

ASSESSING STUDENTS' WRITING ABILITY IN A NARRATIVE TEXT

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Abstract

Assessing writing is one of the most difficult case in language test, because good writing is so sought out by master of the higher education and plenty of establishments are require. The teachers must spend a whole lot of time to ensuring that their writing evaluation are accurate and reliable. This study is primarily based totally at the desires to recognize the students' writing ability in a narrative text of the fourth semester students of English Education by using quantitative method with a retrospective evaluation research. The population of the study was 122 students and the sample elected were 40 students. Writing test is used for the instrument of this study, which distributed as online by using Google Form. The data were analyzed by Ms. Excel and SPSS, the result confirmed 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.

Keywords: Assessment Writing, Ability, Narrative Text

INTRODUCTION

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 instutions. 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, 2017, p.104-118), writing ability is crucial ability in life, is not best in academic life, however additionally in people's life. Writing ability could be very essensial due to the fact it's far one of the language ability that need to be possessed through students. Through writing, students can specific or display their ideas, thoughts, opinions, and emotions they have. Also, it could increase the electricity of concept and creativity of students in writing. In different phrases, writing may be described as a manner of conversation through remodeling observations, information, concept, or thoughts into language, additionally it relays to the technique of tracking any single words or functions that we've written and the technique of rereading and revising our writing. Suparno and Muhammad Yusuf (2006) said that writing is an activity in delivery message (communication) like idea, concept, experience or information. For talented and superior writers, it gives strategies, techniques, and possibilities to use 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 essential aspect for the students to learn English as one of the productive to convey and express idea and also to communicate with others in written text.

Writing ability is important to students, especially to university students. Because the final task of university students is make a thesis. A thesis needs good writing skill. So, the researcher conducted a study intitle Assessing Students' Writing Ability in a Narrative Text for 4th semester of English education students. Because of its importance, the previous studies lead to much in the generic structure and language feature of narrative text. There's not much to research on the assessment yet, that's why the researcher take this as her research. This study is aimed to answer the research question, (1) 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?. Based on the explanation above, the researcher is interested by carrying out a study entitled "Assessing Students' Writing Ability in Narrative Text".

METHOD

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. According to Muijs (2010), said that quantitative studies is explaining the phenomena by accumulating numerical data that is analyzed the usage of mathematical-primarily based totally methods (especially statistics). The writer used an adaptation test from the article of Nelson et al., (2007), 40 students as the sample was asked to write a narrative text in 50-60 minutes length. The students must be 4th semester students and passed essay writing subject. The students ought to recognise approximately the story that they write, the story ought to have problem, they ought to inform what happened and the way it ends, and the story may be actual or imaginary by the theme "personal experience". The writer assessed students's writing ability by using an analytic scoring rubric which followed from (Abbas, 2015).

Table 1. Scoring Rubric of Writing Narrative Text

Aspects	Criteria	Scores	Categories
Content:	- Thorough development to topic.	10	Very Good
Topic	- Relevant to topic however lacks detail.	9	Good
Development	- Inadequate improvement to topic	8	Fair
	- does not display understanding of topic	7	Poor
Organization:	- The paragraph of systems is correctly.	5	Very Good
Paragraph	- lack in organizing, however properly in	4	
Structure	ideas.		Good
	- lacks logical sequencing.	3	Fair
	- The paragraph systems is in accurate.	2	Poor
Vocabulary:	- Accurate and powerful in deciding on	10	Very Good
Word	words/diction.		
Choice	- Accurate diction, however no longer	9	Good
diction	powerful.		
	- Lacks accuracy of diction, however which	8	Fair
	means not to obscured.		
	- Errors in diction, word, and which	7	Poor
	meaning.		

Grammar:	- Use accurate grammar.	10	Very Good
Sentence	- Several mistakes of grammar, however the meaning isn't always to obscured.	9	Good
Structure/construction	- Major mistakes of grammar, and the meaning obscured.	8	Fair
	- Dominated of mistakes, and terrible sentence construction.	7	Poor
Mechanics:	- Very little mistakes of mechanics.		
spelling,	- Few mistakes of mechanics.	5	Very Good
punctuation,	- Many mistakes of mechanic and meaning.	4	Good
and	- Dominated by mistakes of mechanics.	3	Fair
capitalization		2	Poor

RESULTS AND DISCUSSION

Results

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.

Table 2. Statistic Score of Students' Writing Ability

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

Table 3. 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	

Discussion

The result of the study indicated that alternative hypothesis stating that "students have good ability in writing 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 showed that the students have exact or good in writing ability. 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 proportion of the students' score that 1 students (2.5%) was given score 0, 1 student (2.5%) was given score 62.50, 1 student (2.5%) was given score 70.00, 1 student (2.5%) was given score 71.25, 1 student (2.5%) was given score 72.50, 2 students (5.0%) were given score 77.50, 2 students (5.0%) were given score 78.75, 3 students (7.5%) were given score 80.00, 5 students (12.5) were given score 81.25, 2 students (5.0%) were given score 82.50, 5 students (12.5%) were given score 83.75, 2 students (5.0) were given score 85.00, 2 students (5.0%) were given score 86.25, 2 students(5.0%) were given score 87.50, 2 students (5.0%) were given score 88.75, 1 student (2.5%) was given score 90.00, 2 students (5.0%) were given score 91.25%, 3 students (7.5) were given score 92.50, 1 student (2.5%) was given score 93.75, and 1 students (2.5%) was given 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 confirmed that they followed the instruction such as content, organization, vocabulary, grammar, and mechanics, they understood and have good writing ability in 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 writing ability. 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 lacks accuracy of diction, however which means not to obscured criteria. It means that the students had fair capability in vocabulary aspect, 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 did not 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 their 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 reason above, the students' interest in learning is particularly good, especially in writing the narrative text. The students are predicted to remain conscious of learning significances, 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.

CONCLUSION

Based on the research findings obtained from this study by asking students to make 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 may be concluded that the students' writing ability in narrative text was classified "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.

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