

**THE CORRELATION BETWEEN STUDENTS' IMAGINATION AND
THEIR WRITING SKILL IN NARRATIVE TEXT AT THE FIRST
SEMESTER OF THE THIRD GRADE OF SMA MUHAMMADIYAH 1
WAY JEPARA LAMPUNG TIMUR IN THE ACADEMIC YEAR OF
2021/2022**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**



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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' IMAGINATION AND THEIR WRITING SKILL IN NARRATIVE TEXT AT THE FIRST SEMESTER OF THE THIRD GRADE OF SMA MUHAMMADIYAH 1 WAY JEPARA LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2021/2022.

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This research is conducted based on the preliminary research that are many students difficult in writing narrative text. The students still confused in creating and developing stories in writing. The objective of the research was to know whether there was a correlation between students' imagination and their writing skill in narrative text at the first semester of the third grade of SMA Muhammadiyah 1 Way Jepara in the academic year of 2021/2022.

This was a correlation research. It was used to know the correlation between students' imagination and their writing skill in narrative text at the first semester of the third grade of SMA Muhammadiyah 1 Way Jepara in the academic year of 2021/2022. The total sample in this research was 14 students. In collecting data, used 32 questionnaire for imagination and writing paragraph for narrative text test. After giving the test, the writer analyzed the data by using SPSS Statistic 17.

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' imagination and their writing skill in narrative text. Based on the data analysis computed by using SPSS, it was obtained that $\text{Sig} = 0.001$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.05$. Based on this research, it was suggested that to have a good in writing narrative text, students should have a good imagination when writing.

Keywords: *Correlation, imagination, writing narrative text.*



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Hereby, I state this thesis entitled “ the correlation between students’ imagination and their writing skill in narrative text at the first semester of the third grade of senior high school at SMA Muhammadiyah 1 Way Jepara in the Academic Year of 2021/2022” is completely my own work. I am fully aware that I have quote some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 2021

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا

“Read your record. Sufficient is yourself against you this day as accountant”

[QS. Al-Israa’ (17): 14]¹



¹Maulawi Sher ‘Ali, The Holy Qur’an Text, Translation and Commentary, (International Publications Limited) P. 318

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

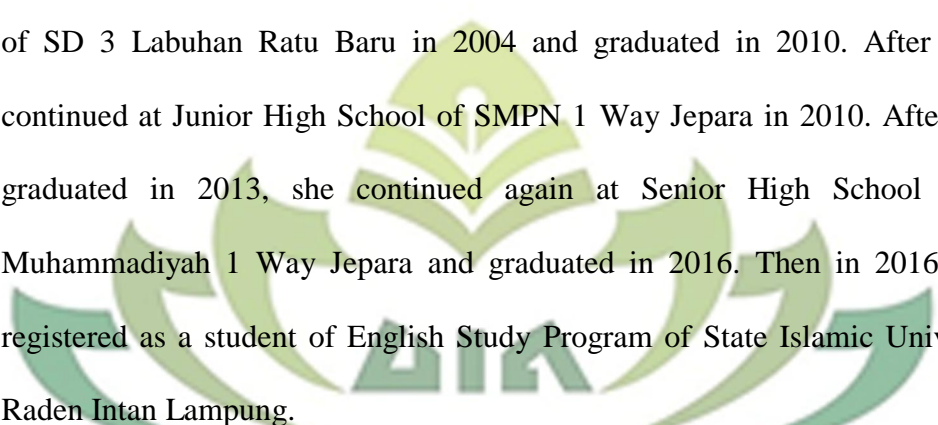
1. My beloved parents, Mr. Nurmanto and Mrs Sih Suwarni who always pray, support and guide me to be success in my study and in my life.
2. My beloved my best friend who always motivate me to success.
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

Ayu Roza Maha Ragih was born in Way Jepara on March 30th, 1998. She is the only child of Mr. Nurmanto and Mrs. Sih Suwarni.

She started her academic study from kindergarten school of TK Baitul Muslim in 2002 and graduated in 2004. Then, she continued at elementary school of SD 3 Labuhan Ratu Baru in 2004 and graduated in 2010. After that, she continued at Junior High School of SMPN 1 Way Jepara in 2010. After she had graduated in 2013, she continued again at Senior High School at SMA Muhammadiyah 1 Way Jepara and graduated in 2016. Then in 2016 she was registered as a student of English Study Program of State Islamic University of Raden Intan Lampung.



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This thesis is written as one of requirements of S-1 degree the English Education Study Program of Uin Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, support, loves and many valuable things from various sides. Therefore, the researcher would sincerely thank to;

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Bandar Lampung,
The Researcher,

2021

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CHAPTER I

INTRODUCTION

A. Backgrounds of the Problem

English is an international language that is widely used by people in the world for communication between humans. English in Indonesia is generally a foreign language that is taught in schools. In Indonesia, English is a foreign language that has been introduced from elementary school to college level. The importance of English in the current era is very much needed for global communication facilities. Students should have mastered English both oral and written to have quality competitiveness in the world.

