

THE FACTORS AFFECTING STUDENTS LOW INTEREST IN WRITING NARRATIVE TEXT FOR NINTH GRADES OF SMP NEGERI 12 KOTABUMI ACADEMIC YEAR 2024/2025

Minanda Sari¹, Dewi Sri Kuning²

www.minandasari21@gmail.com, dewisrikuning@gmail.com

^{1,2}Muhammadiyah Kotabumi University

Abstract: This study examines and discusses the factors that influence the low interest of students in writing narrative texts in grade IX students of SMP Negeri 12 Kotabumi in the 2024/2025 academic year. The researcher used a descriptive qualitative research method. The instruments used in this study were document data and interviews. In this study, the data collection technique used by the researcher was an in-depth interview technique with 6 class students. The results of this study illustrate that there are 2 factors that influence the low interest of students in writing narrative texts. The two influencing factors are internal and external factors. Internal factors consist of health, interest, talent and motivation. The results of the study on the internal factor of student health did not find any problems, on interest there were 5 students who were not interested in writing, for talent there were 4 students who felt they had no talent, and motivation there were 4 students who felt they had no motivation in writing narrative texts. While external factors consist of family, surrounding environment and school. The results of the study on external factors of students' families did not find any problems, there were 5 students who did not get support from the surrounding environment, and there were no students who had problems at school. Of these two factors, the most dominant factor influencing students' lack of ability in writing narrative texts is the internal factor of interest.

Key word: Student Interest, Writing, Narrative Text

Abstrak: Penelitian ini mengkaji dan membahas tentang faktor-faktor yang mempengaruhi rendahnya minat siswa dalam menulis teks naratif pada siswa kelas IX SMP Negeri 12 Kotabumi tahun ajaran 2024/2025. Peneliti menggunakan metode penelitian kualitatif deskriptif. Instrumen yang digunakan dalam penelitian ini adalah data dokumen dan wawancara. Dalam penelitian ini, teknik pengumpulan data yang digunakan peneliti adalah teknik wawancara mendalam terhadap 6 siswa kelas. Hasil penelitian ini menggambarkan bahwa terdapat 2 faktor yang mempengaruhi rendahnya minat siswa dalam menulis teks naratif. Kedua faktor yang mempengaruhi tersebut adalah faktor internal dan eksternal. Faktor internal terdiri dari kesehatan, minat, bakat dan motivasi. Hasil penelitian pada faktor internal kesehatan siswa tidak terdapat masalah, pada minat terdapat 5 siswa yang tidak berminat menulis, untuk bakat terdapat 4 siswa yang merasa tidak memiliki bakat, dan motivasi terdapat 4 siswa yang merasa tidak memiliki motivasi dalam menulis teks naratif. Sedangkan faktor eksternal terdiri dari keluarga, lingkungan sekitar dan sekolah. Hasil penelitian pada faktor eksternal keluarga siswa tidak ditemukan masalah, terdapat 5 siswa yang tidak mendapat dukungan dari lingkungan sekitar, dan siswa yang bermasalah di sekolah tidak ada. Dari kedua faktor tersebut, faktor yang paling dominan mempengaruhi kurangnya kemampuan siswa dalam menulis teks naratif adalah faktor internal minat.

Kata kunci : Minat Siswa, Menulis, Teks Naratif

I. INTRODUCTION

Writing is an activity of delivering message by using written language. In addition, writing is also a creative act because it requires interpreting or making sense of something such as an experience, a text and an event. Nunan (2008, p. 83) said that writing is an instrument in order to show that students had mastered a specific grammatical rule, rather than had a good idea about the subject matter. Writing is also defined as giving birth to thoughts or feelings. Nurgiyantoro (2001: 298) states that writing is the activity of expressing ideas through the medium of language.

There are several things about the importance of writing. Firstly, writing helps people do it express yourself because writing is one of the ways people convey their work thoughts for others. Secondly, some people are better at expressing themselves in writing, compared to other ways of expressing oneself, it can also train a person to think and feel more so that they can convey good ideas and stories in writing and help the human brain to be more focused in planning an activity. Lastly, society will be better understanding when they read it in written form. Another importance of writing is that writing can help students learn how forming words so that they become a language, how to spell, how to arrange a plot and arrange words, especially in expressing

oneself. Next the students who learn how to make logical arguments, or how to persuade primarily through writing. Based on the explanation above, it can be concluded that an interest in writing is an important thing that students must have and writing can help students express and learn how to form language.

