

Conference Paper

Students' Ability in Writing Narrative Texts in Bahasa Indonesia

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Abstract

This study focuses on investigating students' ability in writing narrative texts in Bahasa Indonesia in one of the private universities in Purwokerto, Indonesia. To fulfill its objective, this study employed descriptive qualitative research design embracing the case study approach. In this study, the data were taken from the collection of students' narrative texts. As the framework to analyze the data, this study used the theories of genre moves. The result of this study confirms that the low and middle achievers still have insufficient knowledge in writing narrative texts in terms of the generic structure and lexico-grammatical features of the text. Therefore, they need more guidance and practice in making narrative texts. Another finding in this study shows that high achiever students have almost fulfilled the general concept of narrative text in spite of their minor mistakes in composing the texts.

Keywords: genre, genre-moves, narrative text

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1. Introduction

Stories are tools used to learn a language. This claim is related to Indonesian people who indirectly learn language through telling the folktales and legends, sharing the cultural wisdom. As examples, many Indonesian students are familiar with the story of Malin Kundang, Tangkuban Perahu, Sangkuriang, etc [1]. The stories as mentioned above are called as a narrative genre.

However, many students have barriers in the retelling narrative as the common genre they discuss in their daily life. One of them is how to make the story cohesive and coherent. This is in line with Hyvarinen, Hyden, Saarenheimo & Tamboukou that failures of cohesiveness and coherence are often found in narrative texts [2]. They also claim that the incoherence is caused by decontextualized story causing readers hard to understand the story comprehensively.

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In line with this, one of the contexts needed to be taken into account in texts including narrative is the context of culture [3-5]. This discusses the social function, schematic structure and linguistic features of texts. In the narrative, the social function is to entertain the readers [3,6-8]. To achieve that purpose, the narrative text is organized into orientation, complication, resolution, and coda [5, 8, 9]. Additionally, the grammatical tools needed to make the text coherently involve personal noun/pronoun, a modifier of time and place, tenses (not in Bahasa Indonesia), action verbs, mental verbs, and connectives [6, 7, 9].

Numerous related studies have discussed this topic. One of them is a study conducted by Ardianto which analyzed the junior high school students' ability in writing narrative text in Tanjung Pinang, Indonesia [10]. This study measured the students' writing by several indicators; 1) creating a title, 2) outlining, and 3) cohesiveness, coherence, and developing a paragraph. By that indicators, the students are categorized as low since the average score is 64 from 100. Further, in relation to the use of media, Nafidzah conducted a study in improving students' ability in writing narrative by using serial pictures in an elementary school in Demak, Indonesia [11]. This action research covered 25 students and one teacher which resulted in improvement of the teacher and students' ability in writing narrative text since the first cycle; 72% for teachers and 62% for students. The highest improvement is shown by the second cycle; 84% for teacher and 77% for students. Additionally, Suparyanto conducted a study using interview questions as a guidance in writing narrative of junior high school students in Sragen [12]. This action research resulted that interview can be categorized as an effective media in guiding students to write narrative text.

From the previous studies above, there are still few studies discussing the students' ability in using the correct genre moves and the lexico-grammatical feature of narrative text in Bahasa Indonesia. Therefore this study aims to analyze students' narrative text in Bahasa Indonesia as seen from the generic structure and linguistic features of the text.

2. Methods

Bahasa Indonesia teachers who are continuing their master study majoring Bahasa Indonesia in a private university in Purwokerto, Indonesia served as the purposive participants in this study. They were selected from the categorization of high, mid, and low achievers as seen from the writing score of the previous semester. Moreover, as

a part of the research ethics, all participants filled the informed consent given in this research to fulfill the aspect of confidentiality [13].

To achieve the purpose of this study, descriptive qualitative research design in form of the case study was employed. This approach was utilized because it functions to provide the holistic analysis of a single unit in a bounded system [14-16]. Additionally, descriptive qualitative is considered appropriately used because this study was undertaken in a natural setting [13,16-18]. In line with this, this study attempts to analyze students' narrative texts as seen from generic structure and linguistics features in a small case.

To collect the data, six students' texts were chosen to be analyzed. The texts were written by the selected participants from the different level of achievement as mentioned before. These texts were then read, segmented, identified, and analyzed using the rubric of genre moves of narrative texts adapted from Gerot & Wignell, Anderson & Anderson, Knapp & Watkins, Martin & Rose, Thai, and Emilia [5, 6, 8, 9, 19, 20].