There are four skills in English listening, speaking, reading, and writing. In learning English, it is fair if non-native speakers can not master all existing skills and got difficulty with one of the skills. These difficulties can be due because each language is different and has its own rules. If we look at the difficulty level of the four skills, writing is the highest difficulty. According to Widiati writing is one of the four language skills and many believe that is the most complex one compared to the three other skills². Despite the difficulties, writing is one of the language skills that are important for students.

Writing has many benefits because it polishes various skills such as critical thinking, memory, and motor skills. Writing skills can measure the level of understanding of students in lessons. When writing students will express their

²Utami Widiati, Bambang Yudi Cahyono, The Teaching of EFL Writing in the Indonesian Context, *Jurnal Ilmu Pendidikan*, Vol. 13, No. 3, (Oktober 2006), p. 139

ideas, so their aspirations will be channeled and increase their creativity. Based on Sadiku the writing skill is the hard copy of your intellectual level or the level of your expression.³ It is meant that writing is a very important skill in learning English that should be mastered by students because writing plays a big role in achieving student abilities in the learning process.

There are many types of text in writing, one of them is narrative text. If we look at the English dictionary narrative text has mean a story a description of a series of events. Gusparia states narrative or story is writing tells us about something interesting that has the purpose to amuse, entertain the readers or viewers.⁴ Most of the stories from the narrative text are non-fiction such as fairy tales, myths, folklore, animal stories, etc. That's why the narrative text is known as an imaginative story text because the story is full of the author's imaginative thoughts. While writing a narrative text, students use their imagination.

Imagination is one of the building elements when writing narrative text. Imagination is the ability to create something new which is also called creativity. According to Vygotsky creative activity, based on the ability of our brain to combine elements, is called imagination or fantasy in psychology.⁵ Therefore imagination is important for students when creating a story in writing narrative text.

³ Manaj Sadiku, *The Important of Four Skill Reading, Speaking, Writing, Listening in a Lesson Hour, European, Journal of Language and Literature Studies*, Vol. 1. No. 1, 2015, p.31.

⁴Gusparia, *Animation Vidio to Encourage Studsents' Writing a Story (Narrative Text) in Intensive English Classroom*, STKIP Insan Madani Airmolek, Vol. 12. No. 10, 2018, p.80.

⁵L. Semenovich Vygotsky, *Imagination and Creativity in Childhood*, Journal of Russian and East European Psychology, vol. 42, no. 1, p.9.

Student needs imagination when writing a story in narrative text. When writing narrative text the student needs creativity to develop an idea. This creative idea will be arranged to be one good story that has interesting to read. The role of imagination in the writing a text is to open things outside the mind to be more creative. Based on Shahaji there are many fiction writers, who use their experience, observation, and imagination as raw material in writing.⁶ In general, imagination is known as the power of thinking. Power of thinking here is defined as a source to describe, imagine, or create images that occur in the brain.

Imagination is the main thing in writing a story such as a short story, novel, or script, including narrative text. Writers make stories with the imagination of their individuals. Without the writers' imagination, it is difficult to construct a fictional realm in his mind. Burroway state that all writing is imaginative the translation of experience or thought into words is of itself an imaginative process.⁷ Developing ideas can be in the form of past experiences or memories that are reprocessed by the imagination become a new idea. This process generates creative ideas that can be written into a story in narrative text. In short writing a text like a narrative text story, the students must use his or her imagination as the key to building a creative idea.

Imagination is a human process in developing their minds to be wider than ordinary thinking. Based on Betts Imagination can be classed into two types.

⁶Shahaji Mastud, *Theory of Experience, Observation and Imagination in Narrative Art of Fiction*, International Journal of English Language Literature in Humanities, Maharastra, India, Vol.5, No. 11, 2017, p.681.

⁷Janet Burroway, *Imaginative Writing the Elements of CRAFT*, Florida State University, p.139. available online at [https://id.scribs.com/document/475060106/](https://id.scribs.com/document/475060106/Burroway-Imaginative-Writing) Burroway-Imaginative-Writing on 9 June 2021.

These are reproductive imagination and creative imagination. But in this research, the researcher focus on creative imagination. Creative imagination takes the images from our past experience or those gleaned from the work or others and puts them together in new and original forms.⁸In short, creative imagination is the ability to create innovations that have not existed before, this is related to writing narrative texts where students need new ideas to create stories that have never existed before.

Creativity in writing is slightly different from regular writing because it includes techniques to arouse the imagination. Creative writing takes various forms, writing poetry, writing short stories, writing novels, writing film scenarios which basically train the process to explore new possibilities, practice flexibility of perspective, enrich vocabulary, and generate new ideas and ideas.

