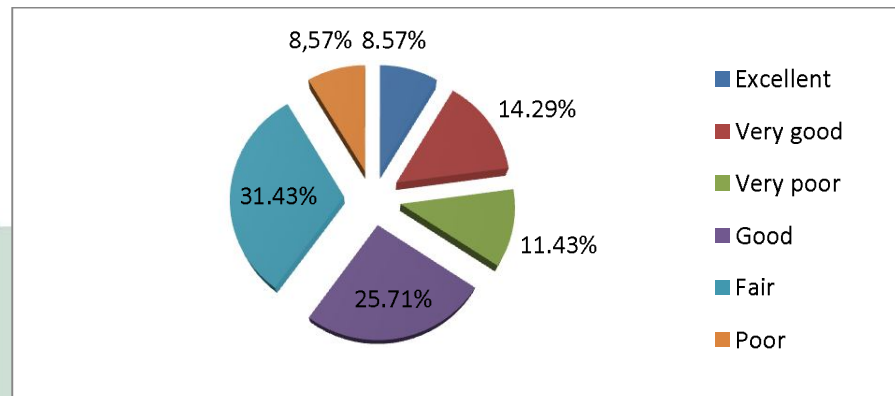


Figure 4.1

The Percentage of the First Students' Test



The researcher concluded that the 11th grade got 8.57% as excellent grade. It was because there were three students got wrong answer for one question. 14.29% for very good grade because there were five students got wrong answer for three questions. 11.43% for very poor grade because there were four students got wrong answer for eleven questions. 25.71% for good grade because there were nine students got wrong answer for five questions. 8.57 for poor grade because there were three students got wrong answer for nine questions and 31.43% for fair grade because there were eleven students got wrong answer for six questions. Therefore, the highest grade of the first test was fair grade. It was because most of the students got wrong answers for seven questions. They were the number 2, 4, 10, 12, 13, 15 and 16. (See appendix 1)

Based on the narrative text above, it can be found that this narrative text used four literary elements, like; plot, character, setting and theme. In describing the plot, the 1st student described the series of events clearly. The story contained opening, complication and resolution. In the beginning or exposition, she introduced the background information that lets the reader knows the major character and when the story occurred. However, there was no explanation about where the story took place. In the rising action, she presented the narrow event that complicates the situation. Whereas, in the rising action, the main problem has to start and becomes clear. In the climax, she made the story become interesting. It was because she wrote events in the high point, like; *Prince invited to all women to come to his party because he wanted to find a wife. They come to Prince's party but step sisters did not allow Cinderella to go.* In the falling action, she tried to resolve the problem and the story ended in the resolution. However, the resolution was weak. In the narrative text above, the idea showed development. It was because she described all idea relate coherently to a central storyline.

There were two kinds of characters that used in this narrative text. There were protagonist and antagonist. In introducing the character, she only used names and their roles, like; Cinderella, father, step mother, step sisters, fairy god mother, and prince. There were not

Based on the narrative text above, it can be concluded that this narrative text used four literary elements, like; plot, character, setting and theme.

In describing the plot, the 3rd student described events in the story was clear. In the beginning or exposition, he introduced the background information that lets the reader knows the major character and when the story occurred. However, there was no explanation about where the story took place. After he introduced the beginning of the story, he did not tell how the problem started. He missed part of plot. It was the rising action. In the researcher's opinion he described the high point is not climax. It was because he did not tell what the stepmother did when she prohibited Cinderella came to the party. In the falling action, he described the problem solving very clearly. There was good falling action "*Cinderella very disappointed with her stepmother, Cinderella cry in backyard. Mom a fairy came and surprised Cinderella. Mom a fairy said "you came to the party" "seriously?" answer Cinderella.*" It was good falling action because this part made the reader feel what Cinderella's feeling. However, the 3rd student did not tell how Prince's feeling to Cinderella in the falling action.

In the resolution, he described the final part of the story. However, the resolution was weak. It was because he did not tell how the way

