

TENTH-GRADERS WRITING MASTERY ON COMPOSING NARRATIVE TEXT AT SMAN 1 BANJARMASIN

Arifudin Muhammad, Noor Eka Chandra, Nor Jannah
Lambung Mangkurat University
Ariluminthang26@gmail.com

Abstract

Writing is one among four language mastery which must be possessed by EFL students. For sophomores, developing ones' writing would not only capable of improving their grades, but also provide assistance with their professional futures. However, due to the complexity along with difficulty of acquiring writing mastery, the writing mastery acquirement requires an entirely diverse competence and fundamental set compared to other language skills. Based upon several previous study and the primary study which was carried out at SMAN 1 Banjarmasin during PPL II course, it was discovered that there still numerous students within SMAN 1 Banjarmasin who are less capable of composing narrative text due to various reasons. Hence, the analyst would like to investigate the SMAN 1 Banjarmasin tenth-graders' capability in composing narrative text. For carrying out the study, descriptive quantitative approach was implemented at 54 tenth-graders of SMAN 1 Banjarmasin who were chosen through the implementation of cluster random sampling. For acquiring necessary data, a writing test item was distributed twice at different interval for same subjects. The study discovered that the average score was 82.21, it means that the tenth-graders of SMAN 1 Banjarmasin possess good writing mastery. For each writing aspect, originality and content fell into an excellent category, while the organization, vocabulary, grammar and mechanics fell into good category. In accordance with previous studies, it was also discovered that students still face difficulties in utilizing correct grammar, particularly regarding the utilization of past verbs in narrative text. Moreover, this study also discovered that out of six writing aspects, grammar possess the lowest mastery percentage. Therefore, it is suggested that teachers should put more emphasis on grammatical aspect when teaching writing.

Keywords: *narrative text, tenth-graders, writing mastery*

INTRODUCTION

Background of the Study

Writing is one among four language mastery which must be possessed by EFL students, whether within the primary, secondary, or tertiary level. For sophomores, developing ones' writing would not only capable of improving their grades, but also provide assistance with their professional futures. However, due to the complexity along with difficulty of acquiring writing mastery, which often resulted in requiring a long period to master, the writing mastery acquirement requires an entirely diverse competence and fundamental set compared to other language skills. In composing written pieces for expressing thoughts and ideas, ones ought to possess both decent capability and knowledge which capable of aiding them in delivering or constructing those ideas and thoughts. The processes within writing would consider five components, namely contents, vocabulary, organization, language use, along with mechanics.

According to Byrne in Muth'im (2009, p. 2), writing always encompasses the sequence production of sentences, which is utilizing a specific order then linked together in particular ways. Hammond in Muth'im (2009, p. 2) even defines writing as an intricate task requiring various things, from applying correct spelling to utilizing correct diction for making the piece distinctive enough to be heard. Therefore, writing is one among productive skills which ought to be mastered by all students due its flexibility and usages in conveying messages and means, particularly through the internet utilization.

There are various kinds of writing which have been elucidated by experts. For example, Melly (2006) divided writing into five types, namely expository, descriptive, persuasive, creative, along with narrative writing. Melly (2006) herself defines narrative writing as pieces which tells particular story while attempting to entertain or inform the readers. This statement is in accordance with Anderson and Anderson (2003) which elucidate further that this text also generally possesses setting, character, along

with action. Within this particular text, the characters, setting, along with existing problems are frequently presented in the beginning. Then, the problem reaches its peak within the middle part. Next, when the story is concluded, the writer will input quotations for amusing as well as entertaining the reader. Hence, narrative text is well-known as a story which emphasizes on complication or problematic events leading to resolution while attempting to entertain, amuse, or inform its readers.

Within this study, the analyst encompasses narrative text and chooses SMAN 1 Banjarmasin as study setting since this school acquires “A” accreditation which is only given to those possessing good quality, either correlating to the teaching-learning process, human recourse, along with facilities and infrastructures.

The correlated previous study was conducted by Eka (2018) who has analyzed students’ capability within writing narrative text process which resulted in 37% study subjects acquired good score, 60% acquired fair score, 3% student attained bad score, and no one got very good and very bad score. Thus, we can perceive that the majority of the subjects acquired a fair score. Besides, it was also known from her study that the highest recurring problem was on content and mechanic aspect, with 50% problem.

Based upon the primary study which was carried out at SMAN 1 Banjarmasin while conducting teaching practice in PPL II course as a PPL II teacher. It was discovered that there are still numerous students within SMAN 1 Banjarmasin who are less capable of composing narrative text due to various reasons, such as failing to clearly comprehend what the narrative text is as well as struggling with how to express their thoughts, experiences, or ideas into written narrative pieces. Moreover, they also possess insufficient knowledge or capability in writing elements, such as decently implementing the contents, vocabulary, organization, language use, along with mechanics. Hence, the analyst would like to investigate the SMAN 1 Banjarmasin tenth-graders’ capability in composing narrative text.

Study Question

“How is the SMAN 1 Banjarmasin tenth-graders’ capability in composing narrative text?” is the main question to be investigated within the study.

Study Objective

Based upon the study question above, the study objective is for investigating the SMAN 1 Banjarmasin tenth-graders’ capability in composing narrative text.

