



The Ability to Transform Negotiation Texts into Narrative Forms among High School Students in Mempura

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Abstract

This research was conducted at SMAN 2 Mempura. The sample in this study was 30 class X students of SMAN 2 Mempura. The aim of the research was to determine the ability to transfer negotiation text in the form of dialogue into narrative form of class X students at SMAN 2 Mempura based on the structure and language of the text. The type of research used in this research is qualitative with descriptive research methods. The results of the research show that the ability to transfer negotiation texts in the form of narratives of class X students at SMAN 2 Mempura indicate that there are four levels of students' understanding of narrative negotiation texts: very good, good, sufficient, and poor. Seventy percent of these students, or 21, earned high scores in the 90–100 range. Additionally, three students (10.0%) achieved passing grades (80–89). There were four students, accounting for 13.3% of the total, who scored between 70 and 79, placing them in the fair category. Additionally, there were two students, constituting 6.7% of the total, who scored between 60 and 69, thus placing them in the poor category

Keywords: ability, writing, outsourcing negotiation text

Abstrak

Penelitian ini dilakukan di SMAN 2 Mempura. Sampel pada penelitian ini ada siswa kelas X SMAN 2 Mempura yang berjumlah 30 orang. Tujuan penelitian dilakukan untuk mengetahui kemampuan mengalihwahkan teks negosiasi berbentuk dialog ke bentuk naratif siswa kelas X SMAN 2 Mempura berdasarkan struktur dan kebahasaan teks. Penelitian ini menggunakan jenis penelitian kualitatif dengan metode penelitian deskriptif. Hasil penelitian menunjukkan bahwa kemampuan mengalihwahkan teks negosiasi berbentuk naratif siswa kelas X SMAN 2 Mempura berada pada kategori baik, dengan nilai rata-rata 89. Hal ini menunjukkan bahwa siswa sudah mampu dalam mengalihwahkan teks negosiasi berbentuk dialog ke bentuk naratif. Hasil penelitian ini menunjukkan bahwa terdapat empat tingkat pemahaman siswa terhadap teks negosiasi naratif: sangat baik, baik, cukup, dan kurang. Tujuh puluh persen dari siswa ini, atau 21 orang, memperoleh nilai tinggi dalam rentang 90–100. Selain itu, tiga siswa (10,0%) mencapai nilai kelulusan (80–89). Terdapat empat siswa, terhitung 13,3% dari total, yang mendapat nilai antara 70 dan 79, menempatkan mereka dalam kategori cukup. Selain itu, ada dua siswa, yang merupakan 6,7% dari total, yang mendapat nilai antara 60 dan 69, sehingga menempatkan mereka dalam kategori kurang

Kata kunci: kemampuan, menulis, mengalihwahkan teks negosiasi

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INTRODUCTION

Education encompasses every effort educators make to facilitate the development of a learning process for their students. The curriculum for teaching Indonesian language subjects aims to achieve educational goals in Indonesia. Before the COVID-19 pandemic, implementing the 2013 curriculum was simplified into an emergency curriculum to ease the learning activities with essential material content. The Ministry of Education and Culture has developed a strategic curriculum called the Independent Learning Curriculum as of February 1, 2021. A vital component of this curriculum is shifting the learning experience from mere compliance to obligations into meaningful and enjoyable experiences.

Indonesian language proficiency is divided into four language skills: listening, speaking, reading, and writing. These skills are interrelated to facilitate the learning process of the Indonesian language. Practical writing ability is crucial in language acquisition. According to Jamilin (2017), writing involves creating or using visual symbols to represent a language understood by others, enabling them to decipher these symbols if they understand the language and visual representation. Harmoni et al. (2018) and Cocuk argue that writing proficiency significantly enhances students' academic performance, serving as a means for students to express themselves verbally and communicate their thoughts and ideas effectively.

In the Indonesian Dictionary (KBBI, 2016), the term "alih wahana" (transform) means the transition of one form of work to another. In the Independent Learning Curriculum, learning can be facilitated through learning transfer techniques. This technique involves modifying or adapting learning materials into a new format (Haryanto et al., 2022). Digital media or engaging learning resources can enhance students' understanding and interest. The transformation can involve addition, subtraction, and alteration with variations in information, influenced by the student's goals in writing negotiation texts from dialogue to narrative form.

