

NARRATIVE TEXT WRITING SKILLS IN PGSD STUDENTS

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Abstract

Writing a narrative text that includes the main components of the text is not easy. This means that the students' ability in this regard is not entirely good. The evidence is that there are still components that are often ignored and do not appear in the text. The components in question are resolution and coda. This study aims to assess students' ability to write correct and complete narrative texts. The type of research used is quantitative descriptive research. The sample of this research was 60 students of PGSD Unika Santu Paulus Ruteng. The technique used in collecting data is the test technique. Students were asked to write a narrative text with any theme and pay attention to the right narrative text structure such as orientation, complication, resolution, and coda. The text was analysed using observation technique. Based on the findings, the components of orientation, complication, and resolution in the narrative text get a good range. This is evidenced in the acquisition of student scores which are in the good category and some of them are in the excellent category. The only component of narrative text that needs to be improved is the coda. There are 40 out of 60 students whose scores are in the fair range. Therefore, the coda component needs to be trained. Therefore, the coda component needs to be trained.

Keywords: Narrative text; narrative text components; narrative text structure

Abstrak

Menulis teks narasi yang dilengkapi komponen utama teks bukan hal yang mudah. Artinya, kemampuan mahasiswa terkait hal tersebut belum sepenuhnya baik. Buktinya, masih ada komponen yang kerap diabaikan dan tidak muncul dalam teks. Adapun komponen yang dimaksud adalah resolusi dan koda. Penelitian ini bertujuan untuk mengkaji kemampuan mahasiswa dalam menulis teks narasi yang benar dan lengkap. Jenis penelitian yang digunakan adalah penelitian deskriptif kuantitatif. Sampel penelitian ini adalah 60 orang mahasiswa PGSD Unika Santu Paulus Ruteng. Teknik yang digunakan dalam mengumpulkan data adalah teknik tes. Mahasiswa diminta menulis teks narasi dengan tema apa saja dan memperhatikan struktur teks narasi yang tepat seperti orientasi, komplikasi, resolusi, dan koda. Teks dianalisis menggunakan teknik observasi. Berdasarkan hasil temuan, komponen orientasi, komplikasi, dan resolusi dalam teks narasi mendapatkan rentangan baik. Hal ini dibuktikan pada pemerolehan nilai mahasiswa yang berada pada kategori baik dan beberapa diantaranya berada pada kategori istimewa. Satu-satunya komponen teks narasi yang perlu ditingkatkan yaitu koda. Terdapat 40 orang dari 60 orang mahasiswa yang pemerolehan skornya berada pada rentangan cukup. Oleh karena itu, komponen koda perlu dilatih.

Kata Kunci: teks narasi; komponen teks narasi; struktur teks narasi

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Introduction

One of the skills needed in the 21st century is the ability to communicate. Someone who possess the ability communicate is considered to be a skilled critical thinker, because a person can communicate well if they have the ability to think systematically. Writing is one form of communication. The form of communication through writing is between the writer and the reader. Through writing, the writer can convey some information to the reader. Therefore, it is explained that there are several requirements that a writer must master so that the information

can be properly conveyed to the reader, including 1) being able to organise ideas in the form of writing; organising ideas in the form of writing is not an easy thing because the writer is required to really be able to choose the right words to represent the contents of his or her mind, 2) conveying the contents of writing clearly and logically; Writers are required to convey their ideas in the form of writing in an appropriate and meaningful way, 3) use linguistic elements; writers are required to master linguistic elements that are able to emphasise the right meaning of the ideas conveyed in writing, 4) determine the purpose of writing; writers are required to know what is the purpose of writing? In this way, the content of the writing must also achieve the intended purpose, and 5) being able to determine the audience, the writer must be able to analyse the target audience in order to adapt the choice of words or language style used in the writing (Rishe Purnama Dewi, 2022). So important is the ability to write, writers are required to be able to understand the concept and apply it in written communication so that the ideas conveyed can be properly understood by the reader.

Based on the above, it can be said that the ability to write is a primary need that everyone must have. This is evidenced by the content of the curriculum, which requires writing skills to be formed from primary school to university level. This shows that writing skills need to be mastered from an early age. One of them is the ability to write narrative texts. Based on the above, it can be said that the ability to write is a primary need that everyone must have. This is evidenced by the content of the curriculum, which requires the development of writing skills from primary school to university level. These requirements show that writing skills need to be mastered from an early age. One such skill is the ability to write narrative texts. The ability to write narrative text is one of the skills that students must have, as this ability is one of the requirements for various writing assignments during lectures up to the completion of the final project.

