AN ANALYSIS OF STUDENTS DIFFICULTY IN WRITING NARRATIVE TEXT IN CLASS X OF SMK NEGERI 1 KUTACANE ACADEMIC YEAR 2023/2024

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ABSTRACT
A Thesis English Education Department the Faculty of Teachers Training and Education, stkip us Kutacane.The aim of the research was to find out the ability and difficulty in writing narrative text. Writing test and Questionnaire were used as the instrument of collecting data. The subject of this research were the X of SMK Negeri 1 Kutacane Academic Year 2023/2024. The method of this research was descriptive research. Writing test and questionnaire were used as the instrument of collecting data. the subject of this research were X of SMK Negeri 1 Kutacane .The result in this test was good and the mean score was (43.45). The second meeting the researcher explain again about questionnairebefore giving the questionnaire test, the result of the questionnaire of the students got (44.54) showed the students of X of SMK Negeri 1 Kutacane were easy to writing narrative text.

Key word : Narrative Text, Descriptive research, Students' Writing skill

Background Of The Research

According to Saddhono & Slamet (2014), the use of the terms writing and composing are two things that are considered to have the same meaning by some experts and different by some other experts. Writing activities are crucial to education because they provide pupils the chance to practice thinking, speaking, and problem-solving.

According to Emmilia (2013) A narrative is a basic text is that already used in senior high school level.Furthermore,a narrative text is one of the genres taught in junior and senior high school levels in Indonesia.The purpuse of narrative text is to demonstrates how individuals or groups of individuals overcome an issue or crisis in their life by telling a tale in which people meet a problem or crisis that they must overcome.

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By learning narrative texts students are expected to arrange the texts in English which reveal their real past experiences and imaginative ones . Since the narrative texts have a core of of content on the sequenced retelling of experience,whether real or imagined ,students may recall their past experience and use references to create their imaginative stories of the past.

According to the explanation of Mrs. Suriani, S.Pd, as an English teacher at SMK Negeri 1 Kutacane, most students have difficulty writing Narrative texts, the problems faced by students are related to the difficulty of bringing up and pouring ideas into writing, the language used is still not good, as well as the interest and enthusiasm of students in following the learning to write Narrative text sometimes students feel bored when asked to write and it takes a long time to write.

Numerous variables, some of which may originate from instructors and students, contribute to pupils' writing challenges. The majority of students acknowledge that they become bored easily when they have to write texts, particularly lengthy and dull topic writings in class; some students even appear to put their heads on the table and converse with one another sometimes. When performing the exercises, they solely pay attention to the teacher; nevertheless, if the time provided is excessive, they begin to scream once again. Because they frequently do not comprehend the meaning of the words used in the text, they are not very engaged when composing lengthy texts. They find it challenging to dictionary. They just wait for the teacher to clarify it or inquire about challenging terms.

Based on the identification of the problems above ,the research questions are formulated as follows : Is there any Difficulties in Writing Narrative Text In Class X Of SMK Negeri 1 Kutacane Academic Year 2023/2024

Definition of writing

Accordiing to Suhendra (2015) writiing isi a perison's skill to put ideias into writing. This has always been considered difficult because people find ideas easier to convey in the form of spoken language.

According to Burhan Nurgiyantoro (2014), writing is an act of communicating thoughts through the medium of language. Writing is a useful and expressive movement so journalists must be able to take advantage of jargon, syntax and language structure. Cunnings worth (2012) Additionally, it states that "in real life writing is done with a readership in mind and writers need to know who their readers are in order to write

appropriately for them," which implies that the researcher must determine for whom they conduct their study. In order to present their ideas in a logical order, they can speak from memory or even refer to dictionaries, grammar books, or other reference materials. Before publishing, the research must read their works so that they may double-check and fix any errors. in order for the readers to be able to grasp what they are trying to say in their work.

Based on several opinions, it can be concluded that narrative is a depiction of events or processes that pay attention to the element of time. Meanwhile, from the opinions above, it can be seen that there are several things related to narrative. These include: 1.) in the form of a story or tale, 2.) highlighting the perpetrator, 3.) according to developments over time, 4.) arranged systematically.

Aspect of good writing

In their writing, students should focus on the following five components of effective writing: content, organization, grammar, word choice, and mechanics. Although the writing process has been examined in a variety of ways, most teachers would likely concur in identifying at least the following five broad components, according to Harris (2012):

1. Content

   An excellent foundation is necessary for a literary work to be engaging to read. Additionally, it should be cohesive and unified to ensure that readers fully understand what the research wants to convey in their works. According to Shima and Hongue (2013), a text's unity is a crucial component. To put it simply, every phrase in a paragraph that discusses a specific subject or topic will help the paragraph convey its intended meaning.

2. Organization

   A text must have these three fundamental components. There are three fundamental sections that every writing must have: an introduction, a body, and a conclusion. According to Shima and Hongue (2015), a text or essay contains three primary sections: an introduction, at least one body paragraph, but typically two or more, and a conclusion.

