

**THE STUDENTS' ABILITY  
IN WRITING NARRATIVE TEXT  
AT GRADE XI MAS AL-AHLIYAH AEK BADAH  
KEC. SAYURMATINGGI KAB. TAPANULI SELATAN  
2022/2023**



**A THESIS**

*Submitted to the English Educational Department of State Islamic University Syekh  
Ali Hasan Ahmad Addary Padangsidempuan as Partial Fulfilment of the  
Requirement for the Graduate Degree of Education S.Pd. in English Department*

**Written By:**

**SITI ASRODIAH SIREGAR**  
Reg. Number. 18 203 00035

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**

**THE STUDENTS' ABILITY  
IN WRITING NARRATIVE TEXT  
AT GRADE XI MAS AL-AHLIYAH AEK BADAK  
KEC. SAYURMATINGGI KAB. TAPANULI SELATAN  
2022/2023**



**A Thesis**

*Submitted to the English Educational Department of State Islamic University  
Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the  
Requirement for the Graduate Degree of Education (S.Pd.) in English Department*

**Written By:**

**SITI ASRODIAH SIREGAR**

**Reg. Number 18 203 00035**

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**

**THE STUDENTS' ABILITY  
IN WRITING NARRATIVE TEXT  
AT GRADE XI MAS AL-AHLIYAH AEK BADAK  
KEC. SAYURMATINGGI KAB. TAPANULI SELATAN  
2022/2023**



**A Thesis**

*Submitted to the English Educational Department of State Islamic University Syekh  
Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the  
Requirement for the Graduate Degree of Education (S.Pd.) in English Department*

**Written By:**

**SITI ASRODIAH SIREGAR**  
Reg. Number 18 203 00035



**Advisor I**

**Dr. Eka Sustri Harida, M.Pd.**  
NIP. 19750917 200312 2 002

**Advisor II**

**Sri Rahmadhani Siregar, M.Pd.**  
NIDN. 2006058602

**ENGLISH EDUCATIONAL DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
2023**

## LETTER OF AGREEMENT

Term: Thesis  
a.n. Siti Asrodiah Siregar

Padangsidempuan, 3 July 2023  
To:  
Dean Tarbiyah and Teacher Training  
Faculty  
In-  
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Siti Asrodiah Siregar** entitled "*The Students' Ability in Writing Narrative Text at Grade XI Mas Al-Ahliyah Aek Badak Kec. Sayurmatinggi Kab. Tapanuli Selatan 2022/2023*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

**ADVISOR I**



**Dr. Eka Sustris Harida, M.Pd.**  
**NIP. 19750917 200312 2 00 2**

**ADVISOR II**



**Sri Rahmadhani Siregar, M.Pd**  
**NIDN. 2006058602**

## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Siti Asrodiah Siregar  
Registration Number : 18 203 00035  
Faculty Department ; Tarbiyah and Teacher Training Faculty/TBI-2  
The Tittle of the Thesis : **Students' Ability in Writing Narrative Text at Grade XI MAS Al Ahliyah Aek Badak**

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verses 2.

I did the declaration truthfully, if there was a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 19 verse 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidimpuan, 23 April 2023

Declaration Maker,



**Siti Asrodiah Siregar**  
**Reg. No. 1820300035**

## APPROVAL STATEMENT FOR PUBLICATION

As academic cavity of The State University for Islamic Studies Padangsidimpuan, the name who signed here;

Name : Siti Asrodiah Siregar  
Registration Number : 18 203 00035  
Faculty Department : Tarbiyah and Teacher Training Faculty/TBI-2  
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present The State Institute for Islamic Studies **Non Exclusive Royalty Right** on my thesis with entitled "**Students' Ability in Writing Narrative Text t Grade XI MAS Al Ahliyah Aek Badak** " With all the sets of equipment (if needed) Based on the Non Exclusive Royalty Right, the State Islamic University Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as a writer and owner of its creative right.

Based on statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 23 April 2023

The Signed,

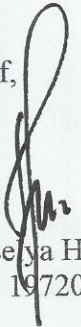


**Siti Asrodiah Siregar**  
Reg. No. 1820300035

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Siti Asrodiah Siregar  
Registration Number : 18 203 00035  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI  
The Tittle of Thesis : **THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT GRADE XI MAS AL-AHLIYAH AEK BADAQ KEC. SAYURMATINGGI KAB. TAPANULI SELATAN 2022/2023**


Chief,

  
Dr. Lelya Hilda, M.Si.  
NIP. 19720920 200003 2 002

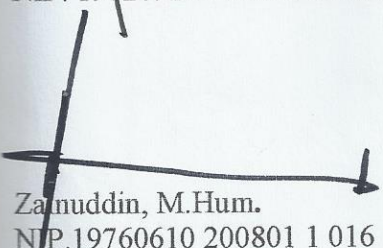
Secretary,

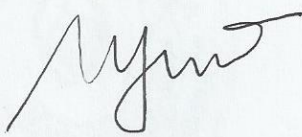
  
Sri Rahmahani Siregar, M.Pd  
NIDN. 2006058602

Members,

  
Lelya Hilda, M.Si.  
NIP. 19720920 200003 2 002

  
Sri Rahmahani Siregar, M.Pd  
NIDN. 2006058602

  
Zamuddin, M.Hum.  
NIP. 19760610 200801 1 016

  
Yusni Sinaga, M.Hum  
NIP. 197001520050142010

Proposed:

Place : Padangsidempuan  
Date : July, 10<sup>th</sup> 2023  
Time : 08:00 WIB until finish  
Result/Mark : 81 (A)  
IPK : 3.54  
Predicate : Sangat memuaskan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022  
Website: <https://ftik.iain-padangsidimpuan.ac.id> E-Mail: [ftik@iain-padangsidimpuan.ac.id](mailto:ftik@iain-padangsidimpuan.ac.id)

**LEGALIZATION**

Title of Thesis : The Students' Ability in Writing Narrative Text at  
Grade XI Mas Al-Ahliyah Aek Badak Kec.  
Sayurmatangi Kab. Tapanuli Selatan 2022/2023  
Name : Siti Asrodiah Siregar  
Reg. Number : 1820300035  
Faculty/Department : Tarbiyah and Teaching Training Faculty

The thesis has been accepted as a partial fulfillment of requirement for degree  
of graduate of Educatin (S.Pd) in English.

Padangsidimpuan, 14 Desember 2023

Dekan,



Dr. Lelya Hulda, M.Si.

NIP. 19720020200002002



## ABSTRACT

**Name** : Siti Asrodiah Siregar  
**Register Number** : 18 203 00035  
**Faculty** : Tarbiyah and Teacher Training Faculty  
**Department** : English Department  
**The Title of the Thesis** : Students' Ability in Writing Narrative Text at Grade XI MAS AL Ahliyah Aek Badak

This research intended to investigate the ability of the XI grade students of MAS Al-Ahliyah Aek Badak in writing narative text.The writing narrative text are consist of five sub-indicators which included content, organization, vocabulary, grammar, and mechanics. This research only have one variable.There are three formulation of the research, they are; How is the ability of the XI grade student of MAS Al-Ahliyah Aek Badak, What difficulties that are faced by the XI grade students of MAS Al–Ahliyah Aek Badak in writing narrative text and How is the students and teacher's effort to solve the difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak. The objective of this research are to know the ability of students and to know the difficulties that are faced by students.This research was mix method. Design of mix method is the way to collect and analyze both quantitative and qualitative data within the same study. The population of theresearch was XI grade of IPS students of MAS Al-Ahliyah Aek Badak. There are 51 students at grade eleventh and the researcher only took 24 (50%) students from IPS class as a sample of this research with technique random sampling. The result of the research showed that, the mean score of students was 68.83 with percentage 66 %. It means the ability of the XI grade students was into high category. Whether, there were some students who got low score in three aspect of writing narrative text. They are:content, vocabulary, grammar, organization and mechanich. The precentages of each aspect in writing narrative text, vocabulary 4.2%, grammar 50%, content 37.5%. It was concluded that the students were difficult in writing recount text because felt difficult of organization, lack of vocabulary, and the last they were difficult in using mechanich. Teachers' effort to solve the students' difficulties is explain more about generic structure of narrative text, gave formulation about the tenses, and the last is write and memorize new vocabulary

**Key Words:** *Ability of students, writing narrative text*

## Abstrak

**Name** : Siti Asrodiah Siregar  
**Register Number** : 18 203 00035  
**Faculty** : Tarbiyah and Teacher Training Faculty  
**Department** : English Department  
**Title of the Thesis** : Kemampuan Siswa Menulis Narasi Teks Kelas XI MAS AL Ahliyah Aek Badak

Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas XI MAS AL-Ahliyah Aek Badak dalam menulis teks naratif. Penulisan teks naratif terdiri dari lima subindikator yang meliputi isi, organisasi, kosa kata, tata bahasa, dan mekanika. Penelitian ini hanya memiliki satu variabel. Rumusan penelitian ada tiga yaitu; Bagaimana kemampuan siswa kelas XI MAS AL-Ahliyah Aek Badak, Kesulitan apa yang dihadapi siswa kelas XI MAS AL-Ahliyah Aek Badak dalam menulis teks naratif dan Bagaimana murid dan guru mengatasi masalah dalam menulis teks naratif di kelas XI MAS AL-Ahliyah Aek Badak. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dan mengetahui kesulitan yang dihadapi siswa. Penelitian ini adalah metode campuran. Desain metode campuran adalah cara untuk mengumpulkan dan menganalisis data kuantitatif dan kualitatif dalam studi yang sama. Populasi penelitian adalah siswa kelas XI IPS MAS AL-Ahliyah Aek Badak. Jumlah siswa kelas XI sebanyak 51 siswa dan peneliti hanya mengambil 24 (50%) siswa dari kelas IPS sebagai sampel penelitian ini dengan teknik random sampling. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa adalah 68.83 dengan persentase 66%. Artinya kemampuan siswa kelas XI masuk dalam kategori tinggi. Apakah ada beberapa siswa yang mendapat nilai rendah dalam tiga aspek menulis teks narasi. Mereka adalah: konten, kosa kata, tata bahasa, organisasi dan mekanik. Persentase masing-masing aspek dalam menulis teks naratif, kosa kata 4.2%, tata bahasa 50%, isi 37.5%. Disimpulkan bahwa siswa kesulitan dalam menulis teks narasi karena kurangnya kosa kata, mereka merasa kesulitan dalam menggunakan orgnisasi, dan yang terakhir mereka kesulitan dalam menggunakan mekanik. Upaya guru untuk mengatasi kesulitan siswa adalah menjelaskan lebih lanjut tentang struktur generic teks naratif, memberikan rumusan tentang tenses dan terakhir menulis dan menghafal kosa kata baru.

