

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING  
NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 4  
SOUTH TAMBUN BEKASI IN 2019/2020 ACADEMIC YEAR**

**A PAPER**

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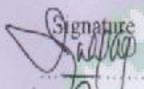
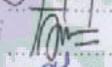
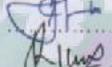
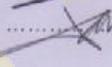
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**ABSTRACT**

**AHMAD ULUMUDIN.** NIM: 1601055001. *An Analysis of Students' Difficulties in Writing Narrative Text at The Eight Grade Students of SMPN 4 South Tambun Bekasi in 2019/2020 Academic Year.* A paper, Jakarta: The University of Muhammadiyah Prof. Dr. HAMKA, 2020.

This study investigated the students' difficulties in writing narrative text of eight grade students of SMPN 4 South Tambun for the 2019/2020 academic year. The aim is to obtain empirical data about the factors that influence students' difficulties in writing narrative text. Therefore, the writer can analyze the students' writing narrative text of eight grade students of SMPN 4 South Tambun. This study took 50 students from 8-4 and 8-5 classes using qualitative descriptive analysis methods. Based on the results of the study, it can be concluded that the factors causing the eight grade students of SMPN 4 South Tambun to get the difficulties in writing narrative text are generic structure 42.57%, language features 40%, background knowledge 41.33%, teacher's explanation 51.33%, and motivation 43.5%. It supported that only 9 out of 50 students are able to write narrative text with a complete generic structure and correct language features. The lack of clarity of the material explained by the teacher made the students' interest in learning English decrease. This has an impact on the lack of vocabulary and grammar knowledge of students which in turn causes several generic structure and language features errors in writing narrative text.

*Key words: Students' Difficulties, Writing, Narrative Text,*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Research

Writing is known as one of language skill that requires individual to produce language in written form. This written production is exclusive that can be expressed naturally or unnatural, academic or non-academic by someone in many variety of context. Hyland (2013) defined writing is an activity of solitary individuals which involves setting goals and selecting strategies to achieve, and it is usually context-free. The main goal of writing is similar with speaking, in which to deliver message from writer to reader. Hyland (2013) added that writing surely has communication dimension; it is purposed to make interaction between writer and reader. This means someone do writing for conveying meaning to readers, and sometimes it has its own agenda. Therefore, writing is seen as skill that is productive and exclusive produced by someone in order to communicate or to have connection with others who reads the text.

In the English language context, writing is also essential skill to master by learners, but it tends to be difficult and complex. There are some factors that make students felt hard of writing, such as they often confuse in transferring their writing from *bahasa* to English context (Husin & Nurbayani, 2017). Besides, many students experience difficult because writing requires complex process to accomplish. As it is stated by Brown (2000) who explained writer or learner must first do thinking of the topic he or she wants to state, then the

writer creates drafting for checking the writing product, and last the writer conducts revising the writing product before publishing it to reader. In the reality, learners often fail to think the idea, difficult to write it into text, and hard to do rechecking of the text that they have written (Komara & Sriyanto, 2018). This situation is problematic, in one hand it is crucial skill to master, but in other side it is tough to acquire. In fact, Linse and David (2005) strengthened these processes as key to make the writing becomes perfect. Therefore, writing seems harder than other skills of English, so some efforts need to do by learners in order to master writing ability.

In the context of Indonesia, especially for English as foreign language (EFL) students in secondary level students usually implement writing skill into a text. This is “a must” as consequence of applying curriculum 2013 which forces students to be experts in writing some types of text. To be noticed, there are many types of texts that students must learn at school. Clark (2018) mentioned only standard types of text to write; narrative, descriptive, and expository. Nevertheless, Mazzon (2016) mentioned five basic types of text namely Werlich’s model; descriptive, narrative, expository, argumentative and instructive. Those texts have different characteristic or genre and purpose or social function. So, students must be able to understand the style of text to use, depending on the purpose of the writing, and the selection of language features of the text.

One of challenging texts that students often face is a narrative. McQuillan (2002) defined narrative text is a story that is told in language, it’s

converted into language sign. It's used to tell a story that has series of chronological events that are interconnected. Siregar (2013) argued to make a good narrative text, students have to develop conflict and discuss general aspect of human life. The students' problem is understanding generic structure and language features. Kurniawan, Rufinus, and Suhartono (2013) mentioned three generic structures of narrative text; orientation, complication and resolution. Each of which has its own elements, in the orientation consist of characteristic and setting. In the complication students could find plot, contain of problems and events. In the resolution they could know the outcome of the story. Samosir (2012) explained language features of narrative text focus on individual participants with a specified identity; first, can be written as a first person or third person. Second, using temporal conjunctions and temporal conditions that describe time and place. Third, using the past tense. Fourth, using material processes (action verb) some behavioural and verbal processes. behavioural process described physiological and psychological process, such as dreaming, smiling, breathing and etc. Verbal process described as a process of saying, such as warning, speaking and others. The last, using the relational process, doing or showing what is happening and what is being done; while mental process is a sensing process, such as thinking, feeling and understanding. Those make difficult because students must consider to organize interrelated ideas.

From the above problems, the writer found the same problems during my third internship in SMPN 4 South Tambun. Many students have not

mastered in writing narrative text. They are confused to organize ideas and put in written text especially in English. Therefore, the writer conducted a preliminary study to determine the problems that faced by students in SMPN 4 South Tambun.

**Tabel 1.1 Preliminary Study**

Questions	Do you like writing in English?	Have you ever written narrative text?	Do you feel difficult in writing narrative text?
Student 1	No	Yes	Yes
Student 2	No	Yes	Yes

*(The data was taken on December, 10<sup>th</sup> 2019)*

Based on preliminary study, students felt difficult when they asked to writing in English especially narrative text. They may confuse about how to write good narrative text. Those problems may occur from furious factors that need to be explored more. Beside The teacher seems have the strategy but still not clear the strategy Then, the writer decides to look for the factors that influence eighth grade students' of SMPN 4 South Tambun difficulties in writing narrative text.

## **B. The Scope of The Research**

In this research, the writer is focused on students' knowledge of the components of narrative text. Therefore, generic structure and language features are the sub-focus of this research.

### **C. The Question of The Research**

Based on the limitation above, the writer states the question as follows:

What are the factors that influence eighth grade students' of SMPN 4 South Tambun difficulties in writing narrative text?

### **D. The Objective of The Research**

The purpose of this study is to get factual data about the factors that influence students' difficulties in writing narrative text. In addition, this research is purposed to analyse the strategies that the teacher uses to solve eighth grade students' of SMPN 4 South Tambun.

### **E. The Significance of the Study**

There are two significances to the study. theoretically, from this study the writer can enrich what difficulties factor faced by students in writing narrative text. for the practical, this research can give a feedback to the teacher about the strategies that they can use to teach narrative text

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