# EVALUATION OF STUDENTS' WRITING ABILITIES AND CHALLENGES IN NARRATIVE TEXTS AT MA DARUL AMAL LAMPUNG

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Saya yang menyatakan,

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# KATA PENGANTAR

Puji syukur kami panjatkan ke hadapan Allah swt., yang telah melimpahkan rahmat dan hidayahnya sehingga penelitian kolektif dosen dan mahasiswa tentang ***Evaluation of Students' Writing Abilities and Challenges in Narrative Texts at MA Darul Amal Lampung*** ini berjalan lancar.

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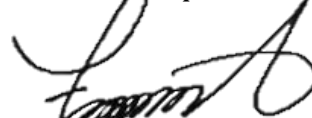
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# ABSTRACT

The aim of the research was to find out the ability and difficulty in writing narrative text. Writing test and Questionnaire were used as the instrument of collecting data. The subject of this research were the XI Exact students of MA Darul Amal Lampung. The method of this research was descriptive research. Writing test and questionnaire were used as the instrument of collecting data. the subject of this research were XI of MA MA Darul Amal Lampung. The result in this test was good and the mean score was (88,73). The second meeting the researcher explain again about questionnairebefore giving the questionnaire test, the result of the questionnaire of the students got (43,78) showed the students of MA MA Darul Amal Lampung. were easy to writing narrative text.

Key word: Narrative Text, Abilities, Difficulties Students' Writing skill.

# DAFTAR ISI

## A. Background of Study

Language as a system of communication by sound is the crucial thing in our life, which is used to share information and communicate with the other to express our idea, feeling, and willingness.[1] Beside that, in Finocchiaro stated that language is a system of arbitary, vocal, symbols wich permit all people in a given a culture or other people who have learned the system of that culture, to communicate or interact.[2]

Writing is very significant because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. In order word, writing is an essential form of communication and is used as a means of communication to connect people regardless time and places. A good writing skill enables students to convey their thoughts and communicate their ideas so that those can be well perceived by others. Hence, writing is one of the most prominent skills which must be mastered by the English language learners.

In addition, writing skill is important because it determines students' success in learning English. On the other hand, writing skill is one of the indicators which can be used to measure students' English ability. Therefore, students of English as a foreign language are required to be able to write in English to internalize the English language that they learn.

Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said far from being satisfactory. Writing is considered as the most difficult skill to be mastered by the second language learners. It could be called so since there are many problems and matters arise during the teaching and learning process of writing in the EFL classroom such as; vocabulary, punctuation, grammar, and organization. In some situations, writing is used to give instructions or to get things done, for example, to receive a massage by tool communication and to complain about by letters.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that ever scltoo runs. It becomes a local content in elementary school, a compulsory subject in junior and senior high school and a complementary subject of the higher education institution.[3] This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading, and writing. Listening and reading skill are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.

Writing is form of communication through which people can express their idea, feeling and knowledge. It is widely accept that writing also crucial means of communication that cannot be separated for human life. [4]Oshima and Hogue define that writing is a progressive activity[5]. This means that when you first write something down, you have already thinking about what you are going say

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[1] Pei M. & Gaynor, F. 1945. Dictionary of Linguistics. New Jersey.Littlefield, Adam&Co.

[2] Ba'dulu, A.M.1974. Introduction to Linguistics.Makassar.

[3] Rahman, T., & Astuti, A. H. (2023). Common Errors In Converting Direct To Indirect Speech Of Grade Xi Students At Sma Muhammadiyah 2 Yogyakarta. Al-Ikmal: Jurnal Pendidikan, 2(1), 41-55.

[4] Chodija, I. T., & Umam, L. H. (2022). Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL. Al-Akmal: Jurnal Studi Islam, 1(1), 64-81.

[5] Oshima, and Hogue. 1997. Introduction to Academic Writing. New Yor :Longman

and how to you are going to say it. Then after you have finish writing, you read over what you have written and make changes and corrections.[6] Therefore, writing is never a one step action, it is a process that has several steps. On the other hand, According to Olshtain in Celce, writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes who gave the reasons for teaching writing: "We frequently have to communicate with each other in writing" and "Writing reinforces grammatical structures, idioms, and vocabulary."[7]

Based on the primary of the researcher got infomations about the students in class XI B at MA Darul Amal Lampung still have problems in writing a good text in English. The students' score in writing are still low. Only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

The researcher asked the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. Writing narrative text requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention in word spelling, punctuation marks, dictions, grammar, purpose of their writing, and idea of their writing itself However, the researcher finds that it is difficult for students to generate narrative text based on their idea. They are confused about how they will write their idea and arrange it into good narrative text. It happens because usually they are only given examples of narrative text. After that they should write or produce their own narrative text with limited guidance. It is the I lem that the researcher wants to try to solve by conducting this research.

Regardless of the obstructions found by students, writing is a very important competence. It is because nowadays people, who take technology as their means of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages through mobile phones and to the more complex like making business letter via e-mail. The importance of writing is also seen from the fact that the skill has become a need 3 for people to compete in the global era. Students need to prepare themselves for their future. They need to be able to write an application letter when applying for a job and many other kinds of written texts when doing their job later. In addition, writing is a means of expressing ideas or communicating with others. Based on the situation above, the writer conducts a research entitle "An

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[6] Puspitasari, E., Mustofa, Y., & Faradilla, S. (2023). Implementing Content-Based Instruction (Cbi) Method In Descriptive Writing Skill: Impact On Students'achievement. Al-Ikmal: Jurnal Pendidikan, 2(2), 18-26.