STUDY METHODOLOGY

Research Design

The analyst implements a descriptive quantitative approach due to the required data is regarding the study subjects’ capability in composing narrative text through elaborating numeric data. This study emphasizes on one variable, which is “the SMAN 1 Banjarmasin tenth-graders’ capability in composing narrative text”.

Population and Sample

Population

The chosen study population are all tenth-graders at SMAN 1 Banjarmasin which consisted of 9 classes with 306 tenth-graders in total.

Sample

This analyst elects the samples through clusters random sampling through several steps as follows:

1. Listing all 10th grade classes which are taught by same English teacher and curriculum.
2. Utilizing a random picker application for picking out two classes.
3. As the result, X IPS 1 (26 students) along with X IPS 3 (28 students) were chosen as the chosen samples, also by considering students who had learned narrative text based on the same curriculum and the student had taught by the same teacher.

Instrument

Within this study, a written test is utilized for measuring the 54 study subjects’ capability in composing a short narrative text. For conducting the written test, the analyst enquired all study subjects for electing

one among three available topics for composing a narrative test which consist of (3) paragraphs with approximately 200-400 words.

Validity and Reliability

Before the test was distributed and conducted, the analyst attempted for examining whether the utilized test is valid and reliable.

Validity

The analyst measures the test's validity by checking the content along with the face validity.

a. Content Validity

The utilized test has been proven possessing content validity since the analyst enquired the subjects for composing a short narrative text based upon three available topics provided by the analyst.

Table 1. Content Validity

No	Material	Competence Indicator
1	Narrative text	-Students are capable to of composing narrative text in form of short story based upon three available topics - Students are capable to write the text using simple past tense - Students are capable of constructing a text with clear generic structure

(Source: Depdiknas curriculum, 2013)

b. Face validity

The utilized test within this study was designed for measuring one's writing mastery. Thus, for achieving face validity, the analyst provided several instructions. The test design was made through consultations with the lecturers, thesis advisor, along with the 10th graders' teacher for validating whether the test's draft/design really measure the writing mastery.

Reliability

The test-retest method was implemented. Therefore, the same instrument is given twice to the same group at a designated interval for checking the correlation between two sets of scores. The acquired scores were analyzed through Pearson product-moment by utilizing SPSS 16.0.

Data collection

The stages in data collection were as follows:

1. The analyst explains regarding the aim of conducting the written test and what should they do.
2. Second, the analyst enquires all subjects for writing a narrative text based upon the given topic within 60 minutes.
3. At exactly 60 minutes, they were instructed to stop writing and then collected their written test.
4. The three previous stages were repeated after a fixed interval.

Data Analysis

The acquired data will be categorized into student's writing capability based on Haris (1971), which consisted of:

- a. Content; the text's substance which is relevant to the assigned topic.
- b. Organization; the written piece possesses fluent expressions that are clearly stated/supported, organized, and cohesive.

- c. Good vocabulary; the dictions contained within the text are effective as well as showcase decent mastery and appropriate register.
- d. Language use; the writing encompasses appropriate tense and word order.
- e. Mechanics; the writing utilizes good punctuation, capitalization, spelling, as well as paragraphing.

For analyzing and scoring students' tests, the analyst utilized scoring rubric from *Depdiknas curriculum 2013* which have been modified to be appropriate with the study utility. To make sure that the scoring is reliable and consistent, two raters are involved. Since each scoring aspect possesses 5 points at maximal, the total scores are 25 points. Here is utilized the scoring formula.

$$\text{Score students: } \frac{\text{score of each aspect}}{15} \times 100$$

Hence, two examiners' score are added up and divided into two for discovering the mean value of each category. Here is the utilized formula for discovering the mean value from both raters.

$$T = \frac{\text{score}^1 + \text{score}^2}{2}$$

Notes:

Total score = T

Rater1 = score^1

Rater2 = score^2

Additionally, the analyst calculated the final total average score of both raters using the formula below.

$$\text{Mean} = \frac{(1^{\text{st}} \text{ rater's average score (pre- \& post-test)} + 2^{\text{nd}} \text{ rater's average score (pre- \& post-test)})}{2} : \frac{2}{\text{Total of the Students}}$$

The acquired result would then be categorized based upon the table below.

Table 2. The Ability Qualification writing test

Score	Category
88-100	Excellent
73-87	Good
63-72	Fair
51-62	Poor
0-50	Very Poor

Source: SMAN 1 Banjarmasin

RESEARCH FINDINGS, RESULT AND DISCUSSION

Description of the Data

The main study objective is for discovering students' mastery on composing narrative text, particularly the tenth-graders of SMAN 1 Banjarmasin. The conducted the first test (Test 1) on January 21, 2020 and the second test (Test 2) on January 28, 2020 in SMAN 1 Banjarmasin X IPS1 with 26 study subjects and X IPS3 with 28 subjects. Hence, the involved students were 54. All subjects were enquired to select one among three available topics within the writing individual test which comprised of 3 paragraphs with approximately 200-400 words. The given time limitation was 60 minutes. All of these were repeated at the second test. Then, the analyst calculated the acquired data for discovering the correlation between the two sets of test results.

Validity and reliability of writing test

The test validation was conducted by the English teacher of SMAN 1 Banjarmasin, Muhammad Yasin, S Pd. M.Ed who showcased that the test was valid, either based upon the content or face validity. As for the reliability, it was assessed through conducting test-retest. The correlation value of both first and second test was analyzed by utilizing SPSS 16.0. The analysis result can be seen below.

