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AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE TEXT IN ENGLISH ONLINE LEARNING OF THE TENTH GRADE SMKN 1 PACITAN

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Abstract: Writing is one type of skill that must be mastered by students. Based on the research of the researcher this issue had not been investigated by others. The objectives of the research to find out the dominant problem find in the writing ability indicators.   In this research, the researcher used the qualitative descriptive method. The data collecting techniques used in this research are test, and interview. Subjects of this research were 29 students of X TB 1 at SMKN 1 Pacitan. This research finding showed that the mean score of students' writing ability is 61.55. The researcher showed that the students of X TB 1 SMKN 1 Pacitan have a fairly good competence from their ability in writing narrative texts in learning English. As a result of the test, there were 5 students (25%) who got score 70-84 (Good to Average), 10 students (50%) got score 55-69 (Fair to Poor), 5 students (25%) got to score 25-54 (Very Poor). Most of them cannot write the correct spelling, using punctuation, and capital letters. Students cannot have good ideas, lack motivation, lack support from parents so that students do not have the determination to reach better grades. Students are not interested in writing narrative text. Based on the results, the researcher would like to suggest that teacher must pay closer attention to improving the process of teaching writing English, students are expected to be more active in participating in activities to improve their writing skills during learning in class and outside the classroom.   Keywords: Online learning , Case Study, Writing, Narrative Text.

INTRODUCTION The pandemic caused by Coronavirus in Indonesia had made many strategies for the government to prevent its spread. At this time, the world is faced with an outbreak of a disease caused by a virus known as Coronavirus Diseases or Covid-19. The impact of Covid-19 in Indonesia is currently quite significant for the entire community. The policies that have been issued by the government have had a

significant effect on aspects of life, especially in the part of education in Indonesia. It is implemented so that important social events encourage the government to issue policies for implementing education in Indonesia because the learning process is so that the objectives of the learning process are fully achieved. To avoid the chain of the reach of covid-19, the government prohibits people from gathering, maintaining distance, social restrictions, wearing masks, and constantly washing their hands. The government urges all levels of society to take various preventive measures such as physical distancing, wearing masks, regularly washing hands, increasing body resistance and maintaining health (Pane, 2020). All activities that allow people to congregate have been transferred to computerized techniques by utilizing internet networks such as Work From Home (WFH), Study from Home (SFH), Online Seminars, and several others based online. Therefore, learning must be done at home (study from home). One thing that must be done in online learning is that learning activities continue in internet-based education or online learning. The implementation of knowledge is divided into distance learning in the network (online) and distance learning outside the network (offline). Education units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, the readiness of facilities, and infrastructure. Online learning is a new challenge for educators during this pandemic, which requires teachers to utilize online learning media, hoping that online learning can increase their creativity in learning activities. In practice, online learning requires the support of mobile devices such as smartphones, tablets and laptops which can be used to access information anywhere and anytime (Gikas& Grant, 2013). In carrying out online or online learning, all parties who participate in the learning process must have readiness, such as an internet network with adequate connectivity and other facilities that can support the online learning process to be carried out correctly and effectively. According to Isman (2016: 587) online learning is the use of internet networks in the learning process. The implementation of online learning requires all learning activities to be carried out from home as long as the pandemic still exists. Online learning is the government's effort to continue realizing educational goals in the midst of the

Covid-19 pandemic. The learning system in schools had to change from face-to-face meetings to being switched online. To facilitate teaching and learning activities, all activities related to education are carried out online. When online learning is carried out, students have difficulties in learning English. One of them is the ability to write. Students have problems in writing skills, and students cannot develop ideas for writing. Students find it difficult to understand vocabulary, have difficulty writing grammar correctly, and write correct mechanics.   Students must learn four skills in a language, namely listening, speaking, reading, and writing. Students must master all four language skills so that they can use English correctly. Writing taken most of the students' attention apart from listening, speaking, and reading. Writing can help students master other skills and courses in getting the entire English language. According Tarigan (1985: 3) writing is a language skill that is used to communicate indirectly, not face to face with other people. People can communicate with others without speaking directly but by expressing their feelings through a written text. Writing aims to enable students to exchanged information, ideas, and experiences in a written text. That can be concluded writing is an essential aspect for students to learn English because it is one of the productive skills that is often used in communicating with other people.   Writing is the ability to express an idea from someone who has good criteria, such as: good content and organization; correct grammar and mechanics; and also according to the vocabulary master this skill. According to Brown (2001: 335), the criteria for good writing are content, organization, use of vocabulary, use of grammar and mechanical considerations such as spelling and punctuation. It can be concluded that writing is an important aspect for students to learn English because it is one of the productive skills that is often used in communicating with other people. Writing consists of various types such as: description, exposition, argumentation and narration. Narrative text is a type of text to retell the story of past events. Oshima and Hogue (1997: 27), state that narration is a story. When you write a narrative paragraph or essay, you write about an event in the order in which they occur. The narrative text has events that are told in words. The sequence always involves structured timing. In a narrative text, every student

