

Generic Structure of Students' Written Narrative Text: A Case of the Nine Grade Students of SMP N 3 Mranggen Demak in the Academic Year 2019/2020

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Abstract

This research deals with students' writing ability in writing generic structure of narrative. The objectives of this research are (1) To find out how is the generic structure of the narrative texts written by eight-year students of SMP N 3 Mranggen Demak, (2) To find out what problems are faced by the students in using the generic structure of narrative text, (3) To find out the solutions of the problems found in using the Generic Structure of narrative texts written by eight-year students of SMP N 3 Mranggen Demak. In order to reach those three objectives, the researchers use descriptive qualitative research design. The research is taken from observation the result of data finding were displayed through each students. There are 15 samples in total of student's narrative text that the researchers conducted in SMP N 3 Mranggen Demak. The researchers named each representation with code S-1 (student number 1) to S-5 (student number 5). The researchers explained the problems that students faced through five representative students among 15 samples. The students faced several mistakes. For examples, the misspelled words were: *upon* became *up on*, *through* became *though*, *together* became *thogether*, *anytime* became *any time*, *saw a* became *sawa*, *climbed* became *cimbed*, *did not* became *didnot*, *ground* became *grand*. And the grammar mistakes that commonly happens where in these sentences: "o n c e upon a time there were two *close* friends...", "...they *know* that anything dangerous can happen...", "...one of them climbed to *a near trees*...", "...the *others friend* replied..." The grammar mistakes were mostly mistakes in plural and singular noun.

Keywords: generic structure, narrative text, writting skill

Introduction

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. In subjects, English has four reading, writing, speaking, listening skills that must be possessed by students in achieving English comprehension skills. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in

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Indonesia as a foreign language from junior high schools until universities. (Jeremy. (2017: 337).

Cited by Indra (Irwan, 2018:336) Brown's definition of writing is a thinking process. It can be planned and given with an unlimited number of revisions before its release. In addition, Elbow in Brown said that writing has two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

Writing as one of the four language skills is the most difficult skill to master for foreign language learners. Writing is one of the productive skills which are closely bound up with the receptive skill work (Jeremy, Harmer, 2011: 250). English department students especially need to learn to write to prepare for the final academic assignment, thesis writing. Writing due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, grammar, and paragraph organization but also to turn such ideas into a readable text (Richards, 2012: 303). To make the teaching writing successful, the lecturers should give their attention about the strategies in making the teaching writing effective. Lecturers also should pay attention to the other skills that the student need before because teaching writing is a complex. Based on the objective, writing is one of the skills that the students should achieve in learning English. Writing is one of language skills by which someone can express his or her ideas in written form, by mastering writing narrative text, students are able to write or to apply English in every opportunity.

Nunan (2009: 88) said that writing is the mental work of inventing ideas, thinking about how to express ideas and organize them into statements and paragraphs that will be clear for the reader. Related to the information above, the writing skill becomes very important in studying English. Students need to be exercised and trained in order to have a good writing skill. The teacher needs criteria to assess the students' writing task. Criteria of assessing writing are vocabulary, content, discourse, syntax and mechanics stated by Brown (2009:356). The criteria above, the result of the students writing task, the teachers need rubric score to assess it. Rubric related to score. In scoring writing, there are two types how to score according to Cohen in his book's new edition (2012) and Glencoe states that there are three types of rating scales in extensive and intensive generally used in scoring writing. They are primary trait, holistic, and analytic scoring. The same with cohens' theory, Gleecoe's Type (2010) states that the method to score writing assessment use analytic score, holistic score, and primary trait score.

In reference to the explanation above, the researchers have motivation to do the research in "Generic Structure of Students' Written Narrative text: A case of the nine grade Students of SMP N 3 Mranggen Demak In The Academic Year 2019/2020".

Literature Review

The researchers take some journal which related to the topic taken as referential data. The first journal that the researchers took was by Irwan Sulisty (2018), the study was soon published as one of article in UPGRIS' English Department Journal called ETERNAL vol 4, no 2, August 2018. The study was titled "An Analysis of Generic Structure of Narrative Text Written By The Tenth Year Students Of SMA Yasiha Gubug". This study took major resource for the researchers because this study has the same objectives of study as the

