

AN ANALYSIS OF A STUDENT'S NARRATIVE TEXT WRITING FROM A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE

Moch. Said Mardjuki¹

¹ SMK Negeri 3 Kupang, Kupang, NTT, Indonesia

¹saidmardjuki@gmail.com

ABSTRACT

Narrative text is a text that is designed to entertain the readers. In the Indonesian educational context, the students lack general exposure to how to make an effective narrative text. This study is aimed at analyzing a student's narrative text. The study participant was a second-grade private Islamic High School student in Semarang Regency. She was selected as the participant since her writing showed her as a low achiever, which may portray the whole class's ability. Document analysis was employed to obtain adequate information on the student's narrative writing viewed from the SFL. The findings indicate that the student lacks grammar, ellipses in finite nominal sentences, L1 interference with word order, and vocabulary mastery. Therefore, to minimize the recurring problems, problem-based learning is one of the best approaches to teaching narrative writing. It is used since it conveys various activities in which the students are motivated to write and share their knowledge with others in collaborative learning. Thus, to implement problem-based learning into the teaching and learning process, the steps in teaching problem-based learning should be blended into the genre-based approach..

Keywords: narrative texts, genre-based approach, problem-based learning

Genre-based teaching enables students to make meaning in their English learning by using various genres of texts as the media. It was first introduced in Indonesia by Emilia in 2005, and has now become an integral part of the scientific approach in the 2013 Curriculum. A genre-based approach is believed to promote Indonesian students' reading and writing skills (The Regulation of the National Education Ministry of Indonesia No. 22 of 2006). One of the genre types is narrative. Narrative is one of the common genres that can be found in almost all countries. However, the reality is that students cannot construct a narrative text as the actualization of their comprehension relating to the narrative text. The recurring problems, such as L1 interference, lack of vocabulary, grammatical errors, and coherence among paragraphs, usually occur in terms of students' writing.

The study aims to analyse a student's writing based on the three metafunctions and propose a pedagogical approach to the English teacher to minimize the recurring problems faced by the students. In response to the 21st-century teaching principles, genre-based teaching seems encouraging since the cycle promotes ample opportunities for every student to explore their literacies. The modeling process introduces them to implicit information in a text, as in the sample, and the whole class explicitly examines the components involved. The second one, joint construction, they are guided to be autonomous through emulating, rather than imitating, a new

text based on the sample given and explained before in groups. Lastly, they make their latest text version under the related genre in the independent construction process. These indirectly emerge the five principles in which the students can: maximize both the receptive and productive skills, convey meaning from general scope to its details, involve LOTS to apply HOTS, understand various contexts related to the genre of the text, and promote self-motivation of improving literacy skills by stimulating their curiosity with some models first why a specific genre should be examined and mastered.

Some previous studies had been conducted related to SFL in the EFL context for either teaching or analyzing students' writing. Mulyaningsih (2013) in her research found that the students had difficulties in constructing narrative texts in term of the use of action verbs (past) and temporal connectives, the existence of dialogue, the use of the first and the third person and the use of descriptive language to create image in reader's mind. Pratomo (2014) found that implementing a problem-based approach elevates students' writing skills. In the ASEAN context, Watthanapatkitti & Sucaromana (2016) in their study found that the ability of the students in writing narrative text by using problem-based learning was significantly improved.

From the previous elaboration, it is necessary to analyze students' narrative texts related to the three metafunctions: interpersonal, experiential, and textual metafunctions. This analysis is aimed at understanding students' understanding of narrative text. Besides, it is used as the basis for drawing on pedagogical implications that the English teachers can employ to maximize students' writing skills on narrative texts.

Ideal Narrative Genre-Based Format

Text Organization

A narrative text includes orientation, complication, and resolution (Derewianka, 2004). Orientation deals with how the writer introduces the reader to the story. It commonly deals with the main character(s), which might also include minor characteristics. The indication of this text type primarily relates to the place, time, and some foreshadowing of the action to follow, which can get the readers involved in the story. Thus, it includes detailed information regarding the personality of the main character(s), the type of situation, and the relationship with other characters, which emphasizes the following development of the story. Most narrative texts, particularly in Indonesia, begin with a complementary adjunct: once upon a time, a long time ago, formerly, one of these days, etc. The complication refers to the problem that arises or the climax part in the text. It is an interesting part of the text since sometimes readers could not predict unexpected events and present how the main character's effort to reach the goal. It reflects the daily values that each problem could be solved. The last is resolution, which refers to how the main character(s) solve the problems. The way the complication is solved is either for better or for worse. Thus, some narrative texts have no end in resolution, which engages the readers to predict what happens later, like dangling.

