



**AN ANALYSIS OF STUDENT'S ABILITY IN WRITING NARRATIVE TEXT AT
GRADE X STUDENTS OF SMA N 6 PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
Partial Fulfillment of Requirement for the Degree of Graduate
of Islamic Education (S. Pd) in English*

Written By :

RIMA ALFINA
Reg. Number.14 203 00118

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **RIMA ALFINA** entitled "**An Analysis of Students' ability in Writing Narrative Text at Grade X Students of SMA N 6 Padangsidimpuan**". 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 IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

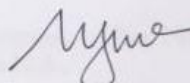
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verses 2.

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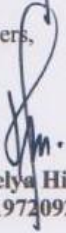
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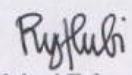
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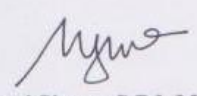

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ABSTRACT

This research focuses on an analysis of students ability in writing narrative text at grade X students of SMA N 6 Padangsidimpuan. There some problems of the students in this research are: 1) The students' difficult in writing narrative text. They don't know how to write narrative text well generally, because the students write their own writing naturally. 2) The students difficult to write paragraph if their teachers order them to write a paragraph text for instance, they directly open dictionary. 3) The students could write a narrative text, in Indonesian Language, he had difficulty writing text in English. The formulates the problem on specific question as follow: "How is the ability of the students of SMA Negeri 6 Padangsidimpuan at grade X in writing narrative text" and then the objectives in this research to find out the significance ability in writing narrative text at grade X students of SMA N 6 Padangsidimpuan.

The methodology of this research was designed by quantitative descriptive research. The population of this research at X grade students SMA N 6 Padangsidimpuan which the total 78 students. This research used MIA-2 as the sample that consist of 40 students. To collect the data researcher used test, the test was written test. Then, the research analyzed the data, use mean score to find out students' writing ability and research used Z-test formula to find the hypothesis testing and to know whether the hypothesis is enough criteria.

Based on the data it found that students ability in writing narrative text at grade X students of SMA N 6 Padangsidimpuan 62,1 mean score and enough category. From the hypothesis testing the researcher found that the hypothesis is enough criteria. It can be proved from $Z \text{ count} = 15 > Z_{\text{table}} = 3,26$ by level of significant 0,05 or 5%. So, from the result the researcher concludes that the hypothesis was accepted. Therefore, students ability in writing narrative text at grade X students of SMA N 6 Padangsidimpuan are enough category.

Key Words: "*Student, Ability, Writing, Narrative Text*"

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Pada Siswa Kelas X SMA N 6 Padangsidempuan

ABSTRAK

Penelitian ini berfokus pada analisis kemampuan siswa dalam menulis teks naratif pada siswa kelas X SMA N 6 Padangsidempuan. Ada beberapa masalah siswa dalam penelitian: 1) Siswa kesulitan dalam menulis teks naratif. Mereka tidak tahu bagaimana menulis teks naratif dengan baik secara umum, karena siswa menulis tulisan mereka sendiri secara alami. 2) Siswa sulit untuk menulis paragraf jika guru mereka memerintahkan mereka untuk menulis teks paragraf misalnya, mereka langsung membuka kamus. 3) Siswa dapat menulis teks naratif, tetapi dalam Bahasa Indonesia, ia kesulitan menulis teks dalam bahasa Inggris. Rumusan masalah pada pertanyaan yang spesifik adalah: “Bagaimana kemampuan siswa SMA N 6 Padangsidempuan di kelas X dalam menulis text naratif” dan kemudian tujuan dari penelitian ini adalah untuk mengetahui kemampuan yang signifikan dalam menulis pada teks narasi di kelas X SMA N 6 Padangsidempuan.

Metodologi penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X SMA N 6 Padangsidempuan yang berjumlah 78 siswa. Penelitian ini menggunakan kelas MIA-2 sebagai sampel yang terdiri dari 40 siswa. Instrumen dari penelitian ini adalah tes, tes dalam bentuk tes tertulis atau essay tes. Kemudian untuk menganalisis data peneliti menggunakan mean skor untuk menemukan kemampuan siswa dan peneliti menggunakan Z-test untuk mengetahui pengujian hipotesis dan untuk mengetahui apakah hipotesis itu kriteria yang cukup

Bedasarkan data ditemukan bahwa kemampuan siswa dalam menulis teks naratif pada kelas X SMA N 6 Padangsidempuan 62,1 mean skor dan kategori yang cukup. Dari pengujian hipotesis peneliti menemukan bahwa hipotesisnya adalah criteria yang cukup. Hal ini dapat dibuktikan dari $Z_{count} = 15 > Z_{table} = 3,26$ dengan tingkat signifikan 0,05 atau 5%. Jadi, dari hasil tersebut peneliti menyimpulkan bahwa hipotesis diterima. Sehingga, kemampuan siswa dalam menulis teks naratif pada siswa kelas X SMA N 6 Padangsidempuan termasuk dalam kategori cukup.

Kata Kunci: “Siswa, Kemampuan, Menulis, Teks Naratif”

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the four skills in a language teaching and learning process on exception in English. It means that writing is one of the language skills which is important to be dominated by students in commanding to convey their knowledge and ideas in writing or to communicate to other people. Writing is a skill in regulating statement in commanding to make consistent with the purpose for which the statement is made. It can be defined that writing ideals with regulating ideas in good sequence to achieve to purpose of writing it self. Writing also can be defined as a tool for communication and it is a most important factor in teaching a language as well beside that, writing is the activity of presenting of thought or idea in correct sentence.

Beside, writing is a process of expressing think, the meaning of think can be idea, opinion, experience and information. Writing ability can be defined as the ability in expressing idea, opinion, experience and information in the written form. Thus, to extent writing program in senior high school is conditioned by what has been and being done about writing experiences and the encouragement that is given to senior high school to explore their environment and to expand. It then, writing ability can help pupil to express their taught and feelings from writing text.

Based on the explanation above, writing is one of the language skills necessary skill for students to master science it frequently determine their academic success, and gives them the ability to write in narrative text well. The students should be able to write a paragraph fully integrated, because writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals. Writing is the process of giving information by texts that involved in generating the letters, words and sentences.

Text is both a spoken text and a written text. A written text is any meaningful written text. It can be a notice, direction, an advertisement, paragraph, essay, an article, and a book. There are many kinds of writing text, they are: narrative text, descriptive text, explanation text, recount text, argumentative text, report text, and exposition text. They are very useful for teacher to achieve the instructional goals of teaching learning process and they can also be interesting for students. In this case, the researcher would be focused on writing narrative text.

Writing narrative text is the form of writing used to relate the story of acts or even. Narrative place occurrences in time and tells what happened to natural time sequence. Types of narrative include shorts story, novel, and stories, as well as a large part of our everyday social interchange in the form of letters and conversation. So, Narrative text is basic and constant form of human expressions regardless of ethnic origin, primary language, and enculturation.

Narration is a text containing four components, are orientation, complication, resolution, and re-orientation/coda.

The orientation is the beginning of the narrative text, its function is to set the scene and introduce the participants. The second is the complication. This is the place in which a crisis arises. The third is the resolution in which the crisis is resolved for better or for worse. The fourth is the re-orientation/coda. It can be optional.

