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## Student Performance: Assessing Students' Writing Practice

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### **Abstrak**

Penelitian ini bertujuan untuk menganalisis kemampuan siswa kelas X MIPA I MAN 2 Aceh Besar dalam menulis teks naratif sesuai dengan struktur generik serta untuk mengetahui kesulitan siswa dalam menulis teks naratif. Jumlah sampel pada penelitian ini adalah siswa kelas X MIPA I sebanyak 18 siswa. Desain penelitian ini adalah penelitian deskriptif kualitatif. Selain itu, dalam mengumpulkan data, peneliti menggunakan beberapa instrumen penelitian, seperti analisis dokumen yang digunakan untuk mengetahui apakah siswa menyusun teks naratif sesuai dengan struktur generiknya. Selain itu, penelitian ini juga menggunakan focus group discussion (FGD) untuk mengetahui kesulitan siswa dalam menulis teks narrative. Hasil dari penelitian ini menunjukkan bahwa dari 18 peserta hanya 8 siswa yang menulis narasi mengikuti struktur generik. Selain itu, 10 di antaranya tidak menulis teks naratif berdasarkan struktur generik. Selain itu, hasil diskusi kelompok terarah menunjukkan bahwa sebagian besar siswa memiliki sedikit masalah dalam menulis. Misalnya, tidak memahami struktur generik, kurang memahami fitur bahasa, memiliki kosa kata yang terbatas untuk mengungkapkan ide-ide mereka, tidak memiliki ide, mengalami kesulitan dalam mengorganisasikan ide-ide, kurangnya pengetahuan tata bahasa, mengalami kesulitan untuk memilih kata-kata yang tepat, merasa sulit untuk menjeja kata, memiliki waktu terbatas, dan tidak menyukai mata pelajaran bahasa Inggris.

**Kata Kunci:** Writing Ability, Narrative Text, Generic Structure, Students' Difficulties

### Abstract

The research aims to analyze students' ability in writing a narrative text according to the generic structure and to find out the students' difficulties in writing narrative text. Additionally, this research also had the purpose to provide some information about students' narrative text. Therefore, in this research, the researcher analyzed whether students in X MIPA I at MAN 2 Aceh Besar had similar problems to the participants from the previous research. In addition, the number of students from X MIPA I was 18 students so that all of them participated in writing the narrative text. The design of the study was descriptive qualitative research. Moreover, in collecting the data, the researcher used several research instruments. For instance document analysis that used to know whether students composing the narrative text depending on the generic structure. Besides, focus group discussion (FGD) was used to realize students' difficulty in creating a narrative text. Another, interview guide with the English teacher was used to get data on students' problems in writing. As the result, the research finding showed that from 18 participants only 8 students wrote the narrative following the generic structure. Additionally, 10 of them did not write the narrative text based on the generic structure. In addition, focus group discussion results indicated that most of the students had few problems in writing. For instance, did not understand the generic structure, lack understanding of the language features, had limited vocabulary to express their ideas, had no ideas, had difficulty in organizing ideas, lack of grammatical knowledge, had difficulty to choose appropriate words, felt difficult to spell the word, had limited time, and did not like the English subject.

**Key Words:** Writing Ability, Narrative Text, Generic Structure, Students' Difficulties

### A. Pendahuluan

Some students have difficulties in writing narrative text. It can be seen from the text that was already written by students. In this case, there are a lot of mistakes for instance in language features, generic structure, spelling, word choice, etc. Additionally, the most mistakes that the students often make are in language features and generic structure. In this case, some of the students did not write a narrative text based on the language feature and generic structure so the text that was already written by students is inappropriate with the characteristic of a narrative text. So it makes the text produces by students is imperfect and unwell.

Likewise, Koilara and Tambunan (2020:157), Many students feel difficulty in writing narrative text with a generic structure because they do not understand the generic structure of the narrative text. Besides, Koilara and Tambunan (2020:157) stated based on their research finding only 3 students from 29 students can understand the generic structure of a narrative text, which means 26 students need more practice at home and ask the teacher to make them understand.

