CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher described the data which have been got from several kinds of data collection technique. Concerning with the students' understanding and the students' ability to use literary elements in writing narrative text, the researcher has done four data collection techniques in order to get more complete data. They were tests, collect students' assignment, interview, and documentation. While doing the tests, the teacher gave the test to the students which were prepared by the researcher. The teacher controlled the students when they did the test. After the students did the test, the teacher collected and gave it back to the researcher. Then, the researcher analyzed the result of the students' test by using the marking scale from David Harris.

The next step was asking the students to write narrative text. The students wrote two narrative texts with different topic. The topic has been held by the researcher. The first topic was Cinderella and the second topic was the golden cucumber. The teacher watched when the students wrote narrative text. Then, the teacher collected and gave it to the researcher. Then, the researcher used the indicators from National assessment program-literacy

and numeracy that related with the measurement of students' ability in using literary element in writing narrative text. Then, the researcher used marking scale which was adapted from David Harris to determine the students' grade in writing narrative text.

The researcher interviewed the teacher and students with the questions that related with the measurement of students' ability in using literary elements of narrative text and students' understanding about literary elements itself. In fact, the researcher interviewed the teacher and the students because the researcher wanted to emphasize the result data of students' writing. By interviewing the teacher and the students directly, the researcher was able to gain more information about the students' understanding, the students' ability in using literary elements of narrative text and the problems faced by the students when they wrote narrative text.

The researcher presented the results of the data in detailed information.

The data consist of two discussions relating to this research. They are: The students' understanding of literary elements in narrative text and the students' ability to use literary elements in writing narrative text

1. Students' Understanding of Literary Elements in Writing Narrative Text

The researcher took 35 students as the subject of this research. The researcher conducted two tests to know students' understanding of literary elements itself. The researcher used the formula in determining

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the highest frequency of the students understanding about literary elements.

The formula is:

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

Notes: p = percentage

F = frequency

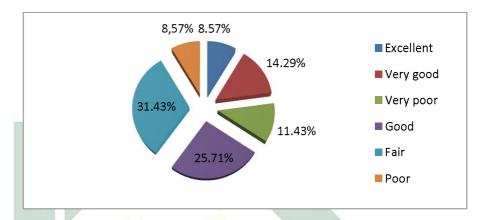
N = number of sample

a) Analysis of the First Test

This test was conducted on Tuesday, April 21, 2015. There were 35 students who followed the test. They had to answer 20 questions based on their understanding individually. This test was done by the students after the teacher explained the material about narrative text. The students' result of the first test can be seen on the table 4.1. (See appendix III). The data was presented in percentage form also to help the reader to interpret the data easily.

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)

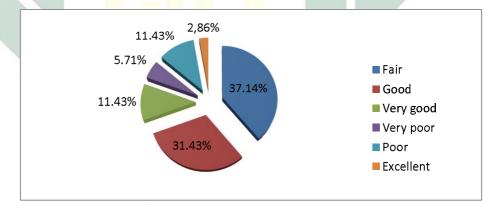
b) Analysis of the Second Test

The second test was conducted on Tuesday, April 28, 2015. There were 35 students who followed the test. In the second test, the students had to determine the characters, setting, plot, theme of narrative text and match the literary terms with the definitions.

The students' result of the second test can be seen on the table 4.2. (*See appendix III*). The data was presented in percentage form also to help the reader to interpret the data easily.

Figure 4.2

The Percentage of the Second Students' Test



The result of the students' second test could be seen on the chart above. There was 2.86% for excellent grade. It was because there were one student got wrong answer for one question. 11.43% for very good grade because there were four students got wrong answer for three questions. 5.71% for very poor grade because there were two students got wrong answer for eleven questions. 31.43% for

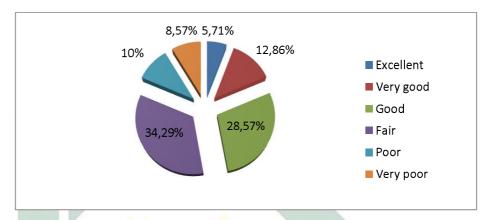
good grade because there were eleven students got wrong answer for five questions. 11.43 for poor grade because there four three students got wrong answer for nine questions and 37.14% for fair grade because there were thirteen students got wrong answer for six questions. Therefore, the highest grade of the second test students was fair grade. It was because most of the students got wrong answers for seven questions. They were the number 4, 5, 6, 9, 10, 11 and 13. (*See appendix 1*)

c) The final result of the students understanding of Literary Elements in Writing Narrative Text

The researcher presented the accumulation the result of the first test and the second test. In the first test, there were 3 excellent grades, 5 very good grades, 9 good grades, 11 fair grades, 3 poor grade and 4 very poor grades. And in the second test, there were 1 excellent grade, 4 very good grades, 11 good grades, 13 fair grades, 4 poor grades and 2 very poor grades. Thus, the result both of test were 4 excellent grades, 9 very good grades, 20 good grades, 24 fair grades, 7 poor grades and 6 very poor grades. The researcher presented the result both of the tests in form of chart in order to make the result more clearly.

