

EXPLORING THE USE OF NARRATIVE TEXTS IN TEACHING WRITING FOR EFL CLASSROOM

Cardianti Qatrinada¹, Tri Wintolo Apoko²

¹qatrinada575@gmail.com, ²triwin_apoko@uhamka.ac.id

^{1,2} Pendidikan Bahasa Inggris, Universitas Muhammadiyah Prof. Dr Hamka

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ABSTRACT Narrative text is one of the writing types used by English teachers to provide to teach, and the use of narrative text is believed to be important for English teachers to apply in EFL English writing classroom. Thus, this study aims to explore the use of narrative texts in teaching English writing at secondary schools and investigate teachers' perceptions of its efficacy in enhancing students' writing skills. This qualitative research investigates the implementation of narrative texts in teaching writing in English as a Foreign Language (EFL) classrooms and explores teachers' perceptions of their use in improving students' writing skills. This research utilizes a qualitative descriptive research design to investigate the implementation of teaching writing through narrative texts and teachers' perceptions of their efficacy in improving students' writing skills. Data collection involved observations and semi-structured interviews with two experienced 10th-grade English teachers in one of reputable private senior high schools in Jakarta, Indonesia. This research highlights the paramount significance of incorporating narrative texts to enhance English writing proficiency among high school students. Despite teachers acknowledging their merits, challenges such as vocabulary constraints and translation hurdles persist. Nevertheless, narrative texts, particularly fairy tales, serve as catalysts for fostering students' creativity and critical analysis. Employing strategies that prompt critical inquiry is imperative. Consequently, narrative texts emerge as indispensable tools in high school English writing pedagogy, demanding innovative methodologies to surmount obstacles and elevate students' writing acumen effectively.

Keywords: EFL classrooms, narrative texts, teachers' perceptions, teaching writing, writing skills.

INTRODUCTION

English is the most widely spoken language in the world and significantly impacts every area of our lives. More and more people choose to use English as the main means of communication, not only for academic purposes but also for business, social, and cultural purposes (Ghozali et al., 2023). Therefore, all students must learn, in both formal and informal educational environments (Perdiana, 2022). English as a foreign language (EFL) is a language that is learned even though it is not used in daily conversation in some countries (Asriyani & Ma'rifatulloh, 2022). These are subjects that students in Indonesia must study at school (Prihandani, 2023). The aim of teaching English is to develop student's abilities to communicate both verbally and in writing. a second and foreign language requirement for anyone to communicate globally. Students must be able to speak, write, read, and listen to communicate effectively in English. Because students usually receive information passively through listening or reading, both are called receptive or passive. Speaking and writing skills are considered productive or active skills. This skill involves the active use of language to communicate and express ideas.

Among the active skills in mastering English, writing is a powerful medium through which students can convey their creativity, share knowledge, and have a long-term impact on the people who read it. This is one of the most important active skills that most people develop throughout their education (Ekalia et al., 2023). As it is noted, writing is an important communication tool nowadays and is both fun and successful. This emphasizes how important writing is to share knowledge and communicate efficiently with others. Writing may be the key to mastering English (Romadlona & Khofshoh, 2023). Afdila et al. (2023), highlight the difficulty of writing skills when creating respectful writing, which may cause several difficulties for foreign language learners in Indonesia.

Various text types exist, including descriptive, narrative, recount, report, and news item texts. Writing a narrative involves narrating an incident or event in detail and following its chronological order (Harefa & Utami, 2023). Asrul et al. (2021), define a narrative as a text that describes an incident or event that happened and is acted upon by a character or characters with challenges and solutions related to the character. The narrative concludes the story of sequence events that involve characters (Mulia, 2023).

In Indonesia, especially in senior high schools, several English teachers do not apply the right approach to teaching writing, especially in teaching writing narrative texts (Adam et al., 2021). In Indonesia, especially in Jakarta, there is a situation where some English teachers lack adequate skills in teaching narrative text writing to high school students effectively (Li, 2020). Simultaneously, many high school students still lack writing skills, resulting in ineffective narrative text production (Wale & Bogale, 2021). It is true that writing narrative texts requires adherence to a specific text structure. Ideally, several steps should be taken to facilitate students' understanding of this structure. Therefore, English teachers are urged to provide appropriate writing instructions to high school students, aiding in enhancing their writing skills and fostering motivation in the narrative text writing process.

