the narration into English and typing the paper. Fifty percent (50%) of the groups conducted reported that they work on the interview and translation process together.

The second was about the topic of discussion. Nine groups were lucky because they got the topic based on their choice. On the other hand, three groups got the hard topic of discussion such as the prostitution, effeminate and the punkers. Three of them found it difficult to find the informants as the three topics areas are about people who were considered as having bad image in society. Based on the groups' opinion this condition made the topic more frightening and harder to work on.

The third was about the process of finishing the project for the assessment. The students had different start in order to decide what the first step was. For the majority of the groups, the first step was discussing about where to find an informant. They got their informant from several ways, some groups found the informant from their friend's network or directly observed in

the field. The 'prostitute groups' were waiting for the informant to come to the place until late a night. The difficulties of this process varied for each group. Some groups reported that the difficulty of this process was when the informant did not want to be interviewed so they had to pay them in order to ask them to be the informant. In another case, they had to follow the informant until one hour in order to persuade them to be the informant.

2) Writing process

In the writing process, almost all the student used the data from the informant to be the material of writing. Five groups only used the data to construct the narrative text, but others involved their opinion about the topic of discussion to construct their story in English narrative writing.

After transcribing the result of interview, they arranged the story based on the organization of narrative text. All groups stated that translating become the major difficulty in the finishing this project for assessment. This was the reason why almost all the groups doing this process together with their members. Not one student wanted to work alone in translating the paper, so they constructed the text translation together.

In translating process all of the students used dictionary to convert the text in target language; i.e. from Bahasa Indonesia into English. Seven groups only used the dictionary to help them in translating. Five groups used another

source to helped them in a translating the text. They discussed the text with other groups who have high competence in English and they asked to their English teacher their private English course. They also used the consultation session to overcome this translation problem.

The students worked together during the writing process, but after the paper of narrative text was completed, they divided the finishing tasks. Some of them edited it, type it in the computer, edit the photo as a part of paper, some others printed it.

3) The impression of student about the paper project assessment

The student in majority (twelve groups) agreed that writing was the hardest thing in English learning compared to other skills. Their reason why writing was difficult to learn was the use of grammatical and translation from the source language (Bahasa Indonesia) into the target language (English).

In order to produce and study about narrative text they needed another method. When asked about learning English narrative text, ten out of twelve groups agreed that paper project method help them understand the English narrative text. Their typical reason was because they could explore the story by directly made observation in the field. The other two groups who did not like this assessment mentioned that it took much time to find the informant and was hard to interview them.

In fact, they got three assessments in English. They were: retelling story, interview with the foreign people and paper project assessment. From three of them, seven groups said that doing interview with the foreign people was the hardest assessment because they did not understand the native speakers' utterances due to different accent. Also, they sometimes were nervous to ask some questions to the native speakers. They reported although sometimes the students could speak English fluently alone or in the class but when we had to speak with native speakers it were the different case; it was the hard one to conquer the nervous. In contrast, nine groups said that paper project assessment was an interesting way to assess their competence in English writing text. They were aware that English writing was hard for them but by doing the paper project in group and by having interesting topic and procedure they felt they learnt English narrative text writing in different ways and more easily. Additionally, they liked this assessment because beside they learnt about the English narrative text writing they could also see more deeply about the social problems in their surrounding.

2. The interpretation of paper project assessment

a. Teacher

1) Preparation

The teacher played the important role in the paper project assessment. For this assessment one of the roles of teacher is as a director, besides as the motivator and consultant for students in the process of finishing the paper project assessment. In this assessment, the teacher created and arranged the assessment. So, preparation for the teacher before presenting this assessment in the class was the very important stage.

In this research, the researcher found that preparation of the teacher was ready to present the paper project assessment in the class. The teacher used the pictures reflecting the social problems as the model of topic of discussion and helps the students visualize about what they were talking about. The pictures helped her to make the students active, encouraged them to express their ideas about the topic of discussion.