Based on the preliminary research in SMA Muhammadiyah 1 Way Jepara, the researcher conducted an interview with an English teacher, he said that some students had difficulties in writing narrative texts, especially in creating and developing stories. Students are sometimes confused in determining the topic they will write in a narrative text. Students also lack ideas in writing so that the story is too short and does not develop. Lack of imagination in students makes it difficult for students to produce imaginative stories, because basically narrative texts are essays filled with the imagination of the author in it. While, from interview with the students, the researcher found that students were not confident when learning English because they had difficulty mastering in English. Then when writing

⁸G.Herbert Betts, *The Minds and its Education*, NY:D, Appleton and Company, p.139.

narrative text students also had difficulty in composing stories and lack of idea in developing stories. The researcher has observed the students' scores in writing narrative texts. From the observations, the researcher found the following facts:

Table 1
Score of Students' Writing Narrative Text at the Third Grade of SMA Muhammadiyah 1 Way Jepara

No	Class	Students' Score		Number of Students
		≥70	<70	
1	XII IPA	9	5	14
2	XII IPS	5	8	13
Total		13	14	27
Persentase		48 %	52%	100%

Source: The Data from English Teacher of SMA Muhammadiyah 1 Way Jepara

The data above is the result of an assessment of writing narrative texts for third grade students of SMA Muhammadiyah 1 Way Jepara. Based on these data, some students are still weak in writing narrative texts. As a result, there are students whose scores are below the assessment criteria used in the school is 70. This is based on a preliminary study by the researcher by asking one of the English teachers at the school.

Based on the data above, it can be concluded that narrative is a text that is thick with imaginative sentences in the story. Students have difficulty create and developing words or sentences in a text. This is an indication that students are not using their imagination in writing.

Based on the previous research that was done by Herlin Apriliyani et.al under the title improving students writing skill in narrative text by using dispersion imagination". Based on Herlin her research using imaginative

dispersion to determine students' results in writing narrative text. The researcher applies treatment to their research. The process of teaching narrative text using dispersion imagination in writing skill of two steps pre-cycle and cycle. In short, there was a significant improvement of the students in writing skills in narrative text by using dispersion imagination.⁹

Another research was conducted by Rianto. Based on Rianto's research, he uses the method of imagination suggestion through audio-visual as a medium in learning to write short stories. The conclusion of this study is that the use of the imagination suggestion method through audio-visual media in learning to write short stories in class X SMA is effective in improving students' short story writing skills.¹⁰

Another research is the thesis of Naelil Izzati with the title "The Influence of Students' Imagination on Writing Descriptive Text Skills". Naelil took data for his research through two instruments. First, he gave students a questionnaire on imagination which refers to a mental image questionnaire created by psychologist Arnold Lazarus in the book on memory skills in business. The questionnaire is divided into 2 parts: visual and audio imagination. secondly, Naelil gives learning to write descriptive text to students, this test is to determine the students' ability in

⁹Herlina Apriliyani, et.al. *Improving Students' Writing Skill in Narrative Text by Using Dispersion Imagination*, Journal of English Language Teaching and Literatur, Universitas Banten Jaya, Vol. 2, No. 2, 2019. p.163.

¹⁰Rianto, *Efektifitas Penggunaan Metode Sugesti-Imajinasi MELALUI Media Audio-Visual Dalam Pembelajaran Menulis Cerpen di SMA Kelas X*, Diglosia-Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia, Vol. 1, No. 1, (February 2017) .p. 470.

writing descriptive text. The result of Naelil's research is that there is a positive influence between students' imagination on descriptive text writing skills.¹¹

Based on this explanation, there are differences between previous research and current research. In the first study, researcher used imagination as a learning method to improve students' writing skills. The second previous study used the method of imagination suggestion through audio-visual media in learning to write short stories. And the last researcher, Naelil, did his research to find out the Effect of Students' Imagination on Writing Descriptive Text Skills. While, this study examines whether or not there is a significant correlation between students' imagination and their writing skills, especially in narrative texts..

Based on the background, Imagination is the main thing in writing a story such as a short story, novel, or script, including narrative text. Therefore, this study entitled "The Correlation Between Students' Imagination and Their Writing Skill in Narrative Text at The First Semester of the Third Grade of Senior High School at SMA Muhammadiyah 1 Way Jepara in the Academic Year of 2021/2022".

B. Identification of the Problem

Based on the background above, the researcher identified the problem as follows:

1. Students have difficulty in creating the story.
2. Students have difficulty in developing stories in the text.
3. The stories made is less imaginative.

¹¹Naelilizzati,thesis:*TheInfluenceofStudents'ImaginationTowardTheirWritingSkillinDescriptivetex.*(Semarang: UINWalisongo, 2018).p.20.

C. Limitation of the Problem

From the problem identification, this research focuses on the Correlation Between Students' Imagination and Their Writing Skills in Narrative Text. While imagination focus on creative imagination.

D. Formulation of the Problem

Based on the identification and the limitation of the problem mentioned above, the researcher formulated the problem as follows: Is there any correlation between students' imagination and their writing skill in narrative text at the first semester of the third grade of senior high school at SMA Muhammadiyah 1 Way Jepara in the Academic Year of 2021/2022?

E. Purpose of the Research

The purpose of this research is to know whether the correlation between students' imagination and their writing skill in narrative text at the first semester of the third grade of senior high school at SMA Muhammadiyah 1 Way Jepara in the Academic Year of 2021/2022.

F. Use of Research

1. Theoretically

Providing information to the readers about the correlation between students' imagination and their writing skill in narrative text at SMA Muhammadiyah 1 Way Jepara.

2. Practically

a. For the students

The result of this research can motivate the students to develop more about their imagination and write narrative text.

b. For the teachers

The result of this research can give information for the teachers about the correlation between students' imagination and their writing skill in narrative text.

c. For the school

The result of this research is expected can motivate the school to improve the quality of learning English.

