

STUDENTS' PROBLEM IN NARRATIVE TEXT: WHAT DEALS AND WHAT TO DO?

Delsi Mitra

delsimitra@student.upi.edu

Universitas Pendidikan Indonesia

Abstract

One of the popular genres that taught at school is narrative text. Mostly, narrative text is delivering in three main aspects as already set in the 2013 curriculum; language feature, generic structure and social function. However, in this paper will add a set of SFL (Systemic Functional Linguistics) that also become a measurement of students' task. This paper is employ descriptive qualitative. From the data it found that the mostly mistake is in finite term. Meanwhile, the three aspects (orientation, complication and resolution) of generic structure of narrative story is completely stated in this narrative story. Furthermore, this paper will elaborate a new set for teaching narrative text that is called problem based approach (PSA) as the combination of task based learning and problem based learning.

Keywords: *narrative texts, problem based approach (PSA), Systemic Functional Linguistics (SFL)*

A. Introduction

Nowadays, the 2013 curriculum of Indonesia is shifting from focusing on teaching grammar into genre-based approach, in which junior and senior level students will learn about a various number of genres, such as news item, narrative, descriptive, procedures, so on. Genre is integrated and as part of the text, which consists of several types. Genre is the main core material based on the latest curriculum that is taught in the middle and upper school. Additionally, genre-based approach is crucial way to improve students' communication ability and skill of English language as stated in core competence of K13. As proposed by Hyon in Luu (2011) that genre based approach emphasizes on the relationship between text type and the context. It means that the teachers not only discuss about the text itself but also intertwine the text into students' attitude, skill and knowledge

that leads the students become an active participant in their academic and professional environment, as well as in a wider community.

Additionally, Hyon in Luu (2011) proposed the characteristics of genre based approach, they are; (1) the genre based approach prioritize the importance of exploring the social and cultural context of language used by the author (2) this approach focuses on the interest of the readers and the linguistic convention that aims the good writing is accepted by the readers (3) the genre based approach confirms that writing as social activity which means learning to write help students to express and relieve their feelings (4) the approach also help students to develop a knowledge about linguistics, content and ideas in writing text (5) the genre approach concerns how to use language patterns, coherence, cohesion and interconnected to build a good paragraph (6) the genre based approach emphasize on the important role on the interaction between the author and the reader through writing (7) teachers' role in the classroom guide students with systemic guidance through various activities so that students determine what type of writing to make. Thus, this approach recognizes the importance of students can contribute well in teaching and learning process.

Genre, as defined by Eggins (2004) genre which is a term of systemic functional genre could be described as literary composition that has four different types of genres; literary genres (short stories, autobiographies), popular fiction genres (romantic novels), popular non-fiction genres and educational genres (lectures, tutorial, report/ essay writing, leading seminars, examinations, test-book writing. Furthermore, there is also an additional set of everyday genres, such as transactional genres, gossiping, going to interview, chatting with friends and others. In fact, students are interacted and used a kind of variety of genres every day, whether they realize it or not, such as talking about movies, music, books, literature, novels, and another type of formal or informal conversations each day. For example, when a student tells their friends about his experience visiting a new place, it means he used a type of recount, also if he tells a kind of myth it means he is interacting with narrative genre. However, in academic study of language, especially English means that students learn a various kinds of genres comprehensively.

Generally speaking, that the 2013 curriculum has a setting of genre based approach in teaching English. As employed by Suherdi (2013) there are 5 types of genres that should be learned by junior high school students, namely Description, Recount, Narration, Procedure, and Report. In addition, there are 12 types of genres that should be discussed by

