

STUDENTS' PERCEPTION OF NARRATIVE TEXT WRITING DIFFICULTY

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui kesulitan dan penyebab kesulitan siswa kelas VIII dalam menulis teks naratif. Penelitian ini menggunakan desain penelitian kualitatif. Subjek penelitian ini adalah siswa kelas VIII B yang berjumlah 20 siswa. Dalam penelitian ini, pengumpulan data dilakukan dengan menyebarkan kuesioner dan wawancara. Berdasarkan hasil analisis angket dan wawancara diketahui bahwa siswa mengalami kesulitan dalam menulis teks naratif. Kesulitan terletak pada tenses teks naratif, kesulitan dalam menempatkan tanda baca dan huruf kapital, dan kesulitan dalam memahami struktur generik dari naratif tertulis. Penyebab kesulitan dalam menulis teks naratif adalah kurangnya perbendaharaan kata, kurangnya latihan menulis, dan penyebab terakhir adalah kendala yang dialami siswa saat belajar online. Solusi yang peneliti berikan kepada siswa adalah siswa diharapkan untuk lebih mempelajari materi teks naratif dan memperbanyak kosakata bahasa Inggris sehingga siswa dapat lebih mudah memahami dan menulis teks naratif. Peneliti menyimpulkan bahwa siswa kelas delapan di SMP Negeri 2 Sindue memiliki kesulitan dalam menulis teks naratif.

Kata Kunci: Persepsi siswai; Kesulitan menulis; Teks Narasi

ABSTRACT

The purpose of this study was to determine the difficulties and causes of difficulties for class VIII students in writing narrative texts. This study uses a qualitative research design. The subjects of this study were students of class VIII B, totaling 20 students. In this study, data collection was carried out by distributing questionnaires and interviews. Based on the results of the analysis of questionnaires and interviews, it is known that students have difficulty in writing narrative texts. The difficulty lies in the tenses of the narrative text, the difficulty in placing punctuation and capital letters, and the difficulty in understanding the generic structure of the written narrative. The causes of difficulties in writing narrative texts are lack of vocabulary, lack of writing practice, and the last cause is the obstacles experienced by students when learning online. The solution that the researchers gave to the students was that students were expected to learn more about narrative text material and increase English vocabulary so that students could more easily understand and writing narrative texts.

Keywords: students' perception, writing difficulty, narrative Text

INTRODUCTION

Writing is one of the language skills that should be mastered by the students. As one of the basic language skills, writing is just as important as other skills (listening, speaking, and reading). So writing is very important to learn for students. Based on fact, writing skills have a crucial role. Writing is not only developing the ideas in the paper but also attending to the rules of the writing process carefully.

Writing is one of the language skills, which is used as one medium to communicate with others. In other words, one way to express the language is through written form. Since writing is used as one form of communication, mastering the skill of writing is needed because by writing, people especially the students will enable them to express their ideas, feelings, and experiences in a certain pale time and situation in written form. Writing can be defined as a way of expressing ideas through written forms.

There are many kinds of material of writing taught in the second grade of junior high school, for example, is genre, narrative, descriptive, recount, procedure, and so on. One of them is narrative. Based on the content of 2013 curriculum (K-13) students should be able to write Narrative they are at Grade VIII. Therefore, the narrative should be learned by the students.

A narrative paragraph is a text that tells a tale about a legend. The students should have knowledge of the story they would like to write in order to write a narrative paragraph. In previous research on students' difficulties in writing conducted by Masyhud (2010), it was found that there were six problems faced by students in writing, namely limited ideas, student difficulties in choosing suitable ideas, no students had difficulty in writing. Examining students 'writing, students' low motivation to write, students 'inability to share ideas, and students' difficulties in understanding the material.