Research regarding improving students' narrative writing skills has been carried out by various experts. However, only a few have focused on investigating the impact of using narrative texts in teaching writing in EFL classes. Previous research has demonstrated the efficacy of innovative approaches in improving students' narrative writing skills. Samosa et al. (2021), conducted research using questioning, reflection, and text strategies to improve students' narrative writing abilities. Through online learning mode and the purposeful selection of thirty learners, positive results were observed in terms of development of students' writing skills. Although their research used classroom action methods, our research uses a qualitative approach to investigate the impact of using narrative texts in teaching writing in EFL classes.

Next, research conducted by Haryanti and Sari (2019), has investigated methods for improving writing skills, especially in narrative texts. Their research emphasized the effectiveness of the genre-based approach (GBA) in improving students' writing abilities. Through comparison with conventional methods, significant differences were observed, highlighting the distinct impact of GBA in improving students' writing skills. These findings underscore the importance of further exploration into the use of narrative texts in teaching writing in EFL classrooms, aiming to provide valuable insights for improving language teaching methodology.

From the researchers' review of previous research, it appears that there has been no research that specifically explores the use of narrative texts in teaching writing in EFL classes, how the application of writing through narrative texts can influence students' writing skills, and how teachers perceive the use of narrative texts to improve students' writing skills. The main aim of this research is to determine the implementation of teaching writing through narrative text and to determine teachers' perceptions of the use of narrative text in writing. The novelty of this research lies in its concentration on the context of writing in secondary schools, emphasizing the importance of investigating the use of narrative texts in the teaching of writing, especially in educational settings. The research focuses on two aspects: (1) How the implementation of teaching writing through narrative texts affects students' writing skills, and (2) The teachers' perceptions regarding the use of narrative texts to improve students' writing skills.

LITERATURE REVIEW

Narrative Text

The narrative text is a type of text that retells past events that occurred (Mulyanah, 2021). Narrative text is also the type of text that is easiest for people to use to express their

views on life and attitudes towards events because the topic of narrative texts is things that happened or are happening might happen. Put differently, narrative texts narrate real-life stories. Individuals frequently reverse the events that have happened to them or what they saw in the narrative. Through the author's event-based writing, readers can comprehend the author's sentiments and perspectives on life and events (Bulut & Turkozu, 2019). A narrative is a type of fictional writing in which the author presents an event or numerous events that befell a character or group of characters as though the reader were actually living among the main characters (Rosyadi et al., 2023).

According to Maghfiroh et al., (2021), A narrative is a fictional work of art that presents events or a sequence of events that are meaningfully connected both temporally and causally. It is influenced by knowledge gleaned from real-life experiences. authors throughout all of the time. The narrative text ends the story with a series of events involving a character. In the writing narrative text, meaning writing about events that occurred in the past (Amelya & Baa, 2022). The core of a narrative text is its capacity to skillfully and charmingly construct stories that not only enthrall and amuse readers or listeners but also impart insightful and useful knowledge (Situmorang et al., 2024).

Based on the above sources, narrative texts serve as a powerful medium for individuals to express their views on life and convey emotions through real or imagined stories. Whether drawn from personal experience or inspired by folklore, the narrative engages readers by weaving together events that have temporal and cause-effect relationships, making them a timeless and impactful form of communication.

Teaching Writing In EFL

The four main components of teaching English are speaking, listening, reading, and writing. Since "writing gives students more thinking time than they get when they attempt spontaneous conversation," teaching writing is crucial to the study of teaching second or foreign languages (Koçak, 2019). A framework for teaching writing has been proposed, and consists of four stages: awareness raising, practice, feedback, and support (Pingmuang & Koraneekij, 2022). Teaching writing as an effective form of language has proven to be very important in foreign language classes, as it is a key skill for language learners to improve their language knowledge (Yeganehpour & Zarfsaz, 2020).

Writing has its characteristics which are different from other skills in teaching English. The teaching of EFL writing has employed various strategies to ensure that students can be engaged well and that their writing skills can be improved (Bush, 2021). The goal of teaching writing is to help students become independent writers by using and imparting various approaches and strategies (Alkodimi & Al-Ahdal, 2021).

