



## A Preliminary Diagnostic Study on Narrative Writing Skills of Third Grade Students

Solehah Nopitasari<sup>1</sup>, Wahyu Sukartiningsih<sup>2</sup>, Hendratno<sup>3</sup>, Neni Mariana<sup>4</sup>, Ari Metalin Ika Puspita<sup>5</sup>

<sup>1,2,3,4,5</sup> Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan  
Universitas Negeri Surabaya

Jl. Ketintang, Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231

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**Abstract:** This study aims to analyze the narrative writing skills of third-grade elementary students using an initial diagnostic approach. A descriptive qualitative method was employed, with data collected from 25 students through a writing task titled "An Enjoyable Vacation." The analysis revealed that most students had not yet mastered a complete narrative structure, with only 24% able to write a fully developed story. Common issues included limited vocabulary, punctuation errors, and underdeveloped or clichéd story ideas. This research underscores the importance of diagnostic evaluation in designing adaptive, needs-based writing instruction. The findings suggest the necessity of a process-based approach to writing, along with explicit training in both language use and story structure.

### Correspondence:

(Solehah Nopitasari)

(085786645480)

([24010855150@mhs.unesa.ac.id](mailto:24010855150@mhs.unesa.ac.id))

## INTRODUCTION

Writing skills are one of the basic competencies in learning Indonesian at the elementary school level (Sukirman, 2020). Writing not only serves as a means of communication but also as a medium for expressing students' ideas, experiences, and imagination (Diningrum & Alatas, 2024). Among the

various forms of writing, narrative writing is one type of writing that is important to master from an early age. Narration invites students to develop the plot, characters, and setting in a coherent and logical manner (Kristanti, 2024). However, this skill requires structured thinking abilities and



adequate vocabulary. Therefore, it is important to conduct a diagnostic analysis to determine the initial writing abilities of students in narrative writing.

Third-grade elementary school students are at the concrete-operational stage of cognitive development, according to Piaget. This stage is characterized by the ability to think logically about concrete objects (Marinda, 2020) but still limited in abstraction. This condition demands a contextual teaching approach, including in the development of writing skills. Narrative writing activities can help develop students' imagination as well as their logical thinking structure (Aswat et al., 2019). However, many students at this stage still face difficulties in organizing ideas, structuring stories, and using proper grammar. This is what makes diagnostic analysis an important step before any learning intervention is carried out.

Diagnostic analysis in this context aims to identify students' strengths and weaknesses in narrative writing (Budiono & Hatip, 2023). Through appropriate evaluation instruments and techniques, teachers can design learning

strategies that meet the needs of students. The results of the analysis can also serve as a basis for designing differentiated or remedial learning models. In addition, teachers can understand the linguistic aspects and content of the story that need to be strengthened. This research was conducted to obtain concrete data regarding the quality of narrative writing by third-grade students. Thus, the subsequent learning process can be more targeted and effective.

Writing narratives at the 3rd-grade level includes the ability to compose opening sentences, develop main ideas, organize the plot, and conclude the story (Oktaviana, 2017). Other important components include the use of vocabulary, spelling, and proper punctuation. However, in practice, most students still encounter obstacles in various aspects. For example, many students struggle to start a story or end it too quickly without a clear conflict. Additionally, there are still instances of ineffective sentence usage and poor vocabulary. This phenomenon indicates that narrative writing skills have not yet developed optimally.

Factors affecting the low narrative writing ability of students include lack of practice, minimal motivation, and suboptimal guidance from teachers (Nurfajri & Wardana, 2023). In some cases, students are also not accustomed to reading stories, so they lack models for writing. Meanwhile, writing instruction in schools often remains mechanistic and lacks space for idea exploration. Teachers tend to assign writing tasks without guiding the thinking process and content development (Wahyuni, 2017). As a result, the students' written work is less developed both creatively and structurally. This situation reinforces the urgency of conducting initial diagnostic research.

This research focuses on the analysis of narrative writing by third-grade students at one of the elementary schools. The aim is to map the students' abilities in terms of story structure, language, and content. With a descriptive qualitative approach, the researcher examines students' writing results to identify dominant strengths and weaknesses. Data were obtained through free writing assignments with simple themes close to the students'

lives. The results of the analysis are used as the basis for recommending more effective learning strategies. This research is expected to contribute to the development of basic literacy in elementary schools.

