

**THE STUDENTS' DIFFICULTIES IN
WRITING NARRATIVE TEXT AT
TENTH GRADE OF
SMK AL HIKMAH 2 SIRAMPOG IN
THE ACADEMIC YEAR 2021/2022**

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Abstract

The aim of this study is to describe the students' difficulties in writing narrative text at tenth grade students of SMK Al Hikmah 2 Sirampog in the academic year 2021/2022. The techniques of data analysis are data reduction, data display, and drawing conclusion or interpretation. The data analysis used in this study is a qualitative research. From the results of questionnaires and interviews, the writers conclude that the students have difficulties in writing Narrative text such as their grammar knowledge related to tenses, especially the

simple past tense which is still very low, they cannot distinguish between narrative texts and other types of texts, even most of them do not know narrative texts and cannot write narrative texts because they do not know the structure, they are afraid of making mistakes when writing narrative texts because they do not master a lot of vocabulary.

Keywords: Students' Difficulties, Writing Narrative Text, SMK Al Hikmah 2 Sirampog

A. Introduction

According to Jordan (1999:39), "Language is a signalling system which operates with symbolic vocal sounds, and which is used by a group of people for the purpose of communication". English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in elementary school, a compulsory subject in junior and senior high school and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive.

Writing is one of the abilities by which every individual has to communicate an idea in a piece of writing so that it can be read by others. Writing is also a process of expressing ideas, thought and feeling in words on a written form. There are several types of writing such as descriptive text, recount text, and narrative text. The tenth grade students of SMK Al Hikmah 2 Sirampog in the academic year 2021/2022 face difficulties in writing narrative text. The difficulties are: they have lack of vocabulary and grammar, they do not understand text narrative, they have low self-confidence, and they have limited facilities. Based on the phenomenon above, the writers conduct a research to describe the students' difficulties

in writing narrative text at tenth grade of SMK Al Hikmah 2 Sirampog in the academic year 2021/2022.

B. Literature Review

The writer uses some theories related to the definition of writing, the importance of writing, the purposes of writing, the components of writing, the definition of narrative text, the generic structure of narrative text, and the language features of narrative text.

1. The Definition of Writing

According to The Liang Gie (1992 :17), writing is a writing activity that includes several important elements in writing. Therefore, not just pouring ideas, but also must follow other elements such as reviewing in terms of speech, vehicle and arrangement.

2. The Importance of Writing

According to Harmer (2004: 31-33) there are some points of the importance of writing.

- a. Writing encourages students' to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.
- b. Writing is frequently useful as preparation for some other activities.
- c. Writing can be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking.

3. The Purposes of Writing

According to Hartig (in Tarigan 2008: 25), the purposes of writing are: assignment purpose, altruistic purpose, persuasive purpose,

informational purpose, self-expressive purpose, creative purpose, and problem-solving purpose.

4. The Components of Writing

The general components of writing are vocabulary, grammar, mechanic, fluency (content) and organization. Hughes (1989) explains Grammar, Vocabulary, Mechanic, Fluency, and Organization.

5. The Definition of Narrative Text

According to Keraf (2010: 136), narrative is a form of discourse that trying to describe clearly to the reader an events that have occurred. In other words, the narrative seeks to answer a “what happened” question. The form of this essay tries to tell an event as if the reader can see and can experience the event. The important element in this narrative is action and the time series in which the occurred. Sirait (1985: 24) suggests that narrative is an essay that regarding the sequence of events. The purpose of this narrative is to tell readers about what happened. Thus, the crux of the matter in the narrative above, it can be concluded that: that narrative is an essay that describe the chronology of events in certain time series. Through this essay, the reader is made as if they can feel the events that occur.

6. The Generic Structure of Narrative Text

According to Djuharie (2017), there are four generic structures in narrative text: orientation, complication, resolution and coda.

- a. Orientation is parts of text give setting or opening about narrative.
- b. Complication is parts of text to inform about the conflict in narrative.
- c. Resolution is parts of text to describe about the reaction to solve the problem.

- d. Coda is the reflection or evaluation of the conflict.
7. The Language Features of Narrative Text
- According to Anderson (1997) in Karolina (2006), the language features of narrative text are:
- a. Nouns that identify the specific characters and places in the story.
 - b. Adjectives that provide accurate descriptions of the characters and settings and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.
 - c. Verb that show the actions that occur in the story.
 - d. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

C. Method of Investigation

The method of investigation covers the research design, the source of data, the technique of data collection, and the technique of data analysis.

1. The Research Design

In this research, the writers apply descriptive qualitative method. The purpose is to describe the students' difficulties in writing narrative text. According to Creswell (2007: 32), qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem. While descriptive qualitative is one of methods which focuses on describing the social phenomenon.

2. The Source of Data

This research is conducted at SMK Al Hikmah 2 Sirampog on tenth grade students in the

academic year 2021/2022. The sample of this research is 19 students of tenth grade of accounting class consisting of 18 female students and 1 male student. The total number of population is 168 students coming from tenth grade of SMK Al Hikmah 2 Sirampog in the academic year 2021/2022 which consists of 108 female students and 60 male students.

