

An Analysis Of Student Difficulties In Writing Narrative Text: A Case Study At Tenth Grade Students Of SMAN 7 Kota Serang

Analisis Kesulitan Siswa Dalam Menulis Teks Naratif: Studi Kasus Pada Siswa Kelas Sepuluh SMAN 7 Kota Serang

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ABSTRACT

The aim of this study was to establish the writing difficulties of grade X (tenth) students of SMAN 7 Serang City, especially in the English subject of narrative text sub-chapter. To find out what are the factors that cause difficulties in writing students and grade X (tenth) in English subjects subchapter narrative text. This study used a descriptive qualitative method. Participants in this study were grade X students and took samples from class X.4 SMAN 7 Serang City. As for this study, the data collection technique used was to fill out a questionnaire that had previously been prepared by the researcher. The effects of this study show that each student has difficulties in writing narrative texts. This difficulty focuses on the personality of the student and the way the teacher teaches. The teacher's efforts and students' learning motivation are one way to improve students to learn English. Over time, each student will begin to get used to and begin to understand how to overcome their problems in writing narrative texts properly and correctly.

Keywords: Writing, Difficulties in Writing, Narrative Text

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan kesulitan menulis siswa kelas X (sepuluh) SMAN 7 Kota Serang khususnya dalam mata pelajaran Bahasa Inggris sub bab teks naratif. Untuk mengetahui apa saja faktor yang menyebabkan kesulitan dalam menulis siswa serta kelas X (sepuluh) dalam mata pelajaran Bahasa Inggris sub bab teks naratif. Pada penelitian ini menggunakan pendekatan kualitatif deskriptif. Partisipan dalam penelitian ini adalah siswa kelas X dan mengambil sampel dari kelas X.4 SMAN 7 Kota Serang. Adapun dalam penelitian ini teknik pengumpulan data yang digunakan adalah mengisi kuisioner yang sebelumnya sudah disiapkan oleh peneliti. Hasil dari penelitian ini menunjukkan bahwa setiap siswa memiliki kesulitannya masing-masing dalam menuliskan teks naratif. Kesulitan ini memusatkan pada kepribadian siswa dan cara guru mengajar. Upaya guru dan motivasi belajar siswa adalah salah satu cara untuk meningkatkan siswa untuk belajar Bahasa Inggris. Seiring berjalannya waktu setiap peserta didik akan mulai terbiasa dan mulai mengerti cara mengatasi permasalahan-permasalahan mereka dalam menuliskan teks naratif dengan baik dan benar.

Kata Kunci: Menulis, Kesulitan dalam Menulis, Naratif Teks

1. Introduction

English is one of the world's languages that is recognized as an international language. Learners of English should understand and mastery of all language elements and competencies. The language's essentials cover three areas. Grammar, vocabulary, and pronunciation are the three. Learners should master and comprehend language competencies such as reading, writing, listening, and speaking in addition to language elements. These language skills are classified as productive (writing and speaking) or receptive (reading and listening) (reading and listening).

Writing is the most difficult language competency to learn in English because it requires so many different aspects. Because it necessitates mastery of grammar, spelling, and vocabulary, writing ability has been assumed to be the most difficult of the four language competencies. The ability to write is essential in the global community for academic, business,

and personal relationships. As a result, students should hone their writing abilities (Weigle, 2002).

SMAN 7 Kota Serang is one of the Senior High Schools that helps students learn English. Students learn the material of narrative text that was learned in tenth grade in the curriculum Merdeka teaching module. A narrative text retells historical stories in chronological order and event sequence to entertain or inform the reader. According to competency standards, students must present oral and written narrative texts about folk legends while paying attention to social functions, text structures, and linguistic elements correctly and in context.

