



## An Analysis of The Second Year Students' Ability in Writing a Narrative Text in English Department of Universitas Negeri Padang

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### Article History

Submitted: 2020-11-02

Accepted: 2020-12-01

Published: 2020-12-02

### Abstract

The purpose of this study was to determine the level of student ability in writing narrative text as seen from the generic structure of the text. The population of this study was all students in the second semester of the 2019-2020 academic years majoring in English education at Universitas Negeri Padang. The study population consisted of 169 students from 5 classes, namely: K1, K2, K3, K4 and K5. Sampling using random sampling technique, then obtained a sample of 42 people. The instrument used was an online writing test via a Google form. Students' writing was analysed using an assessment rubric in accordance with this research. The results showed that the students' ability in writing narrative text was in the medium category.

### Keywords:

Student translator, English-Indonesian translation, translation problem

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How to Cite: Alfintan Rahmadini Putri<sup>1</sup> and Muhd. Al-Hafizh. (2020). An Analysis of The Second Year Students' Ability in Writing a Narrative Text in English Department of Universitas Negeri Padang. Journal of English Language Teaching, 9. (4): pp. 777-786, DOI:[10.24036/jelt.v9i4.110624](https://doi.org/10.24036/jelt.v9i4.110624)

## INTRODUCTION

According to Langan (2013), writing activities contain opinions, images and fantasies. In addition Norrish (1983) states that writing is more difficult than other English skills. Meanwhile, James C. Raymond (1980) in his book stated that "when writing, we also communicate by remembering and thinking". Also, language is a systematic means to communicate ideas of feeling by the use of conventionalized sign, sound, gesture or marks having understood meaning (Merriam in Sulisty, 2017). From the statement above, the researcher argues that writing is a language ability that is used to communicate indirectly.

Narrative texts, descriptions, explanations, recounts, information, reports, expositions, and arguments are several types of texts in English language learning, broadly grouped into two, namely literary and factual. (Anderson & Anderson, 2003). The literary text includes narrative, drama, and poetry: while the factual text includes recount, explanation, etc.

According to Nunan (2003) stated that "writing is a result of the work of the mind to find ideas, express them and make the complete structure of writing into a paragraph that can be understood by the reader. Furthermore, Hasani (2005) stated

that “Written or unwritten, the narration is a person's experiences based on the time”. And then, Keraf (1991) stated that narrative text tells of events about the past, questions that can be answered: "what happened". According to Sanggam Siahaan et.al (2011) states that "learning to write is learning about genres, there are 12 genres in writing, namely spoof, recount, procedure, hortatory exposition, anecdote, description, report, analytical exposition, exploration, discussion, news, and narrative”. Based on the opinion above, the researcher chose narrative text to help students master writing skills, because this text contains events that are close to students' lives, therefore they are able to imagine and write easily.

Researchers are interested in doing research at the university level because students at the university have learned many things about how to write well and right. Afterwards, the researcher will analyze the writing ability of students in the generic structure which has not been discussed in previous studies. Based on the curriculum, researchers want to choose second-year students because they have learned how to write well and right. Therefore researchers want to analyze what mistakes students make when writing narrative texts, and also researchers want to look at the generic structure they make about narrative texts. The important thing that must be realized by the students is that every text has two components of which the role of them cannot be separated. They are structure and texture. In this study, the structure of the narrative text will be analyzed; the researcher conducts tests on second-year students of the English department of Padang State University to find out their skills in using the narrative text structure. Besides, researchers think they have learned the basics of writing in the first year of study.

## **METHOD**

Researchers used descriptive research whose purpose is why something happens, to describe an event and its characteristics (Nassaji, 2015). Another opinion from Gall, Gall, & Borg (2007) to collect data used observations and surveys, it is characteristic of descriptive research. Then, Kothari (2004) states that “describing the events or conditions that are happening is the goal of descriptive research”. Furthermore, descriptive research includes data collection, tabulation and reporting of events then explaining how to collect data (Glass & Hopkins, 1984).