The results of the diagnostic analysis will serve as the basis for designing specific interventions. For example, if weaknesses are found in the structural aspect, the teacher can design sequential story exercises. If the weakness lies in vocabulary, then a vocabulary enhancement program needs to be designed. Each component in writing a narrative needs to be strengthened through a planned, gradual approach. This knowledge is not only beneficial for teachers in the classroom but also for curriculum developers and textbook authors. This research is also part of the efforts to improve the quality of literacy education at the elementary education level.

Thus, it is important for educators not to overlook the significance of initial analysis before designing writing activities. Without accurate ability mapping, learning interventions can be misdirected. This research becomes

relevant to address that need in the context of Indonesian language learning for 3rd grade. A sharp and comprehensive focus on analysis will produce a complete picture of students' narrative writing abilities. The results will pave the way for more adaptive learning that meets the individual needs of students. Therefore, this study has significant practical and theoretical value.

#### **METHOD**

This research uses a descriptive qualitative approach to analyze the narrative writing skills of third-grade students. This approach was chosen because it is capable of describing phenomena in depth and contextually. The research subjects are third-grade students at one of the public elementary schools in Sidoarjo Regency. The number of participants was 25 students who regularly attended Indonesian language lessons. Data was collected through a narrative writing assignment themed "An Enjoyable Vacation." The assignment is designed to explore the students' ability to compose a complete and engaging story.

The main instruments used are the narrative writing task sheet and the

assessment rubric, which cover five aspects: narrative structure, story content, vocabulary, spelling and punctuation, and sentence cohesion. Analysis is conducted using content analysis techniques, which involve reviewing students' written work based on established criteria. Each piece of writing is read and categorized according to the level of achievement in each aspect. The validity of the data is maintained through triangulation by involving two additional teachers as evaluators. Discussion among the evaluators is conducted to ensure the consistency of the assessment results. The data is then classified into high, medium, and low categories.

The research procedure includes three main stages: the preparation stage, the implementation stage, and the data analysis stage. In the preparation stage, the researcher designs the instruments and seeks permission from the school authorities. The implementation was carried out over two meetings, where students were asked to write narratives independently. After the writings were collected, the researcher and two teachers analyzed the data using the

agreed-upon rubric. The results of the analysis were then tabulated to see the distribution of students' abilities. The entire process was carried out over the course of one month in the odd semester of the 2024/2025 academic year.

## **RESULT & DICUSSION**

### **Results**

This research uses a descriptive qualitative approach to analyze the narrative writing skills of third-grade students. This approach was chosen because it is capable of describing phenomena in depth and contextually. The research subjects are third-grade students at one of the public elementary schools in Sidoarjo Regency. The number of participants was 25 students who regularly attended Indonesian language lessons. Data was collected through a narrative writing assignment themed "An Enjoyable Vacation." The assignment is designed to explore the students' ability to compose a complete and engaging story.

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course of one month in the odd semester of the 2024/2025 academic year.

### **Discussion**

The research results show that the narrative writing skills of third-grade students are still at a varied level, with the majority of students not yet mastering the narrative structure fully. This is in line with the opinion of (Aripa & Wahid, 2024) which states that writing narratives requires the ability to arrange events logically and chronologically. Students who do not yet have a good understanding of narrative structure will struggle to develop a storyline. Irregularities in the opening, conflict, and conclusion of the story become indicators of a weak narrative structure. These findings emphasize that writing instruction should begin with an explicit introduction to narrative frameworks. Teachers need to provide step-by-step guidance so that students can compose stories with a clear structure.

From the content perspective, it appears that some students have difficulty maintaining focus and the continuity of ideas. According to (Wachidah, 2017), one characteristic of

good narrative writing is having a consistent theme and cohesive idea development. When students are not yet accustomed to developing the main idea into story details, their writing will tend to jump around. This is evident in writing that lacks clear conflict or resolution. This research supports the view that content development needs to be trained gradually. Teachers can use strategies such as storytelling or scaffolding to guide students' narrative thinking processes.

The vocabulary ability of third-grade students in this study is still limited, as seen from their use of monotonous and less varied words. This indicates that they do not yet have an adequate vocabulary bank to express stories effectively. In line with that, research (Sya, 2015) mentions that vocabulary limitations are a common obstacle in narrative writing among elementary school students. Enriching vocabulary through reading and discussion activities can help expand word choices in writing. Teachers need to provide lists of thematic vocabulary or examples of word usage in varied sentences. Such interventions are

important to improve the linguistic quality of students' writing.