3. Results

As seen from the generic structure of the text analysis, the findings in this study reveal that almost of students have fulfilled the main text organization of narrative texts in Bahasa Indonesia involving orientation, complication, and resolution. However, there are some problems in writing the clearance of each component. As an example, only one student; Student 5 as a high achiever, who could state the introduction clearly in introduction part involving the focus participant talked, the time, as well as the place of the story, happened. He successfully introduces the main character; Raicharan as the loyal servant. Meanwhile, the other five participants can not explain who Raicharan is. In terms of complication, all students are successful to provide readers the conflicts happened in that story. However, in part of resolution as the last stage in narrative text, there is a low achiever labeled as Student 1 who missed this part. She only wrote introduction and complication of the story without mentioning the resolution part. Below are the table and graph showing the analysis of students' narrative texts as seen from generic structure.

Additionally, in terms of linguistic features of the text, generally, students need to develop their capacity in writing narrative text because of the absence of some grammatical features of the narrative text. More specifically, some students missed the importance of modifier of place and the connectives used to sequence the event or tragedy. This problem makes the flow of the story written is not well sequenced. As

TABLE 1: Analysis of Students' Narrative Texts as seen from Generic Structure.

No	Student Name	Generic Structure		
		Orientation	Complication	Resolution
1.	Student 1(L)	✓	✓	-
2.	Student 2 (L)	✓	✓	✓
3.	Student 3 (M)	✓	✓	✓
4.	Student 4 (M)	✓	✓	✓
5.	Student 5 (H)	✓	✓	✓
6.	Student 6 (H)	✓	✓	✓

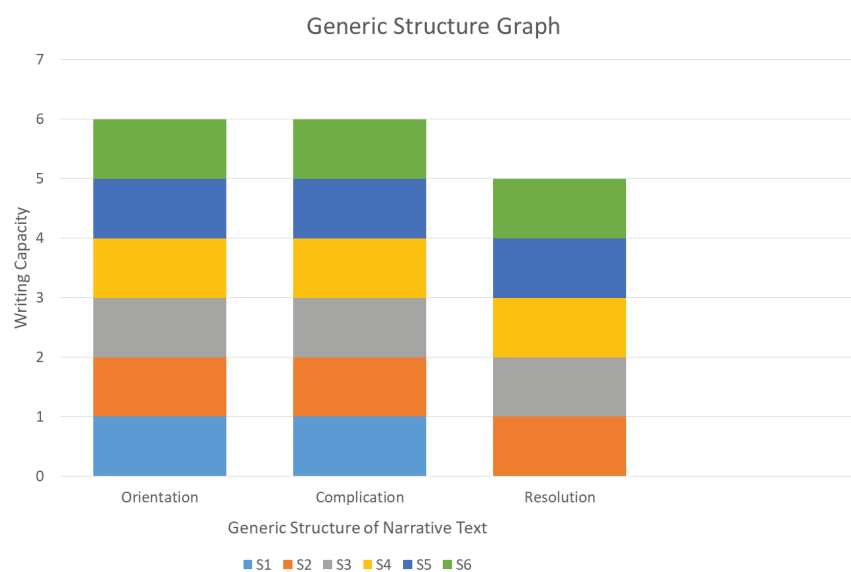


Figure 1: Analysis of Students' Narrative Texts as Seen from Generic Structure.

an instance, Student 4 as a medium achiever did not put any connectives; therefore, every paragraph of the story does not fit one to another. Out of these two aspects, all students could put other features of narrative texts consisting of adjectives, the dominance of action verbs, mental and thinking verbs. As an example, Students 3 as a medium achiever wrote 75% of verbs as action verbs; as instances, *melahirkan, memetik, berkumpul, mengasuh, membawa, mengirimkan, etc.* Moreover, the table and graph of linguistic features of narrative in the students' texts is depicted below.

In short, almost all focus participants have understood the generic structure of narrative text but they still need to learn grammatical features of narrative texts; especially about modifier of time, a modifier of place, thinking verbs, and connectives.

TABLE 2: Linguistic Features of Narrative in the Students' Texts.