The researcher tried to raise the problem about student's ability in writing narrative text. Nevertheless, in tenth grade students of SMA Negeri 6 Padangsidempuan there were some reasons why researcher took the writing narrative text as a topic in research. To make the illustration more accurate, some problems that were done in tenth grade of SMA Negeri 6 Padangsidempuan would be illustrated below:

The researcher has interviewed some of the students of SMA Negeri 6 Padangsidempuan. The first, based on the interview, the problem is students' difficulty in writing narrative text. They don't know how to write narrative text well generally, because the students write their own writing naturally.¹ The said that some of them did not understand how to write the good narrative text. The second based on the interview, if their teachers order them to write a paragraph text

¹ Deri Wirama Tanjung, Student at Tenth Grade SMA Negeri 6 Padangsidempuan, *Interview*, November 15th 2018.

for instance, they directly open dictionary.² The said for consequences in final semester, they are difficult to write paragraph. The last, based on interview, the said that could write a narrative text in Indonesian Language, he had difficulty in writing text in English.³In this subject, students must know the text structure, tense, generic structure to able write simple paragraph into narrative text well.

Writing Narrative text is very important for students, especially for the second semester students of class X in senior high school because, they can find out stories in the past such as, Malin Kundang, Lake Toba, it can give moral messages to students, they can create stories by imagining and writing.

Talking about simple past tense, it has been studied by students since they were in first grade Junior High School and some school, it has been studying since at the fourth grade in the primary school. So the students who are in the grade X have been studying the simple past tense about seven years at least but in fact base on some students at this grade still find difficulties about it especially in using in narrative text.

Based on the explanation above, the researcher is interested in conducting quantitative research with title “An Analysis of Students’ Ability in Writing Narrative Text at Grade X Students of SMA N 6 Padangsidempuan”.

² Ninda Iklimah Harahap, Student at Tenth Grade SMA Negeri 6 Padangsidempuan, *Interview*, November 15th 2018.

³ Wilda Yulia Sari, Student at Tenth Grade SMA Negeri 6 Padangsidempuan, *Interview*, November 15th 2018.

B. Identification of the problem

Based on the background of the problems above, there are some problems in students' ability in writing narrative text.

1. The students' are difficult in writing narrative text, they don't know how to write narrative with generally, because the students write of their own writing naturally.
2. The students are difficult to write paragraph if their teacher order them to write a paragraph text for instance, they directly open dictionary.
3. The students who could write a narrative text, in Indonesian language, he had difficult in writing in English.

C. Focus of the problem

Based on the identification of problems above, the researcher focused on low ability of the students' in writing narrative text. To the grade X students of SMA N 6 Padangsidempuan.

C. Formulation of the Problem

Based on the background of the problem above, the problems can be formulated as follow: "How is the ability of the students of SMA Negeri 6 Padangsidempuan at grade X in writing narrative text"?

D. The Objectives of Research

Based on formulation of the problem above, the objectives is: "To does not the students' ability in writing narrative text at grade X SMA Negeri 6 Padangsidempuan".

E. Significances of the Problem

1. Theoretically, this study is to enrich the theory of writing, especially in learning writing narrative text.
2. Practically, the significances of this study are as follow: (1) For the students of SMA N 6 Padangsidempuan as the information to help researcher to solve their problems in writing narrative text, (2) For the headmaster in guiding the English teachers of SMA N 6 Padangsidempuan, it can be used as a reference in terms of increasing the students ability in writing narrative text, (3) For the principal of SMA N 6 Padangsidempuan, to improve the teachers competence in teaching writing, (4) For other researchers, as references to do further research in the same subject in various topic in the different context.

F. Definition of Key Terms

1. Students' ability

Student is subject of learning who takes place in central position in the learning process, ability is physical, mental or legal to perform (he/ she have ability to accomplish whatever he set his mind to). So, Students' ability is a person studying at college or university with the power to do something about physical or mental.

2. Writing Narrative text

Writing is an art to deliver the purpose, thoughts or meaning to someone else, art of exchange oral language into written language. Writing

is an activity that can usefully be prepared for by work in the skill of listening, speaking and reading. Narrative is kind of text that tells the story happen in the past and it is usually used to entertain the reader.

G. Outline of the Thesis

The systematic of this research are deviated into five chapters. Each chapter consisted of many sub chapters with detail as follow:

1. Chapter one, consists of background of the problem, focus of the problem, formulation of problems, the objective of the research, significances of the research, and Definition of the key terms.
2. Chapter two, consists of the theoretical framework, which contains grammar (descriptions of writing, narrative text, function of narrative text, generic structure of narrative text, language elements of narrative text, example of narrative text, and the evaluation of writing narrative text.)
3. Chapter three, consists of research methodology and research methodology consist of time and place of time and place of the research, research design, informant of the research, the techniques of collecting data, technique of data analysis, and the last technique of data trustworthiness.
4. Chapter four, consists the result of the research talking about the analysis of data. There is described of data analysis of the research. The data analysis is described the actions of researcher in date processing to get relative result.
5. Finally, chapter five, consists of conclusion and suggestion. This is short explaining of result in research. There are representative the capacity of

researcher. And the suggestion is idea a researcher for reader especially the headmaster, and the English teacher of location research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Students' Ability

Students' ability comes from two words; students and ability. Student according to oxford dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.¹ Next, A.S. Hornby says "The student is a person who is studying at a university or college".² In addition, student is denoting someone who is studying in order to enter a particular profession.³ Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teacher or from books as the students of an academy, a college or a university, a medical students and a hard student's. One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature is said by student. Whereas, in Indonesian dictionary explain that the student is a learner especially on the

¹ A.S. Hornby, *IOxford Advanced Learner's Dictionary*, (New York; Oxford University Press, 2000), p. 442.

² A.S Hornby, *Oxford Advanced Learner's Dictionary: sixth edition*, (New York: Oxford University Press, 2003), p. 1187.

³ Victoria Neufelat & David B. Guraimik, *Webstren New World Collage Dictionary*, (USA: Mac Millan, 1995), p. 232.

grade of elementary, junior, senior high school.⁴ So, based on those definitions, the research concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

Furthermore, according to A.S. Hornby ability is “able to do or a level of skill or intelligence.”⁵ Then the ability means “the quality or capacity of being able to do something well”.⁶ “Ability is capacity or power to do something physical and mental. That’s mean to do something consist of physical or mental achievement”.⁷ So, ability can be determined as a skills, expertness or talent.

Based on above those definitions, the researcher concludes that the students’ abilities are the power level of skill or intelligence of the people/ students who are studying in a school up to university or college in performing something.

⁴ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, (Yogyakarta: PT. Hidakarya Agung, 1992), p. 234.

⁵ A.S Hornby, *Oxford Advanced Learner’s Dictionary: sixth edition*, (New York: Oxford University Press, 2003), p. 2.

⁶ *Ibid*, p. 1344.

⁷ Victorua Neufelat& David B. Guraimik, *Webstren New World Collage Dictionary*, (USA: Mac Millan, 1995), p. 2.

2. Writing Narrative Text

a. Writing

1) Definition of Writing

Writing is a medium of human communication that represents language and emotions with signs and symbols. Writing is the process of describing a language so that the message conveyed by the reader can be understood by the reader, writing is one aspect of language skills programmed in the specific purpose of language use.

Writing is process and product as will. The process of beginning from imagine until rereads and become some come kinds of writing such as essay, letter, story, and the research report.⁸ Writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentence. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read. Writing is the representation of language in a textual medium through the use of a set of sign or symbol.

⁸ David Nunan, *Practical English Language Teaching*, (USA: The Mc Grow Hill Companies. 2003), p. 88.

