

## STUDENTS' WRITING ABILITY IN NARRATIVE PARAGRAPH AT THIRD SEMESTER OF ENGLISH EDUCATION PROGRAM OF STKIP YPM ACADEMIC YEAR 2020/2021

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**Abstract:** *The aim of this research is to find out the ability of the third semester students of English Department of STKIP YPM in writing a narrative paragraph. This research was descriptive quantitative method. It was done to find out the students' ability in writing narrative paragraph. Population of this research was the third semester students English Department of STKIP YPM Bangko. The researcher used total sampling in taking the sample because the total of population was 28 students. The instrument used to collect data in this research was written test. Based on the research finding and data analysis, it can be concluded that students' ability in writing narrative paragraph. Based on the research finding and data analysis, it can be concluded that students' ability in writing narrative paragraph, A was 2 students, A- was 4 students, B+ was 3 students, C+ was 8 students, C was 6 students, C- was 5 students. From the data above, 19 students had low score in qualification C+, C, and C-. Based on the table above, it can be seen the percentage of the students. It just 32 % students who got high score, but 68% students who got low score. It means that the higher of percentage of the students' ability who did not understand in writing narrative paragraph.*

**Key word:** *Writing, Narrative paragraph*

### INTRODUCTION

Writing is one the aspects of English skills that should be mastered by students. Writing is one of the English skills by which someone can express his or her ideas in written form. Writing is an activity to convey something in writing

form and its content must be able to be comprehended by the reader. According to Tarigan (2008:3), writing is a skills use language to communicate indirectly, no face to face with other person. Writing also is one activity that is productive and expressive, so the author must skillfully

use the language structures and vocabulary. Writing is an activity to express and explain ideas. Nurjamal et al (2011: 4) say that writing is a creative process of pouring ideas in writing for a purpose such inform, persuade or entertain. Writing can be considered as a process or result. Writing also is an activity performed by a person to produce a paper.

In addition, Hamp-Lyons in Nunan,(1991:91) states that writing is clearly a complex process and competent writing is frequently accepted as the last language skill to be acquired that told us about story. Then, Richards and Renandya (2002:303) state writing is the most difficult skill for second language learners to master. Therefore, it is possible that the students face many problems in learning second language writing. Written language generally demands standards form of grammar, syntax, and vocabulary. This condition should make the students get the problem how to write the sentences correctly.

Considering about the difficulties of writing, English Department of STKIP YPM has made it as one of the compulsory subjects that should be mastered by the students. The Department provides several series of writing courses: Writing I (how to make a sentence) writing II (How to make an effective paragraph) and Writing III (How to write several

types of essay) that are offered in different semester. The researchers added that for students of third semester who took the writing course aiming to develop their ability in writing paragraphs. Indeed, the narrative paragraph was focused to be used in this study since it was one of the kinds of paragraphs studied by the students. In syllabus of third semester students of English Department of STKIP YPM, one of material or subject is writing narrative paragraph. The students are expected that they are able to write narrative paragraph.

According to Haryanti (1999: 54) narration is the recounting of a series of an event with beginning, middle and the end. Narrative paragraph usually follows chronological order but they may also use of flashback and other temporal schemes. Narrative is type of writing tells the story using chronological order. The narrative writing has purpose to entertain and to tell story. Narration can be used to achieve any aim: to inform or instruct, to convince or persuade, to entertain or please, or to express strong feelings and emotion. So, narrative paragraph has meaning the text that told us about story.

In STKIP YPM especially third semester students of English department, the researchers found that the students had many problems in writing especially in writing narrative paragraph. The first problem was that the students' writing was

not comprehensible because the content of the composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized. The second problem was that there were many errors in vocabulary, grammar, and spelling. Finally, based on the researcher's observation of the students in the classroom, students had difficulty to explore their ideas as well into written form in narrative paragraph. They tend to have difficulties in arranging an effective topic sentence such as starting the narrative paragraph, attracting readers' interest, choosing the word to start, and so forth. Those problems affect the students did not yet to write their idea in writing. Having these problems, the researchers needed to analyze the students' ability in writing narrative paragraph.

## **REVIEW OF RELATED LITERATURE**

### **Related Theory**

#### **The Nature of Writing**

According to Tarigan (2008:3), writing is a skill use language to communicate indirectly, no face to face with other person. Writing also is one activity that is productive and expressive, so the author must skillfully use the language structures and vocabulary. Writing is an activity to express and explain ideas. Nurjamil

et al (2011: 4) say that writing is a creative process of pouring ideas in writing for a purpose such inform, persuade or entertain. Writing can be considered as a process or result. Writing also is an activity performed by a person to produce a paper. Supported by Mandel & Kirszner (2011: 3), they state that writing is a process, a series of steps that begins in your college classes when you get an assignment. Writing is one of the skills that language learner need to learn as an essential component not only for academic practice but also for their professional life. Writing can be defined in various ways. And writing is an action a process of discovering and organizing your ideas, putting them on a paper and revising them. It means that writing is a way to produce language that comes from our thought Harmer (2001:79).