should understand a generic structure to produce excellent and correct writing. These components should be present in a narrative text because they are the main characteristics of the paper. If students can write narrative text based on existing generic structures, meaningful students can understand the narrative text well. The narrative text is a form of story text that has the aim of entertaining the reader. That means narrative is a text that focused on a particular participant. Narrative text is one of the texts that students must master. Based on search the issue of this researcher had not been investigated by other researchers. Several studies include analysis of students' ability to write narrative texts in terms of linguistic schemes and features, study aims to determine the students' ability in writing narrative text, further research focuses on students' abilities and difficulties in writing narrative text. (Mulyaningsih, 2013; M. Hudri and Nadya Ryanti, 2016; Hartanti, 2019; Aulia, 2019). Therefore, the issue of this research is new. Researcher wanted to prove that students have difficulties in writing ability. There are two objectives of this thesis, the first is to analyze the students' ability in writing narrative text on English online learning; the second is to know dominant problem find in the writing ability indicators.

RESEARCH METHOD In this research, the researcher chose the qualitative descriptive method. The object of data this research is students' writing ability the researcher took data from the students in the 10th grade TB 1 of Senior High School 1 Pacitan as an object to take the data, which is located on Jl. Letjen Soeprapto No. 53 Pacitan, Kec. Pacitan, Kab. Pacitan Prov. Jawa Timur. In this research, test and interview were used to collect the data. The researcher took the data by using a handphone. In this research, the researcher chooses the assessment rubric of writing by Jacobs et all (1981). It is to assess the students' writing ability which consist of content, organization, vocabulary, language, and mechanics. The research was conducted by using online media such as WhatsApp application and Google Form to collect the data. The handphone was used to deliver the material test and used to do interviews with the students. The researcher took the data by using a handphone. The material test was delivered to the students by using WhatsApp. Interview guidelines are a list of questions used as a reference for extracting information by

conducting interviews related to the subject matter understudy on the object of research and can provide the results expected by the researcher in the research process. The interview guide contains items of interview questions to students that are using to determine students' ability to write narrative text. After collecting the data, the researcher analyzed the data. The researcher used qualitative to analyze the data. The researcher computed the students' mean score by using formula as recommended by Arikunto (2006):   M =   M = Mean score   ∑x = Total score   N = Number of students FINDINGS AND DISCUSSIONS Findings 1. Test The mean score was found by dividing the sum of all students' abilities in writing narrative texts in learning English is 61.55. The researcher showed that the students of X TB 1 SMKN 1 Pacitan have a fairly good competence from their ability in writing narrative texts in learning English. The result of the test, there were 5 students (25%) got score 70-84 (good to average), 10 students (50%) got score 55-69 (fair to poor), 5 students (25%) got score 25-54 (very poor). The mean score was found by dividing the sum of all scores of the student's ability to write narrative text (61,55). a) Content From 20 samples, there are 9 students or 45% are categorized as excellent to very good, 8 students or 40% organized good to average and 3 students or 15% are classified as fair to poor. The description above can be seen in the following table. Table 4.1 Students' Writing Score No Score Level Criteria Frequency Percentage 1 30-27 Excellent to very good 9 45% 2 26-22 Good to average 8 40% 3 21-17 Fair to oor 3 15% 4 16-13 Very poor 0 0 Total 20 100% b) Vocabulary From 20 samples, there are 7 students, or 35% are categorized as excellent to very good, 9 students or 45% organized good to average and 4 students or 20% are categorized into fair to poor. The description above can be seen in the following table: Table 4.2 Students' Writing Score No Score Level Criteria Frequency Percentage 1 20-18 Excellent to very good 7 35% 2 17-14 Good to average 9 45% 3 13-10 Fair to oor 4 20% 4 9-7 Very poor 0 0 Total 20 100% c) Language Use From 20 samples, there are 3 students or 15% are categorized excellent to very good, 8 students or 40% categorized good to average, 8 students or 40% are categorized into fair to poor dan 1 student or 5% categorized very poor. The description above can be seen in the following

