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LECTURERS' NARRATIVE WRITING TEACHABILITY AS PROVEN IN STUDENTS' SHORT STORY PERFORMANCE

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ABSTRACT

The research aimed to observe the lecturer's teachability on students' short story performance based on the database fitness of narrative writing. The research involved 245 undergraduate students aged between 18 to 23 years old (Mage = 20,65; SD = 1,603), from the parallel-intact-narrative writing. Students' self-rated evaluation used several variables: transparency, accountability, fairness, and assistance in narrative writing instruction. Meanwhile, short story samples verified vocabulary, structure, mechanics, content, and organization. The findings show the lecturer's teachability in the moderate category, for which the independent T-test results do not statistically show a significant difference between male and female students for perceiving the lecturer's teachability, and the MANOVA revealed the lecturer's teachability with F (16, 724.687), p = 0,044; Wilks' Lambda = 0,894; and partial eta squared = 0,028, determined a differently statistical significance. The Systematic Analysis of Language Transcripts (SALT) indicates students' short story samples with some experience of the syntactic structures and various categories upon the correlational results since the transcript length intelligibility, standard measures, and subordination index signified the database for supporting students' short story performance.

Keywords: *second language (L2) students, lecturers' teachability, narrative writing, short story, SALT*

INTRODUCTION

Lecturers' teachability in narrative writing may potentially help students to deliver their writing performance based on the appropriate learning processes, particularly for those who are taught in bilingual instruction. Parametrically, the significant bilingual activities correspond with the simultaneous and sequential learning acquisition when two different languages are accommodated (Ebert, 2020), as well as support the functional writing within the selected criteria (Pavelko et al., 2016).

Contextually, the morphological inflection across the two different languages may influence students' understanding in composing narrative writing in terms of tenses, subject-verb agreement, mood–subjunctive and indicative, and aspect–imperfect and perfect differences (Gutiérrez-Clellen et al., 2000). Following students' narrative writing understanding, the strategy may start with generating ideas, assembling the writing coherently, and organizing the first draft (being revised several times). Then, students can rewrite the draft till the final version to promote and orientate the text progress with planning, drafting, aligning, revising, and producing paragraphs (Balderas & Cuamatzi, 2018), as well as concurrently increasing students' critical thinking (Granruth & Pashkova-Balkenhol, 2018).

The importance of this narrative writing can be derived from the expository or argumentative paragraphs (Grenner et al., 2018) that implicate comprehensive narrative writing instruction and assessment processes (Jeong, 2017). Some constructive criticisms or reflective comments experientially

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encourage students' self-regulation before they submit and afford to progress their selected paragraphs (Selwyn & Renaud-Assemat, 2020). Students may possess their capability of using simple-to-complex vocabularies in narrative writing strengths, although sometimes they are not willing to facilitate them in terms of genre-based writing purposes. However, narrative genres affect student proficiency levels, raters and/or inter-raters, and writing skills performance criteria. The results have important implications for how to use this genre for writing assessment purposes if the textual analysis of students' paragraphs looks more concise into the lexical and syntactic differences by identifying the linguistic indexes, such as lexical diversity, cohesion, word formation (Jeong, 2017), literate vocabulary, complex syntax, pragmatics, grammatical morphemes, verb tenses, plurals, pronouns, and overall language productivity (Nippold, 2021). However, students' proactive participation in sharing ideas enriches the contents-knowledge repertoire (Huang & Zhang, 2019). In this context, students' short stories aim to identify and define its elements and demonstrate grammar skills. They tell the readers' when' and 'where' the story takes place and time, expose the personalities' antagonist and protagonist, chain the related events that struggle with opposing forces, and lead the main ideas to the writer's writing.

Unfortunately, students still have difficulties in performing satisfactory narrative writing, both processes and products, since some problems regarding tenses, subject-verb agreement, mood–subjunctive and indicative, and aspect–imperfect and perfect (Gutiérrez-Clellen et al., 2000), generating ideas, assembling the coherent writing, and organizing are failed to do (Balderas & Cuamatzi, 2018). Others rely on a few linguistic features, barriers in a coherent structure creation, and distinct outlooks for the conventions of proper writing conventions (Lichtinger, 2018). In narrative writing class, the lecturers experientially do not have sufficient time and references to engage in what is happening in the classrooms. Their lack of attention to individual students significantly influences teaching and pedagogical determinants to focus on effective teaching practices and look eager for particular challenges (Muhonen, Pakarinen, & Lerkkanen, 2023). A non-inconsiderable ratio of the companion undergoes ineligibility to clarify how the lecturers teach with the comparable requirements and suggest self-regulation (Selwyn & Renaud-Assemat, 2020).

In the case of narrative writing teachability, lecturers' transparency requires the auxiliary gauge among lecturers' content knowledge to create an authentic classroom setting (Xu, 2021), systemic change for improving transparency mechanisms (Read & Atinc, 2018), and practice-based pedagogy within decision-making and process (Peercy & Troyan, 2017). Hence, overwhelmingly committed lecturers to students' narrative writing improvement embody future teachableness (Li, 2018).

Meanwhile, lecturers' skills accomplishment and development are conceived to be academically granted (Rahmatollahi & Zenouzagh, 2021). The lecturers' accountability, professional identity and subject matter, pedagogical, and didactic expertise distinctness supported students' narrative writing practices shall appropriately develop academic skills (Geletu & Mihirete, 2022) by accommodating a constructivist assessment model (Sumekto & Setyawati, 2018; 2020). Hence, effective lecturers accomplish their professional development and occupational professionalism requirements to fulfill the systematic and planned manners (Küçükbere & Balkar, 2021).

Further, lecturers' fairness practices may mediate substantial narrative writing activities bridging academic goals contextually (Oddone, 2022), which provides content-focused narration regarding events and experiences. This builds students' narrative writing practices, integrates useful teaching materials, and initiates self-efficacy (Luesse et al., 2022), as well as measures students' motivation, anxiety, and effective narrative writing (Khan, 2022).

