

## Exploring Narrative Writing Skills of Indonesian 6th Graders: A Critical Genre Analysis

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### ARTICLE INFO

#### Article history:

Received : December 17, 2024

Revised : January 12, 2025

Accepted : January 12, 2025

Available online : January 13, 2025

#### Keywords:

*Critical Genre Analysis,  
Education, Linguistic  
Features, Narrative Text*

### Abstract

This qualitative study examines the narrative writing skills of four 6th-grade students in Indonesia by analyzing four narrative texts and conducting interviews with the students about their writing processes. Using Bhatia's Critical Genre Analysis (CGA) framework, the research investigates the interaction between textual features, professional practices, and cultural influences in shaping their narratives. The analysis reveals that students primarily use simple sentence structures and face challenges with grammar, such as inconsistent tense usage and subject-verb agreement errors. Additionally, their narratives reflect cultural values like family and togetherness, highlighting the role of socio-cultural norms in shaping their storytelling. Despite these strengths, the limited linguistic complexity indicates a need for instructional strategies that focus on vocabulary expansion and the development of narrative techniques. The findings also emphasize the influence of teaching practices, as most narratives follow a linear structure aligned with classroom instruction. This study contributes to educational practices by offering insights into how language, culture, and pedagogy intersect in narrative writing. The results aim to guide educators and curriculum developers in improving narrative writing instruction, enhancing its alignment with students' developmental and cultural contexts.

### INTRODUCTION

English, as an international language, has become one of the essential subjects taught in Indonesian schools, including at the elementary level. At this stage, the learning process is not only focused on introducing basic vocabulary or grammar patterns but also aims to foster comprehension, creativity, and cultural awareness. Kintsch (2013) defines comprehension as the process of constructing a mental model or representation of a text. One of the key methods for achieving these goals is through the use of narrative texts. Narrative text tells an event with a clear time sequence from the beginning, middle to the end. Narrative texts are usually well-packaged in order to entertain readers whether they are fiction or non-fiction (Fitri, et al., 2018). These texts serve as a medium to enhance language skills, convey moral values, and engage students in meaningful learning experiences. However, the effectiveness of these texts largely depends on their alignment with students' cognitive abilities and the social practices surrounding their creation and use. This study draws upon Bhatia's (2016) Critical Genre Analysis (CGA) framework to analyze narrative texts

written by 6th-grade students. CGA emphasizes the interplay between textual, professional, and social practices in the creation and interpretation of texts.

According to Bhatia (2012), genre analysis is essential for understanding the structure of academic writing. Bhatia's CGA integrates three key dimensions. First, textual practices involve analyzing the linguistic and structural features of the texts, such as organization, language use, and rhetorical elements. For 6th-grade students, this means examining how they structure their narratives (e.g., orientation, complication, resolution, and coda) and their choice of language elements, including diction and grammar. Second, professional practices explore how the texts adhere to or deviate from the writing norms taught in the classroom. For instance, it investigates whether students follow the narrative conventions introduced by their teachers and how instructional methods influence their writing. Third, professional culture examines the broader socio-cultural context in which the texts are created. It looks at how cultural values, moral lessons, and societal expectations are reflected in the students' narratives and how these texts resonate with the cultural environment of elementary education in Indonesia (Bhatia, 2015).

(Suhartika, et al., 2021) analyzed the narrative writing skills of fifth-grade students at SDN 2 Purwajaya based on aspects of content and linguistic suitability. The findings showed that 15 out of 18 students scored below the minimum passing grade (7), reflecting poor writing skills. The most fulfilled indicator was the introduction of characters (17 students), while sentence structure completeness for problem resolution was achieved by only 2 students. Meanwhile (Rahmayanti, et al., 2023) examined the narrative writing skills of fifth-grade students at SDN Cemorokandang 4 Malang based on six assessment aspects: plot, characters, setting, content, language style, and spelling/punctuation. The findings showed that the narrative writing skills were influenced by external factors (teachers, curriculum, teaching materials) and internal factors (psychological and technical aspects, such as language mastery). On the other hand, (Ferdinal, et al., 2024) analyzed the narrative essay writing skills of fourth-grade students. The research instruments included content, content organization, grammar, word choice, and spelling/punctuation. The findings showed that students were able to create narratives with appropriate characters, plot, and setting according to the theme and had clear content organization. The three previous studies did not use the Critical Genre Analysis (CGA) approach to analyze students' narrative texts to reveal the relationship between narrative texts, social contexts, and institutional practices in elementary school writing instruction. These studies focused more on linguistic and content aspects without exploring the influence of professional teacher practices or school professional culture, which are critical elements in CGA.

