Narrative Text Development: Analysis on Students' Writing Difficulties

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ABSTRACT

The English language is being used more and more often, which pushes nations and individuals to thoroughly learn it. Although there have been several attempts to increase awareness of English use, many students still object to the language being used in an academic setting. Because English writing is the most challenging talent, students and teachers who concentrate on it reach a saturation point. However, given that one of the issues is that learners have a hard time writing in English, it is important to identify the underlying causes of these issues. Consequently, the bases' answers are modified to better meet the demands of the learners. This study examined the issues that students have when planning and composing narrative texts. Descriptive and qualitative research methods are used. The research's findings gathered through observation, testing, and interviews. The third semester Hamzanwadi University student was the study's target audience. The findings indicated that difficulties in producing narrative text in terms of syntax, vocabulary, spelling, difficulty, and resolution. There were other contributing elements to the issues, such as how little English is read and written by learners. The students have a variety of options for honing their narrative text writing, including reading books and writing exercises.

INTRODUCTION

Writing is a crucial talent that all leaners should possess since it has numerous benefits (Kayaalp et al., 2022). Possessing strong writing abilities aids in the development of critical thinking abilities, the ability to construct logical arguments, and the ability to convey or deliver messages with ease and clarity. Additionally, having strong writing abilities will aid pupils in finishing their academic work. Even though writing is crucial outside of the classroom, there are still certain issues with improving writing abilities.

In English education major, students are required to study writing as a compulsory course. This demonstrates how the educational system pushes all students to develop these abilities (Wilson et al., 2021). Education and learners are in the same situation despite these expectations; wiring is not a simple task. (Supriyadi, 2021) suggests using a collaborative approach even while producing scientific writing since it must be challenging students to choose the right concept and topic. The act of writing needs mental work, as does mastering terminology and developing thoughts and concepts.

Writing is difficult skill. a good writing is not only hard work, but also it is a complex and challenging task and (Wagio, 2018) said that many teachers feel that teaching writing is too difficult for students. Furthermore, the previous researcher (Nurhidayah, 2017) had found students' problem in developing

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writing skill. In this context, writing skill become more crucial because the students are not only difficult to find the ideas but also less vocabularies (Janebi Enayat & Derakhshan, 2021) because English is their new taste for them (Suryanto & Sari, 2021). It is difficult to finish their writing and write the incoherent and unchosen paragraph, low grammar understanding, so they wrote incorrect sentences. If students can solve their problems of grammar, students' writing in English can achieve the level that is the same as the native language. People spend less time to write than to listen, to speak and even to read.

To assist in enhancing learners' writing skills, several research have been carried out. The needs of pupils are still being satisfied by the development of new teaching strategies, yet writing requires strong cognitive abilities. The background of pupils influences their degree of knowledge, causing many teachers to identify distinct issues and demands. Given the variations in the research situation, the researchers' answers and methodologies are undoubtedly not entirely effective. The researcher aims to investigate the challenges that students face when producing narrative texts. When student issues are identified, the appropriate remedy may be offered that addresses those issues.

LITERATURE RIVIEW

The widespread usage of English has made it the de facto international language (Tamimi Sa'd, 2018). As people relocate, they use English to communicate and adapt. Some people find it simpler to learn English because of this (Matsuda, 2018). However, English is still a relatively alien language for the majority of pupils. Many students skip English because they believe it to be a tough subject. In Indonesia, English is at least introduced in the early grades and continues until junior high. English has evolved into a challenging subject despite the fact that students have studied it for a long time.

Numerous variables contribute to this issue, and (Nuraida, 2017) found that a successful approach to meeting students' demands can be a solution to their problems. In this situation, it is important to analyze not just the performance of the instructors and pupils, but also the community's culture and educational system. Schools and classrooms must be able to cultivate students' eagerness to learn so that they are prepared to take in and process the knowledge taught in the setting (Kutbiddinova et al., 2016).

METHODS

The researcher conducted research using qualitative descriptive. According to Cresswell in (Daryanti, 2017), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem. Therefore, (Alaro, 2020) stated descriptive research design concern with describing "the characteristics of a particular individual, or of a group." It was analyzed using qualitative descriptive. The researcher used four steps to analyzed the data. The first was assembling the data. In this step, the researcher started to look for broad patterns, ideas, or trends that seem to answer the questions.

The second step was comparing the data. In this step, the researcher compares the categories of different sets of data to see whether the data say the same thing or whether there are contradictions. The third step was building meanings and interpretations. The researcher analyses the data several times to post questions, rethink to connections, and develop explanation of the situation. The last step was reporting outcomes. In this step, the researcher describes the context of the research, outlining findings, and considering how to organize the whole research not only the analysis and findings.

RESULTS AND DISCUSSION

The result of interview, there were some problems which were faced by the student. Each student faced different problem in developing writing. Some students were low at grammar understanding which made them confuse how to use English grammatically. In developing narrative text, most of the students had problem in determining conflict and resolution of narrative text but almost the students found problem in developing complication of narrative text. There little students found problems in developing orientation of narrative text.

There were varieties factors why those problem happened. Students said that they were seldom to memorize vocabularies, low grammar understanding, rarely practice writing, seldom read English books, and difficult to put idea into writing. Furthermore, students improved their ability in writing narrative text through read English book or novel, watching English video, listening short story in podcast, learn from google and android application (Cake). There a student used Think Talk and Write (TTW) strategies to improve their writing narrative text. The test had been conducted to the students and the result of the test was used as observation instrument by the researcher. In the observation result, researcher found some problems of the students' written in writing short story of narrative text. The average of students made any mistake in grammar which make students' written become seriously unclear meaning. There some mistake which is not seriously unclear and the meaning still can be understood. Furthermore, students make mistake not only in grammar but also in vocabularies and spelling as well.

That were seriously problem because that make students' written become unclear meaning. Because of low grammar understanding, there some sentences have different meaning and the sentences become uncoherent with other sentences. Another problem in vocabularies, less of vocabularies encourages students using the same words many times and even there some words which were used by the students were not match with the context. There also problem in spelling, students write with some error spelling.

In the same time, there some students' problems in developing writing narrative text. The common problems in writing short story of narrative text which were faced by the students when the students write complication and resolution. Students found any difficulties to determine conflict and reorganize the conflict to make it become resolution. Although confliction and resolution become the most problems for the students, it did not mean that the students did not found any difficulties in writing orientation of narrative text. There some students were difficult to organize their idea and that make some students feel difficult to start writing.

CONCLUSION

Based on the analysis on the previous chapter, it can be concluded that there some problems still happened related to the third semester in developing writing narrative text. Furthermore, based on the data were found in this research, the researcher concluded that vocabularies, spelling became the problems in developing writing it was because the students had lack of motivation, lack of self-confidence, and writing anxiety which made the students rarely memorize vocabularies, less practice and seldom read English books. Grammar and organize idea also became the problems of the students in developing writing narrative text.

In the same time, orientation, complication and resolution also became the problems in developing writing narrative text but the average of the students had problem in writing complication and resolution and each student had different problems both in developing writing or in developing writing narrative text.

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