
THE STUDENTS' ABILITY AND DIFFICULTIES IN COMPOSING NARRATIVE PARAGRAPHS

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ABSTRACT

A preliminary study conducted by the analyst has shown that composing narrative paragraphs is still considered difficult, which is in line with other studies that revealed that many students possessed low capability in composing a narrative paragraph. Hence, this study intended to discover the capability and describe their difficulties in writing a narrative paragraph, especially for the English Language Education Study Program students of ULM Banjarmasin Batch 2018. The analyst utilized a descriptive study with a quantitative along with qualitative approach with 98 students as population, and 51 students were chosen as a sample after implementing random cluster sampling, they were from Intermediate Writing Course. In contrast, a written test along with an interview was utilized as an instrument. The result showed that students' capability in composing narrative paragraphs were 6 students (12%) in the excellent category, 8 students (16%) in the good category, 19 students (37.25%) in the fair category, and 18 students (35.29%) in the poor category, while the average score was 57.8 which classified as a fair category. Moreover, the difficulties faced by the students were due to possessing limited vocabulary, conducting grammatical errors (in prepositions, tenses, and articles), and also due to mechanics (i.e. spelling, capitalization, punctuation). Thus, it was suggested that they should improve their capability regarding vocabulary, mechanics, and grammar. This could be achieved by reading more books along with utilizing games as practice methods or techniques.

Keywords: Ability, problems, writing, narrative paragraph

INTRODUCTION

Background of the Study

Many skills should be possessed by EFL learners, namely: listening, speaking, reading, and writing, with writing considered to be keeping highest difficult (Richards & Renandya, 2002), where difficulty lies in both generating along with organizing ideas and translating ideas a writer has into readable text. Therefore, high-level proficiency is needed since writing involved highly complex skills. Rass (2001) adds that the skill is difficult for both native and non-native speakers. Additionally, Jumariati and Sulisty (2017) state that EFL students are difficult due to the need to pay attention toward organization, vocabulary, grammar, and mechanics while writing.

Axelrod (in Boardman, 2008) said that writing is crucial since it influences one's mentality, contributes the way learn. Besides, it also capable of fostering personal development along with connecting us to the world. Furthermore, writing practically will be implemented in professional life, and many will be judged judge based upon the writing, especially for careers such as story writer, author, or storyteller.

Some forms exist in writing activity (e.g. narrative, descriptive, expository, argumentative). In this study, the analyst focuses on the narrative. Based on Boardman's (2008) explanation, narrative paragraph is utilized for telling a story and tried to answer the question: what happened (Keraf in Boardman, 2008) to give the sense of enjoyment for the readers done mainly by telling it chronologically and include parts such as title, conflict,

and moral value for producing an interesting story. Hence, it is capable on helping students in honing their ability to imagine.

Based on the preliminary study result, several students had difficulties in writing or composing narrative text. The analyst asked some students to write a narrative paragraph to gather more evidence, which showed that they still had difficulties composing a narrative paragraph.

Therefore, the analyst intended to know how far students can put their ideas into a narrative paragraph by utilizing the correct rules and describing what difficulties students faced in composing a narrative paragraph. The analyst chose batch 2018 as the subject since they have learnt about the topic at Guided Writing Course.

Statement of the Problem

This study is formulated for answering these questions:

1. How is the ability of the English Language Education Study Program students' of Lambung Mangkurat University batch 2018 in writing a narrative paragraph?
2. What are the students' difficulties in writing a narrative paragraph at the English Language Education Study Program of Lambung Mangkurat University Batch 2018?

Study Objectives

The study objectives are:

1. for discovering the ability of the English Language Education Study Program students' of Lambung Mangkurat University batch 2018 in writing a narrative paragraph.
2. for describing the difficulties faced by the English Language Education Study Program students' of Lambung Mangkurat University batch 2018 in writing a narrative paragraph.

STUDY METHOD

Study Approach and Type

The utilized design was a descriptive study with both quantitative and qualitative approach due to the goal is discovering the subject's capability in composing narrative paragraph which belongs to quantitative data and for describing the difficulties faced by them which belongs to qualitative data.

Population and Sample

The population of this study was the English Language Education Study Program students of Lambung Mangkurat University Banjarmasin batch 2018 with 98 students in total, then utilized cluster random sampling technique which resulted in 51 students out of 98 chosen as the samples while the other students was given the try-out test.

Instrumentation

In this study, the analyst utilized test along with interview for gathering data. The analyst utilized a writing test since the students' difficulties and achievements could be seen from the test result. In the distributed test, the subjects may choose one of the topics for their paragraph and the topics that were present to the students are: 1. My favorite vacation; 2. The most unforgettable moment in my life; and 3. The worst day of my life, with the requirements of 300 with 60 minutes time limit. As for the interview, the analyst utilized a semi-structured interview which is a free guided interview using 7 questions on the interview guide that have to be conducted face to face. The questions include the student's

knowledge of a narrative paragraph such as the characteristics and the difficulties they faced when composing it. 18 respondents who were chosen based on the results were interviewed, 2 people with a very good score, 3 people with a good score, 8 people who got a fair score, and 7 people who got a poor score.