senior high schools' students in Indonesia: Description, Recount, Narration, Procedure, Report, News Item, Analytical Exposition, Spoof, Hortatory Exposition, Explanation, Discussion, and Review. Additionally, narrative genre is most frequent subject that is taught in Indonesia, it is taught in junior and senior level. Meanwhile, all type of genres, as it could be found in text books or another kind of authentic sources, students will read and comprehend the texts then determine the three aspects of the genre. These three aspects of genres that students could be identify the text while there are reading are generic structures, social functions and language features. Moreover, the genre-based approach also focuses on language use for all skills of language; listening, writing, speaking and reading. Genre – based approach cannot be separated from SFL (Systemic Functional Linguistics) approach. This approach constructs that besides each text in language for both spoken and written – has social or situational and cultural context (Luardini & Asi: 2014). The latest curriculum itself requires teachers to master in many kinds of discourses. The curriculum constructed that consider competence-based as a fundamental which the learners are expected to be able to communicate fluently and smoothly as one of their life skill. Also, they need to be able to master in the written form not only as a student or member of education community but also as an independent community in their population.

Literally, based on Oxford Dictionary (2008) narrative means *description of event especially in novel/ process of skill of telling story*. Furthermore, narrative also describes as a spoken or written account connected events or stories. It could be described that narrative a representation of certain situation or process in specific way as to reflect or harmonize set of aims or values. The purpose of narrative is to entertain, moreover, Knapp and Watkins (2005) stated that the narrative basically is not about entertaining a reader or audience but it is beyond on that. As stated by (Derewianka: 1990) narrative also seek to teach or inform, to embody the writer's reflection relies on experience, also, to support and broaden the imagination of the readers. Narrative has a strong potential factor as a social changing towards attitudes, social and interaction. This strong power could be detected how the mass media such as television through soap opera and dramas use narrative to blow up the happening topics based on the people behind the scene's mind and interest. Additionally, still in Knapp and Watkins (2005) stated that narrative is a huge or macro genre which easily accommodate one or more of the other genres and still remain dominant. In means that a narrative itself can record another types of genre that can hold the dominant of the characteristic of narrative.

Why narrative text is pivotal to deliver as school? Narrative text is one of popular genre taught. It should be presented in a sequence of written or spoken words or in a sequence of moving pictures. Even though a story telling as one of the component of narrative text which commonly come in this lesson, the narrative text is actually more dominant in the form of writing in which requires the generic sense of the structure of a story, analyze the characters, the background, and narrative storyline. That is why narrative text is crucial and repeatedly learnt in each semester at school, that's because if we always keep in mind about the real situation right now, the meaning of the story will be decreased as the time goes by - it would be meaningless, bored and tired. On the other hand, if we write fantasy, unreal, fiction in a form of narrative text, it would be interested and remembered.

Specifically, narrative has several types which is typically imaginary form but could be factual. Narrative can be organized in a various number, for instance;

Fairy stories (a story in which originating since folklore to modern era, e.g. Cinderella, Aladdin, Ali Baba, etc.) mysteries, science fiction, choose-your-own-adventures, romances, horror stories, heroes and villains, TV cartoon adventure stories, parables, fables (that features any kinds of animals, plants in which give such kind a human's abilities that show a moral story hidden) and moral tales, historical narratives, myths (kind of an old story or traditional one that describe about natural or social phenomenon that involves a supernatural being) and legends.

In consequences, narrative text becomes a compulsory subject at school in which the student has to tell a story of narrative, in written or spoken form. Although storytelling is one of component narrative in spoken form but mostly student taught narrative text through written form that they have to read then comprehend the generic structure of a text, characters involved, background of a story, even the plot of a story. Based on the experience of the writer, narrative is a text that students are used to discussing about narrative, especially story telling is one of aspects that comes to such kinds of English competition every year, whether the competence in district or province level.

Moreover, the social function of narrative as stated by Suherdi (2013) is to entertain or amuse the readers with actual or imaginary experience with some problems which lead to the climax and then turn into a solution to the problem. It means the writer engages the reader within an imaginative plot that lead to the anticlimax and resolution. For instance, that a story of Malin Kundang who was a perfidious man towards his mother, he did not obey his

mother at all, at the end of the story he became a statue in the Padang beach. Another example is about Nyo Roro Kidul that got a skin disease, she was cured by sacrificed herself by jumping down into the Southern sea, and even she became a 'queen' of its sea.