Figure 4.3

The result both of the tests



The students' understanding about literary elements could be seen on the chart above. Therefore, the highest frequency of students' understanding about literary elements was fair grade. It was because most of the students answer incorrectly for seven questions.

2. Students' Ability to Use Literary Elements in Writing Narrative Tex

The students asked to write two narrative texts with different topic. The students who asked to write narrative text were the students at eleventh grade. Therefore, the researcher focused on analyze the literary elements, like; plot, character, setting and theme. The researcher analyzed students' writing by using the indicators from National assessment program-literacy and numeracy that has strong relation with students' ability in using literary element in writing narrative text. Then, the

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researcher used marking scale which was adapted from David Harris.⁶⁴ The researcher used the formula to find out the percentage of the students ability to use literary elements in writing narrative text.

The formula is:

$$P = F \times 100\%$$

N

Notes: p = percentage

F = frequency

N = number of sample

a) Analysis of the first students' writing about Cinderella

This assignment was conducted on Wednesday, April 22, 2015. There were 35 students who followed this assignment. They had to write narrative text about Cinderella. The duration was about 60 minutes. In this assignment, the students did not work in a group anymore, but they did individually. The teacher controlled when the students wrote narrative text. Then, after the students finished write narrative text the teacher collected and then gave it to the researcher. The researcher made the recapitulation of the first students' writing on the table 4.3. (*See appendix III*). The researcher also presented the

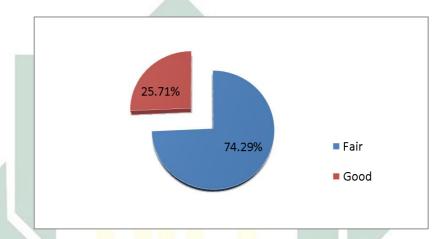
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⁶⁴ David, Harris P. *Testing English As a Second Language*. (New York: Mc. Graw-Hill Book Company, 1969), 134

result of the first students' assignment in form of chart in order to make the result more clearly.

Figure 4.4

The Percentage of the First Students' Assignment



There were 74.29% students got fair grade and 25.71% students got good grade. Based on that result, the researcher concluded that the highest frequency of the first students' writing about Cinderella was fair grade. It was because most of them described the character of the narrative text by using brief descriptions or speech. The students described the plot coherently but the resolution of the story was unclear. The students used setting which consist of place and time but there was not description about it. And the coherent of the idea in the story still few. The researcher presented 4 the examples of the students' writing.

Written by the 1st student at the 11th grade

Cinderella

Exposition

Rising action

Climax

Falling action

Resolution

Once upon a time, there was a girls called Cinderella. Cinderella lived happily with mother and father until her mother died. Cinderella's father married again to a woman who has two daughters. Cinderella treated very badly when her father not in home.

Cinderella's father died and she just stayed with her step mother and step sisters. They always asked Cinderella to do all housework. One day, an invitation came to Cinderella's house. 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. Cinderella sad. Suddenly, there was a fairy god mother who helps to come to the palace with the help of a wave of a magic wand which help Cinderella prepare to go to the palace. All the people were amazed when Cinderella arrives. Then, the prince took Cinderella to dance. He falls in love with Cinderella. Suddenly, Cinderella run rush she dropped the glass slipper.

Prince tried to find girl who has glass slipper and he found it. Finally, Cinderella and Prince lived happily together and forever.

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

descriptions or speech that explained the characters. She used place and time as the setting of the story. She only used names of place and time. There was not description about them. From the category above, she got 2 scores for plot, 1—score for character, 2 scores for setting, and 3 scores for theme. Therefore, she got 8 score as the total. It included in the fair grade. She got difficulty in constructing her idea into writing and it made her need more than 60 minutes to write narrative text.⁶⁵

Written by the 2nd student at the 11th grade

Cinderella

Exposition: Introduce character and setting, like; Cinderella, Once upon a time, etc. Once upon time, life some beautiful people and her name is Cinderella. She felt very happy when her mother still live. But when her mother passed away her days is very sadness. Cinderella's father get married with new Cinderella's step mother and she had two stepsisters.

Rising action

Some day, after Cinderella's father married her stepsisters treated Cinderella very badly. Cinderella always did housework when her father went to work and she never refused her step mother "I will do it mom", Cinderella said. After that Cinderella listened some announcement, price made a big party for all women in kingdom

⁶⁵ Interview with he 1st student, on Wednesday, April 29, 2015 at 10 am.

