

Seventh-Grade Students' Linguistic Difficulties in Writing Narrative Texts: A Descriptive Study in Differentiated Instruction

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ABSTRACT

This study was motivated by seventh-grade students' persistent difficulties in developing ideas into coherent, clear, and linguistically accurate narrative texts. It aimed to describe the forms of students' linguistic difficulties, identify the most dominant aspects, and map these difficulties as a basis for content differentiation in writing instruction. This descriptive qualitative study was conducted at SMPN 3 Natar, South Lampung, involving thirty seventh-grade students in the second semester of the 2025/2026 academic year. Data were collected through a semi-guided narrative writing task on memorable experiences, classroom observations, interviews, and instructional documentation. The task was completed in one eighty-minute session with student worksheets, plot maps, and vocabulary lists, without internet access or translation applications. Data were analyzed through reduction, display, and conclusion drawing. The findings show that students could generate story ideas (73.33%) and construct simple storylines (66.67%), but still faced linguistic difficulties, especially spelling (70.00%), punctuation (66.67%), effective sentence construction and cohesion-coherence (63.33%), diction (60.00%), and conjunction use (56.67%). These findings suggest that content differentiation should provide tiered materials while considering time, material preparation, and teacher workload.

Keywords: linguistic difficulties; narrative text; differentiated instruction; writing

INTRODUCTION

Writing is a productive language skill that requires students to express ideas coherently, clearly, and in accordance with language conventions. In Indonesian language learning for seventh-grade junior high school students, narrative texts are important because they provide opportunities for students to write about experiences, events, imagination, characters, conflicts, and storylines. Writing does not merely produce a final product; it also involves planning, drafting, revising, editing, and reflecting. Language functions as a means of communication for conveying ideas, thoughts, feelings, and information both orally and in writing (Safitri, L., Dalman., Romadhianti, 2024). Therefore, students do not only need story ideas, but also need to master linguistic elements so that their writing can be understood by readers. This is in line with writing theory (Hyland, 2022), which emphasizes that writing skills are related to the ability to process ideas, select appropriate language forms, and adjust writing to communicative purposes.

Narrative texts require students to present characters, setting, plot, conflict, and resolution coherently, while also using word choice, effective sentences, spelling, punctuation, and paragraph unity appropriately. In classroom practice, students' abilities are not evenly distributed. Some students are able to generate story ideas, but they are not yet able to transform those ideas into clear sentences, coherent paragraphs, and a logical storyline. This difficulty indicates that writing instruction should not only emphasize idea development, but also mastery of written language as the main medium for conveying stories.

Similar previous studies have been conducted. For example, one previous study (Wa Ode Nambe; Sri Suryana Dinar; La Tike, 2026) showed that the narrative writing ability of seventh-grade junior high school students had not yet achieved classical mastery; the difficulties appeared in resolution and coda, the suitability between story content and title, diction, capitalization, and punctuation. Another study (Febiola, A., & Sabardila, 2024) also found language errors in junior high school students' narrative texts, particularly in spelling, capitalization, prepositions, and punctuation. Previous work (Efendi et al., 2023) emphasizes that language learners may understand spoken and written language, but still experience difficulties when they have to express their thoughts in oral and written communication. Thus, writing difficulties need to be understood as problems that include cognitive, linguistic, and editing-habit aspects.

This condition is reinforced by previous findings (Parawita, D., Muammar, M., & Desmawanti, 2025), which state that difficulties in writing narratives are related to students' limited understanding of text structure, their ability to arrange a logical plot, limited word choice, and difficulty constructing sentences. Another study (Hesti., Mustofa, Roni., 2021) shows that students' compositions still contain language phenomena such as contamination, pleonasm, and hypercorrection. Based on preliminary observations of 30 seventh-grade students on Thursday, March 26, 2026, 22 students, or 73.33%, were able to generate story ideas, and 20 students, or 66.67%, were able to create a simple plot. However, linguistic difficulties remained dominant: spelling was experienced by 21 students, or 70.00%; punctuation by 20 students, or 66.67%; effective sentences by 19 students, or 63.33%; inter-sentence coherence by 19 students, or 63.33%; word choice by 18 students, or 60.00%; and conjunctions by 17 students, or 56.67%. These initial findings provide an important basis for mapping students' learning needs through differentiated instruction.

