



Why Starting Writing Is So Difficult? An Analysis of Students' Experiences In Writing Narrative Text

Delawati Hida¹⁾, Kartin Lihawa^{2*)}, Muzdalifah Mahmud³⁾

^{1,2,3)} English Study Program, Letter and Culture Faculty, Gorontalo State University

e-mail: kartin.lihawa@ung.ac.id

Abstract

This research was conducted based on the problem, namely second semester students in the English Education Program FSB UNG face the problem of lack of knowledge in composing narrative texts, especially strategies for getting ideas and organizing them into paragraphs. This condition makes most students reluctant to learn to write. There are complicated rules in writing that cannot be ignored, when students write something, they must pay more attention to spelling, punctuation, diction, grammar, the purpose of their writing, and their own writing ideas. In addition, they are confused about how to start writing ideas into a good narrative text. This study collected qualitative data using observation techniques, narrative writing tests, and interviews. The results are; first, students have difficulty organizing ideas in narrative writing. Second; lack of vocabulary, which makes students write sentences that are less communicative. Finally; students are confused about the correctness of the grammar they compose. Based on the results of the analysis, the researcher concluded that there are three reasons that cause students to have difficulty in starting to write. First, organizing ideas, when students are able to express what they want to write but have difficulty putting it into written form. Second, a lack of vocabulary leads students to write less communicative sentences. Finally, due to a lack of grammatical accuracy, students are confused about their writing. Previous research has found similar student difficulties with vocabulary, grammar, and linguistics, including research by Marzona et al. (2019), Nandha et al. (2022), and Fadilah et al. (2024). All of these issues make it difficult for students to begin writing.

Keywords: *writing, narrative, texts*

INTRODUCTION

Writing in human life is an activity that cannot be separated because, in everyday life, activities through written and spoken language are always done by humans. Therefore, learning to write from time to time must always develop for the better. Especially in this era of globalization, writing is a medium whose existence is one of the things that can channel ideas and thoughts with an extensive scope. Writing is one of the most important things in learning a language, especially in learning English. Mathwin et al. (2024) "Writing a self-generated sentence required children to create an idea, select words, organize them into a sentence, and recall and apply the orthographic rules for handwriting the sentence". This idea is as what Barli Bram (1995:7) says that writing means producing or reproducing a written message. It should have something meaningful to convey. To put

the messages successfully, the writer applies several writing strategies. One thing that can be considered is the audience to make writing successful, there is an idea supported by Pfeifer (2024) "Once you know who your audience will be, it'll be easy to decide on an appropriate tone and method of communication".

The most severe writing problems arise when the student transforms a native language sentence word for word into a foreign language equivalent. Compared with other language skills, it is also considered to be the most complex language skill. In the process of writing, we always involve thinking and creativity. Not only that, but strict rules also support it. Mastering vocabulary and tenses are the main keys to good writing. We must choose the correct vocabulary to arrange the words into sentences and develop them into paragraphs. In addition, we must also use appropriate tenses to express events at a certain time. Writing ability is one of the skills that students must master.

When writing narrative texts occur, problems often arise when stringing words into sentences, assembling sentences to become paragraphs, and so on until they become a complete essay. From these composing activities, they produce an essay that is created based on someone's ideas that have been told in written form that others can read and understand (Karawasa, Barasandji, and Budi 2015). To avoid this problem, as teacher to teach his/her students (Landau, Druen, & Arcuri, 2002; Moniz, Fine, & Bliss, 2008 in Gonzalez (2017) suggested that "we need to help them identify plagiarism. When students are shown different examples of plagiarism and taught—even through basic lecture—the many forms it can take, their understanding of what constitutes plagiarism gets much more sophisticated Teaching Students to Avoid Plagiarism"

Therefore, research conducted on analyzing students' difficulties in writing narrative texts is essential. Because with this research aims to open the minds of teachers so that they can improve the quality of learning to be better than previous learning. In addition, teachers can design learning to write narrative essays that can motivate students and quality learning according to the needs of their students, over time, when the teacher conducts quality writing lessons according to the needs of students systematically or continuously. It will have a positive impact on students' narrative text writing skills. So that students are able to produce beautiful writing in accordance with the rules of the language.