Narrative text is a piece of writing that presents a series of events or occurrences in chronological order. Narrative text has characteristics and components not found in other types of text. Narrative text uses a story structure that includes story elements such as setting, characters, conflict, plot (rising action, climax, falling action) and resolution (Center on Intensive Intervention & Office of Special Education Programs, n.d.).

The setup introduces the characters and the setting, the complication shows the problem of the story and the resolution shows the end of the story or how the problem is solved. Narrative texts tend to use an organised structure and follow story grammar. Stories that are systematically developed tend to have good elements. The characters developed to solve the problem make the reader curious about the end of the story. In addition, narrative texts make reading activities more enjoyable and help students' reading comprehension so that they can discuss the moral values contained in the reading (Rohmana & Amalia, 2022). This explanation is supported by Anderson and Evans (Tappe & Hara, 2015) that there are six main elements of the text, which include 1) setting - introduction of the main character and description of the time, place and/or social context of the story; introduction of the setting, atmosphere, characterisation; 2) beginning of the causative event that triggers the main character's reaction or response; introduction of the conflict in the story; 3) internal reaction - emotional response of the character that leads to the creation of the goal; response and reaction to the conflict that occurs; 4) attempt by the character to take action to achieve the goal; 5) end - (non-) achievement of the goal by the character and/or the character's reaction to the outcome and/or moral; is the main character's goal achieved or not? 6) ending, (non-)achievement of the goal by the character and/or the character's reaction to the outcome and/or moral; is the main character's goal achieved or not? And what is the moral message of the story?

A narrative usually starts with 1) orientation; 2) sequence of events (complications); this part tells the sequence of the story, the problems faced by the characters; 3) resolution; the author tells the reader how the character solves the problem (Fachri Ardiansyah, 2020). There are six common elements in a fully formed narrative. These elements are orientation (time, place, situation, participants), complex action (sequence of events), evaluation (meaning of actions as well as the narrator's attitude), resolution (things that finally happen), and coda (perspective that returns to the present) (Zulidyana Dwi Rusnalasari, 2016). The main structure of the narrative is basically the telling of the past in the present. Summary, orientation, complex plot, assessment, resolution and coda (Rashid Sheikh et al., 2021). The method of representation is as if the events were happening in the present (Johnstone, 2016). To build a story, narrative techniques are essential for a writer and to engage the reader while reading (Rapaka Sushmitha, 2024). Based on the above theories, it can be said that a narrative text has an obligatory structure such as 1) orientation, 2) complications, 3) resolution, 4) reorientation, 5) evaluation, 6) coda.

The problem is that the ability to write narrative texts is not as expected. The low ability to write narrative texts occurs even among the students of Primary School Teacher Education (PGSD) of Universitas Katolik Indonesi Santu Paulus Ruteng, Manggrai, Flores (Unika St. Paulus Ruteng). This is illustrated by the results of the analysis of the students' narrative texts. Students wrote narrative texts but ignored the components that should ideally be included in the text. Ideally, the ability to write narrative texts is inherent in the students because it has been learnt since primary school. Therefore, the ability to write must be the property of everyone.

Problems related to the ability to write narrative texts are not only experienced by students of PGSD Unika St. Paulus Ruteng, but also by students of the Indonesian Language Study Programme. This is shown by the results of the research conducted by Dewi and Krismawaty (Rishe Purnama Dewi, 2022) on PBSI FKIP USD students. The results showed that students' skills were rated as moderate and there were two components of narrative structure that needed improvement, including 1) not being able to arrange the orientation part of the story in an interesting way and the description of the characters was not clear and optimal, and 2) not maximising the description of the evaluation part.

In addition, the research on the students of Class X MIPA 3 at SMA Negeri 6 Semarang revealed that they still had difficulties in learning how to write narratives. This can be seen from the pre-action results for writing skills, the percentage of completeness is only 16.67% with an average score of 62.44, far from the specified KKM of 75. It was further explained that students tend to copy from the internet. This is because students find it difficult to express ideas in writing. As a result, the students' writing was very short and the sentences in the paragraphs were incoherent (Rahmawati, 2023).

In addition, the difficulties faced by ninth grade students in SMP Negeri 11 Palangka Raya were clearly found (Muliani et al., 2019). The analysis of the difficulties faced by students in writing narrative texts showed that 40% of students faced some difficulties in constructing the generic structure of the text, such as the components of orientation, complication, resolution, and coda. Students failed to complete the generic structure of the text and most students skipped one of the parts. In addition, 50% of the learners had some difficulties in using the language features of the narrative text.