According to A.S Hornby, writing is written works of author or person's handwriting.⁹ In addition, according to David Nunan, Writing is both a physical and a mental act.¹⁰ At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one a-mail message typed in to a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to be a reader. It is both process and product. The writer images, organizes, drafts edits, reads, and rereads. It means that we should combine the physical and mental in writing.

While, David Nunan makes interpretation about writing; writing is clearly complex process, and competent writing is frequently accepted as being the language skill to be acquired.¹¹ Further, writing are best learned as students look over the shoulder of successful writes as these writers think, plan, and writer, moving from draft in response to a writing task.¹² Writing is learn with can says a symbol or scratches with need planning, thinking, a reader and writing, or a product a writer base information, message, and idea writer to reader. Writing is

⁹ A.S. Hornby Oxford Learner's *Pocket Dictionary*, (New York: University Press, 2000), p. 502.

¹⁰ David Nunan, *Practical English Language Teaching* (New York : Mc Gran Hill, 2003), p. 48.

¹¹ David Nunan, *Language Teaching Methodology; A textbook for teachers*, (Sydney: Macquarie University, 2000), p. 91.

¹² Calderonello, *RouhdraftsThe Process Of writing*, (Houngthon Miffin Company), p. 1.

a both a physical and mental act. It is a mental work in ideas to express and to organize them in paragraphs, so that the reader will be easier to creating understand the writer's intention.

In other word, the common sense, conventional understanding of writing is as follows, writing is a two-step process, and writing is a way to end up thinking something you couldn't have started out thinking.¹³ Writing is a process of constructing some signal or symbols so that the reader get the information from the writer. It means writing is used to show the people's daily routine which tell us the activities of the writer and it is already the integral part of their life, writing is indeed a thinking process. Further, writing is powerful process for learning: for describing, synthesizing, analysing, interpreting, and communicating experience.¹⁴ Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.¹⁵ So writing is the process of giving information by texts that involved in generating the letters, words and sentences. Typically one will use a writing utensil (such as pen/pencil) to write characters on paper or computer (type writer). So, based explanation above, the writer concludes writing is a process where a writer needs her ability in

¹³ H. Douglas Brown. *Teaching By Principles*, (Prentice Hall Regents: Englewood Cliffs, 1994), p. 321-322.

¹⁴ Mary Louise Holly and friends, *Action Research for Teachers*, (New Jersey: Columbus, Ohio, 2005), p. 235.

¹⁵ J. Michael O. Malley and Friends, *Authentic Assessment for English Language Learners*, (USA: Addison Wesley Publishing Company, 1996), p. 136.

transforming what she thought into verbal symbols and to transfer the ideas and expressing thought by experiences in draft of the paper. Because of if someone have a willing to write and try to learn with the excellent writer, she/he can be an excellent too.

2) The Purpose of Writing

As the guidance line there are three purposes of writing, they are:

informative, narrative persuasive.¹⁶

a. Informative writing.

Informative writing is also known as expository. Informative writing is used to share knowledge and give information, directions or ideas. Informative writing helps a writer to integrate new ideas and examine existing knowledge. The examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, developing new ideas or relationship.

b. Expressive/Narrative writing

Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. It may include an autobiographical incident or a reflection. This type of writing is often used to entertain people with the stories.

c. Persuasive writing

In persuasive writing, a writer attempt to influence others and initiate action or change. This type is often based on background information and fact. Persuasive writing is used to argue a particular point of view in a convincing way. This type of writing might include evaluation of book, a movie, a consumer product or a controversial issue or problem.

¹⁶ O. Malley at al, J. Michael, *Authentic assessment for English Learner's*, (Addison Wesley Publishing Company, 1996), p. 139.

Based on the purpose of writing above, the researcher concluded that purpose of writing as follow:

- a. To give information and knowledge to the readers.
- b. To introduce or define author to the reads.
- c. To make the readers happy or entertain.
- d. To make sure the readers about the truth of idea.

3) The Characteristics Writing Ability

Some characteristics of written language from perspective of a reader described below. Let's review those from a writer's view point.¹⁷

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. Whatever you can do as a teacher, guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient process for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge,

¹⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 325-326.

cultural, a literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentence, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing is place a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

So, from explanation above the researcher concluded that the characteristic writing ability must have a good role. It is that seventh characteristics (Permanence, Production time, Orthography, Complexity, Vocabulary and Formality) in written language are based on the writer's view point.

4) Process of Writing

Process of writing has important role to make a written text. There are many experts give the opinion about it but the researcher only takes Alice Oshima, Jonathan Surwono and Yudhy Purwanto statement.

Alice Oshima states that there are four processes to make a good writing, they are; prewriting, organizing, writing and polishing. The explanation can be seen below:¹⁸

1) Prewriting

Prewriting is the way to get ideas, to choose a topic and collect ideas to explain the topic. In prewriting, there are some techniques can be used in prewriting but in case will be used is listing. Listing is the prewriting technique, here the students write the topic at the top piece of paper then they write the ideas of the topic quickly. Don't stop and do not think whether the ideas good or bad until she/he cannot find the ideas anymore.

2) Organizing

Organizing is the writing process to organize the ideas into simple outline. Here, the students write topic sentence then they give more information about the topic sentence or write supporting sentence.

3) Writing

¹⁸ Alice Oshima, *Introduction to Academic Writing Third Edition*, (New York: Person Longman, 2007), p. 16-18

Writing is the next step to write a rough draft, using the outline as guide. Write a rough draft as pass as possible without stopping and don't think about the grammar, punctuation or spelling. Just write down the ideas on paper. Later, you will fix the errors later.

4) Polishing

There are two steps in polishing they are revising and editing. The First revising, attack the big issues of the content organization. Then editing, make into smaller issues and repair about the grammar, punctuation and mechanics.

Jonathan Sarwono and Yudhy explain that there are some processes of writing namely; prewriting, writing, revising, editing and publishing.

The explanation can be seen below:¹⁹

1) Prewriting

In prewriting, there are three steps done by the writer/learner namely; finding an idea, building the idea, planning and paying attention of the structure.

2) Writing

Writing is the process of real writing. The writer writes down the idea or what she/he done in the first step.

3) Revising

¹⁹ Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes a Successful Way to Learn Scientific English*, (Yogyakarta: PeneritAndi, 2013), p. 61-62.

In revising steps, the writers/learners should do some steps. The first is adding, the writers/learners add some words or phrases in the written. The second is rearranging paragraph, the writers/learners rearranging the paragraph and make the paragraph better than before. The third removing, the writers/learners remove some unimportant words or phrases of written. The last is replacing, the writers/learners can replace the word phrase into better placement.

4) Editing

In editing, writers/learners check the written line by line and make sure the words, phrases and sentence as strong as possible.

5) Publishing

Publishing is optional. If the written for assignment class so the writer not to publishing but if the written for the reader so the written can be published.

Based on the explanation above, the researcher concludes that there are some processes in writing namely:

- 1) Prewriting. In prewriting, the students choose the topic. Then, find out and build the idea and build.
- 2) Organizing. In organizing, the students organize the ideas like topic sentence, supporting sentence and others.
- 3) Writing. In writing, the student or writer writes down the ideas without stopping until they cannot find the ideas anymore.

- 4) Polishing. There are two steps in polishing like revising and editing. Revising, the students rearrange the writing better than before. Editing, the student or writer checks all components in their writing such as: words choices, structure and grammar, punctuation, arrange of the paragraph, mechanic, etc.
- 5) Publishing. In publishing, student or writer publishes their writing. It depends on usefulness.