Differentiated Instruction

Differentiated instruction is a learning approach that places student diversity at the center of instructional design. Students do not come to the classroom with the same abilities, interests, experiences, and learning styles; therefore, teachers need to provide flexible learning spaces so that every student can achieve learning objectives in ways that suit their needs. Differentiated instruction does not mean that teachers create different lesson plans for every student; rather, it means adjusting essential parts of instruction so that students receive fair access to content, process, and forms of performance. Prior scholarship (Maretha & Tussolekha, 2025) also emphasizes that the main principle is not to provide identical treatment, but to provide learning opportunities according to students' needs and abilities. Another study (Tri Banowati et al., 2025) adds that learning that considers diversity needs to provide space for group activities, discussions, educational games, and collaboration so that students can learn actively according to their learning characteristics. Differentiated instruction can be implemented through four main elements: content, process, product, and learning environment. Content differentiation relates to learning materials or resources; process differentiation relates to variations in activities; product differentiation relates to diverse learning outcomes; and learning-environment differentiation relates to a classroom atmosphere that is safe, comfortable, and supportive of participation. These four elements can be designed based on students' readiness, interests, and learning profiles (Tomlinson, 2017).

This study limits its focus to content differentiation so that the analysis is more directed toward the relationship between learning materials or stimuli and students' linguistic difficulties in writing narrative texts. Content differentiation is understood as the adjustment of teaching materials, learning resources, and task complexity based on students' prior knowledge, readiness, interests, and learning profiles (Melesse, 2022). In narrative writing instruction, content differentiation does not stop at providing different topics; it needs to be realized through instructional materials that truly help students write. Students who are still weak at the initial stage can be given picture series, orientation-complication-resolution outlines, concrete vocabulary lists, temporal conjunction cards, and simple sentence examples. Students with moderate ability can be given plot maps, sample opening paragraphs, short model texts, and editing sheets for spelling and punctuation. Students who are more ready can be given open-ended topics, more complex model texts, and tasks that require them to enrich conflict, dialogue, and resolution. In this form, content differentiation functions as a bridge between students' needs and the demands of writing narrative texts that are coherent, clear, and linguistically accurate.

Nevertheless, differentiated instruction cannot be positioned as a problem-free solution. In classroom practice with a relatively large number of students, teachers need time to map students' readiness, prepare tiered materials, organize groups, and provide feedback on students' writing. Limited instructional time may also make it difficult for teachers to guide each student individually, especially when the difficulties vary across spelling, punctuation, diction, effective sentences, and plot coherence. In addition, teacher workload increases because teachers need to prepare student worksheets (LKPD), model texts, vocabulary lists, conjunction cards, and editing sheets that correspond to students' readiness levels. Therefore, content differentiation in this study is understood realistically as the mapping and provision of tiered learning support, not as completely different treatment for every student.

A number of studies show that differentiated instruction can support narrative writing skills, but mechanical and linguistic aspects still require attention. One study (Adawiyah, Aisyah, & Christanti, 2025) found that differentiated strategies helped narrative-text learning, although writing mechanics and language use still needed to be strengthened. Meanwhile, another study (Khotimah, H., Lustyantje, N., & Murtadho, 2025) states that differentiated instruction helps students organize ideas, construct text structure, develop characters and plot, and increase motivation and self-confidence. A related study (Sianturi, Reni., 2025) shows that junior high school students still experience difficulties in grammar, vocabulary, and writing mechanics. Based on these findings, the novelty of this study lies in mapping seventh-grade students' linguistic difficulties in the context of differentiated instruction, particularly in diction, sentence structure, spelling, punctuation, conjunctions, cohesion, and coherence.