2) Presentation

Even though the plan and procedure of the paper project assessment was only discussed in one meeting, the teacher used the consultation session to control students' progress. In the consultation session the student could consult their problem they faced in doing the project. In addition, the teacher could evaluate the progress of the students' project for the assessment. The consultation session could be the way for the teacher to control the progress

and activities of all the groups. The majority of the groups consulted the teacher for two to three times. Other groups always consulted the teacher every time they found any difficulties. The problems that they discussed with the teacher were about the procedure of writing in English narrative, about the grammatical features and about the topic itself. The students felt the consultation session was useful for them. They could report and get assistance and advises for problems that they found in the process of finishing the paper project. Yet, there was one group that never used the consultation session in the class, because they just asked to their friends about this assessment. Beside that, they mentioned they had no time to have the consultation meeting.

Even though the teacher gave and explained this assessment at the beginning of the second semester, most of the groups did the finishing stage and arranged the paper for assessment only one month before the due date. They explained that they had a lot of tasks in other subjects such as in science, chemistry which the due datelines were earlier than this assessment. Moreover, in English subject they had three assessments. First, retelling story. They had to tell the story in front of the class even in a group but every member had chance to speak. Second, was the interview with foreigner, which they had to interview the foreign people, recorded and transcribed the interview and submitted it as part of the overall assessment. The last was the paper project

assessment, which the due date was the last. So, this is the reason why all of the groups decided to finish the paper project assessment last.

The above mentioned phenomenon indicates that the students only needed one month to finish the paper project. In fact, almost all the groups reported that they need one month only for the whole process, starting from conducting the interview with the informants until writing the paper in an English narrative text. It could be well concluded that the time given by the teacher was too long and the teacher should have considered the time frame she gave to the students to work on the paper project for assessment.

3) Evaluation

One thing that teacher missed in this assessment was the reflection about the students' result in this paper. After all the groups collected their project papers, the teacher only gave them scores and used the scores as a component in the report. Afterwards, the papers were only kept by the teacher; there was no comment or suggestion about the students' papers from teacher to the students. The students conducted the process of writing narrative text in a group, but they are did not know what the mistakes were. So, the reflection from teacher should have been given in this assessment to enable the students to as well reflect on and evaluate their own learning. Reflecting on the actual time the students needed to finish the project (one month), the teacher could

have asked the students to submit the project papers two months before the final examination. This would have enabled her to give the reflection about the students' papers. Moreover, she could have commented on the papers and asked them to make revision to make it better. By doing this, the students would have known about their competence and their progress in learning to write English narrative text.

b. Student

1) Preparation

Referring back to the findings from the student interviews, the grouping of students in the paper project assessment was considered as suitable to help them to write. In group work they could eliminate their problems in producing and English narrative text. All members of the groups helped each other in order to finish the assessment and they tried hard to make a perfect paper for their group. From this it could be well interpreted that the goal of the teacher to let students help each other in writing narrative text was achieved.

About the topic of discussion, even the idea came from the students but not every group got the topic based on what they wanted. Yet, it was not the big deal for the majority of the groups except for other three groups ('The prostitutes', 'The effeminates', and 'The punkers' groups). Nevertheless, all

groups could manage to arrange and finish the paper project for assessment based on the topic of discussion which they got in the first meeting.

In order to finish the paper project assessment, discussing with their groups was the first step for the majority of the groups. In the discussion, they talked about when, where and how they seek the informant. After deciding the location of informant, they arranged the time when they could meet the informant. Afterward, they made a strategy on how they could interview the informant. Before they met the informant, they prepared the questions focusing on the information they wanted to get from the informants. They also brought a camera to record their activity, as required for this paper project assessment by the teacher.

2) The writing process

The students in majority reported that this assessment helped them express their idea in written form in English. Referring to finding reported in the previous section, the groups in majority included their own ideas to construct their English narrative text writing. This means that topic discussion and interviews with the informants could stimulate students' idea in writing text.

