

An Analysis of Student's Narrative Text Writing: An SFL Approach

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Abstract—This research aims to investigate student's writing competence related to structure of narrative text in SFL perspective, highlights the problems, and examine whether L1 interferes the quality of the student's writing. Then provides suggestion to overcome the problems. Qualitative case study approach was used in this study in which a narrative text written by a senior high school student is analyzed. The result reveals that the text has followed the common generic structure of narrative text. From SFL view some problems are found which are caused by the lack of knowledge about structures. Furthermore, L1 also interferes the student's narrative writing.

Index Terms—Narrative text, writing, systemic functional linguistic.

I. INTRODUCTION

Writing is one of the language skills presented in the teaching-learning process. One of the writing forms that made by the students is narrative text. There are several types of text such as recount, report, exposition, discussion, narrative and descriptive texts [1]. The texts for high schools students usually consist of three elements: social functions, language features, and generic structures. These are presented in four language skills: listening, speaking, reading, and writing. Moreover, the GBA is used in the curriculum and syllabus of primary and secondary school in Indonesia since 2004 [2].

According to Emilia [3] says that most English teaching in Indonesia remains focused on traditional grammar teaching. While, the teaching of English writing, in particular, has not been maximum, so that it results in the general disappointing that students might be poorly prepared and reluctant to undertake sustained writing tasks. It is not in line with the nature of language as a tool of communication, where writing is one of the ways in delivering messages. So, students should have good writing ability, and of course, that is what the teacher should provide and enhance the teaching-learning process.

In addition, English is used as a foreign language in Indonesia, in which it is only spoken in a certain community like at school or at English course. Thus, first language (Bahasa) may interfere the foreign language production of students in writing. One of the intriguing issues in generative second language acquisition, about which several hypotheses

have been proposed is the nature of L1 transfer to L2 grammars and Universal Grammar access at L2 grammar is [4]. Writing narrative might be considered difficult by many EFL students. A deep understanding of students' problems and difficulties are needed, a smart solution to overcome the problems as well. Thus, this study aims to investigate student's narrative writing. The following research questions guide this exploration: how is the student's schematic structure of narrative text?, how is the student's narrative text quality in SFL perspective?, does L1 interfere the student's narrative writing?

II. REVIEW OF LITERATURE

A. The Genre of Narrative Text

Joyce and Feez cited in Suhartini [5] describe narratives as stories about one or a group of characters (can be person or animal) overcoming problems, it also shows how people react to experiences, explore social and cultural values and entertain the readers or listeners. The aims of Narrative are to entertain, to get and retain the attention of the reader or listener of the story, to teach a lesson, to explore social values and moral values to the audience. Derewianka [6] said that the structure of narratives includes orientation, complication, evaluation, resolution, and coda. Furthermore, she proposes that the focus of the Narrative text is a sequence of actions, usually, it begins with an orientation. Here, the writer attempts to sketch in or create the "possible world" of a certain story. The characters, time and place are introduced to the readers and an "atmosphere" that describe the story as well. The story is pushed along by a series of event, then the complication or problem arise. At the end, the resolution of the complication is brought out, it may resolve for better or worse.

Furthermore, Agustien [7] describes that linguistic features of narrative text are as follows: 1) Focus on specific and usually individualized participants, 2) use of material processes and behavioural and verbal processes, 3) use of relational processes and mental processes, 4) use of temporal conjunctions and temporal circumstances, 5) use of past tense.

B. Systemic Functional Linguistic (SFL)

Besides perceiving language as a set of rules, narrative also concerns on how language serves as a resource for making and exchanging system of meaning, that is the reason why researchers use SFL as a tool to analyze the narrative texts [8, 9]. There are processes exist in the story of narrative text to draw the character's experience. And the processes can

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be identified and classified into sub-function of ideational metafunction, one of the metafunctions of language that SFL argues that all natural languages have, specifically experimental sub-function [3]. Moreover, Fairclough cited in Emilia [3] proposes that systemic functional linguistics (SFL) is a language social theory that has been developed and influenced by previous linguists. It has been used in “critical linguistics”.