In this context, students are asked to transform or convert negotiation texts from a dialogue-based format to a narrative or story format. This study was conducted because Indonesian language teachers taught material on transforming negotiation texts into narrative forms to 10th-grade students in the second semester, indicating that students already have preliminary knowledge about the material. Therefore, the researchers are interested in discussing the ability to transform negotiation texts into narrative forms among 10th-grade students at SMA Negeri 2 Mempura.

According to Debby and Melisa (2020), negotiation texts are a form of written communication that facilitates the resolution of conflicting interests between parties. These texts document social interactions and agreements reached during the negotiation process. The main goal is to benefit both parties in negotiating the final agreement. Yustinah (2015) further explains that negotiation is a type of social interaction where parties attempt to reconcile differing goals and reach mutually acceptable agreements.

The Ministry of Education and Culture (2021) states that negotiation texts can be presented in various forms, such as dialogue, which involves direct speech between two or more parties, and narrative, which combines dialogue and narrative/story elements. Debby and Melisa (2020) generally divide negotiation texts into five sections: orientation, request, offer, agreement, and closure. Meanwhile, the Ministry of Education and Culture (2021) outlines four parts of the negotiation text structure: (1) Organization: introductory sentences to initiate a negotiation, such as greetings; (2) Request: the start of the negotiation process by one party to the other; (3) Offer the negotiation outcome; during this process, both parties engage in bargaining; this concludes the persuasive process; (4) Agreement: the mutual agreement reached by both parties regarding the negotiation process. Additionally, the Ministry of Education and Culture (2021) identifies five aspects of language rules in negotiation texts: Pronouns, Direct speech is conveyed through dialogue and quotation marks; Declarative and interrogative sentences; Persuasive sentences that aim to convince, attract, or influence; & Paired utterances involve question-and-answer exchanges between the speaker and the interlocutor or responses to the speaker's utterances.

This study aligns with Sito Nur Padillah's (2018) findings, which indicate that vocational high school students who use picture and picture methods in writing negotiation texts perform better than those who do not. The results show significant improvements in students' learning outcomes compared to previous efforts. The ability of 10th-grade students at SMA Negeri 6 Banda Aceh to negotiate through letters is classified as competent, with an average score of 76, as described by Ibrahim (2017). Dewi (2015) implemented the learning of writing negotiation texts for 10th-grade accounting students at SMK Negeri 1 Singaraja following the 2013 curriculum guidelines, emphasizing the importance of following scientific methods and applying scientific methodology principles. Lastly, Anita Sapinatun Naza (2022) assessed the ability to construct negotiation texts among 10th-grade social science students at MA NW AIK AMPAT, with an average score of 71, placing them in the sufficient category in terms of structure and language rules; students can construct negotiation texts relatively easily.

Based on the relevant studies above, the researchers aim to discuss the ability to transform negotiation texts into narrative forms among 10th-grade students at SMA Negeri 2 Mempura, focusing on structure and language aspects. This article seeks to determine the ability to transform negotiation texts from dialogue to narrative forms among 10th-grade students at SMA Negeri 2 Mempura based on text structure and language. Additionally, this research is expected to inspire and reference all stakeholders, especially those interested in writing skills.

RESEARCH METHODS

The study was conducted at SMAN 2 Mempura on August 28, 2023. The data source consisted of 30 10th-grade students from SMAN 2 Mempura, using test techniques for data collection. This qualitative research employed a descriptive method to gather data related to the current state of a phenomenon, particularly its state at the time of the study. The methodology used was descriptive, as outlined by Sugiyono (2020), aiming to identify the existence of independent variables, whether single or multiple, without comparing or seeking relationships with other variables. Mukhtar (2013) defines qualitative descriptive methods as research approaches to uncover knowledge or theories related to a specific period.

