

**ASSESSING STUDENTS' WRITING ABILITY
IN A NARRATIVE TEXT**

THESIS



BY:

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

2022 M/1443 H

**ASSESSING STUDENTS' WRITING ABILITY
IN A NARRATIVE TEXT**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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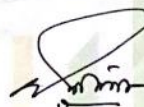
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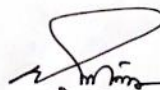
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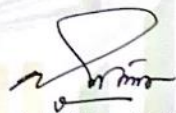
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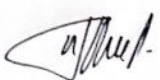

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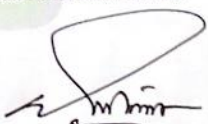

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Thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

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Assalamu 'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka

kami berpendapat bahwa Skripsi saudara

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

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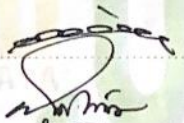

THESIS APPROVAL

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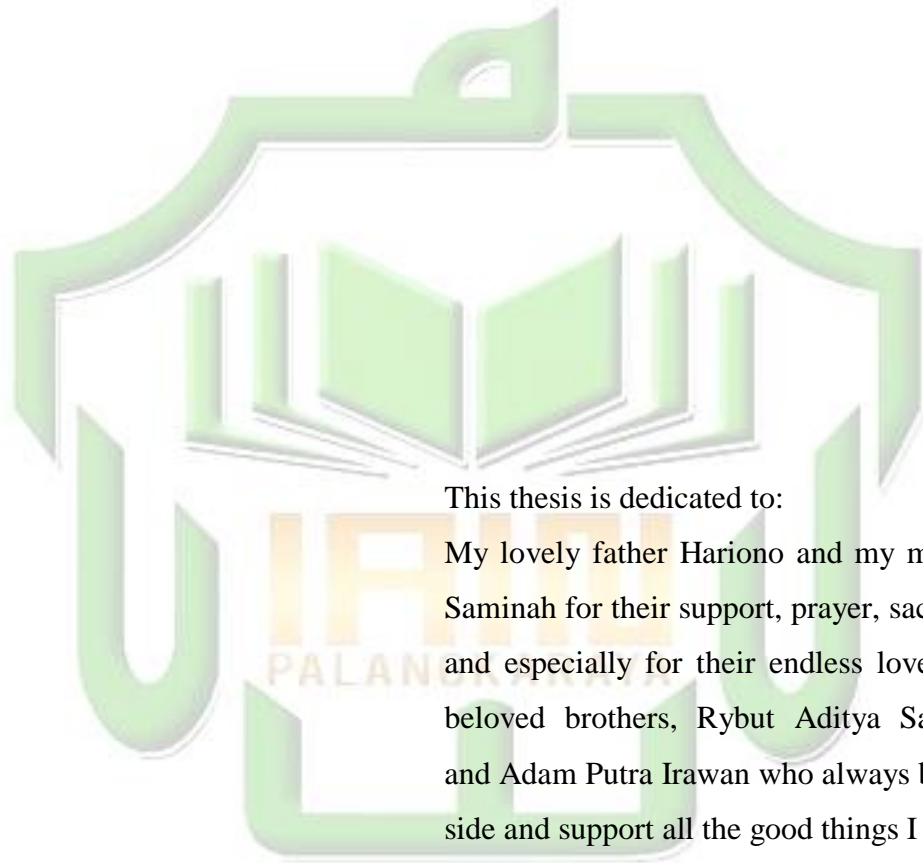



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MOTTO AND DEDICATION

إِنَّ مَعَ الْعُسْرِ يُسْرًا

*“Sesungguhnya setelah kesulitan itu ada kemudahan”
(Q.S. Al-Insyirah: 6)*



This thesis is dedicated to:

My lovely father Hariono and my mother Saminah for their support, prayer, sacrifice, and especially for their endless love. My beloved brothers, Rybut Aditya Saputra and Adam Putra Irawan who always be my side and support all the good things I did.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If a later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, January 16th 2022
Youth Faithfully



ANGGI KRISTIANA WARDANA

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ABSTRACT

Wardana, Anggi Kristiana .2022. *Assessing Students' Writing Ability in A Narrative Text*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Keywords:Assessment Writing, Ability, Writing, Narrative Text.

Assessing writing is one of the most problematic in language testing because good writing are so sought after by master of higher education and many institutions are require. The teachers should spend a lot of time to making sure that their writing assessment are correct and reliable.

This study is based on the needs to know the students' writing ability in a narrative text of the fourth semester students of English Education at State Islamic Institute of Palangka Raya.

This study was used a quantitative method with a retrospective evaluation research. The total number of population in this study were 112 students. The sample elected were 40 students. The instrumen in this study was used a writing test which distributed as online by using Google Form.

The data were analyzed by Ms. Excel using SPSS, the result showed that the students have good writing ability in a narrative text. The mean score achieved was 81.31. It was in the good category. But, there were 3 students categorized into poor and fair. This result is in line with the assessing students' ability in a narrative text by using scoring rubric that available in this study.

ABSTRAK

Wardana, Anggi Kristiana. 2022. *Assessing Students' Writing Ability in A Narrative Text*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

Kata Kunci: Penilaian Tulisan, Kemampuan, Tulisan, Teks Narasi.

Menilai tulisan adalah salah satu permasalahan terbesar dalam tes bahasa karena tulisan yang baik didapatkan oleh pendidikan tinggi dan dibutuhkan oleh banyak institusi. Para guru harus meluangkan banyak waktu untuk memastikan bahwa penilaian tulisan itu benar dan dapat diandalkan.

Penelitian ini berdasarkan kebutuhan untuk mengetahui kemampuan siswa dalam menulis sebuah teks naratif pada siswa semester 4 Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Palangka Raya.

Penelitian ini menggunakan metode kuantitatif dengan penelitian evaluasi retrospektif. Dengan jumlah populasi di penelitian ini sebanyak 112 siswa. Dan sampel yang dipilih sebanyak 40 siswa. Instrumen pada penelitian ini menggunakan tes menulis yang didistribusikan secara online melalui Google Form.

Data dianalisis menggunakan Ms. Excel dan SPSS, hasil menunjukkan bahwa siswa memiliki kemampuan yang baik dalam menulis teks naratif. Nilai rata-rata yang didapat adalah 81.31. itu berada dalam kategori yang baik. Tetapi, ada 3 siswa berada dalam kategori rendah dan sedang. Hasilnya selaras dengan kemampuan siswa dalam menulis teks naratif dengan menggunakan rubrik penilaian yang tersedia dalam penelitian ini.

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Palangka Raya, January 16th, 2022
The Writer,

