

# STUDENTS' ISSUE IN MASTERING GENERIC STRUCTURE ON NARRATIVE TEXT

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## ABSTRACT

*Mastering generic structure is very important for students especially on narrative text. When they master it, they will be easy to understanding the text very well. This study wanted to know some issues that would happen in students' ability in mastering the generic structure on narrative text. This study uses qualitative approach by describing the students' issue in mastering generic structure on narrative text. The data collected through teacher's document, interview and observation. This study reveals the students' issue in mastering generic structure on narrative text at eighth grade students of SMPN 3 Simpang Empat Kabupaten Banjar.*

## 1. INTRODUCTION

According to curriculum KTSP, there are four language skills; one of them is reading skill. Reading is one of the basic ways of acquiring information in our society and academic setting particular (Adams, 1990). Based on the syllabus of KTSP, the students have to master five text such as descriptive, recount, procedure, narrative, and functional text, especially in narrative text.

To identify narrative text, the students can develop a strategy that consists of the following steps: (T): Study story titles, (E): examine and skim the page for clues, (L, L): Look for important and difficult words, and (S): think about story settings (Idol Maetas, 1985). Using this strategy, called TELLS, students improve their performance on comprehension questions and raise their scores on standardized reading text. by this strategy, these hope the students are able to identify narrative text very well and minimize the problems of this texts.

Ideally, when the students have good ability in identifying a narrative text especially generic structure (story structure), it hoped that they are able to identify the meaning of narrative text, the purposes of communications, steps of rhetoric, the characteristic of language features on narrative text and write by themselves.

In reality, some students cannot understand what a narrative text is. This condition becomes a hindrance for the students to comprehend narrative text because the students cannot identify it very well. According to William and Joana.P (2004), most research on narrative text has focused to utilize story structure as an organizing framework for understanding critical aspects of the stories they read. Even preschool children improve their ability to use it. However, students with learning disabilities are slower to develop this ability. They may not be good at certain tasks, such as out important story information, making inferences, and identifying story setting.

To know these phenomena, the research is taken at SMPN 3 Simpang Empat as research location. It is chosen as because the research wants to know the students' issue in mastering generic structure on narrative text.

## **2. REVIEW OF LITERATURE**

Derwianka (1990, p.12) confirm that basically telling a story or using a narrative to entertain another people, to get the attention of the reader or listener and more ever, to educate or show the reflection of writer about his experience. In line to Sumantri (1995, p.21) he stated that *narasi adalah bentuk retorika yang berusaha mengisahkan kejadian yang ingin disampaikan penulis/ pembicara sedemikian rupa hingga pembaca atau pendengar merasakan seolah-olah ia sendirilah yang mengalami peristiwa itu*. It can be concluded that narrative text is one of the texts which has purposes to entertain the reader and give some moral message.

According to Sudarwati (2005, p.27) she stated that the generic structure or story's grammar includes; Orientation is introducing the characters of the story, the time, the place the story happened (who, what, when and where). Complication is a series of events in which character attempts to solve problem. Resolution is the ending of the story containing the solving problem.

## **3. METHODOLOGY**

This study uses qualitative research approach. Creswell (2007: 37) states that qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problem inquiring into the meaning individuals or group ascribe to social or human problem. Ary *et.al.* (2010: 29)

categorized it into eight approaches. One of them is basic interpretative study. In basic interpretative study, the researcher provides descriptive accounts targeted to understand phenomenon using interviews, observation, or document review.

The collecting data started from studying the teacher's document about identifying generic structure on narrative text in this case is the students' score. When the writer has found the problem, she continued to interview the students and did observation in the class.

The subject of the research was the eighth grade students of SMPN 3 Simpang Empat Kabupaten Banjar. There were 34 students in dividing two classes. These steps were proposed by Sukardi (2006) which mentioned that the data collection is qualitative descriptive study, in general, can be done by (1) reducing the data (2) displaying the data, and (3) drawing conclusion and verification.

#### **4. FINDING AND DISCUSSION**

##### **4.1 FINDING**

Based on the data collected from the teacher's document and referred to the qualification table measuring ability, it can be analyzed that the ability of the students in eighth grades can be categorized into four levels; good, average, low and very low. In detail 28,13% or 9 students who have good ability. It means, they were able to identify the generic structure in narrative correctly. Then 25% or 8 students who have average ability.

In contrast, skill some students, 15 students need more guidance since they could finish less than sixty percent of the test correctly. Shortly, 46, 88% of the students have low ability.

Then we know that average students' score were 54,22 and proportion are 54% have good ability in identifying generic structure of narrative text, but 46% students still need more practice and more guidance.

According to the data above about the students ability in mastering generic structure on narrative text has showed that more than 50% students has faced problem on it so the interview was needed to dig some information about students

issue in mastering generic structure on narrative text. From the interview and observation in the class, there were two factors which influenced the students' ability in mastering generic structure on narrative text. They were internal factor and external problems. Internal problems were lack vocabularies, their background knowledge about narrative still poor and rarely read some books to get more knowledge. External factors came from the references of the narrative text still poor, the facilities of the school still need to increase, the ways teacher teach them and sometimes they should face flood. Flood has make their English teacher could not come to school.

## **4.2 DISCUSSION**

From the finding above, the writer has assumption that the result of research and the data analysis above present the appearance of the students' way in mastering generic structure still need more guidance and strategies. To handle the internal factor teacher should follow Janzen steps in guiding their students to master narrative text especially. According Janzen his research stated that teacher should bring students in general strategy discussion. In general reading discussion, reading strategies and strategic reading are defined. The teacher explains and the class discusses why learning and practicing strategies are important. Still Janzen statement in his research there are three points are examples why he tries to elicit from students: (1) Strategies help to improve reading comprehension as well as efficiency in reading; (2) By using strategies, students will be reading in the way that expert do; (3) Strategies help reader to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text. By these ideas, teacher will bring the students to realize that through discussion, students gain deeper understanding of their reading, and they come to realize that they use strategies in reading in their L1.

Based on the finding, external factors have influenced the students acquisition in reading comprehension especially mastering the generic structure on narrative text so school and teachers should help them to find some solution for instance school should complete the references books especially for narrative

text and try to facilitate them with extra time to study English at school. Besides of this problems, the way teachers teaching is very important too because by teaching generic structure with appropriate technique it will encourage the students' understanding in narrative text. Janzen added that besides of general strategy discussion, a second important feature of strategy instruction is regular teacher modelling of expert behaviour. It means the teacher should be able to be a good model for their students in mastering the text.

## **5. CONCLUSION**

Based on the findings and data analysis at the previous page, the writer might draw conclusions that students issue in mastering was coming from two factors. They were internal and external factors. They were internal factor and external problems. Internal problems were lack vocabularies, their background knowledge about narrative still poor and rarely read some books to get more knowledge. External factors came from the references of the narrative text still poor, the facilities of the school still need to increase, the ways teacher teach them and sometimes they should face flood. Flood has make their English teacher could not come to school.

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