

**STUDENTS' DIFFICULTIES AND SELF-INITIATED
STRATEGIES IN WRITING NARRATIVE TEXT: A CASE
STUDY AT A JUNIOR HIGH SCHOOL IN JAKARTA**



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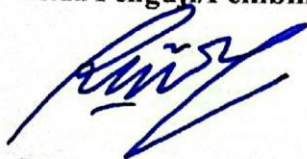
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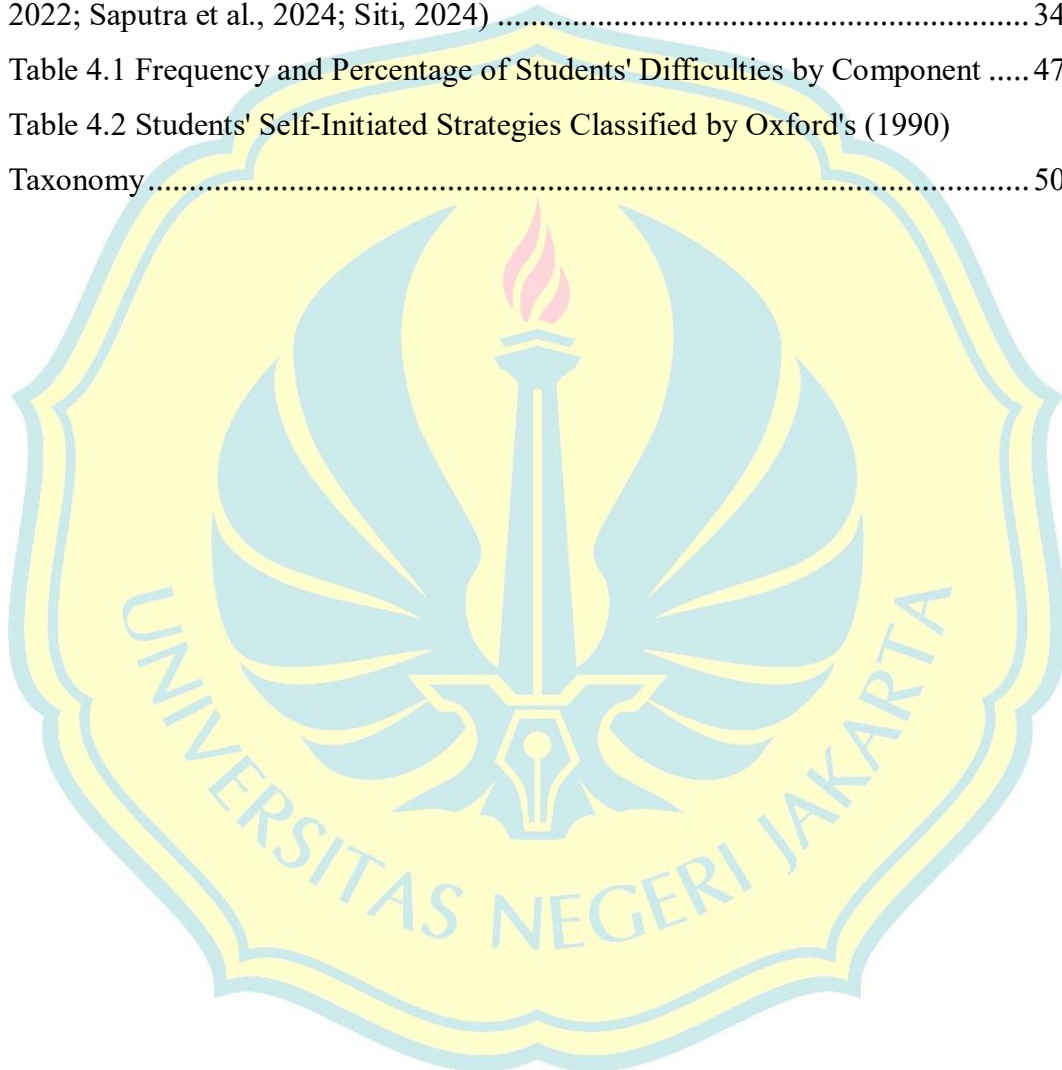
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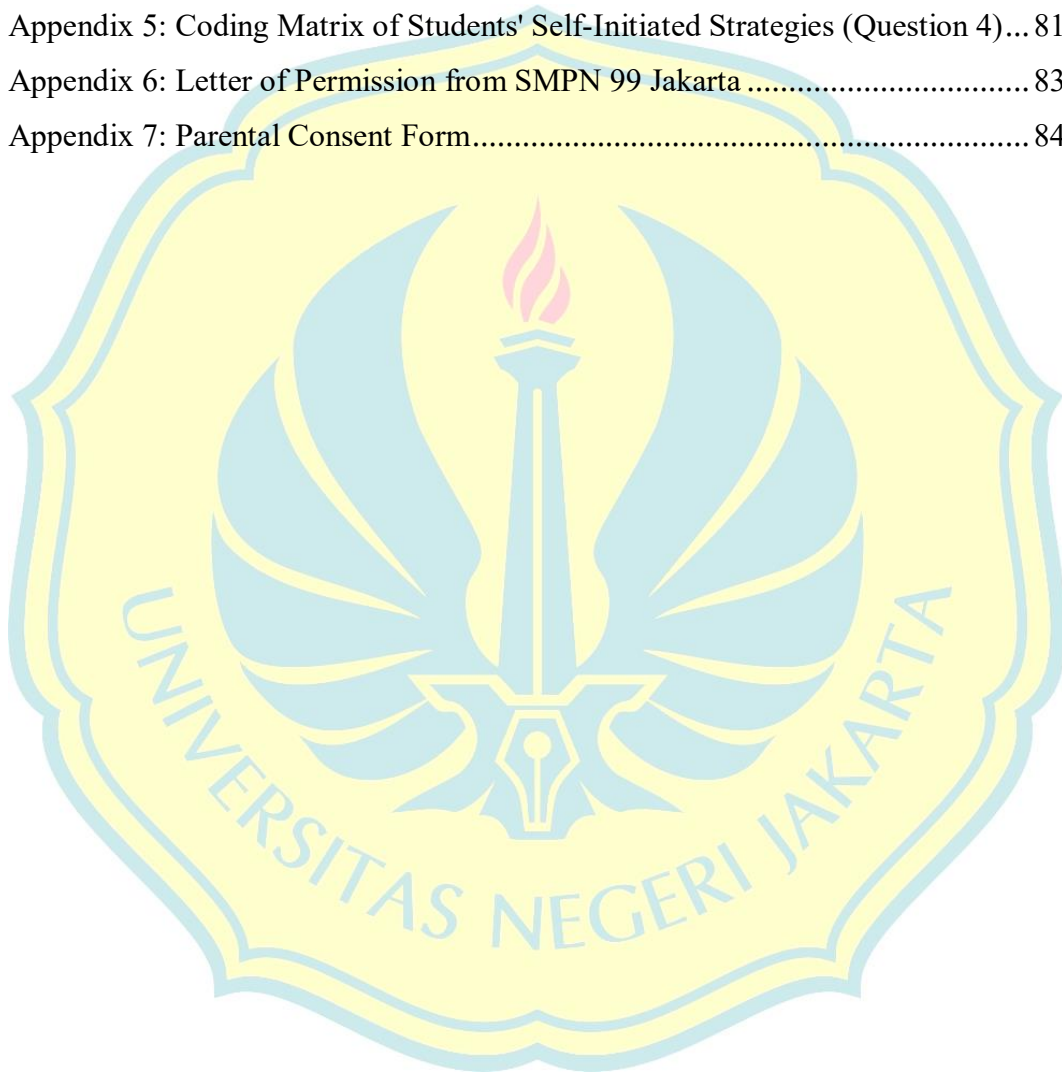
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ABSTRACT