Based on the sources above, teaching writing in EFL is a challenging but important task that requires the activation of students' meta-cognitive abilities. Educators employ a variety of strategies to effectively engage students and improve their writing skills. The main goal is to cultivate independent writers, which is achieved through the application of various approaches and strategies.

RESEARCH METHODS

This research uses a qualitative descriptive research design (Campbell et al., 2021) with an investigative focus implementation of teaching writing through narrative and determination texts teachers' perceptions of the use of narrative text in writing skills. Two 10th grade English teachers at one of reputable private senior high schools in Jakarta, Indonesia participated as respondents in this research. The teachers were selected because they had taught English in high schools for more than 10 years, and had experience teaching narrative writing

Observations and semi-structured interviews were used as the research instruments to collect data regarding the implementation of teaching writing through narrative texts and to determine teachers' perceptions of the use of narrative texts in writing skills (Husband, 2020). Furthermore, observations were carried out for two weeks to find out how the implementation of teaching writing through narrative texts affected students' writing skills. Apart from that, an observation checklist was used to find out what teachers and students do in class. In addition, the researcher noted several important things to highlight important information that occurred during the teaching and learning process. Meanwhile, semi-structured interviews were conducted to determine teachers' perceptions regarding the use of narrative texts to improve students' writing skills.

The interview session discussed the following issues, namely: the effectiveness of narrative texts in improving writing skills, and teaching methodology. After collecting data, researchers carried out a coding system, determined the discussion theme and analyzed it using the intended interactive model namely data collection, reduction, presentation, and drawing conclusions. In analyzing data, researchers collected all data objectively and in line with observation and interview findings. The data results that researchers found through the research instruments above were grouped based on points. The results of the interviews were transcribed in text form, making it easier for the researchers to group them into points. Next, they explained the data in descriptive form and finally draws conclusions (Nasir & Sukmawati, 2023).

FINDINGS AND DISCUSSION

Teaching writing through narrative text for students' writing skills

This study investigates how narrative texts are utilized to teach writing skills and investigates the views of two English teachers regarding their use in teaching writing. The findings from both observations and interviews underscore the numerous benefits of incorporating narrative texts into English language instruction. These insights offer valuable information about effective teaching approaches and their influence on student learning results. The results of the observation and interview data are summarized in the table below:

Table 1: The interview results and observation results from teacher (T1)

No	Theme	Interview result	Observation results
1.	The Relationship between Narrative Text and English Writing Proficiency	T1 emphasized the important role of narrative texts in improving English writing proficiency, especially in understanding the use of tense. <i>"...In narrative texts, the common use of tense is past tense, therefore I observed students' ability to differentiate the use of past tense".</i>	Observations showed T1 provided narrative examples related to students' past experiences, strengthening understanding of tense use.
2.	Effective Teaching Strategies for Narrative Texts	T1 uses a variety of strategies to increase students' engagement with narrative texts and their writing skills. <i>"...I instruct students to give examples of sentences in past tense form. I use the analogy 'ex' to help them understand the differences in tense usage. Additionally, I provide feedback and assessment to encourage active participation".</i>	Observation data recorded T1's use of group assignments and discussions to actively involve students in writing narrative texts.
3.	Teaching strategies for different levels	Interviews reveal T1's adaptive teaching strategies that are tailored to	Observational data supports this, showing T1's encouragement of student participation and additional

	of language proficiency	accommodate students with different proficiency levels. <i>"...the strategy I employ includes question and answer sessions to understand tenses before discussing examples, especially regarding narrative texts. I provide additional explanations and examples directly to students when needed, fostering a comfortable classroom atmosphere to facilitate learning"</i> .	explanations to facilitate understanding among students of different proficiency levels.
4.	The role of narrative texts in learning environments and writing improvement	T1 harnesses the power of narrative technology, such as fairy tales, to create a positive learning environment and improve students' writing skills. <i>"...in narrative texts, particularly fairy tales and stories from the past, I utilize group storytelling activities, like the Timun Mas story, to help students grasp narrative concepts better"</i> .	Observational data highlighted the implementation of group T1 storytelling activities, which deepened student engagement and understanding of narrative elements, and contributed to improved writing.
5.	Assessment and feedback on narrative texts	T1 adopts a comprehensive approach to assessing students' writing abilities through narrative text review. <i>"...in the evaluation process, I refer to students' submitted reviews, such as those on narrative texts like Cinderella. I assess their writing quality based on these reviews"</i> .	Observational data underscores T1's commitment to holistic evaluation, reflected in assignment grading and emphasis on narrative text elements in feedback.
6.	Technology integration in teaching narrative texts	T1 utilizes technology, including PowerPoint presentations and video recordings, to enrich students' learning experiences with narrative texts. <i>"...I use PowerPoint for visual learning. Each topic, including narrative texts, gets structured slides. For group tasks like storytelling, students upload presentation videos to Google Classroom, which is more practical than chat"</i> .	Observational data validates the use of T1 technology, confirming the practical application of tools such as YouTube videos and Google Classroom to enhance learning.