In this study, the researchers involved narrative text to determine the types of difficulties of students in writing narrative text. Researchers found out that students at SMP Negeri 2 Sindue got many problems studying English, especially in writing. Firstly, lacks of vocabulary. Lack of English vocabulary becomes one of the reasons why students think that writing is a difficult thing. Secondly, a lack of experience in writing also becomes difficult in writing. Students were not interested in writing because they were not accustomed doing it.

After considering these problems, the researchers are very interested in conducting research at SMP Negeri 2 Sindue, namely in class VIII through a study entitled "An investigation of writing narrative text writing difficulty of grade eight students at SMP Negeri 2 Sindue". This is done with the aim of investigating students' problems or difficulties in writing narrative texts.

METHOD

This research uses a qualitative approach with a descriptive type of research. In this study, researchers will obtain information and describe the difficulties and causes of difficulties in writing narrative texts.

The research subjects of this study were eighth grade students of SMP Negeri 2 Sindue with a total of 20 students. To collect data, this study used a questionnaire as primary data and interviews as supporting data. The score is based on a Likert scale to determine the level of difficulty and the causes of students' difficulties in writing narrative texts in English subjects. Likert scale there are five possible answers and assessment scores as shown in the following table:

Table 1
Questionnaire Assessment Criteria

No	Statement	Point
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

According to Miles and Huberman (2012), data analysis consists of three activity that is data reduction, data presentation, and drawing conclusion. In order to know the result in a number, the researchers calculated the percentage. The percentage would indicate the meaning and the result of the data gathered. The formula used in calculating the percentage as follows:

$$p = f / n \times 100\% \text{ (Anas Sugiyono: 2012)}$$

FINDINGS AND DISCUSSION

FINDINGS

The study was conducted to determine the difficulties and causes of students' difficulties in writing narrative texts at SMP Negeri 2 Sindue. Class VIII B was chosen as the participant of this research from all eighth graders at SMP Negeri 2 Sindue. Data was obtained through a questionnaire with 10 items and an interview consisting of 5 items. The participants of this study were 20 students from class VIII B for the questionnaire and 5 students from the same class for the interview.

Questionnaire

The data is displayed as a percentage. The description of the data in question is as follow:

**Table 4.1 Percentage Results of the Statement No. 1
Students interest on learning English**

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	1	5%
2	Agree	4	18	90%
3	Neutral	3	1	5%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%

Based on table 4.1, it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 1, there were 1 student or 5% strongly agree, 18 students or 90% agree and 1 student stated neutral, and no student stated disagree or strongly disagree.

**Table 4.2 Percentage Results of the Statement No. 2
Students interest on writing subject.**

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	0	0%

2	Agree	4	4	20%
3	Neutral	3	11	55%
4	Disagree	2	5	25%
5	Strongly Disagree	1	0	0%

Based on table 4.2, it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 2, there are 0% stating strongly agree and disagree, 4 students or 20% agree, Then there were 11 students or 55% stating neutral, and 5 students or 25% disagree.

Table 4.3 Percentage Results of the Statement No. 3
Students know about the narrative text previously.

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	0	0%
2	Agree	4	18	90%
3	Neutral	3	2	10%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%

Based on table 4.3 it can be seen that from 20 grade VIII B students of SMP Negeri 2 Sindue have different responses to the statement 3, there are 0% stated strongly agree, disagree, and strongly disagree. Then there are 18 students or 90% agree, and there are 2 students or 10% who say neutral.

Table 4.4 Percentage Results of the Statements No. 4
Students are able to understand about the narrative text

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	0	0%
2	Agree	4	1	5%

3	Neutral	3	15	75%
4	Disagree	2	3	15%
5	Strongly Disagree	1	1	5%

Based on table 4.4, it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 4, there were 0% strongly agree, 1 student or 5% agree. Then there were 15 students or 75% stating neutral, 3 students or 15% disagreeing and finally there was 1 student or 5% who stated strongly disagree.

Table 4.5 Percentage Results of the Statement No. 5
Students are able to determine the structure of narrative text.