ANGGI KRISTIANA WARDANA

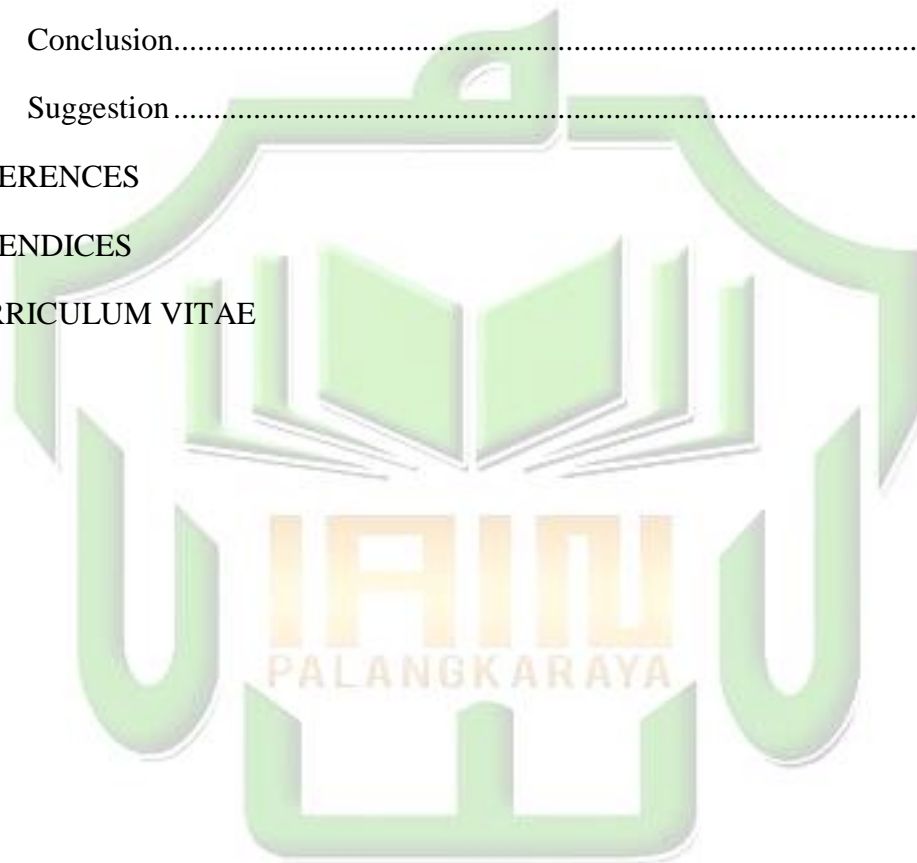
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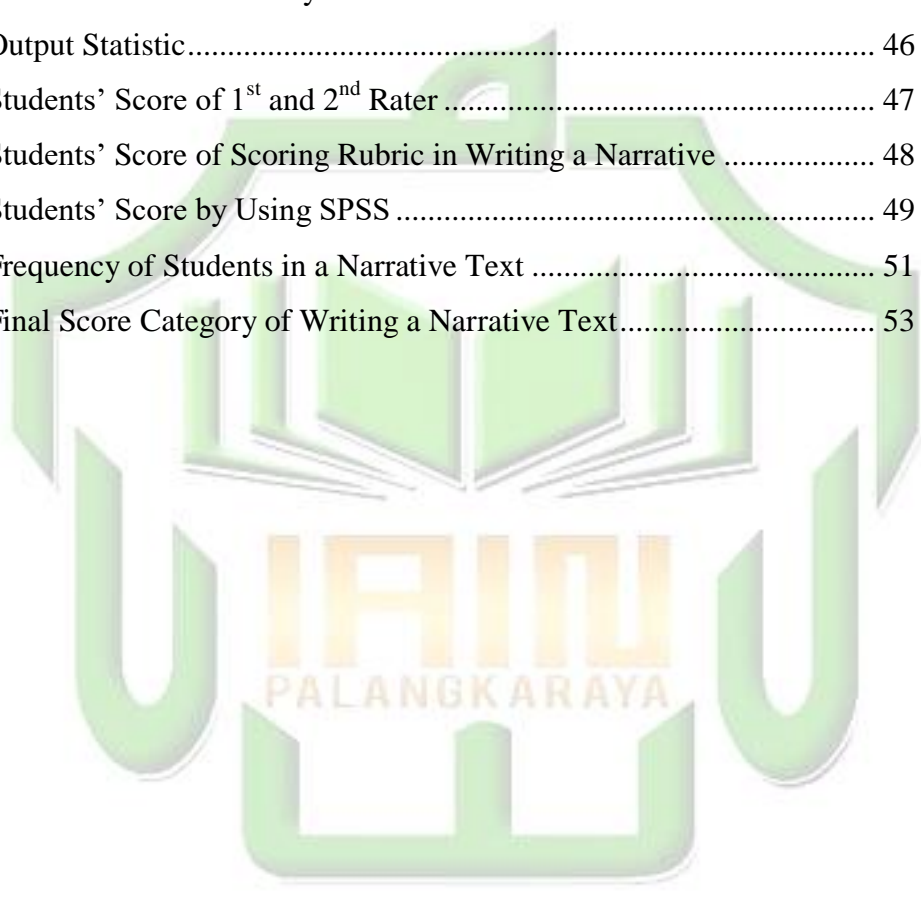
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Appendix 3 Students' Answer

Appendix 4 Permission Letter



LIST OF ABBREVIATIONS

H_a : Alternative Hypotheses

H_0 : Null Hypotheses



CHAPTER I

INTRODUCTION

This chapter consisted of background of the study, research problem, objective of the study, scope and limitation, significance of the study and definition of key term.

A. Background The Study

Assessing writing ability is one of the most problematic in language testing because good writing ability are so sought after by higher educational employers and institutions. A good teachers should spend a lot of time to making sure that their writing assessments are correct and reliable. In this study, the researcher chose writing skill as her research. Writing is an activity to express something. Writing is not only for expressing ideas but also for communicating to each other. Because people can communicate to other people without speaking in direct, but they can express their feeling through written text. According to (Kartika S. 2017, p.104-118), writing skill is important skill in life, is not only in educational life, but also in people's life. Writing skill is very essential because it is one of the language skills that must be possessed by students. Through writing, students can express or reveal their ideas or opinions, thoughts, and feelings they have. Also, it can develop the power of thought and creativity of students in writing. In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, also it relays to the process of monitoring any single words or features that we have written and

the process of rereading and revising our writing. Suparno and Muhammad Yusuf (2006) stated that writing is an activity in delivery message (communication) like idea, concept, experience or information. For proficient and advanced writers, it offers strategies, techniques, and opportunities to apply them (Diana Hanbury King, p.2). Someone should have a good capability to convey or deliver their writing in structural and grammatical rules in the language. Writing is caused that the students can share ideas, informations, experiences through written text. The students can looking for a problem solving to make a draft such as a cause and to cope with the problems. So, it can be concluded that writing is one of esensial aspect for the students to learn English asvone of the productive to convey and express idea and also to communicate with others in written text.

There are many kinds of texts that can be used in writing form such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. Each of it has different purposes, tenses, and forms. In this study the researcher focused on narrative text, because narrative as a story of human experience or describe an action in the past time, so that the students easily to composite sentence which shows students ability to use the language in retelling what a person or a group has experienced. According to (Pardiyono, 2007) writing narrative is a kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader. Keraf (1991:136) stated that “Narrative as a story tells or

describe an action in the past time clearly, so narrative is tried to answer the question: what happened". Hasani (2005:22) stated that narrative is conversation or writing with the purpose tells about action or human experience based on the development of time. Narrative text is kind of the text to retell the story that past events and also an imaginative story to entertain peoples. It has as meaningful sequence of events that involves a structure time. In narrative text, every student should comprehend about the generic structures and the language features. If students write a narrative text based on the generic structures and language features, it means that students understand about narrative text.

Based on the explanatin above, the researcher is interested in conducting a research entitled "Assessing Students' Writing Ability in Narrative Text.

B. Research Problem

Based on the background of the study above, the research question can be formulated as follow : How is the assessment of students' writing ability in narrative text written by fourth semester students of English Education State Islamic Institute of Palangka Raya?

C. Objective of The Study

This study aims to assessing students' writing ability in a narrative text in the fourth semester students of English Education at State Islamic Institute of Palangka Raya?

D. Hypothesis of the Study

1. Ha: Students have good writing ability in a narrative text.

2. Ho: Students have bad writing ability in a narrative text.

E. Assumption

The researcher assumed that the students have a good ability in writing a narrative text based on content, organization, vocabulary, grammar, and mechanics. Because they had learnt it from Junior high school and Senior high school. So, the researcher thought that they had familiar with this kind of a text and they were able to write a good narrative text.

F. Scope And Limitation

Based on the research problem above, the researcher limited this study about the students' writing ability in a narrative text. It focused on content, organization, vocabulary, grammar, and mechanics of narrative text. This study is conduct to 4th semester of English Education students at State Islamic Institute of Palangka Raya

G. Significance of the Study

This study has theoritical and practical significances. Theoritically, to finding out the theory of writing, especially to know the students' ability in writing narrative text.

Practically, there are three significances such as:

1. For the students to help them to solve their problems in writing narrative text and will be able to help them increase their ability in writing narrative text.
2. For the teachers, it can be a reference and hoping that the result will be give advantages to increase in teaching writing.

3. For the further researchers it can be a references to do further research in the same subject in various topic in the different context.

H. Definition of Key Term

1. Assessing Writing

Assessing writing is a way to measures the students' ability in writing ability. Assessing writing is particularly useful as a tool to improve teaching and learning. The ultimate purpose of any assessment should govern design, implementation, and dissemination of the results.

2. Ability

Ability is a way to know how well students understand or comprehend something about the materials that have been given. According to Hartati (2019:6), she states that the potential capacities are found in humans or in the quality of the ability to do things, especially physical, mental, or legal powers to accomplish things. In conclusion, ability is a potential for understanding or action. These abilities can be physical, the ability of the brain, and the ability to act.

3. Writing

Writing is one of four skills in language subject which can help the students to express their own opinions, ideas, and thoughts. In this case, writing use to write narrative text. Writing narrative text is such as write a story based on the writer's experienced or simply their imagination that use a narrative pattern such as generic structures and language features. Based on

Harmer (2004:31), writing is a way to produce language, to express ideas, to express feelings, and opinions. Moreover, he claims that writing is a process that is often strongly influenced by gender obstacles, and these elements must be present in learning activities.

4. Narrative Text

Narrative text is kind of the text that is used to describes or tells the story in the past time based on the writer's experienced or simply their imagination. The purpose of the narrative text is intended to entertain the readers. According to Rebecca (2010:1), state that a narrative text is a type of text that describes logical, chronological sets of texts. A narrative text isa type of history, and most narrative texts are fictitious such as fables, legends, fables, and science fiction. Additionally, the writer usually uses a narrative text to comfort, inform, and impart moral values to the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of related previous study and related literature used in this study, they are: Ability in Writing, Ability, Writing, and Narrative Text.

A. Related Studies

The researcher takes some related studies as comparison and guidance of this research.

First, Nickola Wolf Nelson and Adelia M. Van Meter (2007) conducted a research entitled *Measuring Written Language Ability in Narrative Samples*. A language-levels models was used in this research to analyze written narratives. This research is measure that distinguishes students from class level and specific difficulties is reported by the language level. Discourse-level measures are the total words, the total t-units, and the story score. The sentence-level measures are a sentence code (simple or complex, correct or incorrect), which means the length of the unit, and the number and type of constricting. The word-level measure of a word is a number of words and the correct proportion of words. Based on the previous study above, the similarity between this study are the object of the research to assessing students' writing ability in narrative text and using a test as the instrument to collect the data. The difference between this study is the study took place.