LITERATURE REVIEW

Narrative text writing requires students to develop ideas, organize plot, choose appropriate words, construct sentences, and apply written language conventions accurately. Writing skills are not only related to conveying ideas, but also to the ability to select language forms according to communicative purposes (Hyland, 2022). In narrative texts, students' difficulties often appear in story structure, diction, spelling, punctuation, and inter-sentence cohesion (Wa Ode Nambe; Sri Suryana Dinar; La Tike, 2026).

Several studies have shown that linguistic errors in junior high school students' narrative writing are still dominant in spelling, capitalization, prepositions, punctuation, word choice, and sentence structure (Febiola, A., & Sabardila, 2024; Laia, J. P., Halawa, N., Bu'ulolo, Y., & Zega, 2025). Syntactic errors, ineffective sentences, and the use of conjunctions are also important issues because they affect the clarity of relationships between events in a story (Fadillah, A. N., & Septika, 2025). This indicates that difficulties in narrative writing should

not only be understood as problems of idea development, but also as problems of mastery of written language.

Differentiated instruction can serve as a strategy to respond to differences in students' readiness, interests, and learning profiles (Tomlinson, 2017). In writing instruction, content differentiation can be implemented through the adjustment of teaching materials, model texts, picture series, plot maps, vocabulary lists, and editing sheets according to students' needs (Melesse, 2022). However, previous studies have mostly emphasized the benefits of differentiated instruction for writing ability in general, while few have specifically mapped students' linguistic difficulties as a basis for designing content differentiation in narrative writing instruction (Khotimah, H., Boeriswati, E., & Setiadi, 2025; Sianturi, Reni., 2025).

METHODS

This study used a descriptive qualitative approach because it aimed to describe the forms of students' linguistic difficulties in writing narrative texts as they occurred naturally, rather than to test the effect of a particular treatment. A qualitative approach is appropriate for understanding learning phenomena based on the context, experiences, and real conditions that occur in the classroom (Creswell, J. W., & Creswell, 2023). The study was conducted at SMPN 3 Natar, South Lampung, involving seventh-grade students in the second semester of the 2025/2026 academic year. The main data sources were students' narrative texts, classroom observations, interviews with teachers and students, and documentation of instructional materials. The research subjects were seventh-grade students who participated in narrative writing instruction and the Indonesian language teacher as a supporting informant.

The research object was students' difficulties in writing narrative texts in the aspects of diction, sentence structure, spelling, punctuation, conjunctions, cohesion, and coherence. Data were collected through observation, narrative writing practice, interviews, and documentation. Observation was used to examine the writing learning process in the context of differentiated instruction. Writing practice was used to obtain the main data in the form of students' written texts. Interviews explored teachers' and students' experiences related to writing difficulties, while documentation complemented the data through teaching modules, student worksheets, assessment rubrics, and learning notes. The writing assignment used in this study was designed as a semi-guided task. The teacher provided stimuli in the form of a general topic, a simple plot map, and student worksheets, while students were still given space to determine the title, characters, setting, and sequence of events based on their own experiences or imagination. The details of the assignment are presented in the following table.

Table 1: Details of the Narrative Text Writing Assignment

No.	Component	Description
1	Task format	Writing a semi-guided narrative text. Students received guidance on narrative elements, but still determined the story content independently.
2	Prompt/topic	Write a narrative text about a memorable experience, such as going on vacation, visiting relatives, participating in school activities, or experiencing another event, either real or imagined. The text should include a title, characters, setting, sequence of events, conflict/problem, and resolution.
3	Learning support	The teacher provided student worksheets (LKPD), a simple plot map, a thematic vocabulary list, example sentences, and a list of temporal and causal conjunctions such as kemudian (then), setelah itu (after that), ketika (when), karena (because), namun (however), and akhirnya (finally).
4	Completion time	One 2 x 40-minute meeting: task explanation and stimulus for 10 minutes, draft writing for 45 minutes, rereading and simple editing for 20 minutes, and submission for 5 minutes.
5	Permitted resources	Students were allowed to use the student worksheet, learning notes, vocabulary list, and examples provided by the teacher. Students did not use the internet, translation applications, or digital dictionaries so that the data reflected their classroom writing ability.
6	Work session	

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Analysis focus

The writing was completed in one learning session. The text analyzed was the writing submitted at the end of the session, not a revision completed at home.

