

# Analysis of Students' Narrative Writers' Ability in Phase C Elementary School

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**Abstract.** Writing is a very complex activity. One type of text that requires creative thinking skills in writing is narrative text. In line with the objectives of the current Merdeka Curriculum, which is to realize holistic and contextual learning where its application for students is to be able to strive to always think creatively. The purpose of this study was to analyze the ability to write narrative essays of grade V students. This study used qualitative descriptive with research subjects, namely 27 grade V students. The data collection techniques used in this study were observation, interviews and documentation. The results of the study showed that grade V students had diverse abilities as seen from the values obtained and the mastery of different assessment aspect criteria. The highest aspect is in the background aspect while the lowest is in the spelling aspect. The factors that make students difficult are lack of motivation and good understanding. The solution implemented to overcome the difficulty of writing narrative essays is to provide motivation through instilling a culture of literacy from an early age and using innovative teaching materials to improve students' narrative writing skills.

**Keywords:** Curriculum, writing skills, Narrative Essay

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## INTRODUCTION

Education is the most powerful weapon to change the world (Nelson Mandela). This expression indicates how important education is in life, because it can not only give us intelligence but education can also develop the potential that exists in each individual. Through education, we will get broader information and understanding. Law (UU) Sisdiknas No. 20 of 2003 Chapter III Article 5 has stated that education is organized by developing a culture of reading, writing, and arithmetic for all citizens. Based on the contents of the article, it can be concluded that education has the goal of making people in Indonesia have proficient abilities in reading, writing, and arithmetic.

One way to develop reading and writing skills is through Indonesian language subjects, which of course can be found in schools through educational institutions. Schools is Wrong means For Study. Process connection inter-student And inter-student use teacher as well as origin Study on a environment Study called with learning (Dwi Anggraini et al., 2019). For that reason, education is packaged in a curriculum as a tool to achieve the goals of education itself. The curriculum is considered as a plan that is designed to help the learning and teaching process under the guidance and responsibility of educational institutions and their teaching staff.(Lestari et al., nd, 2018). In line with this, one of the government's efforts to improve quality education is through improvements in various education sectors, especially those concerning the quality of education.(Makki & Intiana, 2024).

Currently, Indonesia uses the Independent Curriculum with the aim of realizing holistic and contextual student learning. This means that learning is not just memorization but also meaningful and has benefits for real life. This is in accordance with the contents of the copy of Permendikbud No. 12 of 2024 which states that the Independent Curriculum aims to realize meaningful and effective learning in increasing faith, piety to God Almighty, and noble morals as well as developing the creativity, feelings, and intentions of students as lifelong learners with Pancasila characters.

In the Merdeka curriculum, there are several policy changes that have been implemented, including changes in class levels, namely Phase A, B, C, D, E, F, namely for elementary schools phase A (Grade 1 and Grade 2), Phase B (Grade 3 and Grade 4) and Phase C (Grade 5 and Grade 6) where in the previous curriculum there were only lower classes (Grade 1,2,3) and upper classes (Grade 4,5,6). In addition, there is also a policy on how subjects are mapped in learning, where in the previous curriculum, namely the 2013 curriculum which was thematic in the current curriculum, subjects have returned to being partial, one of which is the Indonesian language subject. Indonesian can be used as a tool by teaching students to improve their language skills and knowledge, as well as to appreciate Indonesian literature as a cultural treasure (Saraswati, 2020, p. 56)

Language is one of the main distinguishing features of humans from other living things in this world (Tariganin Yuliana, 2020). Besides that, according to (Liani et al., 2022) Language is a communication tool used by a person in his/her social interaction or relationship with other people, therefore with language, a person can express his/her desires, explain ideas, express his/her thoughts and ideas to other people. With language, a person can also understand each other's feelings and express their thoughts in the form of writing or written works. This ability must be learned and mastered by students in elementary school.

There are four language skills, namely listening, speaking, reading and writing. Of the four language skills, writing skills are the final process that requires thinking skills. Writing skills as one aspect of language which is the final stage to be mastered by students, because students can write well if a series of stages of language skills (listening, speaking, and reading) have been mastered by students (Rahayu et al., 2023). Writing is communicating, expressing thoughts, feelings and desires to other people in writing (Sahno, 2022). Writing means pouring out ideas, thoughts and concepts in written form. Through writing, students can express their ideas or concepts without having to meet the reader directly (Nurmalasari, 2022).