Spelling and punctuation aspects are also one of the main weaknesses found in students' writing. Errors in the use of capital letters, periods, and basic spelling indicate a lack of student understanding of formal writing conventions. This supports the findings of (Mundziroh et al., 2013) which indicate that elementary school students still struggle with the mechanical aspects of writing. Writing instruction often focuses too much on content and neglects the technical aspects of language. However, writing skills not only encompass content development but also mastery of writing conventions. Therefore, revision and editing must be an integral part of the narrative writing learning process.

This research also reveals that some students write with clichéd and unoriginal story ideas. This shows that they tend to imitate familiar stories without exploring new ideas. This is reinforced by the opinion of (Maula & Indihadi, 2019) which states that elementary school students need concrete stimuli to develop imagination and creativity in writing. Teachers can

provide images, short videos, or real-life experiences as triggers for writing ideas. Thus, students can have richer and more relevant story materials. This strategy is believed to enhance the quality of story ideas written by students.

Categorizing students' writing abilities into three groups (high, medium, low) provides a clear picture for planning differentiated instruction. Students with high abilities can be given further writing challenges, while those in the moderate and low categories require intensive guidance. The concept of learning based on diagnostic assessment is highly relevant in this case, as explained by (Ibrahim & Haerudin, 2024). By analyzing the specific needs of each student, teachers can develop a more personalized and effective learning approach. This research serves as evidence that initial assessments are very useful in determining the direction of learning. Therefore, narrative writing activities should begin with an accurate mapping of abilities.

The findings in this study also reflect the importance of process-oriented writing instruction, not just product-oriented. Students need to be

trained in writing through the stages of pre-writing, drafting, revising, and editing before finally producing the final text. This approach aligns with the process writing approach recommended in the 2013 curriculum. When teachers only ask students to write directly without process guidance, the writing results tend to be unstructured and of low quality. The consistent implementation of writing process stages can help students build awareness of the quality of their writing. This research reinforces the urgency of applying the process approach in narrative writing instruction in 3rd-grade elementary school.

Research by (Ummah et al., 2024) on fifth-grade students at SDN Lidah Kulon 1 Surabaya shows the importance of a contextual approach in building critical thinking character in the learning of Pancasila values. This approach has proven to enhance students' critical thinking skills through images and videos relevant to real-life situations. In the implementation of two cycles of classroom action, there was a significant improvement in student learning outcomes, from only 13%

achieving the Minimum Completeness Criteria (KKM) in the pre-cycle to 90% in the second cycle. This strategy underscores the importance of initial assessments and grouping students based on learning styles, which are then used to design appropriate learning activities. These findings are relevant to efforts to improve the narrative writing skills of third-grade students, particularly in structuring stories and developing organized thinking through a similar contextual approach.

Furthermore, the research (Elviya & Sukartiningsih, 2023) on the implementation of differentiated learning in the Merdeka Curriculum shows that initial diagnostic assessments are crucial in designing learning strategies that align with students' interests, profiles, and readiness to learn. In the context of Indonesian language learning in the fourth grade at SDN Lakarsantri I/472, the teacher carried out stages starting from mapping learning needs, designing differentiated teaching modules, to evaluating and reflecting on the learning process. As a result, the students showed high enthusiasm and

satisfactory learning achievements. The teacher uses formative assessments and reflections to tailor learning interventions personally. The application of process differentiation strategies through the Discovery Learning model also allows students to learn actively according to their readiness levels. This strategy supports an approach in narrative writing skills research, where differences in students' abilities serve as an important foundation for developing effective and adaptive writing instruction.

Research (Mahmudi et al., 2023) on the validity of the "Surabaya Legend" project module, which carries the theme of local wisdom, shows that the integration of contextual and technological approaches—specifically through the use of QR Codes—can enhance student engagement in project-based learning. This module was validated through four main aspects: content feasibility, language, presentation, and graphics, with a total score of 88%, falling into the very feasible category. This research emphasizes the importance of initial diagnostic assessments to determine students' literacy readiness before the

learning begins, in line with the objectives of the diagnostic analysis of narrative writing skills conducted on third-grade students.

