

ABSTRACT

Yuanita Dwi Indriawati. 2008. A Study on the Textual Features of the Narrative Texts Written by the Students of *SMU N 2 KLATEN*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The latest curriculum named *KTSP (Kurikulum Tingkat Satuan Pendidikan)* Curriculum at the School Level shows that senior high school students should be able to write many genres in English. A genre is the type of a text. There are many genres, each of which has its own characteristic.

A narrative genre is important for high school students to master. To be able to write a narrative text, students should understand the narrative text's characteristics shown in its textual features. Textual features include generic structure and linguistic features. The generic structure of a narrative text comprises orientation, complication and resolution. The linguistic features of a narrative text comprise relevant vocabulary, past tense, adjective, and time transition.

This study investigated 1) what textual features the tenth grade students' narrative texts have and 2) the possible causes of the most frequent errors in applying the textual features of the tenth grade students' narrative texts. This study was a descriptive research. The writer used document analysis to reveal the narrative texts' textual features and a survey using questionnaires and interview to reveal the possible causes of the most frequent errors in applying the textual features.

The results of this study showed that almost all of the tenth grade students' narrative texts had generic structure of a narrative text but did not have all linguistic features of a narrative text. Almost all (96%) of the tenth grade students' narrative texts had orientation. There were 96% of the narrative texts that had complications and 92% of the narrative texts that had resolutions. The results of the research also showed that 36% of the narrative texts had vocabulary that was relevant to the subject matter. Almost all of the narrative texts (84%) had time transitions. There were 92% of the narrative texts that had adjectives to describe setting, characteristic and appearances. In the meantime, there were only 8% of the narrative texts without erroneous past tense sentences. Thus, the most frequent errors in applying textual features were errors in applying past tense.

The results of this study also revealed the possible causes of the erroneous past tense sentences in the tenth grade students' narrative texts. The tenth grade students made the errors because 1) there was interlingual transfer; 2) there was intralingual transfer; 3) the students did not know that they have to apply past tense; 4) the students did not do enough writing practice; 5) there was the students' negative approach toward English; 6) there was the students' negative approach toward writing; and 7) there was the students' carelessness during developing narrative texts.

ABSTRAK

Yuanita Dwi Indriawati. 2008. *A Study on the Textual Features of the Narrative Texts Written by the Students of SMU N 2 KLATEN*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Kurikulum terbaru yang dinamakan KTSP (Kurikulum Tingkat Satuan Pendidikan/ *Curriculum at the School Level*), menunjukkan bahwa siswa SMU harus bisa menulis banyak *genre* dalam Bahasa Inggris. *Genre* adalah jenis karangan. *Genre* ada banyak jenis, tiap jenisnya mempunyai ciri masing-masing.

Genre narratif penting untuk dikuasai siswa SMU. Agar dapat menulis teks naratif, siswa harus mengerti ciri dari karangan naratif yang terlihat pada ciri-ciri tekstualnya. Ciri-ciri tekstual tersebut berupa struktur karangan dan ciri-ciri bahasa. Struktur karangan dari teks naratif teks terdiri atas pembukaan, konflik dan penyelesaian. Ciri-ciri bahasa karangan naratif terdiri atas penerapan kosakata yang relevan, *past tense*, kata sifat dan *time transition*.

Studi ini meneliti 1) ciri-ciri tekstual yang ada dalam karangan naratif siswa kelas sepuluh dan 2) penyebab yang mungkin menyebabkan kesalahan terbanyak yang muncul dalam menerapkan ciri-ciri tekstual karangan naratif siswa kelas sepuluh tersebut. Studi ini merupakan penelitian deskriptif. Penulis menggunakan analisa dokumen untuk mengungkapkan ciri-ciri tekstual yang ada dan menggunakan survey dengan kuesioner dan wawancara untuk mengungkap kemungkinan penyebab kesalahan yang paling banyak muncul dalam menerapkan ciri-ciri tekstual.

Hasil studi ini menunjukkan bahwa hampir seluruh karangan siswa kelas sepuluh mempunyai struktur karangan naratif tetapi tidak mempunyai semua ciri-ciri bahasa karangan naratif. Hampir seluruh (96%) karangan naratif siswa kelas sepuluh mempunyai pembukaan. Ada 96% karangan naratif mempunyai konflik dan 92% karangan naratif mempunyai penyelesaian. Hasil penelitian juga menunjukkan bahwa 36% karangan naratif menerapkan kosakata yang relevan dengan pokok persoalan. Dapat juga dilihat bahwa hampir seluruh karangan naratif (84%) yang mempunyai *time transition*. Dan juga, ada 92% karangan naratif yang mempunyai kata sifat untuk menggambarkan setting, karakter dan penampilan. Sementara itu, hanya ada 8% karangan naratif tanpa kalimat *past tense* yang salah. Sehingga, kesalahan yang paling banyak muncul dalam menerapkan ciri-ciri tekstual adalah kesalahan dalam menerapkan *past tense*.

Hasil studi ini juga menunjukkan kemungkinan penyebab kesalahan dalam kalimat *past tense* yang ada dalam karangan naratif para siswa kelas sepuluh. Para siswa kelas sepuluh membuat kesalahan karena 1) adanya *interlingual transfer*; 2) adanya *intralingual transfer*; 3) para siswa tidak mengetahui jika mereka harus menerapkan *past tense*; 4) para siswa kurang latihan menulis; 5) pendekatan negatif para siswa terhadap Bahasa Inggris; 6) pendekatan negatif para siswa terhadap pelajaran menulis; dan 7) Kekurangtelitian para siswa dalam membuat karangan naratif.