Genre analysis has been widely recognized as a critical tool in educational settings (Johns, 2002). While much research has focused on genre analysis, there is limited exploration of its application in elementary education (Swales, 2008). This research offers a new perspective on narrative writing in elementary education by applying Bhatia's CGA framework, which has not been widely used in this context. The objectives of this study are to evaluate the linguistic and structural features of narrative texts written by 6th-grade students, to investigate how instructional practices and teacher guidance shape students' narrative writing, and to explore the cultural and social values embedded in students' narratives and their alignment with educational goals. The findings are expected to provide insights for educators and curriculum developers into how narrative writing can be better tailored to students' developmental stages and cultural contexts. Furthermore, the study aims to highlight the importance of integrating textual, professional, and social practices to create more meaningful and effective learning experiences for elementary school students.

## **METHOD**

This study utilized a qualitative approach with a descriptive-analytical method to analyze narrative texts written in English by 6th-grade students, based on Bhatia's Critical Genre Analysis

(CGA) theory. The primary data consisted of narrative texts collected from class writing assignments, and interviews with four students were conducted to further explore their creative processes, sources of inspiration, and experiences in writing narratives. The qualitative approach was chosen to provide an in-depth understanding of the phenomenon and to capture the students' writing practices within the context of their learning culture (Imanina, 2020).

The analysis focused on three key aspects of Bhatia's CGA theory: textual analysis, professional practice, and professional culture. In the textual analysis stage, the genre structure of the narratives was examined, along with linguistic features such as word choice, grammar, and narrative elements that characterize the narrative genre. The professional practice aspect investigated how the students applied the techniques and instructions learned in class during their writing process. Lastly, the professional culture aspect explored the influence of the students' learning culture, personal experiences, and social context on their writing. To gather more context, structured interviews were conducted, using open-ended questions to explore how the students selected their topics, the steps they took in writing their narratives, and the emotions tied to their creative process. As Rachmawati (2007) notes, qualitative research typically involves informal questions to gain insights into the participants' experiences, which guided the interview design in this study. The key questions of the interview included: (1) What inspired your story? (2) How did you come up with your idea? (3) Can you describe the steps you took to write it? (4) How did you feel while writing? (5) Which part of your story do you like the most, and why? The combined analysis of textual features, writing practices, and cultural context provided a comprehensive understanding of the students' narrative writing.

## **FINDINGS**

This study analysed narrative texts written by four Grade 6 students, all based on the same theme, namely holidays. However, each student chose different topics to develop their stories, including Zoo, Swimming Pool, Berastagi, and Amusement Park. The researchers divided the analysis into two, namely the analysis of internal factors and external factors.

### **Internal Factors**

#### **1. Data 1**

##### **A Trip to The Zoo**

Last year, my class go zoo. I feel so excite because I want see animal. We take little bus, and my friends sit next me we talk and laugh and look view when on trip. When we arrive zoo, teacher explain about animal we go to see lion first, but they Sleep. I feel so sad because I want see them play. Teacher Say, "Let's see monkey!" we go monkey cage. monkey very active. They jump, play monkey very active. They jump, play on tree make we laugh. I feel happy back. I very happy go Zoo and see animal. I have Fun in Zoo. My friends and me can't wait go again.

#### **1.1 Linguistic Features**

Linguistic features refer to the specific elements or characteristics of language that appear in a text. These include aspects such as vocabulary choice, grammar usage, sentence structure, and the overall style of writing or speaking. They play a crucial role in shaping how the text is organized, how ideas are expressed, and how the message is communicated effectively to the audience. The narrative demonstrates several linguistic features that reflect the student's language proficiency.

In this text, the student predominantly relies on simple sentence structures with minimal complexity, often using straightforward statements to convey ideas. For instance, sentences like "I

feel so excite because I want see animal" and "We take little bus" reflect a preference for basic forms of expression without incorporating advanced patterns or descriptive elements. Additionally, there is noticeable repetition of words and phrases, such as "I feel so excite" and "monkey very active," which, while emphasizing emotions and experiences, also reveal a limited vocabulary. This repetition detracts from the richness of the narrative by missing opportunities to explore synonyms or more varied expressions that could enhance storytelling. Furthermore, the text lacks cohesive devices, as there are few connecting words or transitions to link ideas smoothly. Sentences are often joined by "and," without appropriate temporal markers like "then" or "after that," which makes the narrative text feel a bit disconnected and harder to follow.

