



Students' mistakes in fulfilling the generic structure criteria of narrative text draft

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ABSTRACT

Generic structure quality fulfilment of a narrative text draft gives benefits to be constructed as a qualified full paper. This research aims to reveal English college students' mistakes in constructing proper narrative text generic structure drafts. The data is 45 students' work. The students were ordered to construct a title and write a narrative draft that consisted of orientation, complications, and resolutions in the social problem area. The drafts were analyzed for linguistic fulfilment of those three parts of the generic structure. The finding of students' mistakes in constructing the orientation draft proposed is unclear, and the subject's identity is absent, as well as the absence of supporting information and the main problem statement. The students' mistakes in constructing complications are proposing incoherent stories that are not related to orientation, jumbling stories, focusing on different figures with the orientation, giving over quantity of personal perspective, and the absence of conflict development. The students' mistakes in constructing the resolution are writing only the conclusion and giving no solution. English teachers or lecturers are suggested to investigate and improve students' linguistic backgrounds to be coherent with the narrative text before giving the writing training practice.

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Introduction

Writing practice in English language teaching is a complex process. The writing practice involves complex skills such as vocabulary mastery, grammar, punctuation, coherence, cohesion construction, developing content, and other relevant competencies that support a writing practice. Writing is a powerful English active skill that allows students to express their creativity and experience and influence the people who read it (Qatrinada & Apoko, 2024). Moreover, it could be more complex for the writing practice of a foreign language, such as English writing practice. The English writing practice could also be more complex when it is

differentiated among types of writing practices. The position of writing is about the skill that could cover the complex process. The complex process of writing requires the effort of high guidance, training, feedback, and mentoring. Writing is a productive skill that expresses a person's ability to express ideas, feelings, and experiences (Gee, 2024). The writing process represents the writing skill development of students or writers. They must increase their background of micro-skills and knowledge that support their writing skills itself. In addition, the personal interest also influences the writing process and its output. Students who are being trained for writing practice need to be aware of the guidance of every writing activity type. The teaching writing process is a result of interaction between students and a teacher in which the teacher is a facilitator (Elmahida et al., 2021; Rahmadani & Nurhaeni, 2023). Background knowledge is one of the important factors that influence a writer or students.

Genre writing practice is one scientific training for college students. The genre of text-type writing practice could be categorized as one step to prepare students to enter the higher level of specific writing type. Genre consists of several text types, giving students choices and opportunities to develop their potential to express their ideas and creativity based on the character of every genre. Genre provides limitations or borders of scientific rules because a writer must follow the limitations. One of the students' most common mistakes in a genre writing practice is their lack of knowledge of how to make a good paragraph (Hamzah, 2023). The limitation does not mean to curb a writer's idealism, but it helps the writer to focus on his or her information gist and follow proper linguistic rules. College students could also benefit from the conquering genre of text types because it applies to their necessity to write formal documents of scientific texts. In addition, the use of interesting media helps students to develop their ideas and writing competence or skills (Rahmadani & Nurhaeni, 2023). When college students would like to write a report for their final semester project, they could apply one proper genre based on their needs. Through writing skills, the students could convey their ideas, thoughts, and feelings clearly and efficiently through written media (Zebua & Laia, 2024). Even in undergraduate thesis writing, they could also apply specific genres or text types that are considered proper for their text character. The genre writing practice provides an opportunity for a college student to manage their writing practice with potential aspects such as their passion, the formality level of the text, social impact consideration, the correspondence process, etc.