researchers. The objectives of study in this study were : (1) To find out how the generic structure is written in the narrative texts, (2) To find out the problems faced by the students of SMA Yasiha Gubug the academic 2011/2012 is written in the narrative texts, and (3) To find out the solution of the problems. In this previous study, that writer used descriptive qualitative as the research design. The subject of the study is class XI IPA of SMA Yasiha Gubug that consists of 39 students. The instrument used in this study was to collect data of the writing test and observation sheet. The results of this previous study showed that the mastery on writing based generic structure of narrative text class XI Senior High School Yasiha Gubug academic year 2012 is categorized into good score with the average 75 and the mean score belongs to the interval 66-79 and the result of observation sheet shows that there were 27 students in level of excellent, 10 students in good and 3 students in level fair. The problems that faced by the students in arranging the generic structure of written narrative text are they did not listen the material attentively given the teacher, the students only got the information from what they read at glance and based on their experiences before. The solution of the problem in arranging the generic structure of written narrative text is the students have to listen their teacher when she explains the material narratives. For example reading a legend and some books include narrative. Based on the result above, the writer suggests that the teacher should apply all of the things in the syllabi of genre in organizing the teaching learning process and the teacher has to give explain the generic structure of narrative text more clearly and give more exercises and more attention to the result of the assignment which are given to the students so that the teacher knows how far the achievement of the students in mastering material.

The second journal is from Fauzia Rachmawati (2017:20-26). *Journal of English and Education* entitled “The use of Fairytale Films in Teaching Narrative Writing”. Based on the journal, was aimed to know whether or not the use of fairytale films can help the students improve their writing and to find out their responses to the teaching program. This study employed a quasi-experimental research design in which two classes of grade eight students in one junior high school in Bandung were chosen as experimental group and control group. Two types of test (pretest and posttest) and questionnaire were used as data collection techniques. Utilizing Jacob’s scoring rubric (1981), the students’ tests were graded and calculated using IBM SPSS 17.0. The result revealed that the experimental group that was given fairytale films shows significant improvement compared to the control group. The result from the questionnaire also showed that the students displayed excitement in learning when the treatment was given.

The third journal is from Khotimah, Bukhari Daud and Burhansyah (2017). *Journal of English and Education* entitled ” Using Picture Series To Enhance Students’ Ability In Narrative Writing”. Based on the journal, The objective of this study is to figure out whether the use of picture series can improve students’ ability in narrative writing skill, especially on the content aspect of the third grade students at MTs N Rukoh Banda Aceh. Most of the third grade students at MTs N Rukoh Banda Aceh felt difficult to generate and develop their ideas in writing form.

By this reason, the researchers conducted experimental-quantitative research with the pre-test and post-test control.

In this study, the research position is different from the those three journals above. This study focuses on students' knowledge of narrative texts and its generic structures. In addition,

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This study focus to see the problems faced by student and the solution needed to overcome the problem.

According to Oshima and Hogue (2007: 15), Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing express exactly what you want to say. In writing, we produce a written product that contains information or even written ideas or imagination.

Brown (2001: 335) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive formal (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse of oftentimes meant to give moral lesson to the readers (Pardiyono 2007: 94).

According to Wallace (1992:30), narrative is a type of text to retell activity or past event for narrating problems and resolution to amuse or entertain and often intended to give morality to the reader. It usually has a number of events that take place and a problem that needs to be solved by the characters.

According to Anderson (1997:8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others.

From those definitions above, writing is a skill that help people to communicate with others from near and also far distances after going through the process of thinking, drafting, and revising by written text.

Method

In this study, present the research method used in the study. It deals with research design, the object of study, roles of the writer, source of data, method of data collection, and method of data analysis.

Bogdan and Tylor in Tohirin (2012:2) says that, “There are two types of research design; quantitative and qualitative. “ In this study, the writers employed descriptive qualitative.

According to Creswell (2009:22) cited in Rofyani (2018:24), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researchers making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

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inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

Cohen, Lawrence, and Morrison (2007:461) cited in Rofyani (2018:24), qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants, definition of the situation, noting patterns, themes, categories and regularities.

The object of this study was Students' writing text. The students chosen was the nine year students of IX A in SMP N 3 Mranggen Demak. This study aimed to analyze the students' writing ability used the generic structure of narrative in formal discussion. The writers want to know about the students' writing ability and what problems they are faced.

In this research, the role of the researchers was acted as the main instrument in collecting the data or in other word, the researchers acted as the observer in collecting the data. "Qualitative research focuses on how people can have different ways of looking at reality and reports of experience or on data which cannot be adequately express numerically" (Creswell, 2002:6).

The sources of data in this research was taken from the students' narrative text. The students were the nine year students in SMP N 3 Mranggen Demak. The source of data was divided into two groups, there are male group and female group. The writers asked the student to write the narrative text in formal group that include in two groups of students. Then, transcribed the result in the written form.

