

## **AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE TEXT IN ENGLISH ONLINE LEARNING OF THE TENTH GRADE SMKN 1 PACITAN**

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### **Abstract:**

Writing is one type of skill that students must master. Based on the research of the researcher, this issue had not been investigated by others. The objectives of the research are to find out the dominant problem found in the writing ability indicators. In this research, the researcher used the qualitative descriptive method. The data collecting techniques used in this research are tests and interviews. Subjects of this research were 29 students of X TB 1 at SMKN 1 Pacitan. This research finding showed that the mean score of students' writing ability is 61.55. The researcher showed that the X TB 1 SMKN 1 Pacitan has a fairly good competence from their ability to write narrative texts in learning English. As a result of the test, there were 5 students (25%) who got score 70- 84 (Good to Average), 10 students (50%) got to score 55-69 (Fair to Poor), 5 students (25%) got to score 25-54 (Very Poor). Most of them cannot write the correct spelling, using punctuation and capital letters. Students cannot have good ideas, lack motivation, lack support from parents so that students do not have the determination to reach better grades. Students are not interested in writing narrative text. Based on the results, the researcher would like to suggest that teachers pay closer attention to improving the process of teaching writing English. Students are expected to be more active in participating in activities to improve their writing skills during and outside the classroom.

**Keywords:** *Case Study, Writing, Narrative Text, Online learning*

### **INTRODUCTION**

The pandemic caused by Coronavirus in Indonesia had made many strategies for the government to prevent its spread. At this time, the world is faced with an outbreak caused by a virus known as Coronavirus Diseases or Covid-19. The impact of Covid-19 in Indonesia is currently quite significant for the entire community. The government's policies have had a significant effect on aspects of life, especially in the part of education in Indonesia. It is implemented so that important social events encourage the government to issue policies for implementing education in Indonesia because the learning process is so that the objectives of the learning process are fully achieved. To avoid the chain of the reach of covid-19, the government prohibits people from gathering, maintaining distance, social restrictions, wearing masks, and constantly washing their hands. The government urges all levels of society to take preventive measures such as physical distancing, wearing masks, regularly washing hands, increasing body resistance, and maintaining health (Pane, 2020). All activities that allow people to congregate have been transferred to computerized techniques by utilizing internet networks such as Work from Home (WFH), Study from Home (SFH), Online Seminars, and several others based online.

Therefore, learning must be done at home (study from home). One thing that must be done in online learning is that learning activities continue on internet-based education or online learning. The implementation of knowledge is divided into distance learning in the network (online) and distance learning outside the network (offline). Education units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, the readiness of facilities, and infrastructure. Online learning is a new challenge for educators during this pandemic, which requires teachers to utilize online learning media, hoping that online learning can increase their creativity in learning activities. In practice, online learning requires the support of mobile devices such as smartphones, tablets, and laptops, which can access information anywhere and anytime (Gikas & Grant, 2013). In carrying out online or online learning, all parties who participate in the learning process must have readiness, such as an internet network with adequate connectivity and other facilities that can support the online learning process to be carried out correctly and effectively.

According to Isman (2016: 587), online learning uses internet networks in the learning process. The implementation of online learning requires all learning activities to be carried out from

home as long as the pandemic still exists. Online learning is the government's effort to continue realizing educational goals amid the Covid-19 pandemic. The learning system in schools had to change from face-to-face meetings to being switched online. To facilitate teaching and learning activities, all activities related to education are carried out online. When online learning is carried out, students have difficulties in learning English. One of them is the ability to write. Students have problems with writing skills, and students cannot develop ideas for writing. Students find it difficult to understand vocabulary, have difficulty writing grammar correctly and writing correct mechanics.

Students must learn four skills in a language, namely listening, speaking, reading, and writing. Students must master all four language skills so that they can use English correctly. Writing can help students master other skills and courses in getting the entire English language. According to Tarigan (1985:3), writing is a language skill used to communicate indirectly, not face to face with other people. People can communicate with others without speaking directly but by expressing their feelings through a written text. They are writing aims to enable students to exchange information, ideas, and experiences in a written text. Conclusion: that can be concluded that writing is an essential aspect for students to learn English because it is one of the productive skills that is often used in communicating with other people.

Writing is the ability to express an idea from someone who has good criteria, such as good content and organization; correct grammar and mechanics; and also, according to the vocabulary master this skill. According to Brown (2001: 335), the criteria for good writing are the content, organization, use of vocabulary, use of grammar, and mechanical considerations such as spelling and punctuation. It can be concluded that writing is an important aspect for students to learn English because it is one of the productive skills that is often used in communicating with other people. Writing consists of various types such as description, exposition, argumentation, and narration.