Many students experience difficulties in writing activities due to lack of mastery of vocabulary and grammar. Students must have an interest or desire to write because they are an important part of the learning process and will be useful for them because writing can indirectly make students focus more on remembering what they write and express more ideas and imaginations that they think. Writing provides many benefits that students can obtain. The benefits of writing can be felt by yourself and other people who read the article. The specific benefit of writing activities for academics is being able to provide ideas for global problems. Language can refer to human life experiences. All life experiences are expressed when speaking, interacting with other people, and writing them down through written language (Oktaria, Andayani, & Saddhono, 2017, p. 166).

There are some differences between English and Indonesian often make it difficult for students English components, such as spelling, vocabulary, pronunciation and grammar used in writing. In grammar,

there are many rules in grammar that cannot be ignored, such as punctuation, types of words, sentence patterns, tense, and so on. Because in English has many tenses (16 tenses), so students find it difficult to do it memorize all the tenses. Students sometimes make mistakes in choosing the right words. For example, students incorrectly use the words "rumah" and "home" then "learn" and "study" and others. Creature understanding what a speaker or writer says in English is not only something that students must have good vocabulary but must also have good knowledge of grammar. Therefore, grammar is an important component for students to learn in English communication both oral and written. Writing is an important part of the curriculum in schools from the earliest grades to final grades. Most children in countries where most of their children have formal education systems will learn to write, at least at a basic level in the neighborhood (Mckey, 2002, p. 33). Therefore, every literate in developed countries learns basic writing in the mother language, but many express it through themselves clearly, logically and well developed to achieve the desired goal.

The above facts often occur in many schools. Based on the aim of the English subject, students are expected to be able to express the meaning in narrative text and be able to use it simple past tense in everyday life. Meanwhile, based on preliminary

research at SMP Negeri 12 Kotabumi. By interviewing students on December 8, 2023. There are several things that become problems in writing narrative texts. It was found that students made some grammatical errors in sentences. Their writing was irregular and also had some errors. Some of them do not write their own narrative texts but copy narrative texts from the internet because of students' lack of interest in writing narrative texts, so they only write what is already on the Internet without having to think and pour their own imagination into a written narrative text. so that their writing is good without them having to think and do it themselves.

From the statement above it can be concluded that weak students in English, especially students' interest in writing, many people make mistakes even though they are not exposed enough to learn a second language.

In this research, researcher involved narrative texts to find factors that influence students' low interest in writing narrative texts. This is because narrative texts are the most popular texts that are always studied and students have difficulty understanding when writing narrative texts. This research is also in line or relevant to research conducted by previous research from Nur Atika (2022), the title of which is "factors in the low interest in writing essays by class V students at SDX Salimpaung sub-district".

The purpose of this research is to determine the factors that influence students' interest in writing essays. In his research, he explains the factors that influence students' interest in writing. Besides that, in this study, researcher took several factors that influence students' low interest in writing, namely students are often lazy or lack self-motivation, lack of interest in learning to read and write, lack of support from parents, and the influence of classmates. So there are several factors that cause students' low reading and writing abilities, namely internal and external factors.

Various factors cause children to be less interested in writing, such as lack of self-motivation to participate in learning often lack motivation in learning, pay little attention to what the teacher explains, often not focused on studying and even children are lazy to complete the tasks given by the teacher.

This is in accordance with Farida's theory (2008) in her book entitled teaching reading in elementary school, factors that can influence students' reading and writing abilities are internal factors that come from within the individual. These internal factors includes a tendency to be lazy in reading and writing. Lazy almost became it's a problem for most people to read and write. Laziness can be caused by low interest and motivation in a person. Apart from low interest and motivation, the tendency for people not to

have passion for reading and writing. If this has happened inherent in a person, the feeling of laziness will become stronger.

Influence from friends, a factor that causes low interest in learning students in the class are influenced by peers, it can be seen that students prefer with their peers telling stories rather than listening to the teacher's explanation, when students given the assignment by the teacher to write, the students instead had fun gathering at one of their friends' tables doing other activities.