B. Text Organization

Formally, the main core of the narrative text is on a sequence of actions. As known that the generic structure of narrative text usually started with an *orientation*, it is about in which the writer tries to sketch in or create the 'possible world' of this particular story (Derewianka, 1990). So, the reader is introduced set the scene and introduces the participants. The implication is commonly given to where the action is located and when it is taking place. An 'atmosphere' is usually created and there is often some imagination of the action to follow, drawing readers into the story and making them want to become involved. The orientation might be short or brief (Mr. Fox went out hunting one night), or it might broaden for several pages. The sort of details chosen for composition are those which will enhance the later development of the story (E.g. the personality of the main characters), the type of situation, and the relationship with other characters).

Furthermore, the second generic structure of narrative is *complication*. This is about expect some complication or problem arise along the series of a plot. It seems would not be interesting if unexpected thing didn't occur in the story. This complication will encounter the main character and often serves from gaining their goal.

The third of generic structure is a *resolution*, the crisis is resolved, for better or for worst. The complication might be resolved for a better or worse result or solution but it is barely left completely unresolved (even though it is of course possible in certain types of narrative which give a wondering trance) – How did it finish?

As stated by Derewianka (1990) the setting of language feature of narrative as following:

- 1) Specific, often individually participants with defined identities. Major participants are human, or sometimes animals with human characteristic
- 2) Mainly action verbs (material processes) but also many verbs which refer to what the human participant said, or felt or thought (verbal and mental processes)
- 3) Normally past tense form (slumped, knew, sat)
- 4) Many linking words to do with time (then)

- 5) Dialogue often included, during which the tense may change to the present or future
- 6) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind
- 7) Can be written in the first person (I, we) or third person (he, she, it, and they). In choose – your- own – adventures, the reader is involved in the story as a major character and addressed as 'you'

However, narrative itself also as one of Bahasa Indonesia types of genre. Generally, there is almost similar in pattern of narrative text between English and Bahasa. The distinctive between these two is the complication of Bahasa pattern divided into two that are anti-climax and resolution.

C. Text Analysis through SFL Perspective

Since the genre based approach is not about discussing the content of a text but also how the moral value of the text can influence a students' attitude, skill and knowledge, therefore, it is crucial to discussing and analyzing a narrative text in SFL context. Furthermore, this part will describe a narrative within SFL scope, the significance of SFL in narrative that can help analyze and determine a narrative text in detailed meaning not only grammatical set but also through meaning and context. It helps learners to communicate whether spoken and written comprehensively.

1. Experiential Metafunction

As stated by Derewianka (1990) one of the major function of language is to enable us to represent the world and not only the real world but imaginary, possible worlds. The world is made up of people, places, animal, objects, plants, concepts, machines, and others. In fact, the world is not static, it also involves events and happenings. Therefore, it is classified that there 6 types of word process; material process, mental process, relational process, verbal process, behavioral process and existential process. It could be described that the world in terms of processes and participants in those processes. It could be seen those participants and processes as follows:

<i>The children</i>	<i>Were reading</i>	<i>Their novels</i>
Participant	Process	Participant

The processes represent ‘what’s going on in the world’. In traditional grammar, processes are referred to as ‘verbs’. It could be generally think of verbs as ‘doing’ words. But this is rather vague and not entirely accurate. Then, there are several types of processes are held in the world;

- 1) The ‘doing’ the actions and happenings we observe taking place around us (such as; he walked, they went, it held) referred to as *material processes*
- 2) The processes that humans engage in with their intellect and senses, referred to as mental processes, the instance;
 1. Believing, knowing (processes of cognition)
 2. Seeing, observing (process of perception)
 3. Fearing, enjoying (process of feeling/ affect)
- 3) The ‘talking’ or verbal processes (he said, she accused, they promised)

Additionally, each of these processes refers to a different type of reality:

- a) The reality of the ‘real world’ (material)
- b) The reality as perceived and interpreted through the senses (mental)
- c) The reality that it is constructed through language (verbal)

The setting of 7 processes as following:

Jane [**actor**] baked a pie [**goal**] for Mary [**beneficiary**]

Jane is the actor that she is the one who is doing an action, baked as a process, pie as a goal and for Mary as a beneficiary in which she’s receiving the goal from Jane. The actor initiates the action that creating or making something that is a pie as ending goal then give it for Mary.