In contrast, the results of the research on students from SMP Negeri 1 Gunungsitoli Barat generates good results. The results showed that the students' ability to write narrative texts was in the good category (score 66). This is evidenced by the fact that there are 7 students (35%) in the Very Good category, 4 students (20%) in the Good category, 3 students (15%) in the Fair

category and 6 students (30%) in the Poor category (Hasrat Sozanolo Harefa dan Joshua Obedience Zebua, 2021). This phenomenon shows that writing does not depend on the level of education. Elementary, secondary, high school and university students have the same opportunity to learn to write, provided they are motivated and have a supportive educational environment.

The purpose of this paper is to examine the ability of PGSD Unika Santu Paulus Ruteng students to write narrative texts. What is new in this paper is that the components that ideally exist in a narrative text are examined in detail in the narrative text written by the students. In addition, the components that the students have mastered and the components of the narrative text that need to be improved are also reviewed. This is important to study as PGSD students are future teachers who should already have adequate writing skills. The results of this study can also be used as a guide for follow-up to improve the ability to write narrative texts. Previous studies only describe the ability to write narrative texts, but this study examines the various efforts that educators can make to improve the ability of their students to write narrative texts.

Research Methods

Descriptive statistics discusses ways of collecting, summarising and presenting data using numbers to make information easier to understand. The data can be presented using charts or graphs. Descriptive quantitative data analysis method is a method that helps to describe, show or summarise data in a constructive way, which refers to a statistical description that helps to understand data details by summarising and finding patterns from a particular data sample. In relation to this explanation, the data referred to in this study is the value or score obtained by the students in relation to the ability to write narrative texts that include the structure of orientation, complication, resolution and coda (Aziza, 2023).

The technique used to collect data is the test technique. So, the instrument used is a test instrument. The students were asked to write a narrative text on any topic and pay attention to the correct narrative text structure such as orientation, complication, resolution and coda. Furthermore, the text was analysed using the observation technique. Regarding observation technique, it is explained (Library Assitant, 2019) that quantitative observation is an objective data collection that mainly focuses on numbers and values. The results of quantitative observation are obtained using statistical and numerical analysis methods. So, in summary, the data analysis stage consists of: 1) collecting data through testing techniques; 2) observing the structure of the narrative text (orientation, complication, resolution and coda) and in this section the data is presented in tabular form; 3) giving scores/values that show students' abilities; 4) grouping/categorising students' abilities (low, medium, high). With this analysis it will be known the tendency of the research results whether they fall in the low, medium or high category; 5) Conclusion. The data collected is in the form of student scores. Here, the value or score obtained by the students will show their ability to write narrative text.

Results and Discussion

Based on the results of the research and observation of the research data, a score is given for each component of the narrative text. Each component has a maximum score of 25. In addition, the range of scores for each component is as follows: 1) scores 1-5 are described as having less ability; 2) scores 6-10 are described as having sufficient ability; 3) scores 11-15 are described as having good ability; 4) scores 16-20 are described as having very good ability; 5) scores 21-25 are described as having excellent ability. In addition, the total score for all components has a range consisting of 1) score 1-20 is called having less ability; 2) score 21-40 is

called having sufficient ability; 3) score 41-60 is called having good ability; 4) score 61-80 is called having very good ability; 5) score 81-100 is called having special ability in writing narrative text. The following table illustrates the students' ability to write narrative texts.

Firstly, for the orientation component, all the students have high scores. Almost all of them showed the setting of time, place and atmosphere in the story and there was an introduction of characters. This is reflected in the scores, most of which are in the excellent range. Look at the graph below.