[7] Nystrand. 1989. Writing English Language Test. New York: Longman

Analysis of Students' Ability and Difficulty in Writing Narrative  Text at Class XI of MA Darul Amal Lampung.

1.  Problem Statement

    According to the statement above, the research question is formulated as follows :

    1. How is the ability of students in writing a narrative text at Class XI  in MA Darul Amal Lampung?

    2. What difficulties do the students find in writing a narrative text at Class XI MA Darul Amal Lampung?

2.  Objective of Research

    Based on the research questions objectives of this research are :

    a.  To know the students' ability in writing a narrative text at Class XI in MA Darul Amal Lampung.

    b.  To know the students' difficulties in writing a narrative text at Class IX  MA Darul Amal Lampung.

3.  Significant of Research

    The significance of this research is expected to be useful contribution for teacher in teaching English writing to know and to analyze the students'  ability and difficulty in writing.  It is expected also give useful information for teaching and learning process in improving the students ability to write narrative text and for the researcher are interested in similar subject matter. For the students', this research is expected that the students could be more active in developing their activity in writing.

## B. Review of Related Literature

1. Concept of Writing
   a. Definition Writing

Brereton states that writing differs from speaking in one very important way: the next has to carry all the meaning, because the writer is never around to explain. Writing is a kind of activities where the writers express all the ideas in their mind in the paper, from words to sentences, sentences to paragraphs and paragraphs to the essay[8]. Basically, writing means producing message into written language. According to Nystrand, writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. [9]

The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience and point of view.[10] Writing is one way to recognize our ideas and help us to absorb and process information that can be transferred for the others[11]. In addition, writing is one of the instruments or media of thinking that is used to execute cognitive activities mentally, to organize information strategically and to make meaning of different forms of knowledge.

Writing can be developed into some ways. Brereton classifies the ways of developing essay into six ways namely: description, narration, definition, process, comparison and contrast and persuasion. Meanwhile, Kirzner and Mandell point out nine ways of developing essay. They are narration, description, exemplification, process, cause and effect, comparison and contrast, division and classification, definition and argumentation. From the opinions above, it can be stated that there are four majors of text. They are narrative, expository, descriptive, and argumentative[12]

It is true that the aim of writing is to convey a message to a reader using a conventional graphic system, such as letters, punctuation, words or sentence. As a good writer, whatever he writes should be understood by a reader.

Skill is the ability to do something well. In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Based on the statement above, it can be conclude that writing skill is a productive of a language which requires critical thinking process and is used as a means of communication to aspire someone's thoughts. Students of EFL can learn about writing in order to be able to be a good writer as well as convey and express their ideas as it is a learning process.

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[8] Brereton, John c. 1982.A Plan for Writing (2 ed). New York: HOLT, Rinehart & Winston.

[9] Nystrand. 1989. Writing English Language Test. New York: Longman

[10] Yani, N. (2023). An Analysis Of Students'difficulties In Essay Writing At Students Of University. Al-Akmal: Jurnal Studi Islam, 2(1), 29-36.

[11] The Positive Impact of Internet-Based Resources to Encourage Students' Vocabulary Aspect

[12]Kirzner and Mandell. 1980. The Holt Handbook, 4 ed. Annotated instructor's Edition. Fort Worth: Harcourt Brace. 1028 pp. th

Learning to write either in the first or second language is one of difficult tasks a learner encounter (Richard, 1990, p. 100). Not only for those learning English as either foreign or second language it is difficult for the native speakers as well (Esmeralda, 2013). In fact, a good writing has to consider some aspects of writing; grammar, vocabulary, mechanic, content, and organization (Hartfiel, Hughey, Wormuth, & Jacobs, 1985, p. 89). Grammar is a set of rules that help the students to construct sentences that make sense and are in acceptable English.

Writing can be defined in various ways. There are some definitions of writing proposed by experts. Sokolik in Nunan suggests that writing is a manual to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard to express the ideas in order to create a piece of written work (essay, recipe, report, etc.). While Trudy Wallace define writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.[13]

Moreover, Murphy stated that writing is a way to produce language, which you do naturally when you speak. Writing is also an act of the process of finding and organizing your ideas, putting them on paper, and reshaping and revising them. In line with Mike states that Writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word processors. In principle, to write means to try to produce or reproduce written messages. Before we write, we need to determine what to write; we should have something meaningful to convey.

2. The Necessity of Writing

Hairston states that writing is important for some reasons as follows:

a. Writing is a tool for discovering, we stimulate out thought process by the act writing and take into information and image, we have our conscious.
b. Writing helps us to recognize our ideas. We can arrange them in coherent form
c. Writing helps us to absorb and process information when we write a topic, we learn it better.
d. Writing enables us to solve the problems by putting the element of them into written form, we can examine and manipulate them.
e. Writing on a subject makes us active learners rather than passive learners of information[14]

3. The Component of Writing

There are some aspects of writing that have to be considered by a writer to be exist in their writing. The researcher will explain the aspects of writing according to Brown and Jacobs et. al. and the aspects of writing that will be focused by researcher in this research. In writing, there are several aspects which should be considered by students in order to write well. Brown proposes six major aspects of writing that have to be

[13] Murphy, O. (2010). Blogs and Wikis: Enhancing Undergraduate Communication And Critical Ability In An E-Learning Context. Edulearn10: International Conference on Education And New Learning Technologies.
[14] Hairston, M. 1986.ContenporaryComposition.Boston: Houghton Miffin Company.

required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance. Meanwhile, (Brown & Bailey, 1984.[15]

Jacob et.al. point out five significant components writing they are;

a. Contents

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Organization

In organization of their writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by ti to organize or arrange the writing this organization is mainly re as order. There are two parts of organization in this case, they are below:

1) Clarity

Clarity is a characteristic of a speech or a prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice.