In addition, Nation (2009:112) says that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. It supported by Tarigan (2012:10) writing is a process of active learning

that be key for improving communication (written or oral) and thinking. Writing is a complex process of transferring ideas, feelings, and thoughts into written form by giving more attention on the use of language as correctly as possible.

In conclusion, writing is a skill to express ideas, thoughts, and memories into written form, either in the form of sentence, paragraph, or essay which needs some practice done step by step. As a language skill, writing requires knowledge on language components such as vocabulary, grammar, and other language skills.

### **The Assessment of Writing**

Assessment of students' learning is in directed process of inference involving the use of professional teacher. Price (2005:3) said that writing assessment criteria is a central of assessment design. It supported by Duncan (2005: 2) assessment is the primary instrument you have to support the fact that teaching and learning are undertaken by strategic and intelligent people. In choosing or designing a writing test, the logical place to begin is by considering what we plan to use the

tes. The scoring procedures are critical because the score is ultimately what will be used in making decisions and inferences about writers. The assesment within the analytic scoring. According to Weigle (2002: 114), in analytic scoring, there are some criteria or aspect in writing assessment such features as content, organization, vocabulary, grammar, or mechanics.

It supported by Brown (2010: 283) three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical. Holistics is assigned to an essay, which represents a reader's general overall assessment. In addition, primary strait is a variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. The least, analytical scoring means a test-taker's written text down into a number of subcategories (organization, grammar, etc) and give the separate rating for each.

In short, assessment is the important part of writing. There are kinds of assessmnet; holistics, primary trait and analytical. The reseacher used the analytical scoring by Weigle

because it can assess the writing itself. There are some indicators, such as; content, organization, vocabulary, language use, and mechanics of writing. It can help researcher to evaluate the product that made by students.

### **Narrative Paragraph**

In narrative paragraph, it tells a story about what happened. Narration is not only useful on its own but also enhances other types of writing. According to Paul and Alamy (2015: 70) narration can provide supporting evidence for other paragraph or essay pattern. Narration is telling a story of an event or experience and showing why it is important through details about the experience. There are four basics of narration

- a. It reveals something of importance (your main point).
- b. It includes all of the major events of the story (support).
- c. It gives details about the major events, bringing the event or experience to life for your readers.
- d. It presents the events using time order (according to when things happened).

Paul and Alamy (2015: 70)

stated that there are two main types of narrative paragraph:

1. Use first person narration (autobiography, in first person narration, you describe your personal experience from your point of view, you are directly involved in the story, you use the words *I* (first singular person) and *we* (first plural person)
2. Use third person sentence narration

In third person narration you do not refer to your own experiences. Instead, you describe what happened to somebody else. The story is told in the third person using *he*, *she*, *it*, or *they*.

According to Savage & Shafiei (2007: 126-127) a narrative paragraph tells a story. It has a topic sentence, supporting sentence and concluding sentence.

- a. Topic sentence
  - The topic sentence tells the reader what the story will be about.
  - It may also tell when and where the story took place.
  - The topic sentence should capture the reader's interest.

- b. Supporting sentence
- The supporting sentence tells the details of the story.
  - They also include sensory details, such as what the author saw, heard, smelled, or tasted
  - The supporting sentences may also tell about the writer's feelings during the events.
- c. Concluding sentence
- The concluding sentence "wraps up" the story.
  - It may include a comment about why the experience was important or how the writer felt after it.

To narrate is to tell a story or describe an incident. In academic writing, an incident is often used to illustrate a larger point. For example, you might use a personal narrative to support a general idea or an opinion. A topic sentence tells the reader the topic and the controlling idea of a paragraph. In a narrative, the topic is the incident or story and the controlling idea is the writer's attitude or feeling about the event. A strong controlling idea helps to focus the paragraph and helps the reader understand the writer's purpose.

In short, a narrative paragraph tells a story. Everyone has read

narratives, watched them on television or heard them from other people. A narrative paragraph tells a short story or describes an event. In other words, it is a story about a personal memory. Then narration is a piece of writing that tells a story of an event or experience. The events you include and the way you describe them create a story that is based on your point of view.

## **METHODOLOGY OF THE STUDY**

This research was descriptive quantitative method. It was done to find out the students' ability in writing narrative paragraph. Gay (1987: 189) states that descriptive research involves collecting data in order to answer question concerning the current status of subject of the study. Arikunto (2010: 27) says quantitative research is the research that uses number, from collecting the data, analyzing the data, and applying of the result. Descriptive quantitative was the research that give the description and analyzing of the real phenomenon that happened by using the numeric, diagram in explanation. The researchers conducted the research to

investigate the students' ability in writing narrative paragraph.