Jane [**actor**] crosses the road [**scope**]

Jane is as the actor or the active but in this sentence road as a scope because nothing being done to the road. Jane is doing an action only for herself and the road just happen or nothing change.

Moreover, mental processes are also known as ‘*stative verbs*’ in which the general meaning is sensing, seeing, wanting, feeling and thinking. The participant belongs to this processes are *senser* and *phenomenon*. The example is;

Jane [*senser*] likes French [*phenomenon*]

Third, attribute processes are used when we want to describe someone or something. The participant involves to this processes are *carrier* and *attribute*, then the general meaning is attributing. The example can be seen as follow;

Jane [*carrier*] is nice [*attribute*]

The special note for this type is the form of the sentence cannot be reserve or change the position of the participant. It cannot be stated that *Nice is Jane*, the sentence would be meaningless.

The next type of processes is identifying that is used to identify aspects about someone or something in which the general meaning of the processes is identifying. The participant for this identifying processes are *identifier* and *identified*. It is focusing on looking more who are they and what are they, it can be seen as examples below;

Jane [*identified*] is the teacher [*identifier*]

Unlikely the previous type of attribute processes, we can reserve or change the position of the participant. So, based on the example above we can say; *The teacher is Jane*. However, as same as the previous type we cannot use passive form in this type of processes.

Fifth, the behavioral processes is used to talk about a behavior that someone or something is displaying. The general meaning is behaving in which the participant of this type is behavior, as we can see in this example;

Jane [*behavior*] is laughing.

The next type is verbal processes that is used to talk about what someone or something says. The general meaning of the form is saying, the participants are sayer, receiver and verbiage. The example is;

Jane [*sayer*] told Ben [*receiver*] a story [*verbiage*]

Moreover, let's take a look the examples below. Notice how the text is not bare recital or events but is constantly enriched but suggestions of what the characters perceive, think, feel and say.

*They **woke up** {material} cold and melancholy, and stood shivering on the draughty platform while the baggage was taken out of the train. Then the engine, puffing and blowing, set to **work** {material} again, and **dragged** {material} the train away. The children watched the tail-lights of the guard's clan disappear into the darkness.*

*This **was** {relational} the first train the children **saw** {mental} on that railway which was in time to become so very dear to them. They did not **guess** {mental} then how they would grow to **love** {mental} the railway and how soon it **would become** {relational} the center of their new life nor what wonders ad changes it would bring to them. They only **shivered** {material} sneezed and **hoped** {mental} the walk to the new house would not be long. Peter's nose was colder than he ever **remembered** {mental} it to have been before. Roberta's hat **was** {relational} crooked and the elastic seemed tighter than usual. Phyllis's shoe-laces had come undone.*

Based on the example above it can be concluded that the experiential metafunction mostly appeared in narrative text are material and mental process. Meanwhile, the process types of doing/ happening that frequently emerge are material, mental and verbal in which mental is appeared a cognition, perception and affect. In addition, in narratives text, we can construct a particular 'world'. This world imitates the characteristics of the real world – things are happening, people are thinking and feeling, listening and talking.

a. Interpersonal metafunction

As Halliday (2014) divides the ideational clause into two, logical and experiential metafunction, it refers to combine two or more clauses into a complete and logical clause. Narrative text proposes two specifics interpersonal terms; type of mood and speech function.

b. Type of mood

There are three types of mood; declarative, interrogative and imperative, yet, the narrative text mostly used declarative mood as the formula of good narrative, for instance;

Subject	Finite	Mood Adjunct	Complement
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The declarative mood in narrative text as follows;

Once upon a time,	There	Was	a man live in the village
<i>Mood adjunct</i>	<i>Subject</i>	<i>Finite</i>	<i>Complement</i>

In the village,	There	Live d	A farmer and three daughters
<i>Complement (adverb of place)</i>	<i>Subject</i>	<i>Finit e</i>	<i>Complement</i>