Table 3. Test-Retest Reliability Correlations

		First rate	Second rate
First rate	Pearson Correlation	1	.847**
	Sig. (2-tailed)		.000
	N	33	33
Second rate	Pearson Correlation	.847**	1
	Sig. (2-tailed)	.000	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

The calculation result showcased 0.847 reliability coefficient value with the ideal reliability coefficient is 1. Since 0.847 is closer to the reliability coefficient to 1, the conducted tests were considered reliable.

The Test Results

For comprehending the tables correlated with the test results, there are several abbreviations which should be referred to. They are as follows:

- OGL = Originality
- CTN = Content
- ORZ = Organization
- VCB = Vocabulary
- GRM = Grammar
- MCH = Mechanic

The Test Results of the 1st Test by the 1st Rater

The table below is showcasing the study subjects' score on the first test, the following data is based upon the scores given by the first rater.

Table 4. Score of the 1st written test by 1st rater

NO.	STS' SCORE	OGL	CTN	ORZ	VCB	GRM	MCH	TOTAL SCORE	FINAL SCORE
1	S1	5	5	4	3	4	3	24	80
2	S2	5	5	4	4	3	3	25	83.3
3	S3	5	3	2	3	2	3	18	60
4	S4	5	4	5	4	3	3	24	80
5	S5	5	5	5	4	4	4	27	90
6	S6	5	5	4	4	3	4	25	83.3
7	S7	5	5	3	3	2	4	22	73.3
8	S8	5	3	3	4	4	3	22	73.3

9	S9	5	4	3	3	3	4	22	73.3
10	S10	5	4	4	3	2	3	21	70
11	S11	5	5	5	4	4	4	27	90
12	S12	5	4	3	4	3	4	23	76.7
13	S13	5	5	4	4	4	3	25	83.3
14	S14	5	5	5	4	4	4	27	90
15	S15	5	4	4	4	3	4	24	80
16	S16	5	5	5	5	4	4	28	93.3
17	S17	5	5	4	4	4	4	26	86.7
18	S18	5	5	4	4	4	4	26	86.7
19	S19	5	4	4	4	4	4	25	83.3
20	S20	5	5	5	5	5	5	30	100
21	S21	5	5	5	5	4	4	28	93.3
22	S22	5	3	3	3	2	2	18	60
23	S23	5	3	3	4	3	4	22	73.3
24	S24	5	5	5	5	5	4	29	96.7
25	S25	5	3	3	4	4	4	23	76.7
26	S26	5	4	4	3	3	2	21	70
27	S27	5	4	3	3	2	3	20	66.7
28	S28	5	5	5	4	3	4	26	86.7
29	S29	5	5	5	4	3	4	26	86.7
30	S30	5	4	4	3	4	5	25	83.3
31	S31	5	3	3	3	3	3	20	66.7
32	S32	5	4	3	4	3	4	23	76.7
33	S33	5	5	5	5	4	4	28	93.3
34	S34	5	5	4	4	3	4	25	83.3
35	S35	5	5	5	5	5	4	29	96.7
36	S36	5	5	4	4	4	3	25	83.3
37	S37	5	4	3	4	3	4	23	76.7
38	S38	5	5	4	4	4	3	25	83.3
39	S39	5	5	5	5	4	5	29	96.7

40	S40	5	4	3	2	3	2	19	63.3
41	S41	5	4	5	4	4	4	26	86.7
42	S42	5	5	5	4	3	4	26	86.7
43	S43	5	4	3	3	2	3	20	66.7
44	S44	5	4	3	2	3	4	21	70
45	S45	5	4	2	2	3	2	18	60
46	S46	5	4	4	4	3	4	24	80
47	S47	5	5	4	4	4	4	26	86.7
48	S48	5	5	4	4	3	4	25	83.3
49	S49	5	5	4	4	4	5	27	90
50	S50	5	5	5	3	3	4	25	83.3
51	S51	5	5	4	4	3	4	25	83.3
52	S52	5	4	4	3	4	4	24	80
53	S53	5	5	5	5	4	4	28	93.3
54	S54	5	2	3	3	3	3	19	63.3
		270	237	215	204	184	199		4363.3
		100.0	87.8	79.6	75.6	68.1	73.7		80.8

The Test Results of the 1st Test by the 2nd Rater

The table below is showcasing the study subjects' score on the first test, the following data is based upon the scores given by the second rater.