Table 1 presents a comprehensive overview of the interview results and observational data regarding the significance of narrative texts in enhancing English writing proficiency. Through thematic analysis, several key conclusions emerge. Firstly, the pivotal role of narrative texts in improving writing skills, particularly in understanding tense usage, is underscored. Effective teaching strategies, such as group assignments and discussions, actively engage students in narrative text composition. Furthermore, the adaptive nature of teaching strategies tailored to different proficiency levels ensures inclusive learning environments. Leveraging narrative technology fosters a positive atmosphere conducive to writing enhancement. Assessment methods encompass a holistic evaluation of narrative writing, while technology integration enriches learning experiences. Collectively, these findings emphasize the multifaceted benefits of integrating narrative texts into English language teaching, offering insights into effective pedagogical approaches and their impact on student learning outcomes.

Table 2: The interview results and observation results from teacher (T2)

No	Theme	Interview result	Observation results
1.	The Relationship between Narrative Text and English Writing Proficiency	T2 emphasized the importance of consistent writing practice using narrative text, by giving examples of legends from Indonesia to improve students' writing skills. <i>“...to achieve the goal of improving writing skills, it is recommended to provide assignments such as writing narratives or Indonesian legends that are relevant to the subject matter”.</i>	Observational data validates T2's focus on student engagement through group activities, creating an environment that supports writing intensity.
2.	Effective Teaching Strategies for Narrative Texts	T2 prioritizes understanding text structure and grammar, providing clear examples and guidance to facilitate the composition of narrative texts. <i>“...in my opinion, knowledge of this is very important so that students can write well, for example by starting an orientation which usually begins with sentences like 'once upon a time', or 'one day'”.</i>	Observational evidence validated T2's approach, demonstrating the provision of examples and explanations via PowerPoint presentations.
3.	Teaching strategies for different levels of language proficiency	T2 adopts a peer tutoring approach to accommodate varying levels of proficiency, promoting a collaborative learning environment where students can teach and learn from each other in groups. <i>“...this aims to enable members who have more abilities to provide assistance and guidance to others, in what is commonly referred to as peer tutoring”.</i>	Observational data supports this, this inclusive strategy promotes mutual growth and support among students with different abilities.
4.	The role of narrative texts in learning environments and writing improvement	Narrative texts, especially Indonesian legends, act as a means of conveying moral lessons and forming positive character among students. <i>“...every legendary story has a moral message implicit in it, such as the importance of behaving well and obeying parents and teachers”.</i>	Observational data highlights that the implementation of the integration of these stories into the curriculum improves the classroom environment and promotes values along with the development of writing skills.
5.	Assessment and feedback on narrative texts	T2 uses a comprehensive approach to assessing students' writing abilities, focusing on language features, grammar, and punctuation in their essay writing. <i>“...in the analysis, I pay attention to aspects such as the correct use of language features, correct tenses, and correct use of punctuation”.</i>	The observational data underscores that the constructive feedback provided through the evaluation rubric facilitated targeted improvements in writing proficiency.
6.	Technology integration in teaching narrative texts	Technology, power point presentations and video materials, are integrated into the teaching of narrative texts to enhance the learning experience.	Observational data validates the use of T2 technology to enhance the teaching of narrative texts.

“...typically, students are asked to put together a simple PowerPoint presentation, which includes the type and structure of writing, as well as relevant elements”.

