

AN INVESTIGATION OF STUDENTS' ABILITY ON ENGLISH NARRATIVE WRITING AT ISLAMIC BOARDING SCHOOL

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Abstract

The purpose of this study was to analyze the writing quality of the students in writing narrative based on their experience. The population was class XII MIPA 1 of MA Pesantren IMMIM in academic year 2021/2022. The sample was class XII MIPA 1, that consist of 29 students. The instrument of the research was a writing test, describing the students' writing ability in aspect of writing namely content and organization. The result of the study indicated that the students' ability in writing narrative based on their experience was improved. It was proved by the score of the test on content aspect of writing that there were 15 (51,72%) students get Excellent to very good score; 10 (34,48%) students get good to average; 2 (6,89%) students get fair to poor; and 2 (6,89%) get very poor. The score of the test on content aspect of writing that there were 10 (34,48) students get excellent to very good score; there were 7 (24,13%) students get good to average score; 9 (31,03%) students get fair to poor scores; and also 3 (10,34%) students get very poor score. Based on the findings and discussion of the study, the writer concludes that the ability of class XII MIPA 1 at MA Pesantren IMMIM was improved.

Keyword: Student's Ability, English Writing, Narrative Writing, Students' Score.

INTRODUCTION

English is taught at Indonesian junior and senior high schools, as well as primary schools. Junior high school kids are not unfamiliar with the concept of studying English. Although English is not a new concept for senior high school students, they nonetheless face several challenges when studying the language. As we all know, English is not the native language of Indonesia. It is tough for kids to recall all of the English terms and to understand when someone speaks English.

Listening, reading, speaking, and writing are the four competencies of English. Language skills are classified as productive or receptive. Speaking and writing are examples of productive skills, whereas listening and reading are examples of receptive skills. The written one, on the other hand, is the most challenging talent of language for kids. Writing as a productive skill is critical in enhancing students' linguistic competence and performance.

The capacity to write or communicate oneself effectively is crucial for success in any topic in our lives or in any vocation (Adelstein and Vipal in Takko; 2009). However, pupils in general continue to find writing challenging. As a result, they are unable to master it.

In light of the preceding issue, the instructor must be able to devise a subject that allows pupils to readily learn writing. Furthermore, the types of text are crucial in order to properly educate writing. To choose a suitable book, the instructor must examine the students' qualities, such as motivation, interest, aptitude, learning style, and so on, which are directly connected to the learning process (Karolina; 2006).

The writing process helps learners become more aware of their abilities. Creative writing must be developed by encouraging students to find who they are and what they have to say, not just to transmit information but also to make the reader care about the material, to make him tell, experience, and get under his skin (Donald Murray in Takko; 2009).

According to Mayers (2005), writing is a means to develop a language that you do naturally when you talk. Writing is equivalent to conversing to another person on paper - or on a computer

screen. Writing is also an activity or process that involves identifying and organizing your thoughts, putting them on paper, and reshaping and reworking them.

According to Bram (1995), writing is the process of producing or reproducing a message or messages in written language. It entails an active process to arrange and create thoughts on paper so that the reader may follow the writer's message in both written and oral form.

Based on the description above, the researcher believes that writing is a type of activity process in which we put our thoughts, experiences, and feelings on paper in order to communicate with the reader.

Wishon and Burks (1980) categorize writing modes into four categories: narrative, description, exposition, and argumentation.

1. Narration

Narration is a type of writing that is used to tell the tale of deeds or occurrences. It arranges events in time and describes what happened in accordance with natural time sequences. Narrational forms include short tales, novels, and new stories, as well as a substantial portion of our daily social interaction in the form of letters and discussion.

2. Description

A description is a representation of how something looks, smells, tastes, feels, or sounds. It can also elicit emotions like contentment, loneliness, or dread. It is used to produce a visual depiction of people, locations, and even time units such as days, times of day, and seasons. It may also be used to describe more than just people's external look. It may discuss their character or personality features.

3. Exposition

Exposition is used to convey information, explain concepts, and interpret meaning. It contains editorials, essays, as well as informational and instructional content. Exposition supports and illuminates the narrative when used in conjunction with it. When used outside of the story, it can be read as an essay. Exposition can be created in a variety of methods, whether alone or in conjunction with story, as follows:

- a) Process. Exposition can be used to describe a process, such as how something is manufactured or done.
- b) Definition. Another type of exposition is an explanation of what a word or phrase means. A statement is the most basic form, and this also applies to dictionary definitions.
- c) Analysis. It dissects a subject and investigates its component.
- d) Criticism. It entails evaluating, which is the process of examining and weighing one's strengths and faults.