Validity and Reliability of Instrument

Validity of Instrument

In this study, the analyst utilized a content validity which means that the content along with format of the instrument should be appropriated and related with the learning material. The instrument utilized for this study was considered valid due to the construction process is based upon the syllabus of the English Language Education Study Program of Lambung Mangkurat University before conducting the test, the analyst utilized expert validation done by a lecturer of the same university to validate the instrument

Table 1. The Content from Syllabus Being Taken as the Material for the Test Instrument

Kemampuan Yang Diharapkan	Bahan Kajian	Indikator
Menulis sebuah narrative paragraph dengan baik	Narrative Paragraph	Content Organization Vocabulary Language use Mechanic

(Source: Pembelajaran Semester Berbasis KKNI, Guided Writing)

Reliability of Instrument

The method utilized in the study for obtaining the reliability of the instrument was inter-rater reliability. To achieve reliable scores, the analyst required help from another rater for measuring the data. The first rater was the analyst herself while the second one was an English teacher who is experienced in teaching and assessing writing. The two raters were involved in measuring the student's writing capability on their written test by utilizing the scoring rubric guide for assessing writing. Then the analyst gathered and analyzed the raters scoring results. Before scoring the students' writing, it is crucial to make sure that both raters used the same scoring criteria. Hereby, both of them utilized Pearson's Product Moment Coefficient Formula where it was reliable if the calculation result shows close to 0.100.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Note:

- r = Correlation coefficient product-moment
- X = 1th rater Score
- Y = 2nd rater Score
- N = Subject

After the r was counted, the reliability of the test was categorized by using the following interpretation:

Table 2. The Interpretation of Reliability

Standard Coefficient of reliability	
A very low reliability	(range from 0.00 to 0.19)
A low reliability	(range from 0.20 to 0.39)
An average reliability	(range from 0.40 to 0.59)
A high reliability	(range from 0.60 to 0.79)
A very high reliability	(range from 0.80 to 0.100)

(Source: Darmadi, in Noorliani 2011)

Based on the calculation, the r -value is 0,91. Hence, it could be categorized as very high reliability which means that the test was reliable and can be utilized as the study instrument.

Data collection

The steps in gathering the data:

1. The analyst chose the samples from Intermediate Writing Course.
2. The analyst gave the students a written test about the narrative paragraph.
3. Students did the test based on the instructions given.
4. The students had for about 60 minutes to write the narrative paragraph.
5. The analyst collected the students' worksheets.
6. The analyst did an interview session with the students.

Data Analysis

After completing the data collection, the writer utilized some steps in analyzing the data.

1. Scoring students' works

Table 3. The Scoring Rubric for Writing Test

Aspects	Criteria	Score
Content (30 points)	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing. Suitable with the topic and well-developed.	4
	Writing is purposeful and focused. Piece contains some details. Almost suitable with the topic and well-developed.	3
	Writing does not clearly communicate knowledge. Writes related quality paragraphs, with little or no details. Not Suitable with the genre and almost well developed.	2
	Writing is extremely limited in communicating knowledge, with no central theme. Not Suitable with the genre and not developed.	1
Organization (20 points)	Writing includes a strong, orientation, complication, and resolution with clear transitions and a focused closure.	4
	Writing includes a strong orientation, complication, and resolution, with some transitions and good closure.	3
	Writing is confused and loosely organized. The generic structure are weak and closure is ineffective.	2
	Writing is disorganized and underdeveloped with no complete generic structure.	1
Vocabulary (20 points)	Using precise, effective, and engaging vocabulary items, effective word choice and usage.	4
	Using good vocabulary items, word choice and usage.	3
	Using limited vocabulary items, word choice and usage.	2
	Using inappropriate vocabulary items, word choice and usage which obscures meaning.	1
Grammar (20 points)	Providing effective and very good grammar usage. It has few errors on agreement, tense, articles, pronouns and prepositions.	4
	Providing effective but simple constructions and good grammar usage. It has several errors on agreement, tense, articles, pronouns and prepositions.	3
	Providing fair grammar usage. It has many errors on agreement, tense, articles, pronouns and prepositions.	2
	Providing poor grammar usage. It is dominated by errors on agreement, tense, articles, pronouns and prepositions.	1
Mechanics (10 points)	Using effective spelling, punctuation, and capitalization.	4
	Using mostly effective spelling, punctuation, and capitalization.	3
	Some errors with spelling, punctuation, and capitalization.	2
	Many errors on spelling, punctuation, and capitalization.	1
Total: 100		

Note: 4 = Very good
 3 = Good
 2 = Fair
 1 = Poor

The formula below was utilized for scoring every student's capability in writing.

$$\frac{\text{Obtained score}}{\text{Maximum score}} \times 100 = \text{Result}$$

- Classifying the category of writing ability based on the students' scores in the written test.

Table 4. Students' Achievement Criteria

Score	Category/The level of ability
77-100	Excellent
66-76	Good
50-65	Fair
0-49	Poor

(Source: D.P.Harris, in Noorliani 2011)

3. Evaluating the students' average score.

$$m = \frac{\sum fx}{N}$$
4. Calculating the classification of students' capability percentage in five writing components.

$$P = \frac{F}{N} \times 100\%$$
5. Analyzing the student's problems in written test results along with interview results.
6. Describing the analyzed data results.
7. Concluding the students' capability and problems in composing a narrative paragraph on the basis of the data.

