

**The Students Ability to Change the Health Interview Text become a
Narrative at Seventh Grade of SMP IT Nurul Yaqin**

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ABSTRACT

This study aims to describe students' ability in writing, especially developing narrative essays based on interview texts. The method used in this research is descriptive quantitative method. This research technique is carried out by giving the task of composing a narrative based on the interview text that has been provided to students. The instrument used is a test of the ability to change the text of a health interview into a narrative that is given to students in the form of a written test. The object of this research is students' essays which are assessed from the linguistic aspect including the ability to use spelling, diction, paragraphs, and the suitability of the narrative content with the interview text. The source of the data for this study were the seventh-grade students of SMP IT Nurul Yaqin, Sorong Regency, totaling 46 students from the number of 50 students in class VII. Collecting data in this study through test techniques. To analyse the data using the average formula. Based on the results of the study, it can be concluded that the seventh-grade students of SMP IT Nurul Yaqin, Sorong Regency are able to change the health interview text into a narrative. That is, as many as 61% can convert health interview texts into narratives, while 39% have not been able to convert health interview texts into narratives. This is based on the average value of 60, which is in the range of values of 60-74 with sufficient category.

Key words: Interview Text; Narrative Text

INTRODUCTION

The purpose of Indonesian language education is to teach Indonesian language skills well and correctly. Language is a communication tool that humans use directly or indirectly. The communication tool used indirectly is written language. Writing means training students to put their ideas into written form. In the 2013 curriculum standard, narrating the interview text is included in the standard of writing competence, which is to reveal various information in the form of narration and short messages. Based on the decree, narrating the interview text is detailed in

the basic competencies, namely changing the interview text into a narrative by paying attention to direct and indirect sentences. These basic competencies must be mastered by seventh grade junior high school students in even semesters. In the KD students are focused on narrating the interview text in writing, meaning that students change the interview text into a narrative in the form of paragraphs. Narrating the interview text aims to convey the information contained in the interview text to the reader. The type of narrative used to narrate the interview text is expository narrative. According to Keraf (2007:136) expository narrative is a narrative that aims to arouse the minds of the readers to know what is being told. The main target is the ratio, which is in the form of expanding the knowledge of the readers after reading the story.

Students at SMP IT Nurul Yaqin, in narrating interview texts, tend to have difficulty. This can be seen from the low level of student mastery of writing skills (narrating the interview text). Therefore, the teacher as an educator must train his students to be able to write well and correctly so that students are able to narrate the interview text or change the interview text into narrative. The interview text in the form of questions and answers to make it easier to convey to others, the interview text must first be converted into a narration. Nowadays, Indonesian language learning experiences many obstacles. This fact is proven by the number of complaints expressed by students because of its ineffectiveness in language learning, especially writing in narrating interviews. This is caused by several factors such as the lack of writing lessons provided by the teacher. Teachers as professionals must have high creativity in developing and applying language lessons to students. Teachers must give a lot of teaching writing, especially writing in narrating interview texts. Thus, students are given learning materials about writing, in narrating interview texts to find out how much students are able to narrate the interview text.

LITERATURE REVIEW

Previous Study

Wijayanti (2020) conducted research to overview of interview stages and the types of question-response that are implemented in the conversation. Conversation Analysis (CA) is applied as an approach. Data are from video recordings of naturally occurring conversation in the interview test that are retrieved from <https://www.youtube.com>. Relying on the data, this paper shows a generic structure of the interview test (e.g. warm-up, confirmation, information exchange, and wrap-up), types of questions (e.g., wh-, disjunctive, declarative, tag, echo, narrative, and multiple), and types of responses (e.g., information, confirmation, marked confirmation, disconfirmation, choice of alternative answers, implication, code switched, and repetition). This paper reveals that wh-interrogative is used more commonly in the interview test than the other question types. Finally, information response in the form of clausal responses is mostly preferred by the legislative candidates.

Narrative Text

Narratives are stories about person or a group of people overcoming problems (Joyce & Feez, 2000, p. 24). They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. It aims to entertain, to get and retain the attention of the reader or listener of the story (Derewianka, 1990; Joyce & Feez, 2000; Anderson & Anderson, 2003; Gerot & Wignell, 1994). According Anderson and Anderson (2004) and Joyce and Feez (2000) propose that the structures of narratives includes orientation, complication, evaluation, resolution, and coda. Furthermore, like any other texts that have their own linguistic features; Joyce & Feez (2000) also suggest that narratives have some linguistic features as listed below:

- a. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
- b. Mainly use action verb (material processes), that describe what happens.
- c. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
- d. Normally use past tense
- e. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.
- f. Descriptive language is use to enhance and develop the story by creating image in the reader's mind.
- g. Can be written in the first person (I, We) or third person (he, she, they).