2) Logical

Logical describe something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course.

c. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentence into paragraphs until day can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d. Language use

Language use in writing involves correct language and point grammar. And adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language.

Subject/Verb Agreement

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[15] Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., and Hughey, J. 1981. Testing ESL Composition: A Practical Approach. Massachusetts: Newbury House

Subject is the part of a sentence or clause that commonly indicates (a) what is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. Put simply, this means that we have to remember to add an -s to the verb if its subject is singular and not to add an -s if the subject is plural. It's really not a hard principle to follow as long as we can identify the subject and verb in a sentence. For one thing, our speech habits sometimes interfere with our ability to apply the principle of agreement. If we have a habit of dropping the final -s from words when we talk, we need to be particularly careful not to leave off the -s when we write.

Singular/Plural Nouns

Singular is the simplest form of a noun (the form that appears in a dictionary): a category of number denoting one person, thing, or increase. Contrast with plural. Plural is the form of a noun that typically denotes more than one person, thing, or instance. Contrast with singular.

Regular/Irregular Verbs

Regular verb is the verb that forms its past tense and past participle by adding-d or- ed (or in some case -t) to the base form. (Also known as a weak verb). Contrast with Irregular verb. Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a strong verb. Verbs in English are irregular if they don't have a conventional ed form (Ile asked or ended). Contrast with Regular Verb.[16]

e.  Mechanic

There are at least three main parts of mechanic in writing, they are:

1) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.

2) Punctuations. It can be used as a unit of meaning and suggest on how the units of it relate to each other.

4.  Process of Writing

Harmer states that writing processes is a way of seeing what people are doing when they make written text. According to Zemach and Rumisek a good writer goes through several stages to produce an article.

a. Pre-writing

Pre-writing is the first step of the writing process. It is in this step that the writer tries to find what he wants to write. The pre-writing stage involves the writer in choosing a topic, gathering ideas about the topic, organizing the ideas to be discussed first to last.

b. Drafting

At this stage the writer generates ideas into words on the computer or papers on the topic. At the compilation stage, the author is focused on writing fluency about the organization and language that will be used so that readers can easily understand the ideas. Content can be written without considering grammar aspects first.

c. Review and Revise

The review stage is to examine what has been written, from structure to content. Authors can ask classmates to exchange texts. Reader's opinion is a good way to know if writing is clear and effective. Revising is not just checking for language errors. This was done to increase global content and organize ideas so that the author's intent was clearer to the reader.

d. Rewrite

Rewriting can be called editing. Editing occurs after revising. Its purpose is to give your paper a professional look. The editing process is an extension of the writing stage, the result of the writing process. Students can ask the teacher's opinion about the writing. Revisions are made by the teacher to help students shape and reshape writing into its final form, and are more focused on organization, written content, and sentence structure. Students check their final text for some of the mistakes they have made.

From the explanation above, it can be concluded that in writing there are four stages; pre-writing (deciding the topic), drafting (writing keywords), reviewing and revising (checking the composition), rewriting (revising the composition to make it a good composition).[17]

Total Scoring

| Categories | Score |
|---|---|
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Language Use | 25 |
| Mechanics | 5 |
| Total | 100 |

5. Influential Factors of Learners' EFL Writing Skill

There are several factors that affect a person's EFL writing ability:

a. English competence

English competency is a broad term which, regarding writing, may include the learner's grammatical competence, vocabulary mastery, and how to organize good paragraphs of English. Lack of grammar or vocabulary competence in particular, makes it difficult for students to produce not only paragraphs but also sentences, even. "Learners who engage in productive tasks can become very frustrated when they don't have the words or grammar they need to express themselves"

b. Native language disorder

The native language of students is very closely related to their English competence regarding its effect on learning to write English. Native

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[17] Harmer, J. (2008). How to teach English (Vol. 62, No. 3, pp. 313-316). Oxford University Press.

language, therefore, is also seen as a very influential factor in the success of students' writing in EFL (Harmer, 2001, p. 250). In this context, the students' mother tongue is Indonesian. Indonesian that has a good impact on certain aspects of students' writing is referred to as' transfer '. Conversely, if it has a bad impact it is called a 'disturbance' Regarding writing, the disturbance of Indonesian against English writing is related to morphology, semantics, and syntax.[18]

c.   Motivation

Some students don't really care about their writing, while others do. The extent to which learners' intrinsic motivation drives them towards improvement will affect their reading habits as well. The problem is motivation is a very complex thing. Motivation means a group of factors that 'energize' behavior and give it 'direction'.

6.  The Purpose of Writing

Nunan argues that there are several reasons why writing systems can develop:

a. To provide a more or less permanent permanent record of some events. Records come in all shapes and forms: from the weather records for a specific city during the year, to a personal diary that someone keeps for the rest of their life.

b. To communicate with other people far away in time and space by letter, postcard, or email.

c. To entertain or teach through creative literature such as stories, novels and poetry.

d. To present complex arguments that go beyond the spoken word in the form of essays, journal articles, and so on.

From the theories above, it can be concluded that in general, the purpose of this study is to provide information and learning innovations in education, especially for students' writing skills. Writing is also used to communicate with other people at different places of time.[19]

7.  The Kinds of Writing Skill

The kinds of writing are:

a.  Description

Description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often. Description also about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

1)  The generic structure of descriptive text.