FINDINGS AND DISCUSSION

Research Findings

Findings of Students Ability Based on Their Written Test

The writing results were analyzed in several categories; content, organization, vocabulary, grammar, along with mechanics. Then, each category value was summed to discover students' scores in composing a narrative paragraph to be calculated for collecting the students' final scores. The data was from the combination both raters. Since there was no significant difference result between both raters, the data calculation is considered objective. After conducting data calculation, the analyst calculated the mean of students' capability in composing a narrative paragraph by utilizing the formula below:

$$\text{Mean} = \frac{\sum X}{N}$$

Whereas:

$\sum X$ = Score of students

N = The total of students

Source: Fraenkel and Wallen (2006, p. 197).

And the result was:

$$\text{Mean} = \frac{2950}{51} = 57.8$$

Table 5. The Achievement Interpretation

Score	Category/The level of ability
77-100	Excellent
66-76	Good
50-65	Fair
0-49	Poor

(Source: D.P.Harris, in Noorliani 2011)

It could be seen that the students' capability score was 57.8 which fell into the fair category. The table below represents the students' ability percentage in writing narrative paragraph.

Table 6. The Percentage of Students' Ability in Writing Narrative Paragraph

Score	Frequency	Percentage %	Category
77-100	6	12%	Excellent
66-76	8	16%	Good
50-65	19	37.25%	Fair
0-49	18	35.29%	Poor
Total	51	100%	
Average Score		57.8	

The table above showed that there were 6 students (12%) in the excellent category with score 77-100, then there were 8 students (16%) in the good category with score 66-76, 19 students (37.25%) in the fair category with score 50-65, and there were 18 students (35.29%) who achieved poor category with score 0-49. From the data above we could see that only 6 students (12%) reached high achievement in writing a narrative paragraph. Mostly, students obtained a fair category in writing a narrative paragraph. The analyst also discovered that the average score for writing tests is 57.8 which is categorized as fair.

After classifying the subjects' scores, the data of five components in writing narrative paragraph were calculated. The data is then described in the table below with the formula:

$$P = \frac{F}{N} \times 100 \%$$

Where: P = Percentage

N = Number of respondents

F = Frequency of the answer

For obtaining the students' scores percentage in each writing component, the analyst utilized the formula above.

1. Content

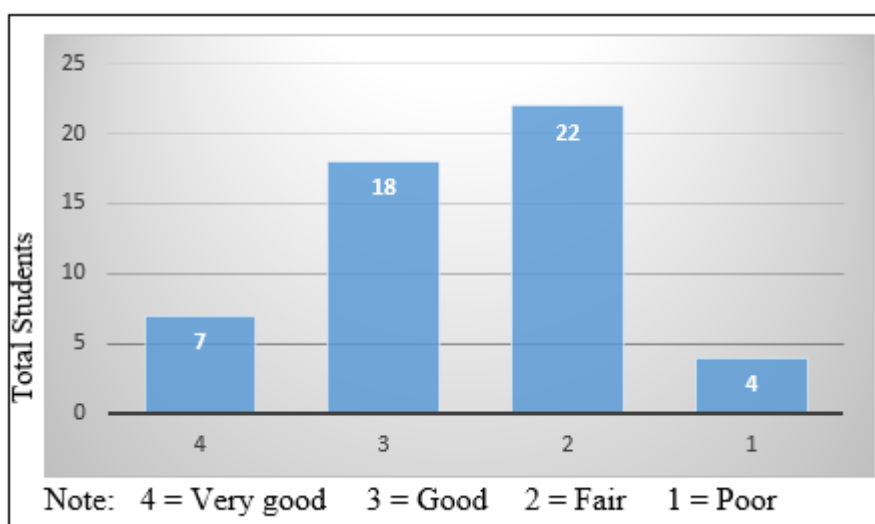


Figure 1. The Scores of Students' Writing in the Component of Content

Based on chart above, it could be seen that there were 7 students who achieved score 4 and 18 students achieved score 3, 22 students achieved score 2 and there were only 4 students who achieved score 1 in the component of content. After that, the analyst showed the students' scores percentage in the component of content.

Table 7. The Percentage of Students' Score in Content

Score	Frequency	Percentage %	Category
4	7	13.72 %	Very good
3	18	35.29 %	Good
2	22	43.13 %	Fair
1	4	7.84 %	Poor

On the basis of the data displayed in table above, it could be seen that majority of the students achieved fair and good categories in the content; there were 22 students (43.13%) who achieved fair category their writing were related enough with the topic that they had chosen but not sufficiently developed. Then, eighteen students (35.29%) achieved good category where in their writing was purposeful, focused, and developed well, there were 7 students who got very good category, it was about (13.72%). There were only 4 students (7.84%) who got poor category. Students wrote a narrative paragraph which mostly on the basis of their knowledge regarding the topic. They were sufficient to expose the topic, thus the reader could imagine and feel the topic that was being discussed.