   The writer addresses the arrangement of the new hem in this section. According to Gerot and Wignel (2013), the material includes noteworthy new events, historical events, and sources.

3. Grammar

   The use of grammar is crucial in writing. Good writing must follow the rules of fundamental grammar. The author of this piece focuses on grammar utilized while creating fresh material that incorporates key grammatical patterns. According to Hammond et al. (2012). The key grammatical patterns of the new item include the following points:

   1. headline with succinct telegraphic information about the story
   2. A verb that tells the narrative again
   3. Use of thinking and emotion verbs to provide insight into participants' responses to situations.
   4. Focus on the present moment and place
   5. Verb of stating to guate or report what participants authorities stated
   6. Pay attention to the individual participant who appears at the start of a sentenc

4. Words Choice

   In writing a text word choices should have correct vocabularies and corret words from students have to choose appropriate dictions to express ideas or mind in their writings

5. Mechanic

   Punctuation, indentation, and capitalization are all examples of mechanics in writing. Correct grammar and punctuation must be used when punctuation marks. In order to use the correct punctuation marks. Learners must concern with the indentation and capital letters for example, indentation is used when making new paragraph and capital letter is used to start a sentence.

   As stated by Broadman (2014). There are five points to be concerned in writing paragraph.

1. The first paragraph is stated from five spaces to the right or called indentation
2. Next each sentence is always started with a capital letter and ended with a period, a question mark, or an exclamation.
3. Each sentence begins where the previous sentence ends, a new sentence does not automatically begin on each side of paper.
4. Another important point is to write on every other line. This called double spacing.

5. Finally there should be margins around paragraph. There should about one inch of space on each side of paper

Narrative Text

A narrative is a text kind that recounts a tale about people facing a challenge or crisis they must overcome; it demonstrates how individuals or groups of individuals deal with challenges or crises in their life. Stories are used to entertain, to investigate moral or societal ideals, and to impart lessons.(2011) Joyce and Feez in Emilia.

Although it is optional, an abstract may be present in a narrative.All tales, however, must have a direction, a problem, a solution, and an evaluation.Only seldom do storytellers include a coda to their narratives; other times, they leave it up to the reader to figure it out. (2012) Christic and Derewianka

Narrative text relates an event or tells a story .Naration is used to tell a story to explain a process or to explain cause and effect. The goal of a narrative may be to educate, clarify, or convince.Two varieties of narrative writing exist:

a. A non-fiction narrative is a type of narrative that recounts a factual event.It is frequently used to describe major historical occurrences, news reports, or someone's life narrative.

b. Fiction is a kind of storytelling that tells false tales.The basic goals of fiction writing are to inform, amuse, and occasionally to impart moral lessons.

Research Methodology

The research design is a research using quantitative research methods using a Narrative approach. A Narrative approach is used to collect data systematically, factually, and quickly according to the description when the research was carried out. Sevilla (2013) argues, if the Narrative approach is designed to collect information about current real conditions, while the quantitative research method .This research uses quantitative data. According to Moriarty (2011), aquantitative method is a broad term that can be applied to a range of researchdisciplines, such as language research. In line with Dahlan M.S., (2013). there are noattempts made to manipulate the situation under quantitative research as it is thecase with experimental quantitative research.

The method used in this research is quantitative method. used to test the hypothesis. This research is intended to determine the ability of students in Writing Narrative Text in Class XSMK Negeri 1 Kutacanefor the Academic Year 2023/2024.

Based on the assessment above, the population in this study were all class X students of SMK Negeri 1 Kutacane in the 2023/2024 academic year, upwards of 159 students consisting of 5 classes as shown in the attached table :

Table 3.1 Population of SMK Negeri 1 Kutacane

No.	Class	Population
1	X Tata Busana	30Student's
2	X TKJ 1	37Student's
3	X TKJ 2	32 Student's
4	X Akuntansi	30 Student's
5	X Dagang	30 Student's
	Total	159Student's

Source from :The headmaster of SMK Negeri 1 Kutacane

Sampling is a process of choosing a number of individual for research, so that the individuals are investigated.

Table 3.2 Sample of SMK Negeri 1 Kutacane

No.	Class	Sample
1	X.TKJ I	37Student's
	Total	37 Student's

Finding

This research was conducted to determine the Analyisis Of Studeints Difficulty in Writing Narrative Text In Class X Of SMK Negeri 1 Kutacane Acadiemic Yeiar 2023/2024. The following is research data obtained from the results of the students' pre-test The presentation of the data can be seen in table **4.1 below:**

NO	NAME	CLASS	STUDENT ABILITIES RUBRIC				
			1	**2**	**3**	**4**	**5**
1	AM	X TKJ 1	15	15	15	15	20
2	AW	X TKJ 1	20	15	20	15	15
3	AK	X TKJ 1	20	10	15	15	20
4	AT	X TKJ 1	15	20	15	20	15
5	DE	X TKJ 1	15	15	20	15	15
6	DEA	X TKJ 1	15	10	15	20	15
7	DM	X TKJ 1	10	15	15	15	20
8	IM	X TKJ 1	20	10	15	15	20
9	IV	X TKJ 1	20	15	15	20	15
10	MC	X TKJ 1	15	15	15	20	20