SFL is concerned with language in the education field, the basic concepts of SFL deal with not only the concept of language itself but also with language learning, in which, teachers and students interact each other [3]. This study concerns on the analysis of a narrative text made by a student in terms of schematic structure and linguistic features. Thus, the theory that underpins the study and will be discussed is mainly about the Narrative text. The model of Systemic-Functional Linguistics (SFL) as proposed by Halliday cited in Thompson [10] is used to analyze the texts. SFL covers three metafunctions; interpersonal metafunction, experiential metafunction, and textual metafunction.

C. Three Metafunctions of Narrative Text Interpersonal Metafunction

Butt, *et.al* [11] explains that interpersonal concerns on two areas; *first*, types of interaction that is happening and type of thing which is being exchanged. There is a difference between using language to exchange information and to exchange goods and services. *Second*, the way of how speakers or writers put themselves in what they want to deliver. There is a difference between demanding and giving. Giving and demanding information is defined as asking questions or making statements at the semantic level. While demanding goods and services mean giving orders or instruction. There are two grammatical features which carry out the main burden of interpersonal meaning, they are the subject and the finite. The combination of these two grammatical features will form the Mood of the clause. The Mood could describe the relationship between the two persons who do a conversation.

D. Experiential Metafunction

Thompson [12] proposes that interpersonal meanings should be seen separately because it enables us to give them their full value in the overall meaning of the clause. However, we still need to consider the content meanings of ‘what/who did what to what/whom’, where it cannot be gained in interpersonal meanings. The role of the experiential perspective in the SFL is to allow us to do this. Experiential metafunction does not have something to do with the difference between statement and question, and modal verb as well. Experiential metafunction only analyzes and discuss the action which is expressed in the main verb.

From the experiential point of view, processes are the main part of the clause. The clause is mainly about the action or event in which the participants are involved. Experiential metafunction involves an analysis of transitivity [12]. It is started from a classification of the different types of processes. Since there are some processes exist in narrative texts, Transitivity system is used as a tool for analyzing processes that emerged in the text. Transitivity system has six

types of processes [8], [9], [13], they are material, mental, relational, verbal, behavioral, and existential. More detail, Thompson [12] explains these types of processes as follows:

- 1) The material process involves physical actions such as crawling, catching, climbing, drinking, writing, and so on.
- 2) Mental process relates to verbs that go on the internal world of the mind like imagining, seeing, thinking, and so on.
- 3) Relational process refers to the process which relates an object in the beginning of the clause with attribute following it.
- 4) Verbal process that refers to verbs saying (saying, explaining, asking, repeating, telling, criticizing, etc.).

There are also two less central types of process; behavioral processes and existential process:

- 1) Behavioral process which is used to refer to the process in which the verbs are intermediate between mental and material process such as stare, frown, listen, examine, watch, laugh, cry, sob, etc.
- 2) Existential process that is easily identified with the use of ‘there’ and has only one participant called existent.

E. Textual Metafunction

According to Thompson [12] textual metafunction is used to examine aspects which can only be thoroughly understood by looking at the clause in its context in the rest of the language around it. Further, he says that there are three main ways which textual meanings are constructed in a text; repetition, conjunction, and thematization. Halliday and Matthiessen [14] describes that the theme has role as the message point of departure. It is what the clause is going to be about. Basically, it looks the context of the clause which is described in the previous clauses. Themes are intertwined among the clauses even paragraph. Gerot and Wignell [15] state that theme can be divided into three major categories namely ideational, textual, and interpersonal. While rheme would provide new information about the theme in every single clause.” One common division of theme is marked and unmarked. Theme can be identified as Theme in declarative clause and Theme in non-declarative clause. Thompson [12] proposes that theme in declarative clause can be seen in; 1) subject as theme (theme and subject are similar): unmarked, 2) ‘heavy’ subject as theme (nominal group acts as subject includes a long postmodifier), 3) adjunct as theme, 4) complement as theme: marked. While, Theme in non-declarative clause are; 1) Theme in WH-questions; the missing word may be any part of the message, 2) marked theme in WH-question; it is relatively rare with questions, 3) Theme in yes/no questions; the missing information is polarity (‘yes’ or ‘no’), 4) Theme in imperative clauses; the natural starting point is predicator which expresses the action. In a negative or an emphatic imperative, the predicator is put after the finite (unmarked), 5) marked theme in imperative clauses; the doer of the action is mentioned explicitly. It is also possible to put an adjunct at the beginning of the imperative to give a reason why the command should be done, 6) Theme in exclamative clauses; generally, only major clauses (those which have predicator) which are analyzed for

Theme/Rheme. Since they have thematic structure, 7) Theme in elliptical clauses; part of the message may be 'carried over' from earlier messages.