In addition, Krathwohl (1993) says, the three main objectives of descriptive research are to describe, explain, and validate these explanations. It can be concluded that descriptive research is a method of how the researcher makes a description of what has happened at present as it is. According to Nassaji (2005) argues, "Descriptive research is research to describe the population, situation, and phenomenon under study, the focus of this research is to answer the question of how, what, when and where”. This research was about an analysis of the student's ability in writing narrative text. Then, the purpose of this research was to describe and analyzed the student's ability in writing a narrative text of the second year students in English department at Universitas Negeri Padang of 2019-2020 academic years.

## **RESULT AND DISCUSSION**

### ***Research Finding***

**1. Students' ability in writing orientation.**

Table 1 groups the students into the rating scales that they got in writing the orientation. The data can be seen in the table 1 :

**Table 1.** Rating Scales of Student's Writing Orientation

<b>Students</b>	<b>Rating scales of student's writing orientation</b>
1	3 ( good)
2	2 (fair)
3	3 (good)
4	3 (good)
5	3 (good)
6	2 (fair)
7	1 (poor)
8	3 (good)
9	3 (good)
10	2 (fair)
11	2 (fair)
12	1 (poor)
13	1 (poor)
14	2 (fair)
15	3 (good)
16	3 (good)
17	1 (fair)
18	3 (good)
19	2 (fair)
20	3 (good)
21	2 (fair)
22	1 (poor)
23	1 (poor)
24	3 (good)
25	3 (good)
26	3 (good)
27	3 (good)
28	2 (fair)
29	3 (good)
30	3 (good)
31	2 (fair)
32	3 (good)
33	3 (good)
34	3 (good)
35	2 (fair)
36	3 (good)
37	3 (good)
38	2 (fair)

39	2 (fair)
40	1 (poor)
41	2 (fair)
42	2 (fair)
<b>Mean Score</b>	<b>2,4 (Fair)</b>

Table 1 shows the rating scales of the students' ability in writing orientation of the narrative text. The mean score of students' ability in writing the orientation of the narrative text was 2,4 (fair). It means that almost all of them do not understand how to write a narrative text. Also, table 2 groups the students into the rating scales that they got in writing the orientation. The data can be seen in table 2 :

Table 2. Student's group based on rating scales in writing orientation

Rating scale	list of indicators	frequencies of students	percentage
3 ( Good)	Write a clear orientation, creating a visual picture of setting, atmosphere and time of the story, character are introduced and clues are set in place for the coming complication	21	50%
1 ( Fair)	only explain a few orientation elements (don't write down the details)	14	33,3 %
1 (Poor)	only explain one element	7	16,6 %
Total		42	100%

Table 2 shows that almost all of the students wrote the orientation of the narrative text correctly. It was proved by 21 students (50%) from 42 students who got the highest score. It means that the students stated all aspects of writing the goal. Then, there were 14 students (33, 3%) who scored 2. It means that the students only explain a few orientation elements. Last, there were 7 students (16,6%) who scored 1.means that the students did not write the orientation an element of the narrative text was missing. Moreover, the students' ability in writing the orientation was 2, 40 (Fair).

## 2. Students' Ability in Writing Complication

Table 3 groups the students into rating scales that they got in writing complication. The data can be seen in table 3:

**Table 3.** Students' ability in writing Complication

<b>Students</b>	<b>Rating scales of student's writing complication</b>
1	1 (poor)
2	3 (good)
3	3 (good)
4	2 (fair)
5	3 (good)
6	2 (fair)
7	2 (fair)
8	3 (good)
9	2 (fair)
10	3 (good)
11	3 (good)
12	2 (fair)
13	2 (fair)
14	3 (good)
15	3 (good)
16	3 (good)
17	2 (fair)
18	3 (good)
19	2 (fair)
20	3 (good)
21	2 (fair)
22	1 (poor)
23	2 (fair)
24	3 (good)
25	2 (fair)
26	3 (good)
27	3 (good)
28	3 (good)
29	3 (good)
30	3 (good)
31	2 (fair)
32	3 (good)
33	3 (good)
34	3 (good)
35	3 (good)
36	3 (good)
37	3 (good)
38	3 (good)
39	3 (good)