Once upon a time, there was a man live the village. In the village, there lived a farmer and three daughters, these two sentences can be classified by the position of the subject (*there*) that comes before finite (*was and lived*). In this case, the write provides any information to the readers that put the reader as the recipient of the information. First sentence delivers a message that the existence a man as the main actor and the second sentence give an information about the farmer who lived with his three daughters.

c. Modality

Modalization as proposed by Thomson (2004) operates on propositions that shows two kinds of intermediate possibilities; degree of probability and degree of usuality. For instance; a sentence includes will, would, shall, must, have to, may, might, can, could, seems, and the others. as the example as following;

She might be accepting the invitation

Jane could run away

The dimension of the modality as argued by Thomson (2004) has three modal values; high, medium and low, as the examples below

Degree of possibilities	Modalization
High	<i>I shall never be hurt anymore</i>
Medium	<i>He should be here by now</i>
Low	<i>I may be attend the exhibition</i>

d. Modulation

Modulation determined the two possibilities or inclination, whether *do it* or *do not do it*. It proposed a degree of possibilities as the examples quoted from Thomson (2004)

Degree of possibilities	Modalization	Modulation
High	I shall never be happy again	You must ask someone
Medium	They should be back by now	You ought to invite her
Low	I may be quite wrong	You can help yourself to a drink

Quoted form article EFL Func (2012), modulation might be seen as different point of view, as the subjective or objective orientation, as the examples below;

	Subjective	Objective
High	I must do it	I am determined to do it
Medium	I will do it	I am keen to do it
Low	I may do it	I am willing to do it

e. Textual metafunction

In addition, in textual analysis of language, the pattern of narrative has multiple themes and has a thematic progression. As the final metafunction as stated by Halliday (the textual is responsible to organize ideational and interpersonal meaning into a coherence and cohesive text. The pattern that the clause comes after the Theme is called Rheme which constructed the part of message introduced by the Theme. In English,

Theme takes a place in first position of a clause, the rest is Rheme. Once the theme of a clause is perceived, the Rheme could be easily noticed.

E.g. Jane [**Theme**] has finished her course [**Rheme**]

Regarding to narrative text, the theme that mostly used are actors and circumstances. As aforementioned before that highly frequent personal pronouns used in narrative text are he, she, it, and they. The circumstances pattern that is mostly used as a theme such as later, next, before, etc. The examples as follows;

1) Actors as Theme

They {Theme} **are small, yellow – brown, round – shaped creatures with long noses** {Rheme}

2) Circumstances as Theme

After lunch {Theme} **we walked up to the Sydney morning Herald and saw how they make papers** {Rheme}

Problem solving approach (PSA) rationale

After analyzing a writing error of a students, it is interested to attempt a new setting of teaching method of narrative text. In fact, there are several number of teaching English approach has already used in Indonesia. The highly frequently used until now are grammar teaching method and task based learning. These two methods seem a well-known method that used in many countries, focusing grammar teaching method providing the students information about grammar, by giving them the formula of a tense, adverb mostly used, form of verbs, and the others. Meanwhile, task based is how students can accomplish as many as kinds of task in order to attract their cognitive ability. The advantages of two learning approach is developing students' linguistic competence and builds their experiential learning. Although these two approached got some disadvantages in the process but these also give several contributions in teaching English process. On the other hand, 21st century education setting has already changing from the teachers' centered turns into students' center. 21st century demand of 4C's of education as delivered by Roekel (2014), critical thinking, collaboration, creation and communication. The 4C's as the identification of 21st century demands are already living on the 2013 curriculum that requires students to be mastered in attitude, skill and knowledge. Due to a communication

skill, it takes a students' attention to be mastered in both speaking and writing skill of narrative text. Furthermore, the writing itself is not about express a students' idea in written form but how students write a coherence and sequence paragraph, how they can write a good narrative text by putting a whole aspects of narrative setting and how they can write correctly in form and meaning of narrative text (Gorgiladze & Doghonadze, 2008).