### 1.2 Grammar

Chomsky (1965) explains that grammar is designed to describe the innate competence of an ideal speaker-listener. For English sentences, including definitions, this competence is generally understood in the broader context of the English language and its overall usage, rather than being limited to the specific abilities of a particular language community (Barnbrook 2002). Grammar, in general, can be understood as the set of rules and structures that govern how words are combined to form sentences and convey meaning in a language. It serves as the framework that enables effective communication by ensuring clarity and consistency in expression.

This text has several grammatical issues, including tense usage, subject-verb agreement errors, and incorrect prepositions. One major problem is the inconsistent use of tenses, with the text shifting between past and present. For example, "Last year, my class go zoo" and "We take little bus" use the present tense verbs "go" and "take" instead of the correct past forms "went" and "took." This suggests a misunderstanding of how to properly use tenses. There are also issues with subject-verb agreement, such as in the phrase "monkey very active," which should be "monkeys are very active" to maintain correct grammar and improve readability. Additionally, preposition errors, like "sit next me" instead of "sit next to me," further highlight areas that need improvement. These mistakes indicate the need for more targeted practice and instruction to help the student write more accurately and fluently.

### 1.3 Lexical Choices

Through this text, the researchers found several lexical choices that reflect some limitations in the student's vocabulary and word usage. The selection of words plays a crucial role in shaping the narrative's tone and clarity, and in this case, the student's choices reveal areas for improvement.

The text demonstrates several vocabulary-related issues, including a limited range of basic words, inappropriate word forms, and a lack of descriptive language. The student's vocabulary appears restricted, as they primarily rely on simple and repetitive words like "excite," "happy," and "fun," which limits the variety and richness of the text. Additionally, there are instances of incorrect word forms, such as using "excite" instead of "excited" and "make we laugh" instead of "made us laugh." These errors not only disrupt the flow of the writing but also detract from its clarity and professionalism. Furthermore, while the student attempts to describe their experiences, the language lacks variety in adjectives and adverbs, resulting in a narrative with little depth. For example, a phrase like "look view" could be improved by using more vivid and descriptive language, such as "enjoy the beautiful view." These issues highlight the need for the student to expand their vocabulary and develop a better understanding of appropriate word usage to enhance the quality of their writing.

## 2. Data 2

### A Day at The Swimming Pool

Every Summer me and my family go to Swimming pool, we bring swim suit, towel and snack. I feel happy because I like swim and play in water. when we arrive at swimming pool, the sun is shine very bright. I jump into the water, but I not know the pool is very deep. I feel scared because I don't know how to swim good and I start to panic. My sister, Nova, see me. She help me and swim fast to me. She say "its okay,hold to the side of pool" My sister, Nova teach me how to float and swim good I feel more confident. After that I have fun. We play ball and diving. At the end, I enjoy hot pop mie and I cannot wait to go again.

### 2.1 Linguistic Features

This text uses simple sentence structures and straightforward language. The student conveys the story using basic sentences with minimal complexity, such as "I feel happy because I like swim and play in water." and "We play ball and diving." This reflects the student's tendency to focus on expressing the main ideas without incorporating more complex sentence forms. There is also a lack of cohesive devices, with events being simply connected by "and," such as "I feel happy because I like swim and play in water" or "My sister, Nova, see me. She help me." The lack of transitions like "then" or "after that" results in a less fluid narrative.

### 2.2 Grammar

This text contains several grammatical issues, including inconsistent tense usage, incorrect word forms, subject-verb agreement errors, and problems with prepositions and articles. For instance, sentences like "the sun is shine very bright" mix present tense ("is") with an incorrect verb form ("shine" instead of "shining"), while "I not know" should be "I did not know" to correctly reflect the past tense. Similar errors are found in "My sister, Nova, see me," which should be "saw me," and "She help me," which should be "helped me."