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	0	0%
2	Agree	4	1	5%
3	Neutral	3	3	15%
4	Disagree	2	9	45%
5	Strongly Disagree	1	7	35%

Based on table 4.5 it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statements 5, there were 0% strongly agree, 1 student or 5% agree. Then there were 3 students or 15% stating neutral, 9 students or 45% disagreeing and the last, there were 7 students or 35% who stated strongly disagree.

Table 4.6 Percentage Results of the Statements No. 6
Students need to conceptualize sentences before writing it in English.

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	10	50%
2	Agree	4	10	50%
3	Neutral	3	0	0%

4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%

Based on table 4.6 it can be seen that from 20 grade VIII B students of SMP Negeri 2 Sindue have different responses to statement 6, there were 10 students or 50% stating strongly agree, and 10 students or 50 % agreed. Then there is 0% each for the answer choices neutral, disagree, and strongly disagree.

Table 4.7 Percentage Results of the Statement No. 7
Students have difficulty in understanding grammar in narrative texts..

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	12	60%
2	Agree	4	8	40%
3	Neutral	3	0	0%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%

Based on table 4.7 it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 7, there were 12 students or 60% strongly agree, and 8 students or 40% agree. Then there is 0% each for the answer choices neutral, disagree, and strongly disagree.

Table 4.8 Percentage Results of the Statement No. 8
Students find it difficult to put punctuation on writing narrative text.

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	7	35%
2	Agree	4	12	60%
3	Neutral	3	1	5%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%

Based on table 4.8 it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 8, there were 7 students or 35% strongly agree, 12 students or 60% agree and 1 student or 5% stated neutral. Then there is 0% each for the answer choices disagrees and strongly disagrees.

Table 4.9 Percentage Results of the Statement No. 9
Students need a dictionary (book/e-translator) to help them writing the text.

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	10	50%
2	Agree	4	10	50%
3	Neutral	3	0	0%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%

Based on table 4.9 it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 9, there were 10 students or 50% stated strongly agree, and 10 students also or 50% agree. Then there is 0% each for the answer choices neutral, disagree and strongly disagree.

Table 4.10 Percentage Results of the Statement No. 10
Students have a strong motivation to learn English.

No.	Answer	Score	Frequency (F)	Percentage (%)
1	Strongly Agree	5	0	0%
2	Agree	4	12	60%
3	Neutral	3	5	25%
4	Disagree	2	3	15%
5	Strongly Disagree	1	0	0%

Based on table 4.10 it can be seen that from 20 students of class VIII B SMP Negeri 2 Sindue have different responses to statement 10, there were 0% strongly agree,

12 students also or 60% agree. Then there are 5 students or 25% for the answer choices neutral, 3 students or 15% disagree and 0 students or 0% strongly disagree.

Interview

The interviewer is the researchers themselves, which is conducted directly. The interview questions obtained information about the students' difficulties and the causes of the difficulties themselves in writing narrative texts. Students' opinions were conveyed based on the experience of learning English in the classroom on narrative text material. The results of the interview are the difficulties are in grammar, punctuation, and difficulty in understanding the generic structure of written narrative. The causes of difficulties are lack of vocabulary. Lack of practical in writing, and the last causes is online learning which according to students is less effective because of the lack of time to receive learning materials.

DISCUSSION

This research was conducted at SMP Negeri 2 Sindue. The subjects of this study were class VIII students, totaling 20 students. Data collection was carried out directly by researchers on students of SMP Negeri 2 Sindue by collecting questionnaires and interviews with students.

This section contains an in-depth explanation of the data found during the research. As noted in the first chapter, the answers to the research problems will be outlined here. The researchers divide the discussion into two parts, namely, difficulties and causes in writing narrative text.

The Difficulty in Writing Narrative Text

Based on the results of the questionnaire data analysis and interview that have been described previously and the results of the study indicate that the eighth-grade students of SMP Negeri 2 Sindue experienced some difficulties in writing English, especially in writing narrative texts. The difficulties of these students include difficulties in determining generic structure, lack of grammar, capitalization, and punctuation in writing narrative text.