There are five special thematic structures based on Thompson's [12] explanation; 1) Thematic equatives and marked thematic equatives; Halliday and Matthiessen use the term 'thematic equative' because the Theme-Rheme structure here is expressed in the form 'Theme = Rheme', with the '=' expressed by the Predicator 'be'. It can be started from the other end, and to put the WH-clause in Rheme (marked thematic equatives). The key feature of thematic equatives is that more than one element of the message into a single clause constituent are grouped by them, which can then function as Theme (or, in marked cases, as Rheme), 2) Predicated Theme; another thematizing structure that allows the speaker to pick out a single element and give it emphatic thematic status, 3) Thematized comment; in some ways it resembles predicated Theme, and allows speakers to start their message with their own comment on the value or validity of what they will say, 4) Preposed Theme; the speakers announce their Theme as a separate constituent, and then substitute a pronoun in the suitable place in the following clause. It is normally a nominal element; and it is most commonly Subject, 5) Passive clauses and Theme; the Agent (the 'doer' of the action) is explicitly mentioned in a prepositional phrase with 'by' since in these cases both potential Subjects are present.

F. Previous Researches

Suhartini [5] conducted a research aimed to analyze narrative texts in two selected English textbooks that are used by eighth-grade students (Junior High School) by using transitivity system." This study is expected to discover whether the texts have fulfilled the criteria as a good example of narrative texts in terms of social purpose, schematic structure, and linguistic features. The findings show that one text from each of the two books has incomplete schematic structure. From experiential point of view, the texts use all six types of processes with material process as the most frequently used.

Setyowati *et.al* [16] analyzed interpersonal meaning realized in a short story entitled *The Real Princess* written by Hans Christian Andersen. The investigation was aimed to identify the interpersonal meaning realized in the short story and to reveal the speech function of language use. Descriptive qualitative approach was used in the research. The results indicate that most clauses (98%) use declarative mood. It shows that the author is an information provider and the readers as the information recipient. The most clauses in the text are expressed by temporal or finite tense (93%), while the modality only appears a little (7%). It indicates that the writer does not persuade the readers since it is narrative text. declarative and interrogative are the only two speech function found in the story. The declarative is mostly appeared in the text (98%), and the rest is interrogative (2%).

Mulyaningsih [17] investigated the students' ability in writing narrative text. Nine texts from three students with different achievement levels were chosen to be analyzed. The findings of this study indicate that all students from all levels of achievement have been aware of the obligatory constituent structure of a narrative text that includes orientation,

complication, and resolution. Moreover, the findings also showed the process used in the texts in which material process is the most frequently used. Material and mental processes exist in all nine texts, while the others do not exist in one or more texts.

Luardini [2] conducted an investigation entitled "An Analysis of Linguistic Competence in Writing Texts by Teachers in Palangkaraya" to describe the linguistic competence in writing narrative text by junior high school English teachers." The analysis was done by applying Genre-Based Approach of Functional-Systemic Linguistics. The results showed that the teachers' texts were mostly constructed in simple sentences, with the average clause density of 1.6 each sentence. The types of processes were dominated by material, relational, and mental processes which were supported by temporal circumstances. Topical and textual themes indicated that the texts were organized as a narration. Although there were some mistakes in using the rules of tenses, overgeneralization, missed parts of clause elements, and the texts still fulfilled the minimal criteria of a narrative text. The majority of the texts had the basic generic structure levels consisting of orientation, complication, and resolution.

