

CHAPTER IV

RESULTS

This study was designed to analyze the narrative pattern of the students' compositions. The subjects, derived from two intact groups, were fourth-year English Major students at Naresuan University who took the Essay and Report Writing course. The students were assigned to write a composition in order to identify their narrative pattern according to Labov and Waletzky's narrative framework (1967). In this chapter, the data collected from this study were analyzed according to two primary research questions.

Research Question One

1. What was the basic generic structure of narrative compositions written by 43 fourth-year students at Naresuan University who studied English as a foreign language?

Finding One

After getting all of students' compositions, the researcher analyzed the compositions in order to see the basic generic structure of narrative pattern. The compositions given to the researcher were firstly parsed into clauses. Each clause was categorized as a factor of narrative pattern in term of Labov and Waletzky's narrative pattern (1967). Then, these clauses were counted in order to find out the frequency of clauses occurred in each of the narrative factor. The number of clauses occurring in each factor is presented in Table 2.

Table 2 The Number of Clauses Occurring in Each Factor

Narrative Factors	Number of Clauses	
	No.	Per.
Orientation	173	21.57
Complication	309	38.53
Resolution	102	12.72
Evaluation	131	16.33
Unidentified	87	10.85
Total	802	100

Table 2 showed that among these four factors of narrative pattern, **Complication** contained the highest number of clauses, 309 from 802 or 38.53%, followed by **Orientation**, 173 from 802 or 21.57%, **Evaluation**, 131 from 802 or 16.33% and **Resolution**, 102 from 802 or 12.72% respectively. There were 87 clauses from 802 or 10.85% that the function could not be identified.

Table 3 The Variety of the Use of Narrative Factors

The Use of Factors	Number of Compositions	
	No.	Per.
Four Factors (ORN, COP, RES, EVL)	25	58.14
Two Factors (ORN, EVL)	16	37.20
One Factor (Orientation)	1	2.33
Unidentified	1	2.33
Total	43	100

ORN = Orientation

COP = Complication

RES = Resolution

EVL = Evaluation

Table 3 showed the variety of the use of narrative factors. It was found that the compositions representing all 4 factors appeared the most, 25 from 43 or 58.14%, the compositions representing 2 factors appeared as the second most, 16 from 43 or 37.12%, the composition representing 3 factors appeared the least, 1 from 43 or 2.33%. There was one composition from 43 that could not be identified as it contained more than one story.

In conclusion, the basic generic structure of narrative compositions written by 43 fourth-year students at Naresuan University consisted of two major characteristics. The first is the characteristic of the number of clauses occurring in each factor. It was found that the students spent most clauses in Complication, followed by Orientation,

Evaluation, and Resolution respectively. The second was the characteristic of the variety of the use of narrative factors. The students mostly composed their stories with the use of all four factors of narrative pattern, followed by the use of two factors, but they rarely composed their stories with the use of three factors.

Research Question Two

1. Was there any difference in the use of narrative factors between the high-rated and low-rated compositions?

Finding Two

According to the Evaluation of the students' compositions, all of the students' compositions were scored by the evaluators. The five high-rated compositions and the five low-rated compositions were selected to see their narrative pattern. Then the compositions from the different group were compared in order to see the difference in the use of narrative factors. This finding was divided into two parts; the five high-rated compositions and the five low-rated compositions. The results of the study are presented as follow.

Part 1 Five High-Rated compositions

High-rated composition 1

A Memorable Childhood Experience

(1) Although everyone doesn't want to stay at a hospital, (2) staying at a hospital is my good memorable childhood experience. (3) After I stayed at a hospital, (4) I could understand my parents' behavior.

(5) When I was six years old, (6) my younger brother was born. (7) My parents took care him (8) and I thought that my parents didn't love me anymore, (9) so I was sad, (10) and I rarely talk with my parents. (11) After that I was sick and (12) I had to stay at a hospital. (13) During staying at a hospital, my parents took care me and stayed with me all day. (14) I asked them "Do you still love me" (15) and my parents said "Yes". (16) Moreover, they explained that they took care my younger brother specially (17) because he was a baby (18) and he could not take care himself, (19) so I could understand my parents' behavior. (20) After I left a hospital, (21) I helped my parents to take care my brother (22) and I knew that my parents love my brother and me very much. (23)

(24) I can remember my memorable childhood experience (25) and I always think of it when I argue with my parents. (26) I always think that everyone has a reason for his/her action (27) and all parents love their children.