One of the genres of writing practice that could be applied and relevant for college students is writing narrative text. The narrative text is about how to tell the detailed story of an object or phenomenon in a happening by following the narrative genre rules. It gives limitations on how to inform the happening of the object or subject in following the linguistic rule that is proper to be applied. A narrative text could explore both true and imaginary stories that tell the story in a chronological event (Gee, 2024). The process of writing a narrative is flexible, even if it could be explored by applying an application such as Tidy Note (Muaffaq & Rakhmawati, 2024). The narrative text writing skill must be mastered by college students, especially English study program students. The students will not only develop their insight into writing types but also practice it for their needs and support their further scientific writing needs and practice. Exploration and application of innovative and interesting learning methods for students, such as video, are effective in improving students' narrative writing texts (Nugraha & Huda, 2024). Writing practice of narrative text for college students is

adaptable and could explore proper strategy and instruments. The instructors and students must collaborate in the writing practice.

Narrative text writing practice and training are beneficial for students. The benefits of the skills of writing narrative text will be obtained by students when they must write related needs, e.g. writing a report or official document that must include object description. The benefits of narrative text writing skills come from training activities that represent field skills. The development and progress of narrative writing and its skills are very important to be applied in EFL writing classes (Qatrinada & Apoko, 2024). The skills and benefits cannot be obtained only from theoretical study. The benefits also represent the students' effort when being trained to write narrative text. Writing narrative text also trains students to be detail writers because it requires a good sequence of stories to ensure the readers. The students are encouraged to differentiate the factual, fictional, and personal perspectives of their writing content. The use of interactive media such as comic strips in the practice of group work of writing narrative text is effective but is still controlled by the teachers (Rohmaniah & Mustofa, 2023). On the other hand, they are also trained to be responsible for their writing content, which implies a cognitive awareness of how to present the data or story in the narrative. In addition, writing narrative text encourages students to compile various data sources to support their main data and information. The potential benefits of writing narrative text could also be found after being practiced for their writing needs.

Problems of writing narrative text for students reflect its quality result. The problems could come from linguistic and non-linguistic factors. The linguistic factors are related to the linguistic rule of narrative text. Students must understand and follow the linguistic rules when writing narrative text applications. It is a little bit of a complex problem because the students' knowledge background also influences the result. Their previous grammar could represent their performance in the narrative writing. One of the student's difficulties in writing narrative text is the use of grammar because of their previous lack of the concept and type of grammar (Fadilah et al., 2024). It also happens in the vocabulary that students use, such as general or specific vocabulary. Narrative text writing is proven to be effective in improving English writing proficiency (Qatrinada & Apoko, 2024). The problem of English writing has a direct correlation with the narrative problem. The challenge for English teachers or lecturers is to check and improve the students' previous related linguistic competence before beginning to teach the concept and formulation of the narrative text. Students' problems in learning narrative text are difficulty organizing paragraphs, and a lack of ability to express ideas (Sari et al., 2024). In addition, the non-linguistic factors such as students' psychological condition, anxiety, readiness, personal problems, and classroom conditions also influence the process and result quality of the narrative text writing practice. In this case, this research focuses on the student's linguistic problem in fulfilling the proper generic structure of the narrative text. The linguistic problems are taken and analyzed from the students' work results when writing the narrative text. In this research, the mistakes of students' drafts could be categorized into linguistic problems, systematic problems, and non-linguistic problems, which can be seen in the results and discussion section in detail.

This research proposes a scientific problem: How do college students' mistakes fulfil the generic structure of writing the narrative text? It is important to find its findings and analysis, the objective of which is to give feedback or benefits for future English teachers and lecturers to maintain good preparation to teach and train writing narrative text for their students. This

research proposes the mistakes of writing a narrative text that is also possible to be practiced by students in the future. Thus, the findings of students' mistakes in writing the draft of the narrative texts of this research could be used as indicators to be managed by English teachers or lecturers in the future. Another point is that in this research, the main object is the draft because it is assumed that constructing the proper draft could be continued to write the full paper effectively and properly. The findings and analysis results can be seen in the findings and discussion section.

Method

Research design

The design of this research is a case study based on descriptive qualitative. The case study was chosen because the findings of this research are placed as the evaluation part for the next teaching program. The data was taken in the second of three meetings of narrative teaching and practice on the subject. The participants were the 45 students of the fourth semester in the introduction to essay writing subject in the academic year of 2023-2024. The researcher was the lecturer on the subject.