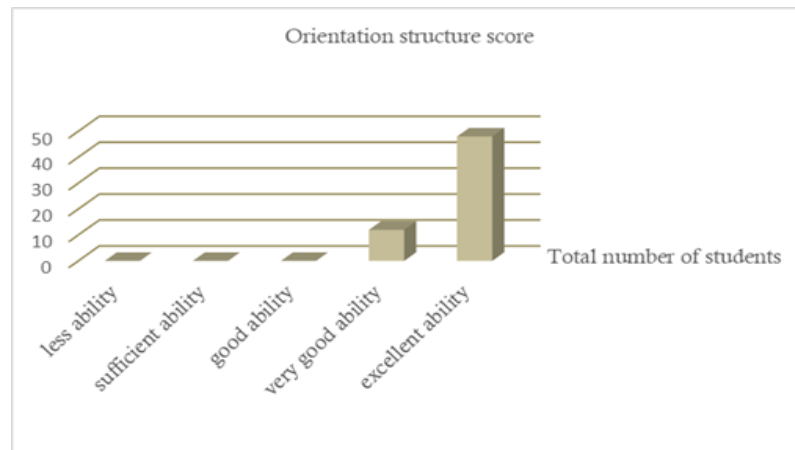


Figure 1. Orientation Structure Score

Secondly, the complication component, based on the scores obtained, there were 5 students who scored in the good category and there were 12 people who scored in the excellent category. The rest are in the excellent range. It can be said that all students have a good ability to handle complications in narrative texts. Complication is indicated by the presence of a deep problem or conflict in the narrative text. Look at the following diagram.

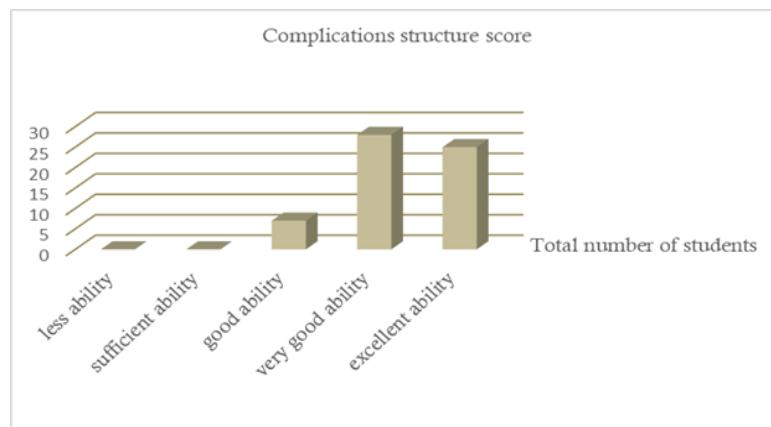


Figure 2. Complications Structure Score

Thirdly, the resolution component. Based on the score, it can be seen that the students' ability to express the resolution in the narrative text can be said to be good because there are 20 people who are in the good range, 24 people who are in the very good range and the remaining 26 people who are in the excellent range. This shows that all students are able to present a way out or a solution to the conflict told in the narrative text. The following diagram illustrates the ability to resolve in the students' narrative texts.

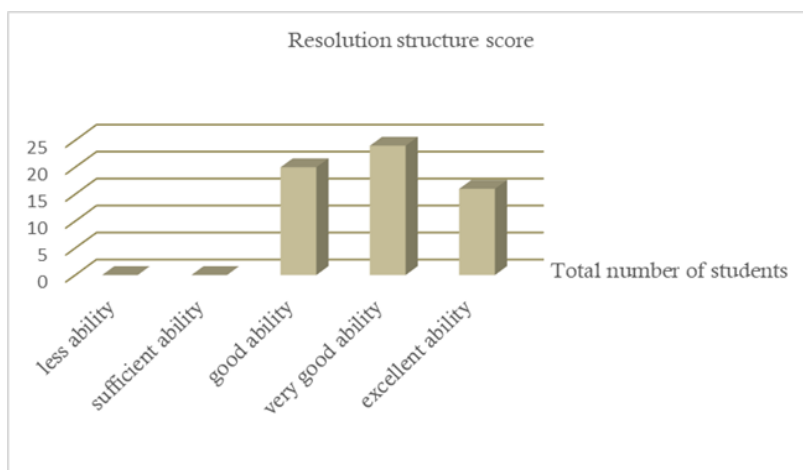


Figure 4. Resolution Structure Score

Fourthly, the coda component. The students' ability to express the message to the reader can be said to be sufficient because 40 students obtained a score with a sufficient range. This means that most of the students did not explicitly state the message in their narrative texts. The remaining 20 students scored in the good range. Look at the diagram below.