Moreover, the 2013 curriculum has proposed a various numbers of teaching methods, they are project-based learning, problem-based learning, discovery and inquiry learning. Specifically, in problem-based learning is such kind of instructional method that is serve students with knowledge that related to the problem solving (Schmit, 1983). Problem-based learning as one of experiential learning process around the investigation, elaboration and useful resolution of a problem solving (Barrows in Hmelo & Silver 2004). In problem-based learning, students are divided into some group that they have to identify the problem and discussing to overcome the problem. In this section, teachers are as a facilitator and guidance through the learning system as following;

- 1) Problem scenario
- 2) Identify facts
- 3) Generate hypothesis
- 4) Identify knowledge deficiencies
- 5) Apply new knowledge
- 6) Abstraction

At the end of this problem-based learning section, students are expected to apply their new knowledge and evaluate their constructed hypothesis that they have already learned. Moreover, quoted from the same sources, the advantages of problem-based learning can be elaborated as following; (1) Achieve a new and flexible knowledge independently. (2) Develop higher level of cognitive skill. (3) Learn material and improve their writing. (4) Share ideas and knowledge construction through collaboration problem solving. (5) Maintain communicative skills, creativity, critical thinking and solution. (6) Achieve and learn a values; social, ethical and moral values. Thus, the combination of task based learning and problem-based learning is a new set of teaching approach namely problem solving approach, in which will be employed for narrative text. However, in this paper will include grammar teaching method to complete a pedagogical set in teaching genre based approach.

D. METHOD

The method of this study was descriptive qualitative. The narrative text was taken in SMAN 1 Lirik – Riau, the sample were second year students of social science class. The students were asked to write a narrative text, by giving them a several topics to be chosen. After that, the measurement of the data was used a generic structure, language feature and SFL perspective analysis.

E. FINDING AND DISCUSSION

1. Students' narrative text problem on generic structure

The narrative begins with an orientation, it is introduced the main characters and possibly some minor characters (Derewianka, 1990). Some indication is generally given of *where* the action is located and *when* it is taking place. Additionally, a narrative story brings an arising problem or it is called a complication. The characters will involve into a problem, by the end of narrative story will give resolution that indicates a 'satisfying' narrative. By analyzing the text, it is indicated that characters, complication and resolution are completely provided by the students.

Characters	Main character	The ugly giant lizard
	Supported character	The farmer, Mimin, Memen and Mumun
Complication		The ugly giant lizard wanted to carry of the farmer's daughter, there would be any thread if the farmer refused
Resolution		Mumun, the third daughter of the farmer accepted the proposal of the ugly giant lizard.

This kind of narrative story is fable, a short story that commonly is about animals and that is intended to teach a lesson. Moreover, as proposed by Knapp and Watkins (2005)

fable that used a narrative form for developing young writers' understanding of theme and narrative structures. The text entitled; the ugly giant lizard also observed a set of structural elements of orientation, complication and resolution. Furthermore, at first paragraph the writer introduced the setting and the place, in village. Also at its paragraph it can be recognized that there are 5 characters, one main character that is the ugly giant lizard, the supported character that is the farmer, the three daughters – Mimin, Memen and Mumun. In addition, the complication or the raising problem of this story is the ugly giant lizard wanted to marry of the farmer's daughter that is revealed on second paragraph. Another problem appeared in the third paragraph when the farmer offered the proposal to his first and second daughters that both of them are refused to marry with the ugly giant lizard. Then, on fifth paragraph the resolution of the story is appeared when the farmer offered to his third daughter, Mumun agreed to marry with the ugly giant lizard since she wanted to help his father from any thread come toward her father. Hence, the three aspects of generic structure of narrative story is completely stated in this narrative story.

