

WRITING NARRATIVE TEXT

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ABSTRAK

Saat ini, bahasa Inggris bukan hanya sebagai sebuah bahasa yang harus diaplikasikan pada bidang tertentu, tetapi bahasa Inggris merupakan salah satu media untuk menyampaikan sesuatu baik secara lisan maupun secara tertulis. Dalam tulisan ini menjelaskan tentang Writing Narrative Text. Penjelasan dimulai dengan pengertian writing dan jenis-jenis text. Permasalahan yang akan diangkat pada tulisan ini adalah bagaimana menulis Narrative Text. Narrative Text adalah salah satu jenis text yang harus dipahami bagaimana penulisannya dan generic structure-nya, sehingga menjadi sebuah karya tulis yang baik dan benar.

Kata Kunci : *Writing dan narrative text*

A. Introduction

1. WRITING

a. Nature Of Writing

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.

According to David Nunan, "Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts,, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report."²

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²David Nunan, *Practical English Language Teaching*, (America: The MC. Grow. Hill Companies, 2003), p. 88.

Beside, according to H.R Tarigan, "Writing is to describe a language is understood by someone, so the others can read it if they understand the language; writing is a representation of the expression of language."³

In addition, Hullon Wills says, "Writing is oneself expression or report or a masterpiece and suggestion. Its content is subject to fallible human scrutiny for inaccuracy and bias."⁴ On other hand, A.S. Hornby says, "Writing is written works of an author or person's feeling."⁵

The last, according to Harry A. Greene and friends, "Writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual."⁶

So based explanation above, writing is the activity to transfer the ideas and to describe a language is understood by someone written so the readers can understand what the writer means.

b. The Purpose of Writing

According to Hugo Hartig in H. R. Tarigan's book,⁷ the purposes of writing are:

1) Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

a. Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

³H. R. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkala, 1986), p. 21.

⁴Hullon Wills, *Structure, Style, and Usage a Guide to Expository Writing*, (California: Holt, Rinehart and Winston, 1966), p. 1.

⁵A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995), p. 502.

⁶Harry A. Greene and friends *Developing Language Skills in the Elementary School*, (Boston, London, Sydney), p. 284.

⁷H. R. Tarigan, *Op. Cit.*, p. 21.

b. Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared.

c. Informational purpose

This purpose is to give information or explanation to the readers.

d. Self-expressive purpose

This purpose is to introduce or defined author to the readers.

e. Creative purpose

It has deep relation with self-expressive purpose, but it has “creative will”. It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it purpose is to reach artistic value, and art value.

f. Problem solving purpose

The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.

2) The Kinds of Writing

Based on the variety and form Weafer in Tarigan’s book⁸ makes the classification as following below:

a. Exposition consists of definition and analysis.

- 1) Classification
- 2) Definition
- 3) Exemplification
- 4) Cause-effect
- 5) Comparison and contrast, and
- 6) Process

⁸*Ibid.*, p. 27.

- b. Argumentation consists of inductive and deductive.
 - 1) Formal argument (deductive and inductive)
 - 2) Informal persuasive
- c. Description consists of expository description and literary description.
 - 1) Expository descriptive
 - 2) Artistic descriptive
- d. Narration consists of time sequences, motive, conflict and interest center.
 - 1) Informative narrative
 - 2) Artistic descriptive.

3) Process of Writing

There is a perennial tension in the most aspects of language learning and teaching; between language as process and writing as a product. Traditionally, in curriculum practice a distinction has been drawn between the activities of the syllabus designer which have been focused product, and the activities of the methodologist, which have been focused on processes.⁹

Many students will never have thought about the actual process of writing. It is essential for teachers to make students aware of that writing is a process. Good writer rarely sit down and write the finished piece on the first try. One way to introduce the idea is to do a class survey and have the discussion.

Process writing as classroom activity incorporates the four basic writing stages- planning, drafting (writing), revising (redrafting), and editing and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

⁹ David Nunan. *Op.Cit.*, p. 86.

Process writing in the classroom is highly structured as it necessitates the orderly teaching in process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stages. The planned learning experiences for students may be described as follows:

1) Planning¹⁰

Planning is the stage when students begin to organize and put a structure on their writing. It's mainly about generating ideas.

2) Drafting

Drafting is the core of process writing. Write the main body according to your planned paragraphing structure.

3) Responding

You have gotten feedback about your composition from several of classmate.