Based on the source of data in this study, the writers used one of the interactive technique, the ways in collecting data have been arranged as follow:

1. Document Research

Document research means that the researchers collect the data with paper that the researchers had been prepared. The document of the data are paper for narrative text written by the students of SMP N 3 Mranggen Demak.

2. Questioner Research

While the researchers acted as the observer, the researchers also gave questionnaire to the teacher about their suggestion on the way to solve students' problem in arranging generic structure of narrative text. The questionnaires were given in yes or no question. For the students, it is

questions about what they were thinking in learning generic structure of narrative text, does it make them understand better or not. As for the teacher, the questionnaire is about teaching generic structure of narrative text to the students, what problem does the teacher have when the teacher taught the generic structure of narrative text.

Based on this statement, the researchers were the best role of the research because the researchers needed to concern individually in analyzing the data.

So, this research has been done by collecting data, analyzing them, and the drawing conclusion based on data analysis without taking account into general conclusion. It means that the result of this study is valid only for the data used in this research not for others.

In conducting this study, the researchers took nine grade students of SMP N 3 Mranggen Demak in the academic year 2019/2020. The researchers took SMP N 3 Mranggen Demak,

because wanted to know how high the desire or motivation of the school grade students in learning English especially in writing narrative text.

Finding and Discussion

The researchers present the research findings and discussions based on the analysis of the data through qualitative analysis. This study was carried out to analyze the generic structure of student's narrative: a case of the eight grade students in SMP N 3 Mranggen Demak.

This chapter dealt with the research finding in objectives of the study. The objectives of the study were (1) To find out how is the generic structure of the narrative texts written by eight year students of SMP N 3 Mranggen Demak, (2) To find out what problems are faced the students in using the generic structure of written narrative text, (3) To find out the solutions in using the Generic Structure of narrative texts written by nine year students of SMP N 3 Mranggen Demak.

The data which was analyzed is the generic structure of student's narrative text. Therefore, here are the answer of each objectives of the study:

There are 15 samples in total of student's narrative text that the researchers conducted in SMP N 3 Mranggen Demak which was the nine grade students on class IX A. In this section, the researchers analyze the narrative structure of students by getting 5 representation of the total sample. The researchers explain only the 5 students as the representation because the result in each student was not much different. The researchers named each representation with code S-1 (student number 1) to S-5 (student number 5).

The steps on getting the result was the researchers at first gave the student a narrative story text. The narrative text was titled "True Friends". The students were asked to retell the story according their own interception. Thus, the student needed to know the generic structure of the story, so the student able to retell the story in the correct timeline.

The student was at first given the narrative story by the researchers. The narrative text was titled "True Friends". The student should retell the story according their own interception. Thus, the student needed to know the generic structure of the story, so the student able to retell the story in the correct timeline.

The first student with coded S-1 was doing fine. There were three simple paragraphs that being written by the student with code S-1. They are the generic structures of the text.

The first paragraph was orientation. He wrote the orientation in a simple writing form. The first sentence was introduction of the characters like "once upon a time there were

two closed friends..." and then followed by event what they were doing or what these two friends were doing "...who were walking together in the forest." After that, the S-1 the cause that soon lead to the second paragraph or complication. Therefore he wrote "...but anything can happen in the forest."

The second paragraph was complication which followed by the previous "if and cause" in the first paragraph. This is answer of the "...but anything can happen in the forest." in the last sentence of first paragraph. This is the complication, a conflict of the story happening in here. In the second paragraph. In this paragraph student S-1 retell the conflict of the characters of two friends met a bear in the forest. The first man was climbed up through the trees, but the other man can't climb. The other man finally lying on the ground and pretending to be a

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Vol. 2(1), August, 2022

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deadman. The bear walked to the man who was lying down on the ground and sniffed. But then, the bear got away because the bear didn't like a deadman.

The last paragraph was resolution or re-orientation. In the last paragraph student with code S-1 wrote that the man who was climbed up the trees asked his friend who lied down on the ground "...what did the bear whispered to you?" But then his friend said "The bear whispered to me to not to believe on a fake friend."

In the end, the student representative with code S-1 conclude the moral story with "don't ever believe with false friend."

Lastly, the researchers analyzed that student with code s-1 is able to retell the story of true friends through three generic structures of narrative (orientation, complication, re-orientation) nicely. The story wasn't well done being retelled, but the student S-1 manage to give the view what's the story about. It was about friendship and loyal to friendship.

The second student with code S-2 doing the same with S-1 and have the same result as well. This indicate that both student have an equal understanding in processing story they have watched and have an equal skill on retelling story. They way he conclude the three generic structure of narrative is an equal with S-1, he retell the first generic structure "orientation" with introduction and where the characters went. The second generic structure "complication" is same with what S-1 told, there was a big bear coming. The third generic structure "re- orientation or resolution" ended with the betrayal of the friend. And lastly is their moral value that they wrote also similar.