Data collection

The data were collected by collecting the students' work. In a qualitative study, the researcher gathers the data by interviewing the subject, observing, recording, taking documentation, and participating in the events (Magilvy & Thomas, 2009). The documentation was taken to keep the natural condition of the student's work. In the process of collecting data, the subject was taught the narrative text for one meeting because it is one of the materials of the introduction to essay writing subject. In the next or second meeting of narrative teaching and practice, the students had to write a narrative text whose topic was limited in the scope of "social problem", but the title was determined by the students. They had to write the text in the form of a draft. In the process of analysis, the students' drafts were compared with the generic structure of narrative text that consists of orientation, complication, and resolution. In the process of writing the draft, the lecture did not explain anything to students so the data represents their achievement. Qualitative designs require data generation and analysis in which the analysis reveals the categories, patterns, and themes coding the data (Magilvy & Thomas, 2009).

Data analysis

The analysis of the data follows the criteria of the narrative generic structure and its adaptation that consists of 1) orientation: introducing the participants including evaluation of how the participant is introduced, 2) complication: the development of the crisis or problem, 3) resolution: the problem is resolved for better or worse, and 4) re-orientation: optional (Siahaan et al., 2008). In this research, the researcher does not take the re-orientation data because the students are considered in the first practice of writing the narrative text. In analyzing the data, every part of the generic structure draft was compared with those concepts. The mistakes were coded and described its implication.

Findings and discussion

Findings and discussion represent the generic structure of narrative text that consists of orientation, complication, and resolution. The finding and discussion of every part of the generic structure are presented separately because they have different concepts and areas. They are also analyzed by following the recent issue and findings of relevant previous studies.

Mistakes of constructing orientation

The ideal orientation of a narrative text is to introduce the specific identity of a figure, subject, time, place, and happening. The content must be short and informative so that it can limit the readers' focus to the center of the figure of the story. The readers must be made to guess the figure. There are some main students' mistakes in constructing the orientation of a narrative text.

Presenting an unclear identity of the main figure is the first mistake of students' work in constructing the orientation of the narrative text. The figure's identity is often expressed by initial and personal pronouns. The readers cannot identify who the figures are. Incomplete text is not a union text including narrative (Hamzah, 2023). The completeness of the participant must be clear and finished in the orientation step. The character of the narrative text is the first thing that is faced by the readers (Susanto & Irmayani, 2023). Moreover, some draft also presents the multiple names of figures that encourage the readers to guess who the center figure of the story. Even, the combination of different figure types between human and non-human subjects such as animals without a direct main story appointment makes readers get confused about who the main figure center is. In addition, the writer's perspective on the identity information, character, and background of the figures encourages readers to misunderstand that the writers are the center of the figure in the orientation. The clear identity and role of the figure in the orientation are vital to implying the story. Personality characters must be informed in detail in the orientation or exposition because mistakes or incomplete information of the main characters make the readers understand the story (Susanto & Irmayani, 2023). The readers need to imply the central figure of the story in the first view of the orientation. In this case, the writer of a narrative text should limit their perspective and comment to the center figure in the orientation to avoid misunderstanding readers. When the writer is the central figure of the story, it must be declared directly in the orientation.