2. Organization

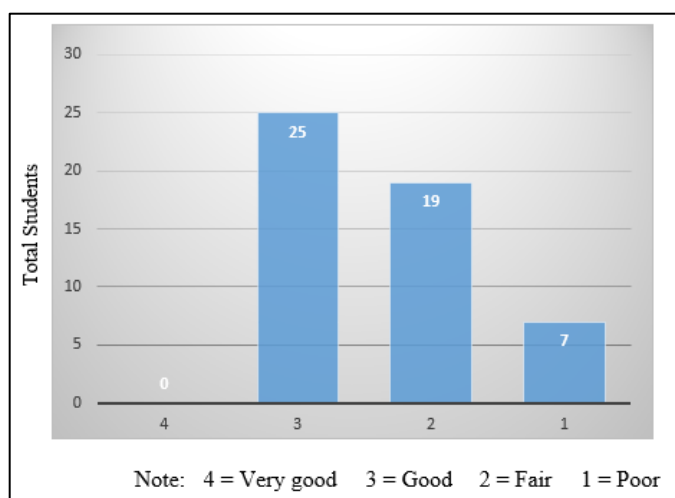


Figure 2. The Scores of Students' Writing in the Component of Organization

On the basis of the chart above, it can be seen that there were 25 students who achieved score 3 and 19 students achieved score 2, meanwhile, there were only 7 students who achieved score 1 in the component of the organization. After that, the analyst showed the percentage of students' scores in the component of organization.

Table 8. The Percentage of Students' Score in Organization

Score	Frequency	Percentage %	Category
4	-	-	Very good
3	25	49.01 %	Good
2	19	37.25 %	Fair

1	7	13.72 %	Poor
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For the organization, there were 25 students (49%) achieved a good category. They were able to write a paragraph with the strong beginning, middle, and concluding paragraph. 19 students (37.25%) got a fair category. There were 7 students (13.72%) who got poor category because their writing is disorganized and underdeveloped with no transitions or closure it was not related to their writing at the beginning of the paragraph. Meanwhile, there were no students who got a very good category. Most students already have good ability in arranging beginning, middle, and concluding paragraphs in writing a narrative paragraph. For the vocabulary, the data showed that:

3. Vocabulary

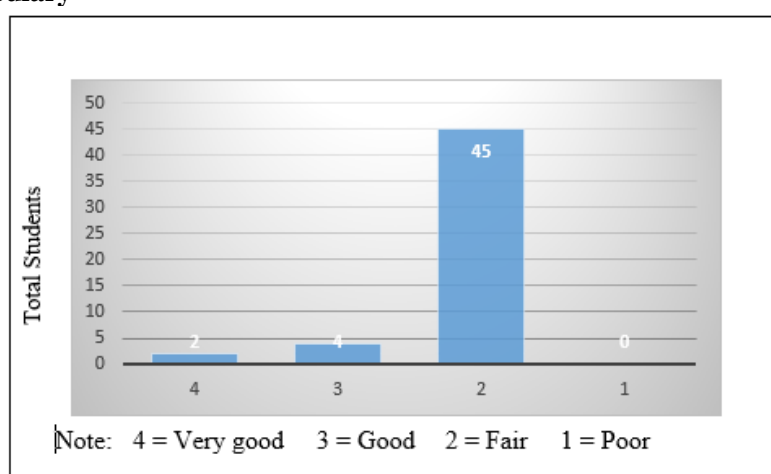


Figure 3. The Scores of Students' Writing in the Component of Vocabulary

Based on 3 above, it can be seen that there were 2 students who achieved score 4 and 4 students achieved score 3, meanwhile, there were 45 students who achieved score 2 in the component of vocabulary. After that, the analyst showed the percentage of students' scores in the component of vocabulary.

TABLE 9. The Percentage of Students' Score in Vocabulary

Score	Frequency	Percentage %	Category
4	2	3.92 %	Very good
3	4	7.84 %	Good
2	45	88.23 %	Fair
1	-	-	Poor

In vocabulary, there were 2 students (3.92%) who got a very good category and 4 students (7.84%) who achieved a good category. Most students achieved a fair category in vocabulary there were 45 students (88.23%) who achieved fair, meanwhile, there were no students who got poor category. Majority of problems in the vocabulary were caused by a lack of vocabulary and limited knowledge about idiom so students often used the same word and did not use a variety of language to explore their writing.

4. Grammar

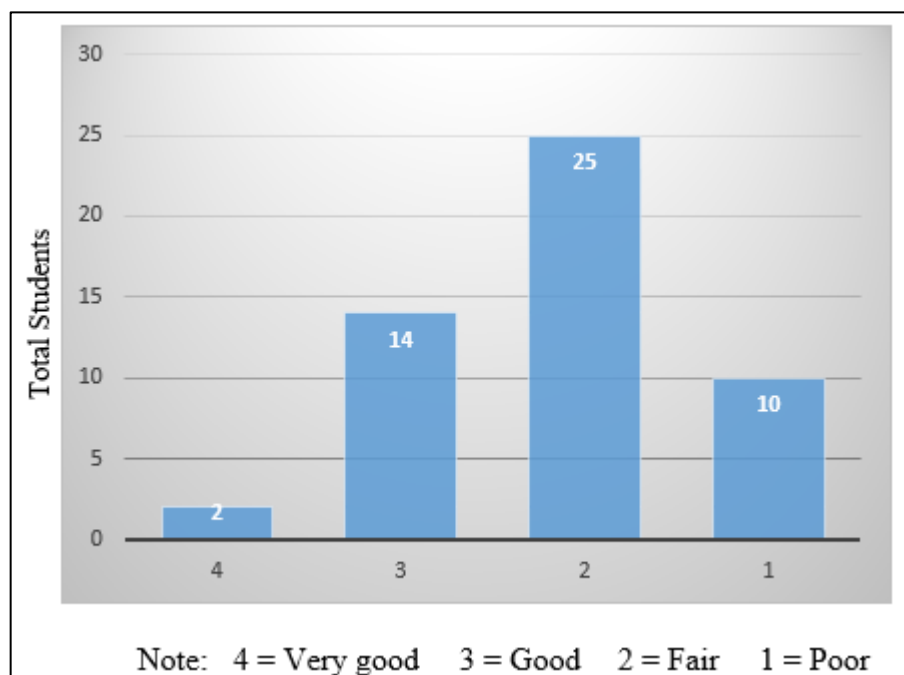


Figure 4. The Scores of Students' Writing in the Component of Grammar

Based on chart above, it can be seen that there were 2 students who achieved score 4 and 14 students achieved score 3, 25 students achieved score 2 and there were 10 students who achieved score 1 in the component of grammar. After that, the analyst showed the percentage of students' scores in the component of grammar.