G. Scope of Research

According to the title, the scope of the research can be described as follows:

1. Subject of research

The subject of research was the students at the first semester of the third grade of SMA Muhammadiyah 1 Way Jepara.

2. Object of research

The object of the research were the correlation between student's imagination and their writing skill in narrative text.

3. Time of research

The research was conducted at the first semester in the Academic Year of 2021/2022.

4. Place of research

The place of research was conducted at SMA Muhammadiyah 1 Way Jepara.

CHAPTER II

FRAME OF THEORIES AND HYPOTHESES

A. The Concept of Writing

1. Definition of Writing

Writing has been with us for several thousand years and now days it is more important than ever. Writing is a tool of communication for humans. Besides communication, the function of writing is to express ideas for humans in written form. The ideas are then fulfilled through a symbol that we know as letters. We can express ourselves with writing, and also telling about feelings through writing. Writing activity is a creative process of pouring ideas into writing form. Usually the result of this process we call text or essay. It can be concluded that writing is a process of communication by using letters, punctuation, words, or sentences as graphic symbols.

Writing is used to communicating or delivering messages to other people to inform a symbol. The delivery of the message is manifested in the form of a series of, symbols or graphic symbols that can be understood by the author and understood by others who read them. A written message is a change from direct communication. With another meaning, the sound when we speak is modified to be symbols that are understood by another human. Byrne State writing is graphic symbols that are letters or combinations of letters which relate to the sound we make when we

speak¹². When a human can not say directly writing a message is a tool to replace it. So, writing is a change in the form of sound that is modified into symbols that are understood by humans.

In the world of education writing is an important part of the learning process. By writing someone can put the contents of his thought and feelings into the text. Writing is an activity to combine the five senses. The joining of the five senses occurs when the brain acts as a thinking force, then the hands and eyes as a writing tool. Writing is one of the most important skills for educational success but also one of the most complex skills to be mastered.¹³ Many students still get difficulty in writing. These difficulties can be of various kinds such as difficulty in presenting ideas, developing writing etc. The difficulty can be minimized with more practice in writing and exploration of their mind. In short students have to practice their writing skills often because writing is one of the important skills but it is also difficult.

Writing is a complex activity between the brain and the senses. Writing a text requires creativity in students. Creativity that will affect the quality of the results of student writing. According to Oleva Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative non-fiction writing, and more.¹⁴ To

¹²Donn Byrne, *Teaching Writing Skills* (London, Longman Group UK Limited), p.1

¹² Maron Tilema, *Writing in First and Second Language* (Netherlands: LOT Trans 10, 2012), p. 1.

¹³Maron Tilema, *Writing in First and Second Language* (Netherlands: LOT Trans 10, 2012), p. 1.

¹⁴ Ilona Oleva, Inese Priedīte, *Creative Writing Cookbook* (Estonian UNESCO 2016) p. 4.

produce creative writing also requires the ability to build the imagination of the reader.

Based on the definition above it can be concluded writing is the change from voice to writing through symbols known as writing which contains the message of the author. To improve writing skills, a student must often practice creative writing so, it is easier for students to clearly express the meaning of their thoughts into a text.

2. Writing Process

Writing a text needs some process when making it because writing is not just drawing graphic symbols it is a complex activity. Writing requires expertise and thought. That is why writing is called a complex activity. According to Harmer, there are four stages in the process of writing there are:

a. Planning

Planning is the first stage when we will write. Here the writer should prepare what they will write in his mind / write some drafts as notes. The thing that must be considered at this stage the first, the writer must think about the purpose of his writing. secondly experienced writers think of the audience they are writing for. Thirdly the author has to consider the content structure of the piece.

b. Drafting

The next stage after planning is drafting. At this stage, the author will begin to express ideas in written form. In short, drafting is the second step of the writing process in developing the idea which is previously collected.

c. Editing

This is the third stage of writing, editing is the stage where the author reviews the writing that has been made. Correcting possible errors in the text such as confusing sentences, word adjustments, and grammatical accuracy.

d. Final Version

After all the above processes have been passed, the author is ready to publish his writing to the intended audience.¹⁵

In short, writing is an activity that requires a process. There are four stages in writing planning, drafting, editing, and final version. These stages are intended to produce good writing and be accepted by readers.

3. Element of Writing

Make a paragraph needs complex thinking because the sentence in the paragraph must be related to one and another. The next step to improve your writing is to move beyond word and sentence. Students must learn to consider how all of the sentences interact with each other and how the reader will relate to your paragraph. According to Walker, the five elements of writing are purpose, audience, clarity, unity, coherence.

a. Purpose

¹⁵Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman Group, 2007), p.4-5

In writing a paragraph, we have a specific purpose for what the paragraph was made for. The function of this purpose is to control a paragraph, so it is not to deviate from the topic being discussed. Some texts sometimes tell the writer to write the goal clearly at the beginning of the writing. All of this is intended, the writing is not convoluted and makes the reader confused.