As stated by Rita's theory in Ilham (2017), peers are school friends or friends outside of school who influence the growth of conversation, interests, appearance, and behavior. In line with that, Clarke in Yanus (2016) said states that students must be able to interact with their peers in learning who always supports interaction between friends in increasing children's interest in learning positive or negative. Students are less cooperative and less responsive to adults than children who are raised at home. The more competent students are students who feel able to control themselves, participate, be polite, work hard, be independent, better prepared to face difficulties in moving to a higher level interact with peers socially to increase their interest in learning.

Lack of support from parents, a factor that causes low levels the students' ability to write essays is that of the parents, where the parents are lacking pay attention to children

when they are studying at home because they are busy. Less parents supervise students when studying so that students can easily not do their assignments and instead play with gadgets. Even though parents need to prepare and pay attention children like writing, parents are the first teachers for children.

Furthermore, according to Mardika (2017), the ability to read, write and count students can be influenced by several factors, namely the role of parents who pay less attention student. Apart from that, according to Saliza (2021), factors influence reading ability students' beginnings are environmental factor. Environmental factors include background students' experiences at home and the student's family economy. The child raised by these two parents, single parents, or adoptive parents will influence the child's attitudes and behavior. Children raised by mothers alone are different from children raised by father just. The death of a family member is also a traumatic experience for children.

The researcher is interested in knowing the factors effecting students' low interest in writing narrative text. Narrative text was chosen as a special form to be taught because it is a social function and familiarity with students' lives. So, the author wants to do a research with the title *The Factors Effecting Students' Low Interest in Writing Narrative Text for Ninth Graders*

of SMP Negeri 12 Kotabumi Academic Year 2024/2025.

As for the formulation of the problem in this research, what are the factors affecting students' low interest in writing narrative text for the ninth graders of SMP Negeri 12 Kotabumi academic year 2024/2025? and what is the dominant factors affecting students' low interest in writing narrative text for the ninth graders of SMP Negeri 12 Kotabumi academic year 2024/2025?

As well as the benefits of this research for teachers, the results of this research can be a basis for knowing the factors which has an impact on students' low interest to write narrative texts. For students, the results of this research can solve practical problems related to factors that influence students' low interest in writing narrative texts. And for further reresearcher, the results of this research can be used as a reference for future researchers who will conduct research with the same interest.

II. METHOD

In this study, the researcher used qualitative research. Sugiyono (2012, p. 8) stated that qualitative research is also known as naturalistic research This is due to the fact that the research conditions take place in natural settings.

The research data contains a description of the factors that influence the low interest in writing narrative texts for ninth grade students at SMP Negeri 12 Kotabumi for the 2024/2025 academic year. The researcher chose this class because the researcher assumed that they had learned the use of simple empathy and had been taught several types of writing, especially writing narrative texts. Based on data obtained from administrative staff, the number of class IX students this year is 31 students.

The researcher used purposive sampling techniques to obtain the information and data that researcher needed. Purposive sampling is used in scientific research because it can help researchers obtain samples that suit the research objectives. According to Sugiyono (2012, p. 248), purposive sampling is a sampling technique with certain consideration.

Research instrument is a tool for measuring, observing, or documenting data (Creswell, 2008, p. 151). According to Sugiyono (2012, p. 222), instruments or research tools are the researchers themselves or humans instrument. The function of human instruments is to determine focus researching, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and drawing conclusions from findings.

In this study, the subject research is class IX junior high school students, the

factor is low interest in writing essays for class IX junior high school students are the subject of research. Meanwhile, the object in the research this qualitative consists of documentation of students' work, namely writing essays for analyze difficulties in writing essays.

The data collection techniques used in this research were interviews and documents. Interviews in this research were used to determine students' low interest in writing narrative texts. Meanwhile, the documents in this research were used as supporting data because of students' low interest in writing narrative text.

The use of interviews in this research is very important to help find answers to research questions. In this study, in-depth interviews have been used to obtain more information about the respondents. This interview, researcher must be more careful in recording and listening to information from informants (Sugiyono, 2012, p.233).