As mentioned previously, narratives have several processes that exist in the story to draw the character's experience. These processes can be classified into experiential sub function, a sub function of ideational metafunction, one of the metafunctions of language that SFL argues that all natural languages have (Emilia, 2005). These experiential meanings are realized through the transitivity patterns of the grammar. Transitivity is a general way how phenomena of the real world are represented as linguistic structures (Gerot and Wignell, 1997, p. 52). These are: process themselves, participants, and circumstances.

Interview

In many cases, an interview is based on question-answer sequences, where the interviewer asks questions and the informant provides answers (Have, 2004, p. 58). Before asking the next question, the interviewer often evaluates the relevance, details or adequacy of the answers in some manner. Harry (2017, p. 3) classifies four phases of interviews in which the interviewers examine the candidates' experience while referring to their resumes. The first five to ten minutes of a round of interview is used for becoming acquainted with the interviewee. Usually, this is the time for the behavioral interview, and no difficult technical questions are asked. The second phase is the technical interview when it is highly possible for a

candidate to be asked to solve some coding interview problems. After the interviewers get the candidates' background information through the behavioral interviews, they move on to the technical interview. Technical questions require about 40 to 50 minutes if the overall interview time is an hour. Finally, the candidate is given time to ask a few questions.

Canavor & Meirowitz (2010, cited in Jiang, 2013, p. 3), similarly, state that there are four generic structures in the interview, namely confirmation stage, warm-up stage, information exchange stage, and wrap-up stage. The warm-up stage, the information exchange stage, and the wrap-up stage follow the three obligatory moves in test interview. In the job interview conducted by Jiang (2013), there are also four steps which are found within the information exchange stage. They are concerned with the interviewer's inquiry in sequence about the interviewee's personal particulars, previous job, professional knowledge, and the expectations and obligations at the target position.

METHOD

Methodology is a very important method because the success or failure of a research is influenced by whether or not it is appropriate to choose a research method. According to Sugiyono (2013:14) said that "quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis quantitative in nature with the aim of testing the established hypothesis.

Based on this statement, as a data collection tool, namely an instrument, the steps that must be obtained in the study are to develop an instrument as a data collection tool for analysis, the researchers analyzed using quantitative descriptive analysis techniques. turn the text of the health interview into a narrative. In this case, the students were taught first by the teacher about converting the interview text into a narrative. After that, students are then given a test, the test given is an individual test where students are given the same interview text and turn it into a narrative. After the test ended, the student's results were collected and then brought by the researcher to be evaluated. From the overall student test results, a conclusion is then drawn whether students can convert interview texts into narratives or students have not been able to convert interview texts into narrative.

RESULT AND DISUSSION

The data in this study were seventh grade students of SMP IT Nurul Yaqin, Sorong Regency. The data was taken from the number of class VII students, who became the population as well as the research sample. The data used by this researcher was taken through tests. The number of class VII students is 50 students. Of the 50 students, 46 students took the test. 4 other students did not take the test because 2 students were sick, 1 student was absent, and 1 student had permission. The students

who became the sample were students who took the test to change the interview text into a narrative. So from the student's work obtained data to be studied with the following description:

Table 1. Students Data

No	Students Code Name	L/P	Kode
1.	A. R S W	P	R1
2.	A G J	P	R2
3.	A R	P	R3
4.	A R M	P	R4
5.	A R S	L	R5
6.	A W G	L	R6
7.	A S A	L	R7
8.	A N	L	R8
9.	A S M	L	R9
10.	A W L	L	R10
11.	A B L	L	R11
12.	C. A	P	R12
13.	D. P	P	R13
14.	D F	P	R14
15.	E J	L	R15
16.	F A R	P	R16
17.	F R N	L	R17
18.	H W	P	R18
19.	H N	P	R19
20.	I T	L	R20
21.	I P	L	R21
22.	I G	L	R22
23.	I	L	R23
24.	J M A	L	R24
25.	K F	P	R25
26.	M Z Z	P	R26
27.	M. N P S	L	R27
28.	M, A	L	R28
29.	M I	L	R29
30.	N T	P	R30
31.	N A A S	P	R31
32.	N Q A	P	R32
33.	R J A S S	L	R33
34.	R A	L	R34
35.	R M	L	R35
36.	R K	P	R36
37.	R N	P	R37
38.	R	P	R38

