

# AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY TO WRITE NARRATIVE TEXT AT SMAN 7 PADANG

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## ABSTRACT

This research aimed to describe the eleventh grade students' ability in writing narrative text at SMAN 7 Padang. The study applied a descriptive design with 36 students selected through cluster random sampling. Data were collected using a writing test and analyzed by an inter-rater technique, which showed high reliability (0.89). The findings revealed that 97.2% of students had high ability, but weaknesses remained in re-orientation (91.6% low). It can be concluded that although students' overall ability was high, more practice and guidance are required in re-orientation.

**Key words:** *writing, ability, narrative text.*

## INTRODUCTION

English is a compulsory subject that must be mastered by students at various levels of education, including in Indonesia. According to Brown (2000), four types of proficiency skills have to be learned by students in learning English: listening, speaking, reading, and writing. These four skills really support students to master English easily<sup>[1]</sup>. Among the four language skills, writing is one of the four language skills which is very important to learn.

Writing is regarded as one of the useful abilities in the English language. Purnamasari et. al., (2021) state that writing is an English language skill that the students must learn because writing activity can improve their thinking skills and help them to develop other language skills writing plays an important role in fostering the learning of a language<sup>[2]</sup>. As a productive language skill, writing involves several aspects of language such as words, sentences, and long pieces of writing to communicate. According to Putri (2024), writing functions as one medium of communication that can help us to have good socialization, can express our ideas, feelings, and our opinions so that we can have a good interaction with our society<sup>[3]</sup>. The purpose of writing is to articulate thoughts, ideas, and emotions through the written word (Kristiawan et. al., 2020). This means that writing not only functions as a means of conveying information, but also as a medium for self-expression. Through writing, a person can express logical thoughts, creative ideas, and feelings that may be difficult to express verbally. This function makes

writing an important activity in various contexts, both personal and academic<sup>[4]</sup>. Writing is taught at SMAN 7 Padang. In this skill, students learned various text types, such as narrative text, descriptive text, recount text, procedural text, report text, review text, and expository text (English syllabus at SMAN 7 Padang). Perdana (2022) states that a narrative is a piece of writing that presents an event or series of events that did not actually occur but is the author's creation (writer). The purpose of every story told in writing is to amuse and entertain the reader or listener<sup>[5]</sup>. There are many types of narrative text that common narrative text writing can be imaginary, factual or a combination of both, they may includes; fairytales, legends, fables, myths, romances, science fictions, and short stories (Rosyadi et. al., 2023)<sup>[6]</sup>. The eleventh grade students of SMAN 7 Padang have learnt legends, fables, and fairytales.

There are some studies related to this research. The first study was conducted by Supriyanto (2020) with the purpose of describing the tenth grade of students error in writing narrative text at State Senior High School 1 Kampar Timur, and the result showed that the errors produced by students<sup>[7]</sup>. The second study was conducted by Fitria (2020) with the purpose of describing the tenth grade of students error in writing narrative text at Senior High School 1 Jambi City, and the result showed that the errors produced by students<sup>[8]</sup>. The third study was conducted by Puteri (2024) with the purpose of describing the the ninth grade students error in writing narrative text, and the result showed that the errors

produced by students<sup>[9]</sup>. The fourth study was conducted by Hasrat (2021) with the purpose of describing the eight grade students' ability in writing narrative text at SMP Negeri 1 Gunungsitoli Barat, and the result was high<sup>[10]</sup>. The fifth study was conducted by Lutfiah (2024) with the purpose of describing the tenth grade students' ability in writing narrative text at SMA N 3 Salatiga, and the result was high<sup>[11]</sup>.

Based on the results of interviews with an English teacher at SMAN 7 Padang on June 2, it was found that a significant number of eleventh-grade students struggle with writing narrative text. This was reflected from the fact when the teacher asked the students to write narrative text. Many students still did not know the right generic structure (orientation, complication, resolution, and re-orientation) of narrative text. They had difficulties in using language features of narrative text, also they had difficulties in using correct mechanics of writing (punctuation, spelling, and capitalization), and getting an idea to begin a story and they did not know how to determine a clear plot of the story.

Based on the description above, the researcher was interested in conducting a research entitled "An Analysis of the Eleventh-Grade Students' Ability to Write Narrative Text at SMAN 7 Padang". She wanted to describe scientifically the students' ability in writing narrative text.