In the same way, Muliani and Norahmi (2019:116), some of the students have difficulties in writing narrative, it happened because of some problems for example they do not understand how to apply generic structure, language feature, have limited vocabulary, etc. Besides, Muliani and Norahmi (2019:130) stated in their research finding there are three types of students' difficulties in the generic structure of writing narrative text such as some of the students only wrote a narrative text with the orientation and complication, some of them only wrote a narrative text with the complication and resolutions, some of them only write a narrative text with the orientation.

From the statements above, we can conclude, In writing narrative text students should following the generic structure and language features of this text. In this case, they have to write narrative text step by step which is starting with the orientation, complication, and resolution. However, in reality, there are so many students who have difficulties in writing narrative text. This thing happened because of some different reasons. Firstly, some of them did not understand how to write a narrative text based on the generic structure. Therefore some of their narrative text miss of some aspects, for example, orientation, complication, and resolution. Second, sometimes they have mistakes in the language features for instance when they write a sentence that actually they should use past tense but they use the simple present tense. Third,

they did not have enough vocabulary so it will make them difficult to express or put their ideas into English sentences. Besides, sometimes they should use the dictionary so it will take time.

In addition, because many students have difficulty in writing narrative text, the teacher should give more attention to the students in teaching this material. Additionally, the teacher has to analyze each narrative text that is already written by students because with this thing the teacher can know whether the students are able to write a narrative text based on the generic structure and language features or not. Besides, this activity is very important to improve students' narrative text.

Further, Based on some expert opinions above, it can know that there are still many students who have difficulty in writing narrative text. Besides, in writing, each student makes different mistakes and different shortcomings. Although many students still have difficulty in writing narrative text, some students can write narrative text well according to the generic structure and language features. In addition, the writing ability of students in each school is not the same, it can be said some schools have students with good writing skills, and also some schools have students with low writing skills.

## **B. Metodologi**

The research was carried out to answer the phenomena or issues to be investigated by the researcher. Thus, a researcher needed tools in collecting the data that was used for answering the issues. Besides, the tools used in data collection in research are called research instruments. Moreover, Sugiyono (2019:102) stated research instruments are tools that are used to measure a social and natural phenomenon that is being observed. Moreover, Arikanto (2006:149), research instruments are tools used by researchers when collecting data to make their works easier and to get better, more complete, and systematic so that the data is easy to process. Therefore, in this research, the researcher used written documents, focus group discussion (FGD), and interviews as the research instruments.

To verify the data of this research, the researcher used the triangulation technique. Moleong (2011:330), triangulation is one of the techniques for data verification, the researcher used triangulation to verify the data with something that could be in the form of theory, source, etc. Besides, triangulation is used only for checking and comparing the data. In this research, the researcher used the technique of data analysis adopted from Miles and Huberman cited in Sugiyono (2019:246). Miles and Huberman in Sugiyono (2019:246) stated there are three steps to analyze the data such as data reduction, data display, and conclusion drawing or verification.

## **C. Hasil dan Pembahasan**

Based on the research findings, some students wrote the narrative text based on the generic structure. On the other hand, some students did not write the narrative text based on the generic structure. In this case, From 18 students there were only 8 students that wrote the narrative text based on the generic structure. Moreover, the generic structure of the narrative text consists of four aspects. For instance, orientation paragraph, complication paragraph, resolution paragraph. Another, the narrative text at least should consist of three important aspects such as orientation paragraph, complication paragraph, and resolution paragraph.

Additionally, from the written document result some students did not put three important aspects of the narrative text that should be included in a complete and good narrative text. Moreover, in writing narrative text most of the students did not write the resolution paragraph in their narrative text. Because they only wrote the narrative text with two from three important aspects of the narrative text. Besides, from all of the students who participated in writing narrative text, one of them wrote the narrative text only putting one of the important aspects which are called the orientation paragraph. It is the same as the previous researches conducted by (Mulia and Norahmi :2019, Kartika: 2017) who expose similar findings.