***Kata Kunci: Kemampuan siswa, menulis teks naratif.***

## ملخص البحث

الإسم	: سبتي أسرضية سيرجار
رقم القيد	: 1820300035
الكلية	: التربية وعلوم التعليم
الشعبة	: تعليم اللغة الإنجليزية
الموضوع	: قدرة تلاميذ كتابة رواية النص في الفصل الحادي عشر المدرسة العالية الإسلامية الأهلية أيلك بداك

يهدف هذا البحث لتحديد قدرة تلاميذ في الفصل الحادي عشر المدرسة العالية الإسلامية الأهلية أيلك بادك على كتابة النص الرواية. تتكون كتابة النص الرواية من خمسة مؤشرات فرعية تشمل المحتوى والجمعية والمفردات والقواعد والميكانيكا. هذا البحث له متغير. صيغ البحث ثلاث يعني، ما هي قدرة تلاميذ في الفصل الحادي عشر المدرسة العالية الإسلامية الأهلية أيلك بداك، وما هي الصعوبات التي يواجهها تلاميذ في الفصل الحادي عشر المدرسة العالية الإسلامية الأهلية أيلك بداك في كتابة النص الرواية، وكيف يتغلب التلاميذ والمعلمون على المشكلة في كتابة النص الرواية في الفصل الحادي عشر المدرسة العالية الإسلامية الأهلية أيلك بداك. الغرض من هذا البحث لتحديد قدرة التلاميذ ومعرفة الصعوبات التي يواجهها التلاميذ. كان هذا البحث طرق المختلطة، وتصميم الأساليب المختلطة هي وسيلة لجمع وتحليل البيانات الكمية والنوعية في نفس الدراسة. كان مجتمع الدراسة من تلاميذ في الفصل الحادي عشر المدرسة العالية الإسلامية الأهلية أيلك بداك بلغ عدد تلاميذ في الفصل الحادي عشر ٥١ تلاميذ، وأخذ الباحث ٢٤ (٥٠٪)، من تلاميذ فصل العلوم الاجتماعية كعينة من هذه البحث تلاميذ من فصل العلوم الاجتماعية كعينة بتقنية العينات العشوائية. وأظهرت النتائج أن متوسط درجات التلاميذ بلغ ٦٨.٨٣ بنسبة ٦٦٪، أي أن قدرة التلاميذ في الفصل الحادي عشر تقع في الفئة العالية. هل هناك بعض التلاميذ الذين حصلوا على درجات منخفضة في الجوانب الثلاثة لكتابة النص الرواية. هم المحتوى والمفردات والقواعد والجمعية والميكانيكا. نسبة كل جانب في كتابة النص الرواية، المفردات ٤.٢٪، القواعد ٥٠٪، المحتوى ٣٧.٥٪. والخلاصة أن التلاميذ واجهوا صعوبات في كتابة النص الرواية بسبب نقص المفردات، ووجدوا صعوبة في استخدام الجمعية، وأخيرا واجهوا صعوبات في استخدام الميكانيكا. جهود المعلم للتغلب على صعوبات التلاميذ في شرح المزيد عن البنية العامة للنص السردى، وتقديم صيغ حول الأزمنة، وأخيرا كتابة وحفظ مفردات جديدة.

*الكلمات المفتاحية : قدرة التلاميذ، كتابة النص الرواية.*

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say a lot of thanks and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so i can accomplish her thesis entitled The Students' Ability in Writing Narrative Text at Grade XI Mas Al-Ahliyah Aek Badak . The second, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, help, inspiration, support and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:


1. Mrs. Dr. Eka Sustris Harida, M.Pd., as my first advisor and my second advisor is Mrs. Sri Rahmadhani Siregar, M.Pd. Both of them are the greatest advisors ever who have guided me for finishing this thesis, gave me much idea, knowledge and suggestion sincerely and have guided me patiently during the process of writing this thesis.

2. The Rector and the Vices of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, that has accepted research as the university students in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan
3. The Dean of Tarbiyah and Teacher Training Faculty and Vises that have one the best improvement the faculty in creating various activities to increases students' skill.
4. Mrs. Dr. Eka Sustris Harida, M.Pd., as my academic advisor and also my lecture who has given me motivation, and guidance as long as I was a student.
5. Mr. Zainuddin, M.Hum., Mr. Sojuangon Rambe, S.S., Mr. Dr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Sri Rahmadhani, M.Pd., Mrs. Marwah, M.Pd., Mrs. Sokhira Linda Vinde Rambe, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mrs. Sri Minda, M.Hum and other English lecturers who have given me much knowledge.
6. My beloved parents (Alm. Mr. Muhammad Alibasroni Siregar and Mrs. Dermina Lubis), and my lovely young sisters and brother (Jahrona Siregar, Jahroini Siregar and Ahmad Rojali Siregar) who always give me a lot of love, affections, attentions, prayers, motivations and big spirit how to be patient and survive in any condition by my own self. Especially for my parents who have done many things for me so that I can achieve my dream, and who have been my inspiration.

7. Mr. Dr. Muhammad Royhan Daulay, M.A., as the Headmaster of MAS Al Ahliyah Aek Badak who has helped me in this research.
8. Mr. Amilin Lubis, S.Pd, as the teacher who has helped me to do this research and to all of the students in the Mas Al- Ahliyah Aek Badak.
9. Big thanks to all my friends in TBI, especially TBI-2 who have made my life be colourful and so memorable for 4 years, and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.
10. Big thanks to my happiness BTS, especially for Kim Seokjin who have made my mood good again after having such a tiring day.

I realize this thesis can't be considered perfect without critiques and Suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

1 Padangsidempuan, 21 Juni 2023  
1 Researcher

  
**Siti Asrodiah Siregar**  
**Reg. No. 1820300035**

## TABLE OF CONTENTS

	<b>Pages</b>
<b>INSIDE TITTLE PAGE</b>	
<b>AGREEMENT ADVISOR SHEET</b>	
<b>DECLARATION OF SELF THESIS COMPLETION</b>	
<b>AGREEMENT PUBLICATION OF APPROVAL STATEMENT</b>	
<b>LEGALIZATION OF DEAN OF FTIK</b>	
<b>ABSTRACT</b> .....	<b>i</b>
<b>ABSTRAK</b> .....	<b>ii</b>
ملخص البحث .....	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF APPENDIXES</b> .....	<b>x</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Limitation of the Problem .....	4
C. Formulation of the Problem .....	4
D. Purposes of the Researche.....	5
E. Significances of the Problem .....	5
F. Definition of Terminologies.....	5
G. Outline of the Research.....	7
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. Theoretical Description.....	8
1. Nature of Writing .....	8
a. Definition of Writing.....	8
b. Characteristic of Writing.....	11
c. Process of Writing.....	12
d. Purposes of Writing.....	14
e. Writing Assessment.....	14
f. Kind of Writing Language .....	17
2. Narrative Text .....	18
a. Definition of Narrative Text.....	18
b. Generic Structure of Narrative Text.....	19
c. Grammatical Features of Narrative Text.....	20
d. Material of Narrative Text.....	21
B. Review of Related Findings .....	23
C. Hypothesis.....	25

**CHAPTER III: RESEARCH METHODOLOGY**

A. Place and Time of Research.....	26
B. Method of the Research .....	26
C. Population and Sample.....	27
D. Instrument of the Research .....	28
E. Validity of Instrument.....	30
F. Technique of Data Collecting .....	30
G. Technique of Data Analysis.....	32

**CHAPTER IV: THE RESULT OF RESARCH**

A. Data Description .....	35
B. Discussion .....	50
C. Treat of the Research .....	51

**CHAPTER V: THE CONCLUTIONS AND SUGGESTIONS**

A. Conclusions.....	54
B. Implications .....	55
C. Suggestions .....	56

**REFERENCES**

**CURRICULUM VITAE**

**APPENDIXES**

**RESEARCH DOCUMENTATION**



## **LIST OF TABLES**

Table I	: Population of the grade XI MAS Al Ahliyah Aek Badak
Table II	: Sample of Research
Table III	: Indicators of Writing Test
Table IV	: Criteria Score Interpretation
Table V	: Total Score of Students in Writing Narrative Text
Table VI	: Quality Score of Students Writing Narrative Text
Table VII	: The Resume of Variable Score in Writing Narrative Text
Table VIII	: The Frequency Distribution of Students
Table IX	: The Classification Quality of the Students' Score
Table X	: The Students' Difficulties in Aspect of Content
Table XI	: The Students' Difficulties in Aspect of Organization
Table XII	: The Students' Difficulties in the Aspect of Grammar
Table XIII	: The Students' Difficulties in the Aspect of Vocabulary
Table XIV	: The Students' Difficulties in the Aspect of Mechanich

## **LIST OF APPENDIXES**

Appendix I : Instrument for Test

Appendix II : List of Interview

Appendix III : Score of XI IPS 1

Appendix IV : Data Description of XI IPS 1

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problem**

Writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learning new concept and information. That indicates writing is one of the language skills which is important for students to master. By writing, students share and clarify their thoughts and feeling. On the other hand, writing is also a difficulties skill because it is a productive skill that requires the writer to pay attention to the aspects of writing process. Writing is the most complex and difficult skill. This difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text. There are so many types of text that must be mastered by students, one of which is narrative text<sup>1</sup>. Writing is one of the material that must be learned by students to increase their skill in writing through a text or paragraph.

The written productive language skill is called writing. It is the skill of a writer to communicator information to a reader or group of readers. The skill also realized by the ability to apply the rules of the language to transfer the information to the readers. The ability include all the correct grammatical aspect, type of information and the rhetoric's in communicator event.

---

<sup>1</sup>Khairun Nisa, Rika Jum'a Virgosa, and Deddy , 'Improving Students' Ability in Writing Narrative Text through Mind Mapping Technique at the First Grade of SMAN 15 Bandar Lampung', 585.1 (2009), 2009 <<https://doi.org/10.1210/jc.2009-0058>>.

The concept of writing as a skill needs to be differentiated from writing a text. As a skill writing is defined as a productive written language skill. Narration is considered as a text. It can be about biographies, autobiographies, historical event, instruction and processes. As a product of writing, the text function to recount what is bring narrated to the readers<sup>2</sup>. Narrative writing is, essentially, story writing. A narrative can be fiction or nonfiction, and it can also occupy the space between these as a semi-autobiographical story, historical fiction, or a dramatized retelling of actual events.

In English, there are some types of text genres, such as narrative, descriptive, and exposition. There are two main categories of texts; namely literary and factual. Literary text includes narrative, drama, and poetry; while factual text includes recount, response, explanation, etc. Each text has distinctive generic structures and major grammatical pattern through which the social functions of the genre are realized in each text type. Narratives are stories about person or a group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. It aims to entertain, to get and retain the attention of the reader or listener of the story<sup>3</sup>. This study focus on the analysis of students' ability in

---

<sup>2</sup>Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 3

<sup>3</sup>Dini Utami Mulyaningsih, 'An Analysis of Students' Ability in Writing Narrative Texts', *Journal of English and Education*, 1.2 (2013), 16–22 <<https://ejournal.upi.edu/index.php/L-E/article/view/579/436>>.

writing narrative texts in terms of schematic structure and linguistic features.

Students' problems in learning writing Narrative Text. Based on an English teacher at grade XI MAS AL Ahliyah Aek Badak, Amilin Lubis, S.Pd<sup>4</sup>. The difficulties are classified in three categories such as: students are difficult to organize and develop ideas into a good paragraph, they are less in vocabulary mastery and they are less in structure and grammar mastery. First, The primary challenge they face when producing narrative texts is a lack of language. Second, it is causing problems for a lot of students. Third, they are enough to understand the generic structure. How to write a text that follows the generic structure.