Second, Christine Combe (2010) conducted a study assessing foreign/second language writing ability. The researcher took a practical and critical approach to the comprehensive process of assessing the written work of the students in the

foreign or second language. The researcher found that a recurring relationship between teaching and assessment can be absolutely positive as long as that assessment is based on correct principles and procedures. Teaching and assessment should relate to a student's purpose and often to an institutional goal. Based on the previous study above, the similarity between this study are the object of the research is assessing students' writing ability. The difference between this study is the study took place.

Third, Afrida Anwar, Lisa Tavriyanti and Fatimah Tanjung (2013) studied about an analysis on the students' ability in writing narrative text at grade IX of SMPN 2 Gunung Talang. In this research, they used descriptive in nature for the design of this research. The researcher took 31 students as the sample of their research by used writing test in the form of narrative text to collect the data. In general, the result of students' ability in writing narrative text was moderate. In this study, the researcher used inter-rater technique to know the reliability of the test. There are four aspects that the writer analyzed in the students' text, such as their ability in writing generic structure of narrative text (orientation, complication, resolution), their ability in applying language feature, their ability in using appropriate vocabulary, and also their ability in applying the mechanics in writing narrative text.

Fourth, M. Hudri and Nadya Rianti (2015) studied about analysis of students' ability in writing narrative text at the second year of MTs Nurul Jannah NW Ampean. The reasecher used quantitative and descriptive research as the method of this study. The researcher used observation and writing test to collected the

data. In correcting the writing test, the researcher focused on four aspects of writing. The researcher were chosen 20 students as the sample. The result of this study is found that the ability of the students in writing narrative text is unfair category. Based on the previous study above, the similarity between this study is the instrument to collect the data by using test and the object of the study is to analysis the students' ability in writing narrative text. The differences between this study is the grade of the subject.

Sixth, Dini Utami Mulyaningsih (2013) stated about an analysis on the students' ability in writing narrative text a case study at one public junior high school at Bandung. A qualitative case was used in this study. To collect the data of this study, the reseacher was used a test. The subject of this research was a class of eight grade students of one public junior high school in Bandung. This study focuses on the analysis of students' ability in writing narrative texts in terms of schematic structure and language features of Narrative text. The analysis of the data indicate that the students from low and middle achievers have insufficient knowledge of writing. This research indicate that all students from all levels of achievements have been aware of the obligatory constituent structure of narrative text that includes orientation, complication, and resolution. Based on the previous study above, the similarity between this study are the research problems of this study, the instrument to collect the data, and the object of this study is to analysis students' ability in writing narrative text. The differences between this study are the research design, the grade of the subject and at the previous study was used a test as the instrument to collect the data.

Seventh, Yurika Aryanty (2017) conducted a study an analysis on students' ability in writing narrative text at eight grade of SMP Negeri 7 Tanjung Pinang. In this research, the researcher want to find the students' error in grammatical feature in narative text, especially in simple past tense. The method that is used in this research was an analysis quantitative research. The sample was selected by cluster sampling from eight grade of SMP Negeri 7 Tanjung Pinang. The researcher was used mean formula and percentage manual formula to analyze the data. In this study the researcher used written test as the instrument to collect the data. The result of this study were the students' ability in writing narrative text at eight grade of SMP Negeri 7 Tanjung Pinang was good. Based on the previous study above, the similarity between this study are the research design, the object of this study and the instrument to collect the data. The differences between this study is the data analysis procedure.

Last, Fauziatul Fitriani, Saunir Saun, and Muhd. Al Hafish (2014) studied about an analysis of students' writing ability in narrative text at senior high school 3 Bukit Tinggi and it has aim to find out how far the students understood writing aspects. The data collected were analyzed quantitatively, this study used some formulas adapted from descriptive quantitative research. The puprose of this method is to test the hypothesis to answer the current status of the research subject. The researcher took 147 students from tenth grade of IPS students, and the sample of this research were 23 students. The data collected by writing narrative text. The researcher used test as an instrument and it would cover all the aspects of writing. Based on the previous study above, the similarity between this

study are the research design, the object of this study and the instrument of this study. The differences between this research are where the study took place and the grade of the subject.

All in all, based on those seven previous study above, the researcher conclude that all the researcher want to assess the students' ability in writing a narrative text.

B. Assessing Writing

According to Brown (2004: 241-246), there are three extensive methods for responding and writing. They are holistic scores, primary trait scoring, and analytical scoring. In holistic value, each point the holistic scale is given a systematic set of descriptors, and the reader checker adjusts the overall impression to the value it achieves. It means that the teacher makes the chart a score with a description.

In primary trait scoring, a person who scores the task assigned and determines the score based on the effectiveness of the text that reaches that goal. For example, if the goal of an essay is to persuade the reader to do something, the value of writing will be on the achievement of that function. If the goal is to exploit the imagination by expressing personal feelings, then his response will be evaluated only for that feature. In this method of assessment, there are four dial scales ranging from zero (no response or fragmented response) to 4 (the goal is achieved).

In analytic scoring, there are six main elements of writing that are scored, and it enables students to home on weaknesses and to tap strengths. It caught its associating more closely with class language instruction than with formal testing.

According to Brown and Bailey in Brown (2004: 243-246) offer five main categories and five different levels in each category ranging from "unacceptable" to "excellent."

According to Nickola Wolf Nelson and Adelia M. Van Meter (2007), stated that they started by looking at previously used measures at each of the language levels: Discourse Level Measures, Sentence Level Measures, and Word Level Measures. As follows:

1. Discourse Level Measures

Many researchers have used holistic or quality-assessment methods to answer research questions related to discourse level performance. In the case of narratives, researchers have used a grammatical analysis of the story based on a variety of Glenn and Stein's (1980) descriptions of the structure of the episodic narrative. For example, Graham and Harris (1989) have used grammatical analysis of stories, holistic qualities, and words are calculated to gauge the impact of care in text planning on the skill of outpacing the skills of fifth and sixth graders with or without learning disabilities (LD).

2. Sentence Level Measures

According to Gillam and Johnston (1992) they used the level of conversation and sentences for oral and written narrative produced by 9 to 12 year old with a language disorder compared with appropriate age, language, and reading arrangements. Sentence level measures include length of sentences and count of links, as well as count of grammatical

errors. The sentence level of wacansi measures include a plot descriptor, a related episode of component proportions, and a summary of the story.

3. Word Level Measures

Word level ability to write the level of words also includes elements in shaping letters and spelling. It is particularly difficult to measure vocabulary in writing. Vocabulary diversity can be based on a number of different words (NDW), but NDW is confused with total words, and Scott and Windsor (2000) don't feel sensitive to LD. DE la paz and graham (2002) measure vocabulary maturity as the number of unique words with seven or more letters and found the difference in the students' essay after receiving instructions in planning, drafting, and revising.

Based on the explanation above, the researcher realizes that an essential part to know the students' writing ability is to their own writing or from their product. It is assumed that if students had good writing ability, their writing would also be good and vice versa. Therefore, teachers must be able to assess students' writing in the right way. However, assessing students' written product is not a simple thing to do. According to Miller (Urquhart & McIver, 2005: 27) state that assessment as gathering information to meet a students' special needs. Urquhart & McIver (2005), state that the most intensive part of time in teaching is assessment.

C. Ability

Ability is derived from the adjective word "able" that has similar meaning as "can". Hasan (2015) state that ability is the skill or competence in doing something. Ability shows a performance that can be done right now, mean while

talent needs practice education in order a performance can be done in future. Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.

The ability of the students in learning can be seen from the result of the learning itself. The ability of every students are not same, they have their own capability, even though they are taught by the same teacher, because their ability to grasp the material are different.

From the definition above the researcher concluded that the ability is competence or skill to do something and it refers to skill such as processes, knowledge, and to understanding something, and the ability of every students are not same.

There are four skills in English, they are : listening, speaking, reading, and writing.

1. Listening

Listening is one of important skills in classroom because of providing input of learners then it as a first step of learning process (Gestanti. 2017, p. 36).Also, listening is part of communication skills, besides speaking and writing . Two ears and one mouth in our head indicate listening is more important than speaking. The listening process begins with receiving, understanding, remembering, evaluating, and responding.

2. Speaking

Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. (Al Hosni. 2014, p. 22). Speaking skills can be acquired through listening ability and also can be acquired by applying three things: introducing a new language, training, and communicative activity.

3. Reading

Toendan said in Widiastuty (2011:61), state that a communicative process between the reader's background knowledge and the text is definition of reading. Specifically, reading is a cooperation between information that is gain by bottom-up decoding and information that is prepared by means of top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information-processing skills. Reading is a process that is used by the reader to get the message that the writer intended to convey in words. A process that requires that a unified group of words be seen in a glance and the meaning of individual words be known. If this is not fulfilled, the implied and implied message would not be captured or understood, and the process of reading was not well accomplished. So, reading is the process of understanding a text or a publication to get a message or meaning from the text.