The absence of supporting information on time and place is another mistake that causes misunderstandings in the reader. Some writers are found to focus on a central figure's identity, achievement, and life history without presenting what the narrative story is about. Thus, it is fragile to imply a bibliography to the readers' first view. In the orientation step, writers have difficulty writing the information about the character, time, and place of the text (Fadilah et al., 2024). The completeness of the paragraph is one general problem (Hamzah, 2023). The incomplete information of the main character also gives the problem of understanding level to readers. The domination of the figure's life history without presenting the narrative's main orientation tends to change the orientation to the introduction of a life history text. The supporting information on the time of what happened that will be told is very important to balance the readers' mind of the figure's identity and the time of happening, which will be elaborated in the complication step. The supporting information

about the place of happening also turns out to be unclear information about the main or central story of the orientation. Narrative can also be described as prose whose series of events and elements of theme, plot, setting, character, and perspective (Zebua & Mohamad Yunus Laia, 2024). The supporting information of time and place is crucial to emphasize the main story of a figure, which will be elaborated on in the complication. The writers could give information about the time and place after informing the figure's identity. Information of time and place is important whether the narrative is written based on factual or imaginary stories.

Another important mistake is the absence of the main problem in the orientation. The problem in the orientation does not mean to present a conflict, but it is about what is happening to the main figure that will be told. Some students even encourage readers to read the main information of the story in the complication, which is inappropriate. Students also had problems organizing their ideas in the orientation that it makes them have difficulties to start writing the narrative text (Sukran & Kurniawan, 2022). The narrative text is a text that describes the story in a sequence of events whose cause and effect relationship (Rahmadani & Nurhaeni, 2023). The main problem or story orientation should be placed in the orientation of indirect information. In this case, the main story or problem should also give clues about the development story in the orientation so that the readers are encouraged to continue reading the text for the next part of the text. Learners are also found to have problems developing ideas into stories because they are not familiar with narrative texts. It is the teachers' task to familiarize the text students by giving them experience and practice (Rahmadani & Nurhaeni, 2023). The readers should be attracted as deeply as possible to the main story in the orientation. The narrative text must stimulate the readers' feelings to be attracted to the story; that is why the narrative text model should be in a prose model (Susanto & Irmayani, 2023). The absence of the main problem also represents how the preparation of the draft writing is. The writers could be judged from the beginning or first part of the text. The main problem should also be related directly to the figure at the center of the story.

Mistakes of constructing complications

Constructing complications is the second step of writing a narrative draft after finishing the orientation. The complication normally has the biggest part of the draft because it elaborates the main story. Some mistakes were found and discussed as follows.

The incoherent story of orientation with the main information of the complication is a fundamental mistake. The incoherent content of sentences could be divided into two terms. The first is the incoherence in the draft sentence content. The second is the incoherent content between the main story of the draft and the orientation. The narrative text serves as powerful media for writers to express their perspective of life and emotions that have a temporal and cause-effect relationship (Qatrinada & Apoko, 2024). Some students propose coherent sentences or draft sentences of complication, but they do not correlate with the main story of the orientation. Disordering writing is also caused by the error use of morphemes or groups of morphemes (Gee, 2024). Some texts propose the complicated draft in the form of a personal life bibliography rather than a narrative text. Some students even propose a complete draft that tells the story of different figures from the orientation figure. The incoherent writing problem is a general problem that does not only happen in narrative

writing practice. The error of coherence in narrative writing also shows that students still do not understand the relationship among sentences (Hamzah, 2023). It is caused that students did not pay much attention to their previous draft writing of the orientation which makes their writing effort incoherent. Finishing the proper orientation has a significant influence on the next step of writing complications.

The jumble story is also another mistake, although they are connected to the orientation draft. The proper draft content should give a good arrangement of the story from the beginning, middle, and end of the story. On the other hand, some students turn to the beginning story when finishing the last part or end of the draft, indicating they would like to emphasize the story. Students also get difficulties in parts of speech such as grammar, past tense, prepositions, pronouns, composing words, punctuation, and vocabulary (Fadilah et al., 2024). The part of speech problems impacts the flow of the narrative story directly. The students' content errors in writing are caused by a lack of grammar, so the teachers are suggested to explain more of the grammar materials that are related to the narrative text (Gee, 2024). It is an ineffective method to present a jumbled story because readers could misunderstand the flow of the information. Moreover, the narrative text tends to tell the flow of a conflict or social problem story so that readers need to be helped to understand the story directly rather than imply the hidden meaning or information. The focus should be on the division of the content before continuing every material to the next step. The narrative text must be readable so that readers can understand the writers' intended information, feelings, or ideas related to the word choice, spelling, and other components (Bakar et al., 2024). The jumble story also gives the risk of breaking the generic structure rule of the narrative text. To overcome the jumbled sentence writing practice, the English teachers or lecturers could identify and improve it by applying pre-tests and a simple writing treatment.