The writings were analyzed in terms of diction, effective sentences, spelling, punctuation, conjunctions, cohesion, and coherence.

To maintain data confidentiality, students' identities in the writing excerpts were anonymized using codes such as S-01, S-02, and so forth. The excerpts presented in the discussion were selected because they represented the most frequently occurring forms of difficulty, while students' names in the writing documentation were obscured.

Research Flow



Figure 1: Research Flow

The research flow began with problem identification, determination of research subjects, assignment of narrative text writing, data collection through observation, interviews, and documentation, analysis of linguistic difficulties, mapping of student difficulties, and drawing conclusions. Data were analyzed through data reduction, data display, and conclusion drawing. This model is relevant in qualitative research because it helps researchers sort important data, group findings, and develop interpretations systematically (Miles, M.B., Huberman, A.M., & Saldana, 2014). In data reduction, students' writings were read and

marked based on linguistic aspects that indicated difficulties. In data display, the findings were grouped into the categories of diction, sentences, spelling, punctuation, conjunctions, cohesion, and coherence. In conclusion drawing, the researcher interpreted the emerging patterns of difficulty and connected them to the needs of differentiated instruction.

RESULTS

Based on the analysis of seventh-grade students' narrative texts, linguistic difficulties were found in six main aspects: word choice or diction, effective sentence construction, spelling, punctuation, conjunction use, and cohesion and coherence. The most dominant difficulties appeared in spelling, punctuation, and effective sentence construction. These findings indicate that some students were able to develop story ideas, but still experienced obstacles in processing written language accurately, coherently, and cohesively. The recapitulation of the findings is presented in Table 2.

**Table 2. Recapitulation of Students' Linguistic Difficulties
in Writing Narrative Texts**

No.	Difficulty Aspect	Number of Students	Percentage (%)	Dominant Form of Difficulty
1.	Diction	18	60	Inaccurate word choice; limited vocabulary
2.	Effective sentences	19	63.33	Long, repetitive, and unclear sentences
3.	Spelling	21	70	Capital letters, prepositions, word writing
4.	Punctuation	20	66.67	Periods, commas, quotation marks
5.	Conjunctions	17	56.67	Event sequence not yet coherent
6.	Cohesion and coherence	19	63.33	Sentences not yet cohesive; discontinuous plot

Table 2 shows that spelling was the most dominant difficulty, experienced by 21 students, or 70.00%. This difficulty appeared in the use of capital letters, prepositions, affixed words, and inconsistent word writing. The second most dominant difficulty was punctuation, experienced by 20 students, or 66.67%. The punctuation errors were mostly related to the use of periods, commas, and quotation marks. Effective sentence construction and cohesion-coherence were

each experienced by 19 students, or 63.33%. Difficulties in effective sentence construction appeared in overly long sentences, repetition, incomplete subject and predicate elements, and unclear meaning. Meanwhile, difficulties in cohesion and coherence appeared in weak relationships between sentences, abrupt topic shifts, and discontinuous storylines.

Diction difficulties were found in 18 students, or 60.00%. Students tended to use general and repetitive words, so their stories did not yet describe characters, atmosphere, events, and conflicts vividly. Difficulties in using conjunctions were experienced by 17 students, or 56.67%. These difficulties appeared when students were not yet able to connect events coherently through appropriate temporal, causal, contrastive, or continuation markers.

To make the quantitative data in Table 2 easier to understand, Table 3 presents qualitative examples in the form of anonymized excerpts from students' writing. These examples show the concrete forms of linguistic difficulties that appeared in the narrative texts.

