

THE FACTORS EFFECTING STUDENTS LACK ABILITY IN WRITING NARRATIVE TEXT FOR EIGHT GRADERS OF SMP NEGERI 05 KOTABUMI ACADEMIC YEAR 2021/2022

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ABSTRACT: In this study, the researcher discusses the factors effecting students' lack ability in writing narrative texts for eight graders of SMP Negeri 05 Kotabumi academic year 2021/2022. The researcher used descriptive qualitative research methods and the instruments used were data documents and interviews. The data collection technique used by the researcher was an in-depth interview technique with 18 students of class VIIIA. The results of this study illustrate there are 2 factors that effecting the students' lack of ability in writing narrative texts. Internal factors consist of health, interests, talents and motivation. The results of the research on students' internal health factors had no problems, there were 16 students who were not interested, there were 15 students who felt were not talent, and 12 students felt they did not motivation. External factors consist of family, surrounding environment and school. The results of external factors the students' families there were no problems, there were 15 students who did not receive support from the surrounding environment, and there was 1 student who had problems at school. Of the two factors, the most dominant factor influencing the students' lack of ability in writing narrative texts is the internal factor of interest.

Keyword: Students Ability, Internal Factor And External Factor.

ABSTRAK: Dalam penelitian ini, peneliti membahas faktor-faktor yang mempengaruhi kurangnya kemampuan siswa dalam menulis teks naratif siswa kelas delapan SMP Negeri 05 Kotabumi tahun ajaran 2021/2022. Peneliti menggunakan metode penelitian deskriptif kualitatif dan instrumen yang digunakan adalah dokumen data dan wawancara. Teknik pengumpulan data yang digunakan peneliti adalah teknik wawancara mendalam dengan 18 siswa kelas VIIIA. Hasil penelitian ini menggambarkan ada 2 faktor yang mempengaruhi kurangnya kemampuan siswa dalam menulis teks naratif. Faktor internal terdiri dari kesehatan, minat, bakat dan motivasi. Hasil penelitian faktor kesehatan internal siswa tidak ada masalah, ada 16 siswa yang tidak berminat, ada 15 siswa yang merasa tidak berbakat, dan 12 siswa merasa tidak termotivasi. Faktor eksternal terdiri dari keluarga, lingkungan sekitar dan sekolah. Hasil faktor eksternal keluarga siswa tidak ada masalah, ada 15 siswa yang tidak mendapat dukungan dari lingkungan sekitar, dan ada 1 siswa yang bermasalah di sekolah. Dari kedua faktor tersebut, faktor yang paling dominan mempengaruhi kurangnya kemampuan siswa dalam menulis teks naratif adalah faktor internal minat.

Kata Kunci: Kemampuan Siswa, Faktor Internal dan Faktor Eksternal.

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I. INTRODUCTION

In learning English at school, there are four skills that students must have, namely reading, listening, speaking, and writing. This is stated in the regulation of the minister of education and culture no. 24 of 2016 concerning core competence and basic competencies 2013 in the ministry of education and culture. One of the skills faced by students is writing skill.

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 an activity of delivering message by using written language. There are some importance of writing. The first, writing helps people to express themselves because writing is one of the ways of people in delivering their thoughts for the other people. The second, some people are better at expressing themselves in writing than any other ways. The last, people will get a better understanding when they read it in a written form.

The benefits of writing can be felt by themselves and others who read the writing.

The special benefit of writing activities for academics is being able to provide ideas for a global problem. Language can refer to the experience of human life. All life experiences are expressed when speaking, interacting with other people, and writing them down through written language (Oktaria, Andayani, & Saddhono, 2017, p. 166).

Writing is very closely related to the ability. Learners can be said to have ability if someone can do something well (Setiani, 2017, p. 44). Writing skill is one of the four aspects of language skills in learning. Writing skills are always considered because it is very important for students to practice skills in providing ideas in each of their writings. A writer can express ideas through beautiful writings. Writing ability is very important because writing requires creative thinking, so students can write by fulfilling the requirements.

To make a good writing, a writer must pay attention to all the components of writing, such as topic sentence, supporting sentence, coherence, cohesion, unity, and completeness of paragraph. The writing component is described by Boardman (2002, p. 19).