English Education program of Universitas Negeri Gorontalo, Writing for professional context is given in the second semester. In writing courses, students learn how to write in English to increase students' skills in writing and to develop ideas into written form. The ability of second-semester students' in writing English is good enough. However, they still have vocabulary weaknesses, do not have ideas on their minds, they do not understand English grammar and lack practice. Moreover, they have to express their ideas in English, in a foreign language, rather than their mother tongue. Teachers often delegate writing tasks without giving the feedback of the tasks because of many things to do. So that, many students have limited knowledge from teachers' writing corrections that make them have difficulty in doing writing assignment. The most challenging thing in writing is writing because many students lack vocabulary in starting sentences. They have to write about what they think and state it on paper using the correct procedure. It covers how to write simple to up to write more complex texts in various text types such as Narrative, descriptive, recount, report.

Narration is the most powerful way to communicate with others. A good written story can make your readers react to certain events, but they can almost feel it. The detailed actions and dialogue put the reader in the scene and realize it for them. In addition, because narration can often attract readers' emotions so powerfully, it can play an important role in other types of writing. The author will use narrative text to improve the

paper to find out the problem. Students will feel more relaxed when studying writing classes and will produce narrative texts.

In order to make students feel joyful in learning writing, teachers must choose interesting writing texts to teach writing. To make more students are interesting to write Lihawa (2023) conducted teaching writing and utilizing showing short videos to enhance students' ability to produce clear and logical scientific writing in term of improving their mechanics in writing tasks. One of learning defition by Bloom (2000) in Holidazia (2020) is Learning is the storage of information or skills. One of good storage skills to students is writing narrative skill Meyers (2005: 52) states that Narrative is one of the most powerful ways of communicating with others. A goods "narrative text" is the writing material. They not only understand the written story lets your reader respond to some event in your life as if it were their own.

The researcher chooses an event, but they can almost feel it. The actions, details, and dialogue put the reader in and realize it for them. Moreover, Anderson (1997: 8) states that a Narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.

According to Rebecca (2003), a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. Furthermore, it states that a key to comprehending a narrative is a sense of plot, theme, characters, events, and how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the Narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

Another problem students found is that they have no strategy to get ideas and organize them into paragraphs in writing. This condition makes writing more difficult to learn in order most students are reluctant to learn writing. This idea of writing often causes problems for students because they have no strategy to get ideas and organize them into paragraphs in writing. This condition makes writing more difficult to learn, and most students are reluctant to learn writing.

Based on unsystematic students, there are many experiences of students in their thought. The English teacher should focus on the students' ability to start writing well by using serial pictures as media for students to begin writing. Many kinds of text should be taught, and many media can be used to teach and learn how to write. The narrative text was chosen because it usually contains an exciting story, and requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention to word spelling, punctuation marks, dictions, grammar, the purpose of their writing, and the idea of their writing itself. However, the researcher found it difficult for students to generate narrative text based on their opinion. They are confused about how they will start to write their idea and arrange it into good narrative text. It happens because usually, they are only given examples of narrative text. After that, they should write or produce their own narrative text with limited guidance and strategy. It is a main problem that the researcher wanted to analyze by conducting this research.

The significance of the study

This significance is researcher hopes this research can provide more understanding for readers, especially students, to find out why starting to write is so difficult. It is also described an analysis of students' difficulties in writing narrative text. Besides, it is hoped

other researchers may use this results of research be the reference for further them of research.

The objectives of the study

This research aims to find out the difficulties in starting narrative text of students of English Departmen FSB UNG of academic year of 2022.

Theoretical bases

1. Definition of writing

Writing is perhaps the most difficult skill for students. Writing is also a highly complex activity. Astiantih and Akfan (2023) stated that writing is one of the difficult skills in a language. The difficulty of writing includes spelling, punctuation, word choices, and so on. There are spelling, grammar, punctuation, and ways of organizing ideas. Writing is hard work and consists of specific steps. To write one has to think the steps planning, organizing, drafting, revising and editing writing. Some experts have different statements about the definition of writing. Definition according to Brown (2001: 336 he writes that writing is a written product of thinking, drafting and revising that require specialized skills in how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention to put them cohesively into a written text, how to revise text for clearer. Writing represents our ideas. This is because the writing process reflects things that always exist. Students who are unwilling to write down often suffer from this activity. When students start looking for reasons for writing and writing sentences, they will find it difficult.

Based on the above definition, the definition of writing skills can be obtained. Writing is a production process and needs to go through some stages. First, explore and spread thoughts and emotions in written form. Second, go through some revision processes to implement grammatical and structured text. The writing is in readable text, which should be meaningful to everyone reading this book.