III. METHODOLOGY

Qualitative case study approach was used in this study to reveal the specific phenomena based on the participants' point of view [18] and to find meaning, investigate the processes, and achieve a deep understanding of a person, a community, or situation as proposed by Lodico, Spaulding, and Voegtle cited in Mulyaningsih [17] in purpose to identify the interpersonal meaning and to reveal the speech function of language use found in the sample text. The case study method provides a unitary character to the data being studied by interrelating variety of facts by a single case [19].

The sample text was chosen purposively from twelve eleventh grade students of an Islamic senior high school asked to write narrative text. Then the researcher took one of them which was considered interesting to be investigated. In qualitative study, the case may be a person, a group, a society, a process, an episode, etc [19]. In this study, the researcher used documentation for collecting data. Then, he described the interpretation of Systemic Functional Linguistic (SFL) found in the short story. The data collection involved the following procedures:

Ask the students to write the text,

- 1) Collect the texts written by the students,
- 2) Choose one text to be analyzed,
- 3) Analyze the text which contains elements (Schematic Structure and Social Purpose) and Systemic Functional Linguistic (SFL).
- 4) The researcher analyzes the problem they encounter.

The analyzed data were divided into three elements of texts: the schematic structure, SFL metafunction, and L1 interference.

IV. ANALYSIS

A. Schematic Structure

The schematic structure constructed by the student in

writing the text has followed the common generic structure of narrative text. It includes: orientation, complication, and resolution. The social purpose of narrative text also implied in this text.

Orientation	Some day, in the statinary supplies shop. there a pencilcase whom very beautiful. She in a place showcase whom create with attractive. Pencilcase always keep clean everything.
Complication	At the moment, a pen big welcome to the shop when arrived in front of showcase. His eyes were directed to a pencilcase whom very beautiful that. Suddenly, he shocked... because hisself was near herself (pencilcase). He recognized conciousness. There is someone put in showcase. Caused by a pen breave. He addressed pencilcase. "Hai... pencilcase may I enter in there," said pen. Pencilcase shocked, because seen condition a pen not have pencap. She hesitant pen. "I would'nt save pen whom not have pencap." Said pencilcase. "Pen,... why I'm can not save you,... because your ink can make me dirty," distinct pencilcase. Pen confused, "How I can obtain pencap".
Resolution	The last he found a cap in corner of a room. Without thinking twice pen put and used as cap. He felt content, afther that he approached pencilcase. "Hai, look at me. How.... 😊?" (with smiled show hisself). Said pen. Pencilcase answer. "Ok. I know your purpose. Please came in. I will save you rightly."

However, the problems found in the text are the incoherence, wrong word order, and inappropriate diction. These problems might be potential to make readers find it is hard to understand the text. It could be a backstop for gaining social purpose which is implied in this text.

B. Language Features from SFL Perspectives
Interpersonal Metafunction

1) *Types of mood*

Interpersonal metafunction concerns with Mood of a clause. There are three types of mood: declarative, interrogative and imperative. In the narrative text written by the student, all three types are found. However, some of the clauses do not have mood (ellipsed mood) because of limited knowledge about structures. It can be seen in the following example:

Clause 4: *she in a place showcase.*

She		in a place showcase
Subject	<i>ellipsed finite</i>	Adjunct
<i>Ellipsed mood</i>		Residue

The detail descriptions can be explained as follows.

C. Declarative Mood

Declarative mood is expressed by a statement. The clause which is included into declarative mood is when the subject is placed before the finite. In the text, most sentences' mood produced by the student is declarative. Even though she still makes many errors in word order and verb use caused by lack of knowledge about grammar as can be shown in this sample clause.

Clause 7: *At the moment, a pen big welcome to the shop.*

At the moment,	<i>a pen big</i>	<i>welcome</i>		to the shop
Adjunct	subject	Finite+ (present)	predicator	adjunct
Mood block			Residue	

This clause shows declarative mood. The relationship between the author and the readers is the author as the information provider and the readers as the information receiver. The author provides information to the readers about when the action take place, who the doer is, what the doer do, and where the pen as the main participant do the action in the clause. However, the wrong word order is shown by the phrase '*a pen big*', where she puts noun prior to the adjective. Besides, wrong verb choice is shown by the word '*welcome*', where it will make better sense and understanding if it is changed by the verb '*come*'.