Furthermore, lecturers' assistance demands students' participation and involves their writing activities supervision, which requires any assistance efforts stability (Zeinstra et al., 2023). In practice, lecturers' observable attention strengthens social relations or emotions, focusing on their effective fairness (Muhonen, Pakarinen, & Lerkkanen, 2023).

Previous studies legitimate academic writing among the second language (L2) students' clausal complexity that varied insignificantly in the coordination and subordination sentences. It results in the underscore of first-year writing class in the syntactically nominal complexity substance for its high-rated academic writing (Casal & Lee, 2019). Unfortunately, L2 students' narrative writing elaborateness is weakly correlated to the general ideal, centrality, and plausibility. Although the elaborateness is still related to the intended writing efforts, the ideal writing's guided roles have not been accomplished yet (Cho, 2020).

As a matter of its importance, narrative writing pointedly derives setting, characters, sequential events, and transitional to facilitate L2 students' learning syllabus. Students increasingly use the strategy to draft meaningful paragraphs on a topic of history and or social studies (Foxworth, Mason, & Hughes, 2016), besides demonstrating self-efficacy to increase the paragraphs and perform acceptably general writing skills in pre- and post-intervention (Grenner et al., 2020). Most students empirically start writing the narrative texts with a short introduction, summarize decided ideas in the text body into a conclusion, identify the coherence among sentences, and elaborate ideas concisely (Siekmann, Parr, & Busse, 2022) to show the level of their narrative writing performance. The narrative writing has a consistent plot following the multi-faceted natures. It might correspond to the positive outputs if it is significantly engaged (Walker,

2018). However, students are mostly eligible to depict some discrete ideas in the paragraphs to support their supporting draft. They constitute the multiple evidence in facts, figural events, and other personal experiences relating to illustration, comparison, and definition of the selected and decisional topics (Huang & Zhang, 2019), as well as the spelling robustness on students' writing draft that becomes noteworthy since the key component might constrain the writing process and result dynamics (Torkildsen et al., 2016). Although the writing strategy especially complies with quality, the skill particularly indicates the number of produced words (Wijekumar et al., 2018) to personalize students' creativity (Gámez & Cuellar, 2019). Niño and Páez (2018) have emphasized the internal factors–physiology (e.g., health, sensory, and resilience) and psychology (e.g., interests, self-concept, self-toughness, intelligence, and talents) and external factors (e.g., social environment, lecturers, and other factors relating to the physical facility, and designed curriculum) could impact assessment for learning among students, which lead to a sustainable writing mechanism shift. This situation empirically figures out that students' narrative essays are complex. Students' narrative exposure decreases with language proficiency advancement (Bi, 2020). So, understanding the diverse linguistic and sociocultural backgrounds among the L2 students in the classroom is critical to anticipating some challenges and needs (Qin & Uccelli, 2020).

Investigating lecturer's teachability upon L2 students' short story performance based on narrative writing, the research employs two research questions: Do measures of transparency, accountability, fairness, and assistance experientially lead to lecturers' teachability?; Do students' short story samples fulfill language measures (vocabulary, structure, mechanics, content, and organization)? The research sets out to perceive lecturers' teachability upon students' narrative writing skills based on the databases fitness run by the Systematic Analysis of Language Transcripts (SALT) program.

METHODS

The respondents are a convenient sample of 245 first-year students, sophomore, junior, and senior English education majors from four parallel-intact-narrative writing classes at the university in the Special Region of Yogyakarta, Indonesia. They are native Indonesian students with multiple mother tongue backgrounds. When participating in the questionnaire submission, the respondents are 80 male and 165 female students between 18 to 23 years old (*Mage* = 20,65; *SD* = 1,603). The students have formally studied English for more than seven years since they are lower secondary school students, and based on their previous study backgrounds, none of them have lived and studied English writing overseas in native English-speaking countries.

The respondents' homogeneity and accessibility become the priority of collecting data through a Google Form-based questionnaire and narrative writing test. Students' profile (n = 245) recorded their verifiable ages in the following stages: 31 (12,7%) students aged 18 years old, 34 (13,9%) aged 19 years old, 43 (17,6%) aged 20 years old, 56 (22,9%) aged 21 years old, 42 (17,1%) aged 22 years old, and 39 (15,9%) aged 23 years old. They are determined to be the respondents since their homogeneous status and availability as L2 English Education students voluntarily supported in data collection.

The research focuses on narrative writing that is driven by students' short stories. Students are autonomously allowed to write a genre of more or less 200 words. The short story samples are transcribed by the Systematic Analysis of Language Transcripts (SALT) coding conventions using the accuracy and agreement rate > 95% for the factual sample size (Arabpour et al., 2021; Heilmann et al., 2008). The narrative writing undertakes 245 students' short story samples that match the SALT database. However, the research determines to impose a sizable set of narrative writing measures that reflect the writing skills assessment, such as vocabulary, structure, mechanics, content, and organization. Students are individually allowed to determine their short story title and are required to attach the initially peer-reviewed drafts in their final version as writing process evidence; then, they submit the final drafts to the lecturers. The lecturers guide students to accommodate and organize supporting ideas and autonomously compose sentences. While drafting the short story themes, the linguistic resources input, such as vocabulary, structure, mechanics, content, and organization, are provided.

After students revise and rewrite the drafts, the drafts are submitted to the lecturers. The rating scale is undertaken since it pursues an analytical assessment for either general or specific writing aspects associated with the comprehensive and holistic assessment scores. The scoring rubric is driven on a 100-point scale, measuring the narrative writing from five categories: vocabulary (7-20), structure (5-25), mechanics (2-5), content (13-30), and organization (7-20). Upon each category, there are five bands to measure with the Likert scale, such as 5 = proficient to very good, 4 = good to average, 3 = fair to poor, 2 = very poor, and 1 = fail, in which each band contains a detailed description (Huang & Zhang, 2019).