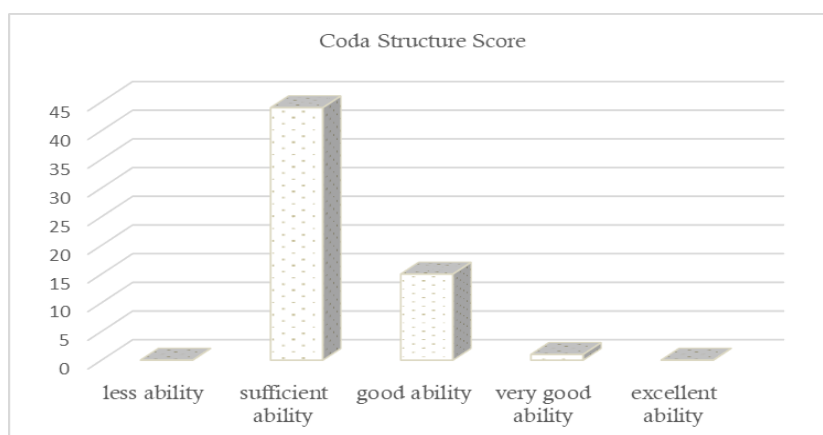


Figure 5. Coda Structure Score

Although there are components that need attention, for the ability to write narrative text in general, accumulated from all components, there are 50 students whose scores are in the excellent range and the remaining 10 students score in the excellent range. Look at the graph below.

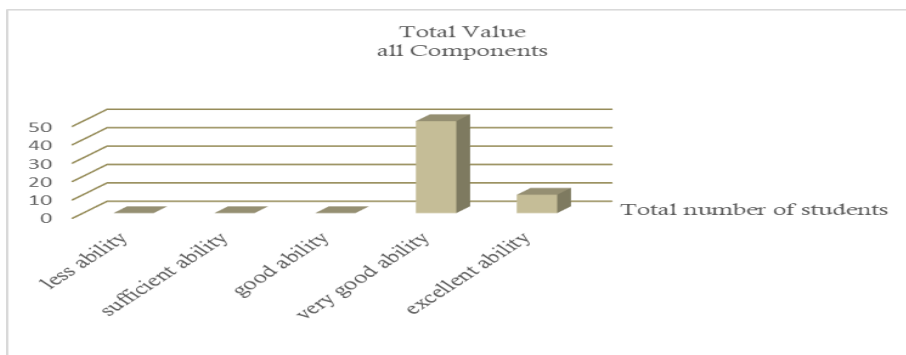


Figure 6. Total Value All Components

Based on the discussion of the research results, there are four (4) main components reviewed, namely orientation, complication, resolution, and coda in the narrative text. The score of each component, orientation, complication, resolution, and coda, in summary, can be said to be good, although the coda component still needs to be improved. These components are the basic structures that must be present in the narrative text because the meaning of the content of the narrative text depends on the presence of these components. This is supported by the results of a study on the analysis of narrative texts in textbooks used by eighth grade students (Suhartini, 2016). The results showed that the narrative texts in the students' textbooks met the criteria of schematic structure, namely: orientation, complication, and resolution. Another related study showed that the produced narrative texts had excellent narrative organization. Although the organizational pattern varies, readers can still follow the composition with good understanding and feel the flow of the composition. In short, the composition is comprehensible (Stefanus et al., n.d.). Actually, the difference in the organization of the narrative text pattern is not a problem as long as it contains the components that characterize narrative text. This is related to the fact that everyone has their own style of conveying ideas. What is needed here is to consistently emphasize the main characteristics of narrative by presenting these important components. Other researches show the importance of a good narrative text that has complete components, because it has a good effect on the development of reading skills (Novitri & Riau, 2021). Basically, the ability to write, in this case the ability to express ideas in writing, is closely related to the ability to understand the content of reading. If the content of writing is well organized and structured, the reader can easily understand the author's intention in the text. This is also true for understanding the content of narrative texts. Eliyawati's research shows that students' narrative writing skills can be significantly improved through the use of pictures. (Eliyawati, 2020).

The presence of orientation in a narrative text certainly does not leave the reader wondering who is playing in the story, where someone is playing, or what the atmosphere is. Orientation provides answers to who the characters, setting, and atmosphere are in the text. In addition, the presence of a systematically developed orientation component tends to have good elements. Characters developed to solve problems make readers curious about the ending. In addition, this can also make reading activities more enjoyable and help readers find moral values contained in the narrative text.

Complications serve as an answer to the question, "What happened?" because complications represent conflicts in the story. In this section, the author recounts important events, causes, and triggers that cause conflicts between characters that cause other events as a result of the previous conflict until it reaches its peak (Pendidikan et al., 2018). Furthermore, it is explained that complications are the climax of a narrative text (Fitzgerald & Spiegel, 1983). That is, without a climax, it is not an interesting text. Because what readers are looking for in a reading text is conflict or climax.