At the time of writing, students must follow the steps in writing so that their writing is more effective and they must follow the writing process so that their writing is good. There four steps of writing

according to Farmer and Al (as cited in Pahlawanti, 2017, p. 375) namely pre-writing, organizing, writing, revise. Therefore, in learning to write, students are trained to write down their ideas through the right steps, so that they will produce better and easier-to-read writing.

To make a good writing, a writer must pay attention to all the components of writing, such as topic sentence, supporting sentence, coherence, cohesion, unity, and completeness of paragraph. The writing component is described by Boardman (2002, p. 19).

Writing makes it easier for someone to feel, enjoy, and deepen responsiveness or responses to solve problems that are being faced. Because, writing will help someone understand the problems they face easily. As for other functions according to Rusyana (as cited in Isah and Ana, 2006, p. 101-102) that the function of writing can be seen from the aspect of role function.

Sometimes you write or want to tell a story, that's a story. In writing narrative, explain and tell others about something that happened in a past event. Examples of writing that relate to situations that are surprising, pleasant, unpleasant, or even dangerous situations. According to Margaret (as cited in Pinnegar & Daynes, 2007, p. 14) that narrative has three important qualities: telling a story,

describing events in chronological order and making points.

Narrative text to entertain and deal with actual or vicarious experiences in a different way: narratives deal with problematic events that lead to crises or turning points of some kind, which in turn find resolution. According to Derewianka (as cited in Hartati, 2019, p. 5), the function of narrative text is to entertain, teach or inform, increase the writer's reflection on an experience, and expand the imagination of the reader.

In writing narrative text, there are several types of organizational narrative text structure that we must know to be able to compose a good and correct narrative text. According to Ken-Hyland (2003, p. 130) there are several narrative text organizations, namely orientation, complication and resolution. In addition to the three general elements or structures, sometimes narrative text can be added with an evaluation of the evaluation and reorientation of the end of the story. However, these two elements are not required to be in a story, they may or may not be included. Evaluation contains an assessment / evaluation of the course of the story or conflict. While Reorientation contains the conclusion of the content of the end of the story.

To achieve the expected students' story writing skills, it is necessary to pay

attention to the factors that effecting writing skills described by Rohani (2020, p. 51) including Internal factor and External factor. Internal factors are factors that come from within the individual. The following are the factors that influence students' writing according to Slameto (2003, p. 54), namely: a) Health, b) Interest, c) Talent, and d) Motivation. External factors are factors that come from outside the individual, namely the conditions in the environment around students. The following are the factors that influence students' writing according to Sadirman (2014, p. 99), namely: a) Family, b) Surrounding Environment, and c) School.

II. METHOD

Based on the research characteristics, this study were categorized as qualitative research. In this case, qualitative research means that the results of research depend on the existence of researcher and this research are emphasized in the process than the results. 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. Based on the aim of the researcher to describe, summarize various conditions, situations, and phenomena of social reality that exist in society. This

research were included in qualitative descriptive research, because various phenomena of social reality in society become the object of Mungin's research (2011, p. 68).

This research was conducted on students of class VIIIA SMP Negeri 05 Kotabumi which is located at Jalan Karya Tani Margorejo, North Kotabumi, North Lampung, Lampung 34583.

In this case, data resource in this research were taken from the students of SMP Negeri 05 Kotabumi, North Lampung in academic year 2021/2022. The researcher chose this class because the researcher assumed that they had studied the use of the simple past tense and had been taught several types of writing, especially writing narrative text in the second year. The researcher already chose class VIII A as the class representative consisting of 33 students.

Meanwhile, the researcher used purposive sampling technique to get the information and data needed by the researcher. According to Sugiyono (2016, p. 248), purposive sampling is a sampling technique with certain considerations. To start the research, the researcher took 18 from VIII A consist of 33 students as data sources to answer interview questions that has been given. The researcher selected 18 students based on the consideration of the score of the writing subjects they have

carried out. The researcher took samples by grouping them into the low students' scores of narrative text.

Research instruments are important things that must be considered in conducting research. Instrument is the generic term that researcher use for a measurement device such as survey, test, questionnaire, document, interview, and so on. The instrument that was used in this research were interviews as the main data and document as supporting data.