Climax

Falling action

because Prince wanted a beautiful wife. But her stepmother did allow her to come the party. By helping the fairy god mother, Cinderella came to the party used her glass shoes. Cinderella looked very beautiful. The prince seen Cinderella and he falling in love with Cinderella. But when prince asked her name, Cinderella run because the time at 12:00 am. But when Cinderella run her glass shoes is take off. Then, prince looked for the owner of glass shoes.

Prince looked glass shoes home by home. When prince arrive in the last home, prince feel wonder because that home had a two daughters and one step sister, "So where's she?" Prince asked. Prince looked Cinderella in the kitchen, Prince called Cinderella and made the glass shoes on her foot. Then, Cinderella married with prince, and

Resolution

they lived very happy.

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 the beginning of the story, the 2nd student introduced the background information that lets the reader knows the characters and when of the story occurred. However, he did not tell clearly where the story took place. In the rising action, he presented events that complicate the situation. He described the rising action coherently. It

was because the rising action showed if the problem started. However, there was lack of the climax. There was not description enough that explained about the high point of the story. In the falling action, he tried to resolve the problem and the story ended in the resolution.

In this narrative text, there were two kinds of characters. They were protagonist and antagonist. He introduced the character by using little descriptions and speech that explained the characters, like: *I will do it mom* and *So where's she?*. He also used names and their roles, like; Cinderella, father, step mother, step sisters, and prince.

He chose two types of setting which consists of place and time. However, there was not description of place and time. He only used names like; once upon time and kingdom.

Based on the category above he got 3 scores for plot, 3 scores for character, 2 scores for setting and 3 scores for theme. Therefore, he got 11 scores. It included in good grade. In writing narrative text, he got problem in translating Bahasa into English. It was because he rarely practices to write narrative text in the class.⁶⁶

 $^{^{66}}$ Interview with the 2^{nd} student, on Wednesday, April 29, 2015 at 10.02 am

Written by the 3^{rd} student at the 11^{th} grade

Cinderella

Exposition

One day, there was a pretty girl her named is Cinderella. She lived with a stepmother and two stepsisters because Cinderella's mom passed away. They (stepmother and stepsisters) treated her badly. They told her worked at home.

Climax

Near from her home, there was a big palace and the prince would be held a big party. Stepmother listened to news that there is a party that grew up in the palace. Cinderella's stepsisters very happy with party but Cinderella can't went to party because not went by her stepmother.

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. Finally, Cinderella went to prince's ball with magic from mom a fairy. At 12.00 am. Cinderella back home, unexpectedly the glass shoes Cinderella left in the palace.

Resolution

After day, the prince looked for the owner of the glass shoes.

Finally, the princes found the owner, Cinderella.

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 Price look for Cinderella's glass shoes. The idea was still few. It was because he did not describe how the story started and he did not develop how the story ends.

There were two kinds of characters that used in this narrative text. There were protagonist and antagonist. In introducing the character, he used narrow description and speech that explained the characters. He also used names and their roles, like; Cinderella, step mother, step sisters, fairy god mother, and prince. He chose place and time as the setting of the story. He only used names of place and time. There was not description about them. From the category above, he got 2 scores for plot, 3 scores for character, 2 scores for setting and 2 scores for theme. Hence, he got 9 scores. It included in good grade. He got difficulty in constructing his idea into writing and he had limit vocabularies. It made him need more than 60 minutes to write narrative text because he need dictionary to translate words in English.⁶⁷

⁶⁷ Interview with the 3rd student, on Wednesday, April 29, 2015 at 10.04 am.

Written by the 4^{th} student at the 11^{th} grade

Cinderella

Exposition

Once upon a time, Cinderella's mother passed away and she lived with a step mother and two stepsister. Because Cinderella's father has married again. Cinderella's father until married again, he is passed away and Cinderella lived with stepmother and two stepsister.

Rising action

1

Climax

Stepmother and two stepsisters is very badly to Cinderella

because they don't like Cinderella about anything. Cinderella sad for

this moment with stepmother and two stepsisters. Cinderella want

went to prince's ball but stepmother didn't give your permission.

Cinderella meet the angel in bedroom and the angel give Cinderella

dress, glass shoes and magic train for caming to prince's ball tonight.

Cinderella arrive to prince ball and meet he prince, Cinderella make

falling in love prince, prince and Cinderella dancing together. At 12

pm, Cinderella must came back to home because magic strength is

the end. Cinderella has run and this is glass shoes put off.

Falling action

Resolution

One upon day the prince found the owner glass shoes. The prince do final contest to found the owner glass shoes and the prince meet up Cinderella and the shoes suitable for Cinderella and this story and thank you.