Table 5. Score of the 1st written test by 2nd rater

N0.	STS' SCORE	OGL	CTN	ORZ	VCB	GRM	MCH	TOTAL SCORE	FINAL SCORE
1	S1	5	5	4	4	3	3	24	80
2	S2	5	5	5	5	2	3	25	83.3
3	S3	5	3	2	3	2	2	17	56.7
4	S4	5	5	4	3	3	3	23	76.7
5	S5	5	5	4	4	4	4	26	86.7
6	S6	5	5	4	4	3	3	24	80
7	S7	5	5	3	3	2	3	21	70
8	S8	5	3	3	3	4	3	21	70
9	S9	5	5	3	3	2	3	21	70

10	S10	5	5	4	3	2	3	22	73.3
11	S11	5	5	4	4	4	4	26	86.7
12	S12	5	4	2	4	3	4	22	73.3
13	S13	5	5	4	4	3	3	24	80
14	S14	5	5	4	4	4	4	26	86.7
15	S15	5	4	4	4	3	3	23	76.7
16	S16	5	5	5	5	4	3	27	90
17	S17	5	5	4	4	4	3	25	83.3
18	S18	5	5	3	4	4	4	25	83.3
19	S19	5	4	4	4	4	4	25	83.3
20	S20	5	5	5	5	5	5	30	100
21	S21	5	5	5	5	4	3	27	90
22	S22	5	3	3	3	2	1	17	56.7
23	S23	5	3	3	4	3	3	21	70
24	S24	5	5	5	5	5	4	29	96.7
25	S25	5	3	3	4	4	4	23	76.7
26	S26	5	4	4	3	2	2	20	66.7
27	S27	5	4	2	3	3	3	20	66.7
28	S28	5	5	4	4	3	4	25	83.3
29	S29	5	5	5	4	4	3	25	83.3
30	S30	5	4	3	4	4	4	24	80
31	S31	5	3	3	3	2	3	19	63.3
32	S32	5	4	3	3	3	4	22	73.3
33	S33	5	5	5	4	4	4	27	90
34	S34	5	5	4	3	3	4	24	80
35	S35	5	5	5	5	5	5	30	100
36	S36	5	5	4	4	3	3	24	80
37	S37	5	4	3	4	3	3	22	73.3
38	S38	5	5	4	4	3	3	24	80
39	S39	5	5	5	5	4	5	29	96.7
40	S40	5	4	3	2	2	2	18	60

41	S41	5	4	5	4	3	4	25	83.3
42	S42	5	5	5	3	3	4	25	83.3
43	S43	5	4	3	2	2	3	19	63.3
44	S44	5	4	3	3	3	2	20	66.7
45	S45	5	4	2	2	2	2	17	56.7
46	S46	5	4	4	4	3	3	23	76.7
47	S47	5	5	4	4	4	3	25	83.3
48	S48	5	5	4	3	3	4	24	80
49	S49	5	5	4	4	4	4	26	86.7
50	S50	5	4	4	3	4	4	24	80
51	S51	5	5	4	3	4	3	24	80
52	S52	5	4	4	4	3	3	23	76.7
53	S53	5	5	5	5	3	4	27	90
54	S54	5	2	3	3	2	3	18	60
		270	239	205	200	173	180		4223.3
		100.0	88.5	75.9	74.1	64.1	66.7		78.2

The Test Results of the 2nd Test by the 1st Rater

The table below is showcasing the study subjects' score on the second test, the following data is based upon the scores given by the first rater.

Table 6. Score of the 2nd written test by 1st rater

N0.	STS' SCORE	OGL	CTN	ORZ	VCB	GRM	MCH	TOTAL SCORE	FINAL SCORE
1	S1	5	5	4	4	3	3	24	80
2	S2	5	5	5	4	4	5	28	93.3
3	S3	5	3	3	3	3	3	20	66.7
4	S4	5	5	5	4	4	4	27	90
5	S5	5	3	4	5	4	4	25	83.3
6	S6	5	5	5	4	4	3	26	86.7
7	S7	5	5	3	3	3	4	23	76.7
8	S8	5	5	5	4	4	4	27	90
9	S9	5	5	4	3	4	4	25	83.3
10	S10	5	5	4	4	2	4	24	80

11	S11	5	5	5	4	4	5	28	93.3
12	S12	5	5	3	4	4	3	24	80
13	S13	5	5	4	5	4	4	27	90
14	S14	5	5	4	4	5	4	27	90
15	S15	5	4	4	4	3	3	23	76.7
16	S16	5	5	5	5	5	5	30	100
17	S17	5	5	5	4	4	4	27	90
18	S18	5	4	4	4	4	4	25	83.3
19	S19	5	5	5	4	4	5	28	93.3
20	S20	5	4	4	5	4	4	26	86.7
21	S21	5	5	5	5	5	4	29	96.7
22	S22	5	4	4	3	3	2	21	70
23	S23	5	5	5	4	4	5	28	93.3
24	S24	5	5	5	4	4	4	27	90
25	S25	5	5	4	3	3	3	23	76.7
26	S26	5	5	5	4	3	3	25	83.3
27	S27	5	5	5	4	4	4	27	90
28	S28	5	5	3	4	4	4	25	83.3
29	S29	5	5	5	4	4	3	26	86.7
30	S30	5	5	4	4	4	3	25	83.3
31	S31	5	4	3	3	4	4	23	76.7
32	S32	5	5	3	3	3	4	23	76.7
33	S33	5	5	5	4	5	5	29	96.7
34	S34	5	5	5	5	5	4	29	96.7
35	S35	5	5	5	4	4	4	27	90
36	S36	5	5	4	4	4	4	26	86.7
37	S37	5	5	3	3	4	4	24	80
38	S38	5	5	5	5	4	3	27	90
39	S39	5	5	4	3	4	4	25	83.3
40	S40	5	5	5	4	4	4	27	90
41	S41	5	5	5	5	5	5	30	100