Register

Like any other text genre, a narrative text also has language features that may differ from other text types. Joyce & Feez (2000) in Mulyaningsih (2013) also suggest that narratives have some linguistic features as listed below:

- a. Specific to individual participants with defined identities. Major participants are human, or sometimes an animal with human characteristics. For example, *Si Kancil*, *Tangkuban Perahu*, *Danau Toba*, *Roro Jonggrang*, etc. mainly use action verb (material processes) that describes what happens. For example, woke up, set to work, dragged, fell, etc.

- b. Use thinking verbs (mental processes) that give us information about what participants think or feel, such as wondered, remembered, thought, felt, or disliked. For example, saw, think, hoped, remembered, etc.
- c. Normally use past tense. For example, worked, built, run, jumped, etc.
- d. Dialogue often includes several saying verbs (verbal proverbs) such as process, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.
- e. Descriptive language is used to enhance and develop the story by creating image in the reader's mind.
- f. Can be written in the first person (I, We) or third person (he, she, they).

Thus, it is recommended that the readers know how to identify the specific characters, place, and time to make them more easily understand and get involved in the story. Therefore, most writers typically use the adjectives in the characters, which later will play an important part in giving more information related to what character(s) in the story will do, and also linking words related to time, which makes the narrative text more coherent.

Three Metafunctions in Narrative Text

Since a narrative text type is a part of the genre, it could be analyzed using the three metafunctions to make it meaningful. The three metafunctions are interpersonal (how the relationship between the writer and reader is established), experiential or ideational (what process is involved), and textual (how mode of presentation influences the choice of grammatical features). To make it clear, these components will be discussed further in the following section.

1. Interpersonal Metafunction

Interpersonal metafunction is concerned with the analysis of communicative exchange. The important aims in any exchange are giving and demanding "commodities" (Thompson, 2014). These commodities will be used either for information, goods, or services. Information implies the use of language, while goods and services can be exchanged without accompanying language. The usual labels for these functions are the traditional speech functional categories of statement, question, offer, and command. Statements and questions involve exchanges of information and are called propositions, while offers and commands are exchanges of goods and services called proposals. Grammatical MOOD options recognize these semantic categories. The MOOD component makes the clause accessible and consists of finite, subject, and occasionally modal adjuncts. The Finite makes the clause negotiable by coding it as positive or negative or by foundation in terms of modality. Any Finite is inherently positive or negative in polarity. The negative forms have an additional element (n't or not). Polarity may also be expressed through Mood Adjuncts such as hardly or never.

In order to understand the types of modality, the exchange of information implies the use of probability. The exchange of goods and services articulates the speaker's confidence in the exchange's success. This confidence concerns the degree of obligation the other person has to carry out the command. In offers, this confidence is concerned with the speaker's degree of willingness or inclination to fulfil the order. The first type of modality is called modalization, while the second one is called modulation. Modality involves degrees and scales. It is possible to formalize this to some extent and to establish three fundamental values: high, medium, and low. We must pay attention to the fact that this scheme does not work in all cases. However, they are proper labels that help us understand the speaker's degree of commitment. Another problem is how much the

speaker accepts responsibility for the stated attitude. The speakers may express their points of view objectively or subjectively by using separate clauses.

2. Experiential Metafunction

There is no doubt that we use language to communicate and interact with other people to deliver or express our thoughts, feelings, beliefs, and experiences, both in the external world, such as things, events, qualities, etc., and in the internal world, such as feelings, beliefs, thoughts, etc. However, we rarely recognize the purpose driving the choice of content. Experiential metafunction is related to transitivity analysis involving processes, participants, and circumstances (Thompson, 2014). Therefore, there would be various ways speakers use those kinds of utterances to represent the ideas based on their purposes. The Participant constituent can be further described in terms of various participant roles such as ACTOR, AGENT, GOAL, CARRIER, SAYER. The process is divided into three basic types: doing, projecting, and being.