Based on private interview with the headmaster, some students of XI MAS AL Ahliyah Aek Badak still have a problem in writing. Students are low motivation to write, students do not attract in writing class. Students difficult to express their ideas in a sentence or a good paragraph, and also students poor of vocabularies. Students still have difficulties in writing sentences or text and still difficulties to write what students heard and read.<sup>5</sup>Narrative Text has been learned in grade VIII junior high school learned again in grade IX junior high school learned again in grade X senior high school as well as in grade XI senior high school, from these problems the researcher interest to discuss about Writing Narrative Text.

---

<sup>4</sup>A. L, S.Pd, as an English Teacher at grade XI MAS Al Ahliyah Aek Badak, Interview on September 29<sup>th</sup> 2022.

<sup>5</sup>M.R.D.,M.A., as a headmaster of MAS Al Ahliyah Aek Badak, Interview on September 29<sup>th</sup> 2022.

The researcher then need to know about the students' ability to write narrative text at grade XI MAS Al Ahliyah Aek Badak.<sup>6</sup>

Based on the problems and explanations above, the researcher is interested and need to inform about students' ability in writing with the tittle "Students' Ability in Writing Narrative Text at Grade XI MAS AL Ahliyah Aek Badak."

## **B. Focus of the Research**

Based on the background of this research, there are some kinds of text and students problem in writing, the researcher not discuss all them. The researcher only focused on writing narrative text in kind of legend.

## **C. Formulation of the Problems**

Based on the background of the problem, the researcher formulated the problem as follow:

1. How is the students' ability in writing narrative text at grade XI MAS Al Ahliyah Aek Badak?
2. How is the students' difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak?
3. How is the students' and teacher's plan to solve the difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak?

---

<sup>6</sup> <https://www.scribd.com/doc/14673953/Silabus-Bahasa-Inggris-SMP-Kelas-8>

#### **D. Purpose of the Research**

Based on the limitation of the problem, the researcher determines that the purposes of this research is to describe students' ability in writing narrative text at grade XI MAS Al Ahliyah Aek Badak kec. Sayurmatangi kab. Tapanuli Selatan. Students' difficulties in writing Narrative text at grade XI MAS Al Ahliyah Aek Badak kec. Sayurmatangi kab. Tapanuli Selatan. Last is the students' and teacher's plan to solve the difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak kec. Sayurmatangi kab. Tapanuli Selatan.

#### **E. Significances of the Problems**

The significances of the research are:

1. For teacher, the result of this research will give as an input for the English teachers in teaching and scoring writing skill, especially teaching narrative text.
2. For the students, the result of this research is to inform them how far their ability to write narrative text.
3. For other researcher, this research is hoped to help the other research who will write in the same tittle. This research can give them information about students' ability in writing narrative text.

#### **F. Definitions of Terminologies**

Based on the topic of this research, students' ability in writing narrative text. The researcher used terminologies on it. To be clearly the researcher wants to introduce the key terms, they are:

### 1. Ability

Ability means that a person's strength try by yourself or a person's basis in execution of work effectively or very successfully. Ability comes from the word capable which means can or can. Ability also called competence is a change in energy in a person which is characterized by a response to the existence of a goal.

### 2. Student

Student is everyone who related to the educational process throughout life, while in a narrow sense is every student who learns at school. Students are one of the components of in teaching, in addition to teacher factors, objectives and teaching methods.

### 3. Writing

Writing is an activity or work of writing books, poems, stories and so on. Writing is defined as the stage of transforming an idea into words on paper. Writing also can be said as the ability to create words and ideas, and also the ability to criticize them in order to decide which ones to use.

### 4. Narrative Text

Narrative text is a story which uses spoken or written language, a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors.

So, narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story.



## **G. Outline of the Research**

The outline of this script is divided into five chapters. Chapter one consists of background of the problem, limitation of the problem, formulation of the problem, significances of the research, definition of terminologies, and outline of the research.

Chapter two consist of the theoretical description. It is divided into subchapters which consist of nature of writing, narrative text, related finding, and the hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter; the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data.

Chapter four consists of the data description, hypothesis testing, discussion and the threats of the research. Chapter five consists of the conclusion about the result of this research, the implication of this research and suggestion that are given by the researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Nature of Writing

###### a. Definition of Writing

Writing is one of activity which needs time to produce a huge variety of ideas. Writing is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topic, to analyse, and to classify any background knowledge. Another linguist, explains that writing is a way to share personal meanings. The people will construct their own opinion views on some topics.<sup>7</sup> Based on those statements, writing is one of macro skills that must need time to expresses the ideas from object that become a topic. Writing is an activity that have to need time to make good sentences by the students' thinking, feeling, and seeing.

Writing is one of the important skills in learning English besides listening, speaking, and reading. Most of students think that writing is more difficult than listening or reading. It involves the application of grammatical knowledge which includes sentences patterns and diction. Writing is an ability to express the idea into a written form. A writer needs a preparation of physical

---

<sup>7</sup>Refnaldi Destri Asirika, 'Teaching Writing Narrative Texts By Using the Pictures of Pop- Up Book As a Media To Junior High School Students', *Journal of English Language Teaching*, 6.1 (2017), 242–52.< <http://ejournal.unp.ac.id/index.php/jelt/article/view/9691/7171>>

and mental in writing. Writing is both a physical and mental act. Writing is the mental work of inventing ideas, thinking about how to express and organize the ideas into statements and paragraphs that will be clear to a reader<sup>8</sup>. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form, process of transferring ideas into written form that is understandable, and writing can becomes a tool for a communication and it is important to be included in teaching English<sup>9</sup>. It meant that the learners will express their own ideas to other people through writing process. An activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.

Writing is demand standard form of grammar, vocabulary, and syntax. Devices to help convey meaning are punctuation, capitals and underlining (for emphasis). Sentence boundaries clearly indicated. Writing is often needed for formal and informal testing. Writing is a difficult skill for native speakers and non-

---

<sup>8</sup>David Nunan, *Practical English Language Teaching* (New York: Mc. Grown Hill Companies Inc, 2003), p. 88.

<sup>9</sup>Rony Tua Parasian Sinaga, 'The Students' Difficulties in Writing a Narrative Text At Grade Ten of Sma Negeri 4 Pematangsiantar', *Nommensen Journal of English Studies (NoJES)*, 1.1 (2020), 2746–1637.< <https://jurnal.uhnp.ac.id/NoJES/article/view/164>>

native speakers; because writers must be able write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization<sup>10</sup>. Writing is the process of building or creating words, phrases, sentences, and paragraphs in order to write well. Writing is an essential skill, especially for students. The pupils are able develop their ideas and they can communicate or express their own ideas in a written form to the readers. In addition, the students should be mastered in reading, speaking and especially in writing.

Writing is a productive skill in the written formulation. It is more difficult than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way<sup>11</sup>. Writing is also a complicated process that most people find challenging. Writing, whether it be hieroglyphics inscribed on parchment or an e-mail message typed on a computer, is the physical act of committing a word or concept to a medium. Writing, on the other hand, is the mental process of creating ideas, considering how to convey them, and structuring them into sentences and paragraphs that are understandable to a reader.

---

<sup>10</sup>Donn Byrne, *Teaching Writing Skill* (New York: Longman, 1993), p. 3

<sup>11</sup>Dian Reftya Wati, 'Improving the Students ' Descriptive Text Writing Ability Through the Implementation of Clustering Technique At the Tenth Grade of Man 1 Metro', *English Education: Jurnal Tadris Bahasa Inggris p-ISSN*, 11.1 (2018), 129–43 <<http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/3492>>.

Increasing ability in writing skill with the characteristics of writing, process of writing, purposes of writing, writing assessment and kinds of written language.

#### **b. Characteristics of Writing**

When the students begin their writing, they must know the characteristic of good writing to make their writing is good. Some of the characteristic of writing as following below:

- 1) Vocabulary: The important aspect of writing. Vocabulary can be defined as the total number of words in a language, it is used and understood by certain person, making up a particular language. It is also the collection of words a person knows and uses in speaking or writing. The first thing to write is vocabulary builder.
- 2) Writing Focus: It is focus on coherence and unity. Coherence means a semantic or between part of a discourse to create a cohesion in a text. Unity means logical aspect in a text. Writing focus really need to have a good writing.
- 3) Mechanics and grammar: Mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Grammar refers to syntax and structure in composition a word and sentences to be a text<sup>12</sup>.

---

<sup>12</sup>Cynthia A. Boardman and Jia Frydenberg, Writing to Communicate Paragraph and Essay (New York: Pearson Education, 2008), p. 17

Based on Weigle there are five components of writing, they are; content, grammar, vocabulary, language use, and mechanics<sup>13</sup>. Based on the explanation above, the researcher can conclude that characteristic of good writing should have by the students or writer so that the reader can understand the text easier.

### c. Processes of Writing

The process of writing is a step by step that the writer need before write a text or paragraph. Based on Langan<sup>14</sup> stated the process of writing are prewriting, writing a first draft, revising and editing. In conclusion, the processes that writers must go through sequentially in order to generate the result of writing in written form are referred to as the writing process. The order of the phases should be from first to last in chronological order.

- 1) Prewriting: It means the first stage of the writing process, typically followed by draft, revise and edit and publish.
- 2) Writing Draft: Refers to actually writing the words of the paper. It means when you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting.
- 3) Revise: Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means

---

<sup>13</sup> Sarah Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002), p. 115.

<sup>14</sup>Jhon Langan, *Collage Writing Skill with Reading* (New York: Mc: Grew Hill, 2011), p. 23-35

rewriting an essay, building on what has already been done, to make it stronger.

- 4) Editing: Refers to you have revised your essay or text for content and style, you are ready to edit check for and correct-errors in grammar, punctuation, and spelling.

Alice and Hogue stated that writing processes are below:

- 1) Prewriting; Prewriting is the way to get ideas, to choose the topic, and collect ideas to explain the topic.
- 2) Organizing; Organizing is writing process to organize the ideas into simple outline.
- 3) Writing: Writing is the next step to write a rough draft, seeing the outline as guide.
- 4) Polishing: There are two steps in polishing. The first is revising; revising is to attack the big issues of content organization. The second is editing, editing is to make smaller issues and repair about grammar, punctuation, and mechanics.<sup>15</sup>

The process of writing above is the way or step that must be done by the writers or students while writing a text or paragraph.

The process of writing can be start with the prewriting, draft and revise.

---

<sup>15</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing: Answer Key*, Pearson Education Limited, 3rd ed. (United State of America: Pearson Longman, 2007), p. 16-18 [https://edisclipnes.usp.br/plueginefile.php/3928474/mod\\_resource/content/1/IntroductiontoAcademicWriting.pdf](https://edisclipnes.usp.br/plueginefile.php/3928474/mod_resource/content/1/IntroductiontoAcademicWriting.pdf).