In this study the researcher used audio recordings to obtain data from the study. In addition, it can be supported by research data. In conducting interviews, researcher used mobile phones to record the results of the interviews. In addition, in 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. Therefore, it is an important part of the qualitative research process. 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.

Data analysis in qualitative research is carried out after the completion of certain data collection. Miles and Huberman in Sugiyono (2012, p.246) stated that activities in qualitative data analysis are carried out interactively and continue until they are completed, causing the data to become saturated. As a result, the researcher have employ Miles and Huberman's data analysis model in this study. Activities in qualitative data analysis are carried out interactively and continue until they are finished, so that the data is saturated. So in this study the researcher used the data analysis model of Miles and Huberman.

III. RESEARCH RESULT AND DISCUSSION

Research Result

Researcher used expert judgment in this study to test interview questions (an instrument for collecting research data). Researcher used a qualitative descriptive method in this study. This research was conducted for one day on June 3, 2022. This is done by considering taking 18 samples of the lowest score that represents the lowest

writing narrative text score. Their initials are AVJ, ASC, AL, AM, CSS, CD, DRS, DAS, DMP, ENS, JAP, MKS, NAP, RA, RM, S, TA and VA.

The researcher used Indonesian to ask each question item at the request of the respondent, to make it easier for the respondent to answer the question. The results of the study explained that effecting students lack of ability in writing narrative text in grade VIIIA at SMP Negeri 05 Kotabumi in the academic year 2021/2022. They were classified into two factors, namely internal factors and external factors. These factors will be supported by some specific information.

Internal factors are factors that exist in students themselves, where these factors can cause students' lack of ability in writing narrative text, furthermore, internal factor has four types, there are health, interests, talents and motivation. The result of each this four types can be described as follows:

1. Health

From the results of this study, the researcher concluded that of all the respondents above, they all did not have any health problems that hindered their process of writing narrative texts.

2. Interest

From the result of this study, there were 2 respondents who feel they have a

high interest in writing narrative text, and 16 students, namely AVJ, AL, AM, CSS, CD, DRS, DAS, DMP, ENS, MKS, NAP, RA, RM, S, TA, VA felt that they did not have a high interest in writing narrative text, which makes them not interested in writing, namely: first, students find it difficult to understand. And find it difficult to write English, secondly it is difficult to read text in English, the last is students do not have a high interest in learning English because they do not like English lessons. This were what causes the students' lack of ability in writing narrative text.

3. Talent

From the result of this study, there were 3 respondents who feel they have talent in writing narrative text namely AL, ENS and JAP, and 15 other respondents do not feel they have the talent to write narrative text, which makes them not have writing talents, namely: first, students feel nervous when they want to write narrative text. English, both students find it difficult to understand and find it difficult to write English so many make mistakes when writing, the last one is that students do not have writing talent because they do not like English lessons. This is what causes the students' lack of ability in writing narrative text.

4. Motivation

From the result of this study, there were 6 respondents who are motivated to write narrative text namely ASC, AM, CD, DMP, JAP and RM, and 12 other respondents are not motivated to write narrative text, which makes them unmotivated, namely: first, because of difficulties in writing, secondly, it is difficult to read text in English, then they have difficulty in interpreting words, this is due to the lack of mastery of students' vocabulary, the four students are not interested in learning English including in writing, this is due to the difficulty of understanding and writing in English, the last student is not motivated to learn English because they do not love English lessons. This is what causes the students' lack of ability in writing narrative text.

External factors has three types there were family, school, and surrounding environment. The result of each those three types can be described as follows:

1. Family

From the result of this study, that all respondents have support for writing narrative text in English. The first one gets support with motivation to continue learning, the second gets support and enthusiasm in learning. This family environment factor can be said to be the most important factor in supporting

children's learning progress at school, one of which is writing.

2. Surrounding Environment

From the result of this study, that 3 of the 18 respondents have an educated environment namely AM, JAP and RM, a comfortable atmosphere and good morals so that the surrounding environment supports students in writing narrative text. The lack of support from the surrounding environment certainly makes the students' ability to write narrative text less.

3. School

that out of 18 respondents, only 1 respondent felt that the teacher explaining or teaching in class was not optimal. Among them, the lack of maximum teachers in teaching or explaining material and so on can certainly make students' abilities less in writing narrative text.