The core elements of experiential metafunction are processes. There are seven types of process: material, behavioural, mental, verbal, existential, relational, attributive, and relational identifying. The first type of process is material, which deals with outside activities DOING (physical activities) something; none ANYONE/THINno onen do (it means that not everyone or no one physical activities). So, the process determines the choice of participants, including the actor (doer), the goal (affected), the range (not affected), and the beneficiary (to/for). As it is seen in the table below:

I	Give	a flower	to my mother
Participant/actor	Process: material	Participant: goal	Participant: beneficiary

The second type of process is behavioural, which deals with physiological and psychological behaviour: the doing version of mental or verbal processes; needs consciousness; the behavior (doer) and behavior/range (done). The following sentence is an example of a behavioral process.

The women	Laughed
Behavior	Process: behavioural

The third type of process is mental which deals with inside activities thinking, knowing, liking, wanting, perceiving; needs consciousness and human characteristics; there are only two participants: sensor (doer), phenomenon (thing known, linked/disliked, wanted, perceived). The following sentence is the example of mental process.

Sihab	knows	the truth
Sensor	Process: mental: cognition	Phenomenon

The fourth type of process is verbal, which deals with bringing the inside outside: saying something; none anyone/thing can say (inanimate saying is close to identifying); participants: sayer (doer), verbiage (said), receiver (said to), target (said about). The following sentence is an example of a verbal process.

Rozi	told	his story
Sayer	Process: verbal	Verbiage

The fifth type of process is existential, which deals with introducing the participants; there is no restriction on the participants; all participants only exist. The following sentence is an example of existential process.

There	Is	a kindergarten
	Process: existential	Existent

The sixth type of process is relational attributive, which deals with characterizing or assigning membership to a class; there is no restriction on participants; the participants are the carrier (thing described) and the attribute (description). The following sentence is an example of relational attributive process.

That bookcase	looks	very heavy
Carrier	Process: relational	Attribute

The last type of process is relational identifying which deals with decoding known meanings and encoding new meanings; there is no restriction of the participants; there are four participants: identified (that which is to be identified), identifier (the new identity), token (from), value (function or role) token represents value and value is represented by token. The following sentence is the example of relational identifying process.

Your office	is	the room on the left
Identified (IFD)	Process: relational identifying	Identifier (IFR)

The last element of the representation is circumstance. It is a detail information (complimentary). The following is the example of circumstance.

The woman	sings	beautifully
Participant	Process: material	Circumstance: manner quality

3. Textual Metafunctions

Textual metafunction is about how we define our text (Butt, 2000; Thomson, 2014). Textual metafunction has Theme and Rheme. Theme means the first clause with Topical Theme, while Rheme is the remaining clause. Thus, Thematic progression is the exchange of information between successive Theme and Rheme pairings in a text (Eggins, 2004). In multiple themes, a Theme consists of three possibilities. The first is Topical Theme, which relates to transitivity (participant, process, circumstance). The second one is Textual Theme, which relates to Textual Adjunct (i.e., continuative and conjunctive adjunct). The third one is Interpersonal, which refers to Mood structure (i.e., subject, finite, and modal adjunct). The following is an example of a simple clause and a complex clause: As the universe expanded, the temperature of the radiation decreased

As	The universe	expanded,
Interpersonal	Topical	
THEME		RHEME

As the universe expanded,	the temperature of the radiation decreased.
THEME	RHEME

In a clause complex, a Theme might consist of one clause, as shown in the example above, while a single clause could be separated or broken down into a Theme and Rheme. In a clause complex, a whole clause in a simple clause becomes a Theme.

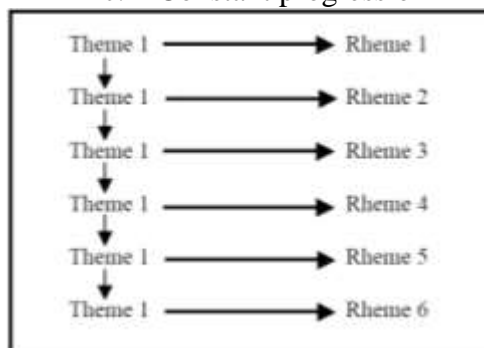
Theme also could be marked (atypical or uncommon), which is opposed to Unmarked (typical or standard). A Marked Theme is when different constituents become a Topical Theme but not in Mood structure (subject, finite, and modal adjunct). When a complement in a declarative clause becomes the Topical Theme, then the Theme is considered marked. However, when the Topical Theme is a subject, it is considered an unmarked theme. The following is an example of a Marked and Unmarked Theme:

Happy	is situation of life
Compliment	
Theme (Marked)	

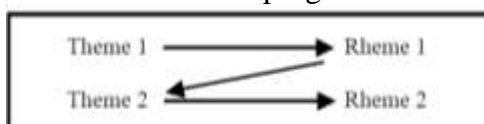
I	go to the market every morning
Subject	
Theme (Unmarked)	

Moreover, Thomson (2014) explains that thematic progression deals with the coherence within a paragraph or text. He divides it into three categories: constant progression, linear progression, and derived progression. The first deals with the relationship between the Theme in the clause and the Theme in the previous clause. Meanwhile, linear progression deals with the connection between the Theme in a clause and the Rheme in the previous clause. Furthermore, derived progression deals with an unstructured form; for example, a Theme in a clause may be related to the Theme or Rheme in the other clauses, which are not close to the clause where the Theme is placed. The following are the patterns of the three Thematic progressions.

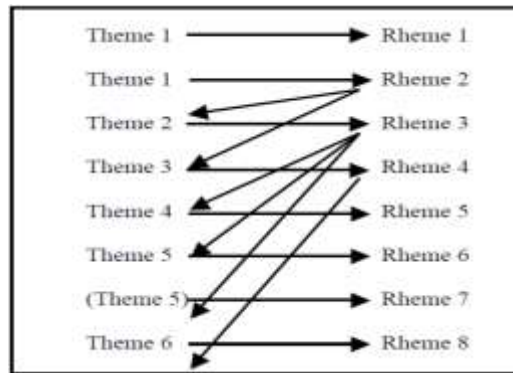
Pic. 1 Constant progression



Pic.2. Linear progression



Pic.3. Derived progression



Previous researches

There are several studies related to the implementation of project-based learning. Mulyaningsih (2013) researched at a public junior high school in Bandung on analyzing students' narrative writing, which focused on schematic structures and linguistic features. The study used qualitative case study research, which found that the students from low and moderate achievers need more guidance from the English teachers because of their inadequate knowledge of writing narratives. They had difficulties constructing narrative texts in terms of the use of action verbs (past) and temporal connectives, the existence of dialogue, the use of the first and the third person, and the use of descriptive language to create an image in the reader's mind. On the other hand, high-achieving students must conduct self-revision to minimize their writing errors since they have covered the language features and components of the narrative text.

Pratomo (2014) investigated the implementation of project-based learning in a junior state school in Magelang related to improving the students' writing skills. By employing collaborative action research, he found that the administration of problem-based learning would enhance the students' writing skills. It is because such a process encourages the students' capability and engagement through various activities in the learning process. Thus, employing this approach to be more enthusiastic to write and to better understand the lesson taught, learning is a student-centered approach in which collaborative learning will lead them to share their knowledge and improve their writing skills: schematic structures, content, and language features.

Furthermore, Watthanapatkitti & Sucaromana (2016) examined the students' level of ability in narrative writing of 22 Thai EFL students. By employing an experimental study, the researchers found that the ability of the students in writing narrative text by using problem-based learning was significantly improved. Thus, the students' progression related to the implementation of problem-based learning also improved.

METHOD

The qualitative descriptive method was employed to analyze students' narrative writing at a Private Islamic High School in Semarang Regency. As Sullivan-Bolyai, Bova, and Harper (2005) and Mendez-Shannon (2010) describe, qualitative research's objective is to provide a solid description of the experience portrayed in an understandable language. This study was considered explorative research (Sidek, 2010; Gatbonton, 1999) because the primary purpose was to explore more about students' writing narrative text problems seen from the systemic functional linguistic perspective. Therefore, document analysis was employed to review and evaluate the student's narrative writing (Bowen, 2009).