2. Students' narrative text problem on Experiential metafunction

The experiential involves engages to this text, that is important to identify 6 types of process; Material process, mental process, relational process, verbal process, behavioral process and existential process. Meanwhile, the high frequently used process in narrative text are material and mental process, for instance;

1) Material process : One day the ugly giant lizard *saw* the farmer and he came to farmer

2) Mental process : The ugly giant lizard *felt* in love with of farmer's daughters

Yet, from the example of the text, it is identified that an attributive metafunction but there is a missing carrier;

They	Happy	Live
Senser		

This table is identified as mental experiential, that sometimes known as *stative verbs*. The participant involves in this scope are senser and phenomenon. In this case the clause should be *they lived happily*, it seems that from the table the writer wrote was not in proper order.

3. Students' narrative text problem in interpersonal metafunction

<i>Their names</i>	<i>Are</i>	<i>Mimin, Memen and Mumun</i>
Subject	Finite (present)	Complement
Mood	Residue	

The clause above got a wrong in a finite section. Narrative text requires past tense, yet, the student wrote in a present time. This clause should be *Their name were Mimin, Memen and Mumun*.

<i>One day</i>	<i>the ugly giant lizard</i>	<i>See</i>	<i>the farmer</i>
Adjunct	Subject	Finite (present)	Compliment
Residue	Mood		Residue

From the table we can identify that there is a mistake form of finite, the correct clause should be *One day the ugly giant lizard saw the farmer*

<i>and</i>	<i>He</i>	<i>Come</i>	<i>To farmer</i>
Adjunct	Subject	Finite (present)	Compliment
Residue	Mood		

From the clause it could be found another mistake of finite, the correct one should be *and he came towards the farmer*

<i>He</i>	<i>To come</i>	<i>Two beautiful daughters</i>
Subject	Finite (present)	Compliment
Mood		Residue

The clause above got a mistake on the finite, as proposed by narrative text that finite is in past form, so the correct clause should be *He came to two beautiful daughter*

<i>He</i>	<i>Question</i>	<i>Two beautiful daughter</i>
Subject	Finite (present)	Compliment
Mood		Residue

Same problem also appears in next clause, that is incorrect finite, the correct one for the clause above is *He questioned two beautiful daughters*

<i>He</i>	<i>Question</i>	<i>To daughter</i>
Subject	Finite (present)	Compliment
Mood		Residue

The student got wrong to put the correct finite above, the correct one has to be *He questioned to daughters*

<i>What</i>	<i>will married</i>	<i>the ugly giant lizard?</i>
Wh-question	Finite	Compliment

Residue		
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The clause above has a problem in term of WH-question as part of residue, it seems the students are getting confuse in choosing the correct term for this clause. The correct choice for this clause is *Who will marry the ugly giant lizard?*

<i>Will you</i>	<i>married</i>	<i>the ugly giant lizard?</i>
Modal	Finite (present)	Compliment
Mood		Residue

From the table above, it is identified incorrect form in term of finite of narrative text, the proper choice for the clause above is *Will you marry the ugly giant lizard?*

<i>After</i>	<i>Walk</i>	<i>Around the village</i>
Adjunct	Finite (present)	Adjunct
Residue	Mood	Residue

after walked around the village

<i>And</i>	<i>Have</i>	<i>A cute child</i>
Adjunct	Finite (present)	Compliment
Residue	Mood	Residue

and had a cute child

The three tables above show us the improper finite (*walk* and *have*), the required finite should be in the past form, the proper finite should be *after walked around the village* and *...and had a cute child*.

<i>Finally</i>	<i>There</i>	<i>Married</i>
Compliment	Subject	Finite (past)
Residue	Mood	

From the clause above, it can be found that a wrong word diction put in the subject, it correct choice clause should be *finally they married*.

Based on the previous tables, it can be seen that there was an interpersonal problem found in this text. The common errors appear in this text seems focusing on the finite form (Verb), the finite of narrative text should be in past form, meanwhile the students wrote in present form. There are 11 clauses found that common error in finite form, such as *their names are Mimin, Memen and Mumun*. As one of characteristic narrative text proposed by Knapp and Watkins (2005) that narratives stories are commonly written in the past tense except quoting direct speech, so the previous sentence should be *their name were Mimin, Memen and Mumun*. This also applied into *one day the ugly giant lizard sees the farmer*; it turns into *one day the ugly giant lizard saw the farmer*. Moreover, *will you married the ugly giant lizard?* It should be *will you marry the ugly giant lizard?* Then, *he asks a question to two beautiful daughters* into *he questioned two beautiful daughters*. Also, there is an error in subject term that *finally there married*, the correct one is *finally they married*.