In this composition, the writer began the composition by using Orientation (clauses 1- 5). This part introduced the reader to know the significant background details such as the time, the place, and the persons and their activities in the story.

Then Complication was represented within clauses 6 –19. Clause 6 was the first clause to indicate the beginning of the narrative sequence. Noticeably, the verb tense used was simple past tense, which coincides with Labov and Waletzky's observation (1967) that simple past tense are the usual forms of narrative. (Labov and Waletzky, 1967). These clauses reported sequences of events that related to the crisis of the story. The story was narrated in chronological order until the crisis of the story was reached.

Resolution was found within clauses (20-23). The writer used the signal words "so" and "after" to tell the final events.

Evaluation (clauses 24-27) was employed as the last part of this composition. The writer brought a reader back to the present time by changing the verb tense from simple past tense to simple present tense. The moral statement was used as a signal to end the composition in the last sentence (clauses 26-27).



High-rated composition 2

A Memorable Childhood Experience

(1) When I was 7 year-old, one day in the afternoon of April. (2) While I was watching TV, (3) I heard some voice from somewhere behind my house. (4) I remembered that it's my kitten's voice, Nang-Noi. (5) Her voice sounded like she was in trouble. (6) I tried to find her everywhere, (7) and finally I found her on the top of the tree. (8) She looked happy when she saw me, (9) but she could not come down. (10) Her body was trembling. (11) I thought I have to do something. (12) I decided to climb the tree for helping my kitten. (13) The tree is quite high especially for the girl who only 7 year-old. (14) I tried to climb carefully, up, up and up. (15) Eventually, I reached Nang-Noi. (16) I held Nang-Noi with my left hand, (17) and tried to climb down slowly. (18) When I was climbing down, (19) I looked down. (20) It's very high. (21) My legs trembled. (22) Suddenly, my leg missed the tree. (23) Nang-Noi and I fell down, (24) but I still held her in my arms. (25) Fortunately, we saved (26) because we fell on the heap of dry leaves. (27) I just pained at my elbows a little bit.

(28) From these events, I feel proud myself so much. (29) I could help my pet. (30) Although it's quite dangerous. (31) I believe that I am hero of Nang-Noi forever.

In the composition, Orientation was represented within clauses 1-2 introducing to some background details of the story; the time, the person and his activities.

In Complication (clauses 3-23), the writer, then, spent 20 clauses to narrate the story. The flow of events in the story was well organized since she narrated the story from the first event to the last in chronological order. The writer clearly revealed a series of events sequentially by using some signal words, such as finally, eventually, suddenly, and fortunately, were appropriately employed to develop the story until the crisis was reached in clauses 22-23.

The Resolution was found within clauses 24-27. The writer provided the final event and the results of the story to show readers how the story resolved.

Evaluation found within clauses 28-31 was in the last part of the story. The writer provided a link from narrative story to the present world using the phrase "From these events...". In addition, the writer provided her attitudes toward the story within clauses 28-31.



High-rated composition 3

My Best Day

(1) Good event, chance or things may not occur in everyday. (2) Then if it happens, : may be the best day for you. (3) For me, my best day occurred when I studied in M.6. (4) That day is the day of entrance exam announcement.

(5) My friend and I waited for the announcement at school. (6) When my teacher announced the list of students who passed the exam, (7) I was very excited. (8) At last, I heard my name and my best friend's name. (9) I was so happy that I cried. (10) At that time, I only thought that I did my best and I could do it. (11) Not only it was my best day, but also was it my parent's best day. (12) As soon as I came back home in the evening, (13) I told the good news to my parents. (14) They were very glad to hear that. (15) They embraced me (16) and told that they were proud of me.

(17) This is my happiest day. (18) I can't forget my best day forever (19) because think that it's the precious time for me, (20) and I will try to do my best in everyday. (21) hope that the best day will come again in the future.

The composition began with Orientation (clauses 1-4). The writer orientated the audience to some background details about the time and the persons.

In Complication (clauses 5-9), the writer narrated the situation of the event. Although the series of events was too short in this part, it could serve the purpose of Complication in the narrative pattern. Then, the writer stepped aside from the story to comment on the events within clauses 10-11.