11	MGR	X TKJ 1	20	20	15	15	15
12	MK	X TKJ 1	15	10	15	15	20
13	MR	X TKJ 1	15	10	15	20	15
14	ML	X TKJ 1	20	10	15	15	20
15	AA	X TKJ 1	15	15	15	20	20
16	HAP	X TKJ 1	15	20	15	20	15
17	PR	X TKJ 1	15	20	15	20	15
18	HR	X TKJ 1	15	15	20	20	15
19	AA	X TKJ 1	15	15	20	15	20
20	AI	X TKJ 1	15	20	15	10	15
21	AJ	X TKJ 1	15	20	15	10	15
22	DM	X TKJ 1	15	20	15	20	15
23	GS	X TKJ 1	15	20	20	15	20
24	DE	X TKJ 1	15	20	15	10	20
25	RA	X TKJ 1	15	20	15	10	20
26	RM	X TKJ 1	15	15	20	15	20
27	SA	X TKJ 1	15	20	15	15	20
28	QS	X TKJ 1	15	20	20	15	20
29	SP	X TKJ 1	15	15	20	15	20
30	ZA	X TKJ 1	20	20	15	10	20
31	SNY	X TKJ 1	20	15	20	15	20
32	IC	X TKJ 1	15	15	20	15	20
33	ZH	X TKJ 1	15	20	15	10	15
34	RF	X TKJ 1	15	15	20	15	20
35	SWA	X TKJ 1	15	20	15	10	15
36	RHP	X TKJ 1	20	20	20	15	15
37	RA	X TKJ 1	15	20	15	10	20
TOTAL			595	610	615	565	660
			37				

Based on the results of the average content score of the ideas rubric with a score of 16.08, this is based on the fact that when analyzing the difficulties in writing narrative texts, students based on the suitability of the content in writing, students did not experience difficulties writing narrative texts because the teacher explained the material that had been taught. the aspect assessed by the content of the idea received a percentage score of 43.45%.

Based on the results of the average content score for Creativity in processing texts with a score of 16.48, this is based on the fact that when analyzing the difficulties in writing narrative texts, students in the writing content organization students did not

experience difficulty writing narrative texts because the teacher explained the material that had been taught. in the aspect assessed with content organization, the percentage score was 44.54%.

Based on the average results of the aspects assessed, Expression of analyzing difficulties in writing narrative texts, students received a score of 16.62. This is based on the fact that when analyzing difficulties in writing narrative texts, students in Mastery of writing vocabulary (diction) students did not experience difficulties in writing narrative texts because before the students writing learning, the teacher explains the material about narrative texts. in the aspect assessed by mastery of vocabulary (diction) the percentage score was 44.91%.

Based on the average results of the aspects assessed, the use of spelling, analyzing the difficulty of writing narrative texts, students got a score of 15.27. This is based on the fact that when analyzing the difficulty of writing narrative texts in the assessment of the use of spelling (AFA and punctuation) writing, students experienced difficulties in writing narrative texts because the students lack of understanding in assessing the use of correct spelling in narrative texts. so that the aspect assessed by the use of spelling (AFA and punctuation) received a percentage score of 41.27%.

Based on the average results of the aspects assessed with the Object Description indicator in the analysis of the difficulty of writing narrative text, students obtained a score of 17.83. This is based on the fact that when analyzing the difficulty of writing narrative text on the Impressionism indicator, students did not experience difficulty in writing narrative text because the research teacher had explain and write the material on the blackboard so that students can understand and understand writing narrative text. so that the aspect assessed by Object Description obtained a percentage score of 48.18%.

Conclution and Suggestion

Conclution

Based on the results of the research that has been carried out, it can be described that there is an analysis of students' difficulties in writing narrative texts for Class This can be seen from the test results that found students' difficulties in writing narrative texts. Students experienced difficulties in assessments using spelling indicators (AFA and punctuation). with a percentage score of 41.27% and the highest score in the object description with a score of 48.18%

Based on the analysis I have carried out, the result is 48.18%, where the Impressionism category is included in the rating indicator Enough – good: the description of the object is interesting but the details of the object are depicted with one sense of imagination clearly and show the purpose of the writing

Based on the above calculations, students in class X TKJ I at SMK Negeri 1 Kutacane, when given questions distributed by the research teacher, many students experienced difficulties with content organization, this was based on the fact that many students did not understand the narrative text distributed by the teacher.

Suggestion

Based on the results of research on students' difficulties in writing narrative texts by students of class X TKJ I, it is suggested that English teachers should be able to explain the material well as an alternative in writing narrative texts by students.

Students need to increase their interest in learning English, especially in their ability to write narrative texts

Further research needs to be carried out by other researchers in order to provide constructive input for the world of education, especially regarding the ability to write narrative texts

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