After the data from the informant was collected, they began to write it down. In first step the students transcribed the guided interview from the informants as the data. Next, they arranged the data into some stories in an

English narrative genre. They used the reference from the book and seniors' paper in order to construct a comprehensive text. For this step, they still wrote in Bahasa Indonesia. After those procedures were completed, they began translating into the transcription into English.

There were some groups that could not organize the English narrative text completely. They took a long time in writing process. The common difficulties were to translate the Bahasa Indonesia transcription into English and to use the pattern of tenses. Beside that, they still were not sure about the diction of English writing to be used in order to construct their text.

It could be well interpreted that the students still need practices to apply the components of English writing. This process of paper project assessment is one effort to make students learn about it. First, the students can organize the narrative text in an acceptable schematic structure. Next, the students involved the language feature of narrative text in the paper project assessment. Although the teacher kept explaining about the grammatical pattern in the class, students needed more exercise to have acceptable grammatical pattern in their English writing text. So, this assessment let the student to put their English linguistic knowledge that they got in the class of English into real practice and use.

3) The impression of the students about the paper project assessment

In this assessment, they learnt narrative text writing in another way. They did not imagine the topic of narrative, but they observed directly the topic that they would discuss. Moreover, social problem was an interesting topic for the students. By this topic they had seen the environment which sometimes they previously ignored. Yet, they got new knowledge about life.

In the paper project assessment, the students not only provided the data, but also wrote about their opinion, idea and thought in the paper. In this stage, it means that the process of writing was undergone. Moreover, some groups used reference to write the composition of paper. References were used to support their opinion in the writing form. The references that they used are: the paper of previous class (their senior), the dictionary, the informant and the book related to the topic of discussion.

After finishing all those processes, the groups of students submitted the project. There were no groups late in the submission. The date of the papers submission varied among the groups. There were some groups that submitted their work one week before the due date but some other groups submitted on time. The important thing is that all of them could finish the entire project on time.

The impressions of the students after passing the assessment were various. Their typical reasons were presented as follows (all are in my English translation).

"...by this assessment I know about some grammar in writing because my fried told me".

"I like this assessment because I can see closer about the beggar life and make me value my life".

"...amazing experience, because to finish this assessment I must interview effeminate life whom I hated much".

To conclude, through this paper project assessment, the students not only learn about the narrative text writing but also they learn about live. They had positive attitude toward the assessment because they could see more closely the reality of poor community and the controversial live like effeminate and prostitutes' life while at the same time learning and practicing their English narrative writing skills.

B. The students' scores from the paper project assessment

1. The finding of students' score of paper project assessment

In order to get reliable data, researcher had two scorers for the students' papers; from the teacher (Ms. Nafidatul Hikmah) and from the researcher

(Rahma Andriana). Both of them used the same criteria of English narrative text writing (as presented in appendix 3). The results of the scoring from both scorers were relatively the same in this section the discussion is based on five criteria in English narrative text writing. They are Content, Organizing text, Language use, Lexicon and Writing Mechanic. The following table present the points used in the scoring.

Point	Category	Score range
1	Poor	0 - 20
2	Fair	21-40
3	Good	41-60
4	Very good	61 - 80
5	Excellent	81 - 100

TABLE 1.1 POINT OF SCORING

The finding of every group's score is summarized below.

a. Content

The first criterion is about the content. For all the groups from both classes the students' paper project assessment was original story that they found from the interviewed and through the processing the data. For that original story the papers got the point 5 in this criterion; i.e., point five for the

truly authentic story. And all the groups were successful in proving that they had the authentic stories.

b. Organization of the Text

Second criterion is the organization of narrative component. They are orientation, complication, and resolution. In this criterion, the results of the students are presented in this table below:

a) From XI IPA 1 class:

NO	TOPIC OF THE GROUP	DESCRIPTION	SCORE
1.	Retailer	2 components of narrative complete	4 (VERY GOOD)
2.	Boy singer street	Only one component in narrative just orientation	3 (GOOD)
3.	The spirit of "polisi cepek"	Only one component in narrative just orientation	3 (GOOD)