Nurjamal and Warta Sumirat define writing as a creative process of pouring out ideas in written language for the purpose of informing, convincing, and entertaining. The results of this creative process are usually referred to as writing or composition. The term writing is often attached to

the scientific creative process. Meanwhile, the term composing is often attached to the non-scientific creative process. (Hakiu & A. Buhungo, 2020). According to Kaswan Darmadi (in Trismanto, 2017) Writing ability is the most difficult skill to master compared to other language skills. Ahmed (Aiyub et al., 2022) says writing is one of the hardest subjects to master. This statement means that writing is the most difficult subject to master. It is not surprising that people who are able to write well are not that many. Writing skills are one of the most difficult skills because in practice writing is not only enough to understand how to write but requires mastery of other language skills. The thing that often becomes an obstacle in writing is the lack of vocabulary mastery, even though vocabulary determines how skilled someone is in speaking.

As Tarigan said (in Yuliana, 2020), the quality of a person's language skills clearly depends on the quantity and quality of the vocabulary they have. The richer the vocabulary we have, the greater the possibility that we are skilled in language. This skill is a very important basic skill for students in elementary school where at this stage, they are not only expected to be able to write but express their ideas and feelings through writing. As for characteristics write Which put forward by Prize (2002:2) that is there is four characteristics Which very stand out in skills write among are:

1. Skills write is skills Which complex
2. Skills write leaning to direction skills or practice
3. Skills write nature mechanistic,  
where mastery skills write must through exercise or practice.
4. Mastery skills write must through activity Which gradual or cumulative.

There are various types of writing, namely narrative, description, exposition, argumentation, and persuasion. In narrative, the writing style is storytelling. Description is a form of writing that describes an object. Meanwhile, exposition is a type of writing that contains an exposition or description. Argumentation is writing that contains opinions while persuasion is writing that is persuasive.

The types of narrative essays are divided into two types, namely fictional narrative essays and non-fictional narrative essays. Usually in narratives, students still find many difficulties in expressing ideas or thoughts. The difficulties that students often experience are determining the first sentence and using the right vocabulary in expressing their ideas or thoughts. According to (Sugiarti & Ngaisah, 2019) narrative essay is an essay that tells an event (incident) that is arranged systematically by highlighting the actors from time to time. Narrative essay is a type of writing that tells an event or incident, either fiction or non-fiction, with the

aim of entertaining, educating, or conveying a moral message.

Narrative writing is a story that comes from experiences that are presented in writing. Thus, narrative text is a sentence that contains experiences that arise from the realization of someone's ideas, including self-stories for readers to enjoy, with the aim of entertaining and teaching life experiences (Rohmah, nd 2022). This narrative essay not only involves the ability to master vocabulary or spelling but is able to arrange events sequentially, bring out characters and can attract the attention of readers. This can actually be overcome if students do a lot of reading activities, so that they can easily use varied and harmonious words in expressing their ideas or thoughts. Therefore, it is very important to analyze the ability to write narratives in elementary schools because it can provide an overview of the extent to which students can express ideas/concepts or tell an event, experience through writing. The characteristics of narrative essays are first, in the form of stories of events or human experiences; second, the events or incidents conveyed can be purely imagination, or a combination of both; third, based on conflict. Because, without conflict, narratives are usually not interesting; fourth, have aesthetic value because the content and method of delivery are literary; fifth, emphasize chronological order; sixth, usually have dialogue (Linda, 2019).

In practice, many students have difficulty in writing an essay, especially a narrative essay. There are several factors that influence this, including lack of motivation, limited understanding of what a narrative essay is, and lack of experience in expressing ideas in writing. One of the language skills that students and their teachers dislike the most is writing or composing. This statement is proven by the results of a survey conducted by Sugiran in (Milandari & Waluyan, 2018). The statement shows that not only students have difficulty in writing but teachers do too, therefore writing habits require continuous practice and training.

Based on the research conducted by Putri Anjelita et al., with the title of the research "Analysis of Factors Causing Difficulties in Writing Narrative Essays in Indonesian Language Learning for Grade III at SDN 21 Sembawa", the results obtained indicate that students' difficulties in writing narrative essays based on the writing indicators of students' essays are still difficult in the content of the idea indicator, namely adjusting the title to the content. In the content organization indicator, several students' essays have not adjusted the content to the title of the essay, and it can be seen that students' essays are still not optimal, the ideas created by students have not been developed properly. In the grammar indicator, there are many student errors in composing words in essays, errors in writing word and sentence structures and there are several words that are difficult to understand. In the style indicator: the choice of structure and diction, namely the vocabulary used by students is still limited, students still repeat the same words a lot. Spelling and punctuation indicators are errors in writing capital letters, and

the use of periods and commas. namely The factors that cause students' difficulties are internal factors which include: students' attitudes in learning activities and students' motivation in learning, learning habits carried out by students in class and at home. External factors consisting of teacher methods in teaching in class as well as the family and community environment.

In addition, based on the results of the interview conducted with the fifth grade teacher, it was obtained that he revealed that interest in writing narrative essays is still low, as evidenced by the low scores obtained in writing essays in several aspects such as insufficient vocabulary, inability to express sentences in Indonesian properly and correctly, and difficulty finding ideas in writing. He said that the difficulties of students in writing narrative essays are laziness and lack of enthusiasm in writing.