The narrative text is a type of text to retell the story of past events. Oshima and Hogue (1997: 27) state that narration is a story. When you write a narrative paragraph or essay, you write about an event to occur. The narrative text has events that are told in words. The sequence always involves structured timing. In a narrative text, every student should understand a generic structure to produce excellent and correct writing. These components should be present in a narrative text because they are the main characteristics of the paper. If students can write narrative text based on existing generic structures, meaningful students can understand the narrative text well. The narrative text is a form of story text that has the aim of entertaining the reader. That means the narrative is a text that focuses on a particular participant. The narrative text is one of the texts that students must master.

Based on the search, the issue of this researcher had not been investigated by other researchers. Several studies include analyzing students' ability to write narrative texts in terms of linguistic schemes and features. The study aims to determine the students' ability to write narrative text. Further research focuses on students' abilities and difficulties in writing narrative text. (Mulyaningsih, 2013; M. Hudri and Nadya Ryanti, 2016; Hartanti, 2019; Aulia, 2019). Therefore, the issue of this research is new. The researcher wanted to prove that students have difficulties in writing ability. There are two objectives of this thesis, and the first is to analyze the students' ability in writing narrative text on English online learning; the second is to know the dominant problem in the writing ability indicators.

## **RESEARCH METHOD**

In this research, the researcher chose the qualitative descriptive method. The object of data this research is students' writing ability. The researcher took data from the students in the 10<sup>th</sup> grade TB 1 of Senior High School 1 Pacitan as an object to take the data, which is located on Jl. Letjen Soeprapto No. 53 Pacitan, Kec. Pacitan, Kab. Pacitan Prov. Jawa Timur. In this research, tests and interviews were used to collect the data. The researcher took the data by using a handphone. In this research, the researcher chooses the writing assessment rubric by Jacobs et al. (1981). It assesses the students' writing ability which consists of content, organization, vocabulary, language, and mechanics. The research was conducted using online media such as the WhatsApp application and Google Form to collect the data. The handphone was used to deliver the material test and used to do interviews with the students. The researcher took the data by using a handphone. The material test was delivered to the students by using WhatsApp. Interview guidelines are a list of questions used as a reference for extracting information by conducting interviews related to the subject matter under study on the object of research and can provide the results expected by the researcher in the research process. The interview guide contains items of interview questions to students used to

determine students' ability to write narrative text. After collecting the data, the researcher analyzed the data. The researcher used qualitatively to analyze the data. The researcher computed the students' mean score by using formula as recommended by Arikunto (2006):

$$M = \frac{\sum x}{N}$$

**N**

M = Mean score

$\sum x$  = Total score

N = Number of students

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The mean score was found by dividing the sum of all students' abilities in writing narrative texts in learning English is 61.55. The researcher showed that the X TB 1 SMKN 1 Pacitan has a fairly good competence in writing narrative texts and learning English. As the result of the test, there were 5 students (25%) who got score 70-84 (good to average), 10 students (50%) got to score 55-69 (fair to poor), 5 students (25%) got to score 25-54 (very poor). The mean score was found by dividing the sum of all scores of the student's abilities to write narrative text (61,55).

### **Content**

From 20 samples, 9 students or 45% are categorized as excellent to very good, 8 students or 40% organized good to average, and 3 students or 15% are classified as fair to poor. The description above can be seen in the following table.

**Table 4.1 Students' Writing Score**

No	Score Level	Criteria	Frequency	Percentage
1	30-27	Excellent to very good	9	45%
2	26-22	Good to average	8	40%
3	21-17	Fair to poor	3	15%
4	16-13	Very poor	0	0
Total		20	100%	

### **Vocabulary**

From 20 samples, 7 students, or 35%, are categorized as excellent to very good, 9 students or 45% organized good to average, and 4 students or 20% are categorized into fair to poor. The description above can be seen in the following table:

**Table 4.2 Students' Writing Score**

No	Score Level	Criteria	Frequency	Percentage
1	20-18	Excellent to very good	7	35%
2	17-14	Good to average	9	45%
3	13-10	Fair to poor	4	20%
4	9-7	Very poor	0	0
Total		20	100%	

### **Language Use**

From 20 samples, 3 students or 15% are categorized as excellent to very good, 8 students or 40% categorized good to average, 8 students or 40% are categorized as fair to poor dan 1 student or 5% categorized as very poor. The description above can be seen in the following table:

**Table 4.3 Students' Writing Score**

No	Score Level	Criteria	Frequency	Percentage
1	25-22	Excellent to very good	3	15%
2	21-18	Good to average	8	40%
3	17-11	Fair to poor	8	40%
4	10-5	Very poor	1	5%
Total		20	100%	

### **Mechanics**

From 20 samples, 2 students or 10% are categorized as excellent to very good, 9 students or 45% organized good to average, 6 students or 30% are categorized into fair to poor, and 3 students or 15% categorized very poorly. The description above can be seen in the following table:

**Table 4.4 Students' Writing Score**

No	Score Level	Criteria	Frequency	Percentage
1	5	Excellent to very good	2	10%
2	4	Good to average	9	45%
3	3	Fair to poor	6	30%
4	2	Very poor	3	15%
Total		20	100%	

Based on the presentation results above, some are X TB 1 at SMKN 1 Pacitan, who get high scores in writing narrative texts. Referring to the classification of scores, the researcher shows that the X TB 1 at SMKN 1 Pacitan has fairly good competence in writing narrative texts in learning English. This showed that X TB 1 got a fairly good score in writing narrative texts.

