

AN ANALYSIS OF STUDENTS' NARRATIVE WRITING - BASED ON GENERIC STRUCTURE AT SMPN 35 MEDAN

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A B S T R A K

Penelitian ini bertujuan untuk menganalisis kemampuan menulis teks naratif siswa berdasarkan generic structure di SMPN 35 Medan. Penelitian ini berfokus pada bagaimana siswa mengorganisasikan teks naratif melalui orientation, complication, sequence of events, resolution, dan coda. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Subjek penelitian ini adalah lima siswa kelas VIII-C SMPN 35 Medan. Data dikumpulkan melalui tugas membaca dan analisis serta didukung dengan dokumentasi video recorder. Siswa diminta menganalisis teks naratif “Snow White” dan menjawab pertanyaan yang berkaitan dengan generic structure teks naratif. Hasil penelitian menunjukkan bahwa siswa umumnya memahami orientation dan resolution dalam cerita. Sebagian besar siswa mampu mengidentifikasi tokoh utama dan menjelaskan bagaimana masalah diselesaikan. Namun, siswa masih mengalami kesulitan dalam mengorganisasikan sequence of events secara kronologis dan mengembangkan penjelasan secara rinci. Beberapa siswa juga mencampurkan bahasa Indonesia dan bahasa Inggris dalam menyampaikan nilai moral cerita. Penelitian ini menyimpulkan bahwa siswa memiliki pemahaman dasar tentang struktur teks naratif, tetapi masih perlu meningkatkan kemampuan dalam mengorganisasikan ide secara koheren, menggunakan kosakata yang tepat, dan mengembangkan komponen naratif secara efektif. Oleh karena itu, guru bahasa Inggris disarankan memberikan lebih banyak bimbingan dan latihan dalam kegiatan menulis teks naratif.

Keywords

Narrative Writing, Generic Structure, Writing Ability, Narrative Text, Qualitative Research.

A B S T R A C T

This study aimed to analyze students' narrative writing based on generic structure at SMPN 35 Medan. The research focused on how students organized narrative texts through orientation, complication, sequence of events, resolution, and coda. This study used a qualitative descriptive research design. The subjects of this research were five students of Grade VIII Class C at SMPN 35 Medan. The data were collected through reading and analysis tasks and supported by video recording documentation. Students were asked to analyze the narrative text “Snow White” and answer questions related to the generic structure of narrative texts. The findings showed that students generally

understood the orientation and resolution of the story. Most students were able to identify the main character and explain how the problem was solved. However, students experienced difficulties in organizing the sequence of events chronologically and developing detailed explanations. Some students also mixed Indonesian and English in expressing the moral value of the story. The study concludes that students have a basic understanding of narrative structure, but they still need improvement in organizing ideas coherently, using appropriate vocabulary, and developing narrative components effectively. Therefore, English teachers are encouraged to provide more guidance and practice in narrative writing activities.

INTRODUCTION

Writing is one of the most important language skills in English learning because it allows students to express ideas, feelings, and experiences in written form. Writing also plays a significant role in academic activities and daily communication. Through writing, students are expected to organize ideas clearly and communicate messages effectively. In English language learning, writing becomes an essential skill that should be mastered by students because it supports the development of grammar, vocabulary, and critical thinking.

Among various types of writing taught in junior high school, narrative writing is considered one of the most common and important forms. Narrative text is a type of text that tells a story with the purpose of entertaining or informing readers. Narrative writing usually involves characters, settings, conflicts, and resolutions. According to Anderson and Anderson, narrative text consists of orientation, complication, sequence of events, resolution, and coda. These components help writers organize stories systematically and logically.

However, many students still experience difficulties in writing narrative texts. Based on preliminary observations at SMPN 35 Medan, students demonstrate different levels of ability in organizing narrative texts. Some students are able to identify the main elements of narrative structure, while others struggle to organize the story coherently. Students often write incomplete narratives, fail to arrange events chronologically, and provide limited explanations in their writing.