Research Findings in Table 2 reveals the importance of narrative texts in enhancing English writing proficiency and effective teaching methods. Firstly, T2 emphasizes consistent writing practice using narrative texts, like Indonesian legends, to engage students, as shown by group activities. Secondly, T2 focuses on understanding text structure and grammar, providing clear examples and guidance, supported by PowerPoint presentations. Thirdly, peer tutoring accommodates different proficiency levels, promoting collaborative learning, as observed. Fourthly, narrative texts, such as Indonesian legends, impart moral lessons and improve writing skills. Fifthly, T2's assessment approach targets language features and grammar, improving writing proficiency, as observed. Finally, technology integration, like PowerPoint presentations and videos, enhances narrative text teaching, as observed. Overall, these findings highlight the benefits of using narrative texts in English teaching, showing effective strategies and their impact on learning outcomes.

From the two research results, it is evident that narrative texts play a crucial role in improving English writing proficiency. Both tables underscore the importance of consistent writing practice using narrative texts to engage students and enhance their understanding of language features such as tense usage, text structure, and grammar. Effective teaching strategies, including group activities and peer tutoring, are highlighted as essential elements in facilitating learning across different proficiency levels. Additionally, the integration of technology further enriches the teaching of narrative texts, creating a positive learning environment and enhancing students' overall learning experiences. Furthermore, assessment methods that encompass a holistic evaluation of narrative writing contribute to targeted improvements in writing proficiency. Overall, these findings emphasize the multifaceted benefits of incorporating narrative texts into English language teaching, offering valuable insights into effective pedagogical strategies and their impact on student learning outcomes.

EFL teachers' perceptions regarding using narrative texts in writing skills

Apart from the observation session, a semi-structured interview session was also conducted to further confirm the information obtained from the observation results. This research focuses on investigating the implementation of teaching writing through narrative texts and exploring teachers' perceptions about the use of narrative texts in writing skills. The results of the observations indicate the diverse benefits of incorporating narrative texts into English language teaching, offering valuable insights into effective pedagogical strategies and their impact on student learning outcomes.

The two 10th-grade English teachers were interviewed to find out the two teachers' perceptions regarding the use of narrative text in writing skills. The researcher asked several questions and asked about the implementation of teaching writing through narrative text. The results of the interview with the first teacher (T1) showed that he revealed the impact of narrative texts on English writing skills, namely that narrative texts, such as stories and fairy tales, help students learn about the past and remember the content effectively. T1's statement can be seen in excerpt 1 as follows:

“... because through narrative texts students can gain knowledge about stories and fairy tales from the past. Therefore, students can remember them well”.

Excerpt 1 shows that T1 highlighted the value of narrative texts, such as stories and fairy tales, in facilitating students' understanding of historical narratives. This suggests that exposure to these texts increases students' ability to retain information effectively.

She continued, T1 faced difficulties introducing traditional stories to students because they were considered old-fashioned. Despite trying to make it interesting with storytelling techniques, there are still obstacles, especially from today's children who prefer contemporary stories and are less enthusiastic about reading and evaluating old stories. T1's statement can be seen in excerpt 2 as follows:

"The problem is that they don't want to accept stories that seem old-fashioned like that. They are reluctant to accept such stories. However, I explained using the storytelling method so that they were more interested. However, they don't want to bother reading continuously and providing reviews about the writing especially today's children who think that it is the past and want stories that are more contemporary".

The results of other interviews with T1 show that students often experience difficulties in reviewing and criticizing narrative texts, especially in the use of tense. They tend to use simple present tense rather than past tense. This highlights the importance of increasing the use of tense in providing feedback on narrative writing. This is presented in T1's statement in the excerpt 3 as follows:

"For narrative texts, they often have difficulty in reviewing or criticizing them. They also tend to make mistakes in using tense when repeating their writing, especially in using simple present tense which should be replaced with past tense. When they write in their preferred language, they tend to use sentences with simple present tense, which should be changed to simple past tense for narrative texts. Therefore, when giving reviews, it is important for them to pay attention to the use of tense in the text."