- Identification; identifying the phenomenon to be described.
- Description: describing the phenomenon in parts, qualities, or/and characteristics.[20]

2)  Language features:

[18] Harmer, Jeremy. (2001). The Practice of English Language Teaching, 3Ed, New York:Pearson Education Limited.

[19] Nunan, D. (2003). Practical English Language Teaching. New York : Mc Graw Hill.

[20] Susan Anker, *Real Writing*, (New York: United States of America, 2010), p.155.

Beside genre structure, descriptive text also has language futures (lexical grammatical). The following are the language features of descriptive text:

- Focus on specific participants: a particular class or thing, person, or place (e.g., queen Elizabeth, the times, bus) rather than generalized participants (e.g., the royal family, newspaper, public, transportation)
- Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g., adjective clause, adjective phrase, and linking verbs such as taste, smell, appear, look, is, am, are, etc.)[21]
- Use of simple present tense.
- Frequent use of classifier in nominal group (e.g., one of many of…, etc)
- The following is the example of descriptive text.[22]

From the example descriptive text, it can be seen that the organization of the text consists of two parts: they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described (Borobudur). In other hand, description tells the Borobudur more clearly (such as parts and its characteristics).

b. Argumentation

A piece of writing is categorized as "argumentative" if it contains statements that serve the function of supporting other statement.

In argumentation presents claims and organizes evidence to argue in support of the claims.

| General classification | Borobudur is a Hindu-Buddhist temple built in the 9th century under the Sailendra dynasty of Java. it is located near Magelang on the island of Java, Indonesia |
|---|---|
| Description | Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well known all over the word. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m(150 ft) high and consists of eight step like stone terraces, one of top of the other. The first five terraces are square and surrounded by walls domed with Buddhist sculpture in bas-relief; the upper three are circular. Each with circular of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8km of passages and stairways. The design of Borobudur, a temple mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur, rededicated as an Indonesia |

[21] T Cromico, J., Sutopo, A., & Haryanti, D. (2015). Translation Quality of English-Indonesian by Using Google Translate (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
[22] http://descriptivetext83.blogspot.com/search/label/Definition (January, 20th 2017

|  | nation monument in 1983, is a valuable treasure for Indonesia people. |
|---|---|

c. Narration

Narration is the form of writing used to relate story of acts or events. Narratives entertain and engage the reader in an imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, descriptive language, past tense.[23]

d. Recount

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). Recount writing is organized by setting, events in chronological order and a concluding statement.[24]

e. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, and instructional material.[25]

To evaluation using analytic method elaborate writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.

f. Comparison and Contrast

Comparison and contrast is a kind of essay developed by comparison emphasizes and similarities or likeness between people, places or abstraction this research just want to observe one types of writing it is descriptive text.[26]

8. The Problems of Teaching Writing Skill at MA Darul Amal Lampung

The individual with writing difficulties may have one or more of the following problems:

a. Poor handwriting/ writing illegibly
   1) Does not follow lines on a paper
   2) Mixes capital and lower-case letters inappropriately
b. Poor spelling skills
   1) Spells phonetically and cannot remember patterns
   2) Reverses letters in spelling
c. Difficulty with copying or completing work on a printed page
   1) Difficulty in copying from board
   2) Difficulty in copying from a book or other printed material [27]
d. May have problems with grammar, syntax and organization

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[23]*Ibid.,* p. 3.

[24] Carroll Robert, *Student Success Guide Writing Skills,(*Sacramento: United States and International Copyright Law, 2013), p.8.

[25]Hugh Cory, *Advanced Writing, (*New York: Oxford University Press, 2005), p.122.

[26] Joy m Reid, *teaching ESL writing, prentice hall regents,*(united state of America) ,p. 236

[27] Aragon Jimenez, *Undergraduate Work An Analysis of The Writing Skill Difficulties of The English Composition Students at The Foreign Language,*(San Salvador: France,2013), p. 9

1) Demonstrates inconsistent memory for sentence mechanics (e.g. lack of punctuation and capitalization)
2) Persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect o disassociated)
3) Does not have all parts of a well-organized paragraph (Topic sentence and supporting sentences)
4) The student is still unable to compose a paragraph.

e. Demonstrates writing skills inconsistent with verbal abilities
1) Writes short and/or simple essays even though he can verbalize more complex thought
2) Can verbalize answers to tests but written answers are wrong, left blank or incomplete

2. The Concept of Narrative Text

Oshima and Hogue state that narration is story writing. When you write a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentences. a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Meanwhile, Keraf state that narrative is a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. Anderson& Anderson explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

2. Generic Structure of Narrative Text

Derewianka (1990: 32) states that the steps for constructing a narrative are:
1) Orientation, m which the writer tells the audience about who the character in the story is, where the story is taking place, and when the action is happen.
2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not beso interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for 24 reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
3) Resolution In a "satisfying "narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).
Meanwhile, Anderson and Anderson show the steps for constructing a narrative text. They are:
(1) Orientation, it is the opening[28] story which tells about the characters, the setting of time and the setting of place.

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[28] Anderson, M. & Anderson, K. 2003a. Text Types in English 2. Macmillan Education Australia PTY LTD.

(2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.

(3) Sequence of events, where the characters react to the complication.

(4) Resolution, where the characters finally solve the problem in the complication.

(5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. In addition, Koffman and Reed (2010: l)state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are:

(1) Orientation which introduces the main characters and possiblysome minor characters. Some indication is generally given of where the action and when an action happened.

(2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen.

(3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

3. Conceptual Framework

The conceptual used in research. In this research, the researcherwill analyze the writing ability and difficulties of students in writing narrative text. The researcher will focus on analysing vocabulary and language use of students.