In the research, the target population was the third semester students of English Department of STKIP YPM Bangko. The total number of members of the population was 28 students. The researchers used total sampling in taking the sample because the total of population was 28students.

This research used writing test as instrument. The researchers prepared some topics related to the narrative paragraph. After that, students choose one of the topic and develop it into a good paragraph. The students were given 90 minutes doing the test. Before doing the test, the students were given the instruction of how to do it. The researchers used the content validity and inter-rater reliability. Gay (2009) states that inter-rater reliability refers to the consistency of two or more independent scores, rater, or observes. The first score was from the researcher, and the second score was from the lecturer (Hera Hartati, M.Pd). The score which was taken by the first scorer was added with the second scorer. After that, the amount was

divided into two. The average score was taken as the fixed score for writing test. Finally, the test was reliable.

In analyzing the data, the researchers used descriptive quantitative method. In this method the researchers described about students' ability in writing narrative paragraph.. The reseachers gave the evaluation based on the scoring rubrics by Wigle. There was the criteria score that provided or used in STKIP YPM Bangko. The researcher was use the percentage formula in descriptive statistic based on Sudjiono (2012:318):

$$P = \frac{\textit{students score}}{\textit{total score}} \times 100$$

## RESULT AND DISCUSSION

The result showed that students' ability in writing narrative paragraph, A was 2 students, A- was 4 students, B+ was 3 students, C+ was 8 students, C was 6students, C- was 5 students. From the data above, 19 students had low score in qualification C+, C, and C-.

**Percentage of Students’ Ability in Writing Narrative Paragraph Class A**

No	Range	Qualification	Frequency	Percentage	%
1	88 – 100	A	2	7.1 %	32 %
2	83 – 87	A-	4	14.2%	
3	78 – 82	B+	3	10.7 %	
4	73 – 77	B	-	-	
5	68 – 72	B-	-	-	
6	63 – 67	C+	8	28.5%	68 %
7	58 – 62	C	6	21.4%	
8	53 – 57	C-	5	17.8 %	
9	48 – 52	D	-	-	
10	< 48	E	-	-	
TOTAL			28	100 %	100 %

Based on the table above, it can be seen the percentage of the students. It just 33% students who got high score, but 68% students who got low score. It means that the higher of of percentage of the students’ ability who did not understand in writing narrative paragraph. From the data analysis, the students had a problem to develop their ideas in writing. The students did not explore the topic sentence of the paragraph. The students had difficulty

in arranging their sentences into a paragraph. The students did not use the appropriate conjunctions in making a paragraph related. Students chose the topic were variaties. The content was complete and relevant to the topic, but the ideas were not easy to understand. In contrast, the students did not understand to make the paragraph unity and coherence.

In fact, reseachers found that the students had several errors of agreement, tense, word order/function, articles, pronoun, prepositions and/or fragments. For example, when the students were talking about the past time, they used tenses of present and future plan. Students also used the repetation noun in writing, whereas we have used pronoun to change the noun. Sometimes, they had errors of agreement. For example: I go to Padang last week. The verb that used wrong, it changed to went. In addition, The students got few errors of spelling, punctuation, capitalization, paragraphing. Students did not understand to use punctuation of apostrophes in sentence. The students’ word choice was also far from being perfect. The sentences made by the students were influenced by *Bahasa*



*Indonesia*. Based on the indicators of students' writing, the data show that only 9 (32 %) of the students' writing were categorized as *good*. The students' writing was still in the poor level because although the content was complete and relevant to the topic, the ideas were not easy to understand, the sentences were not well organized and the sequence was incomplete. There were also many mistakes in grammar.

In discussion, It was indicated that the majority of the students had some difficulties in developing their ideas in writing narrative paragraph. The students did not understand about the unity and coherence of the paragraph. It is supported by Zemach and Rumisek (2005: 78), unity in writing is the connection of all ideas to a single topic. But coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. The students did not used the conjunctions to make the paragraph unity and coherence. They did not understand how to build their topic sentence of paragraph. It can show from their writing. Some of them was made the topic is not relevant to their paragraph.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

After interpreting the finding of data analysis it can be concluded that the students still had a problem in writing narrative paragraph. It can be seen from the data that got from the reseacher, just 9 students who got the good score, and 19 students had low score in qualification C+, C, and C-. They have lack some componets in writing a paragraph such as, lack in writing topic sentence of the paragraph, vocabulary, language use, and mechanics.

### **Suggestion**

Based on the conclusion of the research, the researcher would like to give some suggestions as follows:

1. The lecturers are expected to review the materials about a narrative paragraph.
2. The students are suggested to learn more about narrative paragraph and they are expected to do more exercises about writing narrative paragraph.
3. It is suggested for further researcher to develop this

research on larger population and sample in order to get the knowledge and the empiric data.

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