Table 10. The Percentage of Students' Score in Grammar

Score	Frequency	Percentage %	Category
4	2	3.92 %	Very good
3	14	27.45 %	Good
2	25	49.01 %	Fair
1	10	19.60 %	Poor

Table above shown that there were 2 students (3.92%) who got a very good category, then there were 14 students (27.45%) who got a good category. Most of the students got a fair category in grammar there were 25 students (49%), it's half of the students. Their test result showed that there was fair grammar usage, and there were some students who got poor category, it was about 10 students (19.60%) because they still made many errors in using grammar.

5. Mechanics



Figure 5. The Scores of Students' Writing in the Component of Mechanics

Based on chart above, it can be seen that there were 23 students who achieved score 3 and 24 students achieved score 2, meanwhile, there were only 4 students who achieved score 1 in the component of mechanics. After that, the analyst showed the percentage of students' scores in the component of mechanics.

Table 11. The Percentage of Students' Score in Mechanics

Score	Frequency	Percentage %	Category
4	-	-	Very good
3	23	45.09 %	Good
2	24	47.05 %	Fair
1	4	7.84 %	Poor

For the last components, there were no students who got a very good category in mechanics. Most students achieved a good and fair category, there were 23 students (45.09%) who achieved a good category, and 24 students (47.05%) who achieved fair category, and 4 students (7.84%) got poor category. Most students made some errors either in spelling, punctuation, or capitalization.

Finding of the Students Problems in Writing Narrative Paragraph

1. Students Problems in Writing Narrative Paragraph Based on Written Test

The analyst described students' problems more detail in discussion part. The problems that analyst found in written test was the students have problems mostly in linguistic problems which is related to the five components of writing such as in content such as they did not know how to develop their writing with their knowledge and lack of idea so they just write their narrative paragraph in simple way with simple sentences. They still feel confuse to continue the story, and finally they do not have idea anymore. After writing one paragraph the students cannot continue the next paragraph. In writing narrative is not only just writing some words to be a story, but also the writer must think the content of the story. The content must relevant with main idea and one paragraph must related with other paragraphs. The students still need to pay attention in organization. The analyst found few students cannot

make a good organization in their writing. The student's difficulty in composing the organization of narrative paragraph. One of all generic structures that the students have big problem is in complication step.

Several students still found lack of vocabulary and this condition caused them to often use the same words and did not use variety of language. They often used popular language that usually we listen in daily life. Some students also had total words of their paragraph were less than the range the writing prompt asked and the word usage was less varied. In the grammar aspect, most of the students did not understand enough and forgot to use about part of regular and irregular verb of verb II (simple past tense). It happened because the students did not understand well yet about tenses that are used in the past when they want to write narrative paragraph. They also had errors in using articles and prepositions. The students also had problems in spelling, punctuation, and capitalization. Those problems are related to the details of writing. Sometimes, the students will override this aspect and try to focus more on the other aspects. However, even the students have a wide range of vocabulary, the fact that they still have to know the true spelling of a word is necessarily needed.

2. Students Problems in Writing Narrative Paragraph Based on Interview

The interview was conducted to obtain the data about student's problems in writing a narrative paragraph and also to support the information that already got from the written tests. Because the result of students written test showed that most of them had fair and poor ability the analyst decided to chose 18 sample students, 2 persons who got a very good score in written test, 3 persons who got a good score, 8 persons who got a fair score, and 7 persons who got a poor score. The analyst more focus to interview the students in the category of fair and poor to get more information about their problems in writing narrative meanwhile, the analyst only took few students which in the category of very good and good because of the analyst believes that they not really had many problems rather than the students who had fair and poor ability. Based on the interview result, the students feel difficult to express and develop an idea in the narrative paragraph. They feel confused about how to begin their writing. They know the steps of narrative but the analyst still found that their writing limited in detail. Through this interview, the analyst found that the students have problems with the complication step. They said that they often feel confused to decide what is the conflict of the story. In the complication step, they said that this is the hardest part because they have to explain every detail of the story. Moreover, based on the interview, the students have the same problem with vocabulary. They said that limited vocabulary is one of the big problems because all of them used Banjar as their first language. They also feel difficulty in grammar, such as a rule on how to construct a good sentence and how to apply past tense. They know that narrative use simple past tense but in fact, they still made errors in applying the tense, they forgot to change verb I to verb II. And several of them are confused to use punctuation, especially how to put the comma in the correct way.