Data are collected from students' narrative writing in short story themes. In addition, students are also engaged in fulfilling self-rated questionnaires from lecturers' teaching transparency, accountability, fairness, and assistance to perceive their teachability roles in narrative writing classes. Each category uses a Likert scale with five bands, namely 5 = very teachable, 4 = teachable, 3 = moderate, 2 = less teachable, and 1 = not teachable. In this part, the coefficient value is empirically gained from the Cronbach alpha reliability coefficient test. The test is conducted by involving 37 respondents, in which the overall score is 0,810 with

a significance level of $p < 0{,}10$. Cronbach's Alpha (α) recorded 0,759 for teaching transparency, 0,776 for teaching accountability, 0,804 for teaching fairness, and 0,810 for teaching assistance in narrative writing classes.

Before heading to the Multivariate Analysis of Variance (MANOVA), the correlation assumption tests–normality, linearity, and homoscedasticity are tested to gain the fitness of lecturers' teachability. The two-tailed Kolmogorov-Smirnov (K-S Z) test is initially proved to gain data normality where the *p*-value is greater than 0,05 or $p > 0{,}05$. Herein, the following correlation assumption tests are available for the lecturers' teachability (K-S Z = 1,096; p = 0,031), transparency (K-S Z = 0,326; p = 0,029), accountability (K-S Z = 0,241; p = 0,018), fairness (K-S Z = 0,336; p = 0,009), and assistance (K-S Z = 0,274; p = 0,000). Next, the linearity test establishes each teachability factor within the F Calculate (F-Cal.) towards the linearity deviation of the mode and mean analysis variance. The results show transparency (F = 1,321; p = 0,024), accountability (F = 1,302; p = 0,036), fairness (F = 1,536; p = 0,017), and assistance (F = 1,435; p = 0,015). Then, the homoscedasticity test synchronizes these teachability factors with a similar variance through the Glejser test ($p > 0{,}05$). The results count transparency (t-Cal. = 0,524; Sig.t = 0,476; p = 0,05), accountability (t-Cal. =0,693; Sig.t = 0,580; p = 0,05), fairness (t-Cal. = 0,573; Sig.t = 0,574; p = 0,05), and assistance (t-Cal. = 0,648; Sig.t = 0,613; p = 0,05). Of these results, the multicollinearity assumption upon the normality, linearity, and homoscedasticity tests is not found.

Data analysis is factually recorded by the transferrable data to accomplish relevant analyses from the IBM SPSS–version 25. Descriptive statistics, independent T-test, and multivariate analysis of variance (MANOVA) are mainly applicable to support the findings.

RESULTS AND DISCUSSIONS

First, this result attempts to answer the research question regarding lecturers' transparency. Does a measure of transparency experientially lead to lecturers' teachability? Based on students' answers, they perceive that lecturers' transparency is not teachable for 3 (1,2%), 58 (23,7%) less teachable, 99 (40,4%) moderate, 66 (26,9%) teachable, and 19 (7,8%) very teachable. The highest level for this teachability factor is moderate, with 40,4% with a normal distribution (Figure 1).

The second question is, "Does the accountability measure experientially lead to lecturers' teachability?" Students' perception shows that lecturers' accountability is not teachable, shown by 4 (1,6%) students, 21 (8,6%) less teachable, 115 (46,9%) moderate, 87 (35,5%) teachable, and 18 (7,3%) very teachable. The highest level for this teachability factor is moderate, with 46,9% with a normal distribution (Figure 2).

The third question relies on the question, "Does a measure of fairness experientially lead to lecturers' teachability?" Students' perception shows that lecturers' fairness is not teachable, shown by 13 (5,3%) students, 40 (16,3%) less teachable, 97 (39,6%) moderate, 74 (30,2%) teachable, and 21 (8,6%) very teachable. The highest level for this teachability factor is moderate, with 39,6% with a normal distribution (Figure 3).

The fourth question is, "Does the measure of assistance experientially lead to lecturers' teachability?" Students' perception shows that lecturers' assistance is not teachable shown by 2 (0,8%) students, 32 (13,1%) less teachable, 120 (49%) moderate, 73 (29,8%) teachable, and 18 (7,3%) very teachable. The highest level for this teachability factor is moderate, with 49% with a normal distribution (Figure 4).