Based on some of the questions, the researcher found answers to the students' difficulties in writing ability. Interviews were conducted with students of class X TB 1. Interview with students consists of 10 questions. The researcher wants to know what makes students difficult in writing narrative texts. So, the researcher found that students had difficulty in various matters related to writing. Students answered that they had trouble finding ideas and lacked motivation in writing. Students who have difficulty finding their ideas lack knowledge of what they will write. First, they have not learned about the stages of good and correct writing. "When Determining the title, determine the orientation and complications," answered one student, making it difficult for him to write narrative text.

### Discussions

There are four writing ability indicators found in this study. There is content, vocabulary, language use, and mechanic. The researcher conducted data analysis using the theory proposed by indicator writing ability, according to Jacobs et al. 1981. (1) Content, based on the results of the data analysis, the researcher shows that 3 students are categorized as fair to poor. From 20 samples, 9 students or 45% are classified as excellent to very good, 8 students or 40% categorized good to average, and 3 students or 15% are categorized as fair to poor. For instance: On seeing, Bandung Bondowoso Princess Roro Jonggrang is very beautiful. It should be: One day, Bandung Bondowoso met Roro Jonggrang, beautiful princess of Prambanans' king. Based on the test results, it can be said that students have problems with limited knowledge of the subject, trim material, and inadequate idea development. (b) Vocabulary, based on the results of the data analysis, the researcher shows that 4 students are categorized as fair to poor. From 20 samples, 7 students, or 35%, are classified as excellent to very good, 9 students or 45% categorized good to average, and 4 students or 20% are categorized as fair to poor. Here are some examples of students writing that describe their problems in vocabulary, diction, and spelling. For instance: "**Malin Kundang** was a **healthy**, diligent, and **strong child**. He usually **went lo** the **saa** to catch fish. And **brougth il** to **her** mother. or sold it in the town." It should be: "Malin Kundang is a **healthy**, diligent, and **strong child**. He usually **went to** the **beach** to catch fish. And brought to **his** mother or sold in the town."

Based on the test results, it can be said that students have problems with frequent limited errors of word/idiom, choice, usage, meaning confused or obscured. (c) Language Use, based on the results of the data analysis, the researcher showed that there was 1 student who was categorized as very poor. From 20 samples, 3 students or 15% are classified as excellent to very good, 8 students or 40% are categorized as good to average, 8 students or 40% are categorized into fair to poor, and 1 student or 5% categorized very poorly. For instance: "Roro Jonggrang whose beauty **was very** famous in the **land** was the daughter of Prabu Baka **and evil king**." It should be: "Roro Jonggrang whose beauty is very famous in the country, the daughter of Prabu Baka, **the king of evil**." Based on the test results, it can be said that students have problems with frequent limited errors of word/idiom, choice, usage, meaning confused or obscured. Because of these errors, students are not perfect in writing ability. (d) Mechanic, based on the results of the analysis of the test researcher, the researcher proved that 3 students were categorized as very poor. From 20 samples, 2 students or 10% are classified as excellent to very good, 9 students or 45% categorized as good to average, 6 students or

30% are categorized into fair to poor, and 3 students or 15% categorized as very poor. For instance: "Not long afterward, Bandung Bondowoso decided to marry princess Roro Jonggrang, the daughter of his victim. But she had no desire to marry the murderer of her father, so sought the advice of the patih." It should be: "Not long afterwards, Bandung Bondowoso decided to marry princess Roro Jonggrang, the daughter of his victim. But she had no desire to marry the murderer of her father, so sought the advice of the Patih." Based on the test results, it can be said that students have problems dominated by errors of content, vocabulary, language use and mechanics. So that students are not perfect for forming sentences neatly.

### CONCLUSIONS

Researcher has found that there are students' dominant problems in writing ability indicators. Among several problems of writing ability on writing indicators such as content, vocabulary, language use, and mechanics, researcher had found that the most dominant problem in students' writing abilities is vocabulary because students have limited vocabulary knowledge, students cannot spell the text correctly, lack of mastery of word forms, and ineffective choice or use of words.

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