4. Writing

Writing is a planned undertaking and learned. It is culturally such a specific learned behavior, as Syahid (2019, p. 21) said that writing is not only one of difficult skills in English but also not easily acquired. Writing relies on multifaceted language skills so, there is no guarantee that can be mastered. From multiple perspectives of expression, cognition, situation, completion, ideology and society. Writing skill is a skill of pouring ideas into writing. Language skills, those of writing and rhyming skills, make the reader easy to understand.

D. Writing

1. Defining Writing

Writing is among the most complex human activities, because it involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy. From such a wealth of approaches and themes, this book will be concerned with what is immediately relevant to the teaching and learning of writing in EFL at advanced levels, Jozsef (2001, p.5).

Brereton (1982: 2), state that writing differs from speaking in one very important way: the next must have full meaning, since the writer was never present to explain. According to Nystrand (1989: 75), state that writing is a

matter of textual orientation in what the author reasonably can assume that the reader knows and expects the answer. It means that writing is an activity for sharing information that readers can understand. Thus, the writer must be able to communicate with the reader by their sentence.

Writing is one of language skills, beside speaking, listening, and reading. Writing is also can be one of media communication. By writing we can express the idea, feeling, thought, and the opinion, so that a good interaction can be formed in society.

Writing, because it allows us to represent to our-selves our learning, our ways of making meaning, teaches us the most profound lesson about how we read, write, and use language, about what it means to know, (Zamel, 1992, p.481).

Writing is very important and frequently used in people's daily lives, either as individual such as messages, writing application letter, and in teaching learning. In learning and teaching English language, it is a difficult subject especially for the students. The reason is because writing may express the idea, the opinion, feeling, and thought that takes a lot of vocabularies and must to fit into the grammar.

Based on the statement above, the researcher concluded that writing is one of the skills in written form to convey or to get the information to the readers. By writing we can share the ideas, feelings or anything is in our mind to write appropriate sentences. The most important function is when the reader can understand what the author's mean.

2. Elements of Writing

In elements of writing is a variety of necessary skills for most types of academic writing. As follows:

a. Purpose

The purpose is to discuss why a writer wrote a particular paragraph. To keep the writers focused on their subject, they had to understand the goals they wanted to achieve. The goal is what the author wants to achieve. A well-written essay must have a particular a goal or purpose. There are three main purposes for writing-to express yourself, to let your readers know, and to persuade your readers.

b. Audience

A good writing is remembering your audience when you write. The viewer term refers to the reader. Good writers know who their audience is before they start writing. Good writers always remember the audience as they write each sentence in their paragraph.

c. Clarity

Clarity refers to how easy it is for the reader to get the point of your writing. Good writers clearly explain their thinking. Sentences that are obviously not vague or indirect; they address the subject to the reader in specific language. The first requirement of a good sentence is that it becomes clear. Most failure in clarity comes from three sources: (1) of errors such as mistaking word commands, its puzzling reference,

omission of necessary words, and inadequate punctuation, (2) of vogue diction, (3) of sentence structure that is used too often.

d. Unity

Unity in the passage is internal consistency. If the purpose of the paragraph is nothing more, unity is broken. Unity also means that all sentences relate to the topic and the controlling idea. A good writer should stay on the topic to make sure that each supporting sentence is related to the topic.

e. Coherence

Coherence means sticking together. A treatise has coherence when all ideas are composed and flow smoothly and logically from one to the next. When a paragraph or an essay has coherence, the reader can more easily follow the main ideas. Three important features of coherence are: logical sequence, use of key words, using transitional words and phrases.

3. Process of Writing

According to Harmer (2004: 4-6) there are four elements in writing process. Those are planning, drafting, editing, and final version.

a. Planning

According to Harmer (2004:4) state that in planning process, there are three steps that have to be taught by the students. First, the students should decide the purpose of writing. Second, the students have to

think the language styles. Last, the students should be consider the content.

b. Drafting

Harmer (2004: 5) stated that drafting is the main version of a piece of writing. In this oint the student should be focus on the development ideas, including the organization of the ideas, such as grammar, spelling, and ounctuations.

c. Editing

Harmer (2004: 5) stated that in editing, the students should be read or check again about what they have write as a draft to check if there any mistakes.of their writing. After the students know the mistakes of their writing, the students should revise it. By doing that, they can minimize the mistakes.

d. Final version

Harmer (2004: 5) state that the last step is the final version. After all the process have done, the students should make final version. Because it is possible that the final version is different from the plan and the draft has been made before. It happens when there are many change in editing process. After finishing the process, the result of writing is ready to be sent to the reader. It is will be different if the students write it by spontaneously.

4. Types of Writing

There some kinds of writing as follows:

a. Descriptive Text

In writing, descriptive text can be regarded as a text to describe a thing, a person and etc. According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It tells that descriptive text is to describe and designed specially about a person, a place, or things. Descriptive text reproduced how the things look, taste, smell, feel, or to describe a situation such as happiness, loneliness, or fear.

The social function of descriptive text is to describe a particular person, place, or things. There are two generic structures of descriptive text, as follows :

1) Identification

Identification in a descriptive text is to identifies the phenomenon to be described.

2) Description

The description in a descriptive text is to describes about characteristics, part, and qualities.

The lexicogramatical significant features of the text focus on specific participants, use attributive and identification processes, and use the simple present tense.

b. Report Text

A Report is a text that is to presents information about something occur.

A report text consists of three parts, such as social function , generic structure, and lexico grammatical. The social function is to describe and tell the way things are happen by factually referring to various natural phenomena in our environment.

The generic structure of report text, as follows:

1. General classification

It tells about the phenomenon in the discussion of the text.

2. Description

It tells about the phenomenon in the discussion as in part terms, quality, habit or behavior.

The language features of report text focuses on generics participants, use simple present tense, and use the relational process to declare what it is.

c. Narrative Text

Narrative text is a to retell a story or events of the past time. According to (Joyce & Feez, 2000, p. 24) stated that narrative is story about person or a group of people overcoming problems. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

A narrative text has three parts; social function, generic structure, and lexico grammatical. The social function of narrative text is to entertain the readers to deal with actual or vicarious experiences in different ways.

The generic structures of narrative text, as follows:

1) Orientation

It tells to set the scene and introduces the participants.

2) Complication

It tells about the crisis arising.

3) Resolution

It tells to resolve the problems on the complication, for better or for worse.

Meanwhile, according to Anderson and Anderson (1997:8), tell the steps for compiling narrative text, as follows:

1) Orientation

It's opening stories that tell about character, setting time and place.

2) Complication

Which contains events from story that move the reader to guess what will happen.

3) The sequence of events

In which the characters react to complications.

4) Resolution

Where the characters ultimately solve the complicated problem.

5) Coda

Which contains comments or moral values that can be learned from the account, but this is a choice step.

The lexicogrammatical significant features of narrative text focus on the specific and usually individualized participants, use past tense, use material processes, behavioral processes, and verbal processes, use temporal conjunctions, and temporal circumstances.

d. Procedure Text

Procedure text is a text that explain about the ways or steps to doing or make something. According to Anderson and Anderson (1997: 50) stated that procedure text is a kind of text that gives or tells us some instructions for doing something. The function of procedure text is to tells how something can be done by directions or instructions.

The social function of a procedure text is to describe and mention how something is achieved through a series of action steps. Procedure text consists of three generic structures, as follows:

1) Goal

It tells about the purpose of the text.

2) Materials

Material means all things is needed according to the purpose of the text.

3) Steps

The steps tell about how to do something in sequence.

Lexciogrammatical significant features of prosedure text focus on general human agents, use simple present tense, use temporal conjunction (such as numbering to indicate the sequence) and use material processes.

E. Narrative Text

1. Definition of Narrative Text

According to Lipson and Cooper (2002), state that a narrative as a text that people read for entertainment. The same idea is expressed by Anderson and Anderson (2003: 8), state that the narrative is a text that tells a story and thus provides comfort or information to a reader or a listener. Narrative text is a kind of text to retell the story of the past time. The purpose of the text is to entertain or to amuse the readers or listeners about the story. Narratives are stories about person or a group of people overcoming problems (Joyce & Feez, 2000, p. 24). Keraf (1989: 136), state that a narrative is a composition form, that has a purpose. In the acitivities form that are bound up into events of a certain time. Meanwhile, Oshima and Hogue (1997: 27), thought that a narrative is a writing story.

According to Anderson and Anderson (2003), a narrative is a text that tell a story and, in this way, comforts the audience. It has character, organization,

and action. The character, background, narrative problems are usually introduced at first. The problem reached in the middle. Then, the problem resolved in the ending.

Narrative is one of types writing that is used to tell the story of acts or events. It usually arranges the story based on time sequence. The purpose of narrative text is to entertain and to amuse the reader or the listener by actual or vicarious experience. Narrative text is tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. According to Hornby (1973), narrative means story or orderly account of events.