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

of place and time. There was not description about them. From the category above, she got 3 scores for plot, 1 scores for character, 2 scores for setting and 3 scores for theme. Hence, he got 9 scores. It included in good grade. She got difficulty in translating Bahasa into English.⁶⁸

b) Analysis of the second students' writing about the golden cucumber

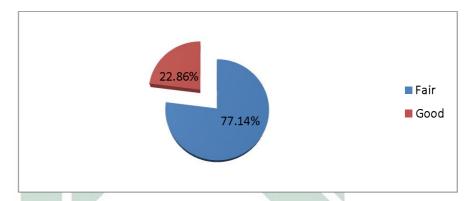
This assignment was conducted on Wednesday, April 29, 2015. There were 35 students of the 11th grade who followed this assignment. They had to write narrative text about the golden cucumber. The duration was about 60 minutes. They did this assignment individually. The teacher controlled when the students wrote narrative text. Then, after the students finished write narrative text the teacher collected it and then gave to the researcher. The researcher made the recapitulation of the second students' writing on the table 4.4. (*See appendix III*). The researcher also presented the result of the second students' assignment in form of chart in order to make the result more clearly.

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⁶⁸ Interview with the 4th student, on Wednesday, April 29, 2015 at 10.06 am.

Figure 4.5

The Percentage of the Second Students' Assignment



There were 77.14% for fair grade and 22.86% for good grade. Therefore, the highest frequency of the second students' assignment was fair grade. It was because most of them described the character of the narrative text by using brief descriptions or speech, described the plot coherently but the resolution of the story was weak, used setting which consist of place and time but there was not descriptions about it, and the idea of the story relate coherently but still few. The researcher presented four samples of the students' writing about the golden cucumber.

Written by the 1st student at the 11th grade

One day lived a Mbok Rondo living alone, because her husband passed away. Mbok Rondo wanted to have a child.

Rising action

One day, Buto Ijo came to her house and give a cucumber seeds for planting. And Buto Ijo said to Mbok Rondo "when the cucumber fruit divide it because in it there is a child and take care of it, later it will grow up I will take it back". And Buto Ijo go away.

Seventeen later, Timun mas grows up to 17 years old. Suddenly, Buto Ijo come back to take a back Timun mas. After that Mbok Rondo ask to Timun mas "go away from the house and bring this pocked to protect you".

Climax

And then Timun mas run so fast, and Buto Ijo chases then Timun mas threw the cucumber seeds and that seed grow quickly and inhibit its way, but Buto Ijo can still qualify and pursue back Timun mas.

Timun mas take something in his pocked and throw the needles. Buto Ijo was getting tired and arranging chase and for the last time Timun mas paste and throw back.

Falling action

Resolution

Buto Ijo tired and die. Then Timun mas and Mbok Rondo live happily ever after.

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 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

included in good grade. She got difficulty in writing because she had limit vocabularies.⁶⁹

Written by the 2nd student at the 11th grade

The golden cucumber Once upon time, lived an old woman named Mbok Rondo. She Exposition has not children. Every day, she prayed to God would give her children. One night, when she was praying Buto passed him and heard her pray. Buto said I will give you a child and I will take back when she was 17 years old. Then, Buto gave her cucumber seed. Rising action Buto ijo took her when she is 17 years old. The next morning, Mbok Rondo took leave of Timun mas to go to mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles and terasi. When Timun mas met Buto Ijo, so Timun mas opened the first Climax bag, she threw the cucumber seeds, it became cucumber field. Timun mas took the second bag with needles inside. Timun mas threw it became bamboo trees. Buto's body was scratched and bled. Timun mas reached the third bag and terasi inside. She threw Falling action

⁶⁹ Interview with the 5th student, on Wednesday, April 29, 2015 at 10.08 am.

terasi it became sank in a muddy lake. The mud slowly but surely drowned him.

Resolution

Then, Buto Ijo drown and died. Timun mas went home. Since then, Timun mas and Mbok Rondo lived 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 2nd 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. She did not tell where the story took place. In the rising action, she presented events that showed if the problem started. There was also speech that strengthens the rising action. However, she was not strong enough when she described the climax of the story. It was because she did not tell how the opposition of Buto ijo when faced the golden cucumber. 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 weak. It was because she did not tell the climax coherently.

In this narrative text, she introduced the character by using descriptions and speech that explained the characters. She used place and time as the setting of the story. However, there was not description or speech that explains the place and time. She only used names and roles. From the category above, she got 2 scores for plot, 2 scores for character, 2 scores for setting and 2 scores for theme. Hence, he got 8 scores. It included in fair grade. She got difficulty in constructing her idea into writing because she rarely practices to write something.⁷⁰

Written by the 3rd student at the 11th grade

The golden cucumber

One upon a time, there was a widow who lived alone, because there was no one on her side, she felt and dreamed of the presence of a child.

While they were praying Buto Ijo a giant with super natural powers passed their house. He heard they pray, giant gives requirements for Mbok Rondo it gives cucumber gold at the age of seventeen. Mbok rondo were so happy they did not think about the risk of losing latter and agree reviews their child to take the offer. Giant provide seeds then turned into a golden cucumber and inside

⁷⁰ Interview with the student 6, on Wednesday, April 29, 2015 at 10.10 am.