The analyzed document was a student's narrative text of a second-grade student of a private Islamic High School in Semarang Regency. It was selected because the student is considered a low

achiever. The data was collected from the student's narrative writing document in the second grade of a private Islamic high school in Semarang. There were twelve students' narrative writing in the class, which was chosen since it had low achievers in writing ability. It also represents the general ability of the students to write. Thus, the student's narrative writing was analyzed by using the three metafunctions to answer the research questions, and then, the differences in the data were discussed. Fraenkel and Wallen (2009) acknowledged that content analysis is a technique used by researchers to seek human tendencies in an unintended way through an analysis of their communications. Since this study involved document analysis to make inferences, content analysis was used as the method of data analysis.

FINDINGS

Schematic Structure and Social Purpose

As aforementioned, each genre type has its schematic structure and social purposes. Thus, after analyzing the student's narrative writing, the findings indicate that the student can convey that the purpose of narrative is to entertain. It is similar to the purpose of narrative as it is proposed by Derewianka (2004). It was seen from the student's narrative writing entitled "Pisang Kluthuk and Pisang Susu" that she was able to employ one type of narrative text, that is, fable and moral tales, in her writing, and thus, she was able to use specific participants in her writing with human characteristics. It aligns with the Regulation of the Education and Culture Ministry of Indonesia No. 69 of 2013, which describes a narrative text as one of the text types taught in secondary schools in Indonesia, aimed at conveying national character building through the characters in the stories.

Relating to the schematic structures, the student could convey the three main schematic structures of a narrative text, which should have orientation, complication, and resolution. In the first paragraph, she introduced the characters involved in the story and when and where the story happened by employing "once upon a time, in orchards, *Pisang Kluthuk* was busy discussing the new banana in the nearby house, *Mr. Garden*. ... and new banana called *pisang susu*. From the student's writing, it was seen that she could employ the first text organization. In the second, third, and fourth paragraphs, the author proposed the complication by employing the problems involving the main character and thwarting them from reaching their goal. It is in line with what Derewianka (2004) acknowledges, that the complication consists of the problems that may prevent the characters from achieving their objectives. Moreover, she was also able to use the language features that characterize this part, which include linking words to do with time (then and after that). However, she could not put the resolution into her writing since she put the complication and resolution together in the last paragraph.

Student's narrative writing viewed from the three metafunctions

Student's narrative writing viewed from the three metafunctions

The student's text will be analyzed using the three metafunctions: Interpersonal, Experiential, and Textual metafunctions.

Interpersonal Metafunction

No.	Mood	Finiteness				Subject		
	Declarative	past	present*	Ellipsed finite	Modal (probability)	Pronoun	Ellipsed subject	Other

Total	31 clauses	14	8	1	1	You I	7	Mr. garden Pisang Kluthuk Pisang susu a new banana
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Source: Butt (2000)

From the table above it can be clearly seen that the student used 31 clauses in the form of declarative to construct her writing. Since it deals with narrative text. She used 14 finiteness of the past, which aligns with Derewianka (2004), who stated that the narratives' finiteness is typically past tense. However, there were eight inappropriate fines in the form of a present. The example is seen in the following table.

Clause 11	I	live*		long time*	here
Interpersonal	Subject	Finite (present)	Predicator	Adjunct	

In this clause “I live long time here,” the use of *live* should be *have lived* in order to make the finite agree with the subject. Thus, related to the position of the phrase *long time*. It should be placed at the end of the clause. Then, it should become *I have lived here long time*. Thus, the student was also used *Ellipsed* either Finite or subject. The following is the example of the used of Ellipsed finite as well as the subject.

Clause 14	and				bigger	sweeter	than you
Interpersonal	Adjunct	Ellipsed Subject	Ell. Finite	Ell. predicator	Adjunct		

From the clause above, there is an ellipsis of the subject and the finite verb. She omitted using the subject and the finite verb, which the complete clause should have, whereas I am bigger and sweeter than you. This is due to inappropriate grammatical patterns. Moreover, a clause used probability (modal: finite). It can be seen in the following table:

Clause 13	I	Never	Get	preferential treatment	from the Mr. garden	agains*
Interpersonal	Subject	Modal: finite (prob.)	Predicator	Complement	Adjunct	Adjunct

It contradicts Derewianka (2004), mentioning that no modal finite is used in composing a Narrative text. Then, there is a strong tendency for pronouns not to be preferred, e.g., *Pisang Kluthuk*, *Pisang Susu*, and *Mr. Garden*.