42	S42	2	4	4	3	4	4	21	70
43	S43	5	4	3	4	3	4	23	76.7
44	S44	5	4	3	3	3	3	21	70
45	S45	5	3	3	3	3	3	20	66.7
46	S46	4	2	3	3	3	3	18	60
47	S47	5	5	5	5	5	5	30	100
48	S48	2	4	4	4	4	4	22	73.3
49	S49	5	5	5	5	4	4	28	93.3
50	S50	5	5	5	4	3	4	26	86.7
51	S51	5	5	5	4	4	4	27	90
52	S52	5	5	5	3	4	4	26	86.7
53	S53	5	5	5	4	5	5	29	96.7
54	S54	5	5	5	5	4	4	29	96.7
		263	252	232	213	210	210		4600.0
		97.4	93.3	85.9	78.9	77.8	77.8		85.2

The Test Results of the 2nd Test by the 2nd Rater

The table below is showcasing the study subjects' score on the second test, the following data is based upon the scores given by the second rater.

Table 7. Score of the 2nd written test by 2nd rater

N0.	STS' SCORE	OGL	CTN	ORZ	VCB	GRM	MCH	TOTAL SCORE	FINAL SCORE
1	S1	5	5	5	3	3	4	25	83.3
2	S2	5	5	5	4	5	5	29	96.7
3	S3	5	3	3	3	3	3	20	66.7
4	S4	5	5	5	3	4	4	26	86.7
5	S5	5	3	4	5	4	4	25	83.3
6	S6	5	5	5	4	4	3	26	86.7
7	S7	5	5	3	4	4	3	24	80
8	S8	5	5	5	4	4	4	27	90
9	S9	5	5	4	3	4	4	25	83.3
10	S10	5	5	4	4	2	4	24	80
11	S11	5	5	5	4	4	4	27	90

12	S12	5	5	3	4	4	3	24	80
13	S13	5	5	4	5	4	4	27	90
14	S14	5	5	4	4	4	4	26	86.7
15	S15	5	4	4	4	3	2	22	73.3
16	S16	5	5	5	5	5	5	30	100
17	S17	5	5	5	3	4	4	26	86.7
18	S18	5	5	4	3	4	4	25	83.3
19	S19	5	5	5	4	4	4	27	90
20	S20	5	4	4	5	5	4	27	90
21	S21	5	5	5	5	5	4	29	96.7
22	S22	5	4	4	3	3	2	21	70
23	S23	5	5	5	4	4	5	28	93.3
24	S24	5	5	5	5	4	4	28	93.3
25	S25	5	5	4	3	3	3	23	76.7
26	S26	5	5	5	3	4	3	25	83.3
27	S27	5	5	5	3	4	4	26	86.7
28	S28	5	5	2	4	4	4	24	80
29	S29	5	5	5	4	5	3	27	90
30	S30	5	5	4	4	4	4	26	86.7
31	S31	5	4	3	3	4	4	23	76.7
32	S32	5	5	3	3	3	4	23	76.7
33	S33	5	5	5	4	4	5	28	93.3
34	S34	5	5	5	4	5	5	29	96.7
35	S35	5	5	5	3	4	5	27	90
36	S36	5	4	4	4	4	4	25	83.3
37	S37	5	5	3	3	4	4	24	80
38	S38	5	5	4	5	5	3	27	90
39	S39	5	5	4	2	4	4	24	80
40	S40	5	5	5	4	4	4	27	90
41	S41	5	5	5	5	5	5	30	100
42	S42	5	2	4	5	4	3	22	73.3

43	S43	5	5	3	3	3	4	22	73.3
44	S44	5	5	3	3	3	3	21	70
45	S45	5	5	3	3	3	3	20	66.7
46	S46	4	4	3	3	3	3	18	60
47	S47	5	5	5	5	5	5	30	100
48	S48	2	2	4	5	4	3	22	73.3
49	S49	5	5	5	4	4	4	27	90
50	S50	5	5	5	3	3	4	25	83.3
51	S51	5	5	4	4	4	4	26	86.7
52	S52	5	5	5	2	4	4	25	83.3
53	S53	5	5	5	4	5	5	29	96.7
54	S54	5	5	5	5	5	3	28	93.3
		263	252	230	205	214	207		4570
		97.4	93.3	85.2	75.9	79.3	76.7		83.8

The Description of Students' Ability in Writing Text

The writing score were obtained through calculating study subjects' score. For acquiring the description on the students' capability on constructing narrative text, the scores were then classified into writing qualification category, namely excellent, good, fair, poor, along with very poor, as showcased in table 2. The followings are the tables of the average writing aspects' score from rater 1 and 2.

Table 8. Each writing aspects' score from rater 1

ASPECT	WRITING PRE	WRITING POST	AVERAGE SCORE
	TEST	TEST	
	RATER 1	RATER 1	
Originality	100.0	97.4	98.7
Content	87.8	93.3	90.6
Organization	79.6	85.9	82.8
Vocabulary	75.6	78.9	77.3
Grammar	68.1	77.8	73.0
Mechanics	73.7	77.8	75.8

Table 9. Each writing aspects' score from rater 2

ASPECT	WRITING PRE	WRITING POST	AVERAGE SCORE
	TEST	TEST	
	RATER 2	RATER 2	

Originality	100.0	97.4	98.7
Content	88.5	93.3	90.9
Organization	75.9	85.2	80.6
Vocabulary	74.1	75.9	75.0
Grammar	64.1	79.3	71.7
Mechanics	66.7	76.7	71.7

Based upon the data within the two tables above, it could be perceived that the average score of each writing aspects are as follows. By the first rater, the study subjects' writing capability on the aspect of originality is 98.7, content is 90.6, organization is 82.8, vocabulary is 77.3, grammar is 73, while mechanics is 75.8. As for the second rater, originality is 98.7, content is 90.9, organization is 80.6, vocabulary is 75.0, grammar accuracy is 71.7, while mechanics is also 71.7.