Table 3. Examples of Student Writing Excerpts and Analysis of Linguistic Difficulties

Code	Student Writing Excerpt	Aspect	Analysis/Revision
S-01	"Pada hari minggu aku dan keluargaku pergi ke rumah nenek di kampung."	Spelling	The word minggu should be written as Minggu because it refers to the name of a day.
S-01	"Aku sangat senang sekali karena sudah lama tidak kesana ..."	Effective sentence and spelling	The expression sangat senang sekali is ineffective because it is redundant. A more appropriate form is: Aku sangat senang karena sudah lama tidak ke sana.
S-01	"Pagi pagi ibu menyuruh aku mandi lalu beres beres setelah itu ayah menyiapkan motor ..."	Punctuation, spelling, and conjunctions	Hyphens and punctuation are needed: Pagi-pagi, Ibu menyuruhku mandi dan beres-beres. Setelah itu, Ayah menyiapkan motor.
S-01	"Di perjalanan aku melihat pohon pohon dan orang berjalan di pinggir jalan lalu aku merasa lapar ..."	Effective sentence and punctuation	The sentence is too long and contains several events without sufficient pauses. It needs to be divided so that the relationship between events becomes clearer.
S-01	"Setelah itu aku pergi kesawah bersama sepupuku, kami berjalan kaki. Melewati jalan kecil."	Spelling, cohesion, and coherence	The word kesawah should be written as ke sawah. The fragment Melewati jalan kecil is incomplete because it does not have a clear subject.

S-01	“Aku ingin kembali kerumah nenek lagi karena disana banyak hal yang seru dan bagus.”	Diction and spelling	The words kerumah and disana should be written as ke rumah and di sana. The diction seru and bagus is still general and can be enriched with more precise words such as menarik, menyenangkan, or berkesan.
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The examples in Table 3 indicate that students' linguistic difficulties did not appear in only one isolated aspect. A single sentence often contained more than one difficulty, such as spelling, punctuation, conjunction use, and sentence effectiveness. This shows that the students' narrative writing difficulties were interconnected and required further analysis in relation to writing instruction and content differentiation.

Learning documentation also supports the findings. Figure 2 shows students' activities while participating in narrative writing instruction and practice. Figure 3 presents an example of a student's writing that demonstrates linguistic difficulties, such as spelling, punctuation, word choice, sentence construction, and inter-sentence coherence.

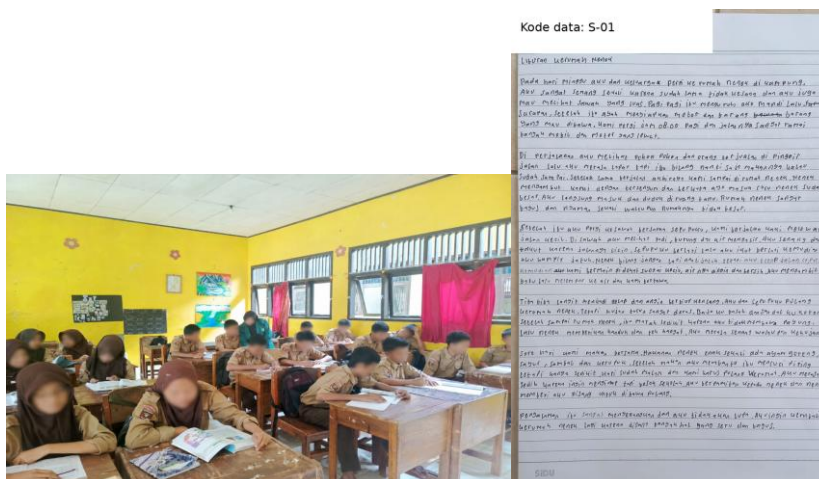


Figure 2. Classroom Narrative Text Writing Activity

Figure 3: Example of Student Writing Showing Linguistic Difficulties

DISCUSSION

The results of this study show that seventh-grade students' difficulties in writing narrative texts were not only related to idea development, but also to their ability to process written language accurately and coherently. Although some students were able to generate story ideas and construct simple storylines, many still experienced difficulties in spelling, punctuation, effective sentence construction, diction, conjunction use, and cohesion-coherence. This finding confirms that writing instruction should not focus solely on the final product, but also on the gradual development of students' linguistic accuracy and text organization.