In addition, students commonly face problems related to vocabulary, grammar, and idea development. Their writing tends to be short and simple. Some students also mix Indonesian and English while writing narrative texts. This condition indicates that students still need guidance in understanding and applying the generic structure of narrative texts effectively.

Several previous studies have discussed students' narrative writing ability. However, most studies focus more on grammar and vocabulary development rather than on students' ability to organize narrative structure. Therefore, this study focuses specifically on analyzing how students organize narrative texts based on generic structure.

This research is important because understanding narrative structure can help students improve their writing organization and coherence. The findings of this study

are expected to provide useful information for English teachers in developing more effective writing instruction strategies.

Based on the background above, the researcher formulates the research problems as follows:

What are the characteristics of students' narrative writing at SMPN 35 Medan?
How do students organize narrative texts based on generic structure?

The objectives of this study are To describe the characteristics of students' narrative writing at SMPN 35 Medan, To analyze how students organize narrative texts based on generic structure.

This study is expected to provide theoretical and practical significance. Theoretically, the study contributes to knowledge about narrative writing and generic structure. Practically, the findings can help teachers improve writing instruction and help students develop better narrative writing skills.

METODE PENELITIAN

This study employed a descriptive qualitative research design to investigate and provide an in-depth description of students' narrative writing based on generic structure at SMP Negeri 35 Medan. A qualitative approach was considered appropriate because the researcher intended to analyze students' understanding of narrative text structure through their written responses without manipulating classroom conditions. The research was conducted at SMP Negeri 35 Medan and focused on Grade VIII-C students. The subjects of this research consisted of five students who were selected purposively in order to provide detailed information regarding students' narrative writing ability.

The data of this study were obtained from students' worksheet answers after they analyzed the narrative text "Snow White." The researcher used reading and analysis tasks as the primary instrument and a video recorder as the supporting instrument to document classroom activities during the data collection process. Students were asked to read the narrative text carefully and answer several questions related to orientation, complication, sequence of events, resolution, and coda. The researcher then collected and analyzed students' responses based on the generic structure of narrative texts.

Table 1 Students' Narrative Writing Findings Based on Generic Structure

Generic Structure	Students' Findings
Orientation	Most students were able to identify the main character correctly, especially Snow White as the central character of the story.
Complication	Students generally understood the main conflict, namely the Queen's jealousy toward Snow White's beauty.
Sequence of Events	Students mentioned important events in the story, but they had difficulty organizing them chronologically and rarely used connectors.
Resolution	Most students correctly explained that the prince helped Snow White and solved the problem.

Coda	Students understood the moral value of the story, but their answers were short and some mixed Indonesian with English.
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The data were analyzed using qualitative analysis procedures. First, the researcher read all students’ responses carefully and classified them according to the components of generic structure, namely orientation, complication, sequence of events, resolution, and coda. After that, the researcher interpreted students’ answers to identify their strengths and weaknesses in organizing narrative texts. Finally, conclusions were drawn based on the findings obtained from the analysis.

RESULT AND DISCUSSION

The findings of this study were obtained from students’ worksheet answers after analyzing the narrative text “Snow White.” The analysis focused on students’ ability in identifying and organizing the generic structure of narrative text, namely orientation, complication, sequence of events, resolution, and coda. Based on the students’ responses, it was found that students generally understood the basic components of narrative structure, although their ability to develop ideas and organize events coherently was still limited.

Table 2 Students’ Narrative Writing Findings Based on Generic Structure

Aspect Analyzed	Students’ Responses	Interpretation
Orientation	All five students identified Snow White as the main character of the story. Some students also mentioned the Queen and the Prince.	Students showed strong understanding recognizing
Complication	Most students answered that the Queen was jealous of Snow White’s beauty and wanted to harm her.	Students were able to identify the central conflict, although the explanations were still simple.
Sequence of Events	Students mentioned events such as Snow White running away, eating the poisoned apple, and meeting the Prince, but the events were not arranged clearly.	Students still had difficulty organizing story events chronologically and coherently.
Resolution	Almost all students explained that the Prince helped Snow White and she woke up again.	Students understood how the conflict in the story was solved.