Student Initial	Linguistic Features of Narrative in Bahasa Indonesia							
	Focus Participant	MoT	MoP	Adjectives	Action Verbs	Mental Verbs	Thinking Verbs	Connectives
S1	√	-	√	√	√	√	-	-
S2	√	-	-	√	√	√	√	-
S3	√	√	-	√	√	√	-	√
S4	√	√	√	√	√	√	√	-
S5	√	√	√	√	√	√	√	-
S6	√	√	√	√	√	√	-	√

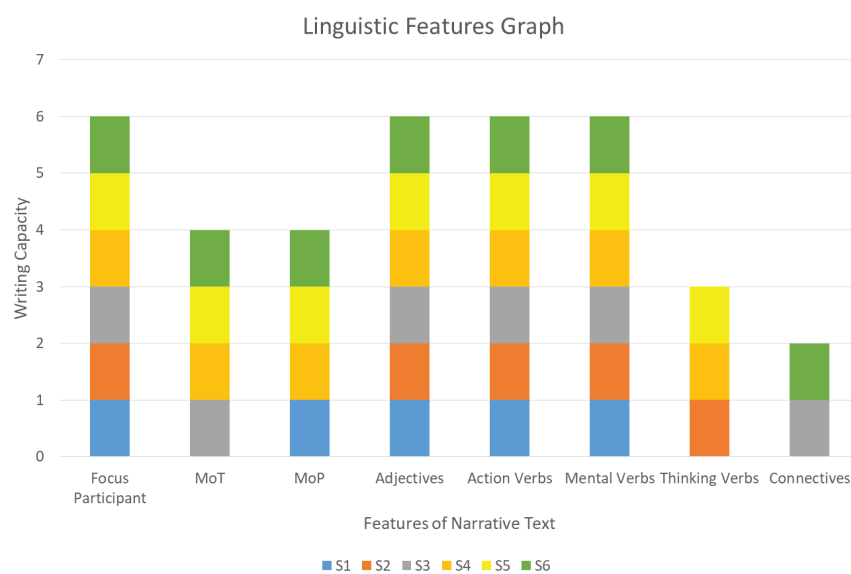


Figure 2: Linguistic Features of Narrative in the Students' Texts.

As in relevant to the aim of this study, that is to analyze students' narrative text in Bahasa Indonesia as seen from the generic structure and linguistic features of the text, there are two major points needed to discuss further; the evaluation of the results found and the implication. First, the texts have some missing parts to achieve the aim of narrative text; that is, to narrate through the process of sequencing people and events in time and space [5, 8, 9]. It is seen from the absence of connectives functioning to show the sequence of events [8, 9, 21]. In addition, the lack of modifier of time and place is also included as a problem for those modifiers help the readers understand the essence of the story. In other words, students need to learn more about how to write a narrative text. Second, as the implication of the teaching, there are

some possibilities why students do not fulfill the criteria of narrative text. In this case, students have not clearly understood how to link ideas in a text. This phenomenon shows that the student needs more practice on how to sequence ideas. It is in line with Garcia that students should be given space and time to do writing practice [22]. Moreover, it is also stated that teachers have an important role in helping students build connectedness and in the construction of information made [23]. This can be conducted in the step of construction of the text as suggested by Gibbons; Emilia [24, 25]. Furthermore, checking students' work can be conducted during the process of giving the feedback, so that, the teacher will see the problems encountered by students directly. It is in line with Derewianka and Emilia that teachers are demanded to give feedback to what students have achieved in constructing the text [25, 26]. The prominence of giving feedback is also in consonance with the theory of output hypothesis as proposed by Swain that the feedback is crucial to be given to students aiming at avoiding students stay in the incorrect hypothesis in using a language [27].

To infer, the students need explicit knowledge of the text through explicit teaching as well as more writing practices [22, 24]. In addition, the teacher's control as an example; by giving feedback to check the process of students' writing also needs to be taken into account since it contributes to having a clear reflection about the teaching process conducted.

4. Conclusion

As the conclusion, it confirms that, first, the low and middle achievers still have insufficient knowledge in writing narrative texts in terms of the generic structure and lexicogrammatical features of the text. Therefore, they need more guidance and practice in making narrative texts, especially the low achiever. Second, another finding in this study shows that high achiever students have almost fulfilled the general concept of narrative text in spite of their minor mistakes in composing the texts. According to this result, appropriate teaching techniques and approach should be applied in teaching writing of the narrative text. In relation to the suggestion, the appropriate teaching techniques and approach for teaching writing narrative becomes the next topic that should be conducted for the future study.

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Conflict of Interest

Author declare that there is no conflict of interest in this research.

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