However S-2 still lack in grammar and vocabulary choice than the student with code S-1. For example, in the first

paragraph when S-1 wrote "...who were walking together in the forest." which have correct grammar, this S-2 wrote "...who are walking together in the forest." The student with code S-1 still don't understand the grammar function on narrative which is using past tenses, but he ended up using present tenses instead. This structure of writing is explained further on the objectives of study number 2 in the next analysis explanation.

The third student with code S-3 doing the same with S-1 and S-2 as well. This indicate that they have an equal understanding in processing story and an equal skill on retelling story. He concluded generic structures of the story correctly. The "orientation" started with introduction of story and where the characters went. The second generic structure "complication" told with "...there was a big bear coming." The third generic structure "re-orientation or resolution" ended with the betrayal of the friend. And lastly is the moral value that he wrote is the same with the student code S-1.

S-3 have no difficulties in grammar choice. But the vocabularies that he chose is the average vocabularies. For example he wrote "a large bear" than "a big bear". This structure of writing is explained further on the objectives of study number 2 in the next analysis explanation.

The fourth representative student with code S-4 doing the same with the other above samples. However, S-4 does not have the same result as them because S-4 was doing better. But, this is still indicate that S-4 have an equal understanding in processing story. She concluded the three generic structures of narrative in simple paragraph but a more neat writing with a correct grammar. She wrote the first generic structure "orientation" with introduction and where the characters went. The second generic structure "complication" was

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

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well written. She started with "...suddenly, they saw a large bear getting closed." And then, The third generic structure "re-orientation or resolution" ended with the betrayal of the friend. And lastly is the moral value of the story that S-4 wrote was different with the three samples (S-1, S-2, S-3) above. The moral value was written with, "*...do not trust your friend easily, trust your friend when they are willing to sacrifice their live to you. That's a true friends are.*"

S-4 did not have any problem in grammar structure but she was still have incorrect vocabulary choices and misspelling words. For example in the paragraph two, she wrote "...he lay down on the ground *breathloss*." The word breathless was misspelled into breathloss. This structure of writing is explained further on the objectives of study number 2 in the next analysis explanation.

The fifth representative student with code S-5 doing great than the other students. He retells the story exactly as detailed as the original story.

The first paragraph was orientation. He wrote the orientation in very detailed form. The first sentence was introduction of the situation, "Once upon a time there were two closed men who about to go to the neighbor village..." and then followed by event what they were doing or what these two friends were doing "...but they needed to cross the forest." After that, S-5 wrote the cause that soon lead to the second paragraph of complication. Therefore he wrote "...in the forest, anything can happened. And then accident came after them."

The second paragraph was complication which followed by the previous "if and cause" in the first paragraph. This is answer of the "...accident came after them. There was a big bear approached them." in the last sentence of first paragraph. This is the complication, a conflict of the story happening in here. In this paragraph student S-5 retell the conflict of the characters of two friends met a bear in the forest. The first man was climbed up through the trees, but the other man can't climb. The other

man finally lying on the ground and pretending to be dead. The bear walked to the man who was lying down on the ground and sniffed him. But then, the bear got away because the bear didn't like the dead.

The last paragraph was resolution. In the last paragraph S-5 wrote that the man who was climbed up the trees asked his friend who lied down on the ground "...what did the bear whispered to you?" But then his friend said "The bear whispered to me to not believe on a fake friend like you."

In the end, the student representative with code S-5 concluded the moral story with "you can't trust your life to a friend when they are not kind enough to you, but you can learn from it that you should not be kind back to them."

Lastly, the researchers analyzed that S-5 able to retell the story of true friends through three generic structures of narrative story (orientation, complication, re-orientation) properly. The story was well done written, and the student S-5 managed to give a good view point of what's the story about.

After analyzing their work and made interview, the researchers found some reasons, which caused the students difficulties in

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

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arranging their composition. Besides the two reasons given by the students after doing the test, the writers had analyzed their difficulties based on the result of analyzing their mistakes. Most of the students made mistakes because of the reasons:

1. The student did not fully understand the tense that they use when they wrote the narrative text.
2. The students did not read the given material attentively. They only got the information from what they read at glance and based on their experience before.
3. The students did not absorb pronounce, for examples: the use of "them, her, and his".
4. Some students failed to arrange the story chronologically. Most of them missed one of the generic structures of narrative text.
5. The students failed to apply the knowledge of grammar

It was found that there were 6 students in level of excellent. 10 students in good and 3 students in the level fair. So the students' ability in the generic structure of written narrative text is good.