The results of the interview with the second respondent (T2) highlighted that narrative texts influence English writing skills. He revealed that the use of fairy tales can be more effective in inspiring and improving students' writing skills than explanatory texts. This is because fairy tales are considered more interesting and entertaining, thereby encouraging enthusiasm and improving writing skills through repeated practice. T2's statement can be found in the excerpt 4 as follows:

"This narrative text is a type of text in the form of a fairy tale which will definitely be interesting to them because it can inspire them in the writing process. When asked to write, their enthusiasm for composing is very high, so they automatically repeat it over and over again. This helps improve their writing skills, as they enjoy writing narratives in the form of fairy tales. In contrast to explanatory text which may feel boring, narrative text is more interesting because it aims to entertain so that it naturally improves writing skills".

Other results from interviews with the second respondent (T2) showed that he found several challenges in teaching writing narrative texts, there were two main challenges faced by students in writing English composition. First, there is a lack of vocabulary, especially problematic when adhering to word limits such as 250 words. Second, there is a tendency to translate directly from Indonesian to English, ignoring cultural nuances and context, resulting in errors. Apart from that, a lack of understanding of grammar further hinders writing skills. The following is T2's statement regarding this problem, as conveyed in excerpt 5 as follows:

"For the first difficulty, there are also children who experience a lack of vocabulary because when writing, if their vocabulary is limited, they may not be able to write well."

Especially when there is a limit on the number of words, such as half a sheet or 250 words, it is important to have sufficient vocabulary. So, their main weakness lies in their lack of vocabulary. The second difficulty is that sometimes they tend to directly translate from Indonesian to English without paying attention to the appropriate nuances. For example, in the case of using polite expressions, we use "with respect". They may literally translate to "with full respect", which is actually incorrect in the English context. They tend to rely on literal translations without paying proper attention to cultural context or the structure of the English language. Apart from that, a lack of understanding of grammar is also a major obstacle that affects their writing ability".

She continued viewing that students demonstrate creativity and critical analysis skills through these narrative texts using examples such as reinterpreting traditional stories and exploring deeper meanings. This can emphasize the importance of asking questions that stimulate higher-order thinking to encourage critical thinking in students as reflected in T2's statement in excerpt 6 as follows:

"In this context, an example is when they are asked to do storytelling in public, they show creativity by making their own interpretation. For example, there are those who take the role of 'Malin Kundan'g by wearing traditional clothing and wrapped sarongs, while others wear drawings to tell the story of Sura and Baya, showing Sura in the right hand and Baya in the left hand, imitating the style of cartoon 'Wayang'. Such initiatives encourage their creative abilities. They also demonstrate critical analysis skills by exploring the meaning in the story and dissecting the implied messages, such as in the story of 'Tangkuban Perahu' where they not only accept the narrative literally but also explore the deep values contained in it. In addition, to encourage critical thinking, it is important to ask questions that trigger higher levels of thinking, not just questions about basic facts like 'when', or 'where', but also 'how' and 'why', so they are encouraged to think more deeply".

The findings of this research highlight the significant impact of narrative texts, especially stories and fairy tales, on the development of English writing skills among 10th grade students. Through interviews with two English teachers, T1 and T2, it becomes clear that narrative texts play an important role in improving students' understanding of historical narratives and fostering creativity and critical analysis. T1 emphasizes the value of narrative texts in facilitating effective learning by enabling students to investigate the past, although it faces challenges in engaging modern students accustomed to contemporary stories. Additionally, T1 highlights the importance of addressing the use of tense in feedback to improve narrative writing. T2 underscores the effectiveness of fairy tales in inspiring enthusiasm and repeated practice, leading to improved writing skills. However, challenges such as limited vocabulary, direct translation without considering cultural nuances, and lack of grammar hinder students' writing abilities. Despite these obstacles, T2 highlights students' creativity and critical analysis skills demonstrated through reinterpreting traditional stories and exploring deeper meanings, advocating questions that stimulate higher-order thinking to foster critical thinking among students. Overall, these findings emphasize the importance of narrative text pedagogy in teaching English writing, underscoring the need for innovative approaches to overcome challenges and improve students' writing proficiency.

Discussions

The research findings underscore several pivotal aspects regarding the utilization of narrative texts in teaching writing skills. Both Teacher 1 (T1) and Teacher 2 (T2) emphasize

the fundamental role of narrative texts in improving English writing proficiency. Specifically, narrative texts are instrumental in enhancing students' grasp of language features such as tense usage, text structure, and grammar (Fadilah et al., 2024).