A narrative text has three parts, they are social function, generic structure, and language feature. The social function of narrative text is to amuse and entertain and to deal with actual or vicarious experiences in different ways. A Narrative text are divided into two kinds: Non-fiction narrative telling a true story. It is often used to tell the story of a person's life, an important historical event, or a new story. It is a combination of narrative and information writing. Fiction narrative telling lies or untrue story. Stories made by authors like short story comics. The ultimate purpose of this fiction is to entertain, or teach moral lessons.

From the statements above, it may be concluded that a narrative text is a chronological text. For the text to be enjoyed by the reader, the writer should

carefully govern it. The purpose of telling a story is to give meaning, and entertain the reader.

So, in this study the researcher used a narrative text to her study. In a narrative text the students should try to write a composition based on their personal experiences.

2. The Social Function of Narrative Text

The social function of narrative text is to amuse and entertain and to deal with actual or vicarious experiences in different ways. Pardiyono (2007 : 93) states that the social function of narrative text is to amuse, entertain, and to deal with actual or imaginary experience in such different ways. A narration text for comfort, to deal with real or representative experiences in various ways: narrative deals with troubled events leading to a crisis or a turning point of some kind, which will turn into a resolution. It amuses and entertains with actual or experience in different way.

3. Generic Structure of Narrative Text

In simple words, narrative text has generic structure as orientation, complication and resolution. But, according to Labov and Waletzky (1967) and concluding with Labov (1972, 1981 and 1997), the basic components of a well-defined narrative of personal experience described in six sections that reflect the narrative's distinctive development from setting complications, resolution and return to the present. These narrative components, usually

embodied by clauses that have the same function as the higher units in which they participate, are as follows:

1. Abstract

Abstract is to summarize what the story is about, usually represented by one or two clauses that describe the essence of a story.

2. Orientation

The function of the orientation section is to "direct the listener in respect for people, places, times, and behavioral situations "(1967: 32).

3. Complicating action

Complicating action is show what happened in the story.

4. Resolution

Resolution is show about the result of the story and it also shows that how the complication was solved.

5. Coda

It connects the world of stories and the present. Can therefore conveyed through different linguistic devices. For example, the narrator or the writer can refer to the current effect of the events narrated in the story, follow a character's evolution after the story ends, or offers a moral lesson of the story.

6. Evaluation

Evaluation is to provide a point of view of the writer or the narrator about events and to guide listeners regarding the importance of the narrative.

Based on the explanation above, the researcher will use the generic structure (orientation, complication, and resolution). Pardiyo (2007 : 97) states that narrative has three structures, they are :

a. Orientation

It is an introduction of the story involves the characters, setting and time of the story are established. Usually, it is the answer of Who? When? Where? And it is stated in the beginning of the story. Usually the first paragraph is the orientation where readers find time and place set up and also the participants the background of the story. The starting point of a narrative story is to make readers understand what the stories about. So, orientation means to introduce the participants or characters of the text of time, sets the scene, creating the picture of the setting and atmosphere.

b. Complication

It explores the conflict in the story. It will show the crisis, rising crisis and climacs of the story. Complication is the problem raising. The complication will determine whether the text “lives” or not.

c. Resolution

It shows the situation which the problems have been resolved. It means the complication may be resolved for the better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. Resolution is the final series of the events which happened

in the story of the text. Like complication, resolution is also divided into major and minor resolutions.

4. Language Features of Narrative Text

There are six language features of narrative text:

1. Use the past tense.
2. Using sign language makes it less formal but easy to digest.
3. Using different punctuation and noun, adjectives, adverbs and verbs.
4. It contains a dialogue, a monologue, and a narration.
5. It uses active and passive verbs.
6. In a sentence, sometimes do not always consist of subject, predicate, object, and description.

Example :



True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend.

According to Pardiyo (2007 : 107), he states that the language features of narrative text are :

1. The use of noun phrase, that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and a kinds person.
2. Connectives are widely used to move the narrative along and to affect the reader or listener for example; to signal time (later that day, once) to move the setting (meanwhile back at the cave, to surprise (suddenly, without warning).
3. Adverb of phrase shows the time and place in the story.
4. Simple past tense is the pattern that is usually uses in narrative text for example (stayed, climbed).
5. Action verb consists of verb to show an activity that can be seen, for example; run, sleep, walk.
6. Saying verb is used when a writer want to use an alternative for the word "said" in speech tags for direct speech, for example; say, tell, and ask.

7. Mental process includes feeling verb, thinking verb, and verb of sense (she felt hungry, she touches, she was clever).

According to Joyce & Feez (2000) is suggest that narratives have some linguistic features as follows:

- 1) Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
- 2) Mainly use action verb (material processes), that describe what happens.
- 3) Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
- 4) Normally use past tense.
- 5) Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.
- 6) Descriptive language is use to enhance and develop the story by creating image in reader's mind.
- 7) Can be written in the first person (I, We) or third person (he, she, they).

CHAPTER III

RESEARCH METHOD

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. The Research Design

This research used descriptive quantitative design and retrospective evaluation research. According to Hill & Betz, 2005 and Nimon & Allen, 2007 stated retrospective methods is to assist the practitioners respond to the practical challenges and related sizes. It is used to evaluate the program's results toward the professional development center. The purpose is to assess the students' and determine the score of students' work in writing narrative text on 4th semester of English Education students at Study Program in State Islamic Institute of Palangka Raya. According to Muijs (2010, p. 1), stated that quantitative research is explaining the phenomena by collecting numerical data which is analyzed using mathematical-based methods (especially statistics). Quantitative research is used to measure the problem by producing numerical data that can be converted into useful statistics. It is used to measure other defined attitudes, opinions, behaviors, and variables, and to generalize the results of a large sample population. Quantitative research used quantitative data to formulate facts and reveal patterns in research.

B. The Population and Sample

1. Population of the research

The population of the research is a group that gets data (Syafi'i, 115). The research population were the 4th semester of English education students. There were four classes on the 4th semester of English education students, that are A, B, C, and D class. The population of this research was the 4th semester of English education students at State Islamic Institute of Palangka Raya, and the total number of students are 112 students.

Table 3.1
Participant of Research

No	Class	Number of Students
1.	Class A	28
2.	Class B	28
3.	Class C	28
4.	Class D	28
Total Number		112

2. Sample of the research

In this study, the researcher used a non-random sampling to select the participant. which means how the sample is taken. That not all of the members of the population were given a chance to be chosen by a sample.

Type of sample retrieval according to the Slametho (2007: 12) "sampling taken with non-random sampling can be sought with quota sampling, purposive sampling, area sampling, proportional sampling, stratified sampling, double sampling and combined sampling". So, in this study the researcher used quota sampling to select the participant. A quota sampling is how the sample is taken with a set of samples to be addressed. In quota sampling there are 2 types, controlled and uncontrolled. In this study, the researcher used a sampling quota of out-of-control. An uncontrolled quota sampling is an unlimited sampling of the samples to be reached without imposing any limits on the researchers' sample options. In this regard, researchers select sample members at will. So, the researcher took 40 participants as a sample. The researcher chose 10 students from class A, B, C, and D by their present list. In the present list, the researcher only chose from number 1-10 of the 4th semester students at State Islamic Institute of Palangka Raya.

C. Research Instrument

In collecting the data of this study, the researcher used a test as the instrument of this research.

1. Research Instrument Development

a. Writing Test

A test is to evaluate or to know how far the students' comprehend the material of the subject that they learn. According to Brown (2004:3), state

that a test is a method of measuring a person's ability, knowledge or performance in a given domain. In this study, the researcher will adopt the test from the article of Nelson (2007), that will ask the participants to write a narrative text in 50-60 minutes length. The students should know about the story that they write, the story should have problem, they should tell what happened and how it ends, and the story can be real or imaginary by the theme "personal experience".

To assessing the students' ability in writing a narrative text the researcher will use analytic score. According to Brown and Bailey, there are six main elements of writing that will assess in analytic score, and allow the students to understand weaknesses and exploit them power. Analytical score is based on in-depth analysis of the aspects of writing such as focus/organization, content, grammar, vocabulary, and mechanisms. The analytic scoring rubric by Abbas (2013) has some categories, as the following table:

Table 3. 2
Scoring Rubric of Writing Narrative Text

Aspects	Criteria	Scores	Categories
Content: Topic Development	- Thorough Development of topic.	10	Very Good
	- Relevant to topic but lacks detail.	9	Good
	- Inadequate development of topic.	8	Fair
	- does not show knowledge of topic	7	Poor

Organization: Paragraph Structure	<ul style="list-style-type: none"> - The paragraph of structures is correctly. - lack in organizing, but good in ideas. - lacks logical sequencing. - The paragraph structures is in correct. 	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>Very Good</p> <p>Good</p> <p>Fair</p> <p>Poor</p>
Vocabulary: Word Choice diction	<ul style="list-style-type: none"> - Accurate and effective in choosing words/diction. - Accurate diction, but not effective. - Lacks accuracy of diction, but meaning not to obscured. - Errors in diction, word, and meaning. 	<p>10</p> <p>9</p> <p>8</p> <p>7</p>	<p>Very Good</p> <p>Good</p> <p>Fair</p> <p>Poor</p>
Grammar: Sentence Structure/con struction	<ul style="list-style-type: none"> - Use correct grammar. - Several errors of grammar, but the meaning is not to obscured. - Major errors of grammar, and the meaning obscured. - Dominated of errors, and poor 	<p>10</p> <p>9</p> <p>8</p> <p>7</p>	<p>Very Good</p> <p>Good</p> <p>Fair</p> <p>Poor</p>

	sentence construction.		
Mechanics:	- Very little errors of mechanics.		
spelling,	- Few errors of mechanics.	5	Very Good
punctuation,	- Many errors of mechanic and	4	Good
and	meaning.	3	Fair
capitalization	- Dominated by errors of	2	Poor
.	mechanics.		