4) Revising

Revising means adding, changing, rewriting and developing to get the content right.

5) Editing

Editing also means adding, changing, rewriting and developing to get the content right.

6) Evaluating

Implementation the corrections and rewriting the text.

¹⁰ www.kangguru.org. *Kangguru in the Classroom*. p. 26.

4) Levels of Writing

How do students become good writers? They progress through a number of stages as they gain competency in writing. Describe seven stages of writing development and chose to present and the scale because the descriptions at each stage are relatively specific, the stages seem relatively sequential, and number and definitions of levels seems appropriate for ELL students.

Teachers can use the scale by noting the characteristics of each student's writing and the developmental stage to which the writing has progressed. The scale may be useful in classroom for ELL students at the primary, elementary and middle grades.

The level of writing shown by a student will depend in part on the prompt. Students who customarily write at the developing stage may exhibit characteristics of independent writers with familiar topics or genres, particularly when the prompt has a high interest level or are self-selected. Thus, teacher should not expect that a scale of the type will uncover a consistent level of writing for each piece of work that a students procedures.

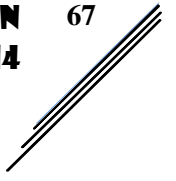
Levels of writing development are follows.

Stage 1 : Pre-Emergent

- Scribbles or draws to communicative
- Shown interest in letters and words

Stage 2 : Emergent

- May recognize/name letters or simple words
- Uses letters forms to label drawings
- Sometimes writers with left-to-right progression
- Sometimes writer with sound/symbol relationships
- May be able to explain writing



Stage 3 : Dependent

- Uses inventive spelling with beginning and ending sounds
- Uses print from the environment
- Using simple vocabulary
- Sometimes leaves spaces between words
- Develops a sense of story
- Writer may forget meaning after time
- Meaning sometimes evident to reader

Stage 4 : Developing

- Begins to use vowels in inventive spelling
- Begins to write simple sentences
- Uses elaborations from personal experiences
- Can read back to an audience
- Reads to check meaning

Stage 5 : Independent

- Matches oral language to writing
- Writers for variety of purposes begins to use on organizing plan when writing
- Makes corrections while writing
- Develops authorship and voice

Stage 6 : Fluent

- Uses story structure (beginning, middle, end)
- Shown clear organization
- Takes risks with writing styles and language
- Initiates independent writing
- Uses editing/ revising process
- Recognizing need for standard spelling
- Uses a variety of genre and styles

Stage 7 : Proficient

- Writers for a variety of purposes (narrative, informative, persuasive, creative, etc)
- Communicates main idea with elaboration
- Uses distinct voice
- Uses language structures appropriately
- Uses word selection appropriate to purpose
- Has effective control of mechanics of writing

B. Discussion

1. Narrative Text.

a. The Concept of Narrative Text

A.S Hornby in Oxford Advanced Learner’s Dictionary defines “Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.”¹¹ It similarly with John Langan says, “Narration is a writer tells the story of something that happened” through narrative, we make statement clear by relating in detail something that has happened to us.”¹² According to Otong Setiawan, “Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.”¹³

On the other hand, according to Pardiyono, “Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.”¹⁴ The last, according to Otong Setiawan Djuharie, to write the narrative, there are four components that shall be care:

1) Orientation

Orientation is parts of text give setting or opening about narrative

2) Complication

¹¹A. S. Hornby, *Loc. Cit.*

¹² John Langan. *Collage Writing Skills With Readings*, (New York: MC Graw-Mill Book Company, 1986), p. 111.

¹³ Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p. 41.

¹⁴ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007), p. 94.

Complication is parts of text to inform about the conflict in narrative

3) Resolution

Resolution is parts of text to describe about the reaction to solve the problem.

4) Coda

Coda is the describe reflection or evaluation the conflict about narrative.

The function of component narrative:

a) Orientation

The function of orientation:

- 1) Content of topic an activity or event which wonderfully will be talked.
- 2) Should be interest and can provoke the readers to know specially.
- 3) Using adjective to describe personal attitude generally.

b) Complication

- 1) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
- 2) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally etc.
- 3) Grammatical features
 - a. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
 - b. Using verb of doing on predicate, such as ran out, got and bent etc. which describe the activities.

- c. Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy.

Repenting subjective pronoun is same in text is general such as: first *my aunt* was very frightened, but *she tried* to manage herself to be quiet.