5) Evaluation of writing

The assessment criteria of writing ability is need to recognize the criteria for writing assessment in the research student. According to Arthur Hughes there are some criteria of writing assessment.

a) Grammar

Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentences and often with language sounds and world meanings.

b) Vocabulary

Based on Michael and O'Dell, "English vocabulary has a remarkable range, flexibility, and adaptability".²⁰ There are many set of word which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

c) Mechanic

This criterion is talk about punctuation and spelling of the writing. In a good writing is correct used of English writing conventions: left and right margins, all needed, punctuation and spelling.²¹ So, in mechanic

²⁰ Michael McCarthy and Felicity O'Dell, *English vocabulary in Use: Upper-intermediate & Advanced*, (Cambridge: University Pree, 1994), p.2.

²¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Person Education, 2004),p.244-245

evaluation, teacher evaluation, punctuation and spelling of the writing.

d) Fluency

In a fluency of writing must be consistence between choice of structure with vocabulary and also both of them must be appropriate.

e) From (organization)

In writing activity organization is one of the main assessments in writing ability. This criteria is identify introduction, body, and conclusion of writing task.²²

So, the researcher can conclude that evaluation of writing is very important to be learning by students writing. There are about five evaluation of writing. They are grammar, vocabulary, mechanics, fluency and from (organization).

b. Narrative Text

1) Definition of Narrative Text

A.S Hornby on Oxford Advanced learner's Dictionary defined: Narrative is a description of event, especially in a novel or story, the act process of felling a story.²³ It similarly with Jhon Langan said "Narration is a writer tells the story of something that happened" through narrative, we make statement clear by relating in detail something that has happened to us.²⁴ Based on the definition narrative text is a description of a series of events, either real or imaginary, that

²² Arthur Hughes, *Testing For Language Teacher*, (New York: Cambridge Univercity Press, 1990), p. 91-93.

²³ As. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1013

²⁴ Jhon Langan, *College Writing Skill with Reading* (New York: Holt, Rinehart and Wiston, 1996), p. 94-96.

is written or told in order to entertain people. Narrative texts is also an essential part of casual conversation, and it may dominate tell tales.

Meanwhile Peter Knapp and Megan Watkins state that “the genre of narrating or narrative is the one most commonly read, though least understood of all the genres, because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language,²⁵ Narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. Countless books have been written about narrative and it is outside of the scope of this chapter to deal with anything more than the types of narrative that primary school-age students are expected to write. Our aim, therefore, is provide a sound basis for teaching the basic techniques of narrative writing so that students may proceed beyond primary education to develop, and even break out of, some of the generic boundaries established here.

²⁵ Peter Knapp and Megan Watkins, *Genre Text, Grammar Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales press Ltd, 2005), p. 145.

On the other hand Mieke Ball States that “A narrative text is a text in which a narrative agent tells a story”.²⁶ Narration is any written English text which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.²⁷ From the statements, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly.

Narration is the text containing five component i.e., orientation, evaluation, complication, resolution and re-orientation by which a writer amuse, entertain people, and to deal with actual or vicarious experience.²⁸ From the statements, it can be concluded that a narrative text is a text description a moment of past time. So, as the result narrative is kinds of academic writing text happen in the past with factual or imaginary experiences by using chronological order.

2) Purpose of Narrative Text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story. A narrative tells an imaginative story, although some narrative may be based on fact. Narratives are written in many different forms, like fable, legend, folktales, science fictions, romance,

²⁶ Mieke Ball, *Narratology Introduction to the Theory Of narrative* (London, University Toronto Press, 1997), p.16.

²⁷ Sanggam Siahaan and Kisno Shinoda, *Generic Structure* (Yogyakarta: Graha Ilmu, 2008), p. 73.

²⁸ *Ibid.*,

horror, etc. and each form has distinctive characteristics.²⁹ From explanation above, the purpose of telling the story is to give meaning, and to entertain the readers, to present a view of the world that entertains or inform the reader or listener, that the reader as if involved within story to get the pleasure.

The main purpose of narrative is to entertain, i.e., again and hold the readers' interests in a story. But narrative may also seek to teach or inform to embody the writers' reflections on experience, and perhaps most important to nourish and extend the readers' imagination.

So the researcher concludes about purpose of narrative text is usually used to entertain the reader or to entertain the readers with actual or imaginary experiences in different ways.

3) Language Features

There are seven of language features narrative text are:

- a. A narrative focuses on specific participants: often individual or participants with defined identities. Major participants are human, or sometimes animals with human characteristics.
- b. Mainly use action, verbal or mental processes (verbs of perception: think, realize, feel).

²⁹ Linda Gerot and Peter Wignell, *Making Sense of functional Grammar* (Australia: GerdStabler, 1994), p. 194

- c. It usually used past tense (Simple Past Tense and Past Continuous Tense).
- d. Direct and indirect speeches are often used (some dialogs are used in the story and the tense can change).
- e. Descriptive language is used to create listeners' or readers' imagination.
- f. Can be written in first person (I, We) or third person (he, she, and they) (In choose-your-own-advantages, the reader is involved in the story a major character and addressed as "you").
- g. Temporal conjunctions are also used.³⁰

From explanation above the researcher can concluded it seems that narrative text has many language features. We have to identify the specific characters, place, and time in order to make the reader or viewer easy to understand the way of the story, give information about what characters will do.

4) Kinds of Narrative Text

Narrative is basically story and within this, storytelling, there are many kinds of narrative; comedy, mystery, romance, horror are

³⁰ David butt, *Using Functional Grammar (An explorer'r guide)* (national Centre for English teaching and Research: Macquarie University, 2000), p. 9

some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something.³¹

Common forms of narrative text which are studied in high school are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folakate. The example of legend in narrative text are:

- a) Sangkuriang
- b) MalinKundang
- c) The story of Toba Lake

2. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative are:

- a) Mouse deer and crocodile
- b) The smartest parrot

³¹ David nunan, *Practical English Language Teaching* (Singapore: McGraw-Hil, 2003), p. 90

c) The story of monkey and crocodile

3. Fairy Tale

Fairy tale is an English language term for type of short narrative. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants, or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are :

a) Cinderella

b) Snow white

c) Beauty and the beast

4. Science Fiction

Science fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of situation that could not arise in the we know. Some examples of science fiction are:

a) To the Moon from the Earth by Jules Verne

b) Starship Trooper by Robert Heinlein

c) A Scape Odyssey by Arthur C. Clarke

5) Generic Structure

a. Definition of Generic Structure

Generic structure means the text construction based on its purpose to inform the readers. It is an element should be mastered before going to write a text. In other word it is a first step to understand before someone who wants to write a text, of course the text that consists of genre.

Generic structure is the content of a content of a text that consists of orientation, events, incident, general, and so on. This term always find in the text based on its purpose. Orientation is a part of text that gives a setting or introduction. The orientation is the beginning of the text. Its function is to set the scene and introduces the participants.³²

1. Orientation

The Orientation introduction of the characters who involve in the story, time and the place where the story takes place. Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants. a series of events in which the main character attempts to solve the problem.

3. Resolution

³²SanggamSiahaan, *Teaching Genre- Based Writing* (Yogyakarta: Andi Offset, 2007), p. 73.

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. The ending of the story containing the problem solution.