Plan of tasting validity is used to give more detailed information and also to convince that the data which has been collected is valid. Meanwhile, valid data can be obtained by conducting a credibility test on research data in accordance with the data credibility test procedure in qualitative research. Various credibility tests according to Sugiyono (2012: 276) include expanding observations, increasing persistence in research, triangulation, expert judgment,

discussions with peers, negative case analysis, and member checks. In this study, the researcher used an expert judgment interview technique. This aims to determine the extent of the data obtained.

In this study the researcher used the data analysis model of Miles and Huberman. This model has three steps, they are data reduction, data display, and conclusion of drawing/verification. As a result, data reduction can be defined as the process of selecting, simplifying, and transforming data to field notes; in this study, the researcher also selects data related to the research studies from the data in the research field. In the second steps is data display. Displaying data that explains describes the data in the form of a short description or narrative to draw conclusions and verify them. Furthermore, apart from narrative text, it can be displayed as graphics, matrices, tables, graphs, and so on. In the last steps is conclusion of drawing/verification. This is the final steps taken by the researcher to concluded the formulation of the problem after finding complete data from data reduction and data displayed.

III. RESULT AND DISCUSSION

The purpose of this study was to describe the factors that influence the low interest of students in writing narrative texts

in class IX of SMP Negeri 12 Kotabumi through direct interviews. The informants in this interview were class IX students. The main formulation in this study is what are the factors that cause the low interest of students in writing narrative texts in class IX of SMP Negeri 12 Kotabumi? and, which factor is the most dominant cause of the low interest of students in writing narrative texts in class IX of SMP Negeri 12 Kotabumi?

The first question answered in the research results is the internal factor of health problems in grade IX students of SMP Negeri 12 Kotabumi. According to Slameto (2010) and Sadirman (2009) the factors that influence students' low interest in writing narrative texts can be classified into two parts, namely internal factors (Health, Interest, Talent, and Motivation) and external (Family Environment, Surrounding Environment and School). The first is interest, in writing narrative texts in English, a high interest is needed to be able to write well and correctly. High interest if not possessed by students can hinder and affect students' ability to write. From interview data with grade IX students, students who stated that they had an interest in writing were 1 student, and 5 students did not have an interest in writing, especially narrative texts. The reasons they are not interested in writing are because it is difficult to understand, students do not understand and cannot read and write in

English, and students do not like English lessons.

The second is talent, in English writing activities, talent is needed in students so that they can write well and correctly. If this writing talent is not possessed by students, it can hinder and affect students' interest in writing which affects their writing ability. From interview data with grade IX students, there were 2 students who stated that they had talent in writing, and 3 students did not have talent in writing. From the results of the study, the reasons students did not feel they had talent were because it was difficult to understand and comprehend, they always felt wrong in writing and did not like English.

The last motivation is a behavioral driver for each student. Learning motivation is a person's driving force to learn and have a reference to be better and have an interest. From the results of interviews with 6 grade IX students, only 2 respondents were motivated to write narrative texts, and 4 other respondents were not motivated to write narrative texts, the first reason was because of difficulty in understanding English, students had difficulty reading or writing English, the second reason, they had difficulty in interpreting words, this was due to the lack of vocabulary mastery of students, the third reason students were not interested in learning English because it was difficult to understand, and the last reason

students were not motivated to learn English because they did not like learning English.

External factors are factors that come from outside a person or individual. These factors include the surrounding environment including the closest people who also influence the child's interests. Some external problems that influence students' low interest in writing narrative texts include: The first is the role and support of the surrounding environment for education, which does not have a big influence on their learning progress, even though motivation, praise and support from people around them greatly influence students' learning progress. From the results of interviews with 6 respondents of grade IX students, out of 6 students, 1 person received support from the surrounding environment so that this support could improve the process of learning to write students because students became more enthusiastic and motivated, while the other 5 respondents did not receive support and attention from the surrounding environment so that it affected students' interest in writing which affected the progress and learning skills of students, especially in writing. The reason students feel they do not get support from the surrounding environment is because many neighbors or the surrounding environment do not support the process of learning to write students because they have their own busy lives and affairs.