Focusing on different subjects from the orientation subject also invites the question of what the focus of the text is. The focus of the object should be kept in line between the orientation and the complication. Some students pay attention to different subjects between orientation and complication. It has the potential to give a misleading to readers about who or which one the center of the story is. Presenting the different subject could be caused by students' uncontrol serious writing practice. Students' lack of understanding of the stories of writing narrative texts was found to give difficulties in writing information about character, time, and place (Fadilah et al., 2024). The subject's different orientations should be avoided because one good text covers an integrated story and the subject as a whole part of the subject. The incorrect use of personal pronouns and possessive adjectives also proposes a problem with the quality of narrative writing (Siska, 2024). In this case, the incoherent subject is a vital mistake because the narrative story could also be interpreted by the wrong figure. Organizing ideas could be taught to students to write narrative text through the steps of introduction, characters, setting, and events (Utami et al., 2024). The consistent focus on writing needs to be trained first before practicing the target of writing. The case could be serious if the figure is very famous. The connected subject must be revised first before continuing to the next step or writing in the complication.

Presenting an over-capacity story from the personal perspective of the writer could break the main concept of narrative text. The personal justification of the writer, which is at the level of extra capacity to dominate the story, could create an ambiguity in the narrative concept itself. Students' lack of complicated concepts of a narrative text causes the problem

of writing the complicated section (Fadilah et al., 2024). Students must explain their position in the complication step. The very deep and over-capacity of the personal justification could make the content similar to hortatory text. The writer's justification should not dominate the story or content of the complicated draft, although the narrative text is based on a fictional story. The use of media can assist students in developing their ideas (Sari et al., 2024). Developing idea skills without giving over personal perspectives also needs to be trained as the first step for students before practicing writing narrative texts. Factors that influence students' writing achievement in writing narrative text are complex and consist of teaching method, motivation, personal interest, teaching materials, media use, the teacher's feedback, and the environment (Utami et al., 2024). Their personality is one of the factors that also need to be maintained. The elaboration of different sources of the story and the writer's little personal perspective could be an alternative to writing a comprehensive complication of a narrative text. Productivity, sentence complexity, and story content are macro and micro stages of the student's proficiency in writing narrative text (Zahra et al., 2023). The story content could be developed as a training program on how to balance the writers' perspectives and the writing content. The personal perspective of the writer should also be logical and not in the hyperbole expression. In addition, the writers of a narrative text also need to differentiate their perspectives and the complicated materials that were taken from various sources.

The absence of conflict or problem development is also one fundamental mistake. Based on the narrative generic structure criteria, the complication must contain conflict or social problems, but unfortunately, not all students fulfil the criteria. Some of the students write a flat story in their complication draft without giving conflict tendencies. The absence of conflict also represents the writer's focus and quality of content arrangement. Students' difficulties in writing complications are caused by their confusion about what will happen in the complication (Fadilah et al., 2024). The lack of understanding of complications also impacts the absence of conflict or problem development in the complication. Social conflict can be managed by triggering the conflict at the beginning of the complication. In this case, social conflict does not always represent quarrelling or negative issues, but it could be an example of how a problem should be expressed and solved. In addition, the narrative text could also be developed as training to manage the presentation of social conflict in a good order and manner. Writing skill is a productive skill that allows writers to express their ideas and feelings that cannot be conveyed orally (Bakar et al., 2024). The development can be about the perspective to develop a problem in the complication step of narrative text. The conflict development in the narrative text could follow a system that had been prepared so that the readers could understand the beginning, process, and where the conflict will be solved. One important notice is that the conflict must not solved in the complication step because it must be written in the resolution step.