Discussion

Based on the data in the previous part, the analyst found that the highest score of the students in writing narrative paragraph was 80, that was considered as excellent category. The lowest score of the students in writing narrative paragraph was 35 that was considered as poor category. Then based on the result, most of the students of English Language Education Study Program ULM Banjarmasin Batch 2018 have fair and poor ability in writing narrative paragraph. From their writing result showed that 19 students achieved fair, 18 students achieved poor and there were only 6 students who achieved excellent and

8 students who achieved good category meanwhile, the average score of students ability in writing narrative paragraph is 57.8. The test was about writing narrative paragraph which had been learned in the previous semester.

Compare to the research results from the previous study that Nurhidayah had conducted in (2017) to the third year of junior high school students of MTS Ali Imron, the students' ability in writing the narrative text was classified into a poor category with 17 students (65.38) in the low category. This study showed that the ability in writing narrative of university students is better than senior high school students with an average score of 57.8. and (35.29%) students in poor category. This perhaps that the university students have more experience in learning narrative and due to the fact that they had writing class and narrative as one of the learning materials. Besides that, for the students problems it was almost similar with the previous research conducted by Everesian (2017) in Senior High School where the most occurred problems in writing were grammar, vocabulary, and organization. Meanwhile, Erna Safitri (2019) found the three most common types of grammatical errors in the students narrative text were: verb tense which was shown through 171 errors (37%), capitalization which appeared in 97 errors (21%) and, punctuation in 94 errors (20%). While in this study showed that the most problems of English Language Education students in writing narrative were grammar, vocabulary, and mechanics related to the linguistic problems. In addition to this discussion, the analyst discussed the data into five components of writing; content, organization, vocabulary, grammar, and mechanics.

First in content, according to Harris (in Noorliani, 2011, p. 7) content refers to the substance of writing and the experience of the main idea (unity). It means that the topic sentence should express main idea and reflect the entire of paragraph. Most of the students achieved good and fair category because the assigned topics were familiar to the students and the students have experiences about the assigned topics in their real life. So, their writing was relevant to the assigned topics. According to Oshima and Hogue (2006, p. 18), a good paragraph has unity which means that a paragraph discusses one and only one main idea from beginning to end. Here is an example of student work which is good in content: *My favorite vacation that I can remember was when I visited London, the capital and largest city of England and the United Kingdom. London has been a major settlement for two millennia. I went there when I was 17 years old I really wanted to go there after I saw London love story film that was an extraordinary film who succeed to influence me to get there. I went there with my family this was our first family trip to London and we had a wonderful time experiencing all the wonderful sights of this beautiful and historic city. We stayed at Leonardo Royal London city hotel and I got a room that has the London bridge view. I was very exciting I can't even express my feeling at that time.* This student able to achieved good in content because the content and the details on her paragraph is related. At the first sentence, she wrote about her favorite vacation when visited London. Then, she wrote her trip in London by giving the details of each sentence on her paragraph.

However, few students still have problems in content such as they did not know how to develop their writing with their knowledge and lack of idea, so they just write their narrative paragraph in simple way with simple sentences. They still feel confuse to continue the story, and finally they do not have idea anymore. After writing one paragraph the students cannot continue the next paragraph. In writing narrative is not only just writing some words to be a story, but also the writer must think the content of the story. The content must relevant with main idea and one paragraph must related with other paragraphs. This problem sometime depends on mastery of vocabulary of students have. The students can develop idea if they have mastery of vocabulary. Here is an example of student work which is poor in content: *"Last Sunday, my friend and I wanted to go to the festival. I wake up*

early at 8 o'clock.” In his writing he did not write what “*the festival*” it is. He did not state it in his paragraph. Then, on the next sentences he wrote “*Inside the festival when we were at the anime, my left hand was bitten by the anime.*” He did not write about what “anime” means in his paragraph. From the example above, it can be seen that there is no illustration development of the story. The reader also confused about what the student was trying to share.

Second in the organization, organization related to paragraph unity, coherence, and cohesion about how each sentence can connect well in a writing (Nurgiyantoro, 2001, p. 307). Most of the students achieved good category because their writing clearly presented information in a consistent organization which was best suited to the assigned topic. Besides, the main idea and supporting details were logical. It means they still remember about how to organize a narrative paragraph and they had no significant problem in organizing the paragraph. For example from the student writing which is good in organization: *The most unforgettable moment in my life occurred when I was in senior high school. It was the moment when my father hugged me so tight for the first time. Months before, my father and my mother had planned to go umrah. At the time I heard that news, I didn't feel sad nor happy just so so. My parents had travel far frequently, so it wasn't a thing for me to be left alone. At the day when my family and I brought them to the airport we were saying goodbye as well as we had done ordinarily before but it wasn't like usual, for the first time my father stared at my eyes so deep then slowly hugged me more and more tight I can't even described that feelings. For a moment, still in my father's arms I imagined how lucky I am for having a best father like him. After that consciously I saw tears in my father's eyes for the first time. For some people, maybe this just a boasting but for me it will never be forgotten forever. In conclusion I think that moment always be my unforgettable moment in my life.* From the student writing above, the analyst found that the student able to write narrative paragraph with strong orientation, complication, and resolution with some transitions and good closure. Her writing clearly presented information in a consistent organization. Besides, the main idea and paragraph well organized.

