



Students' Writing Assessment Analysis on Narrative Text (A Study Case of Food Technology Department, UNIMUS)

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Abstrak

This research was aimed to analyze students' writing assessment on EFL learners' writing product (narrative text). The subject of this research was students from second semester of Food Technology Department, University of Muhammadiyah Semarang (academic year 2018/2019) with total 56 students. This research used descriptive qualitative method and focused on students' writing product to be analyzed. The research showed that students' lexical error had influenced to students' writing composition through assessing based on writing assessment rubric by Brown (2007) on part of grammar (51.3%) as the lowest percentage score from learners' writing product, then organization (61.2%), vocabulary (67.5%), content (67.9%), and mechanic (82.6%). Based on those percentages, it concluded that lexical error numbers affected to students' writing composition in part of grammar, organization and vocabulary.

Keywords: *Students' writing product, lexical error analysis, rubric of writing assessment*

INTRODUCTION

Writing is a process to transform an idea in a paper into words, sentence, paragraph, even a text based on Wicaksono (2014). The transform process needs another competency or skill that should student have before they do writing activity. For example, to create a narrative text, students commonly used their knowledge or their experience about reading or imagining about specific old stories they knew. English writing activity also means that students should pay attention in the grammar they should use on it, how to choose or use many of vocabularies to build a coherence and meaningful text.

In addition, writing is a sequential part in arranging words into sentences, sentences into paragraphs, and paragraphs into text. This writing activity certainly requires expertise capital or vocabulary mastery, knowledge related to target grammar in that language through several stages or sequences as according to Boardman cited in Wijayatiningsih (2018):

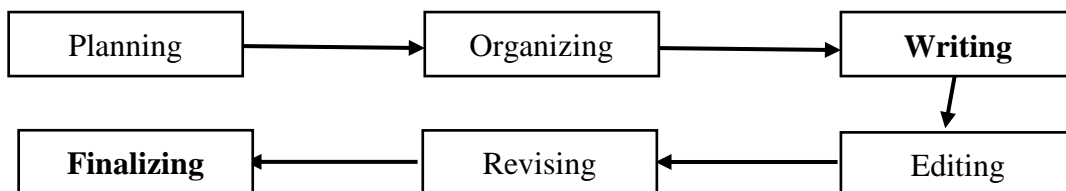


Figure: Writing Process adapted from Boardman cited in Wijayatiningsih (2018)

From the Figure, it can be concluded that the writing process has complex procedures to be finally produced a good text. This also requires time as well as students learning other skills in English such as reading, listening and speaking. There are things that must be considered in writing activities such as the selection of vocabulary, phrases, rules of language



or grammar, as well as in arranging it into a text. Deeper, writing activity will improve their cognitive excessively then students should write something often to produce a good product of writing (Mulyadi, and Hikmah (2014)). It concludes that possible when each student would experience an error especially in writing a text and from the error that they did, it will affects to students' writing composition.

This research will focus on EFL learners' writing skills in one of the departments at University of Muhammadiyah Semarang. As a foreign language, English as a subject in a university has various goals depended on what the department needs for the students or learners. Knowing that English as a subject which has different focus with their major, it appeared many responses from the students. Most of them thought that it is only additional subject and this condition impacted to the classroom activity moreover learning process and result.

In this case, the research done on Food Technology Department in year academic 2018/2019 which English subject is given as English for Specific Purposes (ESP). There is only one class in the year academic and in this second semester the subject is given as Basic English for Food Technology. Based on the interview with the lecturer, the students had received some materials about basic English and they had different capabilities on it. Then, referring to the learning outcome of English subject for Food Technology department that is to generalize students' skill, the lecturer gave them some treatments or tests through four skills test and assessment such as reading, writing, listening and speaking. The lecturer made sure that all students in this department having English standard or basic level to be reached by students. One of ways to reach the learning outcome is taking a test and doing an assessment for students' writing product.

In this semester, the students had to take a practice to rewrite a narrative story to make them ready to understand about basic English subject especially to support them to study about English for Food Technology on the next semester. Rewriting narrative is one of basic English practices in the class where the lecturer meant to ask the students to practice both written or spoken after they got the material. Moreover, the lecturer also wanted to focus how the students could build up their vocabularies through rewriting a narrative, then to make them ready for receiving the next English subject especially correlating with Food Technology studies.