Based on preliminary research, the researchers administered a questionnaire to several tenth-grade SMAN 7 Kota Serang students and discovered several writing-related issues. Students in the tenth grade have difficulty writing narrative text. Some of them are unfamiliar with the mechanisms of narrative text writing. They lacked vocabulary and failed to consider the generic structure and language features of the narrative text. Some students struggle with organizing and developing their ideas when writing narrative text in English. Many studies have been conducted to investigate students' difficulties in writing narrative text. Muliyani et al. (2019) focus on identifying students' difficulties in writing narrative text. Then, Baa'syir (2013) focuses on identifying common problems that students face when writing narrative text. This study is similar to previous studies in that it describes students' difficulties with writing narrative text. However, this study differs from previous studies in that the researchers investigated the factors that contribute to students' inability to write narrative text. Furthermore, there are differences in the study's setting and subject.

As a result, the researchers were motivated to investigate students' difficulties in writing narrative text. The researchers attempted to determine the difficulties they face and the factors that cause their difficulties in writing narrative text in this study, which is expected to assist students in determining the source of difficulties and the factors that cause their difficulties in writing narrative text.

The Definition of Writing

Writing is one way to express ideas, experiences and feelings through writing. Students must be encouraged to express their ideas, experiences, thoughts and feelings, according to (Finocchiaro, 1974). Writing is not a natural activity according to (Nunan, 1989). Normal people learn to speak a language through physical and mental means. In writing, we must use appropriate words and phrases and follow the correct structure. Students must practice and seek advice from teachers to master writing. Students try to use English both orally and in writing. Writing will be fun if we understand vocabulary, grammar, punctuation and idioms. Writing can improve students to become stronger by adding more grammatical structures, idioms, and vocabulary, which are aspects that have great consequences in language learning, according to (Zulfani, 2001). Mastering writing skills makes it possible (Asmuti, 2002), allowing writers to obtain their ideas systematically. Before starting to write, writers must consider how their ideas will be received by readers.

According (Harmer, 2009), explained that there were some advantages to learning to write. The advantages of learning to write include:

- a. Time restrictions for writing are not necessarily the same as those for discussion. This indicates that while writing as opposed to speaking, kids have more time to reflect.
- b. Writing helps pupils concentrate on proper language usage since they think as they write. When students use writing to solve difficulties, it might spur development.
- c. Writing is always used to reinforce previously taught language. Teachers use their writing abilities to take notes on recently learned grammar during the teaching process.
- d. Students frequently utilize writing, particularly when they are writing sentences, as a means of practicing for other tasks. Students are given time to consider their ideas before being asked to create a sentence.

- e. Writing can also be incorporated into a more extensive activity that focuses on speaking, acting, or practicing a language. Writers are requested to compose a brief dialogue that will be spoken.
- f. Writing is also utilized in activities that resemble questionnaires. One way to get students to create a questionnaire is to have them ask their peers questions.
- g. Students can benefit from writing in addition to other kinds of activities (in this example speaking and listening). To participate in this exercise, students must be able to write

This explanation leads one to the conclusion that writing is an attempt to convey the writer's ideas, feelings, or thoughts in written form by emulating the features of writing and the phases of writing that are clear to readers.

Writing Process

Writing involves numerous steps and is a process. We need a process when we try to write something. The statements suggest that writing is not a quick progression. Some writing steps that are based on Harmer are as follows:

- a. Pre-Writing

Prewriting is a technique to start organizing your ideas or starting to write down the information you already know. Writers may develop ideas during the pre-writing stage in a variety of methods, including brainstorming, outlining, topic analysis, freewriting, and planning. During a brainstorming session, one can approach a topic with an open mind and generate ideas at will. The purpose of freewriting is to help students express thoughts they may not be aware of. There are several approaches to starting writing, including brainstorming, planning, and freewriting.

This phase involves the pupils brainstorming ideas for the writing's content. Planning offers a simple way to assess each sentence's relevance to the topic and serves as a guide to determine whether the sentences are rationally organized.

- b. Drafting

Drafting starts once some ideas are obtained. Students must organize their writing when composing. One way to approach this could be to write in your original tongue first, then translate it into English, however, this could present certain challenges. To gain comments on their work, students frequently show their drafts to friends or teachers. Additionally, students begin to worry about a variety of writing-related issues, including grammar, spelling, vocabulary, and the content of their writing. This is done to figure out how to express their ideas as clearly as possible so that their readers will experience the same impact as they intended.