To find out problems which are faced by the students, the writers observed the answer sheet of the students. The writers found that there are some items which the students mostly answer them incorrectly. They are:

1. Problem in identified the times. In generic structure, the times were in order. However, because the students lack of grammar of time, the students tell stories sometimes used present tense and then past tense.
2. Misspelled words, such as the word anytime become any time, the word dangerous become dangeros.
3. Pronunciation problem such as reference for him become her.

She become he and he become she. The third pronunciation were mostly wrong like her (possessive) become she mine.

4. Grammar mistakes. The students' grammar mistakes were also affecting the story's time order. The grammar mistakes that the student used was sometimes not fixed. For example in the first generic structure, they used past tenses but then they mixed it with present tenses. However, The grammar mistakes were common mistakes that usually students faced. Which was about mistakes on plural and singular noun. For example, a near trees should be a near tree because it used an "a" article. *The others friend* became *the another friend* because they were just only two of them. And the word other is plural.

1. The solutions found in using Generic Structure of narrative texts written by nine year students of SMP N 3 Mranggen Demak.

In this step, the researchers analyzed the solutions of the problems of writing generic structure of narrative text. The solutions were based on observation with the help of the teacher. The researchers gave questionnaire to the teacher.

Conclusion

The researchers discussed the research findings in four paragraph paragraphs. The three paragraphs are according to the objectives of the research and the last paragraph are the

review of comparison between the previous research and this research. The objectives of the study were (1) To find out how is the generic structure of the narrative texts written by eight year students of SMP N 3 Mranggen Demak, (2) To find out what problems are faced by the students in using the generic structure of narrative text, (3) To find out the solutions of the problems found in using the Generic Structure of narrative texts written by eight year students of SMP N 3 Mranggen Demak. (4) The last paragraph are the review of comparison between the previous research and this research. The data which was analyzed is the generic structure of student's narrative text. Thus made the second paragraph discussed the generic structure of the narrative texts written by eight year students of SMP N 3 Mranggen Demak, the third paragraph discussed what problems are faced the students in using the generic structure of written narrative text.

The result of data finding on the first section was displayed through each students. There are 15 samples in total of student's narrative text that the researchers conducted in SMP N 3 Mranggen Demak.

However, the researchers analyze the narrative structure of students by getting 5 representation of the total sample. The researchers explain only the 5 students as the representation because the result in each student was not much different. The researchers named each representation with code S-1 (student number 1) to S-5 (student number 5). The generic structure of narrative text that being retelled by students were well written. All representative students were succeeded in classifying the generic structures (orientation, complication, and resolution). The first paragraph was orientation. The students begun the story with introduction of the characters like *"once upon a time there were two closed friends..."* and then followed by event what they were doing or what these two friends were doing *"...who were walking together in the forest."* The second paragraph was complication which followed by the previous "if and cause" in the first paragraph. This is answer of the *"...but anything can happen in the forest."* in the last sentence of first paragraph. This is the complication, a conflict of the story happening in here. In the second paragraph. In this paragraph the students retell the conflict of of two friends that met a bear in the forest. The last paragraph was resolution or re-orientation. In the last paragraph the students wrote about the man who was climbed up the trees asked his friend who lied down on the ground *"...what did the bear whispered to you?"* But then his friend said "The bear whispered to me to not to believe on a fake friend."

The result of data finding on the second section was to find what problems are faced by the students in using the generic structure of narrative text. The problems through writing were usually having an incorrect grammar, misspelling words, and bad vocabulary choice. The researchers explained the problems that students faced through five representative students among 15 samples. The students faced several grammar mistakes and misspelled words. For examples, the misspelled words were : *upon* became *up on*, *through* became *though*, *together* became *thogether*, *anytime* became *any time*, *saw a* became *sawa*, *climbed* became *cimbed*, *did not* became *didnot*, *ground* became *grand*. And thus the grammar mistakes that commonly happens where in these sentences: "...once upon a time there were two *close* friends...", "...they *know* that anything dangerous can happen..." , "...one of them climbed to *a near trees*..." , "...the *others friend* replied..." The grammar mistakes were mostly mistakes in plural and singular noun. For example, a near trees should be a near tree because it used an "a" article. *The others friend* became *the another friend* because they were just only two of them. Therefore, the problems that faced by the students in using the generic

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

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structure of narrative text are problems in writing such as misspelling words and grammar mistakes.

The result of data finding on the third section was to find out the solutions of the problem found in teaching Generic Structure of narrative texts written by eight year students of SMP N 3 Mranggen Demak

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