Although most of the students have good ability in organization there were few students who have problems in organization and still need to pay attention in organization. The analyst found few students cannot make a good organization in their writing. The student's difficulty in composing the organization of narrative paragraph. One of all generic structures that the students have big problem is in complication step. The students feel confuse to decide the conflict in narrative paragraph. For orientation step, the students only feel confuse to begin their writing. And for resolution step, the student said in implicate this step depend on conflict in complication step because if the conflict has found they will easy to find the solution of conflict. Here is an example of student writing which is poor in organization: *My favorite vacation is when going somewhere what is so extraordinary amazing and free much the view and the place are very clean and many beautiful girls. There, my sister and I relaxed casually it was the first time we went to the beach. me and my sister doing a challenge or duel. Our trip was smooth because we arrived until I saw around me there was because I was too far in the middle I was drinking seawater.* From the student writing above, the analyst found that the student did not write clearly about part of orientation at the beginning of paragraph and he did not make the ending of his writing. He also cannot make resolution or conclusion well. It means there were some students write a narrative paragraph without includes a complete generic structure or organization.

Third in vocabulary, vocabulary refers to the selection of words and lexical items that are suitable with the content in order to convey ideas to the readers (Harris in, Noorliani 2011, p. 7). Mostly the students achieved fair category because their writing had limited

vocabulary items, word choice, and usage. The students had insufficient vocabulary. They put the words which were unsuitable contextually. A good writing should consist of appropriate and varied range of vocabulary used along with proper grammar and varied range of sentence structures (Oshima and Hogue, 2006, p. 30). However, several students still found lack of vocabulary and this condition caused them to often use the same words and did not use variety of language. They often used popular language that usually we listen in daily life. Some students also had total words of their paragraph were less than the range the writing prompt asked and the word usage was less varied. For example, from the student's writing result which is poor in vocabulary: *The worst day of my life is when I don't have money to go hang out with my friend. Me as a consumptive person is really like to go out and hang out. If I don't do that I feel like I'm sick. I usually go to coffee shop with my friend to hang out, especially tusuk you can find me there any time. I also have a worst day in my life when I don't go to the gym but I keep eating the entire day. It's really make me sad and having an headache. But now I can trick it, after I eat, I'm doing some absurd things to make me sweating.* From the student writing above, the analyst found that the student did not use variety of language. He used popular language that usually we listen in daily life. He also had total words of paragraph were less than the range of the writing prompt asked and the word usage was less varied. The students' problem in this aspect also related to the choice of vocabularies, which are not suitable, not familiar to the reader and sometimes not appropriate based on the topic. It's caused the students have limited ability in vocabulary for examples:

1. *My friends and I went to Amuntai to follow the race BMX competition.*

The underline word should be "join" "My friends and I went to amuntai to join the race BMX competition.

2. *I want to become a champion on the race competition.*

The word *champion* used for a major competition such as the "world champion" the word champion was supposed to be "the winner".

3. *My sister discover a box.*

The underline word should be "My sister found a box".

Nevertheless, there were some students who have good ability in vocabulary because their writing using good vocabulary items, word choice and usage. Look at these examples below:

1. *My brother and I were excited to saw many animals.*

She write the word *excited* means she felt very happy at that time, the word she write is appropriate with the content of the story.

2. *After we finished our dinner, we decided to go sleep.*

The word *decided* represent the idea "to choose something", the word is suitable with the student want to convey. It means the word choice that the student used on the paragraph is effective.

3. *There was very hot and made my skin more dark because I forgot to use sunblock at that time.*

The word *more dark* also can be replace to the word "tanned" to make the sentence more suitable and effective.

Fourth in grammar, grammar is related with the accuracy in the use of tenses and structure (Nurgiyantoro, 2001, p. 307). Most of the students got fair category because it was found in their writing providing fair grammar usage. It has many errors on agreement, tense, articles, pronouns and prepositions. Based on the result, the students did not know and forgot to use past tense. In this research, most of the students made errors on tenses, articles, and prepositions. Here are some examples:

1. *After all, this ceremony is really the most unforgettable moment in my life.*

2. In that day I wear a pink dress and a silver shoes. I remember that day I have to wake up really soon and go to my friend house to get a makeup.

3. We use an car.

4. The sad things is that the only one who come to my graduation is just my mother.

5. I don't remember my mom's number and in next day I have to pay my boarding houses.

6. I skip my morning class, my mother is angry about that.

7. Three month ago, on my school holiday.

8. Last day, we go to visit some of university.

The correct sentences:

1. After all, this ceremony was really the most unforgettable moment in my life.

2. On that day I wore a pink dress and silver shoes. I remembered that day I had to wake up really soon and went to my friend's house to get my makeup.

3. We used a car.

4. The sad thing was that the only one who came to my graduation was just my mother.

5. I did not remember my mom's number and on the next day I had to pay my boarding house.

6. I skipped my morning class, my mother was angry about that.

7. Three months ago, on my school holiday.

8. On the last day, we went to visit some of universities.

Nevertheless, there were some students who have good ability in grammar because their writing providing effective but simple constructions and good grammar usage. It has several errors on agreement, tense, articles, pronouns and prepositions. Look at these examples below:

1. I planned to buy trousers when we visit the trousers shop there my sister saw her friend then, she told me that she want talk with her friend. Several minutes later, I had bought trousers however I didn't see my sister. After that I went out from the shop and looking for my sister.

2. On our way back home, I felt something strange with the motorcycle. Rama told me that we out of gasoline. I was terrify because we had no more money left in our pocket at all. We had spent all the money for shopping and our home still about 5 kilometers away.