In Resolution (clauses 12-16), the writer used these clauses to indicate how the results of the story happened by expressing the persons' feeling after the crisis of the story was reached. The signal word "as soon as" was used as a link to another scene of the story.

Clauses 17-21 were used as a factor of Evaluation. The writer began this part by using simple present tense in order to bridge back to our present time. In addition, the

writer provided some attitudes toward the story, for example, "...I can't forget my best day forever...".



High-rated Composition 4

An Unforgettable Event

(1) Almost everyone will have an unforgettable event whether it's good or bad. (2) I'm one of them who have many unforgettable events. (3) In this essay, I would like to talk about my worse unforgettable event. (4) It's about my father and his girlfriend. (5) accept that my father is not a good man.

(6) He is like a playboy (7) and sometime he's very aggressive. (8) He used to be a singer in pub. (9) So, he had many girlfriends after my mother. (10) Kung is one of his girlfriends. (11) I knew her when my father brought her in my house. (12) My family and I liked her very much (13) so she stayed with my family. (14) She often had problems with my father (15) and I knew it's not her fault. (16) In the summer of 1999, they have a problem again (17) but their time was so serious. (18) My father hit her many times in living room. (19) My grand father and I were in the event. (20) We tried to stop him (21) but it's not successful. (22) I decided to stand between them. (23) My father tried to force me to stand back (24) but I didn't. (25) I didn't say anything just only cry. (26) At last, was very angry (27) and went back to his room. (28) In the morning, Kung took the bus to go back to her family in Bangkok. (29) I've never seen her again after that event. (30) Now I know only she still stays with her family in Bangkok. (31) I miss he very much. (32) This is my unforgettable event of my life.

The writer began the story with Orientation (clauses 1-10). The writer used this factor to introduce the time, the persons and their activities.

The complication was represented within clauses 11-27. The series of events and the crisis of the story were organized sequentially as the writer developed the story in a chronological order.

The writer represented to represent the result of the story in Resolution (clauses 28-30). Resolution began with the phrase "In the morning..." indicating the next scene and telling the final event of the story.

The Evaluation was represented within clauses 31-32. The writer ended the composition by expressing his feeling relating to these events, for example (in clause 31) he stated that "... I miss her very much."



High-rated Composition 5

An Unforgettable Event

(1) When I was young, I disliked Mathematics. (2) My mathematics teacher usually assigned a difficult homework to us, (3) and the deadline always was the next day in the morning.

(4) Every morning, I often copied my friend's homework. (5) My friend copied my homework too. (6) My teacher knew that we copied homework, (7) but he just said he would catch the students who copied homework by himself, (8) and didn't tell us what I would handle us. (9) One day, I went to school early. (10) I forgot to do my homework, (11) so I decided to copy my friend's homework. (12) Unfortunately, my teacher saw I was copying my friend's homework. (13) He didn't say anything. (14) Until in the Mathematics class he whipped me, 4 times. (15) He said I was an example of bad student. (16) My friends made fun of me. (17) I was ashamed (18) and I started to hate the Mathematics. (19) I hardly copy my friends' homework since the day.

In the first part of the composition, the writer began the story with Orientation (clauses 1-3). The writer introduced some background details about the time, the persons and their activities.

The Complication was represented within clauses (4-15). This part was well organized. The series of events was developed sequentially with the use of transitional words until the crisis of the story was reached.

Clauses 16-18 were employed as Resolution. The writer revealed how the story resolved and also expressed some negative feeling in the situation.

The Evaluation was found in the last clause of the composition. The writer indicated how the event had effected to his present time. The verb tense used in this statement was changed to be simple present tense for bridging readers back to the present time.

The Use of Narrative Factors of Five High-Rated Compositions

According to the data analysis, all writers of this group clearly employed all four factors of narrative pattern (Orientation, Complication, Resolution, and Evaluation).

The writers in this group firstly began their stories with Orientation. Labov (1972) suggested that a good storyteller introduced the audience to such elements; time, place, persons, and their activities in the narrative (1972:364). Some of the writers in this group employed all elements in their Orientation with some background details that related to the stories.

