

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher explains the theoretical framework, which consists of writing, narrative text, and difficulties in writing. Additionally, the researcher discusses the study of relevant research.

A. Theoretical Framework

1. Writing

In learning English, one of the skills that students need to develop is writing (Sinaga, 2020). Writing is considered one of the key skills in learning English, particularly at the high school level. It is more than simply putting words together; writing allows students to express their ideas, structure their thoughts, and convey meaning clearly. Recent research highlights that writing is a multifaceted process that integrates cognitive, linguistic, and affective dimensions (di et al., 2025). In this process, students are required to manage vocabulary, grammar, and mechanics while simultaneously developing and organizing their ideas into coherent text.

Therefore, Graham & Haris (2020) argue that effective writing development relies on explicit instruction, continuous feedback, and regular practice. In the absence of such support, students may encounter problems such as writing anxiety, low self-confidence, and difficulty in producing meaningful compositions. Similarly, Shafiee Rad & Acar (2023) underline the role of assessment literacy in writing pedagogy, noting that constructive feedback enables learners to identify their weaknesses and improve their drafts. In line with this, Chen (2023) introduces the concept of feedback literacy, emphasizing students' ability to interpret and apply feedback as a crucial factor in enhancing their writing proficiency.

In the case of narrative writing, students often face issues such as limited vocabulary, grammatical errors, and mechanical problems, including spelling and punctuation (Estafasari et al., 2025). These difficulties reduce the clarity and overall coherence of their text. Moreover, affective aspects such as

motivation and confidence strongly influence students' willingness to engage in writing tasks. A study by Winnaandhini (2024), shows that motivated and engaged students are more likely to produce creative and meaningful stories compared to those who experience anxiety or discouragement.

Therefore, writing is a demanding skill that requires mastery of language, the ability to generate and organize ideas, and emotional readiness. Teachers play a crucial role in guiding students through the writing process, offering constructive feedback, and fostering a supportive environment that encourages consistent writing practice.

2. Narrative Text

a. The Definition of Narrative Text

Narrative is a type of writing or speech that tells a story by showing how events happen in order of time. Narrative text is one of the texts used to explain the meaning of short functional text and simple monologue text in everyday life (Lestari, 2019). According to Keraf in Anwar (2021), narrative is a type of discourse that tries to tell a story as if the reader observed or lived through the event. The story provides further insight into a life that evolves over time. Dynamic life is evident in social processes that continually change, whether they occur rapidly or slowly, intentionally or unintentionally. Another perspective on the concept of narrative is that it constitutes a mode of discourse or writing intended to depict a sequence of events or human experiences influenced by temporal developments (Semi in Alawiyah, 2021). So, narrative always tries to make it as obvious as possible to the reader what happened in an event.

b. The Generic Structure of Narrative Text

Here are four generic structures in narrative text: orientation, complication, resolution, and coda (Djuharie, 2017)

- 1) Orientation is parts of the text that give a setting or opening for the narrative.
- 2) Complications are parts of the text to inform about the conflict in the

narrative.

- 3) Resolution is part of the text to describe the reaction to solve the problem.
- 4) Coda is the reflection or evaluation of the conflict

c. The Language Features of Narrative Text

In the narrative text itself, there are various types of features, including the stories it contains and specific incidents. From the beginning to the end, the chronology or sequence of the story is proven. There is a conflict or incident. According to Mudikawaty et al. (2018), the latter contains shaping elements in the form of topics, settings, stories, characteristics, and points of view. Meanwhile, according to Anderson in Karolina (2006), the language features of narrative text are:

- 1) Nouns that identify the specific characters and places in the story.
- 2) Adjectives that provide accurate descriptions of the characters and settings, and what they do. The event can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.
- 3) Verbs that show the actions that occur in the story.
- 4) Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

3. Students' Difficulties in Writing Narrative Text

Writing is a complicated skill in which students must manage multiple linguistic and cognitive demands at the same time. During the writing process, students frequently face difficulties that prevent them from producing well-structured and meaningful compositions. Harmer (as cited in Nandha, 2022), stated that difficulties experienced by students in the written text are vocabulary, grammar, handwriting, and spelling. According to Darmadi (as cited in Khairunnisa, 2019), there are several difficulties that people experience when writing in general. The first is the challenge to generate and express ideas. These difficulties show concern, especially since students continue to struggle

to identify interesting ideas or subjects for written assignments. The second is the problem of language use. Students still often use the language incorrectly. In addition, Due to their limited vocabulary and lack of experience with the English language, students frequently use repetitive words in their writing. Byrne (1997) stated there are three major difficulties in writing: psychological difficulties, linguistic difficulties (vocabulary and language use), and cognitive difficulties (content, organization, and mechanics).

a. Psychological Difficulties

Students typically have trouble writing effectively and confidently when they are dealing with problems within themselves. Byrne (1997) said that psychological difficulty is a difficulty caused by the lack of interaction or feedback from the reader to the author. Psychological difficulty is a difficulty that is related to self-contained or internal problems, such as lack of confidence, lack of motivation, and writing anxiety. Due to these challenges, students may be afraid to start writing or unsure of the quality of their ideas. Low motivation may require students to put less effort into their writing, while a lack of confidence may make them question their ability to effectively convey their thoughts. Anxiety can make writing a difficult, weak, and unproductive activity. Psychological issues can therefore have a significant impact on how students organise, develop, and finish their written work, which can have an impact on the overall quality and clarity of their writing.

b. Linguistic Difficulties

Linguistic difficulties in writing can be defined as challenges that students have when attempting to write correct and understandable sentences. These difficulties frequently arise because students have to examine several parts of language at the same time, such as grammar, word choice, and sentence structure. Byrne (1997) said that Linguistic difficulties are difficulties in forming English sentences. For instance, the author makes a mistake in choosing the structure of the sentence, so the sentence does not convey the true meaning. Linguistic difficulties related to the author's ability to apply language

rules based on the writing standards. Linguistic difficulties are about grammar, vocabulary, language use, and choice of sentences. Students who struggle with these issues may write incoherently or confusingly, particularly if they frequently use poor grammar or a limited vocabulary.

c. Cognitive Difficulties

Cognitive difficulties in writing can develop when students struggle to understand and follow the directions provided for a writing activity. Byrne (1997) said that cognitive difficulties are difficulties related to the author's understanding of written instruction aspects. Cognitive difficulties include content problems, ideas, and story organization. These problems can make it difficult for students to figure out what to write, how to build on their ideas, and how to put them in a logical order. When students do not know what material or details to include, they have content difficulty. When students can't come up with fascinating or useful points, they have trouble creating ideas. When the order of ideas is not apparent, it might be hard to follow or understand the writing. This is a problem with organising the story. Because of this, cognitive problems might make students' writing less clear, organised, and high-quality.

B. Study of Relevant Research

There are several previous studies related to students' narrative texts. A study conducted by Pratiwi (2019), pointed out that the problems faced by the students involved three aspects, namely the literature aspects, the technical aspects, and the students' self-perception aspect, which later developed into eleven problems, namely plot, characterization, theme, settings, point of view, grammar, sentence structure, word choice, distraction, writer's block, and mood. The various problems found in this research result in various ways to deal with the problems, although it is also found that there are problems that have similar solutions from the students. The relevance of this study to the present research is that both focus on identifying the various obstacles students experience in writing narrative text. The difference is that Pratiwi's study categorized difficulties in broad aspects, while the present

research narrows them into psychological, linguistic, and cognitive difficulties in the context of senior high school students.

The second research from Sinaga (2020), about “Students' Difficulties in Writing Narrative text in Class X SMA Negeri 4 Pematang Siantar.” In this study, researchers wanted to identify the difficulties faced by tenth graders of SMA Negeri 4 Pematang Siantar in writing narrative text based on generic structure and lexicogrammatical features. This study employed a qualitative research design with documentary research as the data collection method, in which the students’ writings were analyzed to describe the existing conditions. The findings revealed two main categories of difficulties. First, based on the generic structure of narrative text, most students encountered problems in grammar. Second, based on the lexicogrammatical features, it was found that many students had difficulty in applying verb 2 (past tense). The relevance of this study to the present research lies in its focus on grammatical difficulties and mastery of narrative text structure, which are also key concerns in senior high school students’ writing performance. The difference, however, is that Sinaga’s research relied only on written documents, while the present research uses interviews to explore students’ own perspectives and experiences more deeply.

Another study conducted by Safitri (2020), concerning “Analysis of Students' Difficulties in Writing Narrative text for Class IX MTS Negeri 1 Jepara Academic Year 2019/2020.” In this study, researchers investigated the specific difficulties encountered by ninth graders in writing narrative text. This research used a qualitative descriptive approach to describe students’ problems in writing. The results showed that several students experienced significant difficulties in narrative writing, including five students who consistently struggled with grammar, vocabulary, and organization. The relevance of this study to the present research is that it highlights how narrative writing difficulties begin at the junior high school level and continue into senior high school, which supports the importance of investigating such difficulties at higher grade levels. The difference is that Safitri’s research was conducted at the junior high school level, while the present research

focuses on senior high school students, where the writing demands are high, and the texts expected are more complex.

From these studies, it can be concluded that students' difficulties in writing narrative text are influenced by linguistic, technical, and psychological factors, as well as external conditions such as the learning environment. Therefore, the present research is relevant because it continues to investigate students' difficulties, but specifically in the context of narrative writing at senior high school, aiming to provide a deeper understanding of the challenges and how they may be addressed.