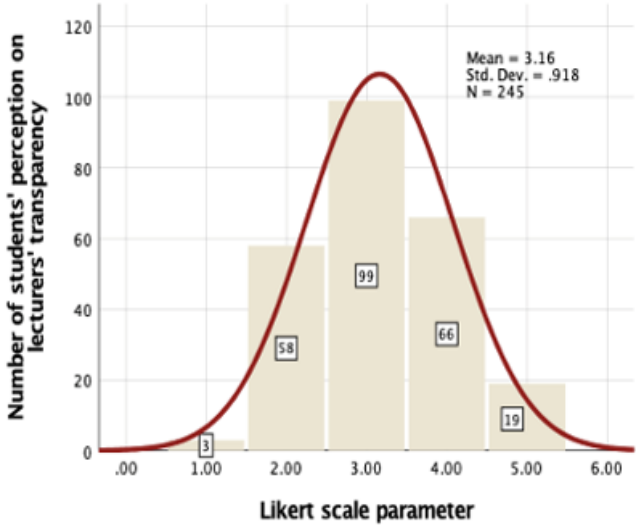

Figure 1 Histogram of Lecturers` Teaching Transparency

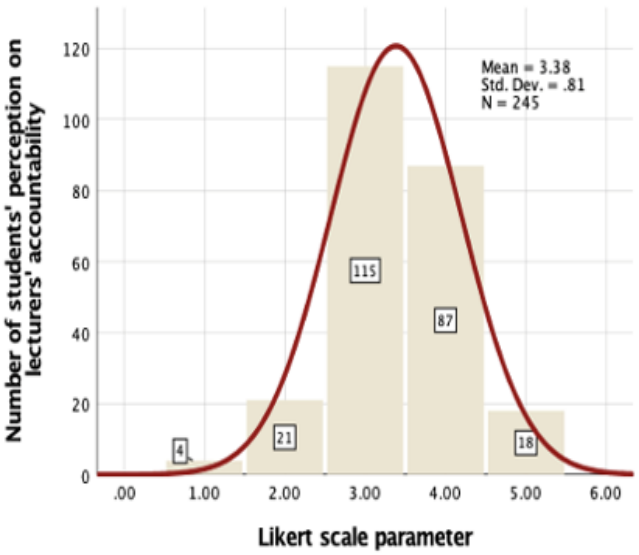

Figure 2 Histogram of Lecturers` Teaching Accountability

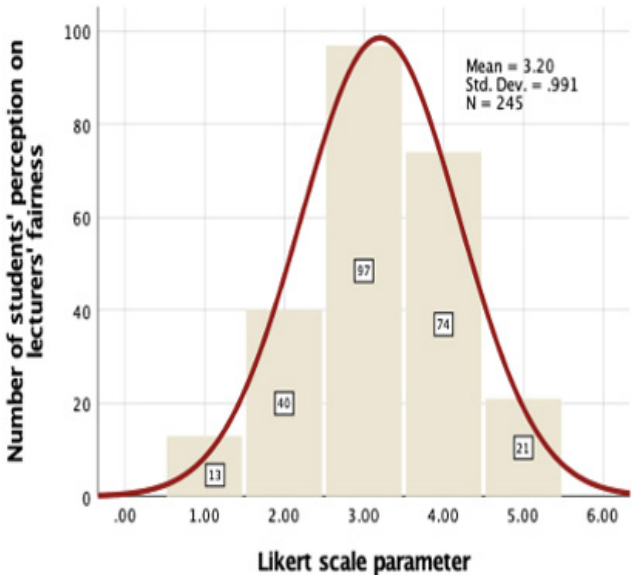

Figure 3 Histogram of Lecturers` Teaching Fairness

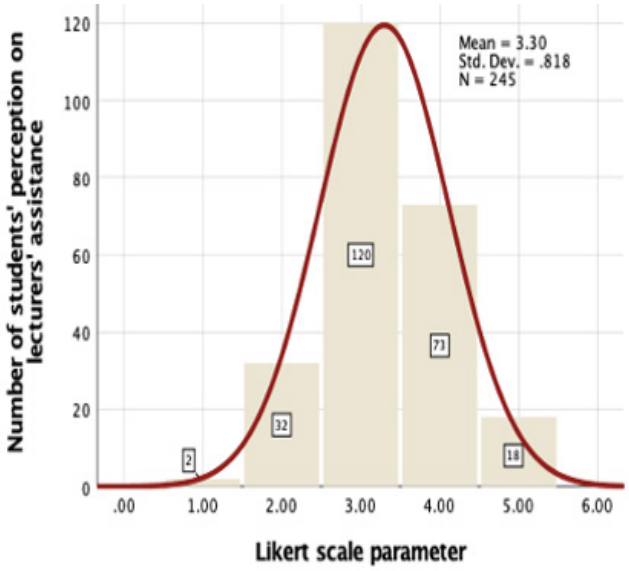

Figure 4 Histogram of Lecturers` Teaching Assistance

Table 1 Independent T-Test Sample on Lecturers' Teachability

		Levene's test for equality of variances		T-test for equality of means				95% Confidence interval of the difference	
		F	Sig.	t	df	Sig. (2-tailed)	Meandif-ference	Std. error difference	Lower	Upper
Transparency	Equal variances assumed	0,964	0,333	-2,129	36	0,040	-0,73810	0,34670	-1,44124	-0,03495
	Equal variances not assumed			-1,980	21,831	0,061	-0,73810	0,37286	-1,51171	0,03552
Accountability	Equal variances assumed	0,871	0,357	0,142	36	0,888	0,04167	0,29370	-0,55399	0,63732
	Equal variances not assumed			0,132	21,934	0,896	0,04167	0,31538	-0,61250	0,69583
Fairness	Equal variances assumed	6,920	0,012	-1,589	36	0,121	-0,50000	0,31458	-1,13799	0,13799
	Equal variances not assumed			-1,434	19,977	0,167	-0,50000	0,34859	-1,22720	0,22720
Assistance	Equal variances assumed	0,727	0,400	-1,092	36	0,282	-0,27976	0,25616	-0,79927	0,23975
	Equal variances not assumed			-1,001	20,918	0,328	-0,27976	0,27944	-0,86103	0,30151

To prove whether lecturers' teachability affected students' narrative writing skills, the research analyzes the independent T-test. This test compares four teachability factors that are perceived by male (n = 80) and female (n = 165) students. The independent samples test (Table 1) shows there are no significant differences among the factors. The transparency shows (M = 3,70; SD = 0,920; n = 165; t (36) = -2,129, p = 0,040, 2-tailed, for which the magnitude of the mean difference = -0,738, 95% CI: -1,441 to -0,034, is a moderate effect (eta squared = 0,037), accountability (M = 3,50; SD = 1,019; t (36) = 0,142, p = 0,888, 2-tailed), for which the magnitude of the mean difference = 0,041, 95% CI: -0,553 to 0,637, is a moderate effect (eta squared = 0,007), fairness (M = 2,50; SD = 1,160; t (36) = -1,589, p = 0,121, 2-tailed), for which the magnitude of the mean difference = -0,500, 95% CI: -1,137 to 0,137, is a moderate effect (eta squared = 0,044), and assistance (M = 2,92; SD =0,916; t (36) = -1,092, p = 0,282, 2-tailed), for which the magnitude of the mean difference = -0,279, 95% CI: -0,799 to 0,239, is a moderate effect (eta squared = 0,025).