Mistakes of constructing resolution

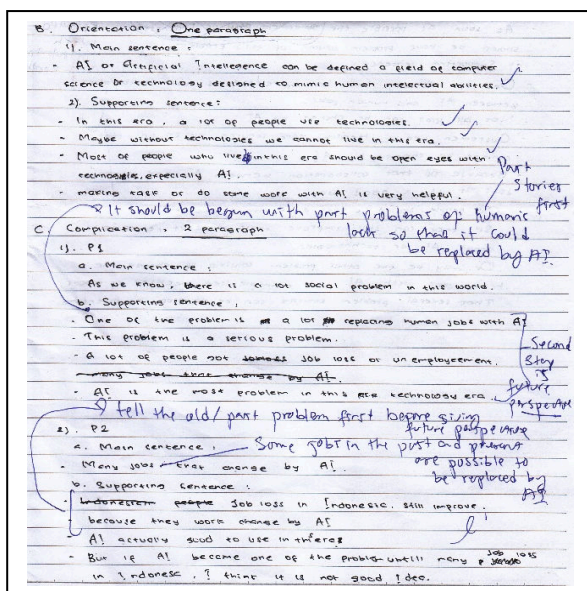
The most common mistake in constructing a resolution is the tendency to write a conclusion without giving a direct solution to the conflicts of complication. Based on the analysis results, the mistakes are caused by two main factors. The first factor is the lack of resolution criteria. Students' misunderstanding of the concept of resolution of the narrative text is one cause of the absence of resolution fulfilment (Fadilah et al., 2024). The resolution is the end situation

of a story in a narrative that may be cheerful or tragic (Sze & Hamid, 2022). The second is caused by the fact that the problem solution had been written or discussed in the complication step. Telling the end of an issue that is resolved joyfully or tragically can be the additional material in the resolution (Arumdani, 2023). Narrative text demands students' innovative methods to elevate their writing skills including critical analysis (Qatrinada & Apoko, 2024). Critical analysis could be applied to the resolution by proposing a solution for the crisis in the resolution step. Resolution is the third step of a narrative that tells the final of a story and contains completion (Alqy & Zuhriyah, 2022). In addition, the students also would like to explore their perspectives on the problems that are presented in the complication so that they miss the resolution criteria. Some students also copy their writing in the complication draft or paraphrase or write their complication draft in different writing formats. Writing the resolution of a narrative text is a little difficult because writers must grasp the final story of how the character finally solves the problem or conflict (Susanto & Irmayani, 2023). The ideal and obligation portion of resolution writing or draft writing of a narrative text is to construct a formulation of solution for the problems or conflict that had been presented in the complication steps. The trap of writing a conclusion could have been avoided if the writers had finished the orientation and complication properly.

The findings of this research are based on empirical objects and data, which are students' work or drafts of narrative text. The research would like to show the sample of the student's work and the sample analysis inside the sample. The sample consists of four objects that can be seen in Figure 1 below.

Figure 1

Sample of the Students' Work



Based on the background, findings, and discussion, this research reviews the complete and strategic steps of writing the convenient narrative draft that could be continued to the full manuscript in the next steps. The steps could be divided into three steps, generally: beginning, main, and ending.

In the beginning, the step is about the identification of the students' or writer candidates' basic knowledge, skills, and obstacles. The student's narrative reading habits are in line with their ability to write narrative text (Yana, 2024). On the other hand, it is recommended that we investigate rather than just assume. Questionnaire results on reading habits could be a guide to describe the student's ability to write narrative text (Yana, 2024). It is still in the beginning; the English teachers or lecturers need to explain the basic concept of narrative and give short and comprehensive briefings to the students. In the step of manuscript preparation, the authors have word calculation in their minds for each section of the manuscript (Turnbull et al., 2023). Material preparation is also the beginning step in supporting the limited topic of the narrative text. Created materials are suitable for students for their narrative writing practice (Harahap et al., 2024). The beginning step is important to enter the next step of the main step.