The steps used in this study include: 1) I was greeting and introducing the researcher. I explained that the research aims to investigate the ability to transform negotiation texts into narrative forms. 2) I am briefly reviewing negotiation texts and the steps involved in transforming them. 3) We are distributing worksheets (LKPD) to students and instructing them to transform or rewrite negotiation texts from dialogue to narrative forms. 4) They allow 180 minutes or 3 hours for students to complete the task. 5) I am collecting the students' work after the allotted time, and 5) We are reviewing the test results with the assistance of the subject teacher to assess the student's abilities.

RESULTS AND DISCUSSION

The data analysis results for the text structure aspect of negotiation texts show the frequency distribution, percentage, and summary scores of students' ability to transform negotiation texts into narrative forms. The following table summarizes the frequency distribution, percentage, and scores of the student's ability to rewrite or transform negotiation texts into narrative forms in the text structure aspect at SMAN 2 Mempura.

Table 1. Distribution of the Ability to Transform Negotiation Texts in the Text Structure Aspect

No	Score	Frequency	Percentage
1	100	10	33,4%
2	93	4	13,3%
3	87	8	26,7%

4	81	1	3,3%
5	75	4	13,3%
6	68	2	6,7%
7	62	1	3,3%
Total		30	100%

Based on Table 1, the distribution of scores for the ability to transform negotiation texts in the structure aspect shows that a score of 100 has a frequency of 10 (33.4%), a score of 93 has a frequency of 4 (13.3%), a score of 87 has a frequency of 8 (26.7%), a score of 81 has a frequency of 1 (3.3%), a score of 75 has a frequency of 4 (13.3%), a score of 68 has a frequency of 2 (6.7%). A score of 62 has a frequency of 1 (3.3%). The average score for the ability to transform negotiation texts in the structure aspect is 88. The data analysis results indicate that students' ability to rewrite negotiation texts from dialogue to narrative forms in the structure aspect is generally good or competent. Students scoring between 90-100 are categorized as very good. Scores between 80-89 indicate a suitable category, scores between 70-79 indicate a sufficient category, and scores below 70 indicate a poor category.

Table 2. Classification of the Ability to Transform Negotiation Texts in the Text Structure Aspect

No	Score Interval	Proficiency Level	Frequency	Percentage
1	90-100	Sangat Baik	14	46,7%
2	80-89	Baik	9	30,0%
3	70-79	Cukup	4	13,3%
4	<70	Kurang	3	10,0%
Total			30	100%

Based on Table 2, the classification of the ability to transform negotiation texts into narrative forms in the text structure aspect for 10th-grade students at SMA Negeri 2 Mempura shows that out of 30 students, 14 (46.7%) scored between 90-100, indicating an excellent proficiency level. Nine students (30.0%) scored between 80-89, showing a good proficiency. Four students (13.3%) scored between 70-79, placing them in the sufficient category. Three students (10.0%) scored below 70, indicating a poor proficiency. The average score for the ability to transform negotiation texts into narrative forms based on the text structure is 88, indicating that students are generally competent in this skill.

The data analysis on the language aspects of negotiation texts shows the frequency distribution, percentage, and summary scores to transform negotiation texts from dialogue to narrative forms. The following table summarizes the frequency distribution, percentage, and scores for the students' ability to transform negotiation texts from dialogue to narrative forms based on the language aspect at SMA Negeri 2 Mempura.

Table 3. Distribution of the Ability to Transform Negotiation Texts in the Language Aspect

No	Score	Frequency	Percentage
1	100	22	73,3%
2	80	6	20,0%
3	60	2	6,7%
Total		30	100%

Based on Table 3, the distribution of scores for the ability to transform negotiation texts in the language aspect shows that 22 students (73.3%) scored 100, six students (20.0%) scored 80, and two students (6.7%) scored 60. The average score for the ability to transform negotiation texts into narrative forms in the language aspect is 93, which is considered very

good. Students scoring between 90-100 are categorized as very good, scores between 80-89 indicate a suitable category, and scores below 70 indicate a poor category.