4.	"Polisi coin"	2 components of narrative complete	4 (VERY GOOD)
5.	Garbage collector life	3 components of narrative complete	5 (EXCELLENT)
6.	The punkers	2 components of narrative complete	4 (VERY GOOD)
7.	The guardian train cross without crossbar	3 components of narrative complete	5 (EXCELLENT)
8.	The beggar in the city	2 components of narrative complete	4 (VERY GOOD)
9.	The orphanage live	Only one component in narrative just orientation	3 (GOOD)
10.	The dream of beggar child	3 components of narrative orientation and resolution	5 (EXCELLENT)

b) From XI IPA 2

NO	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	Only one component in narrative just orientation	3 (GOOD)
2.	The vendor	3 components of narrative complete	5 (EXCELLENT)
3.	The beggar	3 components of narrative complete	5 (EXCELLENT)
4.	The street singer	3 components of narrative complete	5 (EXCELLENT)
5.	The prostitution	2 components of narrative complete	4 (VERY GOOD)
6.	The beggars' life	3 components of narrative complete	5 (EXCELLENT)
7.	The effeminate	3 components of narrative complete	5 (EXCELLENT)

8.	The peddler	Only one component in	3 (GOOD)
		narrative just	
		orientation	

TABLE 1.2 SCORE OF ORGANIZING OF TEXT CRITERION

In this criterion eight groups got excellent points because they could organize the narrative text properly. And ten groups were incomplete to provide all components of narrative text writing. Five groups only mention two components of narrative text and five groups could only present one component of English narrative text.

c. Language Use

The third criterion is the language use. Language use consists of noun, article, tenses, word order agreement and linking words. The results of the groups are:

a) From XI IPA 1

NO.	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	Retailer	21%-40% errors	4 (VERY GOOD)
2.	Boy singer street	21%-40% errors	4 (VERY GOOD)

3.	The spirit of "polisi cepek"	41%-60% errors	3 (GOOD)
4.	"Polisi coin"	21%-40% errors	4 (VERY GOOD)
5.	Garbage collector life	21%-40% errors	4 (VERY GOOD)
6.	The punkers	41%-60% errors	3 (GOOD)
7.	The guardian train cross without crossbar	21%-40% errors	4 (VERY GOOD)
8.	The beggar in the city	21%-40% errors	4 (VERY GOOD)
9.	The orphanage live	41% <mark>-6</mark> 0% errors	3 (GOOD)
10.	The dream of beggar child	41%-60% errors	3 (GOOD)

b) From XI IPA 2

NO.	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	41%-60% errors	3 (GOOD)
2.	The vendor	21%-40% errors	4 (VERY GOOD)
3.	The beggar	21%-40% errors	4 (VERY GOOD)

4.	The street singer	21%-40% errors	4 (VERY GOOD)
5.	The prostitution	41%-60% errors	3 (GOOD)
6.	The beggars' life	21%-40% errors	4 (VERY GOOD)
7.	The effeminate	21%-40% errors	4 (VERY GOOD)
8.	The peddler	41%-60% errors	3 (GOOD)

TABLE 1.3 SCORE OF LANGUAGE USE CRITERION

For the language use criterion no single group got the excellent point. Eleven groups made mistakes in the range of 21%-40% errors in their writing and seven groups made more mistakes in their writing.

d. Lexicon

The next criterion is the lexicon. Lexicon is the use of language which is suitable with the context in using that word in a sentence, either in formal or non formal in their English writing. The result of the group:

a) From XI IPA 1

NO.	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	Retailer	0%-21% errors	5 (EXCELLENT)
2.	Boy singer street	41%-60% errors	3 (GOOD)
3.	The spirit of "polisi cepek"	21%-40% errors	4 (VERY GOOD)
4.	"Polisi coin"	21%-40% errors	4 (VERY GOOD)
5.	Garbage collector life	21%-40% errors	4 (VERY GOOD)
6.	The punkers	21%-40% errors	4 (VERY GOOD)
7.	The guardian train cross	0%-21% errors	5 (EXCELLENT)
	without crossbar		
8.	The beggar in the city	21%-40% errors	4 (VERY GOOD)
9.	The orphanage live	21%-40% errors	4 (VERY GOOD)
10.	The dream of beggar child	41%-60% errors	3 (GOOD)