The student also struggles with using proper word forms, such as "swim" instead of "swimming" in "I like swim" and "diving" instead of "dive." These errors indicate a need for more practice with verb forms and gerunds. Additionally, subject-verb agreement issues further disrupt the flow of the text, as seen in "I not know" and "She help me." Finally, the misuse or omission of prepositions and articles, such as in "hold to the side of pool," which should be "hold onto the side of the pool," impacts clarity and grammatical correctness. Addressing these areas would help the student achieve more accurate and fluent writing.

### 2.3 Lexical Choices

This text reflects a reliance on basic vocabulary, with words like "swim," "play," "happy," "deep," and "scared" frequently used. While this is typical of a beginner level, it limits the expressiveness of the text and makes it harder for the student to fully convey their experiences and emotions. Repetition of words such as "swim" and "play" further highlights a restricted vocabulary range. For instance, "I like swim and play in water" could be revised to "I enjoy swimming and playing in the water," which introduces variety and enhances the narrative.

Additionally, there are errors in word forms, such as using "swim" instead of "swimming," "shine" instead of "shining," and "diving" where "dive" would be more appropriate. These mistakes suggest a need for more practice in applying the correct forms of words to ensure clarity and accuracy. The descriptive language in the text is also limited, as the student relies on simple adjectives. For example, instead of "I feel scared," a phrase like "I felt frightened" would add depth to the emotion. Similarly, "the sun is shine very bright" could be improved to "the sun was shining brightly," making

the description more vivid. These issues indicate that the student would benefit from expanding their vocabulary and learning to use more varied and descriptive language.

### 3. Data 3

#### Fun at The Amusement Park

On the last day of my sister's exam, my Sister very excited bring me to the amusement park because i likes amusement. I feel very happy because I like. We arrive late and See colorful rides. When we go to the roller coaster, the line very long. Me and sister feel impatient and want to ride soon. Me and my sister keep checking time and feel a bit sad. My mom suggest that we play game while waiting, we play fishing toy game. We catch fish and i feel happy and forget about long wait. Finally, when it our turn, we ride roller coaster and it very fun. After riding the roller coaster, we go home because it already midnight, me and my sister feel happy and tell everyone at home about it.

#### 3.1 Language Features

This text uses simple sentence structures, such as "We arrive late and see colorful rides" and "My mom suggest that we play game while waiting." While these sentences show a basic understanding of sentence formation, the lack of variety and complexity makes the narrative feel somewhat monotonous. Incorporating compound or complex sentences would improve the flow and make the reading experience more engaging. Repetition is another issue, with phrases like "feel happy" and "me and my sister" being used multiple times. The student could benefit from exploring synonyms or alternative phrases to convey similar ideas, which would enrich the narrative.

In addition, the transitions between events are basic and sometimes lack clarity, such as in "Finally, when it our turn," which lacks the necessary temporal markers for a smoother progression. The use of more varied connectors like "afterward," "subsequently," or "eventually" would create a clearer timeline of events and improve the coherence of the narrative. While there are some attempts at description, such as "colorful rides" and "long line," these phrases lack depth and vividness. The narrative could be significantly enhanced by incorporating more descriptive language that creating a more immersive experience.

#### 3.2 Grammar

This text demonstrates inconsistent use of tense, as it shifts between present and past tense. For example, "We arrive late" is in the present tense, while "Finally, when it our turn, we ride roller coaster" describes a past event using present tense. To improve clarity in recount writing, the text should consistently use the past tense throughout. There are also issues with subject-verb agreement. For instance, "My sister very excited bring me" should be corrected to "My sister was very excited to bring me," and "it very fun" should be "it was very fun." These errors suggest a lack of understanding of how subjects and verbs must agree in both number and tense, which is crucial for grammatical accuracy.

Misuse or omission of articles is frequent in the text. For example, "play game" should be "play a game," and "fishing toy game" should be "a fishing toy game." Additionally, prepositions require attention, as seen in "suggest that we play game," which should be "suggests that we play a game." The repeated use of "me and my sister" instead of the correct form "my sister and I" indicates incorrect pronoun placement. This not only disrupts the sentence structure but also highlights the need for greater attention to proper pronoun usage.

#### 3.3 Lexical Choices

This text relies on simple and repetitive vocabulary, such as "happy," "fun," and "play," which indicates a limited range of words to express emotions or experiences. The student could improve

their writing by expanding their vocabulary to include more varied and descriptive words, enhancing the depth of the narrative. There are also issues with word forms, such as "My sister very excited" (which should be "My sister was very excited") and "I likes amusement" (which should be "I like amusement"). These errors suggest a lack of attention to proper verb conjugation and adjective usage.