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Exposition

Rising action

there are beautiful babies and cute. Years the golden cucumber has changer into a beautiful girl.

On her seventeen birthday, golden cucumber was very happy.

Climax

However, the parents were very sad. They knew they had to keep their promise to golden cucumber, then Mbok rondo sent golden cucumber away and handed the bag as a provision on the trip later. Giant then it came to her house last mbok rondo. Giant know if mbok rondo that it broke his promise and giant was meet with cucumber and giant was chasing golden cucumber and cucumbers tossed cucumber seeds and cucumber and that turn into large cucumber and it takes cucumber giant continued pursuit gold and gold cucumbers tossed the needles and then last giant pain the chase back and golden cucumber and salt throwing salt into the sea but the giant was still chasing the golden cucumbers throw tration and frustration was turned into a giant swamp and it is not strong and the giant finally

Falling action

Resolution

sunk.

Finally, the golden cucumbers returned home and meet mbok rondo and since the time it lived happily mbok rondo.

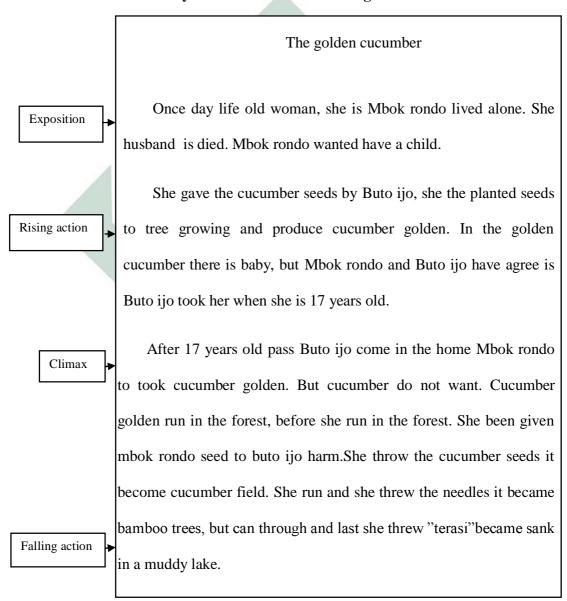
Based on the narrative text above, it can be found that this narrative text used four literary elements, like; plot, character, setting and theme.

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

and 2 scores for theme. Hence, he got 8 scores. It included in fair grade. In writing narrative text, he got difficulty in translating Bahasa into English.⁷¹

Written by the 4^{th} student at the 11^{th} grade



⁷¹ Interview with the 3rd student, on Wednesday, April 29, 2015 at 10.12 am.

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

names and roles. From the category above, she got 2 scores for plot, 2 scores for character, 2 scores for setting and 2 scores for theme. Hence, he got 8 scores. It included in fair grade. In writing narrative text, he got difficulty in constructing his idea and he need dictionary to look up the unfamiliar words.⁷²

c) The final result of students' ability to use literary elements in writing narrative text at whole classes

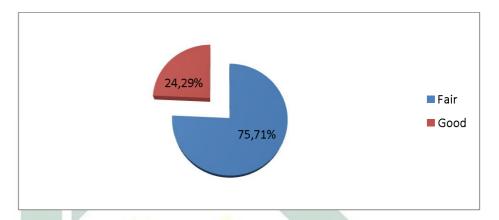
The researcher presented the accumulation the result of students' assignment in writing narrative text with the title Cinderella and the golden cucumber. In the first assignment, there were 26 students got fair grades and 9 students got good grades. In the second assignments, there were 27 students got fair grades and 8 students got good grades. The researcher accumulated both of assignments in form of chart bellow.

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⁷² Interview with the 4rd student, on Wednesday, April 29, 2015 at 10.14 am.

Figure 4.6

The Result of the Students' Writing



Based on the result above, the highest frequency of the first and the second assignment was fair grade. Thus, the researcher concluded that the students' ability to use literary elements in writing narrative text was fair grade. It was because the students got 8 scores in using literary elements in writing narrative text.

3. The Result of Interview

The researcher conducted interview to the English teacher and the students of the 11th grade. The researcher interviewed the English teacher and the students in order to know the difficulties they faced in writing narrative text, especially in using literary elements.

The researcher interviewed the teacher on Wednesday, April 22, 2015. The researcher spent 20 minutes to interview the teacher. The researcher asked about what the students' difficulty in using literary elements when write narrative text and how the way the teacher in facing the students'

difficulty. Firstly, the students had limit vocabularies. Secondly, the students need more time to think. Thirdly, the students felt difficult in constructing their ideas into writing. The teacher did some way to make the students understand about the materials that the teacher explained, like; explaining how to write narrative text by using generic structure clearly, explaining the materials more than one time, asked the students to share the material in group or in pair and the teacher gave feedback in the last minutes.