3. The Technique of Data Collection

Technique of data collection is very important in this research. It is used to search accurate, relevant and reliable information about problem of investigation. The writers collect the data through observation, interview, and questionnaire.

4. The Technique of Data Analysis

The data are analyzed based on the result of the observation, questionnaire, and interview considered as qualitative data. The data analysis in this research can be broken down into three stages: data reduction, data display, and drawing conclusion or interpretation (Sugiyono, 2009).

D. Findings and Discussion

The discussion covers the teaching and learning process and the students' difficulties in writing narrative text.

1. The Teaching and Learning Process

Based on the analysis from the observation, questionnaire, and interview taken in the teaching and learning process, the writers find several elements related to the students' difficulties in writing narrative text:

a. The Method

In learning process, the method is needed by the teacher with the aim of helping

the students to easily understand the material and not get bored. Based on data at SMK Al Hikmah 2 Sirampog, the English teacher uses discussion methods. It means a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, and understanding. Changes in the methods used by the teacher follow the development of the curriculum. However, sometimes the teacher also teaches monotonously in class, delivers subjects, gives examples, and asks the students to do exercises. The lack of interaction makes the students easily bored when the learning process takes place, causing students to be mostly sleepy. As a result, the lessons taught by the teacher are not well received by the students, resulting in a decrease in the students' understanding of the subjects given by the teacher.

The shortcomings of the teacher when teaching in class are: the teacher does not give the students appreciation, the student's involvement, and the teacher does not give the students motivation. However, the other factors in teaching and learning process that have been done by the English teacher is considered quite well such as delivering and explaining the material in a good way.

b. The Obstacles

There are so many obstacles when learning in class both from the teacher and the students. The obstacles faced by the teacher are the teacher's lack of attention to students, the teacher does not understand the student's

character so that the teacher only prioritizes active students, the lack of communication especially in learning English communication using English, in the new normal era the effectiveness of face-to-face learning is still limited so that the delivery of material is limited, the facilities provided by the school are also one of the obstacles for teachers when teaching such as limited books, lack of updating of new books, dictionaries, and language laboratories so that when teachers need new material the teacher must take initiative and be innovative in looking at various other sources such as the internet.

The obstacles faced by the students are also not much different, such as the environmental factors of their Islamic boarding schools are more familiar with English, only a few students who are qualified in English, especially those from dormitories who use English basic daily, facilities from schools are still inadequate, students are lazy when learning a foreign language because it is difficult for them, students' interest in foreign languages is still very minimal, it happens because the students do not master grammar and lack vocabulary and it really hinders when learning English in class, especially writing texts in English.

2. The Students' Difficulties in Writing Narrative Text

The writers find that the students' difficulties in writing narrative text are vocabulary, grammar, as well as structure and language features described below:

a. Vocabulary

Students lack of vocabulary because they self-confidence and low motivation, they

lazy to use the dictionaries, students are not able to complete English assignment because they are afraid of being wrong, school environment, limited facilities, tool learning which are still provided by the students themselves, learning media like laboratories language, lack of support by their parents, etc.

b. Grammar

Grammar is important component in writing English because it is a key. The students face when learning grammar are that they are lazy, they are easily discouraged, have no desire to be able to master grammar and many students who do not know about grammar maybe from their previous educational background, environment, or the teacher does not p too much emphasis on being able to master grammar. In fact the teacher only presses the students to be able to read English correctly.

c. Structure and Language Feature

Another cause of the students' difficulties in writing narrative text is that they do not understand the generic structure such as: orientation, coda, re-orientation and the language features used in narrative text such as: tenses that they use, verb, etc. Moreover they cannot decide the theme, so they find it difficult to start writing narrative text.

Based on the explanation above the writers find that at tenth grade Accounting at SMK Al Hikmah 1 Sirampog the students' ability is still low, especially in writing narrative text because they have lack of vocabulary and they do not know grammar, generic structure and language features of narrative text. In practice the teacher does not give them the

opportunity to try writing a text in English like a simple text, because the teacher requires them to read not to write.

E. Conclusion

Based on the research result at tenth grade Accounting of SMK Al Hikmah 2 Sirampog in the academic year 2021/2022, it can be concluded that the teaching and learning process is quite conducive. Furthermore, the teacher uses discussion method in class learning. Sometimes the teacher is also monotonous in class and has lack of interaction so that the students are easily bored and sleepy in class, but the teacher always tries to find new methods based on curriculum development.

Because English is not a foreign language and is not used every day, so there are many obstacles faced by teachers and students during learning such as the teacher's lack of attention to students, the teacher does not understand the student's character so that the teacher only prioritizes active students, the lack of communication especially in learning English communication using English, facilities from schools are still inadequate, students are lazy when learning a foreign language because it is difficult for them, and students' interest in foreign languages is still very minimal.

The tenth grade of accounting program difficulty factors in writing narrative text faced are the two factors that are internal and external factors. The internal factors are they uninterested to learn English, easily bored, could not writing narrative text well, do not understand about verb, grammar and tenses, and then lack of vocabulary. The external factors are limited facilities such as dictionaries, worksheet (LKS) and the school does not provided additional hours for

students to explore the material, less motivation from teacher and parents unsupported their children to learn English.

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