40	2 (fair)
41	3 (good)
42	3 (good)
<b>Mean Score</b>	<b>2,59 ( Good)</b>

Table 3 shows the rating scales of the students' ability in writing complications of the narrative text. The mean score of students' ability in writing the complication of the narrative text was 2,59 ( Good). It means that almost all of them had already fulfilled the aspects of writing the complication of the narrative texts. Besides, table 4 groups the students into rating scales that they got in writing complication. The data can be seen in table 4:

**Table 4.** Student's Group based on rating scales in writing complication

<b>Rating scale</b>	<b>list of indicators</b>	<b>Frequencies of students</b>	<b>Percentage</b>
3 ( Good)	Create complication based on unexpected events write a well-developed series of events: around The conflicts or problems that affect the setting, time or character.	27	64,28
2 ( Fair)	only explain a few complication elements (don't write down the details)	13	30,95
1 (Poor)	only explain one element	2	4,76
<b>Total</b>		42	100

Table 4 shows that almost all of the students wrote the complication of the narrative text correctly. It was proved by 27 students (64, 28%) from 42 students who got the highest score. It means that the students stated all aspects in writing the complication. Then, there were 13 students (30, 95 %) who scored 2. It means that the students only explain a few orientation elements. Last, there were 2 students (4,76 %) who scored 1. It means that the students did not write the orientation an element of the narrative text was missing. Moreover, the students' ability in writing the complication was 2, 59 (good).

### 3. Students' Ability in Writing Resolution

Table 5 shows the rating scales of the students' ability in writing orientation of the narrative text:

<b>Students</b>	<b>Rating scales of student's writing resolution</b>
1	3 (good)
2	2 (fair)
3	3 (good)
4	2 (fair)
5	3 (good)
6	1 (poor)
7	1 (poor)
8	2 (fair)
9	2 (fair)
10	2 (fair)
11	3 (good)
12	3 (good)
13	2 (fair)
14	3 (good)
15	3 (good)
16	2 (fair)
17	1 (poor)
18	3 (good)
19	3 (good)
20	2 (fair)
21	1 (poor)
22	1 (poor)
23	2 (fair)
24	3 (good)
25	2 (fair)
26	2 (fair)
27	2 (fair)
28	2 (fair)
29	2 (fair)
30	2 (fair)
31	2 (fair)
32	2 (fair)
33	3 (good)
34	2 (fair)
35	2 (fair)
36	2 (fair)
37	2 (fair)
38	2 (fair)
39	2 (fair)
40	1 (poor)
41	3 (good)
42	3 (good)
<b>Mean Score</b>	<b>2,1 ( Fair)</b>

The mean score of students' ability in writing the resolution of the narrative text was 2,1 (fair). It means that almost all of them do not really understand how to write a resolution in narrative text. In addition, table 6 groups the students into the rating scales that they got in writing resolution. The data can be seen in the table below 6:

**Table 6.** Student's Group based on rating scales in writing resolution

<b>Rating scale</b>	<b>list of indicators</b>	<b>Frequencies of students</b>	<b>percentage</b>
3 ( Good)	able to tie up Ends in a clear resolution: contain moral value or the crisis resolved for better or worse.	<b>13</b>	<b>30,95%</b>
2 ( Fair)	only explain a few resolution elements (don't write down the details)	<b>23</b>	<b>54,76%</b>
1 (Poor)	only explain one element	<b>6</b>	<b>14,28%</b>
<b>Total</b>		<b>42</b>	<b>100%</b>

Table 6 shows that almost all of the students did not write the resolution of the narrative text correctly. It was proved by 13 students (30, 95%) from 42 students who got the highest score. It means that the students stated all aspects of writing the complication. Then, there were 23 students (54, 76 %) who scored 2. It means that the students only explain a few orientation elements. Last, there were 6 students (14, 28 %) who scored 1. It means that the students did not write the orientation an element of the narrative text was missing. Moreover, the students' ability in writing the complication was 2, 1 (fair).