In terms of descriptive language, phrases like "colorful rides" and "long line" are quite generic and could be enriched with more vivid language. For example, "brightly lit rides" or "endless line" would provide more detailed imagery and add depth to the narrative. By incorporating more evocative adjectives and phrases, the student can make the writing more engaging and immersive for the reader.

#### 4. Data 4

##### A Trip to Berastagi

During holiday, my Family and me go to Berastagi, a beautiful city. Our bag is packed with very warm clothes and snacks. I feel happy because I want to see the mountains and cold weather. When we arrive in Berastagi, there was landslide, we right away go back home because the hot spring is closed because water go up. we are right away disappointed because we cannot visit the fruit market and hot springs and others, we feel boring. My dad suggest we go to a fruit garden to play and Pick fruits in garden. we very happy to eat fruit and play on the swings while see the view in the fruit garden after water go down and clean, we right away bur fruits any bath in hot spring with my family. we are very happy.

#### 4.1 Language Features

This text relies heavily on simple sentences, such as "Our bag is packed with very warm clothes and snacks" and "I feel happy because I want to see the mountains and cold weather." To enhance the flow of the narrative and engage the reader, incorporating compound or complex sentences would be beneficial. Repetition of phrases like "right away" and "very happy" suggests limited vocabulary and reliance on familiar expressions to convey ideas and emotions. To improve the narrative, the writer could use synonyms or varied expressions to avoid redundancy and add depth to their writing.

There is also a lack of effective connectors between ideas, which disrupts the flow of the narrative. For instance, "When we arrive in Berastagi, there was a landslide, we right away go back home" could be improved by adding cohesive devices such as "therefore" or "so," which would better connect the events and create a smoother progression. Then the descriptive language used in the narrative is basic, with phrases like "beautiful city" and "fruit garden." These descriptions could be made more vivid and engaging by including sensory details. For example, instead of simply saying "beautiful city," the writer could describe the sights and sounds of the city to make the experience more immersive for the reader.

#### 4.2 Grammar

This text contains frequent shifts between present and past tenses, such as in the sentence "When we arrive in Berastagi, there was landslide," where both present and past tenses are mixed. To improve clarity and coherence, it would be better to maintain consistency in the past tense. For instance, "When we arrived in Berastagi, there was a landslide" would ensure that the tense remains consistent throughout the narrative.

Errors in subject-verb agreement are present, as seen in "My dad suggest" (which should be "My dad suggested") and "water go up" (which should be "the water rose"). These mistakes suggest that the writer needs to pay more attention to the subject-verb agreement rules. A correct example would be, "My dad suggested we visit the fruit garden," ensuring that the verb matches the subject in both tense and number. There are also issues with articles and prepositions. For instance, the sentence

"play on the swings while see the view" should be "play on the swings while seeing the view." The correct use of articles and prepositions is crucial for clarity and grammatical accuracy. A more accurate sentence would be "We played in the garden" rather than "We played garden," which lacks the necessary preposition.

Pronoun usage also requires attention, as seen in the phrase "My family and me go to Berastagi," which should be "My family and I went to Berastagi." Proper pronoun placement and usage are important to maintain grammatical correctness and ensure that the sentence structure is clear and formal.

#### 4.3 Lexical Choices

This text mainly uses basic vocabulary such as "happy," "boring," and "fruit," which limits the depth and expressiveness of the writing. The student could improve the text by incorporating a broader range of vocabulary. For example, instead of "happy," they could use "elated" or "joyful," and instead of "boring," they might say "uninteresting" or "monotonous." Additionally, using more emotional words could enhance the narrative's ability to convey feelings, making it more engaging for the reader. There are also issues with inappropriate word forms, such as "we very happy" (which should be "we were very happy") and "water go up" (which should be "the water rose"). These errors suggest a need for greater attention to verb conjugation and grammatical structure.

In terms of descriptive language, the narrative includes generic phrases like "a beautiful city" and "play on the swings," which lack specificity and depth. To make the narrative more vivid and engaging, the student could include sensory details or more specific adjectives, such as "a breathtaking mountain city" or "a vibrant fruit garden." These changes would allow the reader to better visualize the scene and create a more immersive experience. Then the narrative lacks cohesive devices that help link ideas and events together smoothly. Words like "then," "after that," or "however" could improve the flow of the story, clarifying the sequence of events and ensuring a clear connection between different activities. By incorporating these cohesive devices, the student can create a more coherent and well-structured narrative.