A one-way intergroup Multivariate Analysis of Variance (MANOVA) is then conducted to set up lecturers' teachability on students' narrative writing performance (Table 2). The foremost test assumptions regarding normality, linearity, univariate, multivariate outliers, variance-covariance matrix homogeneity, and multicollinearity concurs with this finding. However, there is no statistical significance shown in lecturers' teachability factors. The lecturers' teachability factors show F (16, 724,687), p = 0,044; Wilks' Lambda = 0,894; and partial eta squared = 0,028. So, the value is homogeneously determined with a sole difference that affects the statistical significance. These lecturers' teachability factors work with a Bonferroni, which confirmed the p-value of 0,017, for which transparency (M = 3,16; SD = 0,918; n = 245), F (4, 2,283) = 1,883, p = 0,000, eta partial squared = 0,037, accountability (M = 3,38; SD = 0,81; n = 245), F (4, 0,435) = 0,288, p = 0,000, partial eta squared = 0,007, fairness (M = 3,20; SD = 0,991; n = 245), F (4, 2,746) = 2,623, p = 0,000, partial eta squared = 0,044, and assistance (M = 3,30; SD = 0,818; n = 245), F (4, 1,512) = 1,003, p = 0,000, partial eta squared = 0,025.

Furthermore, students' short story samples are identifiable by the Systematic Analysis of Language Transcripts (SALT), as shown in Table 3. The SALT reference database records 245 short story samples with nine titles, such as *My Lovely Moment* (n = 25), *Little Dog and His Master* (n = 73), *The Bermuda*

Table 2 Multivariate Testsa for Lecturers' Teachability

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept[a]	Pillai's Trace	0,967	1713,791[b]	4,000	237,000	0,000	0,967
	Wilks' Lambda	0,033	1713,791[b]	4,000	237,000	0,000	0,967
	Hotelling's Trace	28,925	1713,791[b]	4,000	237,000	0,000	0,967
	Roy's Largest Root	28,925	1713,791[b]	4,000	237,000	0,000	0,967
Lecturers' teachability[a]	Pillai's Trace	0,109	1,678	16,000	960,000	0,045	0,027
	Wilks' Lambda	0,894	1,678	16,000	724,685	0,044	0,028
	Hotelling's Trace	0,115	1,678	16,000	942,000	0,044	0,028
	Roy's Largest Root	0,067	4,037[c]	4,000	240,000	0,003	0,063

a. Design: Intercept + lecturers' teachability;
b. Exact static;
c. The statistic was an upper bound on F that yields a lower bound on the significance level.

Table 3 Summary of SALT Reference Database: Students' Short Story Samples

Semester grade	Age	Title in SALT database	Number of short story samples
Freshmen	18, 19	*My Lovely Moment*	25
		Little Dog and His Master	73
Sophomores	19, 20	*The Bermuda Triangle Mystery*	12
		My Best Friend	44
Juniors	20, 21, 22	*Mount Merapi Phenomena*	23
		The Humble Heart	24
Seniors	22, 23	*The Sacred Banyuwangi*	21
		Dieng Plateau	23

Triangle Mystery (*n* = 12), *My Best Friend* (*n* = 44), *Mount Merapi Phenomena* (*n* = 23), *The Humble Heart* (*n* = 24), *Little Dog and His Master* (*n* = 41), *The Sacred Banyuwangi* (*n* = 21), and *Dieng Plateau* (*n* = 23), written by the first-year students, sophomores, juniors, and seniors.

Table 3 supports students' narrative writing performance for which the SALT has gradually performed faster and easier to transcribe and analyze the writing paragraph samples by expressing accuracy, lucidity, and efficiency settings. The SALT indicates the database establishment of the typically various L2 narrative writing genres (Nippold, 2021). Upon the specific purpose, the SALT attempts to generate the designated language measures for its purposeful robustness and reflects students' narrative writing's vocabulary issues, such as overgeneralizations, incorrect dictions, and syntactic errors occurring in the obligatory contexts (Heilmann & Malone, 2014) and includes text levels that code schemes for expository and narrative and paragraphs (Timler, 2018). Moreover, Miller et al. (2012) have considered the grammatical constructions, vocabulary, cohesion, and coherence written in the paragraphs to be measurable through the normative writing comparison.

To analyze students' short story samples with a valid and reliable assessment procedure, it needs to focus on the SALT works to gain efficiency, effectiveness, and accessibility toward students' short story samples. However, the results indicate that there are no significant differences between the test and the re-test among eight short story samples with *n* = 245 for five categories within their specific description of language measure. This research sums up 245 short story samples of eight titles and derives all sentences variously with more or less 49.000 words. However, the samples show correlations among the variables, and the samples mostly increase the measure and the values, aside from word order (-0,15), originality (-0,23), and logical order (-0,138) with a negative correlation coefficient. The form and meaning (0,32*), collocations (0,45*), and subject-verb agreement (0,47*) gain a half correlation among short story samples. Meanwhile, part of speech (0,81*), tense (0,86*), determiners (0,57*), connectors (0,53*), capitalization (91*), punctuation (83*), spelling (0,54*), and chronological order (0,89*) gain a high correlation coefficient (Table 4).

Table 5 shows the SALT length intelligibility report samples recorded from 245 first-year students, sophomores, juniors, and seniors from the narrative writing database. The results prove that students produce multiple lengths of short story samples with more or less 200 words for each title and 49.000 words for all short story samples. The standard deviation (SD) is 5%, with 168 total sentences for each sample and 49.000 words for 245 short story samples.