4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.³³

Meanwhile Sanggam Siahaan states narrative text containing five component, they are:

- a. Orientation is the beginning of the text. Its function is to set the scene and introduces the participants.
- b. Evaluation is a stepping back to evaluate the flight
- c. Complication is the place in which a crisis arise.
- d. Resolution is the crisis is resolved for the better or worse.
- e. Resolution is it can optional.

b. The function of generic structure of narrative:

1. Orientation

- a. Content of topic an activity or event which wonderfully will be talked.
- b. Should be interest and can provoke the readers to know specially.

³³ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Cambridge university press, 2003), p. 201.

- c. Using adjective to describe personal attitude generally.

2. Complication

- a. Content details about the activities or the events which problematic which are arranged sequence from introduction conflict until climax.
- b. Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, or first, next, after, that, then, finally.
- c. Resolution content problem solving has told until the climax. A resolution of the complication is brought about. The complication may be resolved for the better or for worse, but it is rarely left completely unresolved.

3. Coda

Content about moral lesson which is possible could be taken at the events, such as: my aunt was so relieved to see the snake leaving the room without making my harm to anybody.³⁴

³⁴ Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007), p. 98.

Example of Narrative Text:

Title	Why Do the Moon and the Sun Never Appear Together?	
	<p>Long, long time ago, the Sun and the Moon lived happily together in the sky. They always appeared together during the day and night.</p>	<p>Orientation</p>
	<p>One day, the Sun shone brightly so that it almost burned the Moon. The sunlight hurt the Moon's eyes very much. This made the Moon blind.</p>	<p>Complication</p>
	<p>The Moon left the Sun although the Sun had apologized to the Moon.</p>	<p>Resolution</p>
	<p>The Sun loves the Moon so much, so he chased her. He chased and chased through the years and centuries but has never caught the Moon.</p>	<p>Complication</p>
	<p>That's why the Sun shines during the day and at night the Moon appears. They will never reunite again.</p>	<p>Coda</p>

B. Review of Related Findings

Talking about related findings, the writer find some research have done by other person, they are:

First, a script of Sopiati Harahap she concluded the students' error in grammatical writing narrative text were enough with the mean of score (41.16%).³⁵ The kinds of students' grammatical error in writing narrative text: The *First*, they didn't know the change of to be in sentences pattern, The *Second*, they didn't know about change from V₁ to V₂ in tenses, The *Third*, they didn't understand reflexive pronoun about singular and plural and the *Last*, they did not know the rule of preposition in proposition.

Second, in the Dini Utami Mulyaningsih,³⁶ she concluded the data of this study were nine junior high school students' narrative texts that came from low, middle, and high levels of achievement. The analysis of the data indicated that the students from low and middle achievers have insufficient knowledge of writing narrative. It can be seen from the schematic structure and linguistic features of the texts.

³⁵ Sopiati Harahap, *An Analysis Of Students' Grammatical Error In Writing narrative text At The tenth Grade Of SMA N 3 Padangsidempuan* (Unpublished Thesis), Padangsidempuan: IAIN, 2016

³⁶ Dini Utami Mulyaningsih, *Journal of English Education, An Analysis of Students' Ability in Writing Narrative Texts*, University of Indonesia, Volume 1, No 2, 2013. <https://media.neliti.com/media/publications/192451-EN-an-analysis-of-students-ability-in-writi.pdf> on 27th october, monday, 15.30

Third, Nurlena Siregar,³⁷ she concluded the students' problems in writing narrative text at eighth grade MTs Negeri Batang Angkola, from the data description of test and interview. The students' problem in writing narrative text were the students doesn't know writing the formula of tense that used in narrative text, and writing vocabularies.

The last, Mey Setya Chairena,³⁸ she concluded that pictures can contribute to students in writing greatly. The students' writing ability was improved during the teaching and learning activity using the pictures. It was showed by the difference of the mean score of the result the pre-test and the post between experimental and control class. The mean score of experimental class both of test were 64.5 and 81.3 whereas the control class was 64.1 and 73.2. From the data showed that there was significant difference in the improvement of students' writing ability after being taught by using pictures and without using pictures.

So, from the description, the researcher concludes that the method can increase the students' ability in writing narrative text and now researcher refers to the text of narrative text, so in this research, the research Analyze the students ability in writing narrative text at grade X SMA N 6 Padangsidimpuan. The researcher found that there not found yet a research for specifically students'

³⁷ Nurlena Siregar, *The Students' Problems In Writing Narrative Text At Grade VIII MTs Negeri Batang Angkola* (Unpublished Thesis), Padangsidimpuan: IAIN, 2015)

³⁸ Mei Setya Chairena "*The Use of Pictures to Teach Writing Narrative Text* (Experimental Study at the Eight Year Students Of SMP N 13 Semarang in Academic Year of 2006/2007), (Semarang: Semarang University, 2007) <https://lib.unnes.ac.id/6317/2>th januari Rabu 19.31

ability in writing narrative text. Hopefully, this research will complete and contribute in writing narrative text to enrich knowledge in language teaching literature for students.

C. Hypothesis

This research is the hypothesis of “the students’ ability in writing narrative text at grade X students of SMA N 6 Padansidimpuan is enough”.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Place and Time of the Research

The location of the research was done in SMA Negeri 6 Padangsidempuan. It is located at Sutan Soripada Mulia Street, No. 25, Padangsidempuan. This subject of research was done at the grade X students of SMA Negeri 6 Padangsidempuan. The process of the research had been done from July 10th 2018 until finish.

B. Design of the Research

This research used quantitative research with method of research is descriptive method. According to L.R. Gay and Peter Airasian that Quantitative method is based on the collect and analysis data by numeral, usually obtained from question, test, checklists, and other formal paper. Based on the method, this research use descriptive method, descriptive research is useful for investigating a variety of educational problems and issues.¹ It means descriptive research is the research has a sense that perception (descriptive) about situation or events. Quantitative research with descriptive method is purpose to describe about situations or happens.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes that the data collection. So, it

¹ L.R. Gay & Peter Airasian *Educational Research: Compenties for Analysis and Application* (USA: Prentice Hall, Incorporate. 2000). p. 275-279.

can be concluded that descriptive method would used to search students' ability in writing narrative text at grade X SMA N 6 Padangsidimpuan.

C. Population of the research.

The population as the data sources of this research all of the X grade students' of SMA N 6 Padangsidimpuan consist of two classes. It can be seen in the following table:

Table.I
Population of the research

No	Class total of students	total of students
1	X MIA.1	38
2	X MIA.2	40
Total of students		78

D. Sample

In this research the researcher used purposive sampling as a technique to get sampling. The purposive sampling is purpose sampling is one of the non random technique where determines the sampling by specific characteristic that suitable with the objectives of the study to except to answer the research problems. So based on the explanation, the researcher has been taken one class to get the sample of this research. The sample of this research was students from grade X MIA-2 with the total 40 students. The researcher take grade X MIA-2 as a sample because the students in this class have the suitable criteria. So, the number that has been chosen becomes the sample in this research.