Based on the background above, it is very important to conduct an analysis of the ability to write narrative essays where it can identify the strengths and weaknesses of students and can formulate the right strategy to improve the ability to write narrative essays. Through this analysis, it is hoped that researchers can find an effective method so that students are not only able to write narrative essays but are able to develop their creativity and creative thinking. Where this is in line with the objectives of the curriculum currently in force in Indonesia.

Based on the explanation above, this article aims to analyze the narrative writing skills of grade 5 students and provide recommendations for developing writing skills at the elementary school level.

## **METHODOLOGY**

In the literature, it is stated that there are two general, common and standard research methods, namely quantitative research and qualitative research (Adlini et al., 2022). The research approach used is descriptive qualitative research. The purpose of descriptive research is to describe or analyze research results but is not used to make broader conclusions (Roman, 2019). The data collected in this descriptive method will not be in the form of numbers but words and pictures (Pimay & Savitri, 2021). This method is used because it is the most appropriate for a qualitative approach where the results of the research will produce descriptive data in the form of written words, spoken words or behavior from the people observed.

The data collection techniques in this study are observation, interviews and documentation (Anggraeni et al., 2019). There are three aspects carried out in this study. First, observation, namely this study was conducted at SDN 3 Caringin in Garut Regency, the second is interviews conducted with several sources, namely teachers and students. Third,

documentation obtained through a review of sources and archives relevant to the study, either in the form of books, articles, or photographs. The documentation study conducted in this study was to obtain the results of the analysis of the ability to write narrative essays. This study was conducted at SDN 3 Caringin, Garut Regency and. implemented in semester 1 of the 2024/2025 academic year with the research subjects being 27 fifth grade students.

The following table presents writing criteria, assessment rubrics and determination of assessment criteria based on the Likert scale.

**Table 1.** Writing Criteria for Narrative Writing

No	Assessment Aspects	Maximum Score
1	Suitability of the contents of the essay to the theme	5
2	Characterization and characterization	5
3	Background	5
4	Choice of Words/Diction	5
5	Use of spelling/punctuation	5
6	Storyline	5
	Amount	30

$$\text{Final Value} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

**Table 2.** Narrative Writing Ability Assessment Rubric

**Suitability of the contents of the essay to the theme**  
**Able to develop narrative writing according to the content**

Category	Criteria	Score
Very suitable	1. The development of narrative essays is very appropriate in each paragraph. 2. The presence of main sentences and explanatory sentences with long sentence	5

In accordance	<ol style="list-style-type: none"> <li>1. Development of narrative essays according to each paragraph.</li> <li>2. There are main sentences and explanatory sentences but not too long</li> </ol>	4
Less Suitable	<ol style="list-style-type: none"> <li>1. The development of the narrative essay is not appropriate in each paragraph.</li> <li>2. The presence of a main sentence without an explanatory sentence</li> </ol>	3
It is not in accordance with	<ol style="list-style-type: none"> <li>1. The development of the narrative essay is not appropriate in each paragraph.</li> <li>2. The presence of a main sentence without an explanatory sentence</li> </ol>	2
Totally inappropriate	<ol style="list-style-type: none"> <li>1. The development of the narrative essay is very inappropriate in each paragraph.</li> <li>2. The absence of main sentences and explanations and number of short sentences.</li> </ol>	1
<b>There is clarity about the character in the story</b>		
<b>Able to explain the characters in the story</b>		
Very suitable	The characterization in narrative writing is very complete, consisting of main characters and supporting characters.	5
In accordance	Characterization in a complete narrative essay consists of a central character	4



	and 1 supporting character.	
Less Suitable	The characterization in narrative writing is incomplete, consisting of a central character without any supporting characters.	3
It is not in accordance with	Characterization in narrative writing is incomplete and unclear between the main characters and supporting characters.	2
Totally inappropriate	The characterization in narrative writing is very incomplete, it is not clear between the central character and the supporting character.	1
<b>There is clarity of background (place and time)</b>		
<b>Able to mention the place and time setting appropriately</b>		
Very suitable	The setting in a narrative essay is very complete, there is more information about time and place from 1 sentence	5
In accordance	The setting in a complete narrative essay contains information about time and place.	4