D. Interrogative Mood

The Interrogative mood is expressed by question. There are two interogative found in the text. However, here is one interesting clause in the text, where the subject and finite are absent. However, the meaning can be understood by the readers by reading the context of the sentence. This kind of sentence shows a close relation between the speaker and the listener. Let us see the following sentence:

Clause 37: *Hai, look at me. How...?"*

"Hai,		look	at	me.	<i>How...?"</i>	
Adjunct:	<i>Ellipsed subject</i>	Finite+	Predicator	adjunct	Complement	Wh-adjunct
continuity						Ellipsed subject and finite
Mood block			Residue		Mood	

The clause comes after a clear imperative mood. So, the readers still can understand what is implied by the writer and to whom it is intended to be said. She takes the position as interlocutor of the story. The relationship between the writer and the readers is the writer as the information receiver and the readers as the information provider. The writer intends to demand the readers to whom she is talking to give an opinion about her performance.

E. Imperative Mood

Imperative mood is expressed by an instruction or a request. It is formulated by putting the verb at the beginning of a clause, while the subject is ellipsed. There is two imperative moods found in the student's narrative text. One of the clauses is as follows.

Clause 43: *Please come in.*

Please		<i>come in.</i>				
Adjunct	<i>Ellipsed subject</i>		Finite+	predicator		
Mood block				Residue		
"Pen,....	why	I	'm	can not	save	you,....
Complement	Wh-adjunct	subject	finite	Finite: modal	Predicator	Complement
Res-		Mo-		-od block	-idue	

At the above clause, the writer is as interlocutor. The subject is ellipsed as one of the common characteristics of imperative mood. Although sometimes the subject is mentioned in imperative clause for the purpose of emphasis, she used 'please' to show the politeness. It shows a good relationship between the writer and readers.

The following table highlights the data results from the student's narrative text.

TABLE I: THE PERCENTAGE OF MOOD TYPE

No	Mood Type	Occurrence	Percentage
1	Declarative	33	77%
2	Interrogative	2	5%
3	Imperative	2	5%
4	Ellipsed mood	6	14%

1) Modality

There are six occurrences of modality used in the text. There is one interesting clause that includes modality written by the student as shown in the following table. She puts finite prior to modal. Again, it shows her lack of structural knowledge.

2) Speech functions

Speech functions found in the text are clause which function to give information and question to ask/demand for information.

F. Statement (to give information)

Most clauses produced by the student are declarative. Here is one of the clauses.

Clause 32: The last he found a cap in corner of a room.

The last	he	found	a cap	in corner of a room.
Adjunct	Subject	Finite+	predicator	complement adjunct
Mood block		Residue		

The clause is the resolution of the narrative text. It explains and gives information that finally the pen finds his cap in a certain place.

G. Question (to Ask for Information)

Since it has been explained in the interrogative mood which is also question, there is only one clause that shows question speech function, that is: '.... how?'. The explanation about this example can be read at the explanation of interrogative mood above.

H. Experiential Metafunction

Among six types of processes in experiential metafunction, five types were used in the student's narrative text: material, verbal, mental, relational, and existential. Mental process is the most frequently used. However, not all five processes showed equal frequency. Mental and material processes are the most frequently used in the text. The following table highlights the percentage of occurrence of process used in the text.

The participant also used *projected clause* (21%), and *ellipsed process* (12%). Uniquely, all ellipsed processes applied by the student happen in the relational process, in which she does not use *to be* in these nominal sentences. It

can be seen from one of the examples below.

TABLE II: THE PERCENTAGE OF PROCESS USED IN THE STUDENT'S NARRATIVE TEXT

No	Process	Occurrence	Percentage
1	Material	7	16.6%
2	Verbal	5	12%
3	Mental	10	24%
4	Relational	2	5%
5	Behavioral	0	0%
6	Existential	1	2%

Clause 23: She hesitant pen.