- c. Revising

Students learn from some critiques they received during the revision process to enhance their writing. Students rewrite their work and may make adjustments if they receive no feedback at this point. Students work to edit their writing during this process to ensure that the messages are clear for readers.

In this phase, students review their work, read what they wrote again, reorganize, add, and substitute, and then redo it to make it readable in this final task. Additionally, students should make edits to their writing to make it better. Examine it for substance and organization, making sure it is coherent, cohesive, and logical. To convey their ideas more effectively, interestingly, and clearly, they can edit, rearrange, add, or remove certain elements.

The Difficulties in Writing

A student's educational experience can be severely harmed by writing difficulties. According to Heaton (1975), teaching writing can be challenging at times due to its complexity. Not only do grammatical and rhetorical methods need to be mastered, but also intellectual and judging elements. Indeed, when a student challenges with a writing assignment, learning is

hampered by the writing process itself. When faced with such overwhelming odds, students find it difficult to remain motivated.

The fundamental factor the use of language aspects or abilities in writing, such as punctuation, spelling, grammar, vocabulary, and so on, makes writing difficult. According to Jordan (1997), writing is a process that involves putting ideas on paper in a structure similar to that of an outline that is created using proper style and terminology, with the main ideas ordered and often with grammatical and mechanical faults corrected.

Three categories were used by Bryne (1988) to group the issues that make writing challenging:

- Linguistic Difficulty
Grammar, vocabulary, language use, and sentence structure are examples of linguistic elements that require close observation.
- Physiology Difficulty
Which concentrates more on the challenges faced by writers as they don't receive immediate feedback or engagement while they are writing, they receive feedback from readers. This challenge is primarily concerned with the development of textual content or compositional material.
- Problems with Cognition
Capitalization, grammar, spelling, and paragraphing must all adhere to formal guidelines.

Narrative Text

Narrative is a speech or written work that narrates a sequence of events in a chronological order. According to Lestari (2019), narrative texts are among the texts that are utilized in daily life to convey meaning in brief functional texts and straightforward monologue writings. According to Keraf in Anwar (2021), a narrative is a style of writing that aims to describe an event as though the reader witnessed or experienced it firsthand. With each passing day, the story exposes more about dynamic living.

A different perspective on the notion of narrative is that of a writing or conversational style that seeks to narrate a sequence of events or human experiences that are contingent upon temporal changes (Semi in Alawiyah, 2021). Thus, narrative constantly seeks to give the reader as clear a description of an event as feasible. so that readers become disoriented and encounter the same thing.

Types of Narrative Text :

1) Expository Narrative Text

An expository narrative text of this kind is one that uses facts and realities to describe an event. Expository narratives aim to educate readers by giving them information that will expand their understanding. In order for the reader to comprehend the story being delivered, this explanatory narrative will stimulate their minds. Explanatory stories can be either wide or detailed at the same time. Stories that happen only once in a lifetime are attempted to be told in special tales.

Expository narrative texts come in a variety of forms, such as:

a) Heroic

A heroic stories are those found in classic literary works. Poetry is frequently used to tell heroic tales. Tales that are heroic can be read or told to people of all ages, from young toddlers to adults.

c) Biography

A biography is a piece of writing that chronicles the life of a notable person or figure. The literary genre of biography describes a person's life path from childhood to adulthood and beyond. There are two types of these biographies: scientific biographies and illustrated biographies.

c) Journal

A journal is a book that documents fascinating stories that are passed down from one individual to the next. Writing in a journal gives you the opportunity to communicate your ideas, feelings, and experiences in clear, concise words. A journal is a tool used to document an individual's past, including textual media activities or acts.

2) Suggestive Narrative Text

A suggestive narrative text is one that tells tales from the author's imagination, fiction, or fantasy. This story tries to make the reader or listener seem as though they are seeing a hidden message. Rather than increasing information, the primary goal of suggestive storytelling is to provide context for an event or events. In a suggestive tale, everything happens in a single instant of time.