Conceptual framework of this research as follow:

**"Evaluation of Students' Writing Abilities and Challenges in Narrative Texts at MA Darul Amal Lampung".**

**Narrative Text**

| PROCESS |
| --- |
| **Writing Abilities** |

| PROCESS |
| --- |
| **Writing Difficulties** |

| **OUTPUT** |
| --- |
| Language Use and Vocabulary |
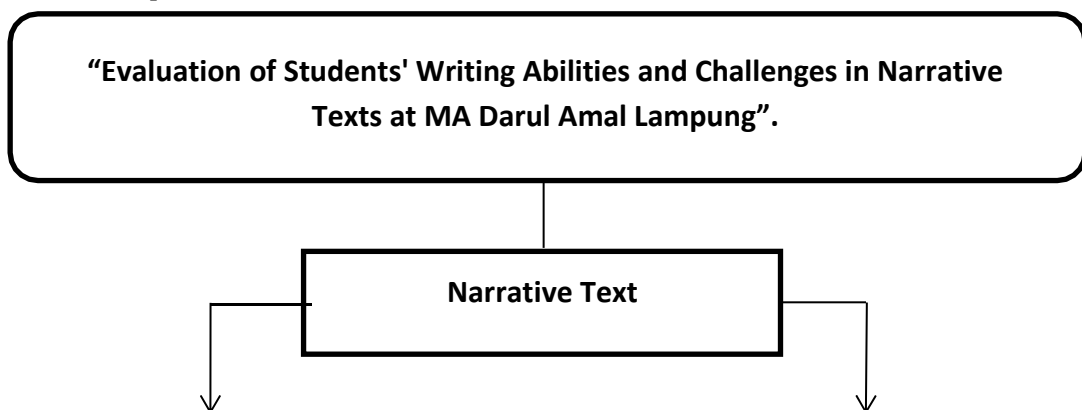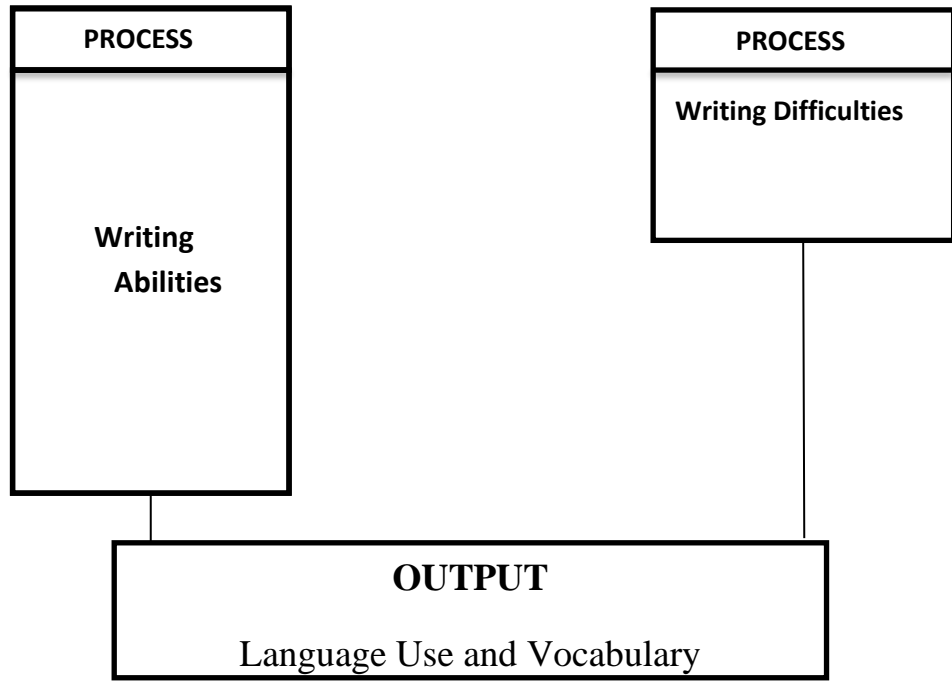
## C. RESEARCH METHOD

This chapter deals with research design, population and sample, resereach variable and indicators, research instrument, procedure of data collection, and technique of data analysis.

1. Research Design

In this study, the researcher usedDescriptive Method. The purpose is to analysis the students ability and difficulty in writing narrative text. According to Sugiyono states that the descriptive method is a method used to describe or analyze the results of a study but not used to make broader conclusions. It can be said that descriptive research is a study that seeks to describe a phenomenon, an event that occurs at the present time or an actual.[29]

2. Research Setting

The Darul A'mal Islamic Boarding School is the pioneering boarding school of the late Almaghfurlah Hadhrotus Syekh KH. Khusnan Musthofa Ghufron. Hodhrotus Sheikh Father KH. Khusnan Musthofa Ghufron is an activist who has very high capabilities. He was active in the largest organization Nahdlotul Ulama for approximately 10 years, so at that time he was nicknamed the White Lion, Guardian of the Lampung Ulama Jungle. In 1987 he decided to establish a religious educational institution to dedicate himself to the wider community. He pioneered the establishment of the Darul A'mal Islamic Boarding School which is located on Jl. Islamic boarding school, Mulyojati 16 B metro Barat, with one of his friends, KH. Syamsudin Tohir.

In constructing buildings, he bought plots of land little by little and expanded the Islamic boarding school area periodically, as well as in construction he also started by building small buildings and continued continuously until finally he had several large buildings. In 1989 several santri came with ubudiyah activities and reciting the Koran in bandongan at the musaholla and several gutaen (rooms) had been built. During its development, the number of children who wanted to recite the Koran and go to boarding school increased, so that in 1990 he founded a formal institution, namely Madrasah Tsanawiyah.