Coda	Students wrote moral values such as “Don’t be jealous” and “Be kind to others,” but several answers mixed Indonesian and English.	Students understood the moral lesson, but vocabulary mastery and sentence development were still limited.
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The findings indicate that students demonstrated a good understanding of orientation. All students were able to identify the main character correctly. Some students also mentioned additional characters such as the Queen and the Prince. This finding shows that students could recognize the introduction part of narrative text effectively. According to Anderson and Anderson, orientation serves to introduce characters, setting, and background information of the story. In this study, students successfully recognized the important characters, although most of them did not provide detailed information about the setting.

In the complication section, students generally understood the main problem of the story. Most students explained that the Queen was jealous of Snow White because of her beauty. However, several students wrote incomplete explanations and used very simple sentence structures. This finding indicates that students were able to recognize the conflict of the story but still lacked the ability to elaborate ideas in written form. Gerot and Wignell explain that complication is the stage where problems or conflicts arise in the narrative. Based on the students' answers, the conflict was identified correctly, but the explanations remained limited.

The most significant difficulty appeared in the sequence of events section. Students mentioned important events such as Snow White running away, eating the poisoned apple, and being helped by the prince. However, these events were not arranged systematically and chronologically. Students also rarely used temporal conjunctions such as “then,” “after that,” and “finally” to connect ideas. As a result, the flow of the story was not fully coherent. This finding demonstrates that students still experienced difficulties in organizing narrative texts logically. According to Oshima and Hogue, good writing should present ideas clearly and coherently. In this study, students' narrative organization still lacked coherence because the events were not connected effectively.

In the resolution section, most students correctly explained how the problem was solved. Students generally answered that the prince helped Snow White and she woke up again. Although the responses were correct, most explanations were still very short and lacked detail. This indicates that students understood the ending of the story but still needed improvement in idea development and sentence elaboration.

In the coda section, students were able to identify the moral value of the story. Several students wrote moral messages such as “Don’t be jealous” and “Be kind to others.” However, many responses were written very briefly, and some students mixed Indonesian and English in their answers. This condition reflects students' limited vocabulary mastery and lack of confidence in using English consistently. According to Harmer, vocabulary mastery is important in helping students express ideas effectively in writing. Therefore, students' limited vocabulary affected the quality of their narrative writing.

Based on the overall findings, students demonstrated a basic understanding of narrative text structure. They were able to identify orientation, complication, and resolution correctly, but they still faced difficulties in organizing sequence of events coherently and developing detailed explanations. The findings of this study are

consistent with previous studies conducted by Nurhayati and Fauzi, which revealed that students often understand the structure of narrative texts but still experience difficulties in organizing and elaborating ideas.

The findings also show that students' narrative writing ability is still at a developing level. Their writing was characterized by simple sentence structures, limited vocabulary, grammatical inaccuracies, and lack of coherence. However, students already showed understanding of the main concepts of narrative structure. This indicates that students need more guidance, practice, and writing activities to improve their ability in organizing narrative texts effectively.

Furthermore, the data analysis in this study applied the qualitative analysis theory proposed by Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and focused students' responses that were directly related to the generic structure of narrative text. In the data display stage, the data were organized into descriptive explanations and tables in order to make the findings easier to interpret. Finally, in the conclusion drawing stage, the researcher interpreted the findings and formulated conclusions regarding students' narrative writing ability based on generic structured.

CONCLUSION

Based on the findings and discussion, the researcher concludes that students at SMPN 35 Medan have a basic understanding of narrative text structure. Students are generally able to identify orientation, complication, and resolution correctly. They can recognize the main character, identify the problem, and explain how the conflict is solved.

However, students still experience difficulties in organizing sequence of events chronologically and coherently. Most students provide short and simple explanations and rarely use connectors to show the flow of events. Students also demonstrate limited vocabulary and grammatical accuracy.

In addition, the coda section is often underdeveloped because students provide only brief moral lessons. Some students also mix Indonesian and English in their responses.

Therefore, it can be concluded that students understand the concept of generic structure but still need more practice and guidance in organizing narrative texts effectively.

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