She		hesitant pen.
carrier	Ellipsed process: rel-, ident	attribute

In the clause above, the writer wants to attribute the noun phrase 'hesitant pen' to the subject 'she'. But, she does not use relational process in this clause. Ellipsed process also happens to a clause that uses existential process. Here is the clause.

Clause 2: There a pencil case.

There		a pencil case
	Ellipsed Process: existential	Existent

The participant actually intends to show the existence of the pencil case, but she did not use existential process in the clause. Some errors in using *process* also happen in the text. Most of them are wrong choice of process type. Here is one of the examples.

Clause 27: "...because your ink can make me dirty," distinct pencilcase.

because	your ink	can	make	me	dirty,"	distinct	pencil case
Projected clause						*wrong choice of material process	

The writer used the word 'distinct' rather than 'replied' for instance. This is caused by the lack of vocabulary mastery.

I. Textual Metafunction

Textual metafunction is related to what roles the language plays in the context to make coherent discourse. The use of marked and unmarked theme in the student's narrative text can be seen in the table below.

1) Topical theme

Topical theme is less frequently used by the compared to textual one, which only occurs 14 times (35%) of all themes appeared in the text. Here is one of the excerpts of the clauses.

Clause 40: I will save you rightly.

I	will	save	you	rightly
Theme		Rheme		
Topical				

2) Textual theme

Many inappropriate uses of textual theme exist in the text. Wrong choices of WH- use for adjective clause are found.

One of the examples is presented as follows.

Clause 23: *whom not have pen cap.*

Whom		not have	pen cap."
Theme	Rheme		
Textual			

However, the readers are still able to understand what the writer implies in this clause by reading the theme appeared in the previous clause.

As we can see in the Table III, there are two clauses without theme written by the student. The clauses are as follows.

TABLE III: THE PERCENTAGE OF THE USE OF THEME IN STUDENT'S NARRATIVE TEXT

No	Type of theme	Occurrence	Percentage
1	Topical	14	35%
2	Textual	24	60%
3	Ellipsed theme	2	5

Clause 1: *Same day, in the stationary supplies shop.*

Same day, in the stationary supplies shop.	
<i>Incomplete theme</i>	<i>Ellipsed rheme</i>

The theme is incomplete because there are only adverbs exist in the student's "clause". Thus, actually, it is not really a clause because it does not have theme to be explained. In the other clause, she did not put theme in the clause as can be seen in the following clause.

Clause 20: *... seen condition pen not have pencap.*

	Seen	condition a pen	not have	pencap.
<i>Ellipsed Theme</i>	Rheme			
<i>Ellipsed marked theme</i>				

She actually intended to address the rheme to the theme in the previous clause, but had difficulty to construct complex and compound sentences. Incoherence among rhemes also happens in the text. It makes the clauses not understandable because the information about theme given by the rhemes is not intertwined. The rhemes do not support each other. The following are some of the examples.

Clause 11-15: *Suddenly, he shocked... because hisself was near herself (pencilcase). He recogned conciousness. There is someone put in showcase. Caused by a pen breave.*

Suddenly,	He	shocked...	becuse
<i>Theme</i>	<i>Rheme</i>		

Hisself	was	near herself (pencilcase)
<i>Theme</i>	<i>Rheme</i>	

He	regocned	conciuousness.
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<i>Theme</i>	<i>Rheme</i>			
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There	is	someone	put	in showcase.
<i>Theme</i>	<i>Rheme</i>			

		Caused	by a pen	breave.
<i>Ellipsed subject</i>	<i>Ellipsed Finite</i>	<i>predicator</i>	<i>Adjunct</i>	<i>Comple ment</i>

Those clauses seem separated in meaning caused by the lack of writer's vocabulary mastery. Thus, the writer is not able to choose appropriate words to construct clauses and paragraph.

L1 interference

The L1 explicitly interferes the writer's narrative text writing. The most occurred interference is the word order as presented below.

- *Pencilcase always keep clean everything.*
- *At the moment, a pen big welcome to the shop*
- *...whom very beautiful that.*
- *...because seen condition a pen not have pencap.*

The phrases presented in bold are Javanese and Indonesian language interference. The problem here is in word order. Where the participant followed her L1 word order which is different with that of English. In detail, here are the Javanese and Indonesian language translations.