The next analysis (Table 6) confirms certain language measures based on short story samples scoring from the database samples. The valid scores confirm 17 components of language measure that are equated by 49.000 total words. The components

Table 4 Students' Short Story Performance

Language Measure		Short Story Genre			
		Test	Re-test	Correlation coefficient	*p-value*
		Mean (SD)	Mean (SD)		
Vocabulary	Form and meaning	0,17 (0,28)	13,38 (0,47)	0,32*	0,005
	Part of speech	0,39 (0,57)	32,37 (0,19)	0,81*	0,000
	Collocations	0,26 (0,34)	39,27 (0,08)	0,45*	0,003
Structure	Tense	0,57 (0,35)	0,33 (0,28)	0,86*	0,001
	Word order	23,43 (0,38)	19,39 (0,47)	-0,15	0,068
	Punctuation	15,19 (0,67)	0,28 (0,16)	0,07	0,070
	Determiners	0,67 (0,25)	26,31 (0,67)	0,57*	0,005
	Connectors	0,12 (0,87)	0,25 (0,89)	0,53*	0,010
Mechanics	Capitalization	0,19 (0,38)	36 (0,17)	0,91*	0,000
	Punctuation	0,39 (0,25)	0,31 (0,87)	0,83*	0,000
	Spelling	34,07 (0,67)	15,29 (0,95)	0,54*	0,011
	Subject-verb agreement	30,18 (0,86)	19,56 (0,88)	0,47*	0,080
Content	Adaptability	0,39 (0,27)	28,05 (0,79)	0,40	0,026
	Originality	0,27 (0,18)	0,86 (0,79)	-0,23	0,001
	Communication	0,18 (0,23)	12,56 (0,63)	0,26	0,014
Organization	Chronological order	0,38 (0,29)	0,38 (0,57)	0,89*	0,008
	Logical order	14,07 (0,79)	0,79 (0,34)	-0,13	0,004

show the form and meaning (8,09**; *SD* = -5,01; *M* = 16,34), part of speech (8,76**; *SD* = -5,00; *M* = 10,26), collocations (6,98*; *SD* = -2,16; *M* = 3,57), tense (79; *SD* = 0,89; *M* = 38,08), word order (85; *SD* = -0,57; *M* = 76,63), punctuation (73; *SD* = -0,42; *M* = 5,94), determiners (70; *SD* = 0,05; *M* = 5,20), connectors (72; *SD* = 0,13; *M* = 0,82), capitalization (8,89**; *SD* = 4,54; *M* = 41,89), punctuation (6,98*; *SD* = 3,21; *M* = 12,57), spelling (89**; *SD* = 2,69; *M* = 8,51), subject-verb agreement (73**; *SD* = 3,17; *M* = 7,19), adaptability (5,65*; SD = 2,46; M = 0,91), originality (5,01; *SD* = 1,23; *M* = 0,84), communication (6,98; *SD* = 3,67; *M* = 1,62), chronological order (65,01**, *SD* = 3,69; *M* = 34,89), and logical order (5,78*; *SD* = 2,09; *M* = 3,58). All these narrative writing components are directly derived from vocabulary, structure, mechanics, content, and organization to indicate the standards measures report. Notice that students' standard deviation on the language measure shows 5 *SD* below the database mean. The Narrative Writing Scoring Scheme (NWSS) is compatible with each other. The observable short story samples, as transcribed in the database, gain a very significant scoring system on vocabulary and mechanics, but the content gains partially. Meanwhile, students' structure and organization gain positive results but are not significant.

Table 5 Systematic Analysis of Language Transcripts (SALT) Length Intelligibility Report

Students' Short Story			
TRANSCRIPT INFORMATION		DATA INFORMATION	
Writer	: Freshmen, Sophomores, Juniors, Seniors	Database	: Short story
Sample Date	: 2nd, 3rd, 4th August 2022	245 samples matched by semester grade	
Age	: 18 to 23 years old	245 samples in average 49.000 total words	
Genre	: Narrative writing	Genre	: Narrative writing

STANDARD MEASURES REPORT

LANGUAGE MEASURE	**University Students**		**DATABASE**				
	Score	**+/- SD**	**Mean**	**Min.**	**Max.**	**SD**	**% SD**
Age [18 to 23 years old]	27,69	0,86	23,49	14,76	16,54	0,5	5%
Calculated to 245 samples matched by each semester level [ENTIRE TRANSCRIPT]							
TRANSCRIPT LENGTH							
Total sentences for each sample	168*	7,13	83,72	39	86	43,28	24%
Calculating language measures	89*	4,86	87,52	39	84	28,73	29%
All words provided	49.000**	6,85	69,79	379	5287	435,04	47%

At least 1 SD (5 SD) from the database mean Database selection criteria: Freshmen, Sophomores, Juniors, Seniors*

Table 6 Systematic Analysis of Language Transcripts (SALT) Standard Measures Report

	Students' Short Story		
	TRANSCRIPT INFORMATION	DATA INFORMATION	
Writer	: Freshmen, Sophomores, Juniors, Seniors	Database	: Short story
Sample Date	: 2nd, 3rd, 4th August 2022	245 samples matched by semester grade	
Age	: 18 to 23 years old	245 samples in average 49.000 total words	
Genre	: Narrative writing	Genre	: Narrative writing

STANDARD MEASURES REPORT
Confirmed to 17 components of language measure equated by 49.000 total words

LANGUAGE MEASURE	**University Students**		**DATABASE**				
	Score	**+/- SD**	**Mean**	**Min.**	**Max.**	**SD**	**% SD**
VOCABULARY							
Form and meaning	8,09**	-5,01	16,34	11,53	31,25	4,22	28%
Part of speech	8,76**	-5,00	18,29	10,26	16,14	1,72	28%
Collocations	6,98*	-2,16	357	19,43	34,12	0,23	28%
STRUCTURE							
Tense	79	0,89	38,08	86	97	0,032	2%

Table 6 Systematic Analysis of Language Transcripts (SALT) Standard Measures Report (Continued)

LANGUAGE MEASURE	University Students		DATABASE				
	Score	+/- SD	Mean	Min.	Max.	SD	% SD
Word order	85	-0,57	76,63	112	119	1,38	7%
Punctuation	73	-0,42	5,94	1,99	2,87	0,65	8%
Determiners	70	0,05	5,20	9,59	13,8	0,56	6%
Connectors	72	0,13	0,82	4,87	59,0	0,68	4%
MECHANICS							
Capitalization	8,89**	4,54	41,89	78,69	85,57	4,87	24%
Punctuation	6,98*	3,21	12,57	5,79	49,24	3,92	32%
Spelling	89**	2,69	8,51	15	18	3,76	69%
Subject-verb agreement	73**	3,17	7,19	28	39	2,75	29%
CONTENT							
Adaptability	5,65	2,46	0,91	3,3	4,60	4,85	87%
Originality	5,01	1,23	0,84	2,7	5,30	2,34	67%
Communication	6,98**	3,67	1,62	11,28	30,7	3,97	73%
ORGANIZATION							
Chronological order	65.01*	3,69	34,89	17,58	20,8	4,92	38%
Logical order	5.78*	2,09	3,58	6,24	17,5	4,63	29%