b) From XI IPA 2

NO.	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	21%-40% errors	4 (VERY GOOD)
2.	The vendor	21%-40% errors	4 (VERY GOOD)
3.	The beggar	21%-40% errors	4 (VERY GOOD)
4.	The street singer	21%-40% errors	4 (VERY GOOD)
5.	The prostitution	21%-40% errors	4 (VERY GOOD)
6.	The beggars' life	21%-40% errors	4 (VERY GOOD)
7.	The effeminate	21%-40% errors	4 (VERY GOOD)
8.	The peddler	21%-40% errors	4 (VERY GOOD)

TABLE 1.4 SCORE OF LEXICON CRITERION

With the lexicon only two groups made little mistakes. The other fourteen groups were incorrect in using appropriate meaning in their sentences. There was one group made a lot of mistake in the lexicon criterion. They made mistake in the range of 61% up to 80% errors in their sentences.

e. Writing mechanic

The last criterion is about writing mechanic. The writing mechanic consists of spelling and punctuation. The results of the student are:

a) From XI IPA 1

NO	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	Retailer	21%-40% errors	4 (VERY GOOD)
2.	Boy singer street	21%-40% errors	4 (VERY GOOD)
3.	The spirit of "polisi cepek"	21%-40% errors	4 (VERY GOOD)
4.	"Polisi coin"	21%-40% errors	4 (VERY GOOD)
5.	Garbage collector life	0%-20% errors	5 (EXCELLENT)
6.	The punkers	21%-40% errors	4 (VERY GOOD)
7.	The guardian train cross without crossbar	21%-40% errors	4 (VERY GOOD)
8.	The beggar in the city	21%-40% errors	4 (VERY GOOD)
9.	The orphanage live	21%-40% errors	4 (VERY GOOD)

10.	The dream of beggar	61%-80% errors	2 (FAIR)
	child		

b) From XI IPA 2

NO	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	21%-40% errors	4 (VERY GOOD)
2.	The vendor	21%-40% errors	4 (VERY GOOD)
3.	The beggar	41%-60% errors	3 (GOOD)
4.	The street singer	41%-60% errors	3 (GOOD)
5.	The prostitution	41%-60% errors	3 (GOOD)
6.	The beggars' life	21%-40% errors	4 (VERY GOOD)
7.	The effeminate	21%-40% errors	4 (VERY GOOD)
8.	The peddler	41%-60% errors	3 (GOOD)

TABLE 1.5 SCORE OF WRITING MECHANIC CRITERION

In the use of spelling and punctuation, one group succeeded in applying appropriate spelling and punctuation in their text. There was one group that

made a big mistake in punctuation and spelling. Others made mistakes in the range of 21% up to 40% errors.

The teacher used the points from each of those criteria to give the final score for every paper of each group and become the group score. So, every member of the group had the same score. Based on those criteria, the score of every student from the groups are presented the chart below:

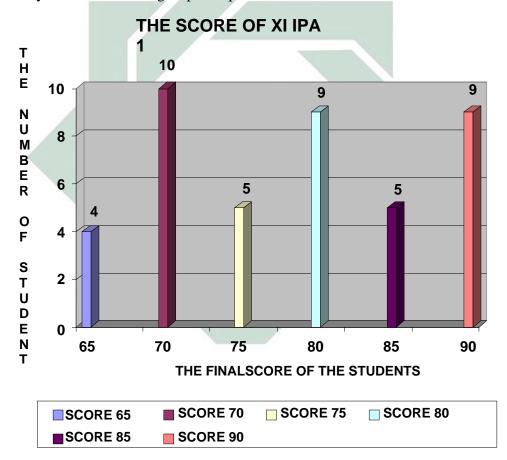


FIGURE 1.1 THE SCORE OF XI IPA 1

From the above scores it could be calculated with the following formula that the average score of the overall students of XI IPA 1 is 78.3