39.	S R	L	R39
40.	S P	P	R40
41.	S M H	P	R41
42.	S N P.M A	P	R42
43.	S N	P	R43
44.	V A	L	R44
45.	W E P	P	R45
46.	W T A	P	R46

The results of the average value of students' abilities on the ability test to change health interview texts into narratives can be seen as follows, Values that are included in the good category, because these students pay attention to explanations during learning take place. And the value that is included in the category of less because the student pays less attention to the explanation during the learning takes place. This can be seen in the following table:

Table 2. List of Passed Students

No	Students Code	Score	Category
1.	A R	70	Pass
2.	A R M	85	Pass
3.	A R S	85	Pass
4.	A W G	80	Pass
5.	A S A	65	Pass
6.	A N	65	Pass
7.	A S A	80	Pass
8.	C A	80	Pass
9.	D F	85	Pass
10.	E J	75	Pass
11.	F A R	70	Pass
12.	F R N	65	Pass
13.	H W	70	Pass
14.	I G	85	Pass
15.	K F	65	Pass
16.	M J Z	65	Pass
17.	M A A N	65	Pass
18.	M I	70	Pass
19.	N T	70	Pass
20.	N A A S	85	Pass
21.	N Qadr A	65	Pass
22.	R J A S	80	Pass
23.	R A	80	Pass
24.	R M	85	Pass

25.	R N	70	Pass
26.	R	80	Pass
27.	S P	75	Pass
28.	S M H	80	Pass

Table 3. List of Failed Students

N0	Students Code	Score	Category
1.	A. R S	60	Failed
2.	A G J	60	Failed
3.	A W L	25	Failed
4.	A B L	30	Failed
5	D P	50	Failed
6.	Hu N	45	Failed
7.	I T	20	Failed
8.	I P	60	Failed
9.	I	25	Failed
10.	J M A	25	Failed
11.	M N P	40	Failed
12.	R K	20	Failed
13.	S R	25	Failed
14.	S N P M	20	Failed
15.	S Nu	50	Failed
16.	Vik A	25	Failed
17.	W E P	55	Failed
18.	W T A	25	Failed

The discussion of the research results in question is to discuss the results of the analysis of the data obtained in the study. This discussion aims to describe the level of ability to convert health interview texts into narratives for seventh grade students of SMP IT Nurul Yaqin, Sorong Regency. Based on the results of the study, the ability to convert health interview texts into narratives for these students was in the sufficient category. This can be seen from the results of student analysis, where most students get high scores above the predetermined KKM, that is, only 18 students are considered incomplete from 46 students, and the remaining 28 students complete. The names of students who completed with code names R3, R4, R5, R6, R7, R8, R9, R12, R14, R15, R16, R17, R18, R22, R25, R26, R28, R29, R30, R31, R32, R33, R34, R35, R37, R38, R40, and R41. Meanwhile, students who did not complete were students with the code names R1, R2, R10, R11, R13, R19, R20, R21, R23, R24, R27, R36, R39, R42, R43, R44, R45, and R46.

The overall score achievement is 2755 divided by the total number of students who take the test as many as 46 and will get an average score of 60. From these results when included in the range of values that have been set in this study, the score of 60 is

declared sufficient, because it is in the category value 60-74%. Based on these results, it can be stated that students of SMP IT Nurul Yaqin, Sorong Regency are able to change the text of health interviews into narratives

Hypothesis Testing

Based on the basic analysis test, the average score of students in converting health interview texts into narratives is the total score of 2755 divided by 46, so the average student score is 60. When expressed as a percentage of the number of students who complete it is 28 divided by the number of students. 46 who took the test multiplied by 100% equals 61%, while the number of students who did not complete the test was 18 divided by the number of students who took the test 46 times 100% equals 39%. From the results of the discussion, the hypothesis testing in this study is the same as the initial hypothesis, namely students of SMP IT Nurul Yaqin Sorong Regency can change the text of a health interview into a narrative.

CONCLUSION

Based on the results of data analysis and discussion, 61% of the seventh-grade students of SMP IT Nurul Yaqin, Sorong Regency were able to convert health interview texts into narratives, while 39% were unable to convert health interview texts into narratives. Because these students pay less attention to the teacher during the learning process. Thus the results of this study can be stated that the seventh grade students of SMP IT Nurul Yaqin, Sorong Regency are able to convert health interview texts into narratives.

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