Secondly, all writers in high-rated group could represent Complication followed by Orientation. In this part, the writers provided the series of events including the crisis that brought readers to the final events of the story. The writers could control the flow of events with chronological order and also develop the events that could lead readers up to the final resolution successfully.

In the third factor of narrative pattern, the writers continued the stories with Resolution. All of them could make readers know how their stories resolved in the final events. Some signal words such as "finally" and "as soon as" were used as a signal to tell what the final situation was.

The last factor found was Evaluation. All of the writers in high-rated group developed this part as a function of conclusion. They employed various ideas for completing the compositions. Not only the moral statements that was found used in this part, the comments on the situation, some attitudes toward the stories and some links between the stories' world and the present time were also found. The writers knew to emphasize the narrative events and end the stories by establishing Evaluation at the last part of their compositions.

Part II : Five Low-Rated Compositions

In order to see the different in the use of narrative factors between the five high-rated compositions and the five low-rated compositions, the five low-rated compositions were selected to analyze their narrative factors. The result of the analyzing is as follow.

Low-rated composition 1

An Unforgettable Event

(1) I fed many days when I was a child. (2) This event made me sad when I thought about it. (3) I loved this dog very much. (4) I called it "Mom" (5) because it was very dirty dog. (6) It liked to play with mud and water. (7) It was very beautiful Bangkaew dog. (8) It has brown fur, black eyes and mouth. (9) It stayed with my family more than ten years. (10) It died by kidney disease. (11) I sad very much when I brought it too see the veterinarian. (12) I didn't know about it was sick for along time. (13) The veterinarian told me that "your dog was sick more than three years (14) and it would stay with you about two weeks" (15) when I heard that I felt very sad (16) and I thought it was my guilty. (17) If I took care it better, (18) it may be stay with my family. (19) It died for five years. (20) Nowadays, I don't feed any animal (21) because I afraid it will die like Mom.

The writer began the composition with Orientation (clauses 1-9). The writer mainly described the character of the story within clauses 4-9. A high frequency of pronoun, "it" was found without any links among these clauses.

Complication and Resolution were not clear. Without any events developed in Complication, the writer moved to tell the result of the story in clause 10. The series of events was not ordered sequentially. For example, clause 12 should be placed following clause 13.

The writer, therefore, employed Evaluation (clauses 20-21) to indicate how the events effect to his present time.

Low-rated composition 2

My memorable childhood experience

(1) When I was young, I lived with my grandmother in Phijit. (2) Phijit is a wonderful province, which full of the countryside views. (3) My grand mother's house located at the wonderful location. (4) At there, I had a good experience that was very wonderful for me.

(5) I remember the good experience that was my first time to go to school. (6) My grandmother's house is far away from school, (7) and there is a river barred the way, which I had to use. (8) Therefore, I had to use the boat to go to school. (9) First time to sit on the boat, I very scared (10) but I thought that it nice to sit on it. (11) When I arrived the school, I saw many students played a game in a small yard. (12) These students invited me to play with them, (13) I enjoyed to play a game very much (14) because everyone was nice as same as my teacher who was very nice and kind. (15) In the evening, my grandmother took me to the market, (26) I told her that I want to eat candy. (17) She knows that I love candy very much, (18) so she bought it in a big pack. (19) Why don't I love her, (20) she is very nice for me. (21) Now, I separate from my grandmother (22) and live with my family in Kampangphet. (23) I have good experience here too, (24) but I never forgot my childhood experience in Phijit.

The writer began the composition with Orientation (clauses 1-8) introducing the time, the places, and the persons.

Then, the writer tended to enumerate the events of the day within clauses 9 -20. These clauses could not be classified as factors of Complication and Resolution since the writer didn't state a crisis that leads to Resolution. The writer didn't emphasize what a crisis happened and how the person resolved it in the final event.

In clauses 21 - 24, it seemed that the writer intended to end the story with Evaluation. The writer provided some information in his present time and also expressed his positive attitude towards the events.