b. Audience

The audience is meant by readers are people who read the writings intended by the author. A writer must know the target audience of his writing. The author must pay attention to every choice of language or words to be used, to suit the reader. In writing there are formal and non-formal sentences, the writer must be able to adjust the marketing needed. Formal sentences are usually found in academic writing, while non-formal sentences are often encountered in everyday life, such as in letters, advert et. a.l.

c. Clarity

Clarity is an element that means it is easy for readers to understand the author's writing. When students write texts, they must explain the points to be conveyed clearly. Sentences that are clear, specific, and uncomplicated will make it easier for readers to understand the contents of the text. Students must also be good at choosing pronouns so that the references are clear. A good writer can convey the meaning of the text without confusing the reader

d. Unity

The paragraph must have only one main idea. The main idea will be explained by the next sentence to form a paragraph. All of the sentences in the paragraph must be related to the main idea, so that will make one unified relationship in the paragraph.

e. Coherence

The next element of writing is coherence. The words that will be arranged into sentences must be logical. Coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order, and the ideas are linked using appropriate transition signals. A good paragraph is one sentence and another related to one topic sentence.¹⁶

From the description above, it can be concluded that in writing students must pay attention to the five elements of writing, which are purpose, audience, clarity, unity, coherence. So the quality of the writing is good and the purpose of the writing is conveyed to the reader.

Based on those explanations, the researcher concluded that the elements of writing are important for a writer. If in his writings he has found that there are four elements, namely purpose, audience, clarity, unity, coherence, there is no doubt that readers will be interested in knowing the overall substance of his writing. It will also provide new

¹⁶Richard Walker, *Five Element of Goods Writing*, (2010), p.4-14

knowledge and information which will have an impact on the reader.

That way, the quality of the writing will not be in doubt and bring benefits to the readers.

B. Types of Text

A text is an oral text that is fixed in written form. Thus it is clear that the text is a fixation or institutionalization of an oral discourse event in written form. Text is also a collection of symbols that are understood by humans and have the aim of conveying messages to readers. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, and recount. These variations are known as genre.¹⁷ There are types of writing as below:

1. Spoof

Spoof is a text to retell an event that has been experienced by someone with a touch of comedy.

2. Recount

Recount text is a text that is used to tell about past events.

3. Report

Report text is a text to describe the way things are concerning a range of natural, manmade, and social phenomena in our environment.

4. Analytical exposition

¹⁷Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan, 2003), p.3-5.

Analytical exposition text is a text to persuade the reader or listener that something is in the case.

5. News Item

The news item is a text that presents the most updated information that has just happened.

6. Anecdote

Anecdote text in English is a text to tell strange things that usually happened in the past.

7. Narrative

A narrative is a text that contains stories and stories of an incident that aims to entertain the reader.

8. Procedure

procedure text contains text that explains the steps and how to do something in sequence.

9. Description

Descriptive is a text that contains a detailed description of an object so that the object is real. The purpose of a descriptive is to provide a detailed picture of a person, thing, or situation so that it seems real to the reader.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation Text

Explanation text is a text that explains the processes of occurrence of an event involved in the formation or operation of natural or socio-cultural phenomena in a clear and complete, and detailed manner.

12. Discussion

A discussion text is a text that contains two or more points of view on an issue or problem.

13. Reviews

Review is a text that contains comments and evaluations about a particular item or product.

In short, there are many 13 kinds of text in English. From the thirteen texts, the researcher chooses the narrative text in this research. Many stories from narrative texts are fictional stories based on imagination. By writing narrative text, students will play their imagination in composing a story that they write. In addition, the narrative text also has a moral value that can be a lesson for students to be better in the future.

C. Concept of Narrative Text

1. The Definition of Narrative Text

The narrative text is a text that contains a story that describes a sequence of events, the narrative text usually makes a detailed explanation about the story. Langan says, Narration is a telling the story of something that happened by the writer through narrative, we make the statement clear

by relating in detail something that has happened to us.¹⁸ Narrative text is usually used to convey fictional stories such as folklore, legends, short stories, and novels. Many stories in the narrative text are made to tell children, to play the children's imagination with imaginary stories.

Narrative texts are imaginative stories to entertain people. Many stories in narrative texts are fictitious and imaginary. Stories must be arranged chronologically and interrelated. According to sulisty, A narrative is a story. Most narrative are imaginary stories but sometimes narrative can be factual too.¹⁹ In short, narrative text is a text that tells about a series of events chronologically and connected to each other that is imaginative or in the form of a fictitious story (composition) that has the aim of entertaining the reader.

2. Generic Structure of Narrative Text

Writing Narrative text must be suitable with the existing structure, such as:

- a. Orientation: In this part, the paragraph introduces the character and describes the setting of time place, and time in the story.
- b. Complication: The complication is the part where the problem beginning. This is the part of the story where something goes wrong and becomes a serious problem.
- c. Resolution: In this paragraph, the problem of the story begins to finish. The story can be a happy ending or a sad ending.

¹⁸John Langan, *College Writing Skills With Readings*, (New York: MC Graw-Mill Book Company, 1986), p. 111.

¹⁹Irwan Sulisty, *An Analisis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA Yasiha Gubug*, Vol.4, No. 12, 2013, p.171.