## METHOD

The researcher used descriptive method for this research. Gay et. al. (2012) state that descriptive research is to describe or to tell the way things are<sup>[11]</sup>. Refnita (2018) states that descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study<sup>[12]</sup>. The population of this research was the eleventh grade students at SMAN 7 Padang. The total number of population members of this research was 108 students which were grouped into three classes. Because the size of the population was so large, the researcher took a sample to do this research. The researcher chose one class as the sample by using cluster random sampling technique. It means that the sample was selected by choosing a class among others. The researcher used this technique because the members of the population were distributed in groups or classes. They had the same book and learning material in learning English. In selecting the sample, the researcher carried out some

procedures. Firstly, the researcher wrote the names of each class (XI 1, XI 2, XI 3) on three pieces of paper and put them into a box. Secondly, the researcher closed her eyes and took one piece of paper from the box. The class that was selected was XI 1. This class initially consisted of 36 students.

This research used a writing test as the instrument. The test was used to assess the students' ability in writing a personal recount text. The aspects that were assessed in the students' writing test were content, orientation, complication, resolution, re-orientation, language features, and mechanics. The researcher provided some topics and let the students choose one of them. The topics were: legend story, fairy tales story, fables. The researcher used content validity to know the validity of the test, in which the test material was constructed based on the curriculum, syllabus, and teaching materials given to the eleventh grade students in SMAN 7 Padang. To analyze the reliability of the test, the researcher used an inter-rater technique. This technique was used to eliminate subjectivity in giving scores. It means that there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher, and the second scorer was Zuratun Naimah. The researcher asked her to be the second scorer because she had good skills in writing subjects and she got an A in all writing subjects. To find out the correlation index of two sets of scorers, the researcher used Pearson Product Moment. After the researcher analyzed the score, it showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.89 which was categorized as very high correlation.

In this research, the researcher used a test to collect the data. The data in this study were collected with the following procedures: first, the researcher distributed the test to the students; second, the researcher explained the instructions of the test to the students; third, the researcher asked students to do the test; fourth, the researcher administered the test in 60 minutes; fifth, the researcher collected the students' answer sheets; sixth, the researcher copied the students' answer sheets, the original one was for first scorer and the copy was for second scorer; finally, the researcher and the second scorer counted the score based on the criteria. In analyzing the data, the researcher used the following procedures: first, the researcher showed the raw score from both scorers; second, the researcher counted the average score of two scorers; third, the researcher converted the score of the students' writing answers; fourth, the

researcher classified the students’ ability by using KKM at SMAN 7 Padang, in which the KKM is 76; fifth, the researcher counted the percentage of students’ ability; finally, the researcher interpreted the result of data analysis.

FINDINGS AND DISCUSSIONS

The results of this research showed that most students had a high ability to write narrative text. It was supported by the data analysis that 35 students (97.2%) had high ability and 1 students (2.8%) had low ability. In detail, the data analysis revealed that the students’ ability varied across different aspects of writing. In writing the content, 36 students (100%) were able to achieve high ability, while 0 student (0%) still had low ability. In writing the orientation, 33 students (91.6%), had high ability, and only 3 students (8.4%) were still categorized as low. In writing the complication, 32 students (88.8%) had high ability, and only 4 students (11.2%) had low ability. In writing resolution, 25 students (69.5%) had high ability, and 11 students (30.5%) had low ability. In writing re-orientation, only 3 students (8.4%), while 33 students still had low ability, this shows that many students found it difficult to determine the reflection and the message of moral value from the story. On the other hand, in using language features, 33 students (91.6%) who had high ability, and only 3 students (8.4%) still had low ability. Moreover, in mechanics, 27 students (75%) showed high ability and 9 students (25%) were still low, which means that problems with spelling, punctuation, and capitalization were still found.

3	The Students’ Ability in Writing the Orientation	33	91.6%	High
		4	8.4%	Low
4	The Students’ Ability in Writing the Complication	32	88.8%	High
		4	11.2%	Low
5	The Students’ Ability in Writing Resolution	25	69.5%	High
		11	30.5%	Low
6	The Students’ Ability in Writing Re-orientation	3	8.4%	High
		33	91.6%	Low
7	The Students’ Ability to Use the Language Features	33	91.6%	High
		3	8.4%	Low
8	The Students’ Ability to Use the Correct Mechanics	27	75%	High
		9	25%	Low

Table 1. Research Findings

No	Aspect	The Number of Students		Ability
		Number	Percentage	
1	The Students’ Ability in Writing Narrative Text	35	97.2%	High
		1	2.8%	Low
2	The Students’ Ability in Writing the Content	36	100%	High
		0	0%	Low

1. The Students’ Ability in Writing Narrative Text

Based on the findings, the researcher found that most students had a high ability to write narrative text. This is proved by the fact that 97.2% of students were categorized as high and only 2.8% were categorized as low. On the other hand, previous research conducted by Siregar (2023) entitled “The Students’ Ability in Writing Narrative Text at Grade XI MAS Al Ahliyah Aek Badak Kec. Sayurmatangi Kab. Tapanuli Selatan 2022/2023” showed that the majority of students (60%) had a high ability in writing narrative text.