Experiential Metafunction

	Types of participant								
	Actor	Goal	Range	Beneficiary	Senser	phenomenon	Existent	Sayer	Receiver
Total	11	9	1	1	4	3	1	1	1

	Types of process					
	Material	Mental	Relational attributive	Behavioural	Verbal	Existential
Total	21	3	2	1	1	1

	Types of circumstance					
	Location	Extent	Matter	Manner	Accompaniment	Cause
Total	13	4	-	4	1	1

No.	Projected clause (interpersonal and experiential)
Total	2

From the tables above, it is seen that there are three constituents in analyzing experiential metafunction, which comprises participants, process, and circumstances. Concerning participants, there is one unusual type of participant used in her writing. She used Existent in one clause. This can be seen clearly in the following table.

Clause 22	Suddenly	in the distance	There	was	Tornado
Experiential				Process: existential	Existent

In line with the previous trend, the table above shows the use of Existential in the clause. Moreover, she used two projected interpersonal or experiential metafunction clauses in her writing. This can be seen clearly in the following table.

Clause 27		Said		“why is my body there are cotton woods seed?”
Interpersonal	Ell. Subject	Finite (Past)	predicator	Projected clause
	Mood Block		Residue	
Experiential	Sayer	Process: verbal		Projected clause

Regarding the textual metafunction, there are 22 marked THEME (21 textual THEME and one interpersonal THEME) and nine unmarked THEME. It is in line with Derewianka (2004), stating that most narrative texts have linking words to do with time.

DISCUSSION

Based on the student's narrative text findings, several recurring problems are faced by the student, and it may also portray the whole class. The common issues are a lack of grammar, ellipsis of the finite verb in nominal sentences (the omission of *to be*), L1 interference with word order, and vocabulary mastery. These problems align with what Mulyaningsih (2013) found in her research: that students with low achievement levels have issues related to language features in narrative text. They could use two language features: the specific participants and linking words related to time. Furthermore, the student's writing was able to convey all the components of language features of narrative despite the mismatch in using some finite forms in the present and a lack of vocabulary.

Therefore, to solve the problems that occur, problem-based learning would be one of the solutions since it conveys various activities in which the students would encourage their knowledge and apply it to solve problems in cooperative learning. Thus, this approach engages them to share their knowledge since there is no absolute answer to the given problems. It is similar to what Pratomo (2014) found in his research, that implementing problem-based learning is believed to improve students' writing capability since it provides various activities that require students to actively apply and find relevant knowledge. Moreover, in their research, Watthanapatkitti & Sucaromana (2016) also found that problem-based learning in teaching narrative text has significantly improved the students' ability to write narrative text.

Regarding implementing problem-based learning into the genre-based approach, there are five stages to be employed: orienting the students to the problems, organizing the students, guiding individual and group investigations, developing and presenting the students' work, and analyzing and evaluating the problem-solving process. Since, we teach narrative texts under the problem-based learning, the five stages of problem-based learning should be blended into genre-based approach: building knowledge of field into orientation of the problems and organizing to the students, modelling construction of text blended into guiding individual and group investigation, joint construction of text adapted into developing the student work, and personal construction of text blended into presenting the student work. Thus, analyzing and evaluating the problem-solving lies in the role of teachers.

Therefore, analyzing students' writing from the view of systemic functional linguistics would describe their writing ability and their knowledge regarding the schematic structures and purposes of the genre, content, and language features. Further study is needed to explore the real process of implementing problem-based learning in enhancing students' narrative writing.

CONCLUSION

The present study aims to analyze a student's writing based on the three metafunctions and propose a pedagogical approach to the English teacher to minimize the recurring problems faced by students. Based on the findings, the student's narrative writing consists of unusual trends: present finites, ellipsed subjects and finites, and modal finite in interpersonal metafunction. Thus, existent participant and existential process, projected clause in experiential, and since it deals with a narrative text, which has linking words to do with time, the Marked THEME is dominant. Therefore, to reduce the recurring problems, problem-based learning is one of the best approaches to teaching narrative writing. It is used since it conveys various activities in which the students are

motivated to write and share their knowledge with others in collaborative learning. Thus, to implement problem-based learning into the teaching and learning process, the steps in teaching problem-based learning should be blended into the genre-based approach.

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