Nabila Nur Azhizah. 2026. Students' Difficulties and Self-Initiated Strategies in Writing Narrative Text: A Case Study at a Junior High School in Jakarta. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study examined the writing difficulties experienced by eighth-grade students of class VIII-E at SMPN 99 Jakarta in composing narrative texts and the self-initiated strategies they used to address those difficulties. A qualitative case study design was employed with 31 students. Data were collected through students' writing products and an open-ended questionnaire. The writing products were analyzed using the frameworks of Jacobs et al. (1981) and Hughes (2003), covering content, organization, vocabulary, language use, and mechanics, while questionnaire responses were analyzed based on Oxford's (1990) taxonomy of language learning strategies. Data analysis followed Miles, Huberman, and Saldaña (2014), and trustworthiness was established through triangulation, inter-rater reliability (87.09%), and an audit trail. The findings showed that language use and mechanics were the most common writing difficulties, followed by vocabulary, whereas content and organization posed fewer challenges because most students followed the expected narrative structure. Cognitive strategies, particularly using dictionaries and reading model texts, were reported most frequently, followed by metacognitive and social strategies, while no student reported using affective strategies. These findings indicate that students' writing difficulties were primarily linguistic rather than structural, with self-initiated cognitive strategies serving as their primary approach to addressing those difficulties. This suggests that instruction should emphasize language accuracy while raising students' awareness of affective strategies.

Keywords: *narrative writing, writing difficulties, self-initiated strategies, EFL students, qualitative case study*

ABSTRAK

Nabila Nur Azhizah. 2026. Students' Difficulties and Self-Initiated Strategies in Writing Narrative Text: A Case Study at a Junior High School in Jakarta. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Penelitian ini bertujuan mengkaji kesulitan menulis yang dialami siswa kelas VIII-E SMPN 99 Jakarta dalam menyusun teks naratif serta strategi yang mereka inisiasi sendiri untuk mengatasi kesulitan tersebut. Penelitian ini menggunakan desain studi kasus kualitatif dengan melibatkan 31 siswa. Data diperoleh melalui hasil tulisan siswa dan kuesioner terbuka. Hasil tulisan dianalisis menggunakan kerangka Jacobs dkk. (1981) dan Hughes (2003) yang mencakup isi, organisasi, kosakata, penggunaan bahasa, dan mekanik, sedangkan data kuesioner dianalisis berdasarkan taksonomi strategi pembelajaran bahasa dari Oxford (1990). Analisis data mengikuti model Miles, Huberman, dan Saldaña (2014), sedangkan keabsahan data didukung melalui triangulasi, reliabilitas antarpemilai (87,09%), dan audit trail. Hasil penelitian menunjukkan bahwa penggunaan bahasa dan mekanik merupakan kesulitan yang paling sering ditemukan, diikuti kosakata, sedangkan isi dan organisasi relatif tidak banyak menjadi kendala karena sebagian besar siswa telah mengikuti struktur teks naratif yang diharapkan. Strategi kognitif, terutama menggunakan kamus dan membaca teks contoh, paling sering digunakan, diikuti strategi metakognitif dan sosial, sementara tidak ada siswa yang melaporkan penggunaan strategi afektif. Temuan ini menunjukkan bahwa kesulitan menulis siswa lebih bersifat linguistik daripada struktural, dengan strategi kognitif yang diinisiasi sendiri sebagai pendekatan utama untuk mengatasinya. Pembelajaran perlu lebih menekankan peningkatan akurasi bahasa sekaligus meningkatkan kesadaran siswa terhadap penggunaan strategi afektif.

Kata kunci: *penulisan naratif, kesulitan menulis, strategi yang diinisiasi sendiri, siswa EFL, studi kasus kualitatif*