Javanese	Indonesian	Writer's English
njogo kebersihan kabeh	menjaga kebersihan segala hal.	<i>keep clean everything</i>
pulpen gedhe	pena besar	<i>a pen big</i>
sing ayu banget kae	yang sangat cantik itu	<i>whom very beautiful that</i>
Keadaane pena	keadaan pena	<i>condition a pen</i>

L1 interference also happens in the form of adverb of manner produced by the writer in the following sentence.

Clause 4-5: *She in a place showcase whom create with attractive.*

Indonesian	English
dengan menarik	<i>with attractive</i>

V. DISCUSSION

The student's narrative text has correct generic structure because it consists of three common structure; orientation, complication, and reorientation. Similar result revealed in a study conducted by Suhartini [5] where she found that most of the narrative texts from the textbooks have fulfilled the criteria of narrative texts in terms of schematic structure, social purpose, and linguistic features.

From the interpersonal metafunction point of view, there are all three types of mood (declarative, imperative,

interrogative) found in the narrative text written by the student. The clauses were dominated by declarative mood (77%) which shows that the writer put herself as the information provider and the reader is the recipient. Interrogative and imperative clauses were also used in direct speech (5% each). However, some of the produced clauses did not have mood (ellipsed mood) (14%) because of the absence of subject or finite or both caused by limited knowledge about structures. In line with this result, a study conducted by Setyowati et al. [16] which also analyzed interpersonal meaning realized in a short story entitled *The Real Princess* written by Hans Christian Andersen. The result also shown that most clauses (98%) used declarative mood. Further, the present finding indicated that declarative and interrogative clauses were the only two speech functions found in the story. The former got 98% of occurrence, while the latter got only 2% in the text.

Regarding the experiential metafunction, the process used in the student's narrative text comprises material, verbal, mental, relational, and existential (five types). Mental and material processes were the most frequently used in her text (24% and 16.6%). Existential process was not usually used in narrative text as Agustine [7] proposes that narrative text uses material, behavioral, verbal, relational, and mental processes. However, the student used existential process to address the existent of a character in a place in the story. It is in line with the finding of a study conducted by Suhartini [5] in which existential process exists in all texts she investigated from the junior high school textbook. A study conducted by Mulyaningsih [17] is also in accordance with this finding. She found that existential process was used in five out of nine narrative texts written by the students.

Topical theme is less frequently used by the student (35%) rather than textual one (60%). However, 5% of the clauses has no theme (ellipsed theme). It shows that similar problem from the student happened (lack of structure knowledge). Generally, the use of Topical themes in the student's text is correct. There is no problem in this case. Meanwhile, many inappropriate uses of textual theme were found in the text. Wrong choices of WH- use for adjective clause were also found here. The student tends to organize the clauses with topical and textual themes to show the feature of narrative text. Yet, many clauses organized by the student were not synchronous. The student was not able to maintain the starting point of the clauses, and she failed to carry over theme from the previous sentence. Along with this result, Luardini [2] found that topical and textual themes indicated that the texts were organized as a narration.

L1 still influences the student's narrative writing, especially in word order. In some clauses, the writer followed her L1 word order. It makes the sentences produced by the writer not understandable. While the analysis of the student's narrative writing in SFL perspective indicates the writer's limitation of knowledge of narrative writing.

Pedagogical implication

Based on the research findings and discussion above, the researcher suggests that the teachers should apply appropriate approaches and techniques in teaching writing to improve students' ability, particularly in narratives. Moreover, the teachers need to put more effort in teaching low-achiever

students because they need more guidance in writing narratives.

The researcher proposes that Project-Based Learning (PBL) with the use of comic strips may be appropriate to overcome the students' problems in writing narrative. Project-Based Learning (PBL) is described as an instructional approach that lends itself to the integration of language and content-learning objectives. The approach contextualizes learning by presenting students with products to develop, or problems to solve as proposed by Moss cited in Thitivesa [20]. Project Based Learning is a learning method that uses a project as a media. Learners conduct exploration, assessment, interpretation, synthesis, and information to produce the various product of learning [21]. According To Thomas [22] the characteristics of Project-Based Learning are centrality (project as central to the learning), driving question (focus to the question or problem leading the students to look for solution with the appropriate field of the science concept), constructive investigation (students build their knowledge by doing investigation autonomously), autonomy (student-centered approach, students as problem solver of the discussed problem), realism (focus on the activities that similar to real situation)."