4. Argumentation

Argumentation is used to persuade and persuade others. It is closely connected to exposition and is frequently encountered in conjunction with it. The purpose is to make a case or to prove or refute a statement or claim. It may give arguments in order to persuade the reader to embrace a concept or point of view.

5. Narration

Narration is one of the most effective methods of communicating with others. A well-written tale allows your readers to respond to an incident in such a way that they can nearly feel it. The vivid action and dialogues immerse the reader in the situation and make it happen for them. Furthermore, because narration frequently captures the reader's emotions so intensely, it may play a significant part in other types of writing.

In Rachmawaty (2007), Labov and Waletzky said that storytelling is one approach of recapitulating experience by matching a linguistic sequence of events that really occurred. It might be about one or many people, a brief or long-term event, or a fact or fiction.

According to Mc. Mahan and Day (1984), narrative connects concepts to real, visceral, day-to-day experience. It connects the abstract and the tangible. As a result, narrative may assist make any type of writing more intriguing and meaningful.

In the case of language instruction, the goal of teaching writing based on the curriculum is to enable students to summarize the text using grammatical sentences based on the questions supplied, as well as to create a narrative and descriptive paragraph (GBPP Bahasa Inggris, 1999). However, such goals are difficult to fulfill in writing activities since writing narrative and descriptive paragraphs is seen as a challenging work for pupils, and the majority of them will feel uneasy.

During the writing process, students must have a notion of what they will write and how well they know the topic in order to select the suitable words to describe an idea. Making kids write something detailed about their experiences is a simple technique to make writing more important to them. Every encounter contains the potential for the blooming of significant ideas (D'Angelo, 1977). When we talk about experience, we're talking about expressive writing. If we're going to speak about expressive writing, we have to talk about narrative stories. Narrative is a tale that is told by presenting events in chronological order.

Writing narrative may increase students' attention and make it simpler for them to write since narrative text teaches us about exciting stories and experiences that can make students like writing and feel the tale. As a result, generating the simple text will be relatively straightforward for them.

According to the polling data, students believe it will be simpler for them to create a tale based on their own experience rather than a story based on their own imagination. They could feel the tale, find the perfect words to communicate their feelings in their experience, and write it down to create an entertaining story. Narrative's job as a text is to amuse, entertain, and deal with actual or varied experience in many ways. Students will find it simpler to write short stories if they base them on their own experiences.

The narrative must be detailed enough so that the readers understand what is going on. The detail must be relevant, as well as of sufficient quality and quantity. We may learn about the students' writing quality by learning about their capacity to write narrative stories.

Based on the previous background, the researcher formulates question as follow;

“How is the students’ ability on English Narrative writing at MA Pesantren IMMIM?”

RESEARCH METHOD

Research design

The descriptive technique was used in this study. The descriptive technique sought to offer a clear, accurate depiction of people, events, or processes. The descriptive technique entailed gathering and analyzing quantitative data in order to create a detailed description of a sample's behavior and personal traits (Gall et al, 2005). This strategy was used in this study to describe the students' capacity to write narrative stories. This approach was chosen because it is a descriptive method that entails gathering data in order to answer the research questions posed in the problem statement. It was not regarded or altered as descriptive research because its principal objective was to elicit the students' capacity to write narrative stories.

Procedure of collecting data

1. First and mainly, the researcher introduced to the students the concept of story in general. The researcher described the elements of a narrative story as well as the basic structure of a narrative.
2. The pupils were then instructed to write a narrative story based on their personal experiences. The researcher assessed the results of the students' writing tests to determine the students' capacity to write narrative stories.

Technique of data analysis

The data from the test then analyzed quantitatively by using statistical calculation.

1. Classifying the Students’ Score

The gathered data was then categorized using the scoring system based on the instructions provided by Jacobs' ESL Composition profile, as shown below.

Level A: A score of 100-88 indicates extremely strong writing abilities.

Level B: A score of 87-75 indicates strong writing abilities.

Level C: A score of 74-64 indicates moderate writing abilities.

Level D: A score of 63-45 indicates inadequate writing abilities.