The Darul A'mal Islamic Boarding School is increasingly developing and becoming known to the wider community, so that public interest is increasingly high. It was with this encouragement and insistence that in 1993 he finally founded another formal institution, namely Madrasah Aliyah, together with the establishment of a foster elementary school, and in 2008 a formal institution was founded at the same level as Madrasah Aliyah, namely a vocational school educational institution that concentrates on computer science.

Currently, this Islamic boarding school, which stands on an area of ± 5 hectares, has experienced quite rapid development both in terms of the quality and quantity of its students, as well as the facilities and supporting facilities

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[29] Sugiyono.2017. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

sector. This is proven by the constant participation of students/santri in local and national events organized by the government and private sector. Coaching and planning efforts continue to be developed with the construction of new dormitories, expansion of mosques and study rooms.

| 12 | Data | Course | Classroom | Student | | Jumlah Total |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | Male | Female | |
| 1 | Class X | 1 | 2 | 1 | 61 | 62 |
| | | 2 | 2 | 51 | - | 51 |
| | | 3 | 2 | 36 | 18 | 54 |
| | | Total | | | 167 | |
| 2 | Class XI | 1 | 2 | 9 | 60 | 69 |
| | | 2 | 2 | 54 | - | 54 |
| | | 3 | 1 | 18 | 12 | 30 |
| | | Total | | | 153 | |
| 3 | Class XII | 1 | 1 | 9 | 25 | 34 |
| | | 2 | 1 | 31 | - | 31 |
| | | 3 | 1 | 17 | 12 | 29 |
| | | Total | | | 94 | |

The Facilities in MA Darul Amal Lampung

In order to support teacher and students, there are some facilities in MA Darul Amal Lampung, namely: Teachers' Room, Practice' Room, Computer Laboratory Unit, Library Unit, Classroom, Mosque, Football Field, Volley Field, Tennis Field, Field of Ceremony Flag, Students Activities Room, UKS, Headmaster and Management Room, Kitchen, Canteen, Warehouse, Teacher's Parking Area, Student's Parking Area, and Security Guard Office.

3. Population dan Sample

In conducting a research, the population of this research was taken from students of MA Darul Amal Lampung. The total numbers of population were 30 students. Sample of this research was taken from students of MA Darul Amal Lampung. The total numbers of population were 30 students. In this research take one class as sample by using random sampling technique XI B consisted of 23 students.

4. Research Variables and Indicator

In this research consists of two variables there are independent and dependent variables, dependent variable that is writing narrative text, Then independent variable in this research is students ability and difficulty at Class XI B of MA Darul Amal Lampung. The indicators are language use (tenses) and vocabulary.

5. Research Instrument

   a. Written test
   This written test aimed to find out the students' ability to write narrative text. The students have to write down a narrative text in two paragraphs. The topics of the narrative are "My idol, My daily activity, and My family".

| | Random | General classification & description |
|---|---|---|
| **C O N T E N T** | 27 – 30 | Very good excellent: knowledgably substantive relevant to topic, provides details of the topic |
| | 22 – 26 | Average to good: some knowledge of subject, mostly relevant to the topic but lack detail |
| | 17 – 21 | Poor to fair: limited knowledge of subject, inadequate development of topic |
| | 13 – 16 | Very poor: does not show knowledge, not pertinent to topic |
| **O R G A N I Z A T I O N** | 18 – 20 | Very good excellent: ideas clearly stated, well organized , logical sequencing and relevant to generic structure |
| | 15 – 17 | Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences |
| | 10 – 14 | Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear |
| | 7 – 9 | Very poor: does not communicate, no organization, not enough to evaluate |
| **V O C A B U L A R Y** | 18 – 20 | Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register |
| | 14 – 17 | Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured |
| | 10 – 13 | Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured |
| | 7 – 9 | Very poor: essentially translation, little knowledge of vocabular, idiom, word from, or not enough to evaluate |
| **G R A M M A** | 22 – 25 | Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition |
| | 18 – 21 | Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured |

| | | |
|---|---|---|
| **R** | 11 – 17 | Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured |
| | 5 – 10 | Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate |
| **M A C H A N I C** | 5 | Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured |
| | 3 | |
| | 2 | Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | | Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate[30] |

The following rating scale is the result of considerable and careful research conducted in the scoring of composition in the United States, which is adapted from Heaton (1988:146). From the explanation above the researcher conclude that the total is 100 which described in following table

*Total Scoring*

| Categories | Score |
|---|---|
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Language Use | 25 |
| Mechanics | 5 |
| Total | 100 |

b. Questionnaire

The questionnaire aimed to find out the students' difficulties in writing the narrative text. Students' were given some questions to know the writing difficulty in narrative text.

6. Procedure of Data Collection

The procedures stages in collecting data for each instrument in this research was as follows:

1. Writing Test

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[30] Joy m Reid, teaching ESL writing, prentice hall regents, united state of America ,p. 236

a. The first, the researcher explain about the aim of the written test and what should they do at the paper.

b. Next, the researcher ask the students to write a narrative text based on the topic that had been given.

c. The researcher then given time opportunity to the students to do test is about 50 minutes.

d. Exactly at the 50" minutes the researcher will ask to stop to write.

e. After that, the students will ask to collect their writing.