The researcher interviewed the students on Wednesday, April 29, 2015. The researcher spent 60 minutes to interview the students. The researcher asked about what the students' difficulty in using literary elements. Firstly, they felt difficult translate Bahasa into English. Secondly, they need more than 60 minutes to write narrative text. Thirdly, they had limit vocabularies. Fourthly, they confused to construct their idea into writing. Fifthly, they rarely practice to write something.

B. Discussion

The researcher presented discussion based on the findings of the research. This discussion deal with the research question of this study, these are: the students' understanding of literary elements and the students' ability to use literary elements in writing narrative text.

1. The Students' Understanding of Literary Elements

The researcher analyzed the students' understanding of literary elements. Hamzah and Satria stated that understanding covers students' competences in defining, interpreting, translating, explaining, comparing or expressing something by their own ways based on knowledge they have been gotten. ⁷³

The students' understanding of literary elements has measured by conducting the test. Muhammad Risal said that test is an instrument which has function to measure students' understanding. There were two tests. In the first test, the students answered 20 questions individually. The test was multiple choices. However, most of students got incorrect answers on the number 2, 4, 10, 12, 13, 15 and 16.

The number 2 was talking about parts of story outline. Story outline means plot. Most of the students answered A. It was introduction, conflict, problem, resolution and ending. It was not in line with the theory that explained in the chapter 2 which explained

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⁷³ Hamzah and Satria, Assessment, Pembelajaran, (Jakarta: BumiAksara, 2012), 61-63

⁷⁴ Muhammad risal, tes pemahaman sebagai alat evaluasi, (http://www.artikelbagus.com/2011/10/tes-pemahaman-sebagai-alat-evaluasi.html, accessed on May 10, 2015)

about Freitag's pyramid.⁷⁵ The Freitag's pyramid consists of exposition, rising action, climax, falling action and resolution. Therefore, the correct answer was B. It was introduction, rising action, climax, falling action and conclusion. The number 4 was talking who is the main character of the story. Most of the students answered A. It was the main man. It was not in line with the theory that explained by Judith A. Stanford that "The protagonist is the major character with whom we generally sympathize....".⁷⁶ Therefore, the correct answer was D. It was protagonist.

The number 10 was talking about kind of narrative text. Most of the students answered D. It was novel and fable. It was not in line with the theory that explained by David Herman that there are two types of narrative text which consists of fictional narrative and non-fictional narrative.⁷⁷ Therefore, the answer was not in line with the theory. Hence, the correct answer was B. It was fictional narrative and non-fictional narrative.

The number 12 was talking about some types of conflict characters. Most of the students answered A. It was happy, sad, old-

⁷⁵Analyzing a story's plot: Freytag's Pyramid (<u>www.ohio.edu/people/hartleyg/ref/fiction/freytag.html</u>, accessed on January 09, 2015)

⁷⁶ Judith A. Stanford. *Responding to literature*. (New York: McGraw-Hill. 2005), 37

⁷⁷ David Herman, Basic elements of narrative, (UK: Blackwell, 2009), 1

fashioned and modern. However, Mark Nichol said that there are seven types of narrative conflict. They are person vs. fate/god, person vs. self, person vs. person, person vs. society, person vs. nature, person vs. supernatural and person vs. technology. 78 Therefore, the answer was not in line with the theory in this research that explained by Mark Nichol. The answer related with the theory was person vs. person, person/society, person/self, person/nature, person vs. supernatural or person vs. God. Therefore, the correct answer was B.

The number 13 was talking about person who tells the story. Most of the students answered D. It was character. It was not in line with the statement that explained Jeromy beaty in this research that the teller of a story is the narrator. ⁷⁹ Therefore, the correct answer was A. It was narrator.

The number 15 was talking about the definition of theme. Most of the students answered B. It was the reason behind the writing of a story or poem. It was not in line with the theory that explained by Holt, Rinehart and Winston said that an idea about life conveyed

⁷⁸ Mark Nichol, 7 types of narrative conflict, (http://www.storyboardthat.com/articles/education/typesof-literary-conflict, accessed on June 10, 2015)

⁷⁹ Jerome Beaty, *The Norton introduction to Literature* (New York: Norton&Company.2002), 66

through the story's characters, actions, and images. 80 Furthermore, Rizka Safriani said a theme is not a moral message only; it can be what the happenings of story.⁸¹ Therefore, the correct answer was C. It was the big ideas or central messages in a story or poem.

The number 16 was talking about some ways to know the character. Most of the students answered B. It was by reading the whole book before judging the person in the story. It was not in line with the theory that explained by Robert Di Yanni that a reader can identify the character of story by some ways, like; characters' action (what they do), characters' speech (what they say and how they say it) and characters' consciousness (what they think and feel).82 Therefore, the correct answer was A. It was what they say, what others say about them, and by the characters' action.