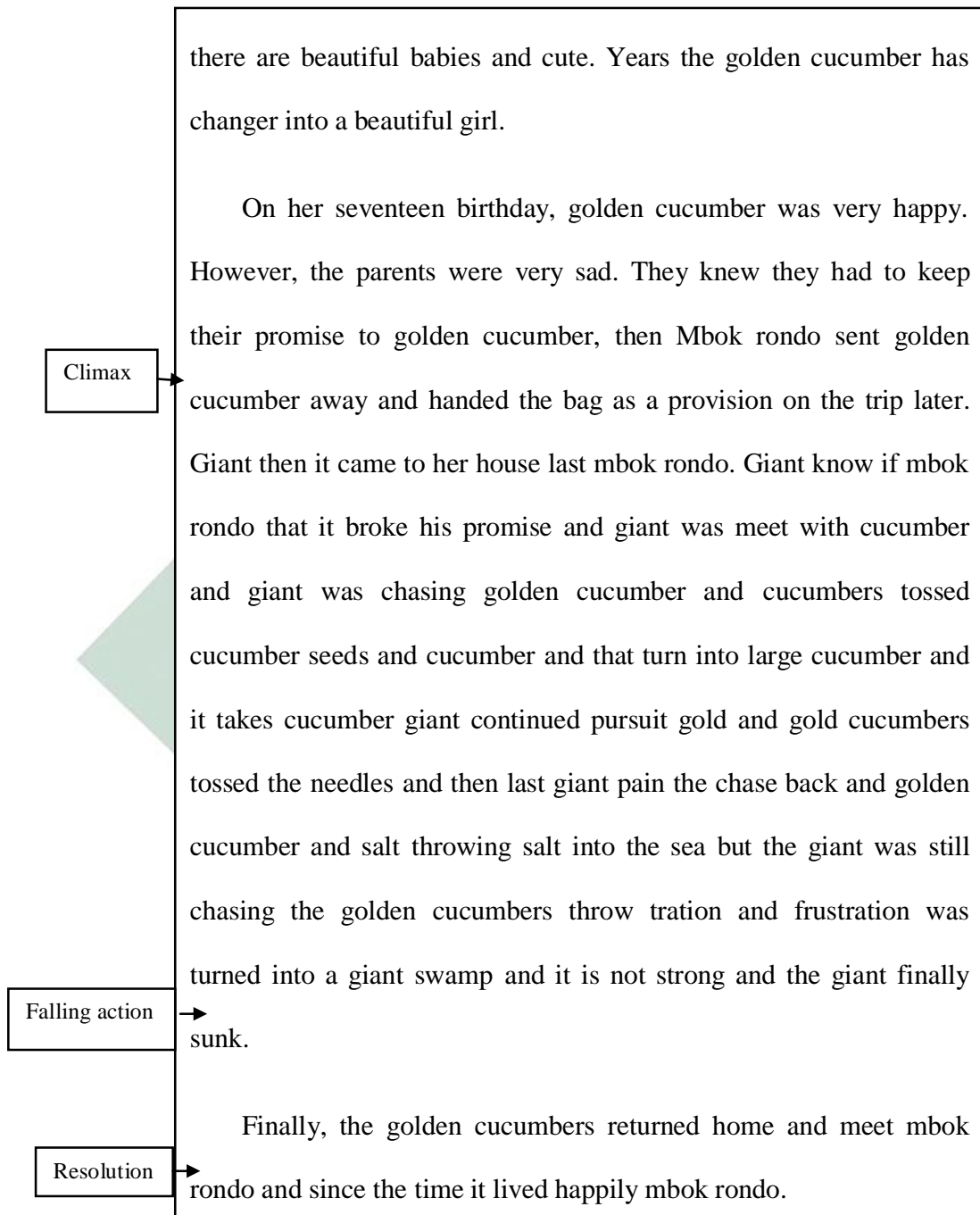
Based on the narrative text above, it can be concluded that this narrative text used four literary elements, like; plot, character, setting and theme.

In describing the plot, the 4th student described events in the story was clearly. However, there were some lacks in part of narrative text. In the exposition, she introduced the background information that lets the reader knows the major character and when the story occurred. However, she did not tell where the story occurred in the beginning. She described the rising action was very simple. It was because before her father died, she did not tell if Cinderella always treated badly when her father went to work. She described the high point not climax enough. It was because she did not tell what the stepmother did when she prohibited Cinderella came to the party. She described the problem solving and the final part of the story was very clearly. The idea was enough. She developed the ideas which related to central storyline.

There were two kinds of characters that used in this narrative text. There were protagonist and antagonist. While introducing the character, she did not use description or speech that explained the characters. She only used names and their roles, like; Cinderella, father, step mother, step sisters, fairy god mother, and prince. She chose place and time as the setting of the story. She only used names

In describing the plot, the 1st student described events in the story was clearly. In the exposition, she introduced the background information that lets the reader knows the major character and when the story occurred. However, she did not tell where the story occurred in the beginning. She described how the main story started was very clear and there was also speech that made the reader understand what did the writer mean. She described the high point coherently. It made the reader in the highest interest and greatest tension. In describing the problem solving and the final part of the story was very clearly. However, the resolution was weak. It needs more explanation how the story ends. Overall, she developed the ideas which related to central storyline.

There were two kinds of characters that used in this narrative text. There were protagonist and antagonist. In introducing the character, she used speech that explained the characters. She also used names and their roles. In describing the setting of the story, she used names of place and time. There was not description about them. From the category above, she got 3 scores for plot, 3 scores for character, 2 scores for setting and 3 scores for theme. Hence, he got 11 scores. It



Based on the narrative text above, it can be found that this narrative text used four literary elements, like; plot, character, setting and theme.

In describing the plot, the 3rd student described events in the story was clear. In the exposition, she introduced the background information that lets the reader knows the major character and when the story occurred. However, there was not description where the story occurred. He presented events that showed if the problem started. He described the rising action coherently. However, the climax of this story was weak. It was because he did not tell how the opposition of Buto ijo. He only explained how the golden cucumber opposed Buto ijo by using things, like; the cucumber seeds, needles, salt and terasi. In describing the problem solving and the final part of the story was weak. It needs more explanation about it. Overall, the idea of this story was still few. It was because she did not tell the climax coherently.

He introduced the character by using descriptions that explained how the characters' feeling. It described the characterization of the characters. He used place and time as the setting of the story. However, there was not description or speech that explains the place and time. He only used names and roles. From the category above, she got 2 scores for plot, 2 scores for character, 2 scores for setting

Resolution

Buto ijo died, mbok rondo and cucumber golden live happily.

Based on the narrative text above, it can be found that this narrative text used four literary elements, like; plot, character, setting and theme.

In describing the plot, the 4th student described events in the story was clear. In the exposition, she introduced the background information that lets the reader knows the major character and when the story occurred. However, there was not description where the story occurred. He presented events that showed if the problem started in the rising action. He described it was clear enough. However, the climax of this story was weak. It was because he did not tell how the opposition of Buto ijo. In describing the problem solving and the final part of the story was very weak. It needs more explanation about it. Overall, the idea of this story was still few. It was because she did not tell the climax, falling action and resolution coherently.

He introduced the character by using narrow description that explained characters. There was not speech that explained the character. He also used names and roles of characters. In describing the setting, he used place and time. However, there was not description or speech that explains the place and time. He only used