(Assulma et al., 2024) implemented differentiated learning on fraction material in the fourth-grade class at SDN Lidah Wetan II/462 and successfully improved students' mathematics learning outcomes through an initial assessment used to group students based on their ability levels. In two learning cycles, the percentage of students achieving scores above the Minimum Completeness Criteria (KKM) increased from 32% in the pre-cycle to 79% in the second cycle. These results demonstrate the effectiveness of initial assessments in formulating targeted learning intervention strategies, thus serving as a comparison and support for the importance of mapping initial abilities in narrative writing instruction.

Research (Azizah et al., 2024) implemented the Problem Based Learning (PBL) model to improve exposition text writing skills in fifth grade. As a result, the average student score significantly increased from 73.75 in cycle I to 94.42 in cycle II. The

researcher conducted a diagnostic assessment to determine the students' learning styles (visual, auditory, kinesthetic) before starting the intervention and prepared worksheets according to the needs of each group. This provides evidence that an initial understanding of student characteristics is very helpful in improving writing learning outcomes—a approach that is also relevant in the context of developing narrative writing skills for 3rd-grade students .

Research conducted by (Ochtafiya et al., 2025) shows that the Differentiated STEAMS Learning Design approach based on Design Thinking is capable of enhancing the creativity of elementary school students. Through a needs analysis at SD Muhammadiyah Manyar, it was found that the majority of students have visual (85,7%) and kinesthetic (83,7%) learning styles, as well as a high interest in art, science, ICT, and robotics. However, many teachers still do not understand the stages of STEAMS learning design, so its implementation is not yet optimal. This research emphasizes that initial diagnostic

assessments are crucial for designing learning that aligns with students' profiles and needs. The integration of a differentiated approach with STEAMS principles through the stages of empathy, problem definition, ideation, prototyping, and testing enables the development of creativity and innovative project-based solutions .

The results of this study are highly relevant to the context of narrative writing skills among third-grade students, where the ability to think creatively is one of the main prerequisites for developing meaningful stories. By utilizing the results of the initial diagnostic assessment, teachers can group students according to their learning styles and readiness levels, and then design project-based and contextual writing activities. The STEAMS approach not only enriches the content and learning media but can also be used as a means of narrative exploration through the integration of science, art, and social studies relevant to students' lives. Thus, the concept of Differentiated STEAMS Learning combined with Design Thinking can serve as a reference in

enhancing the effectiveness of narrative writing learning that is adaptive, enjoyable, and meaningful.

Overall, the results of this study are in line with various previous studies and reinforce the importance of the teacher's role in guiding narrative writing skills from an early age. Students' writing abilities cannot be assumed to develop on their own without appropriate pedagogical intervention. By analyzing field data in detail, this research successfully illustrates the real challenges faced by students. These results are not only important for classroom teachers but also for curriculum developers and policymakers in basic education. Through in-depth diagnostic analysis, teachers can take more planned and directed steps in nurturing students' writing skills. Therefore, writing activities need to be positioned as an integral part of sustainable foundational literacy development.

### CONCLUSION

Based on the results of the initial diagnostic analysis, the narrative writing skills of third-grade students still show quite significant variation. A small number of students have been

able to write stories with complete structure, relevant content, and fairly good language use. However, the majority of students still face difficulties in structuring stories, developing ideas, using varied vocabulary, and applying spelling and punctuation correctly. This indicates that narrative writing skills have not yet developed optimally at the 3rd-grade level. This analysis is important as a basis for designing more targeted and student-needs-oriented learning strategies. The results of this study highlight the urgency of teaching narrative writing in a more structured and process-oriented manner.

The findings of this research provide direct implications for teachers in designing adaptive and assessment-based writing instruction. Good learning needs to start with mapping students' abilities so that intervention strategies can be targeted effectively. Teachers are advised to apply a writing process approach and provide intensive guidance on aspects of structure, content, and language. This research also suggests enrichment activities such as reading inspirational stories, vocabulary exercises, and simple editing tasks. In addition, continuous

evaluation is necessary so that students' writing development can be monitored systematically. With consistent and planned efforts, it is hoped that students' narrative writing skills will improve and support better literacy achievements in elementary schools.

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48 | Solehah Nopitasari, Wahyu Sukartiningsih, Hendratno, Neni Mariana, Ari  
Metalin Ika Puspita  
A Preliminary Diagnostic Study on Narrative Writing ...

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