Writing narrative in comic strips form would be a great and exciting project for students. Comics consist of sequential pictures which are accompanied by narrative text. It can motivate the learners in learning English. It is also able to gain and maintain the learner's interest [23]. Not like other media such as film, theater, and music, comics has yet been fully realized as the educational potential [23]. Furthermore, Vercasi cited in Nisa and Al-Hafizh [24] proposes that critical and analytical thinking skills can be promoted through comics.

Comic strips help the language learners to create ideas and retrieve words for their writing. It also enables students to be more careful in using correct spellings as proposed by Wright cited in Megawati [25]. As a kind of visual media, it also provides the learners with the interesting writing activity. Brown cited in Megawati [25] proposes that assigning the English learners to write a composition based on ideas they get from pictures is one of the effective ways in testing writing skill. Comic strips fulfill this characteristic because they are sort of pictures in which the learners are expected to achieve the ideas easily from the chronological order of the story. By changing direct speech in the speech balloon into indirect speech enables the learners to practice grammatical rules through this media [25]. This kind of assessment is crucial to develop the learners' writing ability as suggested by Brown as cited in Megawati [25].

PBL learning model can be conducted by doing the steps developed by The George Lucas Educational Foundation as cited in Rofiah [21] as follows.



PBL learning model by The George Lucas Educational Foundation cited in Rofiah [21].

- 1) *Start with the essential question.* The question should make the students do an activity or project. The topic of the project should be relevant to the real life situation. Topics about Indonesian familiar narrative that contain good moral value can be good choices. Reveal problems arose in the findings as the main issues of this session.
- 2) *Design a plan for the project.* The design that contains the rules and activity choice should be collaboratively done with the students in order to give them the sense of belonging to the project. In this step, comics are introduced to the students. They have to create the comics manually or create them in the computer. The teacher can guide the students to distinguish nouns and verbs, word order, sentence sequencing, the use of modal, vocabulary enrichment, and other concepts of grammar in comic strips. It could be a great project to let students apply the grammar and contextualize it, and to learn the material in exciting and effecting way.
- 3) *Create a schedule.* Teachers and students should collaborate in arranging the schedule of the activities (determine timeline, deadline, consultation, etc) to finish the project.
- 4) *Monitor the students and the progress of the project.* Monitoring is done by facilitating students in every process of the project. Teacher places him/herself as a mentor for the students. During this phase, teacher can check and correct students's grammar.
- 5) *Assess the outcome.* The assessment helps the teacher to measure the standard of the achievement, monitor students' achievement progress, give feedback to the students' work, and help teachers to determine the best strategy for next learning.
- 6) *Evaluate the experience.* When the project is done, a reflection is conducted to evaluate the process of the activities.

Teaching narrative writing by applying Project-Based Learning (PBL) with the use of comic strips might help to solve the students' problems and difficulties in applying grammar concepts to clauses they write and encountering problems found in the findings by following the steps mentioned above. It also enables student to contextualize the concepts and to learn the material in exciting and effecting way.

VI. CONCLUSION

Some problems found in the student' narrative writing. They are: limited knowledge about structures, error use of modal word order errors and inappropriate verb use, wrong choice of process type, lack of vocabulary mastery, the absence of *to be* in some nominal sentences, wrong choices of WH- use for adjective clause, unsynchronized clauses, inability to maintain the starting point of the clauses and failure to carry over theme from the previous sentence. Besides, L1 interference was still found in the student's narrative writing especially on word order.

This research gives a description of student's error in writing narrative. Teachers can use the findings as a reference to design a lesson especially narrative writing. PBL with comic strips as the project is offered to EFL teachers to encounter students' problem in narrative writing. It might

also be able to motivate and promote students' narrative writing.

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