- d. Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.

c) Resolution

Content problem solving has told until the climax.

d) Coda

- 1) Content about moral lesson which is possible can be taken at the events, such as my aunt was so relieved to see the snake leaving the room without making my harm to anybody.

So, according Pardiyono, "Narrative is an special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or the listener, such as: novels, poems, comics, movies and other, and the pattern uses Simple Past Tense."¹⁵

Example of narrative:

The Myth of MalinKundang.

Orientation



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

¹⁵*Ibid.*, p. 97-98.

Complication



One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Resolution



Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Coda



Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

2) The Language Elements of Narrative

According to Otong Setiawan Djuharie, the language elements use in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb.

- a. Noun is a word used as the name of a person, place or thing.¹⁶

Budi is our teacher

There is a table in the class

I saw a man in the market

- b. Individual participant

Individual participant means that the subject who takes part in a situation or the story of specific subject.¹⁷ Such as story about snow white, Prophet Muhammad, MalinKundang.

- c. Past Tense

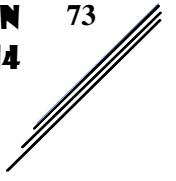
The simple past is used of a complete action that happened at one specific time in the past.¹⁸ According to Betty Schramper Azar, "Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past."¹⁹ Meanwhile,

¹⁶Wren and Martin. *High School English Grammar and Composition*, (New Delhi: S. Chan & Company Ltd, 1966), p.5.

¹⁷Otong Setiawan Djuharie. *Op.Cit.*, p. 25.

¹⁸Cliffs, *Toefl*, (India: Dream Land, 2005), p. 59.

¹⁹Betty Schramper Azar. *Fundamentals of English Grammar*, (Jakarta: Bina Rupa Aksara, 1993), p. 32.



according to Jayanthi Dakshina Murthy, “Simple Past Tense is when a verb is used to shown that an action was completed.²⁰ So, Simple Past Tense is a sentence or story as do past thus, can see of used verb and adverb of sentences.

d. Conjunction

Conjunction is a word which used to join one word to another word, or one sentence to another sentence. There are two types of conjunction subordinating conjunction.²¹ According to Slamet Riyanto dkk, conjunctions are words that are used to connect words or a group of words or sentence.²² So, conjunction is the word as function combine a word or sentences.

e. Action verb

The action verb divided into two forms.²³

1. Regular verb is a verb which has a normal inflection or normally added by “ed” or “d” to the infinitive.
2. Irregular verb is a verb which does not have a normal inflection or normally added by “ed”d” to the infinitive form.

According to Betty Schramper Azar, the action verb divided in two forms:²⁴

1. Regular verb: the simple past and past participle and in-ed.

Example:

Listen	listened	listened
Study	studied	studied
Stop	stopped	stopped

²⁰Jayanthi Dakshina Murty. *Contemporary English Grammar*, (New Delhi: Book Palace. 2003), p. 151.

²¹Wren and Martin, *Loc. Cit.*, p. 151-153.

²²Slamet Riyantodkk. *A Complete Course to the Toeic Test*, (Jogjakarta: Pustaka Pelajar, 2008), p. 80.

²³Ahmad Kardimin, *Fundamental English Grammar*, (Jakarta: Pustaka Pelajar, 2009), p. 30.

²⁴Betty Schramper Azar. *Op.Cit.*,p. 41.

2. Irregular verb: the simple past and past participle do not end in-ed.

Example:

Swim	swam	swum
Find	found	found
Break	broke	broken

f. Saying verb

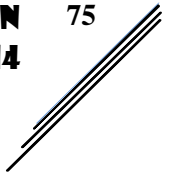
It is about verb which to show the report or say such as said, told promised, thought, understood.²⁵ According to Jayanthi Dakshina Murthy, "Verb is described as a word which is used to indicate an actions, a state of being of existence or possession."²⁶ Example: *bought, save, handed, lent, offered, paid, played, promised, showed, sang, made, told, sent, sold, got.*

Conclusion

Narration is a writer tells the story of something that happened. Narrative text talk about story of legend and resolution to amuse and to giveentertain toreders. There are four components that shall be careat narrative text, they are orientation, complication, resolution, and coda. The language elements usein writing narrative text are nouns, dividual participant, past tense, conjunction, action verb and saying verb.

²⁵Otong Setiawan Djuharie. Op. Cit., p. 41.

²⁶Jayanthi Dakshina Murthy. *Op.Cit*, p. 86-87.



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