3. One day when the class was over I went to a park with some of my friends. We just cycling around the park then suddenly I fell from my bycycle. My body was thrown to a bush.

Fifth in mechanics, mechanics are the use of graphics convention of the language. It includes the use of capitalization, spelling, and punctuation (Freedman, in Rahmah 2009, p. 17). Heaton (1990, p. 135) states that "mechanical skills refers to the ability to use those conventions peculiar to the written language correctly – e.g. punctuation, spelling".

There were half of the students achieved fair category because they had some errors with spelling, punctuation, and capitalization. For examples:

1. I usually went to coofee shop

2. The second day we prepare for our competion

3. On the last day, There is so much thing happen

4. And We began to do all the activities there

5. We are told to push up. crawl in river

6. At the night we had "Jurit Malam"

The correct sentences:

1. I usually went to the coffee shop

2. The second day we prepared for our competition

3. *On the last day, there were so many things happened*

4. *And we began to do all the activities there*

5. *We are told to push up and crawled in the river*

6. *At the night, we had "Jurit Malam"*

Nevertheless, there were some students who have good ability in mechanics because their writing using mostly effective spelling, punctuation, and capitalization. Look at these examples below:

1. *'We went to Taman Safari in Cisarua'*

The student was capitalized the subject as the beginning of the sentence and also capitalized the name of the place she visited.

2. *'After we saw animals, we went to the food court there and bought some souvenirs at souvenir area.'*

The student put the comma to separate clauses and also put the full stop at the end of the sentence and her writing also have good spelling.

Based on the results of the students' writing and interview, it can be seen that the students have problems mostly in linguistic problems especially vocabulary, grammar, and mechanics. It is related to theory by Byrne (in Muth'im, 2007, p. 8) Linguistic problems mean the problem in learning the second language like grammar, vocabulary, and choice of the sentence in writing must have fully monitored. In vocabulary, the students' problem in this aspect related to the choice of vocabularies, which are not suitable, not familiar to the reader and sometimes not appropriate based on the topic. Their limited range of known vocabularies causes it. Besides, the word class of adjectives, adverbs, nouns, and verbs sometimes are not correctly or not appropriate to their function. In the grammar aspect, most of the students did not understand enough and forgot to use about part of regular and irregular verb of verb II (simple past tense). It happened because the students did not understand well yet about tenses that are used in the past when they want to write narrative paragraph. It is in line to the theory from Tyner in Weigle (2002) which states that problem in grammatical aspect is because the verbs take different forms depending on tense and subjects they are used with, hence creating problems for second language writing students. They also made some errors in articles and prepositions. Meanwhile, the analyst found something that interesting in this research especially problems in mechanics, several students had problems in spelling, punctuation, and capitalization. Those problems are related to the details of writing. Sometimes, the students will override this aspect and try to focus more on the other aspects. However, even the students have a wide range of vocabulary, the fact that they still have to know the true spelling of a word is necessarily needed. It is because writing is something that we can see, different from speaking. As the result, misspelling may lead the reader to fail in understanding the writing. Their lack of experience in practicing writing became one of the reasons why they still face the problem in mechanics aspect.

In general, the result of students' ability in writing narrative paragraph in this research is not quite satisfying because based on the result from 51 students only 6 students who can achieve excellent and 8 students who can achieve good category while the rest belongs to fair and poor. From the student's test and interview results, many of them still have problems especially in the aspect of grammar, vocabulary, and mechanics. The students were unable to implement their knowledge about simple past tense; even though they have learned that before. Some of the students did not know and forgot the 2nd form of the verb that they wanted to use. Moreover, the vocabulary problem also made the students unable to use variety of words in their writing. Some students in this research also faced problems in mechanics such as an error on spelling, punctuation, especially how to put the comma in the correct way, and some error on capitalization.

CONCLUSION AND SUGGESTION

Conclusions

This study was intended to discover the capability and describe the difficulties faced by the English Language Education Study Program students of ULM Banjarmasin Batch 2018 in composing narrative paragraphs by unitizing a written test and interview for 51 students chosen as the sample after utilizing cluster random sampling.

After analyzing the results, the analyst concluded that from the total sample, there were 6 students (12%) who had excellent ability, 8 students (16%) had good ability, 19 students (37.25%) had fair ability and, 18 students (35.29%) had poor ability in writing narrative paragraph with the average score 57.8 which categorized as fair. Hence, it could be seen that the majority of the students had fair and poor ability. The majority of students belong to those two categories with some students achieved excellent and good ability. Moreover, the analyst discovered that most of the students possessed good capability in content along with organization, while their capability in vocabulary, grammar, and mechanics is on fair level. Then, by analyzing their results in writing along with interview, it was discovered that vocabulary, grammar, and mechanics are the main difficulties faced by students in composing narrative paragraph, which is referring to the problems in linguistic aspect. As for grammar, mostly they tend forgetting to utilize simple past tense due to not knowing and forgetting the past tense of the verb they intended to use. Meanwhile, the difficulty regarding vocabulary was due to insufficient amount of vocabulary which causing them to use the same words repeatedly. Lastly, several subjects faced difficulties in punctuation, capitalization, along with spelling.

Suggestions

On the basis of the study result, it was suggested that they should improve their capability regarding vocabulary, mechanics, and grammar. Which could be achieved by reading more books along with utilizing games as practice method or technique.

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