In the main step, students need to be emphasized about the criteria of the narrative text so that they will not write the wrong schema. There are six narrative features which are 1) question: broad, 2) source: not specifically, potentially biased, 3) selection: not specifically, potentially biased, 4) evaluation: variable, 5) synthesis: often qualitative, 6) inferences: sometimes-evidence based (Turnbull et al., 2023). The next step is to apply a certain model when writing the narrative text draft. It is recommended to apply the single model to encourage students to be focused. A model of writing narrative text is called the Go Green model which consists of seven steps including 1) grouping: students are formed in groups; 2) organizing, students set strategies to identify the problems and their solutions; 3) growing: increasing interest, creating topics, and looking for references, 4) reading related materials, 5) exploring knowledge, 6) elaborating: making the narrative topic and developing the narrative essay, 7) narrating: telling the stories based on their writing and product of the narrative text (Nugraha & Parid, 2023). The English lecturers or teachers must select their teaching model carefully.

In the last step or end, the writing quality control could be checked by the use of certain software of technology applications. Artificial intelligence also helps non-native English learners improve their writing clarity, style, and coherence (Giglio & Costa, 2023). The application of artificial intelligence can give a solution to non-English native learners to write a complete manuscript and check the grammar and writing style (Giglio & Costa, 2023). The English teachers or instructors not only have to ensure the quality of the students' drafts but also their plagiarism level.

Based on the review above, this paper proposes a simple and effective sequence of steps for writing a narrative text draft, which covers the beginning, main, and ending or closing. The main formulation activity at the beginning of writing a narrative text draft consists of 1) increasing knowledge by reading related references and samples or narrative text, 2) introducing the main concept of narrative text, including social purpose, generic structure, and linguistic or lexico-grammatical features, 3) conducting pre-test of related grammar and other linguistic rules of narrative text to identify the students' linguistic basic knowledge. Meanwhile, the main activities in the main steps consist of 1) determining fundamental, effective, and efficient steps of writing a narrative text based on a certain reference, 2) explaining the steps to students in detail, 3) giving a short sample of writing a narrative text draft to students, 4) giving example of mistakes in a narrative text draft, 5) giving specific order to students to begin writing till the end. In the last step or closing, the main activities

consist of 1) asking students to check their narrative draft by using certain qualified software to check the grammar and other linguistic applications, 2) asking every student to explain the main content of their narrative draft, 3) giving correction to the students' narrative draft, 4) explaining the correction results wisely. The steps are dynamic and could be developed based on the class situation.

Conclusion

The quality of writing a narrative in draft or full paper needs special preparation to avoid getting students' low-quality generic structure fulfilment. There is no single factor that causes the unexpected result of students' narrative drafts. The preparation must be carried out in a complete formula, which means it is not only the generic structure criteria but also how to construct and fulfil the title, social purpose, and lexico-grammatical features of the narrative. In some cases, those also affect the quality of the generic structure fulfilment. Teaching and training fulfilling the generic structure of the narrative text does not only demand the content arrangement by following the generic structure criteria but also how to make students realize the limitations of the whole linguistic and non-linguistic rules of writing a narrative text draft. The narrative text quality is also affected by the students' previous linguistic competence, which is in line with the narrative text's generic structure, title construction criteria, social purpose, and lexico-grammatical features. If the English instructors have sufficient time, they should conduct the pre-test of the related linguistic competencies which are in line with the narrative text. The pre-test result could be the evaluation material to improve students' basic linguistic competence before teaching and training the narrative text draft or full paper to students.

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