Average score =
$$\frac{\sum score\ of\ students}{\sum number\ of\ students} = \frac{3290}{42} = 78.3$$

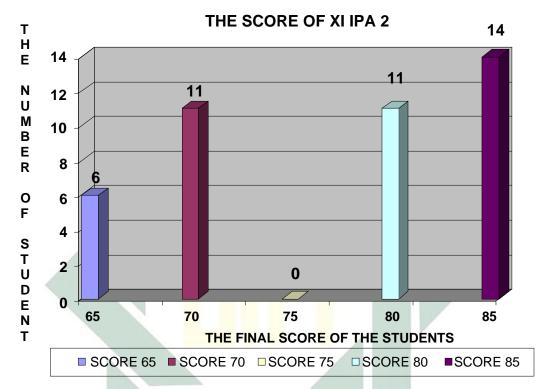


FIGURE 1.2 THE SCORE OF XI IPA 2

Using the following equation, it was calculated that the average of student XI IPA 2 is 76.9.

Average score =
$$\frac{\sum score\ of\ students}{\sum number\ of\ students} = \frac{3230}{42} = 76.9$$

2. The interpretation of student's score of paper project assessment

The interpretation of the above presented students' score in each component of English narrative writing is presented as follows.

a. Content

From the findings it could be well interpreted that in majority the the groups could produce authentic story in their papers. It is one of the advantages of this assessment because it could stimulate the student to write what they know and what they observed. Providing the real data could help them in constructing their story in English narrative text writing.

b. Organization of the text

Eight groups successfully build the schematic structure of an English narrative. They could provide the orientation, complication and resolution in their written narrative text. However, there were ten groups still incompletely provide the three components in narrative. It is the proof that even though students get the narrative material since senior high school, they still find difficulties in produce the narrative text. Several problems reported by the students are summarized as the following. First, they still could differentiate the three of components in English narrative text so they could not create three of them in a written text properly. Second, they could not arrange the question

to the informant properly. Consequently, they could not explore information and ideas from the data in order to construct an English narrative text.

c. Language Use

Language use is grammatical structure in English that the students must use in their writing in order to get the coherent and extended writing. In the previous section, most of the students said that the difficulties in learning English was discussing about grammar. No wonder that in this criterion there was no group that got perfect point. Most of students' mistakes were about the use of noun, the tenses, and the diction. In this criterion only eleven groups had a few errors in their writing in language use. It means that some groups were successful in eliminating their grammatical mistakes in English writing. This might be because the students worked in group so they could discuss their problems with other members in their group.

d. Lexicon

Again, translating from source language into the target language is not an easy way. The student still could not solve this problem. The majority of the groups made some error in the using of appropriate lexicon in their sentences and moreover, there are two groups who low in the using of lexicon. They made a lot of errors in the using of lexicon. By this data, the process of learning

in the lexicon must be increased. And the teacher must teach about lexicon in the next grade of students in order to mastery lexicon criterion in writing text.

e. Writing Mechanic

The writing mechanic is one of the components in the English writing. Not only in English narrative text but also in general English writing text. In this criterion, only one group got the excellent point in their paper. Most of the groups made mistakes in the punctuation and spelling. The teacher must explain about this material in the next grade in order to teach the student about how to write in the formal writing. Unfortunately, there was one group who made a lot of mistakes in the punctuation and spelling in their text. They mistyped some word in their paper and they did not consult their dictionary in using some word in their text.

From the chart of the students' score of paper project assessment in the previous section, it could be concluded that the paper project assessment can help to develop the students' competence in English narrative text writing. From XI IPA 1 there were 23 students who got the good score in the paper. From XI IPA 2 there were 25 students who got the good score. The students can eliminate their mistake by working in groups. They discussed the paper together with their group and asked the teacher to help them in order to make a perfect paper project assessment.