At least 1 SD (5 SD) from the database mean*

Database selection criteria: Freshmen, Sophomores, Juniors, Seniors

Table 7 Systematic Analysis of Language Transcripts (SALT) Subordination Index Report

SUBORDINATION INDEX Calculations based on eight titles, transcripts cut at 49.000 words							
LANGUAGE MEASURE	University Students		DATABASE				
	Score	+/- SD	Mean	Min.	Max.	SD	% SD
[SI-1] – My Lovely Moment	17*	3,23	8,78	5	15	3,73	41%
[SI-2] – Little Dog and His Master	8*	2,43	5,65	2	8	2,28	32%
[SI-3] – The Bermuda Triangle Mystery	3*	-2,11	2,39	1	3	0,87	64%
[SI-4] – My Best Friend	2	-0,75	0,57	1	2	0,76	89%
[SI-5] – Mount Merapi Phenomena	1	-0,39	0,39	2	3	0,58	39%
[SI-6] – The Humble Heart	2	-0,27	0,05	1	2	0,34	96%
[SI-7] – The Sacred Banyuwangi	1	0,12	0,01	1	2	0,05	19%
[SI-8] – Dieng Plateau	1	-0,01	0,03	1	2	0,01	85%
SI Composite score	3,83*	-3,57	3,27	3,68	3,64	0,37	48%

At least 1 SD (5 SD) from the database mean*

Database selection criteria: Freshmen, Sophomores, Juniors, Seniors

All SALT database samples have been coded for the Subordination Index (SI). Table 7 confirms 17 components of language measure, proven by students' SI scores among eight titles when they write one of the short story titles. It is noticed that none of the students' short stories write more than five relative clauses in complex sentences. The SI composite score gains 3,83; *SD* = -3,27, as confirmed with all results from S1-1 to S1-8. The students' scores also confirm a doubt regarding an improvement in the inappropriate writing syntax on eight short story samples. This case conditionally puts some students at a substantial disadvantage in the effectiveness of expressing their ideas in the narrative writing genre, like short stories.

The SALT narrative database offers linear appealable data to the performance of the first-year students, sophomores, juniors, and seniors, approaching the substance of acquiring and writing on short story samples transcript. Students' short story samples are part of narrative writing in lecturers'

teachability, extending linear available data to document 245 students' short story samples.

The research descriptively analyzes the mean, standard deviation, skewness, and kurtosis to support four teachability factors to chiefly shown the statistics descriptively. Data are empirically associated with the value of lecturers' teaching transparency (M = 3,16; SD = 0,918; n = 245) with skewness and kurtosis (0,183; -0,546). The research begins with lecturers' transparency when teaching narrative writing. To accommodate classes, each student's voice with the various ideas is respectfully accommodated and discussed in narrative writing processes to gain a better performance. Relying on lecturers' narrative writing transparency, the transparency process might be conditionally inherent with the collective students' writing correction and products to improve their teamwork skills (Sein-Echaluce et al., 2021)—transparency is critically involved in risk, vulnerability, and trust. The lecturers' transparent teachability needs agreeableness to drive relationship building essentially. They address a significant focus closely to students' cognitive and emotional necessities.

Next, lecturers' teaching accountability (M = 3,38; SD = 0,81; n = 245) with skewness and kurtosis (-0,155; 0,326) continue the distinguishability between cognitive and social-emotional objectives should underline students' levels, maintain constructive student–lecturer relationships, and use the same approach to accommodate different goals, such as pairing slow with fast students academically, either promoting well-being or creating collaboration (Hoekstra et al., 2023) since lecturers' accountability directly and indirectly constricted (Browes & Altinyelken, 2022). The lecturers' accountability also measures self-esteem regarding their professional capacity and adopted strategies to lessen the cognitive dissonance (Yahyaoui, 2021) while improving their professional norms and ethics bases (Matete, 2021). However, lecturers' accountability affectionately and intellectually supports students by guiding appropriate narrative writing classes within eligible methods and assessing students' writing drafts objectively as if students' voices are appreciated as an influential factor in increasing lecturers' teaching accountability.

Then, lecturers' teaching fairness (M = 3,20; SD = 0,991; n = 245) with skewness and kurtosis (-0,216; -0,257) is identifiable to focus on students' low- to higher-order thinking skills by facilitating students to collaborate with the others (Jalal & Nawab, 2022) in narrative writing works. This identifiable condition might drive a dynamic learning climate that is headed to lecturers' changeable embracement attribution, adaptable teaching, and sustainable teaching novelties (Hosseini & Shirazi, 2021). During the identifiable teaching fairness, the lecturers can manage and bridge students' expectations to sharpen their narrative writing performance by accumulating short story samples, which standardize the contents of vocabulary, structure, mechanics, content, and organization.

Afterward, lecturers' teaching assistance (M = 3,30; SD = 0,818; n = 245) with skewness and kurtosis (0,125; -0,069) might show sustainably professional development practices that establish collaborative works and practical knowledge exchanges (Symeonidis, Haas, & Schneider, 2023) in producing short story samples through narrative writing class. Being creative lecturers also convey new directions and incremental changes in writing innovation (Ellis et al., 2023) when lecturers' assistance enhances the subject-content knowledge (Xavier, Hong & Renandya, 2020) in short story draft revision importantly, as well as the context-specific dynamics which influence heterogeneous students, writing tasks, and classroom teaching (Chang, 2021). The lecturers' assistance experientially uses directive feedback of ongoing, systematic, sustainable, and longitudinal decisions (Esfandiari, Meihami, & Jahani, 2022), and constructed effective communication that assists students with writing anxiety (Wu & Buripakdi, 2022) as well. However, lecturers' teaching assistants set out students' narrative writing performance to produce better short story samples.