- d. Coda or Re-orientation: In The closing part, this section can contain moral lessons that the author wants to deliver.

From the explanation above, it can be concluded that the four generic structures in the narrative text are orientation, complication, resolution, and coda or re-orientation. These four things are needed in making a good narrative text. In this research, the researcher uses orientation, complication, resolution, and coda or re-orientation in making narrative text.

3. Type of Narrative Text

There are many various source narrative text can be found in the form: fables (stories about animals behave as humans pictured). Fairy stories (the story is fantastic, full of wonders), mystery, science fiction, romance horror stories, legend, historical narrative, personal experience, but in this paper discussing fables.

4. Language Features of Narrative Text

- a. Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc.
- b. Adjectives that expand noun phrases, such as long straight hair, two cute cats, etc.
- c. Time connectives and conjunctions to make events sequence, such as then, before that, soon, next, etc.

- d. Adverbs and adverbial phrases to show location and time of events, such as there, at sea, happy forever, etc.
- e. Action verbs in the past tense: live, dig, eat, etc.
- f. Saying verbs indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception, or feeling of the characters in the story, such as thought, understood, felt, seemed, etc.
- g. The use of Past Tense²⁰

The following is an example of narrative text:

Three Fishes

Orientation	Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.
Complication	<p>When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.'</p> <p>But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe.'</p>

²⁰Rahmad Husein, A. R. Pulungan, *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris*, Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Guru dan Tenaga Kependidikan, 2017, p.13.

Resolution	The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.
Coda or re-orientation	The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life.

Based on the statement above, narrative text is a written text that uses English in which the author writes sequential stories in which there are problems and solutions with a happy or sad ending.

D. Concept of Students Narrative Text Writing Ability

Each individual certainly has a different writing ability. Writing is an activity to express everything contained in the concept of thought in the form of written or written language. Purba stated that writing is not only about how to write words in writing but also how to package ideas, messages, and information correctly in a text, within certain criteria.²¹ Such as when writing narrative text, the ability to process words and express ideas in students' minds is needed to create good texts. Therefore, writing is an activity that requires the ability to express opinions, ideas, and imagination in written language.

Narrative text is a text that tells a lot about social life. it contains many moral values that the author tries to convey to the reader. According to Suarnajaya the

²¹Rodearta Purba, *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*, (Australian International Academic Centre PTY.LTD), Vol.9, No.1. p.28.

importance of a narrative text can be seen from the ideas being expressed in the text and the way that they are expressed.²² So when writing narrative text students do not only focus on sentence structure but also the content of the writing and the social meaning it contains.

Based on the explanation, it can be concluded that the ability to write narrative text is the ability to write related and interesting stories by paying attention to moral values and the way students express their ideas in writing such as choosing words, developing sentences, etc.

E. Assessment of Writing Narrative text

Assessment is an activity that cannot be separated in the learning process. Evaluating is one of way to determine or measure the level of students' ability for their learning process. There are several assessments in English including holistic and analytic scores. A Holistic score is an assessment method used by teachers to assess overall results and there are no specific indicators. A Holistic score is a single score or grade that is given to the entire competition. Holistic score reflects teacher impression of the work as the whole and gives students generalized²³. While analytic score is a detailed assessment by assessing various aspects of writing. In this study, researcher will evaluate the result of students writing in narrative text. According to Munandar categories for evaluating writing narrative text are:

²²M. O. Jelimun, I W. Suarnajaya, Sri Adnyani, *Lexicogrammatical Analysis of Narrative Texts Written by First Semester Students at Unika St. Paulus Ruteng*, Journal of Education Research and Evaluation, Vol. 4, No. 1, 2020, p.29.

²³Lenski, Frances Verbruggen, *Writing Instructions and Assessment for English Language Learners K-8*, The Guilford Press (New York: 2010). P.139.

1. Fluency

Assessment of students' fluency in writing narrative text is seen in how many words students can write in writing narrative text with the time specified in the instructions.

2. Flexibility.

Flexibility in writing shows that there is diversity in students' writing skillsentence structure that is canin the form of a sentence combination

- a. Simple, compound, and complex.
- b. Sentence declarative, inrogative, andimperative.
- c. Length sentence (short sentence less of five words, long sentences more than ten words).

If there is flexibility incontent or ideas that cover :

- a. Imagination that is whether the sample shows a rich imagination or not.
- b. Fantasy, is the extent to which the essay only contains facts or fantasies.

3. Authenticity

Narrative essay results show authenticity includes: title,final solution story, humor, characterization, and style writing.²⁴

F. The Concept of Imagination

1. The concept of the Imagination

²⁴Utami Munandar, in Kisyani Laksono, *Kemampuan Berfikir Kreatif Dalam Menulis Naratif Siswa Kelas V Sekolah Dasar Negeri di Kecamatan Gayungan Surabaya*, Jurnal Review Pendidikan Dasar, Vol. 2, No.2, Mei 2016, p.170.