Hyland cited in Wijayatiningsih (2017) that writing was the result of constructing students' thinking with grammatical and lexical knowledge that could actually be developed from the teacher's model. The process of writing is what later became the attention of the researcher. In fact, students were still translating a sentence from word to word, or translating to English with Indonesian sentence's structure, so that there were some sentences or phrases that looked inappropriate as English sentence's structure which affected to an error occurrence in the writing that could be connected to both grammatical and lexical knowledge. This will be the focus of the research because an error was commonly happens with some causes especially connect with students comprehension in English subject. Last, rewrite a story really correlates with students writing comprehension so this research about lexical error and to describe the influence of lexical error to students' writing composition can be conducted.

METHODOLOGY

The research used three steps of methodology. They were preparation, collecting the data and analyzing. There were 56 students as this subject of research from Food Technology Department, University of Muhammadiyah Semarang.



In looking for the influence between students' lexical error and students' writing composition, I used rubric by Brown (2007) as illustrated below.

Table 3.2 Assessment Rubric by Brown (2007)

Aspect	Score	Performance Description	Weighting
Content (30%) Topic and detail of the text.	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization – O (20%) Included orientation, complication, and resolution.	4	Orientation, complication, and resolution are complete and arranged with proper connectives.	2x
	3	Orientation, complication, and resolution are almost complete and arranged with almost proper connectives.	
	2	Orientation, complication, and resolution are not complete and arranged with few misuse connectives.	
	1	Orientation, complication, and resolution are not complete and arranged with misuse connectives.	
Grammar – G (20%) Use past tense	4	Very few grammatical inaccuracies.	2x
	3	Few grammatical inaccuracies, but not affect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Vocabulary - V (15%)	4	Effective choice of words and word forms.	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics - M (15%) Spelling, punctuation, and capitalization.	4	It use correct spelling, punctuation, and capitalization.	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (2007))

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{x 1040}$$

Each text had gone through the assessment process so that the number of score could be seen. This score had been described as a reference to the extent to which students wrote or compiled a text that was previously given (retelling a story). The result score with the least number came from lexical related aspects such as vocabulary, content, and organization indicating that the ability or knowledge about lexical was still minimal, and vice versa, so that we concluded if students' lexical error influenced in the lowest percentage on some



points of writing assessment rubric.

FINDING(S) AND DISCUSSION

This research was conducted to analyze students’ writing assessment on narrative text especially correlating with students’ lexical error. the result showed that the influence between students’ lexical error to students’ writing assessment result.

To show the influence between students’ lexical error with students’ writing composition, I adapted Brown (2007) writing assessment rubric to correlate one to others if a student had an error in lexicality then through this rubric what point would influence as the representation of students’ writing composition. Based on Brown (2007) rubric, it focused on how a text were arranged. It consisted of some aspects of written text should include especially on narrative text. They were content, organization, grammar, vocabulary and mechanics. Moreover, each aspect supported students’ performance on writing more detail such as how far or complete the learners described or retell the story, how they used appropriate words, tenses, and also the mechanism such as punctuation and capitalization.

For more detail result, it would be showed as a Figure 4.3.



Percentage	67.9%	61.2%	51.3%	67.5%	82.6%
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(Figure: Students’ writing assessment result (percentage))

Figure shows the result of learners’ writing assessment based on writing assessment rubric adopted by Brown (2007). Each part of score started with content focused on topic and detail story. In this analysis, students talked or rewrite story about a rabbit and a dog in a narrative text. The percentage showed 67.9% as the class score percentage. Second was organization which talked about generic structure of the text. It consisted of orientation, complication and resolution. The percentage showed 61.2% as the class score percentage. Thirdly, grammar score. In this analysis focused on how students used simple past tense as the narrative text tense. As many as 51.3% was showed as class score percentage. Next was vocabulary and mechanic, it discussed about how students used the words effectively in the text and about spelling, punctuation also capitalization. As many as 67.5% and 82.6% showed as class score percentage.