E. Instrument of Collecting Data

Researcher used a test to students by using essay test. The question would be given to student. Then, they answer the question with their own word and the students free to determine their answer based on their knowledge or ability. So, the test was used to measure students' ability especially in writing to found out the scores of students' writing, the researcher has applied a rubric of writing. In giving score for the students writing test, the researcher given 100 score for very good text, in writing text, the researcher given five value namely: grammar, vocabulary, mechanics, fluency and from (organization). Researcher given 20 for every very good value. So the high score is 100. There were five components in writing test.²

Table II: Rubric Score of Writing

Indicator	Score			
Grammar	20	15	10	5
vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
From (Organization)	20	15	10	5

² Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93

a. Grammar

The criteria of scoring are as determined by ranges of the scores as following:

No	Score	Indicator
1.	20	Few (if any) noticeable errors of grammar or word order.
2.	15	Some error of grammar or word order which do not however, interfere with comprehension.
3.	10	Errors grammar of word order frequent; efforts of interpretation sometimes required an reader's part
4.	5	Errors of grammar of word order so severe as to make comprehension virtually

b. Vocabulary

The criteria of scoring are as determined by ranges of the scores as following:

No	Score	Indicator
1.	20	Use of vocabulary and idiom rarely (it at all) distinguishable from that educated native writer.
2.	15	Use writing of inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary.
3.	10	Limited vocabulary so frequent errors clearly hinder expression of ideas.
4.	5	Vocabulary limitation so extreme as to make comprehension virtually impossible.

c. Mechanic

No	Score	Indicator
1.	20	Few (if any) noticeable lapses in punctuation or spelling.
2.	15	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension.
3.	10	Frequent error in spelling or punctuation smotimes to obscuty
4.	5	Error in spelling or punctuation so severe as to make comprehension virtually impossible

d. Fluency (Style and ease of communication)

No	Score	Indicator
1.	20	Choice of structures and vocabulary consistently appropriate: like that of educated native writer.
2.	15	Patchy, with some structures or vocabulary items noticeably inappropriate to general style.
3.	10	Structure and vocabulary items sometime not only in appropriate but also misused little sense of communication.
4.	5	Communication often impaired by completely inappropriate or missused structures or vocabulary items.

e. Form Organization

No	Score	Indicator
1.	20	Highly organized clear progression of idea well liked: like educated native writer.
2.	15	Some lack of organization re-reading required for clarification of ideas.
3.	10	Individual ideas maybe clear, but very difficult to deduce connection between them.
4.	5	Lack of organization so severe that communication is seriously impaired

F. Techniques of Collecting Data

After preparing the test, the researcher had given the test to the sample of the research that had tried to find out the result. There are some steps to collect the data, they were:

1. The researcher made preparation of the tests for students of related to the material, narrative text test.

2. Then, the researcher reads the instruction test of students, they are as follow below:

The Instruction for doing test

- a. The researcher gives time students choose one the point namely:
 1. My experiences
 2. The legends of Malin Kundang
 3. My Hobby
- b. The researcher explains what students to do.
- c. The researcher gives time for doing or filling the essay.
- d. The students make paragraph from essay narrative.
- e. The researcher collected the essay after the students filled it.
- f. The researcher checked the test of students and gives the score to the students.

G. Validity of the Test

Suharsimi Arikunto said that, validity chance shown the level of instrument something. There is validity of instrument. Logical validity is the instrument which done by analysis logically, it comfort content construct validity.

In this researcher, the research used content validity to establish the validity of the instrument. The logical validity is done by divided variable to be sub variable and indicator of variable. Actually, content validity is the

degree to which a test measure an intended content are. So, the researcher showed the test to be valid.

H. Techniques of Data analysis

After collecting data their answer, the researcher was nalyzed the results of the test with mean score, and the average score of students interprets in descriptive data. After the researcher got the data, it will enter in frequency table with the formula as follows:³

Z-Test

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

Description:

X : Data that includes hypothesis categories

N : All of data

P : Hypothesis proportion

³Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Srana, 2014), p. 80.

Table III
Criteria Score Interpretation⁴

No	Percentage	Criteria
1.	80 and above	Very Good
2.	66-79	Good
3.	56-65	Enough
4.	46-55	Less
5.	45 down	failed

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

- a. If the value of means score 45, it can be categorized into failed ability.
- b. If the value of means score 46-55, it can be categorized into less or low ability.
- c. If the value of means score 56-65, it can be categorized into enough ability.
- d. If the value of means score 66-79, it can be categorized into good ability.
- e. If the value of means score 80 and above, it can be categorized into very good ability.

⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2013), p. 35.

CHAPTER IV

RESULT OF RESEARCH

This chapter presented the research result, in order to know the ability of the tenth grade in SMA N 6 Padangsidimpuan writing narrative text. The researcher has calculated the data by using narrative text test and also continued to the testing hypothesis. This quantitative description analysis was used mean score to get their whole result as general, then to tested the hypothesis, the researcher used formula of Z test. It would be description of data as follow:

A. Description of Data

1. The Students' Ability in Writing Narrative Text

Absolutely, to know the extended of the students' ability in writing narrative text at grade X SMA N 6 Padangsidimpuan, the researcher used test as instrument of the collecting data. The researcher asked the students to write a text about narrative text. The test consist three text about narrative a. My experiences, b. The Legend of Malin Kundang, c. My Hobby. In this material test, students choose one of this title, students are able to understand about writing narrative text.

Based on the result of students ability in writing narrative text, which the researcher had given essay test about writing narrative text. The researcher used the instrument to collect data is test. The test consists of five indicators, they are: grammar, vocabulary, mechanic, fluency, and

form organization. From the result of the students it could know that the score of students was between 50 up to 85 score. It means that the higher score got by students was 80 and the lower was 50. After getting the higher and the lower score, then the researcher analyzed the range. Formula of range was high score minus low score, $85-50 = 35$. It means that 35 was range. Means score was 62.1. So, application in writing ability of narrative text was enough, it can be known from table interpretation means score in **chapter III**. Next, researcher analyzed the means score, median, modus and interval of data. (See appendix II &III)

The describe of the students' ability in writing narrative text as below:

Table VI
The Resume of Variable score Students Ability in Writing Narrative text

No	Statistic	Variable
1.	High Score	85
2.	Low Score	50
3.	Range	35
4.	Mean score	62.1
5.	Median	6
6.	BK	7.082
7.	Modus	76.1

From the above table, of 40 students it was know that the high score for variable students' ability in writing narrative text at grade X SMA N 6 Padangsidimpuan was 85 and low score was 50, mean score was 62.1, median score was 6, BK score was 7.082, modus score was 76.1.

Based on the calculation of variable score students' ability in writing narrative text at grade X SMA N 6 Padangsidimpuan, mean score 62.1. So application in writing was enough, it can be known from the table interpretation mean score in chapter III. Then, the computed of frequency distribution as follow:

Table V
The Frequency Distribution Students Ability in Writing Narrative Text

Interval Class	Frequency Absolute	Frequency Relative
50-55	12	30%
56-61	10	25%
62-67	7	17.5%
68-73	6	15%
74-79	3	7.5%
80-85	2	5%
Total	40	100%

Based on the above table, students' ability in writing narrative text can be drawn at histogram as below:

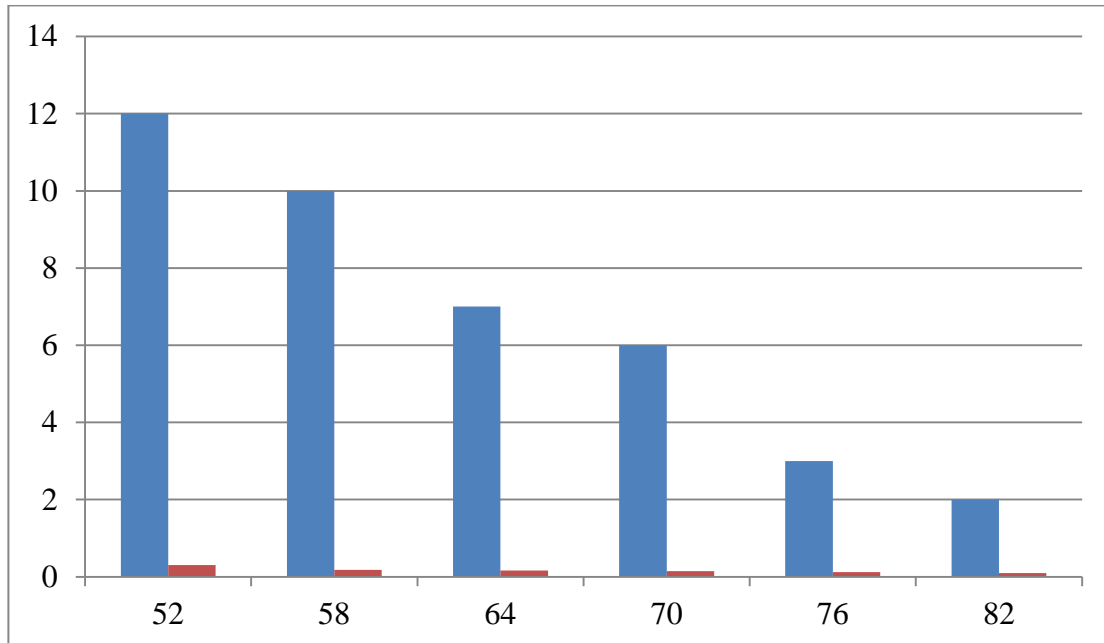


Figure 1: Histogram the Result Score of Students Ability in Writing Narrative Text

Based on the above table, it was known that the variable revelation students ability in writing narrative text shown that the respondent at 50-55 were 12 students (30%), interval 56-61 was 10 students (18%), interval 62-67 were 7 students (16%), interval 68-73 were 6 students (15%), interval 74-79 were 3 students (12%), interval 80-85 were 2 students (10%), so, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis this research for “Students Ability in Writing Narrative Text at Grade X SMA N 6 Padangsidimpuan”. Based on the collected data, the data will be analyzed to prove hypothesis by using formula of Z-Test. It can be seen as follow:

Calculation Z-count

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

$$Z = \frac{\frac{29}{40} - 0.65}{\sqrt{\frac{0.65(1-0.65)}{40}}}$$

$$= \frac{0.725 - 0.65}{\sqrt{\frac{0.65(0.35)}{40}}}$$

$$= \frac{0.075}{\sqrt{\frac{0.2275}{40}}}$$

$$= \frac{0.075}{0,005} = 15$$

Calculation Z table:

$$Z_{(1/2 \alpha)} = Z \text{ table}$$

$$\alpha = 0.05$$

$$Z = 1/2 (\alpha)$$

$$Z = 1/2 (0.05)$$

$$Z_{0.025} = 3.26$$

Based on calculation it can be concluded that Z count= 15 was more than Z table= 3.26 ($Z \text{ count} = 15 > Z \text{ table} = 3.26$) by level of significance 0.05 so, from the above result the researcher concluded that the hypothesis was accepted. The meaning in level significant 5% An Analysis of Students Ability in Writing Narrative Text at Grade X SMA N 6 Padangsidempuan was enough category.

C. Discussion

In this research, the researcher is explains about writing narrative text especially in writing narrative text. The researcher is explains definition of narrative text, purpose of narrative text, kinds of narrative text, generic structure of narrative text. The researcher is explains of indicator.

After analyzing the data, it was gotten that the students' ability in writing narrative text was enough. It can be known from mean score of an

analysis of students' ability in writing narrative text at grade X SMA N 6 Padangsidempuan are 62.1%. So, the students' ability in writing narrative text are in enough category.

The researcher was related to some previous research concluding. The first, a script of Sopiati Harahap¹ she concluded the students' error in grammatical writing narrative text were enough with the mean of score (41,16%). The kinds of students' grammatical error in writing narrative text: The *First*, they didn't know the change of tobe in sentences pattern, The *Second*, they didn't know about change from V₁ to V₂ in tenses, The *Third*, they didn't understand reflexive pronoun about singular and plural and the *Last*, they didn't know the rule of preposition in proposition.

Second, Nurlena Siregar,² she concluded the students' problems in writing narrative text at eighth grade MTs Negeri Batang Angkola, from the data description of test and interview. The students' problem in writing narrative text were the students doesn't know writing the formula of tense that used in narrative text, and writing vocabularies.

Addition, there are some criteria of writing assessment. For the first, students must understand about Grammar. Next, students must rich about Vocabulary, Next, students must understand about Mechanic. The last is

¹ Sopiati Harahap, *An Analysis Of Students' Grammatical Error In Writing narrative text At The tenth Grade Of SMA N 3 Padangsidempuan* (Unpublished Thesis), Padangsidempuan: IAIN, 2016

² Nurlena Siregar, *The Students' Problems In Writing Narrative Text At Grade VIII MTs Negeri Batang Angkola* (Unpublished Thesis), Padangsidempuan: IAIN, 2015)

students must understand about Fluency and Form (Organization). Although, from the result of the test that have be given to the students at grade X SMA N 6 Padangsidempuan were lack understand and also unknown about the criteria of writing assessment above. So, the students' at grade X SMA N 6 Padangsidempuan difficult in writing especially writing narrative text.

Based on explanation above, researcher concluded that an analysis of students' ability in writing narrative text at grade X students of SMA N 6 Padangsidempuan was enough. Researcher take conclusion that students enough students ability in writing narrative text because the result of the calculation of the students ability in writing narrative text was 62.1%. The result from enough category.

D. The Threats of the Research

In this research, the researcher believed that there were many threat of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

The research still limited. They were many mistakes and weakness. Mistakes and weakness were caused by limitation of the researcher time, the original answer of the students. On doing students test, there were the weakness of time, become the students had many activities, when they answered the test they less concentrate test, increase of many task to fulfil for examination. The researcher can not control the serious of the students in

answer the test. So, make possible the students follow the lead of their friends.

The researcher to the generations would be able to do the best.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from advisor and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After calculating and analyzing the result of the data. Researcher can be concluded that the students' ability in writing narrative text at grade X of SMA N 6 Padangsidimpuan was categorized into enough category. It can be seen from the scores of the percentage from mean score gotten by students, that 62.1 mean score. Then, the hypothesis of students' ability in writing narrative text at grade X students of SMA N 6 Padangsidimpuan was accepted by using z test. It can be seen $Z_{count} 15 > Z_{table} 3.26$. It means hypothesis was accepted. It means the students' ability in writing narrative text at grade X SMA N 6 Padangsidimpuan it in enough criteria.

B. The Suggestion

Based on the conclusion the research we can get several suggestion that are useful for improving the students' achievement later, they are:

1. The headmaster of SMA N 6 Padangsidimpuan always motivation the English teacher to increase his ability in teaching English.
2. The English teacher to motivate the students to improve their especially in writing narrative text and teaching must be done by inner feeling. So, that the teacher always effort and the students can understand what do we say, and do an improvisation to attract students enthusiasm and motivation in

teaching learning process. Finally, the teacher should give more exercise and explanation about narrative text to the students especially who got bad scores.

3. The students, they have to understand well how to write narrative text and they will be able to figure out how to write narrative text very well.
4. The reader especially English learners more improve their knowledge in writing narrative text.