Level E: A score of 44-34 indicates very weak writing abilities.

(Jacobs et al, 1981)

2. The Students' Learning Achievement

The students' learning achievement was taken from the English teacher's assessment based on cognitive score of student's academic achievements in the second semester. The first-grade minimal completeness criterion from English course is 65. English scores are classified based on school level-based curriculum in MA Pesantren IMMIM, as follows;

- a) 100-85 is classified as excellent
- b) 84-75 is classified as good
- c) 74-65 is classified as fair
- d) 64-0 is classified as poor

FINDINGS AND DISCUSSIONS

The findings of the research and their discussion are presented in this chapter. The study findings describe the data acquired during the test, and the discussion offers the interpretation of the findings.

Findings

The ability of the students' English narrative writing for each observed components could be seen to the following table;

Table 1. Content of Writing

No	Classification	Range	Frequency	Percentage
1	Excellent to Very Good	30-27	15	51,72%
2	Good to Average	26-22	10	34,48%
3	Fair to Poor	21-17	2	6,89%
4	Very Poor	16-13	2	6,89%
Total			29	100%

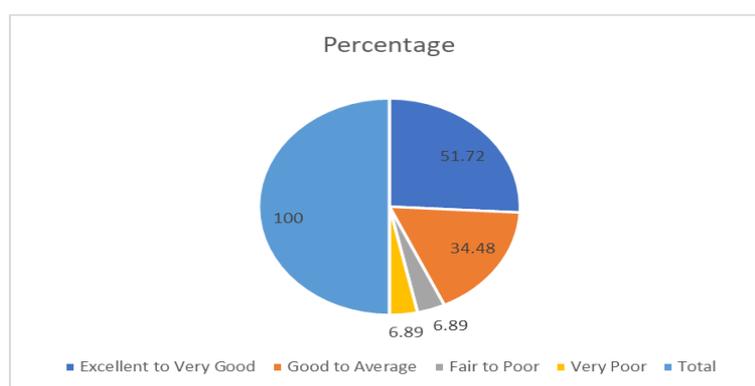


Chart 1. Content of Writing

Chart 1 above showed that there were 15 (51,72%) students get Excellent to very good score; 10 (34,48%) students get good to average; 2 (6,89%) students get fair to poor; and 2 (6,89%) get very poor.

Table 2. The Organization of Writing

No	Classification	Range	Frequency	Percentage
1	Excellent to Very Good	20-18	10	34,48%
2	Good to Average	17-14	7	24,13%
3	Fair to Poor	13-10	9	31,03%
4	Very Poor	9-7	3	10,34%
Total			29	100%

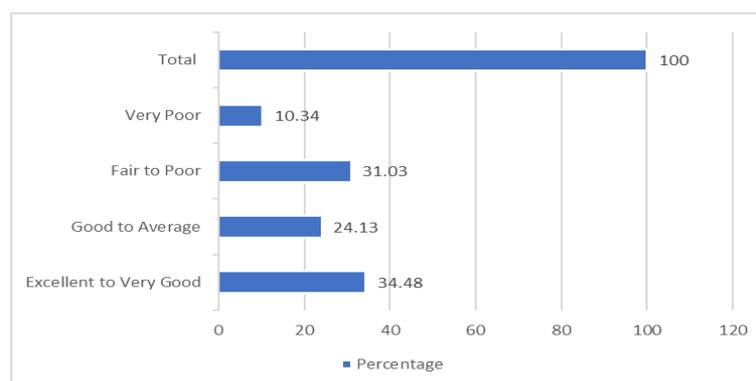
**Chart 2.** The Organization of Writing

Chart 2 above showed that there were 10 (34,48) students get excellent to very good score; there were 7 (24,13%) students get good to average score; 9 (31,03%) students get fair to poor scores; and also 3 (10,34%) students get very poor score.

Discussion

The previous section's summary of the data acquired through the writing exam revealed that the pupils' writing abilities had improved. It was backed up by the percentage and frequency of the students' writing test results from the two components of writing, namely content and organization. Based on the investigation of 29 students, the researcher determined that the majority of the students earn a good grade in their ability to write narrative prose based on their personal experience.

CONCLUSION

This study summarizes the ability of class XII MIPA 1 of MA Pesantren IMMIM in academic year 2021-2022 in writing narrative based on their experience. The ability of the students was improved. It is proved by the result of the students' writing test.

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