Table 10. The total scores on writing test by the 1st and 2nd rater

THE TOTAL SCORES ON WRITING TEST			
RATER 1		RATER 2	
Pre Test	4363.3	Pre Test	4223.3
Post Test	4600.0	Post Test	4570.0
Mean Score	4481.7	Mean Score	4396.7

Based upon the table 10. The researcher calculated the final total score of both raters by utilizing the following formula.

$$\begin{aligned} \text{Mean Score} &= \frac{1^{\text{st}} \text{ rater's average score (pre- \& post-test)} + 2^{\text{nd}} \text{ rater's average score (pre- \& post-test)}}{\text{Total of the Students}} \\ &= \frac{4481.7 + 4396.7 : 2}{54} \\ &= \mathbf{82.21} \end{aligned}$$

Hence, based upon the calculation above and the writing mastery categories within table 2, **82.21** fell into the **good** category. Therefore, the tenth-graders of SMAN 1 Banjarmasin possess **good** writing capability in composing narrative text. The following is the detail on each writing aspect occurrences within the conducted tests.

Table 11. Average Frequency occurrences on every writing aspect on pre- and post-test

Frequency	Originality	Content	Organization	Vocabulary	Grammar	Mechanics
Pre-Test	270	238	210	202	180	190
Post-Test	264	252	232	210	212	210
Frequency average	267	245	221	206	196	200
Max frequency occurrence	270	270	270	270	270	270
Average frequency occurrence percentage	98,9%	90,7%	81,9%	76,3%	72,6%	74,1%

The followings are further explanation on each writing aspect possessed by the students.

Originality

Table 12. The Students' Ability in Originality (Test 1 and test 2)

Indicator	Max. possible frequency occurrences	Average frequency	Percentage
Originality	270	267	98,9%

The table 12 showcased the percentage of students' writing capability in originality. The result was 98,9% which was within the **excellent** category level. In another word, the students' writing capability in originality aspect was categorized as **excellent**.

Content

Table 13. The Students' Ability in Content (Test 1 and test 2)

Indicator	Max. possible frequency occurrences	Average frequency	Percentage
Content	270	245	90,7%

The table 13 showcased the percentage of students' writing capability in content. The result was 90,7% which was within the **excellent** category level. In another word, the students' writing capability in content aspect was categorized as **excellent**.

Organization

Table 14. The Students' Ability in Organization (Test 1 and test 2)

Indicator	Max. possible frequency occurrences	Average frequency	Percentage
Content	270	221	81,9%

The table 14 showcased the percentage of students' writing capability in organization. The result was 81,9% which was within the **good** category level. In another word, the students' writing capability in organization aspect was categorized as **good**.

Vocabulary

Table 15. The Students' Ability in Vocabulary (Test 1 and test 2)

Indicator	Max. possible frequency occurrences	Average frequency	Percentage
Content	270	206	76,3%

The table 15 showcased the percentage of students' writing capability in vocabulary. The result was 76,3% which was within the **good** category level. In another word, the students' writing capability in vocabulary aspect was categorized as **good**.

Grammar

Table 16. The Students' Ability in Grammar (Test 1 and test 2)

Indicator	Max. possible frequency occurrences	Average frequency	Percentage
Content	270	196	72,6%

The table 16 showcased the percentage of students' writing capability in grammar. The result was 72,6% which was within the **good** category level. In another word, the students' writing capability in grammar aspect was categorized as **good**.

Mechanics

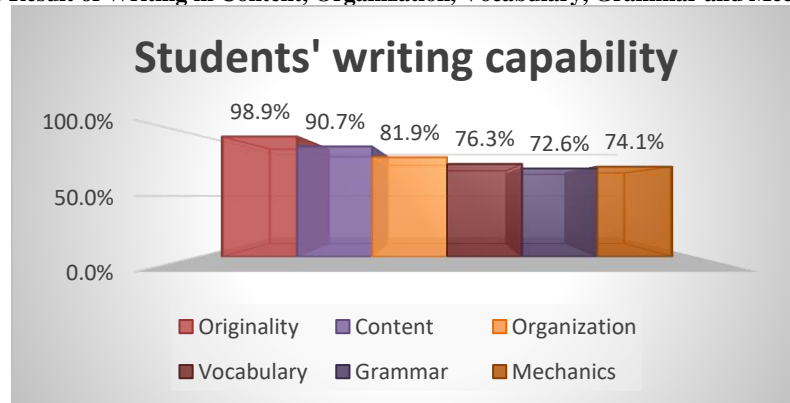
Table 17. The Students' Ability in Mechanics (Test 1 and test 2)

Indicator	Max. possible frequency occurrences	Average frequency	Percentage
Content	270	200	74,1%

The table 17 showcased the percentage of students' writing capability in mechanics. The result was 74,1% which was within the **good** category level. In another word, the students' writing capability in mechanics aspect was categorized as **good**.