2. Questionnaire

a. First, the researcher explain about the questionnaire to the students.

b. Next, the researcher explain about the purposes of the questionnaire.

c. The researcher then distribute the questionnaire to the students.

d. After that, the researcher explain how to answer the question of the questionnaire.

e. The researcher ask the students to answer it.

f. The researcher give time to the students to answer the questionnaire about 10" minutes

7. Technique of Data Analysis

To percentage the students' score in the data from the test, which have been given to the stude      know how many percents the students right in answering the test. The following steps were implemented    for analyzing data:

a. Scoring the result of the students' answer

b. Determining and analysis the students' ability by using the passing grade standard at MA Darul Amal Lampung (KKM) of the students is 75, based at MA Darul Amal Lampung.

8. Data Analysis

$$\% = \frac{F}{N} x100\%$$

Where F     = frequency

N     = the number of sample

6. *Finding out the significant difference between the score of the pre-test and*

*post-test by calculating the value of t-test by using the formula:*

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

**D. FINDING AND DISCUSSION**

This chapter concern with the data analysis of the research and the discussion. The researcher present the findings and discussion; the researcher used Descriptive analyse to analyze the results of data. The analysis conducted to determine the. This chapter exibits the findings and discussion of the findings in related to the research questions.The discussion is based on the findings and compared to the previous studies in the same field.

**1.** Finding

This section presents the analysis of the students' ability and difficulty in writing narrative text at class XI of MA Darul Amal Lampung. The data collected 23 students has analyzed in to two analyses, namely; the students' ability and the students' difficulty in writing narrative text.

a. Data Analysis of the Students' Ability in Writing Narrative Text

To answer the research question in the first chapter, the researcher was obtained by using writing test which consist of 3 question. The mean score was fond by dividing the sum all score of the students Ability in writing narrative text in learning English is 88,73 refers the previous classification of the score, the researcher points out that the students of MA Darul Amal Lampung. Have good competence of their ability in writing narrative text in learning English.

**Data Analysis of Students Abilty in Writing Narrative Text**

| No | Categories | Frequency | Percentage | Abilities Categories |
|----|------------|-----------|------------|----------------------|
| 1 | 85-100 | 18 | 78,26% | Excellent to Very good |
| 2 | 70-84 | 3 | 13,04% | Good to average |
| 3 | 55-69 | 2 | 8,69% | Fair to poor |
| 4 | 54-25 | 0 | 0% | Very poor |

The data in the table above shows that 18 students got Excellent to very goodscore (78,26%), 3 students got good to average score (13,04%), 2 students got Fair to poorscore (8,69%), and none students got very poor. The mean score was found by dividing the sum of all score of the student's ability in writing narrative text is (88,73).

**The description of the Result Writing Ablity in Narrative Text**

|  | N | Min Score | Max Score | Mean | Median | Mode | Std. Dev |
|---|---|---|---|---|---|---|---|
| Score | 26 | 64 | 83 | 72.12 | 72 | 72 | 4.493 |

See Table 4.2 that presents for the control class of descriptive statistics computation. There were 26 students for the data. The minimum score was 64 for pre-test and 62 for higher. The maximum score was 83 for the pretest and 82 for post-test. The average or mean class was 72.12 for pre-test and 73.54 for post-test. The median was 72 for pre-test and 74.5 for post-test. The standard deviation was 4.493 for pre-test and 5.680 for post-test. So from the result of data analysis above, it could be inferred that there was improve for the students' writing skill in the control class, but it is not really significant.

**The description of the Result Writing Difficulties in Narrative Text**

The Description of the Data

|  | N | Min Score | Max Score | Mean | Median | Mode | Std. Dev |
|---|---|---|---|---|---|---|---|
| Pre-Test | 26 | 62 | 84 | 72.62 | 73.5 | 77 | 6.450 |

See Table presents for an experimental class of descriptive statistics computation. There were 26 students for the Pre-test. The minimum score was 62 for pre-test and 62 for post-test. The maximum score was 84 for the pre-test and 95 for post-test. The average or mean class was 72.62 for pretest and 83.12 for post-test. The median was 73.5 for pre-test and 77 for post-test. The mode was 77 for pre-test and 88 for post-test. The standard deviation was 6.450 for pre-test and 7.350 for post-test. So from the result of data analysis above, it could be inferred that there was improve for the students' writing skill in the experimental class, and there was highly significant.

b. The Students Score on Questionnaire

In collecting the data of questionnaire the researcher usmg the instrument, respondents are asked to choose their retort to signify one of the numbers from 1 to 4 based explanation for the numbers, that are:
a. Always, respondents got score (1)
b. Often, respondents got score (2
c. Sometimes, respondents got score (3)
d. Never, respondents got score (4)

**The make use of ability and difficulty in writing narrative text at MA Darul Amal Lampung was presented clearly in the following table**

| No | Students Response | | Often | Sometimes | Never |
|----|------------------|----|-------|-----------|-------|
| 1 | I can't write quickly in | 5 | - | 16 | 2 |
| 2 | I can't use my own independent thinking in my | 1 | 4 | 13 | 5 |
| 3 | I can't write a good academic | 1 | 10 | 8 | 4 |
| 4 | I can't accurate quotations in | - | 7 | 11 | 5 |
| 5 | I can't write a clear topic | 2 | 2 | 14 | 5 |
| 6 | I can't edit my writing | 7 | 7 | 6 | 3 |

| Category | Frequency *(F)* | | Persentase |
|----------|-----------------|----|-----------|
|  | 111 | | 24,18 |
|  | 188 | | 40,95 |
|  | 105 | | 22,87 |
| Total | | | 100 |

Based on the table 4.3 it shows most of students had difficulty in writing narrative text, it can be seen from students responses. Most of students chosesometimes category with the total 188 (40,95%) students responses. Some of students had not difficulty in wriπng par;ative text, it can be seen from students responses chose always category with the total 55 (11,98%). And the average value of students responses in writing narrative text is 43, 78%. Through the result of questionnaire that has been doing from students. It's found that most of students have difficulty in writing narrative text. It means that students have difficulty in organize their idea. They can't improve their ability in writing, about wording, grammar, punctuations and spelling.

c. The aspects writing receives most improvement in students writing.