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CURRICULUM VITAE

A. Identity

Name : Rima Alfina
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Place and Birthday : Nanggulon, 25th October 1996
Sex : Female
Religion : Islam
Address : Nanggulon, Desa Portibi Jae

B. Parents

1. Father's name : Mara Moga Siregar
2. Mother's name : Kartini Harahap

C. Educational Background

1. Elementary School : SD Negeri 105720 Bahal (2008)
2. Junior High School : MTs TPI Purbasinomba (2011)
3. Senior High School : MA Negeri Barumun Tengah (2014)
4. Institute : IAIN Padangsidempuan (2019)

APPENDIX 1

The List of Test

A. Instruction:

1. Read the question carefully!
2. Answer by your own ability
3. Your answer will not influence position in this school
4. If you have question, ask to the researcher
5. You have 60 minutes to finish this test.

Name:

Class :

B. Question:

1. Write Narrative text, and choose one of the tittles below:
 - a. My experiences
 - b. The Legend of Malin Kundang
 - c. My Hobby
2. The test should be consisting of generic structure of narrative text namely: Orientation, complication, resolution, Re-orientation or Coda.

Validator

EFRILDA MALIK HASIBUAN, S.Pd
19810424 201406 2 004

Appendix II

The Description of Students Ability in Writing Narrative Text at Grade X SMA N 6 Padangsidimpuan

No	Name	Grammar	Vocabulary	Mechanic	Fluency	From/Organization	Score
1.	AD	10	15	10	10	15	60
2.	AR	10	15	15	10	15	65
3.	AT	15	15	10	10	10	60
4.	ART	10	10	10	10	10	50
5.	AC	10	10	10	15	15	65
6.	AE	10	15	15	10	20	70
7.	CMA	15	10	20	20	10	75
8.	DI	10	10	10	10	10	50
9.	DS	15	10	10	20	15	70
10.	DW	10	10	10	10	15	55
11.	ES	10	15	10	10	15	60
12.	FG	10	10	15	10	10	55
13.	HA	15	10	10	15	15	65
14.	HW	10	10	10	10	10	50
15.	IAS	15	15	10	15	15	70
16.	K	10	10	15	10	15	60
17.	LA	10	15	20	10	10	65
18.	NEA	10	5	10	15	15	55
19.	NI	10	15	15	10	10	60
20.	NJ	5	5	15	15	10	50
21.	R	15	15	10	10	15	65
22.	RP	10	10	15	10	10	55
23.	RA	15	15	15	10	15	70
24.	RAN	15	15	10	15	15	75
25.	RH	10	10	15	15	10	60
26.	SA	10	10	20	10	15	65

27.	T	10	10	15	10	10	55
28.	TM	10	10	15	15	10	60
29.	TA	15	10	15	15	15	70
30.	TSR	10	10	15	15	10	60
31.	WA	10	10	15	10	15	60
32.	WP	10	10	10	15	10	55
33.	WS	15	15	20	15	20	85
34.	WY	15	15	10	10	15	65
35.	WSN	10	15	10	15	10	60
36.	WPR	10	15	20	15	20	80
37.	YW	10	10	10	10	15	55
38.	YA	10	20	10	15	15	70
39.	Z	15	15	15	15	15	75
40.	ZH	10	10	10	10	10	50
Total		2500					

Appendix III

1. Maximal and minimum score were gotten by setting the variable score from low score and high score.

50	50	50	50	50	55	55	55	55	55
55	55	60	60	60	60	60	60	60	60
60	60	65	65	65	65	65	65	65	70
70	70	70	70	70	75	75	75	80	85

2. High score: 85

3. Low score: 50

4. Range: high score-low score

$$=85-50$$

$$=35$$

5. The total of classes (BK) = $1+3,3 \log n$

$$= 1+ 3,3 \log (40)$$

$$= 1+ 3,3 \log (1,54)$$

$$= 1+ 6,082$$

$$= 7,082$$

6. Interval (i) = $\frac{R}{BK} = \frac{35}{7} = 5$

7. Mean score $X = \sum \frac{fixi}{f}$

Interval	Fi	Xi	Fixi
50-55	12	52,5	630
56-61	10	58,5	585
62-67	7	64,5	451.5
68-73	6	70,5	423
74-79	3	76,5	229.5
80-85	2	82,5	165
Total	40	405	2484

$$\text{Mean score } X = \sum \frac{fixi_{2484}}{f_{40}} = 62,1$$

8. Median

$$\begin{aligned} \text{Me} &= b+p\left(\frac{\frac{1}{2}n-f}{f}\right) \\ &= 68+6\left(\frac{\frac{1}{2}40-29}{6}\right) \\ &= 68+6\left(\frac{20-29}{6}\right) \\ &= 68+6\left(\frac{-9}{6}\right) \\ &= 68+6(-1,5) \\ &= 68+-9 \end{aligned}$$

$$b = 59$$

$$p = 6$$

$$F = 29$$

$$f = 6$$

9. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$b = 59$$

$$p = 6$$

$$b_1 = 7 + 10 + 12 = 29 \rightarrow 6 - 29 = -23$$

$$b_2 = 6$$

$$Mo = 59 + 6 \left(\frac{-23}{-23 + 6} \right)$$

$$= 59 + 6 \left(\frac{-23}{-17} \right)$$

$$= 59 + 6 (1.35)$$

$$= 59 + 8.1$$

$$= 67.1$$

HYPOTHESIS EXAMINE

Z-Test

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

$$Z = \frac{\frac{29}{40} - 0.65}{\sqrt{0.65 \frac{(1-0.65)}{40}}}$$

$$= \frac{0.725 - 0.65}{\sqrt{\frac{0.65(0.35)}{40}}}$$

$$= \frac{0.075}{\sqrt{\frac{0.2275}{40}}}$$

$$= \frac{0.075}{0.005} = 15$$

Calculation Ztable:

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0,05$$

$$Z = 1/2 (\alpha)$$

$$Z = 1/2 (0.05)$$

$$Z = 0.025 = 3,26$$

Based on calculation it can be concluded that $Z_{count} = 15$ was more than $Z_{table} = 3,26$ ($Z_{count} = 15 > Z_{table} = 3,26$) by level of significance 0.05 so, from the above result the researcher concluded that the hypothesis was accepted. The meaning in level significant 5% An Analysis of Students Ability in Writing Narrative Text at Grade X SMA N 6 Padangsidempuan was enough category.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Padangsidimpuan, 20 September, 2017

Nomor : 75/In.14/E.6a/PP.00.9/09/2017
Sifat : Biasa
Lampiran : -
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth Bapak/Ibu;
1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, S.Pd., M.Hum.

(Pembimbing I)
(Pembimbing II)

Di-
Padangsidimpuan.

Assalamu 'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi : **AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT GRADE X STUDENTS OF SMA N 6 PADANGSIDIMPUAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**An Analysis of Students Ability in Writing Narrative Text at Grade X Students of SMAN 6 Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, ataskerjasama yang baik diucapkan terimakasih.



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Dengan hormat, menghunjuk surat Saudara Nomor : B – 186 / In.14 / E / TL.00 / 03 / 2019 tertanggal 04 Maret 2019 yang kami terima, maka dengan ini kami sampaikan bahwa:

Nama : **RIMA ALFINA**
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telah mengadakan penelitian untuk penyusunan Skripsi yang bersangkutan dengan **judul :**

**"AN ANALYSIS OF STUDENTS ABILITY IN WRITING NARRATIVE ~~TEXT~~
AT GRADE X STUDENTS OF SMAN 6 PADANGSIDIMPUAN".**

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih.

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