Less Suitable	The setting in a narrative essay is incomplete because it only contains information about time or place.	3
It is not in accordance with	The setting in a narrative essay is incomplete because it only contains information about time or place in short sentences.	2
Totally inappropriate	The setting in a narrative essay is very incomplete because there is no information about time and place.	1
<b>Use of appropriate word choices and correct sentence structure</b>		
Very suitable	The use of word choices is very appropriate, varied, on topic, does not have double meanings and the sentence structure is correct.	5
In accordance	The use of appropriate word choices, varied, on topic, some sentences have multiple meanings or are unclear but the sentence structure is correct.	4
Less Suitable	The use of inappropriate word choices, lacks variety, is not on topic, and the	3

	sentence structure is incorrect.	
It is not in accordance with	The use of inappropriate word choices, not varied, not on topic, sentence structure is not  Correct	2
Totally inappropriate	The use of word choice is very inappropriate, not varied, not on topic, sentence structure is incorrect.	1
<b>Correct and appropriate use of punctuation</b>		
Very suitable	The use of punctuation is very appropriate, there are punctuation marks (periods, commas) with correct capital letters, perfect use of prepositions, correct conjunctions.	5
In accordance	The use of punctuation is appropriate, there are punctuation marks (periods, commas), capital letters, the use of prepositions, conjunctions correctly.	4
Less Suitable	Inappropriate use of punctuation, lack of punctuation (period, comma), capital letters, lack of use of prepositions, incorrect conjunctions.	3

It is not in accordance with	Inappropriate use of punctuation, incorrect placement of punctuation (periods, commas), incorrect use of capital letters, no use of prepositions, incorrect conjunctions.	2
Totally inappropriate	The use of punctuation is very inappropriate, the punctuation marks (periods, commas) are placed incorrectly, the use of capital letters is very inappropriate, there is no use of prepositions, incorrect conjunctions.	1
<b>Storyline</b>		
Very Suitable	The content of the essay is very appropriate to the theme, the sentences and paragraphs are very clear, the conjunctions are varied, and the relationships between sentences and paragraphs are clear.	5
In accordance	The content of the essay is very appropriate to the theme, the sentences and paragraphs are very clear, the conjunctions are varied, and the relationships between sentences and	4

	paragraphs are clear.	
Less Suitable	The content of the essay is in accordance with the theme, the sentences and paragraphs are clear, the conjunctions vary slightly, the relationship between sentences and paragraphs is clear in several paragraphs.	3
It is not in accordance with	The content of the essay is not in accordance with the theme, the relationship between sentences and paragraphs is not clear, the conjunctions are not varied enough, and the relationship between sentences and paragraphs is not clear.	2
Totally inappropriate	The content of the essay is very inappropriate to the theme, the relationship between sentences and paragraphs is very unclear, the conjunctions are not varied, the relationship between sentences and paragraphs is very unclear.	1

**Table 3.** Criteria for Students' Writing Skills

Score	Criteria
81-100	Very good
61-80	Good
41-60	Enough
21-40	Not enough
0-20	Very less

## RESULTS AND DISCUSSION

Based on the results of the narrative writing ability test that has been carried out in class V SDN 3 Caringin, Garut Regency, which has 27 students, it shows that the scores obtained are categorized as good, amounting to 6 people or 22.22% of all students, the scores categorized as sufficient amounting to 16 people or 59.25% of all students, and the scores obtained are categorized as lacking are 5 people or 18.51% of all students. Based on the results of this study, there are also six aspects that are assessed, namely the suitability of the contents of the composition with the theme, characters, setting, diction, spelling and storyline. Of the six aspects, the highest score was obtained in the theme aspect, with an average of 3.7 and the setting aspect with an average of 2.9. While the lowest score was obtained in the aspect of spelling or punctuation with a score of 2.1. Overall, the average score for each aspect is in the sufficient category. So, from the results of the data processing, it can be said that the ability to write narrative essays of class V students of SDN 3 Caringin, Garut Regency is categorized as sufficient.

## CONCLUSION

From the research results obtained and the discussion that has been presented regarding the narrative writing ability of fifth grade students at SDN 3 Caringin in Garut district, it can be concluded that fifth grade students have diverse writing abilities as seen from the different scores obtained and the differences in aspects mastered by each student. Based on the aspects contained in writing narrative essays, the highest student ability is seen in the background. And the lowest aspect is in the spelling aspect where many students' writings have errors in the use of capital letters and punctuation in each sentence or paragraph.

There are several causes based on observations and results of open interviews conducted with students, namely the factors causing difficulties in writing narrative essays for fifth grade

students, namely internal factors and external factors. Internal factors include the lack of motivation in students in writing, in addition to the minimal vocabulary of students due to lack of interest in reading. In external factors, it was found that there was a lack of detailed understanding of students in providing knowledge about the types of narrative essays or methods that were less varied in improving students' narrative writing skills. Then the solution that can be given to improve the ability to write narrative essays for fifth grade students is to create innovative teaching materials or learning media for teachers and increase motivation in early literacy habits that can help students understand how to write and be interested in doing writing activities both in terms of assignments given by teachers and one form of expressing themselves in pouring out ideas or ideas in writing.

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