The last is a school consisting of teachers and students who play a big role in achieving achievement and learning progress, the most important factor is the teacher factor. If the teacher teaches wisely, firmly, highly disciplined, flexible and able to make students happy with their lessons and understand what is being learned and the material being delivered, then student learning achievement will tend to be high and increase, at least students are not bored in following the lesson, because that is the basic thing that fosters students' interest in being interested in studying the lesson. From the interview results, 6 respondents from class IX stated that the teacher's teaching in class was optimal and sufficient. However, there was 1 respondent who felt that the teacher was not optimal in teaching and delivering lessons to his students, because the teacher was not clear when explaining the material and students hoped that the teacher could explain in detail and could repeat the initial explanation so that it could be understood by students who might not have understood when the material was explained at the beginning.

The second question in the results of this study is the most dominant factors that influence the low interest of students in writing narrative texts in grade IX at SMP Negeri 12 Kotabumi. From the previous question, the factors that influence the low interest of students in writing narrative texts

are divided into two factors. The first factor is an internal factor, in the internal factor the researcher found aspects that influence, namely student interest, then talent and motivation. The most dominant internal factor is the interest aspect because there are 5 students who have no interest in writing. The next is an external factor, in the external factor the researcher found aspects that influence, namely the surrounding environment and school. The most dominant external factor is the surrounding environment consisting of 5 students who do not have support from the surrounding environment. From the two factors above, it can also be concluded that the most dominant factor influencing the low interest of students in writing narrative texts is an internal factor, namely interest.

IV. CONCLUSION

Based on the research results that the researcher expressed and explained above, it can be concluded that there are two factors that influence the low interest of students in writing narrative texts, namely internal factors and external factors.

Internal factors that are factors that influence the low interest of students in writing narrative texts are interest, talent and motivation. So, the most dominant internal

factor influencing the low interest of students in writing narrative texts is interest.

Meanwhile, external factors that are factors that influence the low interest of students in writing narratives are the surrounding environment and school. And in terms of external factors, the most dominant influencing the low interest of

students in writing narrative texts is the surrounding environment.

From the explanation above, the most dominant factor influencing students' low interest in writing narrative texts is the internal factor, namely interest, which has a very big influence on students' learning development.

REFERENCES

- Atika, Nur., Safrizal, & Fadriati. (2023). Faktor Rendahnya Minat Menulis Karangan Siswa Kelas V di SD X Kecamatan Salimpaung. *Dirasatul Ibtidaiyah*, vol. 3, no. 1.
- Creswell, John W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America: SAGE Publications, Inc.
- Ilham, Muhammad. (2017). Pengaruh Model Pembelajaran Teknik Show Not Tell Terhadap Hasil Belajar Keterampilan Menulis Narasi Murid Kelas IV SDN Batu Rappa Kecamatan Biring Bulu Kabupaten Gowa. Makassar: A Thesis.
- Mardika, Tiwi. (2017). Analisis Faktor-Faktor Kesulitan Membaca Menulis dan Berhitung Siswa Kelas 1 SD. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, vol. 10, no. 1.
- McKay, Sandra Lee. (2002). English as an International Language: What It is and What It Means for Pedagogy. *RELC Journal*, vol. 49, no. 1.
- Nab, Yanus. (2016). Pengaruh Relasi Sebaya Terhadap Minat Belajar Siswa Kelas V SD Gugus 3 Sewon Bantul. *Yogyakarta: Jurnal Pendidikan Guru Sekolah Dasar*, vol. 7, no. 1.
- Nunan, D. (2008). *Practical English Language Teaching*. America: MC. Grow-Hill Companies.
- Nurgiyantoro, Burhan. (2001). *Penilaian dalam Pembelajaran*. Yogyakarta: Gadjah Mada University Press.
- Oktaria, D., Andayani, & Saddhono, K. (2017). Penguasaan Kalimat Efektif sebagai Kunci Peningkatan Keterampilan Menulis Eksposisi. *Metalingua*, vol. 15, no. 2.
- Rahim, Farida. (2008). *Teaching Primary School Reading*. Jakarta: Earth Literacy.
- Sadirman. (2009). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Saliza, Siti. (2021). Upaya Guru dalam Mengatasi Kesulitan Membaca Kelas 2 SD Negeri 1 Nologaten Ponorogo. Ponorogo: A Thesis.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfab