

ABSTRAK

REGINA CAHAYA PUTRI. 2025 “STUDENTS’ NARRATIVE WRITING AT A SENIOR HIGH SCHOOL: A FOCUS ON STUDENTS’ DIFFICULTIES.” *Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.*

Penelitian ini bertujuan untuk menganalisis kesulitan siswa dalam menulis teks naratif di salah satu SMA di Tasikmalaya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik wawancara semi-terstruktur terhadap tiga siswa kelas XI. Analisis data dilakukan menggunakan analisis tematik sebagaimana dikemukakan oleh Braun dan Clarke, selanjutnya hasil analisis dikategorikan berdasarkan kerangka konseptual kesulitan menulis yang dikemukakan oleh Byrne, yang mengklasifikasikan kesulitan menulis ke dalam tiga kategori yaitu psikologis, linguistik, dan kognitif. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan psikologis berupa rasa cemas, kurang percaya diri, dan ketidakstabilan motivasi; kesulitan linguistik berupa keterbatasan kosakata, kesalahan tata bahasa, serta tanda baca; dan kesulitan kognitif dalam mengembangkan ide dan mengorganisasi alur cerita. Ketiga aspek tersebut saling berkaitan dan mempengaruhi kemampuan siswa dalam menulis teks naratif. Oleh karena itu, dibutuhkan pendekatan pembelajaran yang terpadu untuk meningkatkan kepercayaan diri, penguasaan bahasa, dan kemampuan berpikir kritis siswa.

Kata kunci: *Kesulitan menulis, Teks naratif, Psikologis, Linguistik, Kognitif.*

ABSTRACT

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This study aims to analyze students' difficulties in writing narrative text at a high school in Tasikmalaya. This study uses a descriptive qualitative approach with semi-structured interviews with three 11th grade students. Data analysis was conducted using thematic analysis as proposed by Braun and Clarke. The results of the analysis were then categorized based on the conceptual framework of writing difficulties proposed by Byrne, which classifies writing difficulties into three categories, namely psychological, linguistic, and cognitive. The results showed that students experienced psychological difficulties in the form of anxiety, lack of confidence, and unstable motivation; linguistic difficulties in the form of limited vocabulary, grammatical errors, and punctuation; and cognitive difficulties in developing ideas and organizing storylines. These three aspects are interrelated and influence students' ability to write narrative text. Therefore, an integrated learning approach is needed to improve students' self-confidence, language proficiency, and critical thinking skills.

Keywords: Writing difficulties, Narrative text, Psychological, Linguistic, Cognitive.