#### **d. Purposes of Writing**

Writing has many purposes or objectives. The purposes is not only to share opinion or to copy something that is in someone's mind, but the purpose of writing can be to console the reader, to inform a new information and also it can be to examine a process of something<sup>16</sup>. There are purpose of writing are:

- 1) To describe : to explain something by appealing to one or more of the sense.
- 2) To analyse: draw a conclusion about subject by deconstructing it is part.
- 3) To compare: it explains or evaluate something by showing the similarities and differences between it and another subject.

So, purposes of writing is describe, analyse and compare information, product of writing and so on to share it to the readers.

#### **e. Writing Assesments**

Writing assessments are very important to use especially in learning process. By writing assessment, the teacher will be easier to give the value of students' writing product. There are five

---

<sup>16</sup>Stephen King and others, 'Writing with Purpose', ed. by Tanya and Alexander Timoty (Arkansa: Grantham University, 2010), p. 9 <<https://content.grantham.edu/at/EN101/How I Write - Chapter One.pdf>>.



components of writing according to the book and syllabus<sup>17</sup>, assessment in written test that must know by the writer, they are:

1) Content

Content is include to topic and idea in the text. The content of the letter should be clear to the reader so that the reader can understand the message conveyed and obtain information from the text.

2) Organization

Organization refers to orientation, complication and resolution. In an organization, writing deals with the writer's way of doing things organize the ideas and messages in the text by side. The organization of written material includes consistency, order importance, general to specific, specific to general. Chronological as it happened from start to finish.

3) Vocabulary

Vocabulary it is kinds of word, spelling and punctuation. The writers have quite a few phrases and idioms to carry supposed information, attitudes, and feelings. They also can use the suitable phrases together with prefix, suffix, and idiom.

4) Grammar

It refers to language feature and structure. The students can apply basic matching between sentences. Tenses, word order,

---

<sup>17</sup>Herman Benyamin, *Bahasa Inggris untuk SMA/SMK/MAK Kelas 10* (Bandung: Grafindo Media Pratama, 2017), p. 59.

articles, pronouns, prepositions. Language written descriptions and other forms of written use imply accuracy language and grammar

#### 5) Mechanic

Form and order, it is about the way of the story. Writing mechanics has at least two parts: punctuation and capitalization. Punctuation is important, because needs to clarify the meaning of English participle capitalization.

In another assessing writing, there are four kind of assessments of writing, they are:

##### 1) Imitative writing

Imitative writing is exercise in hand writing, dictation, questionnaires and spelling.

##### 2) Intensive writing

Intensive writing is sentence completion, ordering task and short-answer.

##### 3) Responsive writing

Responsive writing is paraphrasing, question and answer, and paragraph.

##### 4) Extensive writing

Extensive writing is essay, task in type of writing (narrative, descriptive, argument, etc.)

Criteria's for writing assessment above to know and to scoring how far the students' ability to writing narrative text based on content, vocabulary, grammar, organization and mechanic.

#### **f. Kinds of Written Language**

In our high literate society, there are literally hundreds of different types of written text, a much large variety than found in spoken text. Each of type listed below represents, or is an example of genre of written language<sup>18</sup>. Each has rules or conventions for it. Consider the following below:

- 1) Nonfictions: report, article, journal essay, and references.
- 2) Fiction: novel, short, narration, drama and poetry.
- 3) Academic Writing; papers, thesis, and book.
- 4) Advertisement, maps, dictionaries, invitation, menu etc.

Based on explanation above, kinds of written language are nonfiction, fiction, academic, and so on. Here the researcher follow to write fiction is narration.

Writing is the skill to express the own writer's ideas. When the writers have some ideas or inner of feelings related to writers own ideas, writes can express writers own ideas to express in

---

<sup>18</sup> H. Douglas Brown, *Teaching by principles An Interactive Approach to Language Pedagogy* (New York: PEARSON, 2007), p.362.

writing skill. According to Michael O'Malley and Lorraine, there are kinds of writing, they are:<sup>19</sup>

1) Expository

Expository is the kind of writing to share knowledge and give information, or ideas to the readers, examples of the expository include describing events or experiences, analyzing concept, speculating, on causes and effects, developing news idea of relationship. This kind of writing can include a biography about well-known person or someone from the writer's life. The writer can rely cover a range of thinking skills from simple recall to analysis and synthesis. Expository writing helps the writers integrate new ideas and examine existing knowledge.

2) Expressive/Narrative

This kind of writing is often based on observations and interpretations. It may include an autobiography incident or reflection in which a writer describer an occurrence in her or his own life. This kind of writing is often used for entertainment, pleasure, discovery or simple as "fun" writing and can include poems and short plays.

3) Persuasive

This kind of writing is often based on background information, fact and examples the writer uses to support the view in a convincing way. This kind of writing might include of the evaluation of a book, a movie, a consumer product, or a controversial issues or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

So based on the kinds of writing above, the researcher conclude that all the kinds of writing are interconnect to this research is narrative.

## **2. Narrative Text**

### **a. Definition of Narrative Text**

---

<sup>19</sup>J. Michel O'Malley, *Authentic Assessment for English Language Learners* (United State of America: Addition Wesley Publishing, 2000), p.137.

Narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological- according to time order. Narrative is text, which tells a story and in doing so, entertains or informs the reader or listener. It means that narrative is a piece of text that tells a story to inform, amuse, and entertain the reader or listener. The generic structure of narrative text is orientation, complication and resolution<sup>20</sup>. Narrative could be said narration. It means talk about story could be based on fact, fictive, and something news.

A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

So, narrative text tells about an imaginary story but the story may be based on fact. The purpose of the narrative is to entertain the readers.

#### **b. Generic Structure of Narrative Text**

There are three generic structures of narrative text must follow by the writer to write narrative text. They are:

- 1) Orientation: the opening of a story sets the mood by defining the setting time, main characters and other information to give the readers an orientation or setting point.

---

<sup>20</sup>Nur Latifah and Istiqomah Nur Rahmawati, 'Teaching And Learning Narrative Text Writing Through Story Mapping', *English Education: Jurnal Tadris Bahasa Inggris*, 12.1 (2019), 78–96 <<https://doi.org/10.24042/ee-jtbi.v12i1.4428>>.

- 2) **Complication:** this is the main body of the story. It outlines an event or sequence of event that leads the characters into a complication when the normal events are upset by some forms of conflict (complication). There may be more than one complication and this serves to frustrate the characters in their attempt to achieve what they wish. Also, this build tension and anticipation in the reader.
- 3) **Resolution:** tells about how the character end and solve the problems. Everything end up “happily ever after” after the conflict are resolved. In some narratives, the resolution may be left for the readers to decide.

The way or structure of writing narrative decided on orientation, complication, and resolution. Writer should follow it to make them easier when writing narrative text based on theme.

### **c. Grammatical Features of Narrative Text**

Language feature of narrative text will guide the writer to write a good narrative text. The language feature as follow:

- 1) Focus on specific participation
- 2) Use of material process (for example behavioural and verbal process).
- 3) Use of relational process and mental process.
- 4) Use of past tense<sup>21</sup>.

---

<sup>21</sup> Tri Indaryati, *English Alive Senior High School* (Jakarta Timur: Yudhistira, 2011), p.32

Grammatical features is one of the important point of writing a text, such as narrative text. It can guide the write to create a text based on tenses, conjunction, and punctuation and so on.

**d. Material of Narrative Text**

Below is the example of narrative text.

**THE LEGEND OF MALIN KUNDANG**

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. **(Orientation)**

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. **(Complication)**

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The

news ran fast in the town; “Malin Kundang has become rich and now he is here”. **(Complication)**

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone. **(Resolution)**<sup>22</sup>

Another example

### THE LEGEND OF SURABAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

---

<sup>22</sup>Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris* (Jakarta: Balitbang, Kemendikbud, 2017), p. 169



Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. **(Orientation)**

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. **(Complication)**

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy. **(Resolution)**.

## **B. Review of Related Findings**

There are some related findings to support this that was about writing narrative text. First is Hasibuan<sup>23</sup>, has done the research to know students’ ability in writing narrative text. The analysis data that used in this research is mean score and Z test = 15 and Z table= 3.26. Based on the

---

<sup>23</sup>Risdatul Hasanah Hasibuan, ‘Students’ Ability in Writing Narrative Text At XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas’ (Institute for Islamic Studies Padangsidempuan, 2021).

result of research, research found that the students' ability in writing narrative text at XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas was 62.5. So, it could be categorized into high category. From the explanation, it was known the hypothesis was rejected, because in hypothesis the ability of XI grade students in SMA Negeri 1 Ulu Barumun Padang Lawas was low.

The second is Riskonnudiah.<sup>24</sup> The researcher used Z formula to find the hypothesis testing and to know whether the hypothesis is accepted or rejected. After calculating the data, the researcher find the students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola 52.65 mean score and the category was low category. Then, from the hypothesis testing the researcher found that hypothesis is rejected. It can be proved from  $Z \text{ count} = -5.61 < Z \text{ table} = 0.326$  by level of significant 0.5%, therefore, students writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola are low category.

The third is Siregar<sup>25</sup>. There were 11 students as samples of the research. The students' ability was measured by giving them essay test in writing about Islamic topic such prophet story. The data was analysed by calculating students' mean score to decide students' ability category.

---

<sup>24</sup>Riskonnudiah, 'Students' Writing Ability in Using Generic Structure of Narrative Text at Grade VIII SMP N 1 Batang Angkola.' (State Institute for Islamic Studies Padangsidimpuan, 2019) <<http://etd.iain-padangsidimpuan.ac.id/910/>>.

<sup>25</sup>Sri Rahmadhani Siregar, 'Students' Writing Ability on Islamic Narrative Text Topic', *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 7.1 (2021), 143–54 <<https://doi.org/10.24952/tazkir.v7i1.3737>>.

Based on the result of research, students' mean score was 75.09. It means that, the students' ability categorizes into good category.

The fourth is Sutika<sup>26</sup>. The result of the study showed that students' writing of narrative text was categorized as good level 77.68. It was found that the students' strength in writing narrative is in contents aspect with mean score 20, and the students' weakness in writing narrative text is in mechanics aspect with mean score 67.7. Based on the result of students' writing test it can be seen most of students still have difficulties in writing narrative text.

Based on related findings above, the researcher will do the same research but with different method and focus. The researcher not only want to know students ability but also difficulties by conducted mix method.

### **C. Hypothesis**

The hypothesis of this research is students' ability in writing narrative text at grade XI MAS Al Ahliyah Aek Badak is enough ability.

---

<sup>26</sup>Bela Sutika, 'An Analysis of Students' Writing Ability of Narraritve Text of the Second Year Students of SMP IT Imam Asy Syafi'i 2 Pekanbaru' (Universitas Islam Riau., 2019) <<http://repository.uir.ac.id/id/eprint/7098>>.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of Research**

This research conducted at MAS Al Ahliyah Aek Badak, Kec. Sayurmatangi, Kab. Tapanuli Selatan. The subject of this research is the XI grade of MAS Al Ahliyah Aek Badak. The researcher is interesting to choose this school for the research about the students' ability in writing narrative text. This research begun on Oktober 2022 up to May 2023.