Maximum score = 40

Students' score = $\frac{\text{Obtained score} \times 100}{\text{Maximum score}}$

$$= \frac{40 \times 100}{40} = 100$$

The researcher adopted from journal of Leo in cites of Abbas (2013:21), that the students' score rubric will be categorized as stated in the table below.

Table 3. 3

Final Score Category of Writing Narrative Text

Range of Final Scores	Categories
86-100	Very Good
71-85	Good
56-70	Fair

10-55	Poor
-------	------

2. Instrument Validity

Putri (2019), stated that validity meant a way of assess the instrument in research. According to Ary (2010), stated that the instrument claimed to be measured. Muijs (2010, p. 65), stated that validity requires something to be assess even if it is not in simple research. The form of the instrument validity assessment used the Pearson Product Moment correlation coefficient.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation :

R_{xy} : correlation coefficient between variable x and y

N : the total of subject

$\sum xy$: product from x and y

$\sum x$: the total of x

$\sum y$: the total of y

\sum : number of x squared

\sum : number of y squared

Criteria :

If R value > R table = Valid

If R value < R table = Invalid

To know the instrument's validity level, the test result interpreted in the table below:

Table 3.4
The Criteria of Validity

Validity	Interpretation
0.800 - 1.000	Very High
0.600 - 0.799	High
0.400 - 0.599	Fair
0.200 - 0.399	Poor
0.000 - 0.199	Very Poor

The researcher focused on the validity of the instrument. There are three types of validity:

a. Face Validity

According to Nevo in the journal of Moyo & Mann (2018, p. 228-253), believed that face validity appear with an understanding that registered perceptions, characteristics, ideas, and testicular levels. Taherdoost (2016), stated that face validity is the level that assess to be associated with a significant construct. For the examples was non-expert adviser such as examinees and representatives of the legal system. Thus, the face validity of the test items as follows:

1. The writing test adopted by Measuring Written language ability in Narrative Samples in the article of Nickola Wolf Nelson & Adelia M. Van Meter (2007).

b. Content Validity

Muijs (2010:66), believed that content validity describes the content such as test and questionnaire that try and determine to assess of underlying concept (achievement, attitude, self-esteem). The researcher measured students' writing ability in writing a narrative text by the test to write a narrative text with the theme "personal experience"

c. Construct Validity

Muijs (2010, p. 68), states that construct validity is a theory that connects complex structures and assessment concepts. Once again, this is correlated with the theoretical study to be studied. In this study, the researcher wrote a test to measure the correlation between grammar mastery and vocabulary size on the translation ability of the report text.

Muijs (2010, p. 68), stated that construct validity is a theory of correlating the complicated structure and assessment concepts. It correlated with theoretical study to be assessed. The researcher wrote a test to measure the students' writing ability in a narrative text.

3. Instrument Reliability

According to Ary (2010, p. 236) stated that reliability means the consistency of the instrument quality used by researcher to assess numerical data. It is required in any type of measurement. Based on Azwar, in the book

of Suyoto (2015, p. 91) stated that there are three limits to the range of reliability, namely:

1. If the researcher measures the object repeatedly with the same instrument, and the learning outcomes remain the same. It means that researchers reached the limit of reliability.
2. If the measurement result is final, it means that the researcher has reached the reliability limit.
3. To minimize measurement error.

Ary (2010, p. 238) stated that reliability is related to the random error of measurement on the stability of the score. But some of the errors presented in the measurement were systematic or predictable. The reliability test instrument uses the KR-20 formula for a narrative text writing test. According to Arikunto (2010, p. 100) the KR-20 formula is as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \Sigma pq}{s^2} \right)$$

Explanation:

r_{11} : reliability of the test as a whole

p : the proportion of the subject that answers the item correctly

q : the proportion of the subject that answers the item incorrectly

Σ : the amount of multiplication between p and q

n : number of items

s : standard derivation

Formula of Alpha Croanbach as follows :

$$\alpha = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_x^2} \right]$$

Where :

k : the total of items

$\sum S_i^2$: the total of variants of each instruments

S_x^2 : Variants of the instruments

To know the coefficient of reliability, it saw in the table below:

Table 3.5
The Criteria of Reliability

Validity	Interpretation
0.800 - 1.000	Very High Reliability
0.600 - 0.799	High Reliability
0.400 - 0.599	Fair Reliability
0.200 - 0.399	Poor Reliability
0.000 - 0.199	Very Poor Reliability

The instrument did not require measurement reliability because the test is valid and reliable in previous studies.

1. The test did not need measuring the reliability because it adopted by Measuring Written language ability in Narrative Samples in the article of Nickola Wolf Nelson & Adelia M. Van Meter (2007).

D. Data Collection Procedure

In quantitative study, to collect the data of assessing the students' ability in writing narrative texts on this study, the researcher was employed a writing test and did some procedures. These procedures was discussed as follow:

1. The researcher prepared the instrument by using Google Form.
2. The researcher gave writing test of narrative text to the sample students.
3. The researcher asked the students to write a narrative text with the theme "personal experience".
4. The researcher collected the students' answer.

E. Data Analysis Procedure

To analyze the data of this study, the researcher used some procedures as follows:

1. The researcher collected all the data (data of students' writing a narrative text).
2. When the data were collected, the researcher calculated it by using scoring rubric which presented in this study. By using the formula:

$$\text{Maximum score} = 40$$

$$\text{Students' score} = \frac{\text{Obtained score} \times 100}{\text{Maximum score}}$$

$$= \frac{40 \times 100}{40} = 100$$

3. Then, after get the data of students' score in scoring rubric, the researcher continued her calculatated by using Microsoft Excell. By using the formula :

a. Mean of students' score by Ary (2010, p. 108)

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

Where:

M = mean

$\sum Y$ = the sum of scores

N = number of students

b. Standard Deviation

$$x = X - \bar{X}$$

Where:

x = deviation score

X = raw score

\bar{X} = mean

4. After that the researcher interpreted the data.
5. The reacher made a discussion and conclusion of this study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed the result of the study. It consisted of the research findings and discussions. In research findings the researcher display the data which found in online task and in discussion the researcher explained the result of the data by using Ms. Excel and Interval Scale.

A. Data Presentation

This section presented the score of students' writing ability in a narrative text. The data were analyzed by using Ms. Excel and SPSS 25 Programs. The number of the participants was 40 of 4th semester students of English Education at State Islamic Institute of Palangka Raya. The participant was asked to write a narrative text with 5 aspect of scoring, those are topic: content development, vocabulary: word choice diction, grammar: sentence structure or construction, and mechanics: spelling, punctuation and capitalization.

Table 4.1

**Table Output Statistic
Statistics**

CATEGORY		
N	Valid	40
	Missing	0

The table 4.1 above showed that the information about the number of students being analyzed was 40 or $n = 40$. Because all the students were processed in this analysis, it means that no data was released. Then missing was worth 0.

Table 4.2
Students' Score of 1st and 2nd Rater

No	Name	Content	Organization	Vocabulary	Grammar	Mechanics
1	LI	8,5	4	8,5	8,5	4
2	MQW	7	2	7	7	2
3	UK	10	5	10	8,5	3,5
4	M	8	3,5	7,5	7	2
5	RK	10	5	9,5	9	3,5
6	MKA	8	3	7,5	7,5	2,5
7	NS	9,5	4,5	8,5	9	4
8	VR	9,5	4,5	9	8,5	3,5
9	MI	10	4,5	9,5	9	4
10	N	8,5	3,5	8	9	3,5
11	SS	9,5	4,5	9,5	9	4
12	N	8,5	4	8,5	8,5	3
13	NF	9,5	4	9	8,5	3,5
14	NH	9,5	4	9	8,5	4
15	MR	8	3	8,5	8,5	3,5
16	SW	8	3	9,5	8,5	3
17	W	10	4	9,5	9	4
18	DA	8	3,5	9	8,5	3
19	RA	8,5	3,5	8,5	8,5	3,5
20	SV	8	3,5	8,5	8,5	4
21	M	9	3,5	8,5	8,5	3,5
22	ZK	9	4	8,5	9	2
23	FN	8	3,5	8,5	8	4
24	N	-	-	-	-	-
25	M	8	3	8,5	8	4,5
26	M	7,5	3	8,5	8,5	4
27	VH	7,5	4	8,5	8,5	4
28	AR	8,5	3	7,5	7	3,5
29	S	8	4	8	8	4
30	PY	10	4,5	10	9	4,5
31	SR	9	4	8,5	9	4
32	KA	8,5	3,5	8,5	9	4
33	KO	8,5	4	8,5	8,5	4
34	MS	7,5	3	8,5	8,5	3,5
35	AJ	8,5	3,5	8,5	8,5	4
36	SN	9	4	9,5	9	4
37	SW	9,5	4	9	9	4,5
38	UM	8	4	9	9	4

39	DPP	10	4	10	9	4,5
40	WN	8,5	4,5	8,5	85	4

Table 4.2 above showed the students' score from 1st and 2nd rater based on the scoring rubric that available on this study. Then, from the score above the researcher continued it to calculate it to find the total score and the final score in the table 4.3 below.