Aspect of Use Vocabularies Mostly Achieve by the Students

| Control Group | | Experimental Group | |
|---|---|---|---|
| Pre-Test | Post-Test | Pre-Test | Post-Test |
| 20 | 10 | 16 | 12 |
| 20 | 7 | 17 | 12 |
| 18 | 7 | 20 | 18 |
| 18 | 7 | 20 | 19 |
| 12 | 9 | 19 | 8 |
| 20 | 12 | 16 | 13 |
| 11 | 14 | 7 | 14 |
| 15 | 15 | 9 | 20 |
| 18 | 18 | 11 | 20 |
| 18 | 20 | 10 | 20 |
| 17 | 17 | 9 | 20 |
| 10 | 19 | 12 | 20 |
| 16 | 20 | 10 | 18 |
| 17 | 20 | 17 | 18 |
| 15 | 19 | 16 | 20 |
| 16 | 18 | 14 | 20 |
| 11 | 12 | 12 | 20 |
| 10 | 13 | 10 | 20 |
| 12 | 15 | 14 | 20 |
| 18 | 11 | 13 | 20 |
| 20 | 12 | 11 | 20 |
| 18 | 13 | 18 | 20 |
| 17 | 18 | 15 | 20 |
| 15 | 14 | 12 | 18 |
| 19 | 16 | 14 | 20 |
| 11 | 14 | 13 | 20 |
| **412** | **370** | **355** | **470** |

See Table 4.10 shows that the mostly word and vocabulary aspect achieved by the students over in writing skill. The pre-test and post- test in control group was 412 low to 370.While, the pre-test and post- test in experimental group was 355 up to 470. From the total score of each result above, it can be concluded for the ratio percentage that achieved by the students .

While, the ratio percentage that achieved by the students over the was 5.38 %. So it can be concluded that, most of the students feel easy to choose an appropriate word or vocabulary and develop their idea in writing. Whereas they are feel confused to choose an appropriate word or vocabulary and do not have an idea to develop the topic in writing

**2.** Discussion

Before giving the test while the researcher given explanation about narrative text, the researcher does observation early. The researcher does it observation with the first meeting it's aimed to know the ability and difficulty in writing narrative text using writing test. The result in this test was good and the mean score was (88,73). The second meeting the researcher explain again about questionnairebefore giving the questionnaire test, the result of the questionnaire of the students got (43,78) showed the students of MA Darul Amal Lampung were easy to writing narrative text.

Based on the rage percentage above, it is found that there are 18 students got excellent to very good score (78,26%) and 3students got good to average score (13,04%), the mean score also indicates that it is good (88,73). Refers to the previous classification of the score, the researcher points out that the students of MA Darul Amal LAmpung had good competence of their ability in writing narrative text in learning English. It can be caused that the students in MA Darul Amal Lampung had high competence and interest in English particularly in Writing Narrative text.

Some of students had not difficulty in writing narrative *text*, it can be seen from students responses chose always category with the total 55 (11,98%). And the average value of students responses in writing narrative text is 43,78%. Through the result of questionnaire that has been doing from students. It's found that most of students have difficulty in writing narrative text. It means that students have difficulty in organize their idea. They can't improve their ability in writing, about wording, grammar, punctuations and spelling.

The result of the findings shows that the 23 students of MA Darul Amal Lampung were mostly interested in learning English to find out the ability and difficulty in writing narrative text. English writing through easy learn English especially to find out the ability and difficulty in writing narrative text.[31] This was proved by the narrative test of the students from the writing test. This research related with the thesis of Anwar, 2011. With the tittle *An Analysis the Students' Ability in Writing Narrative Text*[32]

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[31] Puspitasari, E., & Wijaya, T. (2022). The Positive Impact of Internet-Based Resources to Encourage Students' Vocabulary Aspect. *Tapis: Jurnal Penelitian Ilmiah*, *6*(2), 166-175.

[32] Anwar, 2011.An Analysis the Students'Ability in Writing Narrative Text.

## E. CONCLUSSION

This chapter consist of two parts, the first part is conclusion that describe about the answer of problem statements of this research and the second part is suggestion for students, teacher and the next researcher.

### 1. Conclusion

As has been stated on the previous chapter, the present research investigated an analysis of students' abiljty and difficulty in writing narrative text. The research employed descriptive design at Class XI MA Darul Amalo Lampung. Therefore, based on the findings and discussion in the previous chapter, the researcher concludes as follows:

1. The ability of students writing narraive text is good. It was proved fro the mean score of writing test in writing narrative text is 88,73.
2. The students' was still difficult in writing narrative text. It was proved from the mean score of questionnaire in vocabulary and language use at the second class for the first semester of senior high school Darul Amal Lampung is 43,78.

### 2. Suggestion

Based on the conclusion above, the researcher whould like to give some suggestions to the students (learners), the English techer and the next researcher, as follow.

1. For the students at Class XI MA Darul Amal Lampung
   a. The students are expected to improve their writing ability narrative text.
   b. The student also should know the tenses in order to make them easy to make sentence in English.
2. For the English Teacher MA MA Darul Amal Lampung
   a. The teacher pays attention in ability and difficulty in writing aarrative text.
   b. The teacher should create a good English language environment.
3. For the next researcher
   a. The result of this research can also be used as an additional references or further research with different discussion for the next researcher

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