#### **B. Research Method**

This research used mix method. Design of mix method is the way to collect and analyze both quantitative and qualitative data within the same study. Mix method research draws on potential strength of both difficulties and problem solving, allowing researchers to explore diverse perspective and uncover relationship that exist between the intricate layers of our multifaceted research question.

Based on the statement above, the researcher used quantitative analysis method to know how is the student's ability in writing narrative text and qualitative analysis to know the students' difficulties and problem solving at grade XI MAS Al Ahliyah Aek Badak.

## C. Population and Sample

### a. Population

In this research, students of MAS Al Ahliyah Aek Badak at grade XI is population. The total population are 51 students. It means that population is number of whole subjects of the research that is very important in doing research. Students at grade XI in MAS AL Ahliyah Aek Badak are 2 classes. It can be seen in the following table:

**Table III.1**  
**Population of the grade XI MAS Al Ahliyah Aek Badak**

No.	Class	Total of Students
1.	IPS 1	25
2.	IPS 2	26
		51

### b. Sample

The sample of this research is IPS 1 and IPS 2 at grade XI of MAS Al Ahliyah Aek Badak. The researcher selected the sample by using total sampling technique. Total sampling is a sampling technique where the number of samples is the same of the population. The reason for taking total sampling is because the total population is less than one hundred, the entire population is used as a research sample. It means that in this research the sample takes class XI IPS 1 = 25 students and XI IPS 2 = 26 students. So total of sample of this research is 51 students. It can be seen from the table follow:

**Table III.2**  
**Sample of Research**

No.	Class	Total of Students
1.	IPS 1	25

#### **D. Instrument of the Research**

There are two instruments in collecting data in this research, they are as following :

##### **a. Test**

The researcher used essay to know students ability in writing narrative text base on the topic. Essay test is a test that demand a tester to give some answer in essay form or the sentences that arranged by the words. The researcher took the Indicator of writing test based on English Text Book<sup>27</sup>.

**Table III.3**  
**Indicator of Writing Test**

<b>Criteria</b>	<b>Description 4</b>	<b>Description 3</b>	<b>Description 2</b>	<b>Description 1</b>
-----------------	----------------------	----------------------	----------------------	----------------------

<sup>27</sup> Herman Benyamin, *Bahasa Inggris untuk SMA/SMK/MAK Kelas 10* (Bandung: Grafindo Media Pratama, 2017), p. 59

Content (topic or idea in the text)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organization (orientation, complication and resolution)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Grammar (structure and past tense)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Vocabulary (kinds of word, punctuation and spelling)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set
Mechanic (Spelling and punctuation)	There is no mistake in spelling and punctuation	There are some mistake in spelling and punctuation	There are many mistake in spelling and punctuation	Too much mistake in spelling and punctuation
5 = Excellent	4 = Very Good	3 = Good to Average	2 = Fair to poor limited	1 = Very poor

Assessment: Result score x 4

**Note:**

The total score obtained by students is the number of scores obtained students from criteria 1 to 5. The maximum score is the result of

multiplying the highest score (5) by the number of criteria defined. So, all the score x 4 ( $25 \times 4 = 100$ )

#### **b. Interview**

Interview is used to gather information about student's ability and difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak. The researcher got the students' difficulties in mastering new vocabulary. The teacher solve the problem with increase the new vocabulary with additional English text book to any variation while studying, the researcher did the interview with the Headmaster, English Teacher and a student at grade XI MAS Al-Ahliyah Aek Badak.

#### **E. Validity of Instrument**

In this research, the researcher used construct validity. A good test must have validity. So the test can use to measure the aspects that will be measure. In this research, the researcher used construct validity to get the validity of instrumentation. Construct validity is a part of the test as a totality to measure the test by content. Another requirement is also important for a researcher is reliability. To make it sure, the researcher validated the test to the English teacher. The result of the research must be reliable. The researcher gave the test to students in XI grade MAS Al Ahliyah Aek Badak, to know how far the students' ability in writing narrative text.

#### **F. Technique of Data Collection**



The instrument of data collecting in this research is test and interview.

**a. Test**

The researcher used a test as instrument to measure the students' ability for taking the valid data. The researcher administered writing test to find out the result. There are some steps to collect the data, they are:

- 1) The researcher prepared the test for the students' related to the material, narrative text test.
- 2) Then, the researcher gave the instructions to the students for do the test.
- 3) The researcher gave the test to the students.
- 4) The students answered the test.
- 5) After students done the test, the researcher collected the paper.
- 6) Last, the researcher checked the answer of the test.

**b. Interview**

The researcher doing the private interview in individual meeting. The researcher do the interview to collect the data. It gets the information about this research, the researcher done the interview directly with the English teacher in MAS Al Ahliyah Aek Badak. Below is list of interview:

- 1) How is the students' ability in writing narrative text at grade XI MAS Al Ahliyah Aek Badak?
- 2) How is the students' difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak?
- 3) How is the students and teacher's effort to solve the difficulties in writing narrative text at grade XI MAS Al Ahliyah Aek Badak?

### **G. Technique of Data Analysis**

After collecting data on their answer, the researcher analysed a mean score for the test, and the average score of the students interpreted as descriptive data. When the researcher has been gotten the data, the researcher entered it into a frequency table using the formula:

- 1) Using mean score to analyse the test result

The formula is:

$$X = \frac{\sum x}{n}$$

Note:

x = mean score of the students

n = the number of the students

$\sum x = \textit{the total score}$

- 2) After the researcher get the data, it would enter in test hypothesis with formula:<sup>28</sup>

Z – Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Note:

X = data that includes hypothesis categories

n = all the data

p = hypothesis proportion.

**Table III.4**  
**Criteria Score Interpretation**

No.	Percentage	Criteria
1.	0%-20%	Very low
2.	21%-40%	Low
3.	41%-60%	Enough
4.	61%-80%	High
5.	81%-100%	Very High

After the researcher found the mean score of all students, it is consulted to the criteria as follow:

- a. If the value of the means score is 0-20, it is classified as having extremely low ability.
- b. If the value of the means is 21-40, it is considered low ability.
- c. If the value of the means is 41-60, it may be classified as having sufficient ability.

---

<sup>28</sup>Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), p. 79

- d. If the value of the means score is between 61 and 80, it can be classified as high ability.
- e. If the mean score is between 80 and 100, it might be classified as extremely high ability

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

In this chapter, the researcher discussed about the result of the research based on the title “Students’ Ability in Writing Narrative Text at Grade XI MAS Al Ahliya Aek Badak”. The researcher used one instrument in collecting data, the instrument was test. There are 24 students at grade XI who follow the test. The test is writing narrative text with the theme Legend. The data of students’ score has calculated by the researcher. It would be explained as follow:

#### **A. The Description of Data**

##### **1. Description of Ability at the XI Grade Students of MAS Al-Ahliyah Aek Badak In Writing Narrative Text**

The researcher collected the data based on the instrument of the research, it was test. The researcher used test to know the ability of the XI grade students of MAS Al-Ahliyah Aek Badak in writing narrative text. This research has one variable and the focus of this research was to identify the students' ability in writing narrative text.

In writing narrative text the students must be able to write the Generic Structures and the Language Features of Narrative Text Then, after giving the test the researcher collected the test of students. The score of students could be seen from the table of students' total score below:

**Table IV.5**  
**Total Score of Students in Writing Narrative Text**

<b>No.</b>	<b>The Name of Students (n)</b>	<b>Class</b>	<b>Total Score</b>
1	AFS	IPS	52
2	NHH	IPS	68
3	AZS	IPS	56
4	MN	IPS	80
5	WJP	IPS	64
6	RB	IPS	64
7	NFN	IPS	60
8	MN	IPS	72
9	SB	IPS	64
10	SAH	IPS	60
11	IS	IPS	64
12	SPD	IPS	80
13	FA	IPS	80
14	CKN	IPS	64
15	R	IPS	80
16	YP	IPS	72
17	S	IPS	62
18	HMA	IPS	64
19	SWG	IPS	68
20	HM	IPS	96
21	NAP	IPS	76
22	NST	IPS	80
23	AZH	IPS	80
24	RRN	IPS	92
Total Score			1.698
Mean Score			68.83

Based on the table of students score in writing narrative text the total score was 1.698 and the mean score was 68.83. It was clear that the score of students were not same. Besides that, the researcher has drawn the students' quality score. It can be seen from table (Appendix 2).

To know the quality score of the students' in writing narrative text can be seen below:

**Table IV.6**  
**Quality Score of the Students' Writing Narrative Text**

No.	The Name of Students	Class	Total Score	Quality Score
1	AFS	IPS	52	Enough
2	NHH	IPS	68	High
3	AZS	IPS	56	Enough
4	MN	IPS	80	High
5	WJP	IPS	64	High
6	RB	IPS	64	High
7	NFN	IPS	60	Enough
8	MN	IPS	72	High
9	SB	IPS	64	High
10	SAH	IPS	60	Enough
11	IS	IPS	64	High
12	SPD	IPS	80	High
13	FA	IPS	80	High
14	CKN	IPS	64	High
15	R	IPS	80	High
16	YP	IPS	72	High
17	S	IPS	62	High
18	HMA	IPS	64	High

No.	The Name of Students	Class	Total Score	Quality Score
19	SWG	IPS	68	High
20	HM	IPS	96	Very High
21	NAP	IPS	76	High
22	NST	IPS	80	High
23	AZH	IPS	80	High
24	RRN	IPS	92	Very High
Total Score			1.698	
Mean Score			68.83	

From the table of the students' score qualify, the researcher found that they have different quality score. From table above, it was known the high score for variable in writing narrative text has been search in 24 students was different. There were many students who have poor, enough, good and very good. It can also see there was 2 students got poor, 11 students got enough, 2 students got good and 8 students get very good. It means the ability of the students at grade XI IPS of MAS Al-Ahliyah Aek Badak in writing narrative text was good.

The researcher calculated the data by using manual counting, Mc.Excel and statistic count. It can be seen from the table below:

**Table IV.7**

**The Resume of Variable Score in Writing Narrative Text**

No	Statistic	Variable
1.	Highest Score	96
2.	Lowest Score	52
3.	Mean	68.83
4.	Median	68.94
5.	Modus	76.3



From the table above, it can be seen that the highest score of students was 96, the lowest score of student was 52. Based on the data, the researcher calculated that the mean score was 68.83, median was 68.94, and the last was modus, it was 76.3.