DIAGRAM 1

The Result of Writing in Content, Organization, Vocabulary, Grammar and Mechanic



The diagram 1 showcased the study subjects' writing mastery on originality aspect was 98.9%, content was 90.7%, organization was 81.9%, vocabulary aspect was 81.9%, grammar aspect 72.6%, and mechanic aspect was 74.1%. The students were categorized as possessing **excellent** level on originality and content aspect, and **good** aspect on organization, vocabulary, grammar, along with mechanic aspect. The highest percentage was on the originality aspect, while the lowest was on the grammar. The average score for writing capability in recount text is 82.21 which was within the **good** category level. Hence, based upon this result, the tenth-graders of SMAN 1 Banjarmasin in composing narrative text is in **good** category.

Discussion

The study result showcased that the students' average score for writing narrative text was 82.21 which can be classified into **good** category. There are five writing aspects which were attempted to be elaborated by the analyst out of six tested aspects by excluding originality.

Content

The first aspect is content. The analyst discovered that the percentage for the content was 90.7%, which showcased the students' **excellent** capability. For example, the student with code S16 got 5 in content. At the first paragraph, she wrote regarding her holiday vacation in Bali with her family. Then, the next paragraph was about her trip and activities by the providing more details within the paragraph. For example, she wrote, "When I was 12. I went to Bali with my family. We were there for a week and stayed at hotel," another example is "We went to Pandawa beach at second day in Bali. After we continued the trip, we bought many foods before the long trip to Pandawa beach." Conversely, S26 got score 2 in this aspect since his content and the details within each paragraph is loosely correlated. For example, he wrote "last Sunday, my friend and me wanted to go to the festival. I woke up early at 8 o'clock." He did not write which "festival" it is within his paragraph. Moreover, he also wrote "inside the festival when we

were at the cosplay, my hand was bitten by orochimaru characters". Within his paragraphs, there were no further details about what "cosplay and orochimaru" means.

Organization

The second aspect is organization. A good example of this aspect could be seen from S47 who got score 5 with the ideas and paragraph that were very well organized. At the first paragraph, she began writing about her holiday in Yogyakarta with her family, she wrote "two years ago, my family went to Yogyakarta, we visited many places there". She includes the orientation within the first paragraph which tell about where the holiday was taken place as well as people involved. then she wrote "first, we visited, Prambanan temple, we took some photos there. After that we went to Gembira loka Zoo, we saw many kinds of animals there." She also applied the generic structure well, where she utilized the second paragraph for talking about the occurred event. At the last paragraph, she wrote, "for me that was good moment because I could spend my time with my family." It means she also includes re-orientation part for concluding her writing. Next, another student with code S37 got 3 for this aspect due to his writing only 41-60% organized which could be seen from some ideas which seem out of place. He did not clearly write the orientation section at the beginning paragraph; he just wrote about his travel without telling who he went with. Then, on the next sentence, he just wrote regarding his activities in the airplane, for example, "the planes landing and we going to the plane and I take a sit beside my mom and planes goes to fly." Moreover, S37 also only wrote about what occurred during on his way there without elaborating the events on the visited place. Thus, it could be said that some students wrote a narrative text without utilizing complete generic structure. Fortunately, the majority of students possess **good** organization capability 81.9%. In other words, the tenth-graders of SMAN 1 Banjarmasin could be said to possess **good** mastery over this writing aspect.

Vocabulary

The third aspect is vocabulary. To acquire maximum score for this aspect, the students were required to utilize appropriate word choice which clearly express their ideas in writing narrative text. The students with code S16 along with S47 got score 5 in vocabulary aspect since 81-100% of their vocabulary choices within the sentences were effective. For example, S16 wrote "my cousin and I were excited to saw many animals." She wrote the wrote "excited" which displayed her happiness at the time, the words she wrote is appropriate with text's content. Then, S47 wrote "after we finished or dinner, we decided to go home." The word "decided" represent the idea "to choose something", which is suitable with what the student wanted to convey. Hence, it could be said that dictions they chose were effective. Then, there was S34 who got 4 on vocabulary aspect, which showcased that there were few vocabularies misuse within her paragraph. For example, she wrote "there was very hot and made my skin mottle, because I didn't used sunblock." The word "mottle" was supposed to be "tanned" since "mottle" means "mark with spot" which is inappropriate for representing her ideas. Next, the student with code S26 got 3. For example, he wrote "I want become a champion the race competition." The word "champion" used for major competition such as the "world champion", it is not used for an ordinary competition. Moreover, the word "champion" was supposed to be "winner". Then, he also wrote "My friend and I went Hulu Sungai to follow the race BMX Drift Competition." The student tried to represent the idea, "teman-teman dan saya pergi ke Hulu Sungai mengikuti kompetisi BMX", since the word "follow" means "mengikuti" in Indonesian. However, the word "follow" supposed to be replaced with "Join" because the word "Follow" means "move behind someone or something" while "join" means "get involved in an activities" which was more appropriate with the sentence. Therefore, the students are suggested to pay more attention on the word utilized within their writing. The percentage for vocabulary aspect was 76.3% which fell into **good** category.