In the second test, the students also answered 20 questions which consist of 5 essays and 15 matching the definition with the literary terms. The students got incorrect answers at the number 4, 5, 6, 9, 10, 11 and 13.

⁸⁰ Holt, Rinehart and Winston, *Literature and Language arts* (Mastering the California standards:California. 2010), 230

⁸¹Rizka, Safriyani, Literature assisted language learning series 1. Introducing literature (Sidoarjo: Dwiputra pustakajaya, 2012), 106

⁸² Robert Di Yanni, Literature: Reading Fiction, Poetry, Drama, and the Essay 3rded (USA: McGraw-Hill, Inc. 1994), 39

The literary terms of the number 4 was falling action. Most of the students answered events of a story. It was not in line with the theory that explained by Mark Flanagan that the falling action is the sequence of events that follow the climax and end in the resolution. This is in contrast to the rising action which leads up to the plot's climax.⁸³ Therefore, the correct answer was everything staring to calm down.

The literary terms of the number 5 was orientation. Most of the students answered non-fictional narrative. It was not in line with the theory that explained by Robert Di Yanni that exposition provides background information of the setting, and introduces the major characters.⁸⁴ Therefore, the correct answer was (introduction) in which the characters and setting of the story are established.

The literary terms of the number 6 was fictional narrative. Most of the students answered the person telling the story. It was not in line with the theory in this research that explained by Jane Buckner that a fictional narrative is a work of art, carefully crafted by the author to provide entertainment for the reader. 85Therefore, the correct answer

83 Mark Flanagan, Falling action

(http://contemporarylit.about.com/cs/literaryterms/g/fallingAction.htm, accessed on January 11, 2015)

⁸⁴ Robert Di Yanni, *Literature:Reading Fiction, Poetry, Drama, and the Essay 3rded* (USA: McGraw-Hill, Inc. 1994), 27

⁸⁵Jane Buckner, write from the beginning and beyond Narrative, (Thinking Map.2010), 5

was telling a story. It was because story includes in art and has function to entertainment the reader.

The literary terms of the number 9 was major character. Most of the students answered bad guy. The bad guy was not related to major character. The correct answer was protagonist and antagonist. It was because according to Judith A. Stanford that "The protagonist is the major character with whom we generally sympathize, while the antagonist is the character with whom the protagonist is in conflict, the antagonist is generally not sympathetic." Therefore, the answer was not in line with the theory.

The literary terms of the number 10 climax. Most of the students answered tension, problem, issue, and strife. The correct answer was the high point of interest in a story. It was because tension, problem, issue, and strife were the literary terms of conflict. X.J Kennedy said that "Climax or turning point is the moment of greatest tension." Therefore, the answer was not in line with the theory.

The literary terms of the number 11 was resolution. Most of the students answered everything staring to calm down. The answer was not related with statement that explained by Holt, Rinehart and

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⁸⁶ Judith A. Stanford. Responding to literature. (New York: McGraw-Hill. 2005), 37

⁸⁷ X.J. Kennedy, *Literature: An introduction to fiction, poetry, and drama.* (Scott, Foresman and Company: London: 1987), 13

Winston that "Resolution is the final part of plot, in which events are wrapped up and the story comes to a conclusion." Therefore, the correct answer was final outcome. The answer was not in line with the theory.

The literary terms of the number 13 was history. Most of the students answered telling a story. Kori Morgan stated that non-fictional narrative (factual narrative) is the story that tells about someone or something that seems real and vivid. ⁸⁹ Therefore, the answer was not in line with the theory. It was because story happened in an imaginary world whereas history was factual narrative. Therefore, the correct answer was non-fictional narrative.

2. The Students' Ability to Use Literary Elements in Writing Narrative text

In writing narrative text, the students described series of event about story. Sandra Kaliszewski stated that "Narrative is the representation of an event or a series of events, where an event can be

⁸⁸ Holt, Rinehart and Winston, *Literature and Language arts* (Mastering the California standards:California. 2010),5

⁸⁹Kori Morgan, *Non-fiction narrative techniques*, (http://classroom.synonym.com/nonfiction-narrative-techniques-1820.html, accessed on March 25, 2015)

equated as an action." In this research, the students wrote narrative text about Cinderella and the golden cucumber.

Based on the result of the finding, the students used literary elements in writing narrative text which consist of plot, character, setting and theme. This finding was related as the statement of Susan Dymock that states narrative text need characters, place, time, problem, and solution. Therefore, the using of literary elements in writing narrative text has in line with the theory.

In describing the plot, the students described series of events or the problems that faced by the character. This finding was related as the statement of Jeromy Beaty that plot is the arrangement of the action, an imagined event or a series of events. 92 The students described parts of plot systematically. It consists of exposition, rising action, climax, falling action and resolution. However, there was some students missed one part of plot, like rising action of the story. They said that they confused to start the problem in writing narrative text.