Humans are endowed with an intellect and the basic capacity for imagination. The word imagination in English comes from the Latin language “*imaginatio*” and these words have many meanings that are: imagination, dream, and fancy (delusion, fantasy, illusion). Bachelard's general concept of imagination firmly establishes it as a creative faculty of the mind as over against a simple reproduction of perception.²⁵ Imagination is the beginning of creation when someone imagines things they think are impossible, and he formed the imaginary in the real world through writing, so the creating innovations that can be felt in real life.

Imagination is born from a human mental process. This process encourages all emotional forces to engage and play an active role in stimulating creative thinking and ideas and energizing creative action. Students' imaginative abilities are part of right brain activity that is beneficial for intelligence. Vygotsky's State Imagination, as the basis of all creative activity, is an important component of all aspects of cultural life, enabling artistic, scientific, and technical creation a like²⁶. In short, imagination can make students come up with creative ideas, make them more productive to produce interesting creations in writing.

Imagination is a familiar for the human but, not everyone can use imagination well. There are so many people difficult to pour it or make it happen. This ability depends on the brain of each individual. A person

²⁵Edward. K, et.al, *Gaston Bachelard's Philosophy of Imagination: An Introduction*, S\$F_n, (August 2012), p.160.

²⁶L. Semenovich Vygotsky, *Imagination and Creativity in Childhood*, Journal of Russian and East European Psychology, vol. 42, no. 1, p.9.

usually only uses his imagination to imagine without making it real. Imagination is more than just wish full thinking in your mind because if you do that, it will produce an innovation. According to Trotman imagination is an essential human capacity in various activities such as the pursuit of creativity and innovation, the symbolic expression of ideas, and critical thinking.²⁷ In short, many things can be produced using imagination depending on the individual who uses it.

*“imagination is more important than knowledge, for knowledge is limited to all we know and understand. While imagination embraces the entire world and all there ever will be to know and understand.”*²⁸

Albert Einstein also recognized that imagination is more important than knowledge. With imagination, we can think beyond limits and beyond the existing reality so that innovation or creative ideas are created. Different from knowledge, it is limited and real. Albert Einstein is a scientist who needed knowledge although, he needs the imagination more. The imagination transcends reality by depicting fantasy things in his mind. With imagination, Albert can create unthinkable creative ideas, and make them in real life.

From Albert's description above, we can know how much the influence of imagination in human life. we can feel the influence of

²⁷D. Trotman, Evaluating the imaginative: Situated practice and the conditions for professional judgment in imaginative education, International Journal of Education & the Art, 2006, Vol. 7, No. 3. From [Http://ijea.asu.edu/v7n3/](http://ijea.asu.edu/v7n3/).

²⁸Muhammad Khsasan, *Imajinasi (Khayal) Dalam Pandangan Ibn 'Arabi*, (Pondok Tradisi), p.14.

imagination in several fields such as technology, art, education, and others. In the world of education imagination influences various educational processes. Imagination is the background of the process developing the methods, techniques, and strategies in learning. The birth of the new curriculum is also motivated by the imaginative minds of educational institutions. For the student, imagination affects the learning process, as well as during the writing process, especially when writing imaginative text like narrative text.

Imagination is a base to produce an idea in our minds. Imagination is used in a conscious state. The idea that produces comes from a real memory in our brain, this memory is also processed to get a new idea. These ideas are what we need when we write because writing is an activity that requires creative imagination. Writing also requires knowledge, where as knowledge is based on reality. The definition of imagination given by Khasan imagination has a meaning as a power used to imagine something based on factual reality and logical reality.²⁹ In short, when writing requires creative ideas from the process of imagination, which comes from real events or imagination that exist in the mind.

Based on the statement above, the researcher concluded that imagination is the power of thought to imagine in fantasy) or create a picture of events based on reality or one's experience. In writing

²⁹Ibid, p. 45

imagination is a trigger for the birth of creative ideas which are then developed into interesting stories.

2. Kind of Imagination

According to Betts, two types of imagination are reproductive imagination and creative imagination.

a. Reproductive imagination

Reproductive imagination is the activity of reproducing objects in our minds. The objects that are created can come from two directions, such as inside or outside of the mind. The objects that come from the mind are leftover with the memories and sometimes not complete pieces are just pieces of memory. Based on Betts reproductive imagination is the kind we use when we attempt to reproduce in think of pictures described by others, or pictures of our own incomplete past experiences and loyalty to make it a true memory.³⁰ Different from factors outside the mind, this can be various types such as written pictures or other things.

Someone using reproductive imagination when the brain tries to produce images that are trying to explain from the outside mind or images from incomplete recordings of the brain. The object is from the outside can be a form of writing, picture e.t.al. The object from the outside mind can provide images to our brains to reproduce

³⁰G.Herbert Betts, *The Minds and its Education*, NY:D, Appleton and Company, p.138

images/ideas. Our mind also has existed, which can also be used as reproductive material. In short reproductive imagination is a type of imagination that can be used from old memories or objects from the outside of our mind to reproduce objects or ideas.

b. Creative Imagination

Creative imagination is an activity where the brain creates new ideas without need factors from outside a person. This situation usually occurs when solving a problem by bringing up unusual or new ideas creative imagination takes the images from our experience or those gleaned from the work or others and puts them together in new and original forms.³¹ In short, creative imagination not only creates images that have existed in the brain or reality. This picture will spark innovation.