Table 4.3

Students' Score of Scoring Rubric in Writing A Narrative Text

No	Name	SIS-1	SIS-2	Total Score	Final Score
1	LI	32	35	33,5	83,75
2	MQW	25	25	25	62,5
3	UK	38	36	37	92,5
4	M	26	30	28	70
5	RK	38	36	37	92,5
6	MKA	26	31	28,5	71,25
7	NS	34	37	35,5	88,75
8	VR	34	36	35	87,5
9	MI	36	38	37	92,5
10	N	33	32	32,5	81,25
11	SS	36	37	36,5	91,25
12	N	34	31	32,5	81,25
13	NF	34	35	34,5	86,25
14	NH	34	36	35	87,5
15	MR	31	32	31,5	78,75
16	SW	30	32	31	77,5
17	W	36	37	36,5	91,25
18	DA	30	34	32	50
19	RA	30	35	32,5	81,25
20	SV	30	35	32,5	81,25
21	M	30	36	33	82,5
22	ZK	34	33	33,5	83,75
23	FN	30	34	32	80
24	N	-	-	-	-
25	M	28	36	32	80
26	M	30	33	31,5	78,75
27	VH	32	35	33,5	83,75
28	AR	30	28	29	72,5
29	S	32	33	32,5	81,25

30	PY	38	38	38	95
31	SR	34	35	34,5	86,25
32	KA	34	33	33,5	83,75
33	KO	32	35	33,5	83,75
34	MS	30	32	31	77,5
35	AJ	32	34	33	82,5
36	SN	36	35	35,5	88,75
37	SW	36	36	36	90
38	UM	34	34	34	85
39	DPP	38	37	37,5	93,75
40	WN	32	36	34	85
SUM		3252.50			
HIGHEST SCORE		95.00			
LOWEST SCORE		00			
MEAN		81.3125			
STANDARD DEVIATION		14.85493			

From table 4.2 above, the researcher obtained the mean score and standard deviation. From a number of participant were 40. The result showed that the mean of students' writing test 81.3125, standard deviation = 14.85493. It means that the students' writing ability was at the good category.

Note : SIS-1 Students' Individual Score taken by 1st Rater

: SIS-2 Students' Individual Score taken by 2nd Rater

Table 4.4

**Table of Students' Score by using SPSS
Statistics
SCORE**

N	Valid	40
	Missing	0
Mean		81.3125
Std. Error of Mean		2.34877
Median		83.7500
Std. Deviation		14.85493
Variance		220.669
Skewness		-4.401

Std. Error of Skewness	.374
Kurtosis	23.789
Std. Error of Kurtosis	.733
Range	95.00
Minimum	.00
Maximum	95.00
Sum	3252.50

The table 4.3 above showed the information about the number of valid data were 40 students, while the missing data is 0. It means that all students' data are processed into SPSS. The mean score of the students' ability in writing a narrative text was 81.31 with Std. Error of Mean was 1.23487. Median or the middle score was 83.75 with Std. Deviation 14.85493. Variance was 220,669. Meanwhile, skewness, Std. of error skewness, kurtosis, and std. error of Kurtosis in the table above is used to detect whether the test results were normal or not.

B. Research Findings

Based on the research problem of the study above, students' writing ability in narrative text written by fourth semester students of English Education at State Islamic Institute of Palangka Raya could be argued that the students' writing ability in narrative text with the theme "Personal Experience" is defined as "good" category because the mean score of the students was 81.31. It because the students can write the components of narrative text was good enough that was assessed by scoring rubric that available in this study. As you can see on the table below:

Table 4.5
Frequency of Students in a Narrative Text

SCORE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2.5	2.5	2.5
	62.50	1	2.5	2.5	5.0
	70.00	1	2.5	2.5	7.5
	71.25	1	2.5	2.5	10.0
	72.50	1	2.5	2.5	12.5
	77.50	2	5.0	5.0	17.5
	78.75	2	5.0	5.0	22.5
	80.00	3	7.5	12.5	30.0
	81.25	5	12.5	12.5	42.5
	82.50	2	5.0	5.0	47.5
	83.75	5	12.5	12.5	60.0
	85.00	2	5.0	5.0	65.0
	86.25	2	5.0	5.0	70.0
	87.50	2	5.0	5.0	75.0
	88.75	2	5.0	5.0	80.0
	90.00	1	2.5	2.5	82.5
91.25	2	5.0	5.0	87.5	

	92.50	3	7.5	7.5	95.0
	93.75	1	2.5	2.5	97.5
	95.00	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it is known that the number of students who got 0 score was 1 or 2.5%, the number of students who got 62.50 score was 1 or 2.5%, the number of students who got 70.00 score was 1 or 2.5%, the number of students who got 71.25 score was 1 or 2.5%, the number of students who got 72.50 score was 1 or 2.5%, the number of students who got 77.50 score were 2 or 5.0%, the number of students who got 78.75 score were 2 or 5.0%, the number of students who got 80.00 score were 3 or 12.5%, the number of students who got 81.25 were 5 or 12.5%, the number of students who got 82.50 score were 2 or 5.0%, the number of students who got 83.75 score were 5 or 12.5%, the number of students who got 85.00 score were 2 or 5.0%, the number of students who got 86.25 score were 2 or 5.0%, the number of students who got 87.50 score were 2 or 5.0%, the number of students who got 88.75 score were 2 or 5.0%, the number of students who got 90.00 score was 1 or 2.5%, the number of students who got 91.25 score were 2 or 5.0%, the number of students who got 92.50 score were 3 or 7.5%, the number of students who got 93.75 score was 1 or 2.5%, the number of students who got 95.00 was 1 or 2.5% of the students. Because the entire data is valid, then the column of Valid Percent are the same as the Percent column. While, the Cumulative Percent column showed that the number of students in 0 score was

2.5%, 62.50 score was 5.0%, 70.00 score was 7.5%, 71.25 score was 10.0%, 72.50 score was 12.5%, 77.50 score was 17.5%, 78.75 score was 22.5%, 80.00 score was 30.0%, 81.25 score was 42.5%, 82.50 score was 47.5%, 83.75 score was 60.0%, 85.00 score was 65.0%, 86.25 score was 70.0%, 87.50 score was 75.0%, 88.75 score was 80.0%, 90.00 score was 82.5%, 91.25 score was 87.5%, 92.50 score was 95.0%, 93.75 score was 97.5%, 95.00 score was 100.0%. This 100% value is the cumulative value of 2.5% (0 score) + 2.5% (62.50 score) + 2.5% (70.00 score) + 2.5% (71.25 score) + 2.5% (72.50 score) + 5.0% (77.50 score) + 5.0% (78.75 score) + 12.5% (80.00 score) + 12.5% (81.25 score) + 5.0% (82.50 score) + 12.5% (83.75 score) + 5.0% (85.00 score) + 5.0% (86.25 score) + 5.0% (87.50 score) + 5.0% (88.75 score) + 2.5% (90.00 score) + 5.0% (91.25 score) + 7.5% (92.50 score) + 2.5% (93.75 score) + 2.5% (95.00 score) = 100%.

Table 4.6

Final Score Category of Writing a Narrative Text

CATEGORY					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	POOR	1	2.5	2.5	2.5
	FAIR	2	5.0	5.0	7.5
	GOOD	23	57.5	57.5	65.5
	VERY GOOD	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

Based on the table above, it is known that the number of students in the poor category was 1 or 2.5%, the number of students in the fair category were 2 or 5.0%, the number of students in the good category were 23 or 57.5%, while the number of students in category very good were 14 or 35% of the students. Because the entire data is valid, then the column of Valid Percent are same as the Percent column. While, the Cumulative Percent column showed that the number of students in the poor category was 2.5%, fair category was 7.5%, the number of students in the good category was 65%, and the number of students in very good category was 100%. This 100% value is the cumulative value of 2.5% (poor category) + 5% (fair category) + 57.5% (good category) + 35% (very good category) = 100%.

C. Discussion

The result of the study indicated that alternative hypothesis stating that "students have good writing ability in a narrative text", it accepted and null hypothesis stating that "students have bad writing ability in a narrative text" it rejected. The mean score was 81.31, and it was interpreted as a good category.

Based on the tables above, the writer conclude that, the students' writing ability in a narrative text was in the good category. It means that the students have good ability in writing. Only 1 student got lowest score or categorized poor in writing narrative text and 2 students were categorized fair. The score shows their ability in writing a narrative text.