**4. Students' Ability in writing all aspects of generic structure in narrative text.**

The students' ability in writing a narrative text can be seen below in table 7:

**Table 7.** Students' ability in writing a generic structure of narrative text

<b>Students</b>	<b>Orientation</b>	<b>Complication</b>	<b>Resolution</b>	<b>Total score</b>	<b>Mean score</b>	<b>Rating scale</b>
1	3 ( good)	1(poor)	3 (good)	7	2,3	Fair



2	2 (fair)	3 (good)	2 (fair)	7	2,3	Fair
3	3 (good)	3 (good)	3 (good)	9	3	Good
4	3 (good)	2 (fair)	2 (fair)	7	2,3	Fair
5	3 (good)	3 (good)	3 (good)	9	3	Good
6	2 (fair)	2 (fair)	1 (poor)	5	1,6	Poor
7	1 (poor)	2 (fair)	1 (poor)	4	1,3	Poor
8	3 (good)	3 (good)	2 (fair)	8	2,6	Good
9	3 (good)	2 (fair)	2 (fair)	7	2,3	Fair
10	2 (fair)	3 (good)	2 (fair)	7	2,3	Fair
11	2 (fair)	3 (good)	3 (good)	7	2,3	Fair
12	1 (poor)	2 (fair)	3 (good)	6	3	Good
13	1 (poor)	2 (fair)	2 (fair)	5	1,6	Poor
14	2 (fair)	3 (good)	3 (good)	8	2,6	Good
15	3 (good)	3 (good)	3 (good)	9	3	Good
16	3 (good)	3 (good)	2 (fair)	8	2,6	Good
17	1 (poor)	2 (fair)	1 (poor)	4	1,3	Poor
18	3 (good)	3 (good)	3 (good)	9	3	Good
19	2 (fair)	2 (fair)	3 (good)	7	2,3	Fair
20	3 (good)	3 (good)	2 (fair)	8	2,6	Good
21	2 (fair)	2 (fair)	1 (poor)	5	1,6	Poor
22	1 (poor)	1 (poor)	1 (poor)	3	1	Poor
23	1 (poor)	2 (fair)	2 (fair)	5	1,6	Poor
24	3 (good)	3 (good)	3 (good)	9	3	Good
25	3 (good)	2 (fair)	2 (fair)	7	2,3	Fair
26	3 (good)	3 (good)	2 (fair)	8	2,6	Good
27	3 (good)	3 (good)	2 (fair)	8	2,6	Good
28	2 (fair)	3 (good)	2 (fair)	7	2,3	Fair
29	3 (good)	3 (good)	2 (fair)	8	2,6	Good
30	3 (good)	3 (good)	2 (fair)	8	2,6	Good
31	2 (fair)	2 (fair)	2 (fair)	6	3	Good
32	3 (good)	3 (good)	2 (fair)	8	2,6	Good
33	3 (good)	3 (good)	3 (good)	9	3	Good
34	3 (good)	3 (good)	2 (fair)	8	2,6	Good
35	2 (fair)	3 (good)	2 (fair)	7	2,3	Fair
36	3 (good)	3 (good)	2 (fair)	8	2,6	Good
37	3 (good)	3 (good)	2 (fair)	8	2,6	Good
38	2 (fair)	3 (good)	2 (fair)	8	2,6	Good
39	2 (fair)	3 (good)	2 (fair)	8	2,6	Good
40	1 (poor)	2 (fair)	1 (poor)	4	1,3	Poor
41	2 (fair)	3 (good)	3 (good)	8	2,6	Good
42	2 (fair)	3 (good)	3 (good)	8	2,6	Good
<b>Mean score</b>	<b>2,4 ( Fair)</b>	<b>2,59 ( Good)</b>	<b>2,1 ( Fair)</b>	<b>7,1</b>	<b>2,40</b>	<b>2 Fair</b>

In table 7 groups the students' scores based on the rating scale. It shows the majority of students' ability in writing a narrative text was 2 (Fair). In detail, there

were 23 students got 3 (Good), then 10 students got 2 (Fair) and other students got 1 (Poor). The data can be seen in table 8 below:

The data were analyzed deeper based on the generic structure of the narrative text. The data consist of the students' ability in writing the narrative text based on its generic structure. The generic structures of narrative text are the orientation, complication and resolution. Moreover, the data also show the students' lacking understanding of writing a narrative text.