Low-rated composition 3

A Memorable Childhood Experience

(1) When I was 12 years old, I learned at Arunpradit secondary school which is far away from my house about 63 kilometers, (2) so I needed to live in school. (3) My school has many rules to practice. (4) In the easiest morning, my teacher woke up every body as well as I to take a bath. (5) About 6.30 a.m., they hit the bell for checking (6) and release us for cleaning each room. (7) I had breakfast about 7 o' clock and separate. (8) I was very boring with repeated life. (9) My teachers would hit the bell again about 5 p.m. (10) I hurried up to arrange for rechecking and had dinner. (11) Everyone and I must take a bath already about 6.30 p.m. (12) Before they led us to pray at dinner room. (13) Until 8 p.m., I went to my room to read the book. (14) I wanted to run away this circumstance. (15) It was bad morning. (16) At present I know that those circumstance teach me. (17) I am stronger than the past. (18) I dare to encounter everything because of it. (19) I loved myself and my life. (21) I love those suffering whilst.

The writer began the composition with Orientation (clauses 1- 3) introducing some background details of the story; the time, the place, and the persons and their activities.

The writer then, tended to enumerate the events of the day within clauses 4-13. These clauses could not be classified as a factor of Complication and Resolution. It was because the writer failed to state a crisis in the story, then a result or a final event was not reached. The writer also provided some comments to the events within clauses 14-15.

The writer finally, tended to end the composition with Evaluation (clauses 16-21). The writer therefore, changed the verb tense from simple past tense to simple present tense in order to bring a reader back to the present time. Some attitudes toward the events were also found here.

Low-rated composition 4

An Incredible but True Story

(1) On the last two weeks, my friend and I were watching the television. (2) During we were enjoy the famous program, special news broke up suddenly. (3) It was focused for long time to show where was fired. (4) Moreover the reporter said that the plane which brought more than 200 passengers hit the biggest building. (5) It is believe that the opponent of USA makes it. (6) Surely he is Bin Laden. (7) There is an incredible but true story, like an action on the movie (8) but it is real. (9) Certainly the result of it does not similar the movie, (10) when the movie finishes, we'll go home, (11) but it is real world. (12) I think many people in this world may be having problems such as economic and social situation. (13) If this brings to World War III, (14) the bad results will broke up. (15) People will be pour (16) because their government lacks money for improving their quality of people after they pay money for the war. (17) Therefore USA and the Bill Laden's supporter have to consider what the long result more than only think to hurt their opponent. (18) I don't know what the incident will happen, (19) I don't know what the big header will decide, (20) but I know the best way that I should do is economizing and arranging my expend not to disturb my parent (21) and I hope what I'm thinking is not violent...please.

The writer began the composition with Orientation (clause 1) introducing the time and the person and their activities. In clauses 2-4, it seemed that the writer intended to narrate what happened in the story but he could not develop this part effectively. The series of events and the crisis in this part were unclear. The writer then, changed the verb tense from simple past tense to simple present tense within clauses 5-21. These clauses could not be classified as a factor of narrative pattern. The writer spent these 16 clauses for only presenting his comments and self-justification on the events. These clauses could not help readers understand how the story resolved or why the story worthy of telling. The writer didn't provide any statements summarized or evaluated

story's relevance. It was found that the writer could employ only Orientation but he failed to represent Complication, Resolution and Evaluation.



Low-rated composition 5

A memorable Childhood Experience

(1) There are many experience that I remember when I was young. (2) My experiences that I can't forget about my friends and my French teacher.

(3) My memorable childhood experience about my friends, when the weekend my friend, Aun, Roong, Kook and I would play together. (4) We climbed a tree or sometimes we swam together in Ping river. (5) One day we climbed the tree again (6) and I fell the tree. (7) The result, my hand was broken. (8) Another experience that I regretted very much is my friend, Kook, died because of the bus school accident.

(9) My experience about my French teacher she was kind and nice. (10) I loved her so much (11) and I liked French so much too. (12) Later I tested to enter Naresuan University, English major. (13) My French teacher was not nice. (14) She didn't speak with me (15) so I thought that she was unsatisfactory me. (16) She never told me that she wanted me to entrance to Chiang Mai University, French major. (17) Nowadays when I turn to Phadungpanya School, my teacher doesn't speak with me.

(18) My memorable childhood experiences make me both regret and happy. (19) My experiences teach me very much about surviving in the society and adaptation myself.