After that, the researcher computed the students' score writing narrative text into frequency distribution. It can be seen from the table below. There were 11 students got score 52 up to 67 with percentage (45.83%), there were 11 students who got score 68 up to 83 with the percentage (45.83%) there was 2 students got score 84 up to 103 with the percentage (8.33%). So there were 24 students in the table frequency with the percentages. It can be seen from the table below:

**Table IV.8**

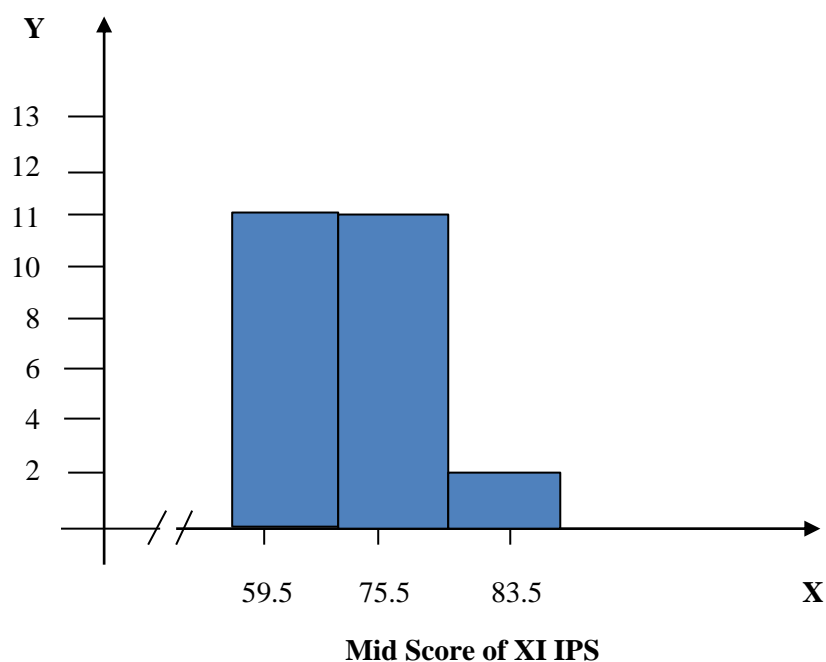
**The Frequency Distribution of Students in Writing Narrative Text**

Interval Class	Fi	fk	xi	fi.xi	Percentage (%)
52 - 67	11	11	59.5	654.5	45.83%
68 – 83	11	22	75.5	830.5	45.83%
84 – 103	2	24	83.5	167	8.33%
P=16	24		218.5	1.652	100 %

The frequency distribution of students in writing narrative text has explained by the researcher. After finding the mean score, median, modus, highest score of students and the lowest score of students the researcher

has explained. Based on the table above, it can be drawn at histogram as below:

**Figure 1: Histogram of Students' Writing Narrative Text of XI IPS grade students in MAS Al-Ahliyah Aek Badak**



To know the classification ability of students score, it can be seen from the table below:

**Table IV.9**  
**The Classification Quality of the Students' Score**

Percentage	Criteria
0 % – 20%	Very Low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very High

After analysing the students' result in writing narrative text at grade XI IPS MAS Al-Ahliyah Aek Badak. The researcher classified the students' criteria based the calculation of mean score. The mean score of the data was 68.83 (66%). Based on the classification quality of the students score, it concluded that the ability of the XI IPS grade students of MAS Al-Ahliyah Aek Badak can be categorized into **High category**.

## **2. The Students' Difficulties in Writing Narrative Text**

After the researcher the students who got low score, so the researcher also found that there were some difficulties that faced by the XI grade students in writing narrative text. The difficulties that faced by students can be seen based on the score that they have in every aspect of writing. There are five aspects in writing and the students' score in every aspect would be explain below:

### **a) Content**

The first aspect in writing narrative text was content. The researcher found that there were 9 (37.5%) students who got score 3 with the category in good to average. There are 12 (50%) students who got score 4 with the category in very good. There are 3 (12.5%) students who got score 5 with the category excellent. There is no students who got score with category very poor. It concludes that the students were able to make ideas in sentences based on category of

writing. The researcher presented the students' score in the aspect of content from the table below:

**Table IV.10**  
**The Students' Difficulty in Aspect of Content**

Aspect	Score	The number of students'/%
Content	5 (Excellent)	3 (12.5%)
	4(very good)	12 (50%)
	3 (good to average)	9 (37.5%)

Based on interview with Gultom<sup>29</sup>, she got difficulties for aspect of content is felt confused how to start writing and were not able in making ideas in writing narrative text. But, there is no students got very poor for aspect of content.

#### **b) Organization**

The second aspect in writing narrative text was organization. In aspect organization, the researcher found that there were 1 students or 4.2 % of students who got score 2 with the category fair to poor. There were 6 students or 25% of students who got score 3 with category good/average. There were 15 students or 62.5% of students who got score 4 with the category very good. There were 2 students or 8.3% students' who got score 5 with the category excellent. It means, that there were 1 students or 4.2% of students had difficulties in organization and they were not able to describe the generic structure

---

<sup>29</sup> SWG, "The Result Interview at grade XI MAS Al-Ahliyah Aek Badak interview on December 29<sup>th</sup> 2022"

well in writing narrative text. To make it clear, the researcher presented the students' difficulties in organization from the table below:

**Table IV.11**  
**The Students' Difficulties in Aspect of Organization**

Aspect	Score	The number of students' / %
Organization	2 (fair to poor)	1 (4.2 %)
	3 (Good/average)	6 (25%)
	4 (very good)	15 (62.5%)
	5 (excellent)	2 8.3%)

Students' difficulties for aspect of organization is some of students forgot the generic structure of narrative text and only used orientation in their writing and forgot her experience in the past or the narration. Based on interview with Akbar<sup>30</sup>, he said difficulties in organization and he were not able to describe the generic structure well in writing narrative text to make it clear.

**c) Grammar**

The third aspect in writing narrative text was grammar. The researcher also found that most of the students' were difficulties in grammar. There were only 12 students' or 50% of students who got score 3 with the good to average category. There were 10 students' or 41% of students who got score 4 with the very good category. There were 2 students or 8.3% of students' who got score 5 with the

---

<sup>30</sup> HMA, "The Result Interview at grade XI MAS Al-Ahliyah Aek Badak interview on December 29<sup>th</sup> 2022"

excellent category. It concluded that most of them still low in grammar, because they were making mistakes in changing verb-1 into verb-2. The table of students' difficulties in aspect of grammar has presented below:

**Table IV.12**  
**The Students' Difficulties in Aspect of Grammar**

Aspect	Score	The number of students' / %
Grammar	3 (good to average)	12 (50 %)
	4 (very good)	10 (41.7%)
	5 (excellent)	2 (8.3%)

Based on table above, the researcher found that there were 3 students' who got score with good to average category. Some of students did not know the differences between verb-1 and verb-2, could not know regular and irregular verb, and only know simple present tense and she used verb-1 in writing narrative text. Based on interview with Harahap<sup>31</sup>, she said that she felt difficulties how to write sentences because he said that he poor in English words. He did not know what words suitable with the text and he thinks narrative text one of the difficulties texts.

#### **d) Vocabulary**

The fourth aspects in writing narrative text was vocabulary. The researcher found that there were 1 students or 4.2% of students got

---

<sup>31</sup>NHH, "The Result Interview at grade XI MAS Al-Ahliyah Aek Badak interview on December 29<sup>th</sup> 2022"

score 2 into category fair to poor. There were 13 students' or 54.2% of students' got score 3 into category good to average. There were 9 students' or 37.5% of students' got score 4 into very good category. There were 1 students' or 4.2% of students' got score 5 into excellent category. The researcher has drowned the table classification below:

**Table IV.13**  
**The Students' Difficulties in the Aspect of Vocabulary**

Aspect	Score	The number of students' / %
Vocabulary	2 (fair to poor)	1 (4.2%)
	3 (Good to average)	13 (54%)
	4 (very good)	9 (37.5%)
	5 (excellent)	1 (4.2%)

In the aspect of vocabulary, the researcher also found that there were 1 got score 2 (4.2%) of students' who got score with fair poor category. Some of the students' who got score with fair to poor category said that they were difficult to translate the unfamiliar words in their writing because they were lack of vocabulary difficult in concrete words to another words. Based on Siregar<sup>32</sup>, result interview with a student. She did not understand how to write a good sentence in writing text and difficult to remember English words.

---

<sup>32</sup> AFS, "The Result Interview at grade XI MAS Al-Ahliyah Aek Badak interview on December 29<sup>th</sup> 2022"

**e) Mechanic**

The fifth aspect in writing narrative text was mechanics. The researcher found that the students also made a mistake in using punctuation or capitalization in writing narrative text. There were 3 students or 12.5% of students who got score 2 with the fair to poor category. There were 13 students' or 54.2% of students who got score 3 with the good to average category. There were 7 students or 29.2% of students who got score 4 with the very good category. Then, there were 1 students or 4.2% of students who got score 5 with the excellent category. Based on the explanation, the researcher concluded that there were some students felt difficulties in using punctuation and capitalization it can be seen from the table below:

**Table IV.14**

**The Students' Difficulties in the Aspect of Mechanics**

<b>Aspect</b>	<b>Score</b>	<b>The number of students' / %</b>
Mechanics	2 (fair to poor)	3 (12.5%)
	3 (Good to average)	13 (54.2%)
	4 (very good)	7 (29.2%)
	5 (excellent)	1 (4.2%)

After found the students' difficulties from the test in aspect of mechanics, some of students who got score with fair poor category was not able in using capitalization because only focused to translate the writing into English and forgot to check the writing before she collected to



the researcher. Based on the interview with Nasution<sup>33</sup>, she not understand how to improve the English word to the English text. If she remembered the words, she did not know how to write the English words correctly.

In this research there are three difficulties faced by students in writing narrative text at grade XI IPS MAS Al-Ahliyah Aek Badak as follows:

a. Students Less understanding of organization of writing narrative text

Some of students still confused on organization in every structure of narrative text, content and generic structure was in orientation, complication and resolution. Some of the students wrote a paragraph that not suitable whit the content of the text. So, it was the students' difficulties in generic structure

b. Students Less on mastery vocabulary of writing narrative text

Students less on mastery vocabulary. Students just have limited vocabulary, so they were hindered on writing down what was in their mind and make students were lazy in writing English text. It was the students' difficulty in vocabulary on mastery writing narrative text.

c. Students Less understanding on mechanic of writing narrative text

Some of students still confused about form and order, it is about the way of the story. Writing mechanics has at least two parts: punctuation and capitalization. Punctuation is important,

---

<sup>33</sup> NFN, "The Result Interview at grade XI MAS Al-Ahliyah Aek Badak interview on December 29<sup>th</sup> 2022"

because needs to clarify the meaning of English participle capitalization.

Based on the table of students' score in every criteria of narrative text, it can be seen students good at to select idea, but students get difficulties in organization, vocabulary and mechanic.

### **3. The Efforts of Teacher to Overcome the Students' Difficulties in Writing Narrative Text.**

In this discussion, explain the teachers' efforts in overcome the students' difficulties about mastering writing narrative text. To solve the students difficulties In description on mastery writing narrative text by using test, in this research conducted interview to English teacher of MAS Al-Ahliyah Aek Badak to know teachers' efforts to overcome the students difficulties.

In this research, there are three difficulties of students' ability in writing narrative text, first, students less understanding of generic structure of writing narrative text, then, students less understanding on grammar and students less on mastery vocabulary. So, the teacher' effort to solve the student's difficulties in mastery writing narrative text, as follows:

- a. Teachers' effort to solve the students less understanding of organization in writing narrative text

Students less understanding of organization of writing narrative text. The teacher's efforts to overcome the students difficulties is give more explanation about generic structure, paragraph of writing

narrative text, give more task that analysis the content of every generic structure.

- b. Teachers' effort to solve the students less on mastery vocabulary in writing narrative text

Students less on mastery vocabulary in writing narrative text.