### **External Factors**

In CGA, external factors are divided into two main aspects, namely professional practice and professional culture. Professional practice focuses on the sentence structure in the text being analyzed, which is usually examined through the moves and steps pattern. This pattern identifies the systematic steps the author uses to achieve certain communicative goals in the text, such as introducing a topic, providing an argument, or drawing a conclusion. This analysis helps to understand how texts are strategically organized to meet specific professional needs. Meanwhile, professional culture includes cultural elements, values, and perceptions that influence the way texts are produced and received in a particular context. In this study, the authors conducted interviews with students to explore how they understand and write texts. These interviews provided insights into students' thought processes, their cultural backgrounds, as well as how professional norms influenced their writing styles. By combining text structure analysis and interviews, this study aims to provide a comprehensive picture of the relationship between professional practice and professional culture in the context of language learning.

#### 1. Professional Practice

Data 1 "A Trip to The Zoo"

**Table: 1 Move and Step Data 1**

Move	Step	Description
Move 1		Orientation
	Step 1	Setting the time and place
	Step 2	Introducing the people and situation
	Step 3	Describing the journey
Move 2		Complication
	Step 1	Arriving at the destination
	Step 2	Sharing the experience and disappointment
Move 3		Resolution
	Step 1	Teacher's suggestion
	Step 2	Positive experience
Move 4		Coda
	Step 1	Evaluating the overall experience
	Step 2	Looking forward to the future

Data 2 "A Day at The Swimming Pool"

**Table: 2 Move and Step Data 2**

Move	Step	Description
Move 1		Orientation
	Step 1	Establishing Summer Routine
	Step 2	Introducing Family Characters
	Step 3	Describing Emotional Anticipation
Move 2		Complication
	Step 1	Encountering Unexpected Water Challenge
	Step 2	Experiencing Fear and Panic
Move 3		Resolution
	Step 1	Receiving Familial Support
	Step 2	Learning and Overcoming Challenges
Move 4		Coda
	Step 1	Reflecting on Transformed Experience
	Step 2	Looking Ahead to the Future

Data 3 "Fun at The Amusement Park"

**Table: 3 Move and Step Data 3**

Move	Step	Description
Move 1		Orientation
	Step 1	Setting the time and context
	Step 2	Introducing Characters
	Step 3	Describing Initial Excitement
Move 2		Complication
	Step 1	Identifying the Problem
	Step 2	Emotional Response to the Challenge
Move 3		Resolution
	Step 1	Suggesting a Solution

Move 4	Step 2	Emotional Improvement Climax
	Step 1	Reaching the Goal
Move 5	Step 2	Enjoying the Best Moment Coda
	Step 1	Describe the ending
	Step 2	Reflecting and sharing the experience

Data 4 “A Trip to Berastagi”

**Table: 4 Move and Step Data 4**

Move	Step	Description
Move 1		Orientation
	Step 1	Setting the Time and Context
	Step 2	Introducing Characters
	Step 3	Describing Preparation and Excitement
Move 2		Complication
	Step 1	Facing Unexpected Problems
	Step 2	Disappointment and Emotional Reaction
Move 3		Resolution
	Step 1	Suggesting an Alternative Plan
Move 4	Step 2	Enjoying New Activities
		Coda
	Step 1	Reaching the Goal
	Step 2	Enjoying the Best Moment

The four narratives share a similar structural pattern, consisting of Move 1 (Orientation), Move 2 (Complication), Move 3 (Resolution), and Move 4 (Coda). In the fourth and fifth narratives, additional details enrich the storytelling experience.

*Move 1: Orientation*

This move introduces the background of the story, including time, place, and characters.

**Step 1: Setting the Time and Place/Context**

Sentences such as *"Last year, my class go zoo"* (Data 1), *"Every summer, me and my family go to swimming pool"* (Data 2), *"On the last day of my sister's exam, my Sister very excited bring me to the amusement park"* (Data 3), and *"During holiday, my Family and me go to Berastagi, a beautiful city"* (Data 4) provide relevant information about the time and context of each narrative.