2. The Students’ Ability in Writing the Content

Based on the findings, the students’ ability in writing the content was high (100%). This result is in line with the previous research conducted by Yulianti, et. al (2024) entitled “Analysis of Narrative Writing Skills Among Junior High School Students in

Indonesia". Their research showed that 60% of the students had a high ability in writing the content.

### 3. The Students' Ability in Writing the Orientation

Based on the findings, the students' ability in writing the orientation was high (91.6%). This means that students understood how to write the orientation completely and sequentially. This is different from the research conducted by Supriyanto (2020) entitled "An Analysis of Students Error in Writing Narrative Text at the Tenth Grade State Senior High School 1 Kampar Timur", who found that the students' ability in writing the orientation was low (8.45%).

### 4. The Students' Ability in Writing the Complication

Based on the findings, the students' ability in writing the complication was high (88.8%). It means that students generally understood how to determine the problems in the story, it shows conflict, climax, and anti-climax. This result is different from the previous research conducted by Supriyanto (2020) entitled "An Analysis of Students Error in Writing Narrative Text at the Tenth Grade State Senior High School 1 Kampar Timur", who found that the students' ability to write the complication was low (30.99%).

### 5. The Students' Ability in Writing the Resolution

Based on the findings, the students' ability in writing the resolution was high (69.5%). It means that students understood how to determine the problem solving, coherent of problem-solving, and clear ending of the story. This result is different from the research conducted by Supriyanto (2020) entitled "An Analysis of Students Error in Writing Narrative Text at the Tenth Grade State Senior High School 1 Kampar Timur". His study showed that the students' ability in writing the resolution was low (52.11%).

### 6. The Students' Ability in Writing the Re-orientation

Based on the findings, the students' ability in writing the re-orientation was low (8.4%). It means that students did not yet understand how to determine the reflections and the message of moral value from the story. This result is different from the research conducted by Sarwo (2013) entitled "Analysis on the Students' Problems in Comprehending Narrative Texts". His study showed that the students' ability in writing the re-orientation was low (45.83%).

### 7. The Students' Ability in Using Language Features

Based on the findings, the students' ability in using language features was very high (91.6%). This shows that many students understood in using the simple past tense and other grammatical aspects correctly. This result is in line with the research conducted by Puteri (2024), who found that only 71% of students had a high ability in using language features.

### 8. The Students' Ability in Using the Correct Mechanics

Based on the findings, the students' ability in using the correct mechanics was high (75%). This indicates that the majority of students were able to

apply punctuation, spelling, and capitalization correctly, although some still made errors. This is different from the previous research conducted by Fatya (2023) entitled "An Analysis of Students' Ability and Difficulties in Writing Narrative Text", who found that 58% of students had a low ability in writing mechanics.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research, it can be concluded that the eleventh grade students' ability in writing narrative text at SMAN 7 Padang was high.

Based on the conclusion, the researcher suggests that teachers maintain students' high abilities in writing several aspects and teachers must give more exercise in one low aspect of students in writing re-orientation. Teachers are also advised to review and explain the narrative text, especially for students with low ability to write narrative text.

For the students, who had high ability, the researcher suggests that they can maintain their ability to write narrative text. And for students with low abilities, are expected to learn more about narrative text and should pay attention to the teacher's explanations to improve their abilities.

The researcher suggests the future researcher to find other problems with students' ability in writing narrative text.

## THANK YOU NOTE

Many people have helped and given motivation, advice, and support to the researcher in writing this article. Therefore, the researcher would like to express her special thanks to Dra. Lisa Tavriyanti, M. Pd. as her advisor for the time and guidance during the thesis and article completion process. Her suggestion and support are very valuable in finishing this article. She also expresses her sincere appreciation to Dr. Yetty Morelent, M. Hum, as the Dean and Dra. Zulfa Amrina, M. Pd. As Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, Dr. Joni Alfino, S. Pd, M. Pd. as the Head of English Department, and also all of lecturers who helped her during learning at the English Department of Bung Hatta University. She also thanks Hastuti Hidayatullah and Rahmad Fajri as her parents for the love and care that cannot be paid for with any material things in this world. She would also like to thank her beloved sister, Niken Nuri Hidayatullah, who always provides support and shares exciting stories that make the author excited. She also would also like to express her deepest gratitude to her

beloved aunt and uncle, Helni Wilda and Mr. John, who have always been there for the author and provided invaluable input from the beginning of her studies until the completion of this thesis. Their presence, encouragement, and kindness have been invaluable throughout this journey. She also wants to thank her beloved best friends; Radiyah Joan Afriliyani, Zuratun Naimah, Restia Ningsih, Hidayatil Alya, Diska Ulandari, and Rangga Dwi Putra that always give motivation, support to finish the thesis and article. She also says thanks all of her friends that could not be listed one by one in this thesis, guidance during the thesis completion process.

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