The researcher predicted that those problems were occurring because some of them did not understand how to write narrative text based on the generic structure well. In this case, some of the students did not understand all of the generic structure aspects. So, they did not understand what they should write in the first paragraph, what they should write in the second paragraph, what they should write in the third paragraph, and also what they should write in the last paragraph. Moreover, in writing this narrative text, some students only write the narrative text from what they get in their minds without looking for the organization of their text. And also without paying attention to whether their narrative text was readable or not.

Moreover, the researcher predicted that those problems also came because they did not have enough vocabulary, which would make it hard for the students to make a complete narrative text. Moreover, when they use the dictionary all the time to find the English word it would take a lot of time because when they wrote a narrative text at school they would have limited time to write a text. Therefore, they could not have a complete narrative text. Therefore, they could not write all of the important aspects of the generic structure so it can be said their narrative text is incomplete and not too good. Furthermore, based on the focus group discussion, students had some difficulties in writing narrative text. It happened because of some different problem. In addition, they did not understand the generic structure and the language features. This result was similar to the previous researches conducted by (Koilara and Tambunan: 2020, Muliani dan Norahmi: 2019, Hartati: 2019, Kartika: 2017). who found a similar finding.

Besides, some students stated that writing was hard to learn because they did not have much vocabulary to express their ideas, had no ideas, did not know how to organize the sentences, did not understand the grammatical rules, did not know to use the appropriate words, did not know how to spell the word, and did not have enough time. It is in line with the previous researches (Hartati: 2019, Novariana and Sumardi: 2018, Alisha and Safitri:2019). who found out the same research result. Additionally, some of the students mentioned that they did not like the English subject, This result related to the previous study conducted by (Aristya:2018) who got similar research findings.

Besides, even though the writing is hard, their teacher often asked them to write a text, one of them was the narrative text. Further, when the teacher asked them to write a narrative text, some of the students did not understand the procedure of writing this text. Meanwhile, some of them did not understand the generic structure of the narrative text. So, their narrative text became not too well and needs some correction. In addition, most of the students, who stated that they had problems in writing, those problems were reflected in their narrative text. In this case, their narrative text was not perfect or incomplete because in their narrative text, the researcher could not find all of the important aspects of the generic structure, and also there were some mistakes in their text such as spelling, grammar, and word choice.

Additionally, based on the interview result with the English teacher. Students' writing ability in the writing narrative text was not too good and needs some improvement. It happened because of some problems. To illustrate: they lack of vocabulary, lack of grammatical knowledge, lack of understanding in word choice, and lack of motivation. It is matching to previous researches conducted by Hartati: 2019; Novariana and Sumardi: 2018; Alisha and Safitri:2019, who stated that the problems above also were found in their research result.

#### **D. Kesimpulan**

Based on the research finding and the data analysis described in chapter IV, the researcher concluded that most of the students from X MIPA I did not write the narrative text based on the generic structure. Additionally, most of them only write a narrative text with two aspects of the narrative text such as an orientation paragraph and complication paragraph. It means they did not put all of the important aspects of the generic structure so that their text missed the resolution paragraph. In this case from 18 participants, only 8 participants wrote the narrative text well by following the generic structure. Moreover, 10 of them did not write the narrative by following the generic structure.

In addition, It happened because some of them have difficulty in understanding the generic structure of the narrative text. Moreover, according to the research finding in the previous chapter, most of them also had some problems in writing to illustrate lack of vocabulary, lack of grammatical knowledge, difficulty in finding the ideas, have difficulty organizing the ideas, had difficulty in choosing the appropriate words, had no dictionary, lack of motivation in learning English, did not like the English subject, and had not enough time. From the research finding above there were some problems that cause some of the students did not write the narrative text based on the generic structure. Those problems were had not enough vocabulary, did not understand the grammatical rules, hard in finding ideas, had complications in organizing the ideas, had difficulty in choosing the appropriate words, had no dictionary, had no motivation, dislike the English subject, and had limited time.

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