table: Table 4.3 Students' Writing Score No Score Level Criteria Frequency Percentage 1 25-22 Excellent to very good 3 15% 2 21-18 Good to average 8 40% 3 17-11 Fair to oor 8 40% 4 10-5 Very poor 1 5% Total 20 100% d) Mechanics From 20 samples, there are 2 students or 10% are categorized as excellent to very good, 9 students or 45% organized good to average, 6 students or 30% are categorized into fair to poor and 3 students or 15% categorized very poor. The description above can be seen in the following table: Table 4.4 Students' Writing Score No Score Level Criteria Frequency Percentage 1 5 Excellent to very good 2 10% 2 4 Good to average 9 45% 3 3 Fair to oor 6 30% 4 2 Very poor 3 15% Total 20 100% Based on the presentation results above, some of them are students of X TB 1 at SMKN 1 Pacitan who get high scores in writing narrative texts. Referring to the classification of scores, the researcher shows that: the students of X TB 1 at SMKN 1 Pacitan have fairly good competence in writing narrative texts in learning English. This could be since the test results showed that some of them students X TB 1 got a fairly good score in writing narrative texts.   2. Interview Based on some of the questions, the researcher found answers to the students' difficulties in writing ability. Interviews were conducted with students of class X TB 1. Interview with students consist of 10 questions. Researcher want to know what makes students difficult in writing narrative text. So, the researcher found that students had difficulty in various matters related to writing. Students answered that they had trouble finding ideas and lacked motivation in writing. Students who have difficulty finding their ideas lack knowledge of what they will write first, they have not learned about the stages of good and correct writing. "When Determining the title, determine the orientation and complications" answered one student, making it difficult for him to write narrative text. Discussions There are four writing ability indicators found in this study. There are content, vocabulary, language use, and mechanic. The researcher conducted data analysis using the theory proposed by indicator writing ability according to Jacobs et al. 1981. a) Content Based on the results of the data analysis, the researcher shows that 3 students are categorized as fair to poor. From 20 samples, there are 9 students or 45% are classified as excellent to very good, 8 students or 40% categorized

good to average and 3 students or 15% are categorized as fair to poor. For instance: On seeing, Bandung Bondowoso Princess Roro Jonggrang is very beautiful. It should be : One day, Bandung Bondowoso met Roro Jonggrang, beautiful princess of Prambanans' king. Based on the test results, it can be said that students have problems with limited knowledge of the subject, trim material, and inadequate idea development. b) Vocabulary Based on the results of the data analysis, the researcher shows that 4students are categorized as fair to poor. From 20 samples, there are 7 students, or 35% are classified as excellent to very good, 9 students or 45% categorized good to average and 4 students or 20% are categorized as fair to poor. Here are some examples of students writing that describe their problems in vocabulary, diction, and spelling. For instance: " malin kundang was a healty, diligent, and siiong chlid. he usually went lo the saa to catch fish. And brouglh il to her mother. or sold it in the town." It should be : " Malin Kundang is a healthy, diligent, and strong child. He usually went to the beach to catch fish. And brought to his mother or sold in the town." Based on the test results, it can be said that students have problems with frequent limited errors of word/idiom, choice, usage, meaning confused or obscured. c) Language Use Based on the results of the data analysis, the researcher showed that there was 1 student who was categorized as very poor. From 20 samples, there are 3 students or 15% are classified as excellent to very good, 8 students or 40% are categorized as good to average, 8 students or 40% are categorized into fair to poor and 1 student or 5% categorized very poor. For instance: "Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka and evil king." It should be : "Roro Jonggrang whose beauty is very famous in the country, the daughter of Prabu Baka the king of evil." Based on the test results, it can be said that students have problems with frequent limited errors of word/idiom, choice, usage, meaning confused or obscured. Because of these errors, students are not perfect in writing ability.   d) Mechanic Based on the results of the analysis of the test researcher, the researcher proved that 3 students were categorized as very poor. From 20 samples, there are 2 students or 10% are classified as excellent to very good, 9 students or 45% categorized as

good to average, 6 students or 30% are categorized into fair to poor and 3 students or 15% categorized as very poor. For instance : "Not long afterwards, Bandung Bondowoso decided to marry princess Roro Jonggrang. the daughter of his victim. But she bad no desire to marry the murderer of ner father , so sought the advice of the patih." It should be : "Not long afterwards, Bandung Bondowoso decided to marry princess Roro Jonggrang, the daughter of his victim. But she had no desire to marry the murderer of her father, so sought the advice of the Patih." Based on the test results, it can be said that students have problems dominated by errors of content, vocabulary, language use and mechanic. So that students are not perfect for forming sentences neatly. CONCLUSIONS AND SUGGESTIONS Conclusions Researcher has found that there are students' dominant problems in writing ability indicators. Among several problems of writing ability on writing indicators such as content, vocabulary, language use, and mechanics, researcher had found that the most dominant problem in students' writing abilities is vocabulary because students have limited vocabulary knowledge, students cannot spell the text correctly, lack of mastery of word forms, and ineffective choice or use of words. Suggestions Based on the results, the researcher would like to suggest to English teachers, students, and further researchers. First, to the teacher, the teacher must pay closer attention to improving the process of teaching writing English. Then the teacher motivates students to practice writing, primarily narrative texts. In addition, teachers must train students in writing narrative texts to improve their writing ability. Second, to students, students must pay attention and understand the explanation from the teacher. Then, students are expected to be more active in participating in activities to improve their writing skills during learning in class and outside the classroom. Finally, to the future researcher, the researcher hopes that this research can contribute to other things related to writing narrative texts. BIBLIOGRAPHY Arikunto & Suharsimi. 2006. Prosedure Penelitian: Suatu Pendekatan Praktik. Jakarta:PT. Asdi Mahasatya Armi Hartati, (2019): An Analysis of Students' Ability and Difficulty in Writing Narrative Text at Senior High School 1 Kampar Timur Brown, H. Douglas. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (second edition).

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