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Why is writing difficult?

Many people say that they find writing difficult. But what exactly makes writing so difficult? Just putting random words on paper is easy. What's hard is turning those words into sentences that express the idea you're trying to convey. When we talk about writing difficulties, we often say that "the words don't come out right" - we'll write a sentence and then erase it because we don't like the sound of it, then sit staring blankly at the paper, not knowing how to rewrite it.

Difficulty in producing text is usually caused by fluency with basic skills such as word retrieval, grammar, semantic structure, and the motor and cognitive aspects of handwriting that enable the translation of ideas into writing smoothly. According to Jordan (1997), writing is often confusing with putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary. The significant ideas are arranged in some often on the correction of mechanical and grammatical errors.

Bryne (1988) divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspects like grammar, vocabulary, language use, and sentence choice in writing must be thoroughly monitored. The second is Physiology Difficulty, which focuses more on the writer's difficulty because there isn't direct interaction and feedback from the reader when they are writing. This difficulty focuses more on developing written material or the content of the composition. The third is a cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization, and paragraphing.

Narrative Text

In the Oxford Advanced Learner's Dictionary, AS Hornby defines "A narrative is a description of events, especially in a novel or story, the act or process of feeling a story." Similarly, John Langan said, "A narrative is a writer telling the story of something that happened" through Narrative, we make a clear statement by telling in detail something that has happened to us.

On the other hand, according to Pardiyono in Lubis (2014 p. 68), "Narrative is a story talk the past activities or events which order to problematic and give a lesson to readers." The last, according to Otong Setiawan Djuharie in Lubis (2014 p. 68), to write the Narrative, four components shall be care:

1. Orientation
Orientation is parts of text give setting or opening about Narrative
2. Complication
The complication is parts of the text to inform about the conflict in Narrative
3. Resolution
Resolution is part of the text describing the reaction to solve the problem.
4. Coda
Coda is the description reflection or evaluation of the conflict about Narrative.

The function of component narrative:

1. Orientation
The function of orientation:
 - a) Content of topic an activity or event which wonderfully will be talked.
 - b) It should be exciting and can provoke the readers to know especially.
 - c) Using adjectives to describe personal attitude generally.
2. Complication
 - a. Content details about the activities or the problematic events are arranged sequence from introduction, conflict until climax.
 - b. Talking chronologically, sequence the activities are done, the same in writing recount text, in the narrative text is also used line. Makers: first, second, third, etc., or first, next, after, that, then, finally etc.
 - c. Grammatical features
 - a. I am using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
 - b. Using verb of doing on the predicate, such as ran out, got and bent, etc., describes the activities.
 - c. Using adjectives that function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, and happy. Repenting subjective pronouns is the same in the text is generally such as first my aunt was very frightened, but she tried to manage herself to be quiet.

- d. Using conjunction is also found such as: first, my aunt was very frightened, but she tried to manage herself to be quiet.
3. Resolution
Content problem solving has been told until the climax.
 4. Coda
Content about the moral lesson possible can be taken at the events, such as my aunt was so relieved to see the snake leaving the room without harming anybody.

According Pardiyono, "Narrative is a special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or the listener, such as: novels, poems, comics, movies and other, and the pattern uses Simple Past Tense.

The researcher chooses students' narrative writing as the material of narrative writing. Mayers (2005:52) stated that narrative is one of the most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction or non-fiction. Narrative relationship with the reality experiences, imaginary, or the event intricate that aim to the crisis that is finally find resolution.

Review of related studies

So far, the researcher found that there were several studies that were similar to this study. First is a thesis by Eni Ismayanti and Abdul Kholiq (2020) under the title "An Analysis of Students' Difficulties in Writing Deskriptive Text" the aims of that study is to describe the students' difficulties in writing descriptive text and to find out the causes of students' difficulties in writing descriptive text. Ismayanti and Kholiq udes descriptive qualitative method in analyse the data. Also used documentation and interview in collected the data. The similarity between this research and the aforementioned research lies in the method of the research, which is used descriptive qualitative research. While the difference lies in the aims of the study. Ismayanti and Kholiq's thesis try to find out and describe the causes of student difficulties in writing descriptive text, while this research is to find out the student difficulties in starting writing narrative text.