From the text if can be noticed that the main problem appears in this text is misuse of verbs, whereas the setting of the narrative text typically writes in past tense but in the text identified that infinitive verbs. This problem might be caused by the L1 interference of the students, as generally speaking that the setting of L1 there is no tenses, there is no past tense and past participle verb form. L1 does not change depending on tenses. In order to indicate the time at the past only requires inserting words that indicate the time, in a very regular system.

4. Problem solving approach as pedagogical implication: Problem Based Approach (PSA)

As aforementioned before, the proposed new teaching method for narrative text is problem solving approach. This approach is a combination between two task-based

learning (grammar and vocabulary activities) and problem-based learning (collaborative problem solving, teacher monitoring, feedback and reflection). As stated in the 2013 curriculum, the duration for English subject each week is 90 minutes. The length time for this approach is required about 3 meetings or $90 \times 3 \text{ times} = 270$ minutes. The participant that learn about narrative text is second year students of senior high and vocational high school for all majors. The materials needed for this term are students' presentation, worksheet, class discussion, writing outline and authentic material from any sources, such as magazine, newspaper, story book, etc. Moreover, the role for teachers as a facilitator and guidance, students are required to be active learners. The process of this approach is divided into several meetings;

3) Meeting 1 : Task based

On first meeting, teacher introduce illustration structured problems, in narrative text. Afterwards, it attempts to pre teach useful vocabularies and grammatical structured through task based activities. In this activities, students are identified and classified the word most frequently used in narrative text by giving them vocabulary exercises. Meanwhile, the grammar exercises are given to students in order to train them in past tense form. Additionally, another kind of task is generic structure of narrative text.

4) Meeting 2 : Problem based learning

On second meeting, students are prepared to work in a group, the member of group are chosen by teacher by combining students who are higher and lower achiever in one group. This consideration is made up the higher achiever students can help and support their lower achiever peers. Within a group, teacher give a brief information to the students related to the narrative text. In this time student are expected to arrange the jumble paragraphs given by teachers, they need to identify the orientation, complication and resolution. At the end of this meeting they have already arranged jumbled paragraphs into a good narrative text. The teachers also share information about website that they can use to gather information as much as related to the narrative text. The examples of websites are:

1. Ello (<http://www.ello.org/>)
2. Fun Easy English (<http://funeasyenglish.com/>)
3. Go4English.com (<https://learnenglishkids.britishcouncil.org/en/go4english>)
4. Busuu (<https://www.busuu.com>)

5. BBC Learning English (<http://www.bbc.co.uk/learningenglish/>)
6. Lang-8 (<http://lang-8.com/>)
7. other

5) Meeting 3

In the third meeting, each group are asked to present what they have constructed in the previous meeting. This presentation is held to train their speaking and pronunciation ability. It would be interesting, if they can present a narrative text by using their gesture, in a story telling set. Afterward, students are asked to write a narrative text on their own ideas and creativity. Lastly, the students are asked to reflect what they have already got after learning and discussing the narrative text.

F. Conclusion

The text has analyzed through SFL (Systemic Function Linguistics) entitled *The Ugly Giant Lizard*. Basically, the main problem of student's narrative text is mistake of verbs, whereas the setting of the narrative text typically is written in past tense but in the text identified that infinitive verbs, and doing **mistake in adjunct**. There is a problem found in textual metafunction section. Yet, another common mistakes identified from the text is putting punctuation, diction of words and spelling.

In order to help students to create a good narrative text, it is proposed a problem solving approach (PSA), it gathers two approaches, they are task based learning and problem based approach as one the approach employs in the 2013 curriculum. There are consist of three steps within three meeting, at the end of the process students are expected to write a good and coherence narrative text related to the generic structures and language feature. It also expected to fulfill the requirement of SFL process.

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