Based on the results of the questionnaire statement number 7, it was stated that students had difficulties in determining grammar in writing narrative texts. In addition,

this statement is reinforced by the theory of Adas and Bakir (2013), where one of the causes of writing problems is the difficulty of students understanding sentences or paragraphs because sentences are arranged in an arrangement or in other words grammatical and immediate. In another research study, Ariyanti & Fitriana (2017) reported that Indonesian EFL students had difficulty using grammar, coherence, paragraph organization, diction, and writing errors in writing. Based on their study it was found that students encountered difficulties in writing practice.

The next difficulty is that students have difficulty in placing punctuation marks. This is based on the results of questionnaire statement number 8, students have difficulty placing punctuation marks when writing. Then reinforced by student answers at the time of the interview. This refers to a previous study, Peter & Singaravelu (2020), which stated that one of the problems found in students in the writing class was punctuation error. There were innumerable problems in punctuation which led to the deviation of the meaning of the content. The investigator found it very difficult to draw out the meaning of the sentences due to error caused in the punctuation. Major error were in the use of full stop (.), comma (,), apostrophe (') etc.

The last problem is, the researchers found the students faced the difficulty in understanding the generic structure of written narrative. They are not able to differentiate the orientation, complication, and resolution. According to Irwan (2013), the problems that faced by the students in arranging the generic structure of written narrative text are they did not listen the material attentively given the teacher, the students only got the information from what they read at glance and based on their experiences before.

The Causes of Difficulty in Writing Narrative Text

In this section, the researchers will discuss the causes of students' difficulties in writing narrative texts. The causes of difficulties for eighth grade at SMP Negeri 2 Sindue are lack of vocabulary, lack of practice in writing, especially narrative text, and the last causes is online learning which according to students is less effective because of the lack of time to receive learning materials.

The cause of difficulties in writing narrative texts is that students have difficulty understanding narrative texts due to lack of vocabulary. This means that students have a

very limited vocabulary so that students are not able to compose sentences correctly. This problem is reinforced by the theory of Adas and Bakir (2013) which says that English learners have a limited vocabulary. Therefore, students end up repeating the same words which hinder creativity.

Lack of writing practice, especially in writing narrative text, is one of the causes of students' difficulties. Therefore, based on the problems identified by Sasmita & Setyowati (2021) add that the difficulty of expressing ideas through writing may no longer be a big issue for a dependable writer, although they may still encounter deadlock and afraid of making mistakes which means that the fear of making mistakes is usually followed by the fear of being criticized.

Then, the last one is the limited time due to online learning during the Covid-19. According to students, online class is very influential on effectiveness in learning. When online class, students have difficulty because of the difficulty of the signal or the lost network connection, or those who do not have internet quota. This greatly affects the level of difficulty of students in understanding the material, especially in writing narrative text. Previous study by Cahyani (2020) which discussed the motivation of high school students in learning online during the Covid-19 pandemic explained that students' learning motivation decreased during online learning.

Based on the discussion above and from the results of the data obtained, the researchers concluded that the eighth grade students of SMP Negeri 2 Sindue had difficulties in writing narrative texts. The difficulties are in grammar, punctuation, and difficulty in understanding the generic structure of written narrative. The causes of difficulties are lack of vocabulary. Lack of practical in writing, and the last causes is online learning which according to students is less effective because of the lack of time to receive learning materials.

CONCLUSION

Based on the research results, the most dominant difficulty is found in determining grammar, which in this case is the simple past tense. The next difficulty is in the placement of punctuation and capital letters and the last difficulty is not understanding the generic structure of the narrative text. Then the causes of students' difficulties when writing narrative texts are lack of vocabulary, lack of writing practice,

and several factors due to online learning during the Covid-19 period that made students difficult to receive materials related to narrative texts.

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