Effective teaching strategies play a crucial role in engaging students with narrative texts. T1 and T2 employ various methods, including group assignments, discussions, and peer tutoring, to actively involve students in narrative text composition. Furthermore, the integration of technology, such as PowerPoint presentations and video materials, enriches the learning experience and fosters a positive classroom environment. This research supports the findings of Samosa et al. (2021), in the results of his research which emphasizes innovative teaching strategies, which potentially include technological tools.

Despite the evident benefits of narrative texts, challenges exist in their implementation. Modern students' preference for contemporary stories poses a hurdle. Additionally, linguistic challenges, such as limited vocabulary and direct translation without considering cultural nuances, hinder students' writing abilities. This is in accordance with research from Ananda et al. (2023), students will have difficulty understanding narrative texts when their vocabulary is limited.

Nevertheless, narrative texts serve as a catalyst for fostering students' creativity and critical analysis skills. Students demonstrate the ability to reinterpret traditional stories and delve deeper into their meanings, showcasing their capacity for higher-order thinking. Teachers advocate for asking questions that stimulate critical thinking, thereby encouraging students to explore narratives beyond surface-level comprehension. This is in accordance with research from (Bulut & Turkozu, 2019). Narrative text is also the easiest type of text to for people to use to express their views on life and attitudes towards events because the topic of narrative text is things that happened or are happening might happen. In other words, narrative texts tell real life stories. Often individuals reverse events that have happened to them or something they see in the narrative. Through event-based writing the author, reader can understand the author's sentiments and perspective on life and events.

The findings of this research have significant implications for EFL pedagogy. Incorporating narrative texts into writing instruction offers a dynamic and engaging approach to enhance students' writing proficiency (Alwi et al., 2023). However, English teachers must address challenges such as students' preferences for contemporary stories and linguistic barriers to optimize learning outcomes. Moreover, fostering creativity and critical thinking through narrative texts requires innovative teaching methods and targeted interventions.

This research provides valuable insights into the use of narrative texts in teaching EFL writing skills. By leveraging effective teaching strategies and addressing challenges, educators can harness the transformative power of narrative texts to cultivate students' writing proficiency, creativity, and critical thinking abilities. Moving forward, continued exploration and innovation in narrative text pedagogy are essential to meet the evolving needs of EFL learners and promote holistic language development. Through a meticulous analysis of observational data and interviews with experienced English teachers, this research illuminates the intricate dynamics of integrating narrative texts into EFL writing instruction. As educators strive to empower students with robust writing skills, narrative text pedagogy emerges as a promising avenue for fostering linguistic proficiency, creativity, and critical thinking in the EFL classroom (Kilag et al., 2023).

CONCLUSION

The research findings underscore the significant impact of narrative texts on enhancing English writing proficiency among 10th grade students. Through observations and interviews with two English teachers, it becomes evident that narrative texts play a vital role in improving students' understanding of historical narratives, fostering creativity, and encouraging critical

analysis. Despite facing challenges such as modern students' preference for contemporary stories and linguistic barriers, narrative text pedagogy offers a dynamic and engaging approach to teaching writing skills. Effective teaching strategies, including group assignments, discussions, and technology integration, facilitate students' active involvement in narrative text composition, leading to improved learning outcomes. Moreover, narrative texts serve as a catalyst for nurturing students' creativity and critical thinking abilities, as demonstrated through their reinterpretation of traditional stories and exploration of deeper meanings. This research underscores the importance of innovative approaches to overcome challenges and optimize the benefits of narrative texts in EFL writing instruction.

The implications of this study extend beyond the classroom, emphasizing the transformative potential of narrative text pedagogy in fostering holistic language development. By addressing challenges and leveraging effective teaching strategies, educators can harness the power of narrative texts to cultivate students' writing proficiency, creativity, and critical thinking skills. Moving forward, continued exploration and innovation in narrative text pedagogy are essential to meet the evolving needs of EFL students and promote comprehensive language development. While this study provides valuable insights into the use of narrative texts in EFL writing instruction, further research is warranted to explore additional aspects of narrative text pedagogy and its impact on diverse learner populations. Additionally, investigating the long-term effects of narrative text integration and exploring alternative approaches to address linguistic barriers can enrich our understanding and inform future pedagogical practices in EFL writing instruction.

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