**Step 2: Introducing Characters**

Each text introduces key characters, as seen in *"My friends sit next me we talk and laugh"* (Data 1), *"Me and my family go to Swimming pool"* (Data 2), *"My sister very excited bring me to the amusement park"* (Data 3), and *"My Family and me"* (Data 4).

**Step 3: Describing Preparation and Excitement**

Initial activities such as packing or expressing excitement set a positive mood. Examples include *"We take little bus, and my friends sit next me we talk and laugh"* (Data 1), *"We bring swim suit, towel and snack"* (Data 2), *"I feel very happy because I like amusement park"* (Data 3), and *"Our bag is packed with very warm clothes and snacks"* (Data 4).

### *Move 2: Complication*

This move introduces the main conflict, creating tension.

#### Step 1: Identifying/Facing Unexpected Problems

Problems emerge in sentences like *"We go to see lion first, but they Sleep"* (Data 1), *"I jump into the water, but I not know the pool is very deep"* (Data 2), *"When we go to the roller coaster, the line very long"* (Data 3), and *"When we arrive in Berastagi, there was landslide"* (Data 4).

#### Step 2: Emotional Response to the Challenge

Emotional responses such as disappointment or fear are highlighted in sentences like *"I feel so sad because I want see them play"* (Data 1), *"I feel scared because I don't know how to swim good and I start to panic"* (Data 2), *"Me and sister feel impatient and want to ride soon"* (Data 3), and *"We are right away disappointed because we cannot visit the fruit market and hot springs"* (Data 4).

### *Move 3: Resolution*

This move shows how the conflict is resolved, often through intervention or a creative solution.

#### Step 1: Suggesting a Solution/Receiving Support

Proposed solutions appear in *"Teacher Say, 'Let's see monkey!'"* (Data 1), *"My sister, Nova, see me. She help me and swim fast to me"* (Data 2), *"My mom suggest that we play game while waiting"* (Data 3), and *"My dad suggest we go to a fruit garden to play and Pick fruits in garden"* (Data 4).

#### Step 2: Enjoying New Activities/Overcoming Challenges

Mood improvements are described in *"Monkey very active. They jump, play on tree make we laugh"* (Data 1), *"My sister, Nova teach me how to float and swim good. I feel more confident"* (Data 2), *"We play fishing toy game. We catch fish and I feel happy"* (Data 3), and *"We very happy to eat fruit and play on the swings while see the view in the fruit garden"* (Data 4).

### *Move 4: Coda*

This move concludes the story with reflection and positive anticipation for the future.

#### Step 1: Evaluating the Overall Experience

Positive evaluations are evident in *"I very happy go Zoo and see animal"* (Data 1), *"After that I have fun. We play ball and diving"* (Data 2), *"It very fun"* (Data 4), and *"We are very happy"* (Data 5).

#### Step 2: Looking Forward to the Future

Anticipation for future experiences is expressed in *"My friends and me can't wait go again"* (Data 1), *"I cannot wait to go again"* (Data 2), *"I can't wait to go again"* (Data 3), *"Me and my sister feel happy and tell everyone at home about it"* (Data 4), and *"We right away bur fruits any bath in hot spring with my family"* (Data 5).

## 2. Professional Culture

This study explores the professional culture of sixth-grade students by analyzing their narratives and examining how personal experiences, social values, educational practices, and emotions shape their storytelling. Through interviews, researchers uncovered key factors influencing students' writing, providing insights into the social and emotional aspects of language learning.

The narratives revealed that personal experiences played a central role in shaping students' stories, offering inspiration and grounding their ideas. For instance, Informant 1 centered her story on animals, saying, "I really like animals, so I started with that topic and then built my story." She

repeated this sentiment in her native language, “Karena saya suka dengan binatang, saya menulis cerita ini dimulai dari topik hewannya terlebih dahulu, lalu isi dari ceritanya.” Informant 2 wrote about swimming, sharing, “I love swimming (karena saya sangat suka berenang) and based the story on my own experience (pengalaman pribadi, Kak).” Her story captured joyful family moments spent swimming with relatives. Similarly, Informant 4 drew inspiration from a memorable trip to Berastagi two years ago, explaining, “Ide cerita ini juga berasal dari pengalaman pribadi saya yang terjadi dua tahun yang lalu, saat saya pergi bersama teman-teman.” These examples show how real-life events boosted students’ confidence and helped them forge authentic emotional connections in their stories.