**Table 8. Percentage of students' score based on rating scale**

<b>Rating Scales</b>	<b>Students</b>	<b>Number of students</b>	<b>percentage</b>
3 ( Good)	3,5,8,12,14,15,16,18,20,24,26,27,29,30,31,32,33,34,36,37,38,39,42,43	24	57,14%
2 ( Fair)	1,2,4,9,10,11,19,25,28,35	10	23,80%
1 ( Poor)	6,7,13,17,21,22,23,40	8	19,04%

**Discussion**

The findings of this research show that the students had already written the narrative text which fulfilled the aspects of every generic structure. This indicated that students had not already known how to write a narrative text in English based on the standard of narrative text's organization. The researcher found that the students had difficulty writing a narrative text on both orientation and resolution. In this section, many students get low scores, one of the reasons is, first, for orientation, students do not explain some elements, such as not explaining character, place and time. Second, for resolution, many students did not write a moral message at the end of the story, they only wrote an unclear ending. Supposedly in the narrative text, they must solve problems that arise in complications. Apparently, the researcher also found that many students who wrote did not find the end of their problem, the resolution was not clear even though in the complications they wrote in the right order, here is not fulfilled the element of writing the resolution with the best score.

The author also found students also forget to complete the elements in each generic narrative text structure, in orientation some students do not explain completely, they only explain who the person is not with character, in solving the problems raised by students do not include the moral value of the problems that arise. According to Diniya (2013), some students do not find difficulties in mastering the objectives and semantic structures of the narrative text. Moreover, the researcher found that the students' average score in fulfilling the elements of the generic structure (Orientation, complication, and resolution) was in category fair (2, 40). It means that the students could not implement the generic structure of the narrative text. However, based on the findings, the researcher noticed a lack of understanding in writing a narrative text. There are several reasons that the researchers concluded the average student got a score of 2.

Even so, the researchers found that there are still many students who have not mastered writing skills well, many factors influence it, here are some factors

that the researchers found when conducting research. First, the test was carried out online, many students may have an unstable internet network and they do not think about the quality of writing but the speed of the signal when sending the test. Second, students do not really understand the elements in the narrative text itself. Third; students may take texts from the internet because the test is conducted without a supervisor. Finally, the penalty was discussed with one of the lecturers who became a validator to help researchers add up the results of this test. The following are some of the results of the discussion between the researcher and the validator. First, the students' writings did not meet the requirements other than the generic structure, for example, grammar. second, many students who write do not pay attention to the generic arrangement of the correct structure of the narrative text. Third, the validator found several students who copied and pasted writing from the internet.

## CONCLUSION

Based on the research findings several conclusions can be drawn. First, the students' ability in writing the generic structure of narrative text on orientation was 2, 40 (Fair); Complication was 2,59 (Good), and the resolution was 2,1 ( Fair). It means that the students did not get a good grade in fulfilling the elements of generic structure. According to David Nunan (2003), "Writing is a physical activity and thoughts to find ideas". However, according to the researcher, students have carried out writing activities, they have also found ideas based on the theme given by the author and they develop the theme with their ideas, on the other hand, their writing has good ideas but does not fulfill the elements in a narrative text.

Second, after the researcher added up the overall data the results obtained were 2.40, which means fair. It means that students do not write well. Many factors lead to student mistake, some of which is because tests are conducted online, it is difficult to minimize the occurrence of a copy and paste system in students' writing when they are completing tests. Third, there was the most difficult aspect of students' narrative text writing. It was in writing orientation and resolution of narrative text. There were 14 students from 42 students got low scores in writing orientation and 23 students from 42 students got low scores in writing resolution. So, it was indicated that orientation and resolution was the most difficult aspect of students in writing narrative text. Here the researcher saw that students do not write down what moral values the reader can take, students only write down the problem-solving.

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