We can see from the percentage of the students' score that 1 students (2.5%) got score 0, 1 student (2.5%) got score 62.50, 1 student (2.5%) got score

70.00, 1 student (2.5%) got score 71.25, 1 student (2.5%) got score 72.50, 2 students (5.0%) got score 77.50, 2 students (5.0%) got score 78.75, 3 students (7.5%) got score 80.00, 5 students (12.5) got score 81.25, 2 students (5.0%) got score 82.50, 5 students (12.5%) got score 83.75, 2 students (5.0) got score 85.00, 2 students (5.0%) got score 86.25, 2 students (5.0%) got score 87.50, 2 students (5.0%) got score 88.75, 1 student (2.5%) got score 90.00, 2 students (5.0%) got score 91.25, 3 students (7.5) got score 92.50, 1 student (2.5%) got score 93.75, and 1 students (2.5%) got score 95.00. So, we can conclude that the students' writing ability, especially in writing a narrative text were good or high. The table of category above described clearly the students' achievement were good in writing.

The students in the very good category are 14 students, it showed that they followed the instruction such as content, organization, vocabulary, grammar, and mechanics, they understood and have good ability in writing a narrative text, as we can see from their achievement. The students in the good category are 23 students, it showed that they also followed the instruction, they have good ability in writing a narrative text. The students in the fair category are 2 students, it showed that they didn't really understand in writing a narrative text and didn't follow the instruction as good as possible. The difficulties are the students didn't know about the generic structure and the language feature, such as misusing tense. The students in the poor category was 1 student, it showed that she didn't follow the instruction, and not finishing her writing. Because, both of them just write the title without writing the rest of the story and the writer already told them to repair

their writing because their writing is incomplete, but no response whatsoever. So, the writer have to take the data from what they write.

The results based on criteria of the scoring rubric presented as follows:

a. **Content: Topic Development**

In this aspect, most of the students got or chose interested topic to write their personal experience in narrative text. In this aspect there were 4 criteria each of criteria have different score. From the criteria, there were 5 students in the criteria through development of topic who got score 10, there were 10 students that got criteria of relevant to topic but lacks detail who got score 9, there were 19 students in the criteria inadequate development of topic who got score 8, then there were 3 students in the criteria does not show knowledge of topic who got score 7, and the others who did not get the score were the students that didn't do the test as well as possible.

b. **Organization: Paragraph Structure**

In this aspect, most of the students were in the criteria lack in organizing, but good in ideas which is in good category. In this aspect there were 4 criteria each criteria have different score. From the criteria, there were 2 students in the criteria the paragraph of structures is correctly that got score 5 in very good category. Then, there were 20 students in the criteria lack in organizing but good in ideas that got score 4 in good category. Then, there were 16 students in the criteria lacks logical sequencing that got score 3 in fair category. Last but not least, there was 1 student in the

criteria the paragraph structures is correctly that got score 2 in poor category. The other students who got 0 score were the students that did not so the test.

c. Vocabulary: Word Choice Diction

In this aspect, most students were in the fair category, which was in the lacks accuracy of diction but meaning not to obscured criteria. It means that the students had fair ability in aspect of vocabulary, they chose easy topic to write their personal experience. Some students were in the very good category or in the accurate and effective in choosing words/diction. It means that they had chose the right topic to write, or they familiar with a lot of vocabularies so they can write it well. Some students were in the good category or in the accurate in diction but not effective criteria. It means that they used right topic for them, but they just not used wide vocabularies. Then, the other students in the poor category or in the errors in diction, word, and meaning criteria. It means that the students had chose difficult topic, mistype, forgot to use a capital in first sentence or they didn't open the dictionary.

d. Grammar: Sentence Structure/Construction

In this aspect, there were not students in the very good category or use correct grammar. Maybe because they little inaccurated to write about the sentences or the words. Then, some students were in the good category or in the several errors of grammar, but the meaning is not to obscured

criteria. Because they good in grammar, they applied it well in theirs writing. Then, most students in the fair category or in the major errors of grammar, and the meaning obacured criteria. It means that they used pretty good grammar in theirs writing. Several students in the poor category or in dominated of errors, and poor sentence construction criteria. It shows that they did not pay good attention in grammar when theirs writing or just didnot know enough about the that.

e. **Mechanics: Spelling, Punctuation, and Capitalization**

In this aspect, most of students in the very good or very little errors of mechanics criteria who got score 4. It shows that theirs writing almost perfect, the researcher thought that they were careful to write their writing. Most students in the good or few errors of mechanics criteria. It means that they were quite accurate when they write theirs writing. Then, some students in fair category or many errors of mechanic and meaning criteria. It means that they inaccurate when they write theirs writing. Then, there was students in the poor category or dominated by errors of mechanics criteria. Because she paid no attention in her writing, or when completed writing she did not reexamine the results, thereby being dominated by fault or inaccuracy.

Based on the explanation above, the students' attention in learning is particularly good, especially in writing the narrative text. The students are expected to remain conscious of the importance of learning, so that the students who already understand become more understanding, and to those students who do not yet

understand can understand. Not only understand it, but can apply it when given a task, then they can complete it well. For students who still do not understand, may ask more explanations to the teacher. So, the teacher can provide guidance to help students solve their problems. To create efficient teaching and learning.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of conclusion and suggestion of the study. The researcher will explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

Based on the research findings obtained from this study by asking students to write a narrative text, the data shows that 1 student of the sample was categorized poor, 2 students of the sample were categorized fair, 23 students of the sample were categorized good, and 14 students of the sample were categorized very good. It can be concluded that the students' writing ability in narrative text was categorized into "good" with the mean score achieved is 81.31. It showed that the alternative hypothesis stating that "students have good writing ability in a narrative text", it accepted and null hypothesis stating that "students have bad writing ability in a narrative text" it rejected.

B. Suggestion

According to the conclusion of the result in this study, the researcher would like to propose some suggestions for students, teachers or lecturers and future researchers as follows:

1. For the students

Students with low achievements didn't have good understanding, paying no attention to any given task or test. Therefore, students need to pay attention to the importance of understanding, especially in a writing narrative text, because it is important for students to put beyond that which is in their

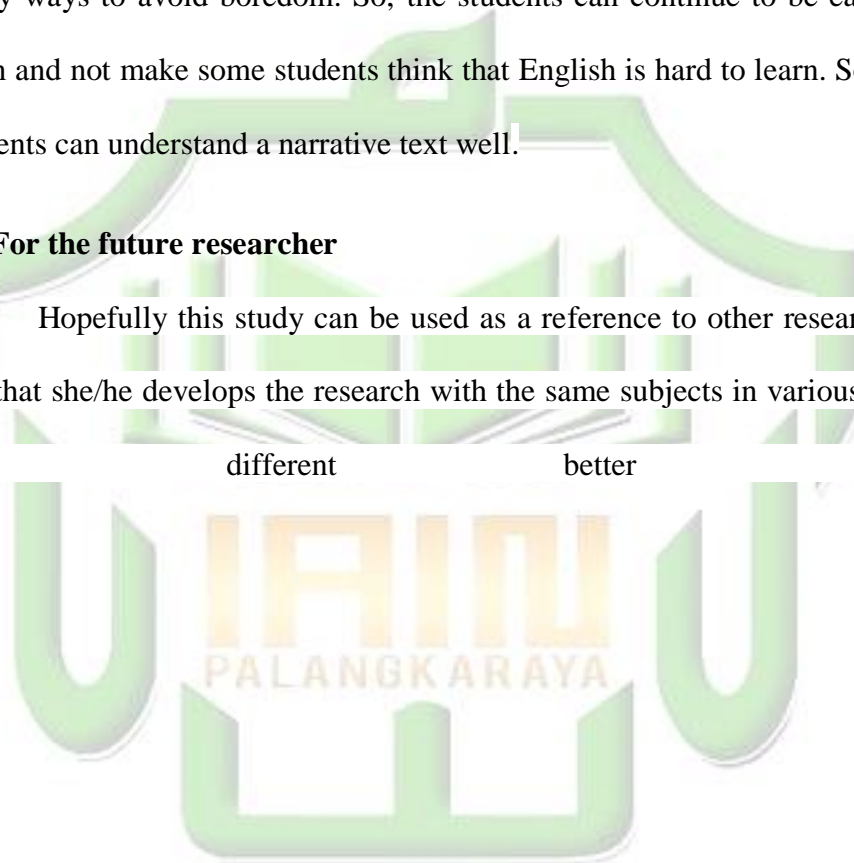
minds. The students with high achievements, please maintain and pay attention to the lesson well to gain further understanding.

2. For the teacher

The teachers needs to pay attention to the students when teaching, to make sure they keep good attention and guide students in learning in many ways to avoid boredom. So, the students can continue to be eager to learn and not make some students think that English is hard to learn. So, that students can understand a narrative text well.

3. For the future researcher

Hopefully this study can be used as a reference to other researchers. So, that she/he develops the research with the same subjects in various topic with different better topic.



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