Social values were another significant influence, often reflected in themes of family, friendship, and shared joy. For example, Informant 2’s story highlighted family bonding during swimming sessions, sharing, “Saya senang karena bisa belajar berenang dengan kakak. Karena bisa berenang sama keluarga.” Informant 3 described the fun of visiting a night market with friends, enjoying rollercoaster rides, fishing games, and the kora-kora, concluding, “Semua wahana itu sangat menyenangkan.” These stories not only stemmed from personal experiences but also conveyed cultural messages like the joy of togetherness and the value of relationships.

Educational practices also shaped how students structured their narratives. Many used clear, logical sequences influenced by classroom instruction. Informant 1, for example, explained how she started with a topic—animals—and added elements to develop her story, showing how lessons from teachers influenced her narrative style.

Emotions enriched the storytelling process, making the narratives more engaging. Informant 2 expressed happiness while recalling family moments during swimming trips. Informant 3 described a mix of excitement and sadness in her night market story, adding emotional depth. These elements made the narratives personal and impactful.

In conclusion, this study highlights how personal experiences, social values, educational practices, and emotions shape students’ narratives. Understanding these factors allows educators to create supportive environments that nurture creativity and storytelling. This approach sheds light on the complexities of students’ stories and emphasizes the importance of meaningful and culturally relevant learning experiences.

## **DISCUSSION**

This study provides valuable insights into the narrative writing abilities of sixth-grade students. Linguistically, the findings show that students face limitations in vocabulary and grammar, reflected in their use of simple words, grammatical errors such as tense inconsistencies and subject-predicate mismatches, and basic sentence structures. These limitations, as noted by Suhartika et al. (2021), highlight the need for strengthening the teaching of technical language aspects. Additionally, emphasizing the development of cohesion and sentence structure variation is crucial for improving the fluency of students’ narratives, in line with Johns’ (2002) recommendation to focus on linguistic elements in genre teaching.

In terms of narrative structure, the Move and Step analysis shows that students follow the standard narrative pattern (orientation, complication, resolution, and coda), but with limited detail. While this structure helps students understand the story’s progression, the lack of exploration in certain steps limits the complexity of the narrative. This aligns with the findings of Rahmayanti et al. (2023), who state that students’ narrative structures are often influenced by direct teacher instructions with little room for creativity. Therefore, a more flexible approach to teaching narrative structure is needed to encourage richer idea exploration.

Moreover, cultural influences are evident in the themes of the narratives, which often highlight family values, togetherness, and personal experiences. These findings support Bhatia's (2016) view that texts are not only shaped by professional practices but also by the culture and social values in which they are produced. In this context, writing instruction can be enhanced by integrating local cultural elements to strengthen students' connection to the stories they write.

The implications of these findings emphasize the importance of a holistic approach to writing instruction, one that focuses not only on linguistic skill development but also on providing space for creativity and the exploration of ideas based on students' personal experiences. Teachers are also encouraged to connect learning materials with students' social and cultural contexts, making the learning process more relevant and meaningful.

## CONCLUSION

The analysis of narrative texts written by 6th-grade students through the lens of Bhatia's Critical Genre Analysis (CGA) framework reveals significant insights into both the linguistic features and the contextual influences shaping their writing. The students demonstrated a basic understanding of narrative structure, consistently employing the moves of orientation, complication, resolution, and coda. However, their narratives often exhibited limitations in linguistic complexity, vocabulary diversity, and grammatical accuracy. Common issues included simplistic sentence structures, repetitive word choices, and inconsistent tense usage, which hindered the richness and clarity of their storytelling. These linguistic challenges highlight the need for targeted instruction that focuses on expanding vocabulary, enhancing grammatical competence, and encouraging the use of varied sentence structures to improve narrative quality.

Moreover, the external factors influencing the students' writing, such as personal experiences, social values, and educational practices, played a crucial role in shaping their narratives. The students drew inspiration from their own lives, reflecting themes of family bonding and shared experiences, which added authenticity to their stories. Additionally, the influence of classroom instruction was evident in their adherence to narrative conventions and structured approaches to writing. Emotional connections to their experiences further enriched their narratives, allowing them to convey deeper meanings and engage readers. Overall, this study underscores the importance of integrating linguistic development with an understanding of the socio-cultural context in which students write, thereby fostering more meaningful and effective learning experiences in narrative writing.

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