Resolution is the answer to all the conflicts in the text. The presence of resolution in the narrative text gives the reader satisfaction. This has to do with the resolution of the conflict. Whether it ends well or badly. Also, the resolution is an act of completion or the final act that ties up the whole story that has been built from the beginning (Fetzer, 2013).

The coda in the narrative text serves as a message that the reader needs to know about the conflict experienced by the characters in the narrative text. The coda is both explicit and implicit. Unfortunately, there are many writers who don't pay attention to this component. The coda component comes as an added value or bonus for the reader. Readers can gain value or

life lessons from this element. Exploring the conflicts and resolutions experienced by the characters in the story is part of how the reader captures the coda or mission of the story. The results of this study show that the coda component is one of the most neglected components of narrative text. This is evident from the content of the students' narrative texts, which do not include this component either explicitly or implicitly. In fact, the most important point that the reader feels is this component.

As educators, we naturally want students to have the ideal ability to write narrative texts. Writing in this case is not only the translation of ideas and thoughts into writing, but most importantly, the attention to the organization of a well-formed story. Improving not only the understanding of writing skills, but also the quality of writing outcomes and the creativity of stories written by students (Fitzgerald & Spiegel, 1983). The statement encourages educators to continue to try different techniques, tactics, methods, strategies, or approaches that are considered capable of improving learners' ability to write narrative texts. It is, of course, adapted to the characteristics and abilities of each learner.

Some recommendations for efforts that can be replicated or used by educators to improve the ability to write narrative texts; 1) Beyond Center and Circle Time Strategy; Research on 25 10th grade students of Mas Al-Hidayah High School in the 2018/2019 school year (Yunita Siregar & Wati Hasibuan, 2021). In fact, students feel bored and have no ideas while writing. In addition to being bored, students are confused when they are asked to write. In addition to the problems faced by students, teachers also experience the same thing and are unable to determine the right method in developing students' writing skills. Based on these problems, the teacher decided to implement the beyond center and circle time strategy.

Another study related to the strategies used by 10 students in writing narrative texts. There are three strategies used by the students in writing narrative texts, namely the string strategy, the picture sequence strategy and the model strategy. The most frequently used strategy by the students is the picture sequence strategy. It was found that using these strategies in writing can improve students' ability to write narrative texts (Miftahul Jannah, Kisman Salija, 2020); 2) Serial Image Media; A similar problem was experienced by students of class IX-A in the first semester of MTs Nurul Falah Cimahi in the academic year 2017/2018 (Hidayah et al., 2019) where students lacked enthusiasm and motivation in writing narrative texts. As a result, students experience many difficulties when they are asked to write narrative texts. These difficulties are poor organization of ideas in the text, unstructured content, incorrect grammar, word choice, and mechanics such as spelling, capitalization, and punctuation. Because of these difficulties, the teacher decided to use serialized picture media. It was not in vain, because in the end, the students' ability to write narrative texts improved. That is how important the four components are in narrative writing; 3) The results showed that the use of animated video in narrative text learning for reading class at SMAN 1 Jenangan Ponorogo can strengthen students' reading ability in narrative text learning. Because with this animated video media, students experience a more direct learning process when learning the text by directly seeing the parts of the text. In fact, animated videos provide real-life examples related to the narrative text. In this way, the child's memory becomes more optimal in recognizing material related to the reading being taught. Based on the advantages of using animated videos, the problems found can always be overcome with the solutions provided by the teachers whenever they encounter problems in the learning process. So, given the importance of using animated videos, teachers need to improve or be more creative in using animated videos in the reading classroom. So that students will be more motivated to learn narrative text in reading class (Sholihah, 2022); 4) William Labov's use of oral narrative structure ; In researching a reliable narrator named Lahiri. This research is an

attempt to reveal Lahiri's narrative pattern in her short story "A Choice of Accommodation" by applying William Labov's oral narrative structure. The results show that Lahiri's narrative method helps students to analyse a text from a stylistic and linguistic point of view, which helps students to develop analytical skills (Sathya & Barathi, 2022).

Conclusion

Based on the test of writing narrative texts, it can be said that PGSD students Unika Santu Paulus Ruteng have good abilities. It's proven on the value obtained. However, there is one component of the narrative text that needs to be re-studied, which is the code component. This component rarely appears in student-made narrative texts. As for the follow-up that can be done to improve the ability to write narrative texts is by applying a specific media or strategy that suits the needs of students.

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