The writer firstly introduced the two stories narrated in the composition (clauses 1-2). Then Orientation (clause 3) of the first story was employed. This included the time and the persons and their activities. Clauses 3-6 were analyzed as a factor of Complication while clause 7 was Resolution. The writer spent only four clauses to narrate the series of events and the result of the story that were too short to make a sense of completeness to readers. The writer left the first story ineffective, and then he began the new story in clauses 8. Again, the writer raised the second story incompletely. The writer didn't state a series of events so, a crisis of the story was not reached. The writer then, began the third story in clause 9. Orientation was found within clauses 9-11.

Complication was found within clauses 1-16 and Resolution was represented in clause 17. Finally, Evaluation of the three stories was employed within clauses 18-19.

Noticeable, the composition contained three stories. None of them was considered as an effective narrative writing. There were too many stories in one composition. Each of the stories in this composition contained few clauses that were not enough to provide essential details or to create a vivid imagination, so it was not interesting and meaningful. The writer should select only one story and strengthen it with more details that could help writing narrative composition more successful.

The Use of Narrative Factors in Five Low-Rated Compositions

Different to the low rated group, the writers were unable to complete their compositions with all four factors of narrative pattern. Some part of their compositions was considerably hard to analyze to be a factor of narrative pattern. Although most of them could write Orientation and Evaluation as a purpose to begin and end the stories, none of them could represent the essential factors such as Complication and Resolution effectively.

In Orientation, all of the writers in low-rated group knew how to introduce a reader with Orientation including time, places, and persons and their activities in the stories. However, none of them could represent all elements of Orientation.

The writers of the low-rated group had a tendency to lack of the ability to present Complication. They failed to develop the series of events sequentially. The writers seemed to be confused in ordering the events in the stories. Some of them represented Resolution preceding Complication. The writers didn't regard to the function of Complication that was used for telling a reader what happened in a story with a crisis. They tended to narrate their stories by enumerating the events of experiences without any main events that brought readers to a crisis. Some of them used this part in order to express their feeling in something or some situation that were not like a kind of narrative writing.

As the writers didn't state a crisis of the stories, so Resolution was also not found. Since all writers in this group tended to enumerate events of the day rather than to develop the stories with a crisis that could lead to a final event, they could not reach Resolution.

Similar to high-rated group, the writers in low-rated group established Evaluation in the last part of their composition, but some of them didn't employ this factor. Some writers in this group know how to end the compositions. They often expressed attitudes toward the stories and also tended to bring a reader back to the present time. The rest of them ended the stories without any effective signals or statements that could make the compositions complete.

The Differences in the Use of Narrative Factors between High-rated and Low-rated compositions

This section was incorporated into this research in order to reveal some characteristics of narrative pattern in high-rated and low-rated group. According to the finding two, The differences in the use of narrative factors between 5 high-rated and 5 low-rated compositions are presented in Table 4 and Table 5.

Table 4 The Number of Factors Found

The Number of Factors Found	High-Rated		Low-Rated	
	No.	Per.	No.	Per.
Four factors	5	100%	-	-
Three factors	-	-	-	-
Two factors	-	-	3	60%
One factor	-	-	1	20%
Unidentified	-	-	1	20%

Table 5 Factors Occurring in the Compositions

Factors Occurring in the Compositions	High-Rated		Low-Rated	
	No.	Per.	No.	Per.
Orientation	5	100%	4	80%
Complication	5	100%	-	-
Resolution	5	100%	-	-
Evaluation	5	100%	3	60%
Unidentified	-	-	1	20%

As mention above, the pattern of writing narrative compositions in high-rated group showed that the writers could employed all four factors of narrative pattern. All stories in this group could contribute a sense of completeness to the stories so that the reader is not inclined to ask "so what happen?". They know how to develop the

compositions from the beginning to the ending with the use of chronological order and transitional words effectively. Unlike the high-rated group, the writers in low-rated group seemed to be confused in narrating the stories. The factors found in this group were Orientation and Evaluation. The essential factor of narrative pattern such as Complication was not clear. It was because the writers didn't emphasize the main crisis of the stories. Some of them tended to enumerate some experiences or events as a kind of description. In addition, the writers organized their ideas unsuccessfully since most of them tended to develop their compositions without any links of ideas. A high frequency of unnecessary statements was represented without any links to the stories. The series of events in the stories was not represented sequentially. Some of the compositions contained more than one story that was too much in one composition. They tended to write more than one main purpose in one paragraph that caused confused to readers.