There are many different kinds of suggestive narrative texts, such as:

a) Short story

A short story is a piece of literature that is written and narrates the tale of a fictional character. The writing style of short stories is succinct, clear, and concise. In short stories, one character's troubles are typically the only ones discussed.

b) Fairy Tale

Folklore tales, known as fairy tales, can be either real or fictitious. In addition to providing pleasure, fairy tales can serve as a vehicle for moral lessons. Considering that a lot of fairy tales are satirical and really teach moral lessons. Theme, story, setting, characters, characterization, and message are some of the components that make up fairy tales.

c) Novel

One kind of prose-based literature are novels. A novel is a creative work that explores the issues in a person's life or the lives of other characters. The novel's plot starts when the characters' issues arise and concludes when they are resolved.

d). Legend

Legend is a folk prose story that some people believe is based on an actual event that occurred in the past. Characters' miraculous abilities, privileges, and supernatural powers are common threads in legends. The events described in this legend are usually secular or of a worldly nature. A legendary story's function is typically used in the reconstruction of history. As a result, the legend is closely related to one's personal history.

2. Methodology

The descriptive method was used in this research to investigate the students' difficulties in writing narrative text as the tenth students of SMAN 7 Kota Serang in the academic year 2023/2024. This study's population consisted of tenth-grade students in the academic year 2023/2024. This study's sample consisted of tenth-grade students (X.4) in the academic year 2023/2024. It has a total of 27 students. They are all used as a sample in this study. The data was gathered by distributing the questionnaire to students via Google Form, which distributes the questionnaire via social media (WhatsApp). The researcher then collected and analyzed data from students. A questionnaire was used as the research instrument in this study. The researcher instructed the students to answer the questions based on their comprehension and experience with narrative text learning. In this research, data analysis uses qualitative descriptives. In the qualitative descriptive analysis, the researcher analyzes and describes phenomena or situations collected from observations regarding problems studied in the field (I Made Winartha 2006).

3. Results and Discussion

The result and discussion from the scores of students. This score was to know the percentage of students' difficulties in writing narrative text. After getting the score, the researchers counted the number of scores. Then by viewing the highest score of each question.

Table 1. Responses of students about difficulties in writing narrative text (N: 2)

Questionnaire Report			
No.	Questions	Yes	No
1.	Do you have difficulty using verbs and tenses appropriately when writing narrative text?	23 (85,2%)	4 (14,8%)

According to the data presented above, 23 students stated that they have difficulty using proper verbs and tenses when writing narrative text for the reason that they are still confused, have difficulty remembering the verbs and tenses, and do not understand. Then, 4 students said they had no trouble using the correct verbs and tenses because they understood them. It is possible to conclude that students continue to struggle with verbs and tenses when writing narrative text.

No.	Questions	Yes	No
2.	Are you having difficulty determining the subject and verb in writing a narrative text?	20 (74,1%)	7 (25,9%)

According to the data, 20 students had difficulty defining the subject and verb in narrative text writing for the reason that they were still confused and did not put the subject and verb in the correct place. Seven students, on the other hand, stated that they had no trouble with it because they had already studied and understood it.

No.	Questions	Yes	No
3.	Do you have difficulty distinguishing singular or plural?	23 (85,2%)	4 (14,8%)

According to the data presented above, 23 students said it was difficult to differentiate between singular and plural word forms, and 4 said it was difficult because they thought it was simple and understood it.

No.	Questions	Yes	No
4.	Are you having difficulty defining the use of a/an and the (article) in writing narrative text?	17 (65,4%)	9 (34,6%)

17 students stated that determining an article is difficult because they do not understand how to use it in specific or general situations. Then, 9 people said it wasn't difficult because they understand and can differentiate between specific and general things.

No.	Questions	Yes	No
5.	Are you having trouble determining the right word order in making sentences?	16 (59,3%)	11 (40,7%)

16 students stated that it was difficult to determine the correct word order when creating the sentence. It is possible because most of them find it difficult to arrange the words correctly. The remaining 11 students stated that they did not find it difficult for the reason that they knew how to properly arrange it.

No.	Questions	Yes	No
6.	Do you have difficulty in creating complete sentences when writing narrative text?	15 (55,6%)	12 (44,4%)

According to the data, 15 students struggled to form complete sentences because they were confused and did not understand the sentence was missing a subject, verb, or object. 12 students stated that they did not find it difficult for the reason that they could complete the sentence.

No.	Questions	Yes	No
7.	Do you have difficulty varying sentences in writing narrative texts?	23 (85,2%)	4 (14,8%)

According to the data, 23 students said it was difficult to vary the sentence because they could only add one word and were confused about how to construct a sentence. They also use simple sentences a lot. As a result, 4 students thought it was simple to change the sentence. They understood different sentences and thought it was the same in Indonesian, even though they were confused when it was changed to English.

No.	Questions	Yes	No
8.	Do you have enough vocabulary to enrich your narrative writing text?	14 (53,8%)	12 (46,2%)

According to the data presented above, 14 students stated that they have a sufficient vocabulary to enrich their writing narrative. Then 12 students did not have enough vocabulary because they only remembered a small portion of it.

No.	Questions	Yes	No
9.	Do you have struggle in writing correct spelling when writing narrative texts?	12 (44,4%)	15 (55,6%)

According to the data presented above, 12 students stated that it is difficult for them to write the correct spelling because they frequently forget and misspell it. Furthermore, when it comes to writing the correct spelling, they continue to struggle and become confused. Then, 15 students stated that they understood the significance of spelling correctly when writing narrative text.

No.	Questions	Yes	No
10.	Do you often confuse words and spellings that can be used in writing narrative texts?	18 (69,2%)	8 (30,8%)

According to the data presented above, 18 students stated that they were frequently confused about the word and its spelling when writing it because they were unsure how to correctly spell words in English. Word spellings that appear to be similar to others occasionally perplex them. However, 8 students stated that they were not perplexed because they could tell the spelling from other words.

No.	Questions	Yes	No
11.	Do you have difficulty using upper and lowercase letters when writing narrative text?	10 (37%)	27 (63%)

10 students reported difficulty using upper and lowercase letters when writing narrative text, according to the data presented above. 27 students, on the other hand, had no trouble using both of them. They realized when it was necessary to use both.

No.	Questions	Yes	No
12.	Do you have difficulty placing periods (.) when writing narrative text?	11 (40,7%)	16 (59,3%)

According to the data presented above, 11 students struggle to place a period when writing narrative text. They still weren't sure where to put it. 16 students did not hesitate. They already knew where they were going to put it.

No.	Questions	Yes	No
13.	Do you understand and understand the narrative material of the text clearly?	12 (44,4%)	15 (55,6%)

According to the data presented above, 12 students understood the narrative text's content. They were familiar with narrative text's meaning, purpose, and general structure. However, 15 students were unsure what a narrative text was. They were still perplexed by narrative text and struggled to understand it.

No.	Questions	Yes	No
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14.	Do you need motivation to achieve the narrative learning goals of the text?	25 (92,6%)	2 (7,4%)
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According to the data, 25 students require motivation to achieve the goal of learning narrative. Then, two students believe they do not require motivation. However, it means that students must still be motivated to maintain their soul and attention in learning narrative text.

No.	Questions	Yes	No
15.	Are you able to finish your writing on the narrative text with the time given by the teacher?	13 (48,1%)	14 (51,9%)

13 students stated that they could complete their writing under time constraints, according to the data. Then, 14 students were unable to complete their writing narratives due to a lack of vocabulary and understanding of sentence structure. They needed more time to finish it, so the time they were given was extremely limited.

No.	Questions	Yes	No
16.	Does the teacher convey the narrative material clearly?	14 (53,8%)	12 (46,2%)

14 students stated that the teacher had clearly explained the material. However, 12 students stated that the teacher did not clearly explain the material. When they still didn't understand, they asked the teacher, who responded appropriately

4. Conclusion

According to the findings of the study, the tenth-grade students at SMAN 7 Kota Serang have difficulty with narrative text writing. Based on the data, the researcher discovered problems with grammar, vocabulary, spelling, and punctuation.

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