Other studies that have similarities with this research is, Feni Aulia's thesis (2019) under the title "An Analysis of Students' Ability and Difficulty in Writing Narrative Text (A Descriptive Research at Second Grade Students' of MA Muallimin Muhammadiyah Makassar)" this research aimed to find out the ability and difficulty of students in writing narrative text. This study used descriptive text with the collecting of the data used writing test and questionnaire. The different of aulia's study with this study is on the collecting of the data. This study used observasi and interview the participant, while Aulia's study used writing test and questionnaire.

METHOD

This research is descriptive qualitative because it describes the problem and analyzes it. This study analyzed why starting to write is so difficult. An analysis of student experiences in writing narrative text. It is more suitable to use qualitative.

Research design

Qualitative research is suitable to overcome this research problem in which the variables are unknown. Qualitative research is needed to explore this phenomenon from students' perspectives. This study will be conducted in qualitative research design because it investigates a phenomenon described by Cresswell (1994) as an approach that inquires often makes knowledge claims based primarily on constructivist perspective. The

researcher physically goes to the people, setting, site, or institution to interview or record in its natural setting.

Research objectives

This research conducted with 10 participants of the students of English Department FSB UNG in the secon semester of yhe academic year of 2022.

Data collection techniques

The data of the reseach collected by gaining through three techniques as follows:

1. Observation

The first step in collecting the data is observation at the research site. Observation is a technique of seeing and observing changes in social phenomena developing and growing. Observation in collecting the data can add insight and knowledge that previously we did not know to know the movement of a person's behavior. What is meant here is that we do not see what actions someone is taking before we make observations. But after we make observations, we come to know what someone's actions mean.

2. Test. The second step is doing testing. The test is the giving of an assignment or a series of tasks. The test technique used by the researcher is a test given before conducting interviews to find student difficulties. The test technique chosen by the researcher in this study was carried out by giving assignments to students to produce written narrative texts.

3. Interview

The last step in collecting the data is interviewing the participant. There 10 questions that how the student were stdying narrative texts, what materials were they studied, what the difficulties they found to start to write narrative, what strategy the teacher did in learning activites, besideses, is the change for better than before starting to write using strategies given by the teacher?

This is a structured interview technique as a question-and-answer activity orally to obtain information.

Data analysis techniques

After collecting the data, do separation selectively adapted to problems raised in the study after the processing is done with the editing process, by rechecking the data obtained, whether the data is good enough and can be quickly prepared for the next cycle. A systematic and consistent data obtained in a draft concept was made into a primary basis for analysis. According to Patton (1987 p. 1) qualitative method consists of three data collection 1) in depth, open-ended interview, 2) direct observation, and 3) written documents, including such source open-ended as written items on quuestionare. The data from open-ended interviews consist of direct quotation from people about their experience, opinons, feelings and knowledge. Meanwhile, Taylor (2009) defines data analysis as a process of detailing a formal effort to find a theme and formulate a hypothesis (idea) as suggested and to provide assistance and theme of the hypothesis. The data collected is based on interviews, described by the researcher using descriptive qualitative research methods. The instrument development used is as follows.

Table 1. The Students Difficulties In Starting To Write Narrative Text

No	Questionare
1.	Have you ever studied narrative text before?
2.	What do you think about the material? Do you easily accept the material being taught or do you find it difficult?
3.	When you are given the task of making narrative text, are you able to complete?
4.	Are you easy to determine ideas in writing narrative text?
5.	Do you have difficulties in starting to write a narrative text?
6.	Do you think knowledge of the topic is one of the difficulties in writing?
7.	What difficulties did you find in starting to write?
8.	Does the teacher have a learning strategy about starting writing well?
9.	What is your opinion about teachers who give learning strategies to start writing?
10.	Is there a change for the better than before starting to write using the strategies given by the teacher?

RESULTS AND DISCUSSION

The result of the research from the given test to 10 students of English Department of FSB UNG can be seen from their scores in the following table 2.

Table 2. Students' writing test results

No	Students' Name	Aspets				Tottaly
		Content	Organization of Idea	Language	Mechanic	
1	Devitriyani Masahu	20	13	17	18	68
2	Ikna Sidik	28	19	27	20	94
3	Nur Syafirah Putri Lumadja	27	17	26	20	90
4	Putri Nur'ain Asiari	25	17	23	18	83
5	Abdulrahman Gani	23	15	20	15	73
6	Riskawati Monoarfa	27	16	24	17	84
7	Fitriyanti Husain	28	18	20	15	81
8	Sintya Abdulrahman	26	17	20	17	80
9	Milfandia Hasan	25	18	20	15	78
10	Sesmita Male	28	18	21	18	85

Based on the findings analysis, the researcher can determine that students still lack in several aspect of witing. It is refers to Jacob et.al (1981) point out five significant components in writing they are: content, organization, vocabulary, language use and mechanic.