Meanwhile, the research derives students' short story performance (Table 4), which shows a consistent correlational pattern among the language features input, such as vocabulary, structure, mechanics, content, and organization. The SALT length intelligibility report (Table 5) shows the transcript length responding to 245 samples, an average of 46.305 total words from the database, while the standard measures report (Table 6) substantially connected students' language features–vocabulary, structure, mechanics, content, and organization as the language measure. Further, the subordination index report (Table 7) confirmed eight titles regarding the database. The subordination index (SI-1 to SI-8) records each title chosen by the first-year students, sophomores, juniors, and seniors. The student's short story performance could be partially supported by the genre, subtype, and theme qualifying and quantifying how well-constructed the narrative writing class could meet an expectation (Scott, 2020) and enhance a subject-content (Xavier, Hong, & Renandya 2020) regarding short story samples database.

In the research, the Narrative Writing Scoring Scheme (NWSS) facilitates all measures of students' writing performance in exploring and elaborating the narrative paragraphs. The NWSS is assessed for the following seventeen categories measuring a Likert scale, such as 5 = proficient to very good, 4 = good to average, 3 = fair to poor, 2 = very poor, and 1 = fail. All these measures confirm the form and meaning, part of speech, collocations, tense, word order, punctuation, determiners, connectors, capitalization, punctuation, spelling, subject-verb agreement, adaptability, originality, communication, chronological order, and logical order. The SALT transcriber records short story samples and modifies the scores through the transcript template. All short story samples in the SALT database have been recorded for the NWSS. The NWSS analysis matches the language features of narrative

writing. Another substantial matter in narrative writing concerns the complex syntactic structures, multiple prepositions, and complex relationships among sentences in the short story. This acknowledges students' ability how to write and improve their narrative writing performance. Even if unsatisfied, NWSS's conditional is due to the deficiency category on principal structure, content, and organization.

It is realized that as part of narrative writing support, students still frequently produce short story drafts that might be diagnostically found with some errors (Nokes, 2017) in vocabulary, structure, mechanics, content, and organization. The students' correct conjunctions, relatives, prefixes, suffixes, and parts of speech could relatively influence their narrative writing accuracy (Zamani et al., 2018). When the lecturers facilitated autonomy and topic relatedness during the classes, it is fully associated with students' engagement in hand-in-hand interaction (Zeinstra et al., 2023) relating to the selected science fiction and short story topics. Besides that, the psycholinguistic measures of the acquisition age, content word familiarity, concreteness, imageability, and meaningfulness on students' short story samples indicate a low text-based analysis and redundant content repetition and function words are still found. All these matters substantially lead to students' lack of lexico-grammatical awareness.

Lecturers' roles need to construct students' resilience and socio-emotional empathy, self-awareness, and self-regulation (Vitalaki, Kourkoutas, & Hart, 2018) to visualize a focus on teaching and social relations that are prioritized in a higher portion (Muhonen, Pakarinen, & Lerkkanen, 2023), to gain effectiveness of narrative writing classes and effective communication that might help students overcome depression and anxiety (Wu & Buripakdi, 2022). Another substantial matter in students' narrative writing corresponds with the dynamics of context-specific writing, which influences students' backgrounds, selected tasks, and classroom instruction (Chang, 2021). Herein, the lecturers' teaching would contextually address the visual modes relating to the meta-discourse taxonomy, such as dysfluencies, quoted material, and writing organization, such as introduction, delimitation, addition, and conclusion (Sumekto et al., 2021) in short story themes.

The paragraphs are originally characterized to be more argumentative and attitudinal. Most students' narrative writing is linked with wordy, colloquial, vague, and irregular academic writing (Tåqvist, 2018). The sentence boundary, lack of syntactical styles, partially sophisticated subordination between the contents, and limited vocabulary use are generally found in L2 students' writing (Maamuujav, Olson, & Chung, 2021). The construction of vocabulary, structure, mechanics, content, and organization could be fruitful components in achieving students' L2 writing literacy (Tåqvist, 2018). However, the L2 writing achievement related to the task types, levels, and effects of working memory performance varies across different task types at students' maturity and experience (Michel et al., 2019), and significant proficiency results (Huang, Steinkrauss, & Verspoor, 2021). All short story samples prove the L2 students' achievements, representing their position as non-native English writers through the lecturers' teachability.

CONCLUSIONS

Students' short story performance shows a consistent correlational pattern among the language features input, such as vocabulary, structure, mechanics, content, and organization. The SALT data indicate the length intelligibility report from the database, while the standard measure substantially connects students' language features–vocabulary, structure, mechanics, content, and organization as the language measure. Further, the subordination index report confirms eight titles regarding the database. Students' short story performance can be partially supported by the genre, subtype, and theme qualification and quantification on the short story samples database. In the research, the narrative writing scoring scheme facilitates all measures of students' writing performance in exploring and elaborating the narrative paragraphs. The scheme is assessed for the following seventeen categories measuring a Likert scale, such as proficient to very good, good to average, fair to poor, very poor, and fail. The research also proves that the SALT transcriber accommodates short story samples and modifies the scores through the transcript template. It involves complex syntactic structures, multiple prepositions, and complex relationships expression that acknowledge students' ability to write and improve their narrative writing performance, although an unsatisfied narrative writing scoring scheme indicates the deficiency category, particularly on principal structure, content, and organization for the broader genre-based approach.

Some limitations regarding a small group diversity of the freshmen and sophomores are found due to the number of limited writing experience they gain during the lectures. This constitutes lecturers' teachability upon students' short story performance and narrative writing features, represented by students' diverse writing backgrounds. The students' narrative writing empirically requires substantial time, effort, and better opportunities. However, future research may acknowledge that first-year students, sophomores, juniors, and seniors perform their short stories better if they are allowed to practice writing paragraphs within modified lecturers' teachability readiness.

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