The students described the background information about the major character and the setting in the exposition of the story. For

⁹⁰Sandra Kaliszewski, *Through a Narratalogical Lens: An analysis of the storytelling elements in award-winning advertisements*, (The University of Warwick: MA Global Mediaand Communication, 2013). 4

⁹¹Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness* (The journal of The Reading Teacher Vol. 61, Numb 2, 2007)

⁹² Jerome Beaty, *The Norton introduction to Literature*, (New York: Norton& Company, 2002), 15

example: once upon time, life some beautiful people and her name is Cinderella. She felt very happy when her mother still live. But when her mother passed away her days is very sadness. The exposition was in line with the theory that stated by Robert Di Yanni that exposition gives background information of the action, describe the setting and introduce the major character. However, they did not tell where the story occurred. Meanwhile, Jerome Beaty said that all stories are embedded in setting; a time and place. Herefore the setting of the exposition above was not in line with the theory that explained by Jerome Beaty. In describing the setting, the student did not use descriptions. They only use names and roles of setting.

In describing the characters, the students used brief description and speech to explain the characterization of the story. They also used names and roles of characters. In writing narrative text, the students only used the major character. The major character consists of protagonist and antagonist, like Cinderella and step mother. It related with theory by Judith A. Stanford that, "The protagonist is the major character with whom we generally sympathize, while the antagonist

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⁹³ Robert Di Yanni, *Literature:Reading Fiction, Poetry, Drama, and the Essay 3rded* (USA: McGraw-Hill, Inc. 1994), 27

⁹⁴Jerome Beaty, *The Norton introduction to Literature* (New York: Norton&Company.2002), 157

is the character with whom the protagonist is in conflict, the antagonist is generally not sympathetic."95

In the rising action, the students have to describe if the main story or the main problem started, like; *Cinderella's father married again to a woman who has two daughters. Cinderella treated very badly when her father not in home.* The finding was related with the theory by Jerome Beaty that, "Rising action is events that complicate the situation and intensify or complicate the conflict or introduce new ones." Similar to this theory, Terry Hirscherg stated that, "Complication instigates a clash between one character and another or between a character and the forces of nature or society, that sets the plot in motion." Therefore the rising action of the narrative text was in line with what is required with the theory which explained by Jerome Beaty and Terry Hirscherg.

The students described the high point of the story. X.J Kennedy argued that "Climax or turning point is the moment of greatest tension." For example, seventeen later, Timun mas grows up to 17

⁹⁵ Judith A. Stanford. Responding to literature. (New York: McGraw-Hill. 2005), 37

⁹⁷ Terry Hirscherg, *Discovering the many worlds of literature* (New York: Pearson Longman, 2004),68-69

⁹⁸ X.J. Kennedy, *Literature: An introduction to fiction, poetry, and drama.* (Scott, Foresman and Company: London: 1987), 13

years old. Suddenly, Buto Ijo come back to take a back Timun mas. After that Mbok Rondo ask to Timun mas "go away from the house and bring this pocked to protect you". And then Timun mas run so fast, and Buto Ijo chases then Timun mas threw the cucumber seeds and that seed grow quickly and inhibit its way, but Buto Ijo can still qualify and pursue back Timun mas. That was the high point of the golden cucumber story. Therefore, the finding connected with the theory that explained by X.J Kennedy. However, most of students got difficulty in developing ideas to make the climax in greatest tension.

In the falling action, the students explained if the complication begins to be resolved. Mark Flanagan stated that the falling action is the sequence of events that follow the climax and end in the resolution. This is in contrast to the rising action which leads up to the plot's climax. For example, suddenly, there was a fairy god mother who helps to come to the palace with the help of a wave of a magic wand which help Cinderella prepare to go to the palace. All the people were amazed when Cinderella arrives. Then, the prince took Cinderella to dance. He falls in love with Cinderella. That paragraph explained if the story started to calm down. Therefore, the finding connected by the theory that explained by Mark Flanagan.

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⁹⁹Mark Flanagan, Falling action

⁽http://contemporarylit.about.com/cs/literaryterms/g/fallingAction.htm, accessed on January 11, 2015)

In the resolution, the students wrote the final story, like; *then, Buto Ijo drown and died. Timun mas went home. Since then, Timun mas and Mbok Rondo lived happily.* The finding was related with the theory by Holt, Rinehart and Winston that "Resolution is the final part of plot, in which events are wrapped up and the story comes to a conclusion." However, most of students described the resolution weakly. They had to describe the resolution in detail explanation. They had to develop their idea in order to their story more interesting.

In short, this is the end of fourth chapter which described the finding and discussion of this research. In this chapter, the researcher has been answered the two research problems with related to this research.

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¹⁰⁰ Holt, Rinehart and Winston, *Literature and Language arts* (Mastering the California standards:California. 2010),5