It can be concluded that imagination can be divided into two, namely reproductive imagination and creative imagination. In this research, researcher focus on creative imagination. creative imagination is a factor that can trigger a new idea in writing a story. In writing stories, we need new innovations that are processed in our brains. With this new idea, the story that is made is not the same as other stories so that the work produced does not exist before.

G. Students' Imagination

³¹Ibid, p.139

Imagination is born from a human mental process. This process encourages all emotional forces to engage and play an active role in stimulating creative thinking and ideas and energizing creative action. Students' imaginative abilities are part of the right brain activity that is beneficial for their intelligence. Imagination can make students develop creative ideas. Students' imaginations arise from the results of memories in their brains, memories that come from past experiences, or knowledge from reading results.

Imagination can rise naturally and come from the bottom of the heart as a result of the process and the utilization of strengths and abilities brain given by God. The potential and ability of students' imagination is the first process of growth and development of creativity. The measurement of the extent to which students use their imagination can be measured through a question test adapted from Marks, this test is called the Vividness of Visual Imagery Questionnaire (VVIQ).³² where this test contains 32 questions which are divided into two sessions. The first is working with your eyes closed while imagining, the second with your eyes open.

Table 2
The rating scale used in the Vividness of Visual Imagery Questionnaire

Results Imagine	Score
Perfectly clear and as vivid as normal vision	5
Clear and reasonably vivid'	4
Moderately clear and vivid'	3
Vague and dim'	2
No image at all, you only “ know” that you are thinking	1

³²David F. Marks, *Visual Imagery Differences in The Recall of Pictures*, (New Zealand: University of Otago, 1973). p.17.

Source: David F. Marks, 1973, Visual Imagery Differences in The Recall of Pictures

It can be concluded that imagination is useful for students in the learning process and creating innovations. Each student has his own imagination ability. This ability depends on the experience and knowledge that is in the student's memory. They are all things that help students in imagining. VVIQ will be used by researcher to measure the level of students' imagination.

H. Concept Correlation Between Students Imagination and Writing Narrative Text.

Imagination is the power of thought for humans which is very influential in human life. Using imagination in writing text is the time of the creation of ideas that will be poured into writing. Writing an imaginative essay, for example when we writing narrative text. Narrative text is a form of literary work. Writing narrative text requires creativity in our imagination when making stories, like a plot, theme, and others. A good writer must be able to bring the readers into the story, so the readers are interested in reading the text.

In the narrative text, the author tries to convey the message contained in a story to the reader. The author needs imagination when compiling words in the story so that the plot and content of the story can be understood by the reader. According to Tedjoworo, the more writing contains an imaginary aspect (the more imagoscriptive), then the process knowledge as a logical or empirical confirmation

of information and the impression conveyed by the author will be easier.³³ In short, imagination when writing narrative text will help the writer express his ideas in assembling a story so that it becomes more meaningful and easy to understand.

The writing process is a creative activity by involving imagination in forming an image. The image in the brain will be processed into a story when wrote narrative text. Based on Sami imagination and fantasy essential thing to practice the language, to share the ideas, to develop the ability of thingking, and to make the students imagine.³⁴ A narrative text is the result of the author's thoughts based on imagination. In short, imagination is the basis of human creative thinking which leads to a result if realized as well as in writing a text.

Writing activities are inseparable from the teaching and learning process or education because writing is an activity that can give birth to a creative idea by the author and writing can also convey messages and feelings to someone. in writing narrative text can not be separated from the element of imagination that builds creative ideas in building a story. With the imagination, the writer builds his own imaginary space in his brain without limits, so that the distribution of ideas and the development of stories can be more easily written.

I. Frame of Thinking

Based on the preliminary research, the researcher found that the students had difficulty in writing narrative text. Students have difficulty in determining the topic when making a story. Second, the stories produced by students in narrative

³³H. Tedjoworo, *Imaji dan Imajinasi: Suatu Telaah Filsafat Postmodern*, (Yogyakarta: Penerbit Kanisius 2001), p.52.

³⁴Marwa Sami H, *Teaching Imagination Through Literature*, Tikrit University, Journal of Humanities, Vol. 21, No. 7, 2014, p.1656.

texts are also less imaginative. Writing narrative text requires creative ideas from your self to produce interesting writing. Narrative text is also an imaginative text, which is full of delusions from the author's thoughts. Therefore, narrative text is a text that is famous for imaginative stories.

In narrative text, the writer usually uses imaginary words that make the reader play with his imagination. The author sometimes makes fictional stories, such as animals that talk and behave like humans and there are many other imaginative things that the author writes based on his imagination.

In short, that when writing a narrative text, a writer must use his imagination to explore and develop the story written. The use of imagination is very influential in developing creative ideas in the brain. Imagination is the source of the creation of ideas in our mind space. The use of imagination will make it easier for writers to produce imaginative stories and attract readers. A good writer can make the reader understand what he is trying to portray in a story.

J. Hypothesis

Based on the frame of thinking above, the researcher proposes the hypotheses as follows:

H_a : There is a correlation between students' imagination and their writing skill in narrative text

H_o : There is no correlation between students' imagination and their writing skill in narrative text.

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