Content, the content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good

content of writing, its content should be well unified and complete. These terms are usually known as unity and completeness, which become characteristic of good writing? According to Nurgiantoro (2001), content refers to a set of information that supports the specific topic talked about. In the content aspect, the writer can develop the details of the idea to describe the main topic. In this case, the student still cannot determine the right content of their writing. Some of their writing is incomprehensible to the reader. This is due to the delivery of information that is not so clear that causes difficulty for the readers to understand.

Organization, in the organization of their writing, concerns the ways through which the writer arranges and organizes the idea in order to convey the message in the words. There are many ways used by the writers to organize or arrange the writing; this organization is mainly recognized as order. There are two parts of organization in this case.

The first is Clarity; clarity is a characteristic of a speech or a prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice. In this case, the student has difficulty in composing sentences well.

The second is logical; logical describes something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course of action. In this situation, the student's writing is not assessed by logic or not. It is because this research uses narrative text where narrative text is a fairy tale text and sometimes it is not logical with human life, but even so, the text should still contain lessons to be learned.

On the other hand, Nurgiantoro (2001) states that organization is how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

The third is vocabulary; vocabulary is one of the language aspects dealing with the pieces of writing study. Referring to Nurgiantoro (2001), appropriateness in choosing and using vocabulary in each sentence is an important thing in writing. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. The effective use of words will always result in good writing, both specific and technical writing; the dictionary is very considerable. In this case, even the students used a dictionary, they still used words that are still relatively ordinary.

The fourth is language used; language use in writing involves correct language and point grammar. Adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language. Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful. There are three parts of grammar in this case; they are:

Subject/verb agreement, this is the part of the sentence or clause that commonly indicates 'what is about' or 'who or what performs the action'. Subject is usually a noun, noun phrase, or pronoun. In this case, the students do not have difficulties in language use of subject. Sometimes, students still have difficulties in the use of -s or -es in the verb.

Singular/plural Noun, singular is the simplest form of a noun: a category of number denoting one person, thing, or instance. It contrasts with plural; the plural is the form of a noun that typically denotes more than one person, thing, or instance. Besides, it contrasts with singular.

Regular/Irregular Verbs; Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a strong verb; Verb in English are irregular if they do not have a conventional –ed form, this contrasts with regular verb.

The last is mechanic. Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

The first point of mechanic in writing is capitalization. The use of capitalization in writing can clarify the ideas. If the sentence are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Beside through correct capitalization of sentence, it also helps reader to differentiate one sentence to other. In this research, the participant are not paying attention to capitalization. The researcher found here are several students used lowercase letters after point. Next is punctuations, punctuation can be used as a unit of meaning and suggest on how the units of it relate to each other. Other is spelling, there are three important rules followed in using spelling appropriately. They are suffixes addition, plural information, and handling error withing the words.

Thus the difficulties of learning writing are make the students not interest in writing. Nurgiantoro (2001) categorized three problems faced by the studnets in learning writing. As follow:

Organizing ideas. Generally the students' problem in writing process is how to organize the idea into sentences. Nation (2009) stated that learners are able to say what they want to write but have difficulty in putting it into writtten form. It is because the students get difficulties in developing idea and sometimes they do not know what they will to write. When writing, the students usually write contents that are not suitable with the theme.

Lack of vocabulary also becomes an important part in writing composition. Lack of vocabulary makes the students write uncommunicative sentences. They will get difficulties in expressing their ideas, especially in writing if the students do not master the vocabularies well. They also usually choose incorrect words. Grammar accuracy; When the students are trying to write, they are usually confused in whether their sentence grammatical correct or not.

Based on the explanation above, it is important for the students and the teacher to know about problem learning writing so they can find the best way to anticipate it and students can learn writing easier. Fathermore, in order to improve the things above, there are several steps that students must take to make it easier for them to start writing. Harmer (2004) states, that there are four steps in writing process.

Planning, planning is an important step in the writing process. In planning process, the writer has to think about three main issues. As follow:

First, the writers have to consider about: the purpose of writing. it is important to know the purpose of writing since this will influence to a good writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language. Therefore, the result will be effective to reach the purpose. The second is audiences they are writing for. The audience here is the readers of writing. The audience will influence language style, diction, paragraph structure, etc. The third is the content structure of writing, how best the wequence facts, ideas, or arguments which they have decided to include.