From the explanation above, it can be concluded that from internal factors consisting of health, interest, talent and motivation, the most dominant effecting students' lack ability in writing narrative text in class VIII A is interest because there are 16 students who have no interest in writing. Another aspect on the internal factors is talent consisting of 15 students who feel they have no talent in writing narrative text, and for motivation consisting of 12 students who do not have

motivation in writing narrative text. Meanwhile, the most dominant external factors effecting students' lack ability in writing narrative text is the surrounding environment which consists of 15 students who do not have the support of the surrounding environment. From the two factors above, it can be also concluded that the most dominant factors effecting students' lack ability in writing narrative text is in internal factors that is interest.

Discussion

The purpose of this study was to describe the factors effecting students' lack ability in writing narrative text in the eighth grade at SMP Negeri 05 Kotabumi through direct interviews. Informants in this interview are students of grade VIIIA. The main formulation in this research is what are the factors effecting students' lack ability in writing narrative text in the eighth grade at SMP Negeri 05 Kotabumi? and, which one the dominant factors effecting students' lack ability in writing narrative text in the eighth grade at SMP Negeri 05 Kotabumi?.

The first question answered in the results of the study was the internal factors of health problems in class VIIIA students of SMP Negeri 05 Kotabumi. According to Slameto (2003, p.54) and Sadirman (2009, p. 99), the factors effecting students' lack ability in writing narrative text can be

classified into two parts, namely internal factors (Health, Interest, Talent, and Motivation).) and external (Family Environment, Neighborhood and School).

The second question in the results of this study is the dominant factors effecting students lack of ability in writing narrative text in the eighth grade at SMP Negeri 05 Kotabumi. From the previous question, the factors effecting students' lack of ability in writing narrative text are divided into two factors. The first factor is the internal factor, on the internal factor the researcher found the effecting aspects, namely interest, talent and motivation. the most dominant of the internal factors is the aspect of interest because there are 16 students who have no interest in writing. The next is external factors, on external factors the researchers found the influencing aspects, namely the surrounding environment and school. the most dominant of external factors is the surrounding environment which consists of 15 students who do not have the support of the surrounding environment. From the two factors above, it can be also concluded that the most dominant factors effecting students' lack of ability in writing narrative text are internal factors that are of interest.

Based on the results of research and previous research conducted by Rohani (2020), the factors that affect students' lack of ability in writing are classified into two, namely internal factors and external factors.

There are some similarities in the results of research on internal and external factors, Rohani has four internal problems, health, interests, talents, motivation. While the external factors are divided into three, family, surrounding environment, and school.

However, there are differences in the research that the researcher did with previous research, if previous research revealed that internal factors were health, interests, talents, and motivation with external factors, namely family, surrounding environment, and school. While the researcher did not find health factors and family factors that could affect the students' lack of writing ability, the researcher found similarities in interest, talent and motivation factors as well as other similarities in external factors, namely the surrounding environment, and school.

IV. CONCLUSION

Based on the results of the research that the researcher revealed and explained in the previous chapter, it can be concluded that there are two factors that affect the students' lack of ability in writing narrative texts, namely internal factors and external factors. Internal factors that become factors effecting students' lack of ability in writing

narrative are interest, talent and motivation. In the internal factor the most dominant effecting students' lack of ability in writing narrative text is interest. Meanwhile, the external factors that become factors effecting students' lack of ability in writing narrative are the surrounding environment and school. In external factors, the most dominant effecting students' lack of ability in writing narrative text is the surrounding environment. From the explanation above, the most dominant factor affecting students' lack of ability in writing narrative is an internal factor, namely interest.

Based on the conclusions above, the authors put forward some suggestions namely for teachers, the teacher must have a different teaching technique from before so that it is easier for students to understand what is explained. Teachers must provide support and enthusiasm as well as motivations to students to improve students' writing skills. For students ,continue to improve achievement in writing narrative text, if you find it difficult to understand the material and don't understand what the teacher is giving, don't be shy to ask the teacher. Learn to better prepare yourself and practice your writing skills in English, start to grow your own interest, talent and motivation to improve your writing skills. For next researcher, the results of this study can be used as a reference for future researcher who will conduct research with

the same interest regarding the factors that affect students' lack of ability in writing narrative text.

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