

## THE STUDENTS' DIFFICULTIES IN WRITING A NARRATIVE TEXT AT GRADE TEN OF SMA NEGERI 4 PEMATANGSIANTAR

Rony Tua Parasian Sinaga<sup>1)</sup>

<sup>1)</sup>English Teacher at SMP Negeri 4 Tebing Tinggi, North Sumatera

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### ABSTRACT

This research aims to find out the difficulties faced by the grade ten of SMA Negeri 4 Pematangsiantar in writing a narrative text based on the generic structure and the lexicogrammatical features. This research was designed as a qualitative method with documentary research design. Thirty six students of X PMIA 2 were selected as the participants. The data shows that in the orientation there are 36 students have difficulties in grammar, there are 8 students have difficulties in spelling, there are 6 students have difficulties in vocabulary, and there are 19 students have difficulties in punctuation and layout; in the complication it found that there are 32 students have difficulties in grammar, there are 16 students have difficulties in spelling, there are 10 students have difficulties in vocabulary, and there are 29 students have difficulties in punctuation and layout; in the resolution it found that there are 30 students have difficulties in grammar, there are 13 students have difficulties in spelling, there are 13 students have difficulties in vocabulary, and there are 24 students have difficulties in punctuation and layout; in the lexicogrammatical features it found that there are 34 students have difficulties in using verb 2 (past tense), there are 13 students have difficulties in using adverb of time, there are 10 students have difficulties in using time connectives, and there are 7 students have difficulties in adjective.

**Keywords:** Analysis, Difficulties, Writing, Narrative Text

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### I. INTRODUCTION

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form, process of transferring ideas into written form that is understandable, and writing can becomes a tool for a communication and it is important to be included in teaching English. It meant that the learners will express their own ideas to other people through writing process. an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.

Writing a text in English as foreign language is not easy. People have difficulties to write in English well because English is considered as a foreign language in Indonesia. This tendency is likely caused by its different syntax, organization, vocabulary and spelling from the native language Indonesia. For instance, the word "mother" (English) has the same meaning with the word "Ibu" (Indonesian)

but, they have different spelling, structure, and word.

Before writing the students do some activities to get idea. The students do listening to listen some information. The students speak with people to ask, get and share information. The students also read some books to improve their background knowledge. In writing, students can express their idea into written form by using the generic structures in narrative text (e.g. orientation, evaluation, compilation, resolution, re-orientation). Based on the objective, writing is one of the skills that the students should achieve in learning English. Writing is one of language skills by which someone can express his or her ideas in written form, by mastering writing narrative text, students are able to write or to apply English in every opportunity.

Harmer (2005:12,255-256) stated that there are some difficulties for students in written text, such as; grammar, vocabulary, handwriting, spelling, layout and punctuation. While

Westwood (2008:64-66) stated that the students difficulties in writing such as; spelling and handwriting. Raoul (2013) stated that in reality, the students still have problems in writing a good text in English. The students' score in writing are still low. Only some students get good score.

Oshima and Hogue (2007:24) stated that narration is story writing. Narrative writing presents a story of sequence event which involves characters. When we write a narrative text, we write about events that happens in the past. Narrative text is a text that has a purpose to amuse or entertain the reader what happened in the past and to amuse or entertain the reader with actual or imaginary experience in different ways. The generic structure of narrative text consist of (a) Orientation: Introduces the main characters of the story, the place, and the time where the story happened. (b) Complication: show the problem in the story. (c) Resolution is aspect of text organization that shows the way of participant to solve the crises, better or worse.

Narrative is telling a story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in different ways. Writing narrative should include adequate details about the action and its context so that the readers can understand what is going on. In addition, selecting and emphasizing events and details that serve a purpose should be considered. Generally, there are three stages of organization in narrative: orientation, complication, and resolution. Narratives are written in past tense verbs because they tell stories that have already happened. There are many types of narrative: imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experiences.

In reality, the students still have problems in writing a good text in English. The students' score in writing are still low. Only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. There are several relevant researches about this topic that support the research conducted by Irwan Sulistyono (2013), Mohamad Yunus Laia (2017), Novia Fanny Ismaya (2017). Their results shows that there are similar difficulties faced by students in writing the narrative text. Based on the explanation above, the researcher would like to analyze the difficulties of students in writing a narrative text. the researcher wants to conduct a research entitled "The Students' Difficulties in writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar".

## **II. LITERATURE REVIEW**

### **2.1 Writing**

Knapp and Watkins (2005:82) stated that writing is itself a relatively disciplined activity and while discussion and working with peers is important, so are the times to individually reflect on work and independently complete a task. According to Cohen and Reil (1989:3) stated that writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. writing is usually directed to others for a specific purpose. for students, it can provide the opportunity to express themselves through a written form. writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper. writing is described as the use of the visual medium to manifest the

graphological and grammatical system of the language.

Heaton (1975:38) stated that the writing skill are complete and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements. The Students learned by doing, but not only simply through one-off activities. the require considerable yet varied practice to develop an understanding of all aspects of writing, not only grammatical and structural knowledge of text, which is our focus here, but also spelling, punctuation and syntax, which are vital to writing effectively according Knapp and Watkins (2005:84).

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

## **2.2 Narrative Text**

Narrative text is the text which tells about story or past event from the beginning to the end. Hastuti stated that (2010:7) "Narrative text that tell a story that is used to inform, entertain, motivate, or to teach the readers". Therefore, most students are ready to make material such as writing a fiction story that encourage creativity to pour their imagination out to their story and writing personally. Narrative text is a kind of genre that students at senior high school should learn. Eudia Grace (2007:154) stated that Narrative text is telling about stories that happened in the past to entertain the readers that deals with complications or problematic events which lead to a crisis and it turn finds a resolution.

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. "Soap Operas" and "Television Dramas" that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Mayers (2005:52) stated that narrative is one of the most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction or non-fiction. Narrative relationship with the reality experiences, imaginary, or the event intricate that aim to the crisis that is finally find resolution. For example: folktale, legend, fable, etc. The text of narrative, one of fictional text is generally used to educate in enjoyment way. The lesson of life and living are delivered the speaker or the writer of narrative with the easiest way and tend to be simple and appropriate with the children's world that full with imagination. For example, story about Cinderela, Pinokio, Peterpan, etc.

## **2.3 The Generic Structure of Narrative Text**

Gerot and Wignell (1994:204) stated that narrative has a series of actions. They are:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional

## **2.4 Significant Lexicogrammatical Features**

Siahaan (2016:60) stated that there were some language feature of narrative text, those are:

- 1) Using past tense  
(*He walked away from the village*)
- 2) Using conjunction to put the event.  
Example: then, before, that, etc.
- 3) Focus on specific and usually individualized participants.
- 4) Use of Material Processes (and in text behaviour and verbal processes).
- 5) Use of Relational Processes and Mental Processes.
- 6) Use of temporal conjunctions and temporal circumstances.

## 2.5 Types of Narrative Text

Joyce and Feez (2000) stated that Narrative writings are divided into two kinds namely: (1) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing, (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

## III. RESEARCH METHODOLOGY

### 3.1 Design of the Research

In this research, the researcher uses qualitative research design and use documentary research as the way to collect students' writing. It involves the description and recording analysis of condition that exist. Creswell (2001:145) stated that qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or picture. In the case of this research, the descriptive qualitative design has been used to analyze on the students' difficulties in writing narrative text at grade ten of SMA Negeri 4 Tebing Tinggi.

### 3.2 Source of Data

The data is taken from Grade X PMIA-2 in SMA Negeri 4 Pematangsiantar. The subject of this research is the students at grade ten of SMA

Negeri 4 Pematangsiantar. The researcher only take one class as data to analyze the students' difficulties in writing a narrative text. The object of this research is the students' difficulties in writing a narrative text that faced by grade ten of SMA Negeri 4 Pematangsiantar.

### 3.3 Data of the Research

Data of the research is the data in students' Narrative Text.

### 3.4 Technique of Collecting Data

In collecting the data for this research, there only one data collection technique which is used, that is document studies. Lincoln and Guba (1995:57) defined a document as "any written or recorded material" not prepared for the purposes of the evaluation or at the request of the inquirer. For Marshall & Rossman (1995), the use of documents often entails a specialized analytic approach called content analysis. The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspaper, e-mail messages); other forms of communication music, pictures, or political speech may also be include. It means the researcher collects the written about recount text.

There are some points in collecting data such as:

1. The researcher to ask the students, is it ever to learn narrative text before?
2. The researcher explain about the narrative text before the students to write their narrative text.
3. The researcher ask on the students to write a narrative text based on their ideas and their creativities.
4. After the students finish to write their narrative text, the researcher collects all the students' text.

### 3.5 Technique of Analyzing Data

After getting the data, the researcher used the following procedures:

- 1) The researcher to analyze the written of students in writing narrative text.

2) The researcher to identify the students' difficulties based on the written of students that related with the generic structures and the lexicogrammatical features in writing narrative text.

3) The Researcher to clasify the students' difficulties in writing narrative text.

4) The researcher give the assessment based on the written of students, to describe the students' difficulties in writing narrative text, and conclude the analysis by made the students' difficulties in writing a narrative text.

#### IV. FINDINGS AND DISCUSSION

##### 4.1 Findings

After analyzing the students' writing in a narrative text based on the generic structure and lexicogrammatical features, it found that:

1. In the orientation it found that there are 36 students have difficulties in grammar, there are 8 students have difficulties in spelling, there are 6 students have difficulties in vocabulary, and there are 19 students have difficulties in punctuation and layout.

2. In the complication it found that there are 32 students have difficulties in grammar, there are 16 students have difficulties in spelling, there are 10 students have difficulties in vocabulary, and there are 29 students have difficulties in punctuation and layout.

3. In the resolution it found that there are 30 students have difficulties in grammar, there are 13 students have difficulties in spelling, there are 13 students have difficulties in vocabulary, and there are 24 students have difficulties in punctuation and layout.

4. In the lexicogrammatical features it found that there are 34 students have difficulties in using verb 2 (past tense), there are 13 students have difficulties in

##### 4.2 Discussion

Grounded on the result of the data analysis that has been describe previously on the analyzing the students' difficulties at grade X of SMA Negeri 4 Pematangsiantar in writing a narrative text, the finding of this research lying into two research findings, namely the students' difficulties in writing a narrative text based on the generic structure and lexicogrammatical features.

There is a relevant research related to the study about the students' difficulties in writing a narrative text. The research has been conducted by Mohamad Yunus Laia (2017) in his research entitled *The Difficulties of Students to Write Narrative Text at The Eight Grade Students of SMP Negeri 1 Lolowau*. The purpose of this study are 1) to expalain the kinds and the reasons of difficulties in writing narrative text. 2) to know the difficulties they made.

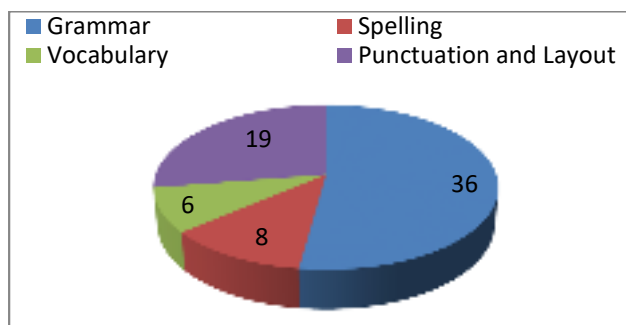
He used a qualitative research design. It describe in collecting the data document and interview were used. English teacher and students were interviewed to get additional information about the background of students' knowledge in writing narrative text, and test was given to the students to know the difficulties they made. The result of this research: He found that most of students got difficulties in writing narrative text. The classification of difficulties which has been done by the students is grammar, vocabulary, speeling, punctuation and layout and layout except, in handwriting.

Through the theory, the researcher found that the students at grade X of SMA Negeri 4 Pematangsiantar in 2019/2020 have difficulties in writing a narrative text based on the generic structure, namely difficulties in grammar, difficulties in spelling, difficulties in vocabulary, and difficulties in using punctuation and layout; and the students have difficulties in lexicogrammatical features, namely difficulties in using verb 2 (past tense), difficulties in using adverb of time, difficulties in using time connectives, and difficulties in adjective.



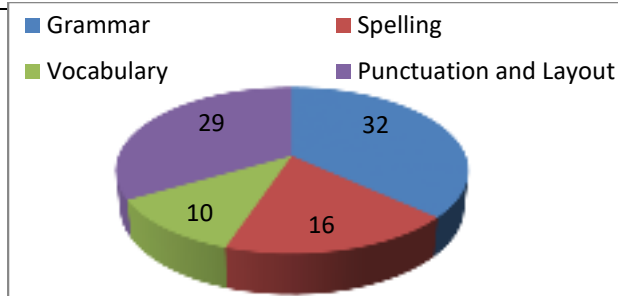
**Table 4.1.** The Occurrence of Difficulties on the Students in Writing the Orientation of Narrative Text.

NO	Types of Difficulties	Quantity	Percentages
1.	Grammar	36	52,17 %
2.	Spelling	8	11,59%
3.	Vocabulary	6	8,69 %
4.	Punctuation and Layout	19	27,53%
	Total	69	99,98 %



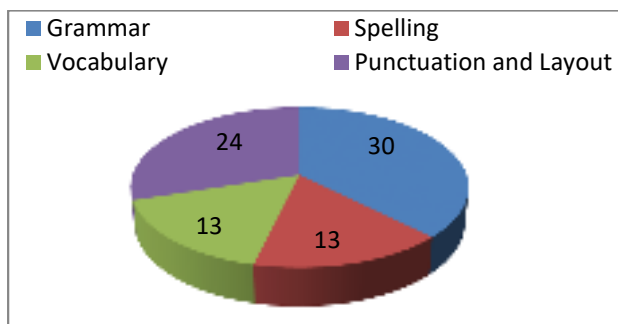
**Table 4.2.** The Occurrence of Difficulties on the Students in Writing the Complication of Narrative Text.

NO	Types of Difficulties	Quantity	Percentages
1.	Grammar	32	36,78
2.	Spelling	16	18,39
3.	Vocabulary	10	11,49
4.	Punctuation and Layout	29	33,33
	Total	87	99,99%



**Table 4.3.** The Occurrence of Difficulties on the Students in Writing the Resolution of Narrative Text.

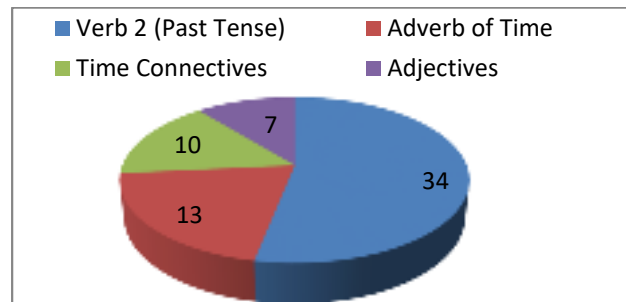
NO	Types of Difficulties	Quantity	Percentages
1.	Grammar	30	37,5
2.	Spelling	13	16,25
3.	Vocabulary	13	16,25
4.	Punctuation and Layout	24	30
	Total	80	100%



**Table 4.4.** The Occurrence of Difficulties on the Students in Writing Narrative Text by Using Lexicogrammatical Features.

NO	Types of Difficulties	Quantity	Percentages
1.	Verb 2 (Past Tense)	34	53,12
2.	Adverb of Time	13	20,31
3.		10	15,62

Time Connectives			
4.	Adjectives	7	10,93
	Total	64	99,35%



## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

From the finding of the students' difficulties in writing a narrative text at grade X of SMA Negeri 4 Pematangsiantar, the following conclusion can be drawn:

1. After analyzing all the texts based on the generic structure of a narrative text, It found that most of the students have difficulty in grammar.
2. Based on the lexicogrammatical features of a narrative text, It found that most of the students have difficulty in using verb 2 (past tense).

### 5.2 Suggestions

In writing a narrative text, it is true that the students' difficulties in grammar especially in using verb 2 (past tense). researcher would like to give suggestion related to this result of research. Hopefully it can be applied easily in teaching learning activity and decrease the difficulties.

#### 1. For English teachers

Should teach students intensively about English grammar rules, vocabulary and other features of grammar. Emphasizing teaching learning grammar in the exercises process, and giving students' opportunity to know their errors and mistakes to be revised. In addition, teacher should have best teaching

strategy and method to teach writing that could be combined teaching learning of grammar in order to make the students interested in learning English. It also can help the students to switch their concentration from the previous class-subject to focus on the material. In addition, English teacher should create an impressing teaching writing tech-nique which can catch the students' attention toward English writing activity.

#### 2. For further researcher

Above all subjects who are advantaged from the finding of this research, next researchers, who want to conduct a related research to this research would be more advantaged, since a very significant reference is provided and offered through the result of this research.

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