The teacher's efforts to overcome students less on mastery vocabulary in writing narrative text was asked the students to write a list of vocabulary that related to the materials then memorized them. It was the teachers' effort to overcome students' less on mastery vocabulary.

- c. Teachers' effort to solve the students less understanding on mechanic in writing narrative text

Students less understanding on mechanic in writing narrative text, The teacher's efforts to overcome students less understanding is teacher explained the material, the teacher also explain the formula of past tense, punctuation, and dictions<sup>34</sup>.

Based on the result of interview with the English teacher above, the problems that faced by students in writing narrative text such as less understanding of organization in writing narrative text, less on mastery vocabulary in writing narrative text and less understanding on mechanic in writing narrative text.

---

<sup>34</sup> A.L, S.Pd as an English Teacher at grade XI MAS Al-Ahliyah Aek Badak interview on December 29<sup>th</sup> 2022.

Based on interview with the headmaster of MAS Al-Ahliyah Aek Badak<sup>35</sup>, the teachers' effort to solve it like give the repeating of explaining the material of narrative text such as in generic structure, punctuation, and vocabulary. The students' ability in writing narrative text is high category. The criteria or aspects in scoring writing ability based on content, mechanic, vocabulary, and organization.

## B. Discussion

After the researcher analyzing the data of the research, the researcher was known that the students' ability in writing narrative text at grade XI MAS Al-Ahliyah Aek Badak was categorized into high categories (96) . It was gotten from the result of the research by students' mean score in doing the essay writing text by students writing narrative text. According to this research, the research category was same by another researcher with the research that had been done:

First was done by Siregar. She did in MA An-Nur Padangsidempuan at grade XI. There were 11 students as samples of the research. The students' ability was measured by giving them essay test in writing about Islamic topic such prophet story. The data was analysed by calculating students' mean score to decide students' ability. Based on the result of research, students' mean score was 75.09.<sup>36</sup> It means that, the students' ability categorizes into good category.

---

<sup>35</sup> .....

<sup>36</sup>Sri Rahmadhani Siregar, 'Students' Writing Ability on Islamic Narrative Text Topic', *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 7.1 (2021), 143–54 <<https://doi.org/10.24952/tazkir.v7i1.3737>>.

Second was done by Sutika. She did in the first class of SMP IT Imam As-Syafii 2 Pekanbaru. The result of the study showed that students' writing of narrative text was categorized as good level 77.68. It was found that the students' strength in writing narrative is in contents aspect with mean score 20, and the students' weakness in writing narrative text is in mechanics aspect with mean score 77.7. Based on the result of students' writing test it can be seen of the student's ability in good categorized<sup>37</sup>.

Based on the conclusion and calculation above, the researcher determined that the students' ability in writing narrative text at grade XI MAS Al-Ahliyah Aek Badak was high categories. The reason of category, the result of research calculation of the students' skill in writing narrative text was 66% based on the result calculation of presentation with mean score was 68.83. The researcher concluded that the students had sufficiency ability in writing narrative text. The researcher also concluded the outcome was in the high category.

### **C. Threats of the Research**

The researcher believed and considered that there were several threats of research to the researcher in this study. It concretely began with the title of the research, kinds of research and ended the method of data analysis. The researcher realized that this thesis still a lot of efficiency, so far from the ideal thesis, the investigation and realization of this thesis was still far from complete and can be said this thesis far from the perfect thesis.

---

<sup>37</sup>Bela Sutika, 'An Analysis of Students' Writing Ability of Narrative Text of the Second Year Students of SMP IT Imam Asy Syafi'i 2 Pekanbaru' (Universitas Islam Riau., 2019) <<http://repository.uir.ac.id/id/eprint/7098>>.

In doing the test, there were a treat of tie for the test; already know that the students' have not yet for preparing to get the test. And in a moment, students did the test after match subject, students still confused in their mind to answer the test. The result of the test obtained may be less reliable as a result of the test.

There were not active to answer, cheating, prejudice, psychological support in activities such as testing, and the time of the test was limited due to the state of pupil's test who may not be too serious in responding any questions from the essay writing test. It concluded, the students did not do test seriously.

The researcher was afraid that this research poses, but the researcher believes with writer hard work, this research may be entirely resolved. For the result, the researcher anticipates from friends and readers to complete this research. The researcher was aware all things would want to searched, but to get the extremely excellent result were more difficult become there were treat of the researcher, the researcher got helping from the advisors, headmaster and the English teacher.

The other threats that faced by the researcher were as follows:

1. Some of the students were not serious in answering the pre-test and post. Some of them were cheating and help each other. It made the answer of the test was not too pure because some of them did not do it by themselves.

2. Some of the students were noisy while the learning process. They were not concentrating in following the learning process. And also some of them talked to their friends in outside of the topic lesson that given by the teacher.
3. Learning application was not too effective because of the limit time.
4. The researcher couldn't explain the material by using English fully because some of the students didn't understand English well. Some of them were difficult to understand the material if the teacher used English fully.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result above, the researcher concluded some points from this research as follow:

1. The Ability of The XI Grade Students of MAS Al-Ahliyah Aek Badak was classified into high category (66%). Based on the students' ability in writing narrative text can be categorized into high category with the mean score 68.83.
2. The difficulties that are faced by The XI Grade Students of MAS Al-Ahliyah Aek Badak in writing narrative text were lack of vocabulary, error in mechanic and error in organization.
3. The efforts of the English teacher to overcome the students' difficulties at XI grade students in MAS Al-Ahliyah Aek Badak in mastering writing narrative text, as follows:
  - a. The teacher' effort to solve the students less understanding of Students less understanding of organization of writing narrative text is give more explanation about generic structure, paragraph of writing narrative text, give more task that analysis the content of every generic structure.
  - b. The teacher's effort to solve the students less in mastery vocabulary was asked the students to write a list of vocabulary that related to the materials then memorized them.



- c. Teachers' effort to solve the students less understanding on mechanic in writing narrative text is teacher explaine the material, the teacher also explain the formula of past tense, punctuation, and dictions.

## **B. Implications**

### 1. Theoretical implications

- a. The teacher' effort to solve the students less understanding of Students less understanding of organization of writing narrative text can be influence on students' interest in learning Narrative text, because in this theory students more quickly graps the understanding given by teacher such as teacher give more explanation about generic structure, paragraph of writing narrative text, give more task that analysis the content of every generic structure, teacher asked the students to write a list of vocabulary that related to the materials then memorized them, and teacher explaine the material, the teacher also explain the formula of past tense, punctuation, and dictions.
- b. Student motivation has an influence on learning achievement English. Students with high learning motivation of course have better learning achievement then students with medium or low learning motivation. It is hoped that teachers can foster learning motivation in students in various ways according to the ability of the teacher and attractive to students.

c. Although teacher and student interactions in the teaching and learning especially in teaching Narrative text and motivation to learn both high, medium and low in research . in this case, it is hoped that there could be collaboration between students, teacher and search the best solution in the process of learning Students Ability in Writing Narrative Text.

## 2. Practice Implication

The results of this reseach are used as input for teachers and prospective teacher. To improve self with the teaching that has been done and student learning achievement that have been achieved with pay attention to appropriate learning methods and learning motivation students, to make the students more understand about Narrative Text.

## C. Suggestion

After conducting the research, the researcher got many information from the students and the teachers. The researcher would like to give some suggestions for the English teacher in MAS Al-Ahliyah Aek Badak, for the next researcher who interested for doing the similar research, and for everyone who red this research. The suggestions that the researcher can give as follow:

1. For the English Teacher, the researcher hopes this research can help the teacher to increase the students' skill in writing, especially in writing narrative text. The researcher suggest the teacher to start the class by using strategy such as ice breaking. Ice breaking can help the student's

interest in learning English. Besides that, the teacher can monitor the students, so the teacher would know the students' problem.

2. For the students at XI Grade of MAS Al-Ahliyah Aek Badak, the researcher suggest the students to pay attention in learning English. The students can practice more in writing recount text.
3. For the next researcher, the methodology of the research can be used in different factors. Besides that, the theory in this research can be as a related finding for the next researcher.

## REFERENCES

- Asirika, Refnaldi Destri, 'Teaching Writing Narrative Texts By Using the Pictures of Pop- Up Book As a Media To Junior High School Students', *Journal of English Language Teaching*, 6.1 (2017), 242–52.<  
<http://ejournal.unp.ac.id/index.php/jelt/article/view/9691/7171>>
- Boardman A, Cynthia and Jia Frydenberg, *Writing to Communicate Paragraph and Essay*, New York: Pearson Education, 2008.
- Benyamin, Herman, *Bahasa Inggris untuk SMA/SMK/MAK Kelas 10*, Bandung: Grafindo Media Pratama, 2017.
- Brown, H. Douglas, *Teaching by principles An Interactive Approach to Language Pedagogy*, New York: PEARSON, 2007.
- Byrne, Donn, *Teaching Writing Skill*, New York: Longman, 1993.
- Bela Sutika, 'An Analysis of Students' Writing Ability of Narraritive Text of the Second Year Students of SMP IT Imam Asy Syafi'i 2 Pekanbaru' (Universitas Islam Riau., 2019) <<http://repository.uir.ac.id/id/eprint/7098>>
- Bahasa Inggris, 12.1 (2019), 78–96 <<https://doi.org/10.24042/ee-jtbi.v12i1.4428>>
- Destri Asirika, Refnaldi, 'Teaching Writing Narrative Texts By Using the Pictures of Pop- Up Book As a Media To Junior High School Students', *Journal of English Language Teaching*, 6.1 (2017), 242–52<  
<http://ejournal.unp.ac.id/index.php/jelt/article/view/9691/7171>>
- Fanny Trisnia Ramandani, 'Students' Ability in Writing Narrative Text at Class Eight Grade MTsN Batu' (University of Muhammadiyah Malang, 2022) <<https://eprints.umm.ac.id/85224/%0Ahttps://eprints.umm.ac.id/85224/1/INTRODUCTION.pdf>>
- Hasanah, Risdatul, Hasibuan, 'Students' Ability in Writing Narrative Text At XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas' (Institute for Islamic Studies Padangsidempuan, 2021). <http://etd.iain-padangsidempuan.ac.id/id/eprint/7608>
- Indaryati, Tri, *English Alive Senior High School*, Jakarta Timur: Yudhistira, 2011.
- King, Stephen, Timothy P Goss, Tanya C Klatt, Alexander V Ames, and D Ph, 'Writing with Purpose', ed. by Tanya and Alexander Timoty (Arkansa: Grantham University, 2010), p.9 <<https://content.grantham.edu/at/EN101/How I Write - Chapter One.pdf>>
- Langan, Jhon, *Collage Writing Skill with Reading*, New York: Mc: Grew Hill, 2011.