Grammar

In this aspect, the tenth-graders of SMAN 1 Banjarmasin were categorized as **good** since the percentage was 72.6%. Grammar refers to the utilization of the sentence structure, in this case it was simple past tense. The student with code S53 got score 4 in grammar aspect means the student is 61-80% correct in using grammar. There are very few of sentence structure that is not correct. For example, S53 wrote "we were there for three days. I have many experiences during the holiday." The student utilized the incorrect possession "have" while it was supposed to be "had" due to the needs of utilizing simple past form.

Then, on the next sentence he wrote “*second day, we go to Sleman. We enjoy the forest view.*” The words “go” and “enjoy” was incorrect due to their present form and should be changed into “went” and “enjoyed” which are the past counterpart. Then the student with code S34 got score 3 in grammar aspect, it means the student was 41-60% correct in grammar utilization. There are few of sentence structure is not correct but not affecting the meaning. For example, she wrote, “*I went to Loksado. We will ride bamboo rafting.*” The word “will” was incorrect because it was for future tense. Therefore, the sentence should be changed into “*I went to Loksado. We rode bamboo rafting.*” Another example is “*we going to Bali.*” The word “going” is the form of present participle and the word should be changed into “went”. The analyst discovered that many students still struggle with constructing narrative, it could be seen from several examples where they frequently used another form of tense instead of the simple past form. Additionally, within this study, grammar is the writing aspect with the lowest percentage.

Mechanics

In mechanics aspect the tenth-graders of SMAN 1 Banjarmasin was categorized as good with 74.1%. Mechanics is the utilization of punctuation, spelling, capitalization, along with handwriting. The student with code S16 got score 5 in mechanic aspect since 81-100% her writing is correct in using of spelling, capitalization, and punctuation. Moreover, her handwriting was also tidy and readable. At the second paragraph she wrote “*We went to Pandawa beach at second day in Bali.*” The student capitalized the subject at the beginning of the sentence and also capitalized the name of the places she visited during her vacation. Then, at the third paragraph, she wrote “*After we continued the trip, we bought many foods before the long trip to Pandawa beach.*” Within this part, she put the comma to separate clause and also put the full stop at the end of the sentence. Also, the student’s handwriting was tidy and readable. Next example was S34 who wrote “*experience*” on the first paragraph which is incorrect in terms of spelling where it was supposed to be “*experience*” instead of “*experience*”. She also wrote “*finally arrived home at 08.00 p.m we were very tried.*” She attempted to represent the idea “*we were very tired.*” However, instead of “*tired,*” she wrote “*tried*” which means “*effort to do something.*” Fortunately, her handwriting is readable. Next is S46 who wrote “*it was my frist going to the festival.*” He wrote the word “*frist*” instead of “*first*” which could be categorized as misspelling. Additionally, there was S26 got score 2 in mechanic since he frequently made errors in term of spelling, punctuation, and capitalization moreover, the handwriting was also untidy. For example, he wrote “*First day, we visited the place registration BMX drift race on the morning of the race competition after registration we get ready to enter the race*” he put the comma after the word “*first day*” after that he continued his sentence without giving any punctuation. He should change the sentence into “*First day, the places registration BMX Drift race on the morning of the race competition. After registration, we get ready to enter the race*”. He should put the comma for separating the clause and put full stop at the end of the sentence. His writing was also untidy and unreadable. Last example was S22) who got 2 as his score in mechanic aspect. He wrote unreadable and untidy handwriting which resulted in the researcher got difficulties to read his writing.

In accordance with Novitasari (2016) who found that students had difficulties in using grammar, this study also discovered that out of six writing aspects, grammar possess the lowest mastery percentage. This is also similar with Ekawati’s (2011) study which found there were many students had low percentage of grammar aspect in writing narrative text which was proven by the discovery that there were many students who made mistakes in using verb of their writing sentences, they frequently utilized the action verbs of present form instead of the simple past tense ones.

Overall, the analyst concluded that the capability of the tenth-graders of SMAN 1 Banjarmasin in composing narrative text was in **good** category level with 82.21 as the mean score.

CONCLUSION AND SUGGESTION

Conclusion

Based upon the findings and discussions, there are several necessary conclusions that can be presented as follow:

1. The tenth-graders’ of SMA 1 Banjarmasin capability in writing narrative fell into **good** category. This was proven with the average writing score 82.21.

2. The tenth-graders of SMAN 1 Banjarmasin capability in writing narrative text was categorized excellent in originality and content, while the organization, vocabulary, grammar and mechanics fell into good category.

Suggestion

Several suggestions which can proposed by the analyst are as follows:

1. The students are required to practice and study more on writing narrative text activity for improving their writing capability.
2. The students are also required to constantly practice writing in their daily activity. Therefore, they can upgrade their capability by reading many kinds of text in English for acquire deeper knowledge and more ideas for their writing.
3. The teacher should drill more regarding the grammar in narrative text since the students' grammar aspect is considered as the lowest.

REFERENCE

- Anderson, M. & Anderson, K. (2003). *Text Types in English (1st Ed.)*. Australia: Macmillan Education.
- Melly. (2006). *All kinds of Writing (Writing description or Deskriptive Writing)*.
- Muth'im, A. (2007). *Developing writing skills*. Banjarmasin: Fakultas Keguruan dan Ilmu Pendidikan.