Spelling was the most dominant difficulty, experienced by 21 students, or 70.00%. In the S-01 example, the student wrote “hari minggu,” “kesana,” “kesawah,” “kerumah,” and “disana.”

These forms show that the student was not yet consistent in distinguishing capitalization, prepositions, and locative expressions. This difficulty indicates that some students were not yet accustomed to editing the texts they produced. In narrative writing instruction, spelling is not merely a technical aspect; it is directly related to text readability and neatness. This finding is in line with Febiola and Sabardila (2024), who state that spelling errors in junior high school students' narrative texts include capitalization, prepositions, and punctuation.

Punctuation was the second most dominant difficulty, experienced by 20 students, or 66.67%. The excerpt “Pagi pagi ibu menyuruh aku mandi lalu beres beres setelah itu ayah menyiapkan motor ...” shows that the student wrote several events in one long sequence without adequate punctuation pauses. This condition makes it difficult for readers to identify sentence boundaries, event transitions, and possible dialogue. Therefore, students need gradual rereading and editing exercises so that they can recognize where a sentence should end, where a pause is needed, and how punctuation supports meaning in narrative texts.

In the aspect of effective sentences, 19 students, or 63.33%, experienced difficulties. The excerpt “Aku sangat senang sekali karena sudah lama tidak kesana ...” shows the use of redundant elements because the words *sangat* and *sekali* were used together. Another excerpt, “Di perjalanan aku melihat pohon pohon dan orang berjalan di pinggir jalan lalu aku merasa lapar ...”, shows a sentence that is too long and combines several pieces of information without clear clause organization. Some students' writings still resembled spoken language, so the sentence structure was not yet organized as written language. Graham, Collins, and Ciullo (2024) emphasize that basic writing skills, including sentence construction, grammar, spelling, revision, and editing, need to be taught explicitly and gradually. The study by Fadillah and Septika (2025) also found that syntactic errors, including ineffective sentences and conjunction use, were among the dominant errors in students' narrative compositions.

Diction difficulties, experienced by 18 students, or 60.00%, show that students still had limited vocabulary when developing narrative texts. Students tended to use general and repetitive words, such as *pergi*, *melihat*, *senang*, *takut*, *seru*, and *bagus*. In the excerpt “banyak hal yang seru dan bagus,” the word choice is still general and does not describe the experience specifically. These words can be enriched with *menarik*, *menyenangkan*, *mengesankan*, *ramai*, *sejuk*, or *menegangkan*, depending on the story context. This finding is in line with Hyland (2022), who states that writing requires the ability to choose language forms according to communicative purposes, and is also relevant to Laia, Halawa, Bu'ulolo, and Zega (2025), who found word-choice errors, especially verbs, in junior high school students' narrative writing.

Difficulties in using conjunctions were experienced by 17 students, or 56.67%. These difficulties appeared when students were not yet able to connect events coherently. In several excerpts, students used *lalu* and *setelah itu* repeatedly, but had not yet used varied connectors that indicate temporal, causal, contrastive, or consequential relationships. As a result, several texts appeared as collections of sentences rather than sequences of events arranged from the beginning, through conflict, to resolution. This finding indicates that students need explicit support in using conjunctions such as *kemudian*, *setelah itu*, *ketika*, *karena*, *namun*, and *akhirnya* according to the relationship between events.

In the aspects of cohesion and coherence, 19 students, or 63.33%, experienced difficulties. The example “Setelah itu aku pergi kesawah bersama sepupuku, kami berjalan kaki. Melewati jalan kecil.” shows a disconnected sentence because the fragment “Melewati jalan kecil” is not yet a complete sentence. Some students were able to write several events, but were not yet able to connect them into a complete story. Some sentences did not support the previous

sentences, some paragraphs shifted topics too quickly, and the plot felt discontinuous. Prasetyo and Asmara (2024) explain that cohesion and coherence are important in written communication because they help readers understand messages clearly and avoid misinterpretation.