- Latifah, Nur, and Istiqomah Nur Rahmawati, 'Teaching And Learning Narrative Text Writing Through Story Mapping', *English Education: Jurnal Tadris Bahasa Inggris*, 12.1 (2019), 78–96 <<https://doi.org/10.24042/ee-jtbi.v12i1.4428>>
- Mulyaningsih, Dini Utami, 'An Analysis of Students' Ability in Writing Narrative Texts', *Journal of English and Education*, 1.2 (2013), 16–22 <<https://ejournal.upi.edu/index.php/L-E/article/view/579/436>>
- Nisa, Khairun, Rika Jum'a Virgosa, and Deddy, 'Improving Students' Ability in Writing Narrative Text through Mind Mapping Technique at the First Grade of SMAN 15 Bandar Lampung', 585.1 (2009), 2009 <<https://doi.org/10.1210/jc.2009-0058>>.
- Nizar Rangkuti, Ahmad, *Statistik Untuk Penelitian Pendidikan*, Medan: Perdana Publishing, 2015.
- Nunan, David, *Practical English Language Teaching*, New York: Mc. Grown Hill Companies Inc, 2003.
- Rika Jum'a Virgosa, Deddy Supriady, Khairun Nisa, 'Improving Students' Ability in Writing Narrative Text through Mind Mapping Technique at the First Grade of SMAN 15 Bandar Lampung', 585.1 (2009), 2009 <<https://doi.org/10.1210/jc.2009-0058>>
- Riskonnudiah, 'Students' Writing Ability in Using Generic Structure of Narrative Text at Grade VIII SMP N 1 Batang Angkola.' (State Institute for Islamic Studies Padangsidimpuan, 2019) <<http://etd.iain-padangsidimpuan.ac.id/910/>>
- Rony Tua Parasian Sinaga, 'The Students' Difficulties in Writing a Narrative Text At Grade Ten of Sma Negeri 4 Pematangsiantar', *Nommensen Journal of English Studies (NoJES)*, 1.1 (2020), 2746–1637 <<https://jurnal.uhnp.ac.id/NoJES/article/view/164>>
- Siahaan, Sanggam, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008.
- Sri Rahmadhani Siregar, 'Students' Writing Ability on Islamic Narrative Text Topic', *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 7.1 (2021), 143–54 <<https://doi.org/10.24952/tazkir.v7i1.3737>>
- Widiati, Utami Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, Jakarta: Balitbang, Kemendikbud, 2017.
- Weigle, Sarah Cushing, *Assesing Writing*, Cambridge: Cambridge University Press, 2002.

## **Appendix 1**

### **Instrument for Test**

#### **A. Introduction**

1. The instrument is use to find out the students" ability in writing narrative text.
2. Your answer will not influence your position in this school.
3. Your answer will be kept for it's confident.

#### **B. Guideline**

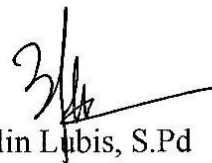
1. Read the question carefully!
2. If you have a question, ask to the researcher!

#### **C. Answer the following question**

1. Write a narration of the following story, the outline of the story may help you develop the narration. Choose only one tittle!
  - a. Sampuraga
  - b. Lake Toba

Padangsidempuan, October 2022

Validator,



Amilin Lubis, S.Pd

## **Appendix II**

### **List of Interview**

#### **a. For Headmaster**

1. How is the students' in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?
2. How is the students' difficulties in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?
3. How is the teacher solves the difficulties in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?

#### **b. For Students**

1. How is the students' in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?
2. How is the students' difficulties in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?
3. How is the teacher solves the difficulties in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?

#### **c. For English Teacher**

1. How is the students' in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?
2. How is the students' difficulties in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?
3. How is the teacher solves the difficulties in writing Narrative text at grade XI MAS Al-Ahliyah Aek Badak ?

**APPENDIX III****The Score of XI IPS 1**

<b>No.</b>	<b>The Name of Students (n)</b>	<b>C</b>	<b>O</b>	<b>G</b>	<b>V</b>	<b>M</b>	<b>Score</b>
1	Anisah Fitri Siregar	3	3	3	2	2	52
2	Nur Hidayah Harahap	4	3	3	3	4	68
3	Aulia Zahra Syabbani	3	3	3	3	2	56
4	Maysaroh Nsb	4	4	3	3	3	80
5	Wardatul Jannah Pulungan	4	3	3	3	3	64
6	Ropivah Batubara	3	4	3	3	3	64
7	Nur Fadiah Nasution	3	4	4	4	2	60
8	Masniari Nasution	4	4	4	3	3	72
9	Santika Btubara	3	4	3	3	3	64
10	Siti Aisyah Hasibuan	3	3	3	3	3	60
11	Ihwana Siregar	4	4	3	3	3	64
12	Sakina Putri Daulay	4	4	4	4	4	80
13	Fitri Annisah	4	4	4	4	4	80
14	Cica Khairani Nasution	4	4	3	3	3	64
15	Rahmaida	4	4	4	4	4	80
16	Yulia Pane	4	3	4	3	3	72
17	Salsabila	3	4	3	3	3	62
18	Harun Maulana Akbar	3	2	4	4	4	64
19	Siti Wahyuni Gultom	3	4	3	4	3	68
20	Hadilah Mahrani	4	5	5	5	5	96
21	Nur Afifah Pane	4	4	4	4	3	76
22	Nurul Sakinah Tambak	5	4	4	4	3	80
23	Asifah Zahra Harahap	5	4	4	3	4	80
24	Rizky Ramadan Nst	5	5	5	4	4	92
Total							1.698



## APPENDIX IV

### Data Description XI – IPS 1

1. The score of XI-IPS 1

52	56	60	60	62	64	64
64	64	64	64	68	68	72
72	76	80	80	80	80	80
80	92	96				

2. Range ( R ) = High score-Low score

$$= 96-52$$

$$= 44$$

3. Total of Classes (K) =  $1 + 3.3 \log ( n )$

$$= 1 + 3.3 \log (24)$$

$$= 1 + 3.3 (4.8)$$

$$= 1 + 15.84$$

$$= 16.84 \rightarrow 17$$

4. Length of Classes =  $\frac{\text{range}}{\text{total classes}}$

$$= \frac{44}{17}$$

$$= 2.58 \rightarrow 3$$

Interval Class	fi	fk	xi	fi.xi	Percentage (%)
52 - 67	11	11	59.5	654.5	45.83%
68 – 83	11	22	75.5	830.5	45.83%
84 – 103	2	24	83.5	167	8.33%
P=16	24		218.5	1.652	100 %

5. Mean =  $\frac{fi.xi}{fi} = \frac{1.652}{24} = 68.83$

6. Median =  $b + p \left( \frac{\frac{1}{2} n - f_k}{fi} \right)$

$$= 67.5 + 16 \left( \frac{\frac{1}{2} \cdot 24 - 11}{11} \right)$$

$$= 67.5 + 16 \frac{(12 - 11)}{11}$$

$$= 67.5 + 16 \left( \frac{1}{11} \right)$$

$$= 67.5 + 16 (0.09)$$

$$= 67.5 + 1.44$$

$$= 68.94$$

7. Modus =  $b + p \left( \frac{b_1}{b_1 + b_2} \right)$

$$= 67.5 + 16 \left( \frac{11}{11+9} \right)$$

$$= 67.5 + 16 \left( \frac{11}{20} \right)$$

$$= 67.5 + 16 (0.55)$$

$$= 67.5 + 8.8$$

$$= 76.3$$

## RESEARCH DOCUMENTATION

These picture are showing the researcher is asking the students to write narrative text based on theme and controlling them while w riting.







## CURRICULUM VITAE



### A. Identity

1. Name : Siti Asrodiah Siregar
2. Reg.No. : 18 203 000 35
3. Place/Birth : Sayurmatinggi, 15<sup>st</sup> February 2000
4. Gender : Female
5. Religion : Islam
6. Adress : Kel. Sayurmatinggi, Kec. Sayurmatinggi, Kab. Tapsel

### B. Parents

1. Father's Name : Alm. Mhd. Alibasroni Siregar
2. Mother's Name : Dermina Lubis

### C. Educational Backgrounds

1. Elementary School : SD N 100710 Sayurmatinggi (2012)
2. Junior High School : MTS Musthafawiyah (2015)
3. Senior High School : MAS Al-Ahliyah Aek Badak (2018)
4. Institute : UIN Syekh Ali Hasan Ahmad Addary (2023)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022  
Website <https://ftik-iain-padangsidimpuan.ac.id> E-Mail [ftik@iain-padangsidimpuan.ac.id](mailto:ftik@iain-padangsidimpuan.ac.id)

**14 Desember 2021**

Nomor : **B 2815/In.14/E.1/PP.009/12/2021**  
Lamp : -  
Perihal : **Pengesahan Judul dan Penunjukan  
Pembimbing Skripsi**

Kepada Yth.

**1. Dr. Eka Sustris Harida, M.Pd (Pembimbing I)**  
**2. Sri Rahmadhani siregar, M.Pd. (Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Siti Asrodiah Siregar
NIM	: 18 203 00035
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Students' Ability in Writing Narrative Text at Grade XI MAS Al-Ahliyah Aek Badak Kec Sayurminggi Kab Tapanuli Selatan 2022/2023

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan  
Wakil Dekan Bidang Akademik

Ketua Program Studi  
Tadris Bahas Inggris

  
**Dr. Lis Yulianti Syafrida, S.Psi.,M.A**  
**NIP 19801224 200604 2 001**

  
**Fitri Rayani Siregar, M.Hum.**  
**NIP 19820731 200912 2 004**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B/296 /Un.28/E.1/TL.00/03/2023  
Lampiran :  
Prihal : Izin Riset Skripsi

7 Maret 2023

**Yth. Kepala MAS AI Ahliyah Aek Badak**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Asrodiah Siregar  
NIM : 1820300035  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Sayurimatinggi

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Students' Ability in Writing Narrative Text at Grade XI MAS AI Ahliyah Aek Badak". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan  
Wakil Dekan Bidang Akademik

Dr. Lis Yilianti Syafrida Siregar, S.Psi, MA  
NIP 19801224 200604 2 001





YAYASAN AL AHLIYAH AL ISLAMIYAH AEKBADAK  
KEC.SAYURMATINGGI KAB.TAP.SELATAN  
MADRASAH ALIYAH AL-AHLIYAH

Izin Operasional : 274/Kw.02/2-e/PP.00/03/2021 Akreditasi B (Baik)

Alamat : Jln. Mandailing Km.37 Desa: Ackbadak Prov: Sumatera Utara Kode Pos : 22774

**SURAT KETERANGAN**  
Nomor : 086/MA.04/V/2023

Dengan hormat.

Bersama surat ini kami sampaikan bahwa berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan No.B-1296/Un.28/E.1/TL.00/03/2023 perihal Pelaksanaan Penelitian atas nama :

Nama : Siti Asrodiah Siregar  
NIM : 1820300035  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Sayurmatinggi

Dengan ini kami beritahukan bahwa nama tersebut di atas benar telah mengadakan Penelitian pada tanggal 07 Maret 2022 s/d 07 Mei 2023 pada Madrasah ini dengan judul "The Students' Ability in Writing Narrative Text at Grade XI MAS Al-Ahliyah Aek Badak".

Demikianlah surat keterangan ini kami buat dengan sebenarnya agar dapat dimaklumi.



Aekbadak, 12 Mei 2023  
Madrasah

Dr. Muhammad Roihan Daulay, MA.