Table 4. Classification of the Ability to Transform Negotiation Texts in the Language Aspect

No	Score Interval	Proficiency Level	Frequency	Percentage
1	90-100	Sangat Baik	22	73,3%
2	80-89	Baik	6	20,0%
3	70-79	Cukup	0	0,0%
4	<70	Kurang	2	6,7%
Total			30	100%

Based on Table 4, the classification of the ability to transform negotiation texts into narrative forms in the language aspect shows that 22 students (73.3%) scored between 90-100, indicating an excellent proficiency level. Six students (20.0%) scored between 80-89, indicating a good proficiency level, while two (6.7%) scored below 70, indicating a poor proficiency level. The average score for the ability to transform negotiation texts from dialogue to narrative forms based on the language aspect is 93, indicating that students are competent in this skill.

The following table summarizes the overall scores for students' ability to transform negotiation texts into narrative forms, considering both structure and language aspects at SMA Negeri 2 Mempura.

Table 5. Distribution of The Overall Ability to Transform Negotiation Texts into Narrative Forms

No	Score	Frequency	Percentage
1	100	9	30.0%
2	95	5	16.8%
3	90	7	23.3%
4	85	2	6.7
5	80	1	3.3
6	76	3	10.0
7	71	1	3.3
8	66	1	3.3
9	61	1	3.3
Total		30	100%

Based on Table 5, the overall score distribution shows that 30 students participated in the study. Nine students (30.0%) scored 100, five students (16.7%) scored 95, seven students (23.3%) scored 90, two students (6.7%) scored 85, one student (3.3%) scored 80, three students (10.0%) scored 76, one student (3.3%) scored 71, one student (3.3%) scored 66, and one student (3.3%) scored 61. The average score for the overall ability to transform negotiation texts into narrative forms is 89, indicating that students are generally competent in this skill.

Table 6. Classification of The Overall Ability to Transform Negotiation Texts Into Narrative Forms

No	Score Interval	Proficiency Level	Frequency	Percentage
1	90-100	Sangat Baik	21	70.0%
2	80-89	Baik	3	10.0%
3	70-79	Cukup	4	13.3%
4	<70	Kurang	2	6,7%
Total			30	100%

Based on Table 6, the classification of the overall ability to transform negotiation texts into narrative forms shows that 21 students (70.0%) scored between 90-100, indicating an excellent proficiency level. Three students (10.0%) scored between 80-89, indicating a good

proficiency level; four students (13.3%) scored between 70-79, indicating a sufficient proficiency level; and two students (6.7%) scored below 70, indicating a poor proficiency level.

The results of the data analysis show that 10th-grade students at SMA Negeri 2 Mempura generally exhibit an excellent or competent ability to transform negotiation texts from dialogue to narrative forms. This ability is reflected in the student's proficiency in text structure and language. Debby and Melisa (2020) state that negotiation texts are a form of written communication that facilitates the resolution of conflicting interests between parties, documenting social interactions and agreements reached during the negotiation process. The main goal is to benefit both parties in the final agreement. In line with this, the transformation ability of 10th-grade students at SMA Negeri 2 Mempura falls into the excellent category, with an average score of 89.

The study found that students could generally rewrite negotiation texts from dialogue to narrative forms, as seen in the structure and language aspects of the texts created by the students. The ability to transform negotiation texts from dialogue to narrative forms is categorized as good, with an average score of 88 in the text structure aspect. In terms of language, the overall average score was 93, indicating that students can transform negotiation texts into narrative forms.

The study concludes that the ability of 10th-grade students at SMA Negeri 2 Mempura to transform negotiation texts from dialogue to narrative forms, considering both structure and language aspects, is generally good, with an overall average score of 89.

CONCLUSION

Considering the text structure aspect, the ability to transform negotiation texts into narrative forms among 10th-grade students at SMA Negeri 2 Mempura falls into the excellent category, with an average score of 88. This indicates that students can transform negotiation texts based on aspects of text structure. The language aspect also shows an excellent proficiency level, with an average score of 93, indicating that students can transform negotiation texts into narrative forms. Overall, the ability to transform negotiation texts based on structure and language aspects is good, with an overall average score of 89. Therefore, most students are capable of transforming negotiation texts effectively.

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