Overall, students' linguistic difficulties in writing narrative texts were interrelated. Spelling and punctuation errors indicated weak editing habits; diction and effective-sentence difficulties showed that students were not yet fully able to transform ideas into clear written language; while difficulties in conjunctions, cohesion, and coherence showed that students still needed guidance in arranging a coherent and cohesive storyline. Therefore, differentiated instruction, particularly content differentiation, can be used to provide learning support that matches the types of students' difficulties, rather than merely assigning different writing topics.

Based on the mapping of difficulties, examples of differentiated materials that teachers can use in narrative writing instruction are presented in Table 4. This table shows that content differentiation needs to be directed toward concrete forms of support according to students' linguistic problems.

Table 4. Examples of Content Differentiation Based on Narrative Writing Difficulties

Students' Difficulty Profile	Differentiated Materials/Learning Resources	Example of Classroom Use
Weak spelling and punctuation	Spelling-rule cards, lists of the Indonesian prepositions ke/di, examples of capitalization, and editing checklists.	Students revise five sentences from their own texts and then mark prepositions, capital letters, periods, commas, and quotation marks.
Limited diction	A thematic vocabulary bank about family, holidays, atmosphere, conflict, feelings, and action verbs.	Students replace general words such as bagus, seru, pergi, and melihat with words that are more appropriate to the story context.
Ineffective sentences	Examples of ineffective and effective sentence pairs, simple S-P-O-K patterns, and exercises for splitting long sentences.	Students select one long sentence from their drafts and then split it into two or three clearer sentences.
Inappropriate conjunctions	Cards for temporal, causal, contrastive, and closing-story conjunctions.	Students rearrange the sequence of events using kemudian, setelah itu, karena, namun, and akhirnya appropriately.
Weak cohesion and coherence	Picture series, plot maps, orientation-complication-	Students complete a plot map before writing

	resolution charts, and guiding questions between events.	paragraphs so that the story moves coherently from the beginning, through conflict, to resolution.
More ready students	More complex model texts, open-ended topic choices, and dialogue/conflict development sheets.	Students enrich their stories with dialogue, clearer conflicts, and logical resolutions without relying too heavily on outlines.

Although this design helps teachers adjust instructional materials, its implementation still involves challenges. First, teachers need more time to prepare tiered materials and assess students' writing in detail. Second, the number of students in a class means that individual guidance cannot always be provided in depth. Third, teachers need to ensure that differentiation does not become an administrative burden, but remains a simple, measurable, and feasible strategy within the available instructional time. Therefore, the most realistic strategy is to group students based on their dominant difficulties, use reusable instructional materials, and involve peer editing before the teacher provides final feedback.

CONCLUSION

This study shows that seventh-grade students' difficulties in writing narrative texts are interrelated among the accuracy of language conventions, clarity of ideas, and coherence of the storyline. Spelling and punctuation were the most prominent obstacles, while difficulties in diction, effective sentences, conjunctions, cohesion, and coherence showed that students still needed assistance in transforming ideas into complete and understandable writing. The excerpts from students' writing show that these difficulties appeared concretely in the writing of prepositions and capital letters, punctuation use, redundant or overly long sentences, general word choice, and weak inter-sentence connections. These findings affirm that narrative text writing instruction needs to be carried out gradually, starting from vocabulary development, sentence construction, use of written conventions, and arrangement of relationships between events. In differentiated instruction, the mapping of linguistic difficulties can serve as a basis for teachers to provide content differentiation through picture series, story outlines, plot maps, conjunction cards, vocabulary lists, model texts, and editing sheets according to students' needs. However, the implementation of content differentiation needs to consider limited time, class size, material readiness, and teacher workload. Therefore, content differentiation is more appropriately implemented gradually through the grouping of learning needs and practical learning support, so that writing instruction is not only oriented

toward the final product, but also toward the continuous process of improving students' writing.

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