As what showed above on the figures, in this part I also discussed about the influence between students’ lexical error and students’ writing composition based on writing assessment rubric by Brown (2007). In the description below, I would describe more about each point of students’ error also what was the influence to students’ writing composition.

Content



This part described about the topic and the detail story whether it connected each other or not. The score range started from 3 up to 12 for this part. The result showed on Figure 4.3 that most of students could give complete topic with detail almost related to the topic with most of them got nine score. It meant that learners had catch the whole story but when they tried to detail the topic, the result depended on learners' creativity and their memory about the story. Most of them could retell the story in their own words, but sometime they only rewrote in five to eight sentences so it would give impact to the structure on the text as truly narrative text. I concluded if the story still consisted of parts in a sequence of events from the story start from the beginning, climax and the end story was better than only rewrote the story only in five or under it as a retell story.

Organization

Talking about the generic structure of narrative text, this part discussed about how students showed part of orientation, complication and resolution. Most of the students got score four (4) from the range score two to eight (2-8). Students thought that retelling story would be simpler on the number of the sentences or words. Based on writing assessment rubric, the writing result should show detail each part of story or showing the emotion of the story. Moreover, to connect each part of story, students might use connective to make the story flowed smooth, and also coherence each other. As what previous aspect, content, this aspect was also important, because when retelling a story, learners should be stay focused on what structure should be included on a text especially narrative text. More learners gave detail story, more the readers would understand about the story although from the second speaker or writer.

Grammar

In this part of rubric, I also found grammar part as the lowest number of score which students got for this test. It meant that grammar also the problem which really affected to the result of the assessment. In this case, grammar had range score from two to eight (2-8). I found that most of students used present tense when they wrote the story. On the other hand, they also mixed the tenses between present and past tense in one text of narrative. As we know that narrative text used simple past tense, it would affect to the result of the assessment if they obeyed it.

Vocabulary

This part closed to the lexical as the focus of this research. The result showed that students still used simple words to retell the story. Deeper, most of them tried to make the story in short version so various of words was very limited. This part had range score start from 1.5 to 6.

Mechanic

The last part of the assessment showed about how students used and paid attention to their punctuation, capitalization also spelling word. The result showed good result, meant that students had a conscious thinking to use it properly when they write a story.

From detail above, I concluded that students' lexical error had influenced with students' writing composition especially in part of grammar, organization and vocabulary point in this rubric. Grammar as the lowest score and affected to students' assessment result. The second one is the organization and vocabulary, as long as students wanted to try retelling the story in a whole part (consisted of orientation, complication and resolution), they would also build or create more words or vocabularies into the story. The last one was the content and the mechanic which affected to students' writing assessment result.

Both learners' lexical error and students' writing composition had strong interaction to support each other to make a good text. Lexical error included in one of some points on the



rubric, it was vocabulary aspect. As long as learners understand and had a knowledge about vocabulary mastery so it could decrease the error which could be done by the learners. Moreover, another aspect on the rubric such as content, organization, grammar and mechanics also had influenced and strongly would affect to the learners writing product if they obeyed or did not have proper knowledge about each aspect. In part of content, the numbers of lexical error will affect to topic and details of the story. It affects to coherence of the text and the reader interpretation. In part of organization, lexical errors will affect to structure of the text especially for this research which focused on narrative text so it will affect to the generic structure of narrative text. Next is grammar, the numbers of lexical error will affect to the use of tenses and agreement for the text from the readers. In part of vocabulary, lexical error will affect to cohesion of the text. In mechanic's part, numbers of lexical error will affect such as to spelling, punctuation and capitalization.

CONCLUSION(S)

Based on the research, it could be concluded that:

The Students' lexical error had influenced to students' writing composition through assessing based on writing assessment rubric by Brown (2007). I found that on part of grammar (51.3%) as the lowest percentage score from learners' writing product, then organization (61.2%), vocabulary (67.5%), content (67.9%), and mechanic (82.6%). Based on those percentages, I concluded that lexical error numbers affected to students' writing composition in part of grammar, organization and vocabulary.

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