Drafting; drafting means getting ideas on the paper in sentences and paragraph. In the writing process, drafting is necessary for helping the writers to write ideas and decide what should come first, second, third and so on, until the last.

Editing, in editing process, the writer read again what they have written as a draft. Another reader's comment will help tha author to make appropriate revision. Here the

writer may change what the writer has written if they find something bad. For example, the information is not clear, the grammar is wrong; the diction is not appropriate etc. The writers are able to change or correct it if they find those conditions.

Final versions, is the last step of writing. This may look different from the first draft that has been made before due to there are many change in editing processes. However, the writer is ready to send the written text to the readers.

The data description of the students' difficulties in starting to write narrative that based on the table1 is presented here.

The tabel above show the questionare where to find the students difficulties in starting to write narrative text.

The first question, "Have you ever studied narrative text before?" All of the participant answer with 'yes'. It shows that 100% of the participant already study narrative text and also they know what narrative text itself.

In the second question "What do you think about the material? Do you easily accept the material being taught or do you find it difficult?" There are 3 students who state "easy", 6 students state "both, easy and hard" and one student state "hard". It show that narrative text material it's not actually hard, sometimes they found it difficult but sometimest easy based on the story that being taught.

The third question "When you are given the task of making narrative text, are you abel to complete?" There are 5 students who state 'yes, but based on time given', five student answers 'not sure'. It show that, time influence the succesfull of student in making the narrative text.

The fourth question "Are you easy to determine ideas in writing narrative text?" All of the participant answer with 'no'. It shows that the coice of idea is the taughest problem when the student starts to write narrative text.

The next question "Do you have difficulties in starting to write a narrative text?" Each participant has their own answer. One participant answers that she got a trouble to write because the lack or vocabulary mastery. One participant state that if the idea is clears it will easy to write the story. Other said that it is a little difficult in write, the writer have to determining the exact standard word so that there is no misunderstanding when reading the story. While there are a participant state that she difficult to write because she has to think will the readers like the story that will be made. It shows that everyone has their own difficulties when they start writing.

The sixth question "Do you think knowledge of the topic is one of the difficulties in writing?" 'yes' is the answer by all of the participant. It shows that when writing, mastery of topics related to what will be made must be mastered by the author himself.

The seventh question "What difficulties did you find in starting to write?" The average answer of the participants revolved around ideas and vocabulary. It means, when going to start writing, the hardest thing is to determine the topic then will think the right vocab to use after that have to consider the right sentence for the first paragraph.

The eight question "Does the teacher have a learning strategy about starting writing well?" The perticipant state that the teacher doesn't give them the strategy when starting to write they just focus in explains the generic structure of narrative text. It means that the absence of instruction regarding what to do first when going to write becomes another annoying thing when going to start writing.

The ninth question "What is your opinion about teachers who give learning strategies to start writing?" the participant answer that it will be helpfull for them. It shows that, the teacher's direction is very important to students' writing difficulties.

The next question “Is there change for the better than before starting to write using the strategies given by the teacher?” The participant said that there was a good change when the teacher gave them strategies to start writing.

Conclusion

Based on the problem statement, this research aimed to determine the students difficulties in starting writing narrative text. In this research, the research analyzed the data that has been conducted through test and interview in google form.

The main object of this study is to find out the students difficulties in starting writing narrative text. Based on result of the analysis, the researcher concludes that there are several reasons caused students problem in starting to write. First is organizing ideas, when the learners are able to say what they want to write but have difficulty in putting it into writtten form. Second is lack of vocabulary, it is makes the students write uncommunicative sentences. They will get difficulties in expressing their ideas, especially in writing if the students do not master the vocabularies well. The last is grammar accuracy, it is when the students are trying to write, they are usually confused in whether their sentence grammatical correct or not.

Suggestion

Based on the conclusion before, the researcher would like to suggest to the reader, the teacher and the future researcher. As for the reader, the researcher hopes this research will be exciting read and gain reader interest in reading. Beside, the researcher also hopes the teacher or lecturer could use some tips that contain in this research to improve students’ ability in writing, cause of the students’ difficulties in starting to write. Lastly, for future researcher, the research hope this research will become a previous study that can help in conducted the research.

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